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Feo, HR Fiebig, T Filk, J Fingberg, M Fischler, ... Campos 1, 701 Predictive lattice QCD ED Freeland, JE Hetrick, D Renner, JN Simone strup, HA, 516 Kawai, H., 93,659 R Hasenfratz, S Hashimoto, T Hashimoto, T Hatt, RW Haymaker, ... 5/6/24, 2:08 AM James Hetrick - Google Scholar https://scholar.google.com/citations?user=N_ml88oAAAAJ&hl=en 21/21 H O M E / S C H O O L O F E N G I N E E R I N G A N D C O M P U T E R S C I E N C E / S C H O O L O F E N G I N E E R I N G A N D C O M P U T E R S C I E N C E - D I R E C T O R Y Dana Nehoran   5/6/24, 2:04 AM Dana Nehoran | University of the Pacific https://www.pacific.edu/engineering/directory/nehoran-dana 1/4 Dana Nehoran Office: ⬜San Francisco CSB 105 Email Address: dnehoran@pacific.edu   5/6/24, 2:04 AM Dana Nehoran | University of the Pacific https://www.pacific.edu/engineering/directory/nehoran-dana 2/4 Dana Nehoran is an industry authority in the management of data-driven engineering programs and a leader in the field of higher education analytics. She came to University of the Pacific after teaching for a number of other universities, most recently at San Jose State University, where she also held the position of Director of Student Success Decision Sciences in the Academic Affairs Division, leading a team that used predictive analytics to enable data-assisted decision making in several student success initiatives around campus. She continues in this role here at Pacific in addition to teaching for the MS in Data Science program and the department of Computer Science. Earlier on, for over two decades, Nehoran held senior management and consulting positions with Fortune 500 companies such as Intel, Cisco, Qualcomm, Philips and Yahoo!, and has taught classes in data science and program management for Silicon Valley companies. Nehoran earned her master's degree in analytics from University of San Francisco. She is also a PMP by the Project Management Institute, SAS certified, and holds a bachelor's degree in computer science from the Technion - Israel Institute of Technology. EDUCATION MS, Analytics, University of San Francisco BS, Computer Science, Technion - Israel Institute of Technology RESEARCH FOCUS Higher education analytics Decision sciences Predictive analytics Natural language processing Machine learning Stockton Campus 3601 Pacific Ave. Stockton, CA 95211 Admissions: 209.946.2211 Sacramento Campus 3200 Fifth Ave. Sacramento, CA 95817 Admissions: 916.739.7105 San Francisco Campus 155 Fifth St. San Francisco, CA 94103 Admissions: 415.929.6491 MyPacific Campus Hours Event Services Emergency Info Jobs Contact Us Accessibility Statement Title IX Resources   5/6/24, 2:04 AM Dana Nehoran | University of the Pacific https://www.pacific.edu/engineering/directory/nehoran-dana 3/4 Stay in touch ⬜⬜〈⬜⬜ University Policies Non-Discrimination Statement Annual Security Report Privacy Policy © 2024 University of the Pacific   5/6/24, 2:04 AM Dana Nehoran | University of the Pacific https://www.pacific.edu/engineering/directory/nehoran-dana 4/4 Coursicle Anahita Zarei Read all 7 reviews Reviews First-year PHYS ECPE 121 • 5y Great Professor. Do your homework, participate in class, study and focus and you'll do fine. Her exams are fair and based on what she teaches in class. She gives many examples during her lectures of problems as well as worksheets. they help a lot. I like the way she teaches! Sophomore UOPI ECPE 005 • 6y Great teacher. Hard to focus though. You'll find out why if you take her class. ANLT 201 - Linear Alegbra for Data Sci ANLT 202 - Frequentist Statistics ANLT 203 - Bayesian Statistics ANLT 208 - Research Methods Data Sci ANLT 222 - Machine Learning Data Sci ANLT 223 - Advanced Machine Learning ANLT 272 - Healthcare Case Studies ENGR 201 - Techniques in Research Courses Chat with other students in Anahita Zarei's classes Course Chat View Anahita Zarei's Fall 2024 classes Schedule Planner Email azarei@pacific.edu Coursicle Rating 68 Departments ANLT, ENGR Recent Semesters Teaching Spring 2024, Fall 2023, Spring 2023, Fall 2022, Spring 2022 Professors at UOP 5/6/24, 2:02 AM

All Since 2019 Citations 865 497 h-index 4 4 i10-index 4 2 Anahita Zarei University of the Pacific Data Science Machine Learning Statistics EdTech TITLE CITED BY YEAR Pareto multi objective optimization P Ngatchou, A Zarei, A El-Sharkawi Proceedings of the 13th international conference on, intelligent systems ... 810 2005 Artificial neural network for prediction of ethnicity based on iris texture A Zarei, D Mou 2012 11th International Conference on Machine Learning and Applications 1 ... 15 2012 An intelligent system for prediction of orthodontic treatment outcome A Zarei, M El-Sharkawi, M Hairfield, G King The 2006 IEEE International Joint Conference on Neural Network Proceedings ... 15 2006 Proceedings of the 13th International Conference on Intelligent Systems Application to Power Systems P Ngatchou, A Zarei, A El-Sharkawi IEEE 10 2005 A Hybrid Algorithm of Optimal Control for a Class of Nonlinear Systems SSM Ghazi, AA Jalali, A Zarei 2007 IEEE Aerospace Conference, 1-9 4 2007 An intelligent system for assessment of orthodontic treatment outcome using fuzzy union rule configuration A Zarei, M El-Sharkawi, M Hairfield Proc. lASTED, May, 428-433 3 2007 A Mechatronic System Design Case Study: Adaptive Modeling and Control of an Inverted Pendulum SSM Ghazi, A Zarei 2007 IEEE International Conference on Networking, Sensing and Control, 291-296 3 2007 A Novel neuro-fuzzy assessment index for orthodontics A Zarei, M Hairfield, SS Mirsaeidghazi 2009 International Joint Conference on Neural Networks, 3493-3497 2 2009 Predicting parathyroid hormone levels in diabetic hemodialysis patients using neural networks J Smith, A Zarei, P Ghazi, S Kapre, L Frank 2009 International Conference on Computing, Engineering and Information, 221-224 2 2009 Identifying the best admission criteria for data science using machine learning A Zarei, R Hutley 2018 ASEE Annual Conference & Exposition 1 2018 5/6/24, 2:00 AM Anahita Zarei - Google Scholar https://scholar.google.com/citations?user=V6jhpxgAAAAJ&hl=en 1/2 TITLE CITED BY YEAR Iris categorization with texton representation R Meyer, A Zarei 2014 IEEE International Conference on Systems, Man, and Cybernetics (SMC), 75-79 2014 IRIS BIOMETRIC RESEARCH AT PACIFIC R Hasegawa, K Hughes, D Mou, L Stark, A Zarei 2013 A Novel Web Based Support Tool for Learning Random Variables A Zarei, J Gao, A Joe, J Ortiz 2012 An Intelligent Model for Predicting Intact Parathyroid Hormone (iPTH) in Diabetic Patients and Determining Correlations between A1c and iPTH PM Ghazi, A Zarei, S Kaprai, L Frank DIABETES 58, A559-A559 2009 5/6/24, 2:00 AM Anahita Zarei - Google Scholar https://scholar.google.com/citations?user=V6jhpxgAAAAJ&hl=en 2/2 About Us About Us About Us About Us About Us Who We Are? We are experts in the complex world of technology and data, who bring extensive experience to our clients. We recognize that we all live in an increasingly complex world of advanced technological solutions, such as IoT (Internet of Things), highly sophisticated data science solutions such as Neural Networks, Predictive Models, and Simulation. However, we also know from years of practical experience that these solutions need to be designed and developed in the context of an overall business strategy. We help you to understand the potential of these new capabilities, define your technology, data and analytic stratgies, and then design and build these solutions to meet the specific needs of your company. We go above and beyond typical solution developers by bringing our expertise to help you implement these solutions, undertaking the change management necessary to turn these sophisticated solutons into practical business outcomes. Our core values are integrity and trust, the encouragement of innovation, teamwork and the continuing personal development of everyone

at the firm. What we do Business Strategy 70% Data Strategy 54% ⍰ Home About Us Services ⍰ +1 (678) 296–2924 contact@stratathought.com ⍰ 5/6/24, 1:58 AM About Us

Internet of Things (IoT) 87% Data Science 90% Our Leadership Team Experts in Their Fields Our experts can help you drive business success through the power of Big Data, the Internet of Things, and Analytics. From defining your data strategy to delivering powerful, customized solutions, contact us today to discuss your needs with one of our experts. ⍰ Home About Us Services ⍰ +1 (678) 296–2924 contact@stratathought.com ⍰ 5/6/24, 1:58 AM About Us Rick is a highly seasoned Information and Communications Technologist (ICT) expert coupling a visionary outlook balanced with a practical sense of execution. With 28 years in the telecommunications / IT industry, Rick was a former CIO of one of the worlds largest global telecommunications service providers. He served both as the vice president of Innovation in Cisco Systems executive consulting organization and their Internet of Everything Solutions group. With over 17 years of executive consulting experience he has advised the C-suite of the largest corporations in the world on the future of technology and to how to successfully leverage these highly complex transitions. He sits on the executive boards of several companies, and is a frequent keynote speaker at major national and international events. Today, Rick is the Program Director and Professor of Practice for Data Science at the University of the Pacific. ⍰ +1 (678) 296–2924 contact@stratathought.com Rick Hutley IoT Expert ⍰ Home About Us Services ⍰ +1 (678) 296–2924 contact@stratathought.com ⍰ 5/6/24, 1:58 AM About Us ⍰ Home About Us Services ⍰ +1 (678) 296–2924 contact@stratathought.com ⍰ 5/6/24, 1:58 AM About Us John Sifonis has over thirty-eight years of business and technology management consulting experience with Global 500 corporations in Europe, South America, Japan, and Africa. He is recognized for his expertise in formulating and delivering innovative business and technology solutions for competitive advantage. He has held senior executive positions in international consulting and emerging technology ventures. He has the ability to gain a deep understanding of theoretical concepts with the capability to turn concepts in pragmatics. He has co-authored three highly successful books: Dynamic Planning: The Art of Managing Beyond Tomorrow Corporation on A Tightrope and: "Net Ready: Strategies for Success in the E-conomy." "Net Ready" was on the Wall Street Journal's bestseller business book list, and has also published over two dozen articles on the role of IT in business strategy formulation, corporate governance, and leadership. He has been a guest lecturer at MIT's Sloan School of Management, Dartmouth College, the Kellogg School of Business, and the WITS School of Management in South Africa. ⍰ +1 (678) 296–2924 contact@stratathought.com John Sifonis Business Expert ⍰ Home About Us Services ⍰ +1 (678) 296–2924 contact@stratathought.com ⍰ 5/6/24, 1:58 AM About Us Dr. Zarei earned her PhD in Electrical Engineering from the University of Washington in 2007, and has written extensively on topics related to computational intelligence and machine learning. In addition to teaching and research, she has also participated in on-campus events as a panelist and presenter in "Improving Classroom and Campus Climate for Women at Pacific (particularly in the STEM area)" and "Women of the World: International Perspectives on Gender." She is also the faculty advisor for the Pacific chapter of the Institute of the Electrical and Electronics Engineers (IEEE). ⍰ +1 (678) 296–2924 contact@stratathought.com Anahita Zarei Machine Learning Expert ⍰ Home About Us Services ⍰ +1 (678) 296–2924 contact@stratathought.com ⍰ 5/6/24, 1:58 AM About Us

Dr. James Hetrick is a professor and former chair of the Physics Department at the University of the Pacific. After finishing his Bachelor's degree in Physics from Case Western Reserve University, he spent 13 months at the South Pole Station in Antarctica studying cosmic rays, the solar wind, the auroras, and the earth's magnetosphere. He received his Ph.D. from the University of Minnesota in theoretical particle physics and went on to hold postdoctoral research positions at ETH in Zürich, the University of Amsterdam, the University of Arizona, and Washington University in St. Louis, before coming to the University of the Pacific. At Pacific, Dr. Hetrick teaches a wide variety of classes, including Cosmology and The Physics of Music. ⬜ +1 (678) 296–2924   contact@stratathought.com Jim Hetrick Data Science Expert ⬜ Home About Us Services ⬜ +1 (678) 296–2924   contact@stratathought.com ⬜ 5/6/24, 1:58 AM About Us

Marc is a seasoned Data Scientist with an extensive background in both Computer Science as well as Data Science. He has significant experience in solution design and development of advanced data science solutions, including Machine Learning and dynamic visualization. He is experienced in all phases of the SDLC project lifecycle from feasibility analysis to development, testing, deployment and technical support. ⬜ +1 (678) 296–2924   contact@stratathought.com Marc Hutley Data Scientist What People Say 1 3 "I was blown away by their knowledge, qualification of the short and lon act. Overall, I am so impressed by their effort a Anthony Kandar Cisco Systems ⬜ ⬜ ⬜ Home About Us Services ⬜ +1 (678) 296–2924 contact@stratathought.com ⬜ 5/6/24, 1:58 AM About Us

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Hatinder Chawla 209.946.2992 hchawla@pacific.edu School of Engineering and Computer Science Data Science Stockton

Pramod Gupta Professor of Practice pgupta@pacific.edu School of Engineering and Computer Science Computer Science Data Science Stockton

James Hetrick Professor/Director of Data Sci 209.946.3128 jhetrick@pacific.edu School of Engineering and Computer Science Data Science Electrical and Computer engineering Engineering Physics

Stockton Sethuraman Kuruvimalai Associate Professor of Practice 209.932.3610 skuruvimalai@pacific.edu School of Engineering and Computer Science

Data Science Electrical and Computer engineering Stockton Dana Nehoran dnehoran@pacific.edu School of Engineering and Computer Science

Data Science San Francisco Arun Saksena asaksena@pacific.edu School of Engineering and Computer Science Data Science

Stockton Paul Starrett pstarrett@pacific.edu School of Engineering and Computer Science Data Science

Sacramento Anahita Zarei Associate Professor 209.946.3072 azarei@pacific.edu School of Engineering and Computer Science Data Science

San Francisco Stockton Campus 3601 Pacific Ave. Stockton, CA 95211 Admissions: 209.946.2211 Sacramento Campus 3200 Fifth Ave. Sacramento, CA 95817 Admissions: 916.739.7105 San Francisco Campus 155 Fifth St. San Francisco, CA 94103 Admissions: 415.929.6491 MyPacific Campus Hours Event Services Emergency Info Jobs Contact Us Stay in touch 󰀀󰀀 〈󰀀󰀀 Accessibility Statement Title IX Resources University Policies Non-Discrimination Statement Annual Security Report Privacy Policy © 2024 University of the Pacific

MASTER OF SCIENCE IN DATA SCIENCE

https://engineering.pacific.edu/engineering/academics/ms-data-science Phone: (209) 946-2151 Location: San Francisco Website: Data Science (https://engineering.pacific.edu/engineering/ academics/ms-data-science/)

Degrees Offered

Master of Science in Data Science

Data Science Program Overview

The MS in Data Science prepares graduates for careers in data analytics and related fields. This is a science (as opposed to business) based program that is focused on developing students' math foundation in statistics and linear algebra, and computer programming to prepare them for coursework in topics like machine learning, time series analysis, customer analytics, and data visualization. This 32-unit, 4-semester degree culminates in an experiential Capstone Project, in which students work on a real-world analytics problem. Prerequisite entry requirements include: • A Bachelors degree • GPA of 3.0 or above • Educational qualifications and/or work experience in: • Statistics • Computer programming (any language, although Python and R are preferred) • Basic calculus (derivatives) • In addition, international students must also have: • The US equivalent of a GPA of 3.0 or above • TOEFL (or equivalent) English language proficiency. A minimum score of 90 or a score of at least 550 (213 on the computer-based test) is required. • Official, course-by-course evaluation of their transcripts with an overall U.S. GPA equivalent from one of the agencies accepted by the University.

Data Science Program Educational Objectives

The MS in Data Science prepares graduates for careers in predictive modeling, artificial intelligence, and related fields. This is done by developing students' math foundations in statistics and linear algebra, and programming skills in the areas of machine learning, data preparation, data modeling, and a variety of data science / analytic solution areas such as customer analytics, fraud detection and healthcare analytics. The education that students receive will allow them after graduation to: • Extract value from data to assist organizations in understanding past performance, predicting future events, and optimizing processes; • Apply the methods of data wrangling, analytic programming, data mining, quantitative methods, modeling, to prepare very large data sets for analysis; • Design and develop practical data oriented solutions using modern analytic techniques such as machine learning, time series analysis, and clustering; • Apply the scientific method to develop and test hypotheses using mathematical and statistical principles; • Conduct compelling communications through informative visualizations and effective presentation skills. Data Analysis • Analyze various forms of data (e.g. numerical, categorical, textual, objects, etc.) using appropriate mathematical and/or machine learning techniques. Data Engineering • Apply modern programming and data engineering skills, extract data from files, databases, or online resources, and transform it for appropriate analysis. Professional Presentation • Effectively communicate results in a format that is appropriate to the audience, via written, oral, and graphical media.

Master of Science in Data Science

Students must complete a minimum of 32 units with a Pacific cumulative grade point average of 3.0 to earn the master of science in data science degree.

Course	Title	Units
ANLT 201	Linear Algebra for Data Science	1
ANLT 202	Frequentist Statistics	1
ANLT 212	Analytics Computing for Data Science	1
ANLT 221	Introduction to Machine Learning	1
ANLT 222	Machine Learning for Data Science	1
ANLT 224	Data Wrangling	1
ANLT 232	Introduction to Data Visualization	1
ANLT 233	Dynamic Visualization	1
ANLT 242	Relational Databases	1
ANLT 251	Data Science Socratic Lab	3
ANLT 282	Capstone Project	2-6
ANLT 283	Weekly Hot Topics	1

Select five (5) of the following:

Course	Title	Units
ANLT 203	Bayesian Statistics	1
ANLT 207	Time Series Analysis	1
ANLT 210	Software Methods for Data Science	1
ANLT 214	Data Engineering for Data Science	1
ANLT 223	Advanced Machine Learning	1
ANLT 234	Analytics Storytelling for Data Science	1
ANLT 243	NoSQL Databases	

1 ANLT 273 Fraud Detection 1 ANLT 274 Customer Analytics 1 ANLT 272 Healthcare Case Studies 1 ANLT 276 Emphasis Case Studies 1 * Students will take three semesters of both ANLT 251 or ANLT 283 . Master of Science in Data Science   1 Course Descriptions ANLT 201. Linear Algebra for Data Science. 1 Unit. Linear algebra is the generalized study of vector spaces and transformations in n-dimensions. In this course, students begin by developing an understanding of the concepts and operations of linear algebra, which are frequently employed in the analysis of data. Topics include: formulating and solving linear systems as matrix-vector equations, performing basic computations involving matrix algebra, orthogonal projections, and eigenvalue-eigenvector problems. Students are then exposed to important topics for data science, such as singular value decomposition and principle component analysis. The use of software to perform computations is emphasized. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 202. Frequentist Statistics. 1 Unit. A survey of regression, linear models, and experimental design. Topics include simple and multiple linear regression, single- and multi-factor studies, analysis of variance, analysis of covariance, mode selection, and diagnostics. This class will focus more on the application of regression methods than the underlying theory through the use of modern statistical programming languages. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 203. Bayesian Statistics. 1 Unit. This course introduces Bayesian statistical methods that enable data analysts and scientists to combine information from similar experiments, account for complex spatial, temporal, and other relationships, and also incorporate prior information or expert knowledge into a statistical analysis. This course explains the theory behind Bayesian methods and their practical applications, such as social network analysis, predicting crime risk, or predicting credit fraud. The course emphasizes data analysis through the use of modern analytic programming languages. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 205. Consumer Analytics. 1 Unit. This course introduces the techniques used to analyze consumer shopping and buying behavior using transactional data in industries like retail, grocery, e-commerce, and others. Students will learn how to conduct item affinity (market basket) analysis, trip classification analysis, RFM (recency, frequency, monetary) analysis, churn analysis, and others. This class will teach students how to prepare data for these types of analyses, as well as how to use machine learning and statistical methods to build the models. The class is an experiential learning opportunity that utilizes real-world data sets and scenarios. Prerequisite: Graduate status in the Data Science program. ANLT 206. Sentiment Analysis and Opinion Mining. 1 Unit. This course introduces the algorithms and methods used to analyze the subjective opinions and sentiments of the author of a free text document such as a tweet, blog post, or article. The class will examine the applications of this type of analysis as well as its benefits and limitations. Sentiment analysis is closely tied to text mining and uses techniques such as natural language processing, text analysis, and computational linguistics for feature extraction and preprocessing of the data. Students will explore the current state of usage of sentiment analysis, as well as future implications and opportunities. Prerequisite: Graduate status in the Data Science program. ANLT 207. Time Series Analysis. 1 Unit. This course introduces the theory and application of statistical methods for the analysis of data that have been observed over time. Students will learn techniques for working with time series data and how to account for the correlation that may exist between measurements that are separated by time. The class will concentrate on both univariate and multivariate time series analysis, with a balance between theory and applications. Students will

complete a time series analysis project using real-world scenario and data set. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 208. Research Methods for Data Science. 1 Unit. Students learn about research design, qualitative and quantitative research, and sources of data. Topics will include a variety of research topics, including such things as data collection procedures, measurement strategies questionnaire design and content analysis, interviewing techniques, literature surveys; information databases, probability testing, and inferential statistics. Students will prepare and present a research proposal (with emphasis on technical writing/presentation principles) as part of the course. Prerequisite: Graduate status in the Data Science program. ANLT 210. Software Methods for Data Science. 1 Unit. Students learn the tools, methodology, and etiquette in developing data science applications, tools, and analytical workflows in collaborative environments. Data scientists are at the nexus of software engineering, science, and business. In order to thrive in this world, they must work collaboratively across these fields and skill sets, while ensuring that work is accessible and digestible to everyone involved. Moreover, they must ensure their work is production-worthy and extensible. This course teaches all of the elements, both technical and conceptual, to create productive, helpful, and professional data scientists. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 212. Analytics Computing for Data Science. 1 Unit. This course introduces computational data analysis using multi-paradigm programming languages. By the end of the course, students will tackle complex data analysis problems. The course emphasizes the use of programming languages for statistical and machine learning analysis, and predictive modeling. Graphical analytics tools will also be used. The course will also cover the various packages for accessing data that come with the various languages, manipulating and preparing data for analysis, conducting statistical and machine learning analyses, and graphically plotting and visualizing data and analytical results. The course emphasizes hands-on data and analysis using a variety of realworld data sets and analytical objectives. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 214. Data Engineering for Data Science. 1 Unit. This course introduces students to data warehousing architectures, big data processing pipelines, and in-memory analytic techniques. Students will learn how to design systems to manage large volumes of multidimensional data. Currently, this includes the map-reduce paradigm, distributed file systems (HDFS), The Spark distributes computing platform, and how to sign up cloud computing resources (AWS EC2). Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. 2   Master of Science in Data Science ANLT 216. Legal Analytics for Data Science. 1 Unit. This course introduces students to how the law applies to the practice of data science. This course will expose students to: the ways in which data science assists with the practice of law, legal compliance and regulations that affect how data science tasks can be conducted, and the diverse ways in which the law affects the data scientist in his/her capacity as a practicing professional. Pre-requisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 221. Introduction to Machine Learning. 1 Unit. This course introduces the concepts of machine learning at the firstsemester graduate level. The course begins with a brief review of linear algebra with applications to data manipulation. Next, linear and logistic regression, SVMs, classification, and clustering are reviewed. Data wrangling methods and concepts such as imputation, transformation, and dimensional reduction are discussed, followed by an introduction to model validation. The last third of the course introduces modern machine

learning models and concepts: neural networks, deep learning, decision trees, and natural language processing. Prerequisites: Graduate standing or permission of the MS Data Science program director. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 222. Machine Learning for Data Science. 1 Unit. Machine learning is the artificial intelligence discipline for uncovering patterns and relationships contained in large data sets. Students will be exposed to the supervised learning methods such as neural networks and decision trees. Practical application of these techniques will be tools like R and Python. Students will also learn: proper techniques for developing, training, and cross-validating predictive models; bias versus variance; and will explore the practical usage of these techniques in business and scientific environments. Students will also be introduced to unsupervised learning – the class of machine learning for uncovering patterns and relationships in data without labeling the data or establishing a preconceived set of classes or results. Students will learn through handson programming projects. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 223. Advanced Machine Learning. 1 Unit. This course builds on the fundamentals introduced in ANLT 222 Machine Learning, by examining more machine algorithms and neural network topologies, and studying their respective applications. The course includes an overview of the TensorFlow language, Decision Tree methods, and an introduction to Natural Language Processing (NLP). Prerequisite: ANLT 222 Machine Learning, Graduate status in the MS Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 224. Data Wrangling. 1 Unit. This course will teach you how to retrieve data from disparate sources, combine it into a unified format, and prepare it for effective analysis. This aspect of data science is often estimated to be upwards of 80% of the effort in a typical analytics process. Students will learn how to read data from a variety of common storage formats, evaluate its quality, and learn various techniques for data cleansing. Students will also learn how to select appropriate features for analysis, transform them into more usable formats, and engineer new features into more powerful predictors. This class will also teach students how to split the data set into training and validation data for more effective analytical modeling. Prerequisite: Graduate status in the Data Science program. ANLT 232. Introduction to Data Visualization. 1 Unit. This course introduces tools and methods for visualizing data and communicating information clearly through graphical means. The class covers various data visualizations and how to select the most effective one depending on the nature of the data. Students will practice using the data visualization methodology by walking through a case study with the instructor and then practicing the steps on their own. Students will work with modern analytic graphics packages, and will be introduced to open source libraries, and to commercial visualization products. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 233. Dynamic Visualization. 1 Unit. This course introduces advanced visualization techniques for developing dynamic, interactive, and animated data visualization. Students will learn a variety of techniques for the visualization of complicated data sets. These techniques are valuable for visualizing genomic data, social or other complex networks, healthcare data, business dynamics changing over time, weather and scientific data, and others. Often the visual presentation of data is enhanced when it is made interactive and dynamic, allowing users to "move through" the data and manipulate the data graphically for exploratory analysis. This presentation often involves web application development, and students will be exposed to these rudiments as well as tools that enable faster development of data visualization. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science

Socratic Lab. ANLT 234. Analytics Storytelling for Data Science. 1 Unit. This course builds upon ANLT 232. It will dive into how visualizations should be presented differently when presenting to lay people, business executives, and a technical group. It will also consider visualizations meant for exploratory analysis versus persuasive argument versus survey, or "30,000 foot" analysis. Working alone and in teams, students will create visualizations using their own findings and using provided case studies. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 242. Relational Databases. 1 Unit. This course introduces relational database management systems (RDBMS) and the structured query language (SQL) for manipulating data stored therein. The class is focused on the applied use of SQL by data scientists to extract, manipulate and prepare data for analysis. Although this class is not a database design class, students will be exposed to entity-relationship (ER) models and the benefits of third normal form (3NF) data modeling. The class employs hands-on experiential learning utilizing the modern relational database querying languages and graphical development environments. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 243. NoSQL Databases. 1 Unit. This course will examine different non-relational (NoSQL) database paradigms, such as Key-Value, Document, Column-family, and Graph databases. Students will learn about advantages and disadvantages of the different approaches. The class will include hands-on experience with a representative sample of NoSQL databases. Computing developments that spurred the existence of NoSQL databases, such as big data, distributed and cloud computing will also be discussed. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. Master of Science in Data Science 3 ANLT 251. Data Science Socratic Lab. 3 Units. This course is a co-requisite of the asynchronous online courses in the Masters in Data Science program (MSDS). In the Socratic Lab, students will engage with all material being studied by their cohort in the current term, both collectively, individually, and in teams. Work includes further applications and investigations of the online curriculum through projects, discussion, presentations, written reports, and programming. The Socratic Lab allows an integrative approach to reinforcing and expanding the topics students are studying elsewhere in the MSDS program. Prerequisite: Graduate status in the MS Data Science program. ANLT 272. Healthcare Case Studies. 1 Unit. This course ties together the statistical, computational analytics, and database concepts in a series of case studies in the Healthcare sector. Students will examine four separate case studies of the use of data analytics in healthcare. Students will work in teams to dissect these case studies and evaluate the business opportunity, the analysis methodology, the raw data, the feature engineering and data preparation, and the analytical outcomes. Students will present their evaluation and make recommendations for improvements in the analysis and related opportunities. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 273. Fraud Detection. 1 Unit. This course introduces the use of analytics to detect fraud in a variety of contexts. This class shows how to use machine learning techniques to detect fraudulent patterns in historical data, and how to predict future occurrences of fraud. Students will learn how to use supervised learning, unsupervised learning, and social network learning for these types of analyses. Students will be introduced to these techniques in the domains of credit card fraud, healthcare fraud, insurance fraud, employee fraud, telecommunications fraud, web click fraud, and others. The course is experiential and will apply concepts taught in prior data wrangling and machine learning courses using real-world data sets and fraud scenarios. Prerequisite: Graduate status in the Data Science

program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 274. Customer Analytics. 1 Unit. This course introduces the techniques used to analyze consumer shopping and buying behavior using transactional data in industries like retail, grocery, e-commerce, and others. Students will learn how to conduct item affinity (market basket) analysis, trip classication analysis, recommender systems, RFM (recency, frequency, monetary) analysis, churn analysis, and others. This class will teach students how to prepare data for these types of analyses, as well as how to use machine learning and statistical methods to build the models. The class is an experiential learning opportunity that utilizes real-world data sets and scenarios. Prerequisite: Graduate status in the Data Science program. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 275. Text Mining. 1 Unit. This course introduces the essential elements of text mining, or the extension of standard predictive methods to unstructured text. The class will explore the use of text mining in domains such as digital security, bioinformatics, law, marketing, and social media. Students will be exposed to information retrieval, lexical analysis, pattern recognition, meta-data tagging, and natural language processing (NLP). A large portion of this class will be devoted to the data preparation and wrangling methods needed to transform unstructured text into a suitable structure for analysis. Prerequisite: Graduate status in the Data Science program. ANLT 276. Emphasis Case Studies. 1 Unit. This course provides a real-world learning opportunity that ties together the concepts and practice of data science through a series of case studies in the finance, manufacturing, telecommunications and retail sectors. Students evaluate the business opportunities and challenges, explore, wrangle, and prepare the raw data, compare, select, implement, and validate statistical and machine learning models. Students present their evaluations and make recommendations for improvements. Corequisite: ANLT 251 Data Science Socratic Lab. ANLT 282. Capstone Project. 2-6 Units. This course is a culmination of all modules in the MS Data Science program. It provides an experiential learning opportunity that connects all of the materials covered in the MS Analytics program. Students will be formed into teams and assigned to an industry sponsored project. Capstone projects will be agreed in advance with sponsoring companies and will represent real-world business issues that are amenable to an analytic approach. These projects will be conducted in close oversight by the sponsoring company, as well as, a University faculty member and may be conducted on the sponsoring company's premises using their preferred systems and tools, at the sponsoring company's discretion. Prerequisite: Graduate status in the Data Science program. ANLT 283. Weekly Hot Topics. 1 Unit. This course consists of a set of weekly presentations and discussions around key analytic issues and current case studies. These hot topics will be presented by a combination of guest speakers – industry luminaries in the area of analytics – and University of the Pacific faculty members, including the MS Analytics program director. Many of these topics will be drawn from relevant real-world contemporary analytic stories that reinforce specific elements of the academic content being taught and cannot be predicted in advance. Prerequisite: Graduate status in the Data Science program. ANLT 287B. Internship. 1-4 Units. ANLT 287A. Internship. 1-4 Units. ANLT 287. Internship. 1-4 Units. ANLT 293. NLP for Data Science. 1 Unit. ANLT 297. Graduate Research. 1-6 Units. 4   Master of Science in Data Science Graduation 2024 Saturday, May 11 9 am Knoles Lawn – Commencement Ceremony 11:30 am Knoles Lawn – SOECS Diploma & Hooding Ceremony Overview ☐ Dates to be aware of: ☐ May 10, 3:30 pm, Morris Chapel, Interfaith Baccalaureate Ceremony ☐ May 11, 9:00 am, Knoles Lawn, All University Commencement and Degree Conferral Ceremony ☐ May 11, 11:30 am, Knoles Lawn, SOECS School of Engineering and Computer Science Diploma & Hooding Ceremony ☐ May 11,

12:30, CTC Lawn, SOECS Graduation Reception Website: Pacific.edu/Commencement Schedule □ May 11 Schedule for Graduates □ 8:00 am: Lineup for Commencement on Atchley Way (between Knoles Hall and Anderson Hall □ 9:00 am: Procession begins □ 10:45 am: Lineup for Diploma & Hooding on Atchley Way □ 11:30 am: Procession begins □ 12:30 pm: Recessional □ 12:30-2:00 pm: SOECS Graduation Reception, CTC Lawn Congratulations!!! You did it!! Logistics Commencement and Diploma & Hooding are nonticketed events. All are welcome – no limit on guests Please be on time for line-up as we have over 200 graduates On-campus eateries will be open. Water bottle refill stations available. All-University Commencement What is it? The President, Provost and deans present the graduates and confer degrees University Awards Student Speaker Ceremonial degree conferral --Graduates presented in by School in order of School's founding Presented by Dean Orwin to the President --President Callahan confers Degree (move tassel from right to left) --Individual names are not read during this ceremony and diplomas are not awarded Alumni Induction Commencement □ Processional order: □ School banner (Dean Elizabeth Orwin and Outstanding Graduates) □ Degree candidates □ Bachelors/Blended by Major □ Masters (Alpha Order) □ Faculty Commencement Regalia: Caps, tassels and gowns only. No hoods for this ceremony. Special cords, stoles, etc. can be worn if given by University group Tassel: Right side Diploma and Hooding □ What is it? □ Personalized ceremony for SOECS graduates □ Student speakers only: Valedictorians □ Hooding ceremony and ceremonial degree where graduates will process across the stage, receive diploma covers, have professional photo taken □ Regalia: Caps, gowns, tassels on left, hoods draped over left arm Diploma and Hooding □ Processional order: □ School banner (outstanding graduates) □ Faculty marshals □ Degree candidates □ Bachelors/Blended (by department/alpha) □ Masters (by degree/alphabetical) □ Faculty □ Platform party □ Dean Orwin Diploma and Hooding □ Recessional procedure (reverse order): □ Dean Orwin □ Platform party □ Faculty □ Students □ Marshal(s) □ Families Diploma and Hooding Diploma and Hooding Diploma and Hooding □ Processional Procedure: □ Students will process onto the lawn only after order has been confirmed on Atchley Way. Please do not leave your place in line. □ Faculty Marshal will invite rows to stand and approach stage (left side) for hooding. □ Graduate will hand name card to Dr. Luke Lee who will read student's name. □ Graduate receives Diploma Case from Dean Orwin □ Graduate is hooded by Department Chair/Faculty member – holding hood on left arm. □ Pause for photos by GradImages, Leave down the right side to resume place in audience. DO NOT Sit until Faculty Marshal motions. Diploma and Hooding □ Special notes: □ Banner bearer and valedictorians all sit on stage. □ No pets □ No noisemakers or balloons Walking Order You will receive an email 3-5 days before the ceremony with the final walking order Check in at 10:45 am on Atchley Way to pick up your name card/order Get in line (between Knoles Hall and Anderson Hall) by number order Procession cannot begin until all graduates are in correct order Walking Order □ Bioengineering BS only □ Civil Engineering BS only □ Civil Engineering BS & MSES □ Computer Engineering BS only □ Computer Engineering BS & MSES □ Computer Science BS only □ Computer Science BS & MSCS □ Electrical Engineering BS only □ Engineering Management BS only □ Engineering Management BS and MSES □ Engineering Physics BS only □ Mechanical Engineering BS only □ Mechanical Engineering BS and MSES Walking Order □ Masters only □ Master of Science in Computer Science □ Master of Science in Data Science □ Master of Science in Engineering Science Misc Items We ask that guests do not bring: •Pets •Noisemakers/streamers •Balloons •(These items will not be allowed) Parking can be problematic – arrive early Shuttles available throughout

the day (ADA Accessible) Please bring reusable water bottles – tell your families-refillable hydration stations will be available Live Streaming Links ☐ All University Commencement ☐ https://youtube.com/live/FtgScXQiil8?feature=share ☐ SOECS Diploma & Hooding Ceremony ☐ https://www.youtube.com/watch?v=ATsSZ32y-dI Reminder ☐ Please submit the phonetic pronunciation of your name via email to: lreyes@pacific.edu Thank You! If you have any questions regarding graduation, please email Lourdes Reyes at lreyes@pacific.edu. Home > Books Introduction to Machine Learning in the Cloud with Python: Concepts and Practices by Pramod Gupta, Naresh K. Sehgal (0) Write A Review Overview EXPLORE THE CHILDREN'S & YA BOOK AWARDS SHORTLISTS SEE ALL OFFERS Premium Members Get 10% Off and Earn Rewards Find Out More ☐ Add to Wishlist View All Available Formats & Editions Premium Members get an additional 10% off AND collect stamps to save with Rewards. 10 stamps = $5 reward Learn more SHIP THIS ITEM Qualifies for Free Shipping ☐ PICK UP IN STORE Check Availability at Nearby Stores HARDCOVER $99.99 PAPERBACK $64.99 EBOOK $48.99 HARDCOVER (1ST ED. 2021) $99.99 ☐ ADD TO CART Instant Purchase Unavailable for Pickup This book provides an introduction to machine learning and cloud computing, both from a conceptual level, along with their usage with underlying infrastructure. The authors emphasize fundamentals and best practices for using AI and ML in a dynamic infrastructure with cloud computing and high security, preparing readers to select and make use of appropriate techniques. Important topics are demonstrated using real applications and case studies.

5/6/24, 2:28 AM Introduction to Machine Learning in the Cloud with Python: Concepts and Practices by Pramod Gupta, Naresh K. Sehgal, Hardcover | Barnes & Noble® https://www.barnesandnoble.com/w/introduction-to-machine-learning-in-the-cloud-with-python-pramod-gupta/1139366473?ean=9783030712693 1/3 Related Subjects Science & Technology ☐ Engineering ☐ Electrical & Electronic Engineering ☐ Engineering - Electrical & Electronic ☐ Product Details About the Author Table of Contents Editorial Reviews Considering the technical content, the authors' prose and presentation style is conversational and easy to follow. There is a useful and extensive glossary at the book's conclusion, which will also be helpful to readers new to the subject matter. ... Overall, the book represents a valuable resource for students and practitioners who need a well-organized and somewhat in-depth overview of how machine learning can be performed using existing cloud resources." (Harry J. Foxwell, Computing Reviews, February 24, 2022) From the Publisher Customer Reviews REVIEWS Be The First To Review This Product ☆☆☆☆☆

5/6/24, 2:28 AM Introduction to Machine Learning in the Cloud with Python: Concepts and Practices by Pramod Gupta, Naresh K. Sehgal, Hardcover | Barnes & Noble® https://www.barnesandnoble.com/w/introduction-to-machine-learning-in-the-cloud-with-python-pramod-gupta/1139366473?ean=9783030712693 2/3 B&N APPS B&N AUDIOBOOKS B&N READS BLOG B&N PODCAST B&N MEMBERSHIP IN STORE PICKUP GIFT CARDS STORES & EVENTS B&N MASTERCARD Recently Viewed Clear All STAY IN THE KNOW Submit your email address to receive Barnes & Noble offers & updates. You can view Barnes & Noble's Privacy Policy here. Unsubscribe from our emails at any time. REWARDS Enroll in Rewards for FREE. Watch your savings add up! Learn More Sign Up Free FIND A STORE FOLLOW US Terms of Use Copyright & Trademark Privacy Do Not Sell My Personal Information Accessibility Cookie Policy Sitemap ©1997-2024 Barnes &

5/6/24, 2:28 AM Introduction to Machine Learning in the Cloud with Python: Concepts and Practices by Pramod Gupta, Naresh K. Sehgal, Hardcover | Barnes & Noble® https://www.barnesandnoble.com/w/introduction-to-machine-learning-in-the-cloud-with-python-pramod-gupta/1139366473?ean=9783030712693 3/3 Coursicle Pramod Gupta COMP 061 - Intro: Program. for Data Sci COMP 193B - Machine Learning COMP 195 - CS Senior Project COMP 293D - Python Essentials for Machine COMP 293H - Storytelling and Visualization ANLT 221 - Intro to Machine Learning ANLT 232 - Intro to Data Visualization ANLT 234 - Analytics Storytelling Data Sc ANLT 272 - Healthcare Case Studies ANLT 283 - Weekly Hot Topics Courses Chat with other students in Pramod Gupta's classes Course Chat View Pramod Gupta's Fall 2024 classes Schedule Planner Email pgupta@pacific.edu Departments COMP, ANLT Recent Semesters Teaching Fall 2024, Spring 2024, Fall 2023, Spring 2023, Fall 2022 Typical Class Size 20-55 Professors at UOP 5/6/24, 2:14 AM Pramod Gupta at the University of the Pacific | Coursicle UOP https://www.coursicle.com/pacific/professors/Pramod+Gupta/ 1/1 Coursicle ANLT 283 - Weekly Hot Topics Description This course consists of a set of weekly presentations and discussions around key analytic issues and current case studies. These hot topics will be presented by a combination of guest speakers – industry luminaries in the area of analytics – and University of the Pacific faculty members, including the MS Analytics program director. Many of these topics will be drawn from relevant real-world contemporary analytic stories that reinforce specific elements of the academic content being taught and cannot be predicted in advance. Prerequisite: Graduate status in the Data Science program. Recent Professors Pramod Gupta, James Hetrick, Rick Hutley, Xavier Barrera, David Evans Chat with other students in ANLT 283 Course Chat Add ANLT 283 to your schedule Schedule Planner Recent Semesters Fall 2024, Spring 2024, Fall 2023, Spring 2023, Fall 2022 Class Size 10-170 Credits 1 ANLT at UOP 5/6/24, 2:13 AM ANLT 283 - Weekly Hot Topics at the University of the Pacific | Coursicle UOP https://www.coursicle.com/pacific/courses/ANLT/283/ 1/1 SPECIALIZATIONS Data Science Machine learning and Artificial intelligence Story telling and Visualization COURSES BIOGRAPHY Dr. Pramod Gupta has more than 20 years of experience as a researcher and academician in various organizations including work with NASA, GE, VISA, the University of California, and startups. He has a Ph.D. from McMaster University in Electrical and Computer Engineering with a specialization in Neuro-Control of Robotic Manipulators. He has more than 40 publications on these subjects and a book entitled " Introduction to Machine Learning in Cloud with Python" published by Springer. His research areas include Neural Networks, Machine Learning, Artificial Intelligence, Data Modeling and Analytics, and Data mining. Presently he is working as an independent consultant in the data science domain and as an Adjunct Faculty. EDUCATION Ph D, Electrical and Computer Engineering, McMaster University Pramod Gupta Guest Faculty Member peegee62@uw.edu INFO 201 - Foundational Skills For Data Science LIS 572 - Introduction To Data Science 5 ⏷/6/24, 2:32 A ⏷ M iSchool Directory | Information School | University of Washington https://ischool.uw.edu/people/faculty/profile/peegee62 1/2 © 2024 UW Information School | Box 352840 - Mary Gates Hall, Ste. 370 | Seattle, WA 98195-2840 | 206-685-9937 5/6/24, 2:32 AM iSchool Directory | Information School | University of Washington

1 Faculty Handbook October 1, 2019

UNIVERSITY OF THE PACIFIC FACULTY HANDBOOK Adopted June 2002 Updated October 1, 2019

2 Faculty Handbook October 1, 2019 Dedication May 9, 2002 Many faculty, administrators, staff, and students, deserve acknowledgement for compiling and developing this Handbook over recent years. We recognize, however, as foremost among those contributors for both content and vision, Professor Roland di Franco. With this dedication we acknowledge Roland's contributions. His exemplary investment of time, energy, contemplation, deliberation, and leadership has yielded the University this Handbook.

Chapter 1. Introduction to the University of the Pacific 1.1 University of the Pacific Mission Statement, Values and Aspirations, "Pacific Rising 2008-2015" 1.1.1 MISSION STATEMENT VALUES AND ASPIRATIONS, "PACIFIC RISING 2008 – 2015" Adopted by the Board of Regents on April 27, 2007 The University of the Pacific has a long tradition of innovation and educational excellence. Pacific is unique in higher education given our wide range of high quality programs and varied disciplines across nine colleges and schools in a smaller, more personal environment. The distinctive learning opportunities that this provides will form a base on which we grow our reputation. To aid this, the University continually engages in dynamic planning and periodically generates a document to reaffirm the mission, refresh the vision, and map out strategic directions. This document reflects the shared work of the University community and articulates our mission, core values, aspirations, and commitments. We, the Pacific community, believe that this vision will create a harmony of purpose for all University members and guide our collective efforts. The University of the Pacific's mission is to provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities. Pacific's mission is realized through the following CORE VALUES. They are behind everything we do and cannot be compromised. They are stated to be inclusive of the entire University community from undergraduate to graduate and professional students, from staff to faculty, from alumni to friends. Passion for teaching and learning - We share enthusiasm for discovery; our active pursuit of scholarship, creative expression, and new perspectives enlivens learning. Meaningful and measurable learning remains preeminent to teaching. Learner focus -Our environment is inspired by the needs of the learner as we create rigorous experiences that respond to individuals' strengths and interests. We ensure that students are at the center of our work; everything we do focuses on developing their full potential. Relationship based learning - We foster meaningful relationships through close interaction among learners and teachers to create powerful learning. Whole person education - We are concerned with all aspects of growth and development, seek the integration of

curricular, cocurricular, and post-curricular activities, and take pride in our accomplishments. Responsible leadership - We develop leaders who effect positive change. Through diverse learning experiences, we cultivate the knowledge and skills to become ethical leaders in career and community and to understand the economic, social, and environmental impacts of our efforts. Community engagement -We have a deep consciousness of the world around us, and as a part of a multitude of communities, join together with them to serve and to learn. These partnerships create a synergy which raises the achievements of both the communities and the University. 22 Faculty Handbook October 1, 2019 As FOUNDATIONS to our work, the following underlie Pacific's success. We cannot exist without them, but they are not why we exist. Financial stability allows Pacific to invest in excellence and integrity allows us to act with honor and virtue. Our safe and beautiful campuses provide attractive environments for learning. We are a community based on mutual respect that treats each individual with dignity and appreciates the contributions of each member. We foster relationships among faculty, staff, and students as shared governance strengthens institutional decisions. We use the processes of program review and accreditation to strengthen programs and to learn more about how best to teach, learn, and provide services. Through accountability and assessment we seek to understand the effects of our actions, seek improvements, and share the results with our constituents and communities. The application of technologies allows us to improve our processes, maintain integrity in university records, communicate more fully, and enhance the learning environment. Pacific, where innovation is tradition.... While never wavering from our traditions and core values, we know that ASPIRATIONS help us articulate our vision for the future. These aspirations will guide students, staff, faculty, and alumni as we strive for excellence. We aspire to broaden our culture of innovation, exploration, and creativity. Complex problems often require multidisciplinary approaches to solutions and collaborative learning will bring together our teacher/scholars and students from different disciplines to find meaningful answers. We will support our teacher/scholar community so our vibrant scholars, researchers, and artists continue to bring distinction to themselves and the University. We will more fully integrate liberal and professional learning and will balance skills, knowledge, integrity, ethics, vocation, and avocation in the curricula and learning experiences. We will be increasingly service centered. The creation of a Userfriendly environment with transparent and efficient services, systems, and technologies will give learners increased time to focus on the pursuit of knowledge as well as academic and social development. We aspire to be more fully engaged with the changing world and will broaden and strengthen connections to Pacific. We will advance sustainability through learning, practice, and collaboration with local communities by considering our environmental, social, and economic impact. Because practice invigorates learning, students will apply their knowledge through an enhanced and more diverse set of experiential learning opportunities. We will reinforce learning as a lifelong process and will augment professional learning opportunities and nurture partnerships with alumni. We will pursue diversity to transform and enliven our community, curricula, programs, and policies. We aspire to prepare leaders who understand, affirm, and utilize their global orientation to fulfill our obligation to intercultural understanding in our interdependent world. 1.1.2 Commitments and Strategic Directions We live our mission and values. We are dedicated to realizing our aspirations. A vision of innovation, of collaboration, and of making the most of the distinctive richness of our many disciplines brought alive in smaller, more personal learning communities emerges from our 23 Faculty Handbook October 1, 2019 aspirations and commitments. The following six

COMMITMENTS guide our planning, decisions, and resource allocation and will earn us a national and global reputation. Each Commitment includes a narrative that elaborates the context in which Pacific exists as well as twenty STRATEGIC DIRECTIONS that further give clarity to Pacific's pursuits through 2015. Pacific Rising is accompanied by a Strategic Action Plan that identifies tactics, actions, and accountability across the 20 Strategic Directions. PACIFIC IS COMMITTED TO INNOVATION AND CREATIVITY ACROSS THE UNIVERSITY. Pacific has a rich tradition of innovation. Today, in a world compressed by communications, mobility, interdependence, and an unprecedented pace of change, Pacific must be even more creative, adaptable, and innovative. Major universities must be responsive to the global environment especially in academic programs. Systematic investment in innovation is required to maintain our competitiveness over time because innovation requires dynamic adaptability to change. Graduates will become more effective professionals and leaders through an innovative university culture. 1. Expand innovation in academic programs through an ongoing innovation process, support to pedagogy and research, and new education and service delivery models. 2. Enhance university administrative programs and services through innovation and creativity by targeting fundraising, increasing incentives, and improving services and programs. PACIFIC IS COMMITTED TO DISTINCTIVE PROGRAMS RECOGNIZED FOR THEIR QUALITY, UNCOMMONNESS, AND SUSTAINABILITY. In recent years, Pacific has emphasized the value of distinctive programs as a means of differentiating from competitor institutions. Pacific has many distinctive features that demonstrate excellence with uncommonness, but most institutions now lay claim to the label. New combinations are needed. Pacific's best opportunities for distinctiveness may lie in the combination of innovation and collaboration in the context of traditional strengths. Talented students are drawn to programs that set Pacific apart. 3. Strengthen current and develop new academic programs of distinction through investment in existing programs, national stature for the first-professional schools, and new academic hallmarks. 4. Advance faculty teaching, scholarship and research by expanding faculty development and increasing resources for scholarship and research. 5. Pursue university-wide marks of distinction, specifically in leadership development, experiential learning, international programs, and student achievement. 24 Faculty Handbook October 1, 2019 PACIFIC IS COMMITTED TO COLLABORATIVE, MULTIDISCIPLINARY PROGRAMS THAT INTEGRATE LIBERAL ARTS AND PROFESSIONAL EDUCATION. Traditional disciplines are increasingly extended across most fields of study and professional programs, which requires Pacific to foster joint programs that exploit our advantage of nine schools—far more than most universities of modest size. Global trends in commerce, service, and the creation of knowledge demonstrate that innovation typically occurs at the intersections of disciplines and fields. Students respond: significant growth is occurring in new blended programs like bioengineering. Each of the initial academic innovation initiatives involves several schools or programs. 6. Advance integrated, multidisciplinary experiences for undergraduates through a firstyear experience, new accelerated programs, and three-campus, three-city opportunities. 7. Strengthen the liberal arts and sciences core through General Education, improved student writing, and better integrated liberal arts and sciences with professional education. 8. Leverage collaboration for innovative learning experiences by expanding three-campus programs, establishing highly customized graduate/professional programs, and supporting collaborative scholarship, research, and creative activity. PACIFIC IS COMMITTED TO PREPARING THE WHOLE STUDENT, ESPECIALLY FOR RESPONSIBLE PROFESSIONAL AND CIVIC LEADERSHIP IN A GLOBAL CONTEXT. Professions increasingly require what few comprehensive

universities can provide: Pacific's emphasis on whole person development that is learner centered, nurtured by campus community life, practice based, and provides for ethical leadership development combining liberal and professional studies. Professions, impacted by global change, require graduates with broad learning amid diverse environments that build cross-cultural competence. 9. Make experiential learning a hallmark by achieving 100% student participation, increasing international experiential learning, advancing undergraduate research, strengthening the residential learning community, and increasing study abroad. 10. Create distinctive citizen-leader development programs through service learning and volunteerism, a framework for leadership development based on emotional-social intelligence (ESI), life-long learning, and lasting relationships with the University. 11. Cultivate diversity, intercultural competence, and global responsibility by ensuring student competencies, making diversity an integral part of curricula and student life, creating a more diverse student body, maintaining the "Diversity Hiring Plan for Faculty", increasing faculty and staff ethnic diversity, and increasing training. 12. Strengthen wellness, recreation, and athletic programs by increased participation in intramural, recreation, and active club programs and intercollegiate prominence. 25 Faculty Handbook October 1, 2019 PACIFIC IS COMMITTED TO STRATEGICALLY EXPANDING AND IMPROVING PARTNERSHIPS AMONG ITS ALUMNI AND IN LOCAL, REGIONAL, NATIONAL, AND GLOBAL COMMUNITIES. Alumni are Pacific's strongest asset for student recruitment, for opening new learning opportunities for students, and for strong placement of graduates. Great universities are also great neighbors; community partnerships create opportunities for students as alumni do. In addition, Pacific's rising prominence requires that we provide leadership to address regional needs. In a global context, Pacific will link local-regional partnerships with nationalinternational partners in teaching, research, and service. The University must market itself broadly with specific focus on institutional strengths and distinctiveness. 13. Increase support to the region and connect our strongest initiatives with national and global partnerships through specific regional programs and new partnerships in the Pacific Rim and the Americas. 14. Collaborate with alumni, parents, and friends to connect them to students and programs by fostering alumni leadership, establishing new alumni and parent programs, and engaging alumni in student recruitment, internships, and placement. 15. Invest in marketing initiatives that build partnerships and elevate institutional visibility by building marketing capacities, expanding relationships with media outlets, and achieving greater national visibility. PACIFIC IS COMMITTED TO RESOURCE GROWTH AND MANAGEMENT TO SUPPORT ONGOING IMPROVEMENTS IN THE QUALITY OF EDUCATION AND SERVICE. Pacific's higher education environment will intensify in the years ahead as the trajectory of numbers of college-bound high school graduates plateaus, as competitor universities threaten our market share, and as for-profit entities provide more attractive options. Keys to our continued success include balanced enrollment with modest growth based on competitive tuition levels through attractive programs (some non-degree), strengthened marketing, increased attention to service, increased alumni engagement, improved fundraising success, and continued investment growth. 16. Manage enrollment to improve student quality, selection, and resources by implementing a broader selection processes, improving freshman selectivity, maintaining access, ensuring enrollment stability in the first-professional schools, and modestly increasing undergraduate and graduate enrollment. 17. Recruit, hire, develop, and retain excellent faculty and staff through competitive compensation; rewards for innovation, leadership, and service; and expanding training, professional development, and wellness services. 26 Faculty Handbook October 1, 2019 18.

Improve and center services on students, faculty, staff, and external clients by aligning administrative systems to support innovation, cross-divisional coordination, and customercentric service; enhancing technical systems and business processes; and better integrating University and unit planning. 19. Build financial capacity through fundraising, investment and budget management, and appropriate tuition-setting with specific focus on restructuring the Annual Fund, conducting an aggressive fundraising campaign, increasing alumni giving, improving accountability to donors, achieving a bond rating of 1A, and setting appropriate tuition. 20. Optimize master planning to develop facilities that enhance student learning, support institutional priorities, and enhance campus beauty through completing existing projects, reducing deferred maintenance, planning for new facilities, building new Stockton Campus residential halls, and expanding interactive learning and communication technologies. 1.1.3 Integrated and Dynamic Planning This plan must be dynamic to be sustained through 2015. While the Commitments should be relatively stable through the planning period with minimal change, the Strategic Direction statements should be periodically reviewed by the Institutional Priorities Committee with recommendations for revisions forwarded to the President. An accompanying Strategic Action Plan outlines goals, tactics, and actions for each of the twenty strategic directions that will show a high degree of change as achievements occur and as the institution responds to a changing environment. As a mark of highly integrated planning, these tactics and actions find their source in the plans of the units and divisions of the University. The units align their strategic and tactical plans as they accomplish the strategies outlined in this plan. Through annual planning, assessment, and program review, the units note accomplishments and propose new University Goals. Collaborative strategies are proposed by the University planning bodies and are assigned across units and divisions. The Strategic Action Plans include metrics and milestones and identify accountable individuals and groups. 1.2 History of the University Approved by Academic Council on November 16, 2000; Provost November 20, 2000; Revised and approved by Academic Council December 8, 2011, Approved by Administration August, 22, 2012. Sharing their desire for trained leadership along with "mental and moral improvement" in their new state, the California Supreme Court granted a group of Methodist clergy and laymen the first charter for the establishment of an institution of higher education on July 10, 1851. Prominent among the original Board of Trustees were three pioneering missionaries, the Reverends Isaac Owen, William Taylor and Edward Bannister. Together with other leaders of the Methodist Church they announced the opening of California Wesleyan College in May, 1852 at Santa Clara, with the first degrees granted in 1858. In 1852 the name was changed to University of the Pacific and it operated under this name until 1911 when it became College of the Pacific. As professional schools were added, the name was 27 Faculty Handbook October 1, 2019 changed from College of the Pacific to University of the Pacific in 1961. The name, College of the Pacific, was retained for the University's central college of arts and sciences. From its beginning, Pacific admitted women to collegiate level study, a radical innovation at the time. Men and women were taught in separate buildings, however, until the first coeducational classes in the West were offered as standard at the University in 1871. That fall Pacific moved from Santa Clara to a new campus in College Park, San Jose. The commitment to professional education can be seen in the University's establishment of California's first medical school in 1858. (In 1882, it became Cooper Medical College and in 1908, it was adopted as the School of Medicine by Stanford University.) The first University affiliated Conservatory of Music in the West started offering classes in 1878. The School of Education was established in 1924 and in

1992 was renamed the Gladys L. Benerd School of Education in honor of the alumna's endowed gift. Extensive development and significant academic achievements took place under the leadership of Dr. Tully Cleon Knoles, President from 1919 to 1946. The College moved from San Jose to Stockton in the fall of 1924, becoming the first four year institution of higher learning in the Central Valley. Later, adapting to the economic pressure of the Great Depression and then World War II, Pacific entered into an agreement with the local junior college district. Sharing its campus and faculty the College restricted its offerings to upper division and to graduate study. It rented facilities to the junior college, which provided freshman and sophomore education in the local community. In 1951 Pacific reinstated lower division work when Stockton College (now San Joaquin Delta College) established its own campus. Dr. Robert Burns succeeded his mentor Tully Knoles in 1946 and presided over the period of greatest changes in the institution's history for the next 25 years. Pacific grew from a small (701 students) provincial liberal arts college to a nationally recognized University (5,534 students) with professional schools and three campuses. The School of Pharmacy was established in 1955 followed by the Graduate School in 1956 and the School of Engineering in 1958. In 1962, the College of Physicians and Surgeons, a School of Dentistry, founded in San Francisco in 1896, merged with the University. Four years later McGeorge School of Law founded in Sacramento in 1924, merged with the University. During the 1960's Dr. Burns introduced the "cluster college" concept. The first cluster college, Raymond College, opened in 1962, offering programs of integrated studies. Covell College began offering bi-lingual bi-cultural studies in the Spanish language in 1963. In 1967 the third cluster college, Callison College, opened and offered non-Western studies and a year of study in an Asian culture. In the late 1970's and early 1980's these cluster colleges suffered low enrollment and a decision was made to close them. By 1983 all three cluster colleges were closed. In 1987, the University's emphasis on global education was reinstituted and continues today in the School of International Studies. In 1968 the issue of the eligibility of church related colleges for federal funds was raised nationally. With the approval of the Methodist Board of Education, official connection to the 28 Faculty Handbook October 1, 2019 Methodist Church was severed in 1969. The Board of Regents amended the Bylaws so that the Methodist Church no longer controlled Board membership. The Board resolution also affirmed the University's pride in 118 years of affiliation with the Methodist Church. The University's commitment to diversity led to the introduction of the Community Involvement Program in 1969. The program offers local minority and economically needy students' scholarships and a support program during four years of study. Pacific's responsiveness to changes in society, together with its traditional dedication to academic freedom, openness and close personal interaction between faculty and students also enabled it to move through the turbulent late 1960's in relative peace and calm. After Dr. Burns' death in 1971, Dr. Stanley McCaffrey became President. He was the first nonMethodist to be appointed to that post, although Pacific continues its relationship with the United Methodist Church and is officially designated as one of the University members of its Academic Senate. During Dr. McCaffrey's administration the acquisition of the adjoining junior college campus with its nine classroom buildings on forty-two acres led to a great expansion of the Stockton campus. Curricular developments also occurred. University College for adult-learners opened in 1972. In 1976 the Department of Business Administration was reorganized to become the School of Business and Public Administration. In 1995 it was renamed Eberhardt School of Business in honor of the Eberhardt family's endowed gifts. The School of International Studies began offering classes in the spring of 1987. Pacific's commitment to professional education has

always been undergirded by the strong liberal arts and science education offered by the College of the Pacific. The College provides leadership for the University's general education program, the Mentor Program, and is dedicated to the preparation of citizen-leaders who take responsibility for their communities as well as their careers. In his introduction to the campus as President in 1987, Dr. Bill Atchley announced his goal of increasing endowments. The subsequent capital campaign raised the endowment from 14 million dollars to over 60 million when Dr. Atchley retired eight years later. In 1995 Dr. Donald DeRosa became the 23rd President of the University. He initiated a process which led to revised Mission and Vision Statements focusing the attention of the Board of Regents, administrators, faculty, students and alumni on common goals for the future. Through close student-faculty relationships and challenging academic standards, Pacific will provide its students with a learning environment which integrates liberal arts and professional education and develops responsible leadership. President DeRosa initiated a rigorous appraisal of all University programs in 1996. Recommendations for strengthening and modifying programs were developed. Numerous changes in academic and non-academic programs have been put in place. In 1999, the Center for 29 Faculty Handbook October 1, 2019 Professional and Continuing Education was established and University College was placed within it. The Department of Communicative Disorders was transferred to the School of Pharmacy, which was renamed the School of Pharmacy and Health Sciences. In 2000, the school was endowed and renamed the Thomas J. Long School of Pharmacy and Health Sciences. Pacific celebrated its sesquicentennial in 2001. The University community is engaged in major discussions at all levels on how it can reach the "next level of excellence". President DeRosa has established a National Commission of alumni, friends, and faculty to assist the University in developing plans for achieving this goal. As it has since its beginning Pacific will seek to provide citizen leaders for the new diverse and multi-cultural society of the 21st Century. In continuity with its tradition and history the University of the Pacific will continue to be a pioneering institution notable for its innovative and creative response to the changes in educational needs in California. University of the Pacific began its latest chapter when Dr. Pamela A. Eibeck assumed the Presidency in July 2009, after the retirement of President DeRosa. President Eibeck identified several priorities for the University's future: enhancing the academic enterprise; developing as a three-city and global University; enriching diversity and inclusivity; and serving community through partnerships at the local, national and global levels. Under her leadership, in 2010 the University launched the "Beyond Our Gates...Into the Community" initiative in order to forge community partnerships that improve social and economic wellbeing in our region. Dr. Maria Pallavicini joined the University as provost in February 2011. Provost Pallavicini is leading a University-wide strategic planning effort to help Pacific prepare for current and coming changes in higher education, work and the economy. In November 2011, the University finalized the purchase of a new building in San Francisco at 155 Fifth Street. The new campus provides the space and facilities the Arthur A. Dugoni School of Dentistry needs to remain one of the nation's top dental schools. It also affords Pacific an opportunity to expand its programming and visibility in San Francisco. Books on the History of the University of the Pacific Hunt, Rockwell D., History of the College of the Pacific, Stockton, California, 1951 Brewer, Kara Pratt, "Pioneer or Perish" A History of the University of the Pacific During the Administration of Dr. Robert E. Burns, 1946-1971, The University of the Pacific, Stockton, California, 1977 Jacoby, Harold S., Pacific: Yesterday and the Day before That, Comstock Bonanza Press, Grass Valley, California, 1989 30 Faculty Handbook October 1, 2019 1.3 History of Schools and Colleges Approved by

Academic Council on April 26, 2001 History of the College of the Pacific (1851) When Pacific became California's first chartered institution of higher education in 1851, it called itself a "university"—the University of the Pacific—a name it kept until 1911. In that year to recognize its commitment to the liberal arts at the undergraduate level, the institution adopted the name "College of the Pacific." The College of the Pacific moved from San Jose to Stockton in 1924, nurtured its academic excellence and extended its focus to include graduate and professional education. In recognition of this expanded mission, the institution's name returned to "The University of the Pacific" in 1961, replacing the name of the "College of the Pacific." In 1962, the "College" returned to recognize the central role of the natural sciences, humanities, fine arts, and social and behavioral sciences in the liberal arts education at Pacific. The decade of the sixties was a period of rising academic quality and educational innovation for the University. Amidst the establishment of the cluster colleges, the College began its own renewal with the support of the Danforth Foundation. The calendar was modified from the standard two semesters to two semesters separated by a one month winter term in January. The course system was adopted. Students took four four-unit courses each semester instead of six or seven courses with fewer units. The College adopted a new general education program, the Information and Imagination Program (the I. and I. Program) which was structured as groups of thematically linked cross-disciplinary courses. To assist faculty in the task of developing so many new courses an "internal sabbatical" was introduced, one semester of release time from teaching every four years. In the late seventies and early eighties, the I. and I. Program was replaced by a new general education program based on distribution requirements. The closing of the cluster colleges led to the reassignment of many cluster college faculty to departments in the College. This process was accompanied by much faculty debate about the integration of cluster faculty into College departments with traditional major programs. In the late eighties, under the guidance of a new Dean, Robert Benedetti, design of the current general education, the Mentor Program, began. In 1990, the University Faculty adopted the Mentor Program as a University-wide general education program. Today the College faculty provide the leadership and direction for general education for the whole University. History of the Conservatory of Music (1878) As early as 1856, formal music courses were offered at the "Female Collegiate Institute," which was the women's division of the University at the time. In 1878, the newly designed School of Music opened with 32 students in four program categories: elementary classes for beginners, an amateur class for "those who devote chief attention to other branches of instruction in the University," a preparatory class, and an artists' class. Admission to the preparatory class was for students as young as 12, and expenses for "music with instrument" was $25 per semester, while 31 Faculty Handbook October 1, 2019 tuition for voice instruction was $15 for a 20-week semester. The catalog of 1882-3 is the first to specify admission requirements and lists four faculty members, including Mr. Frank Loui King, who was referred to as "Director" until 1887 when the title "Dean" was applied. The first bachelor's degrees were awarded in the mid 1880s. The Conservatory moved with the University from San Jose in 1924. From 1900 to 1928, the Conservatory offered programs in music, art, and drama. As art and drama became larger, they were removed from the Conservatory and made independent departments in the College of the Pacific. The Conservatory of Music has built an international reputation for its high quality programs in voice and instrumental music as well as music education and music therapy. In 1999, the Brubeck Institute for Jazz Studies was established within the Conservatory, to house the collected works and papers of jazz legend, David Brubeck, '42, and to celebrate

Brubeck's life with music. History of the School of Dentistry (1896) The College of Physicians and Surgeons was founded in 1896 and included programs in dentistry, medicine, and pharmacy. Starting in 1918, the College focused its educational programs solely on dentistry. In 1962, the College of Physicians and Surgeons merged with the University of the Pacific. The current School of Dentistry facility, which was completed in 1967, went through an extensive remodeling in 1985 with the updating of specialty clinics, adding a new entrance on Sacramento Street, and creating a patient information area. Since 1989, other capital improvements have included the remodeling of conference rooms, seminar rooms, the orthodontic clinic, department offices, and the addition of new chairs and lights in our main clinic, a new pediatric clinic, and a $5 million pre-clinical simulation laboratory. The building has been 90 percent remodeled since 1990 at a cost of $17 million, completely donated by alumni, foundations, and private gifts. In 1978, Dr. Arthur Dugoni was appointed as Dean of the School. Under his leadership the School has had a long history of teaching excellence in the clinical sciences and in its commitment to student learning. The year 2000 accreditation site visit resulted in no recommendations and 18 commendations, setting a new standard in dental education accreditation. The comprehensive patient care program is based on the concept of private dental practice where the student assumes responsibility for assigned patients' treatment, consultation, and referral for specialty care under direction of multidisciplinary faculty. An extramural clinic located in Union City provides advanced students with opportunities to work in an environment that resembles private practice. The division of International Dental Studies provides a program for foreign dental graduates to earn the U.S. dental degree. The IDS program, initiated in 1987, has allowed its graduates to continue their education in the dental specialties or return to practice their profession in their homelands. An Advanced Education in General Dentistry (AEGD) program, begun in 1990, annual provides a year-long education program for eight residents. History of the Gladys L. Benerd School of Education (1924) From its beginning, the University of the Pacific emphasized the preparation of "preachers and teachers" and students having teaching as a goal made up a large number of the undergraduate student body for the University's first 50 years. In 1915, the University began issuing elementary 32 Faculty Handbook October 1, 2019 and high school teaching credentials, and a Department of Education was organized in 1920. The School of Education was formally organized in 1923, recognized by the California State Department of Education on January 10, 1924, and officially established shortly after the College of the Pacific moved to Stockton in 1924. In the middle 1950s, the School began the Doctor of Education degree program and was among the first institutions in California to prepare school psychologists and special education specialists. The School offered one of the first Teacher Corps programs in the United States. In the 1970s and 1980s, the School had innovative programs to prepare bilingual educators. In the 1980s and early 1990s, the School's Title VII Doctoral Fellowship program brought exemplary teachers and administrators to Pacific in the field of English as a Second Language and Bilingual Education. The School has maintained its national accreditation with the National Council for the Accreditation of Teachers (NCATE) as well as State of California accreditation. The School offers bachelors, master of education, master of arts and doctor of education degrees as well as California credential programs in Multiple Subject, Single Subject, CLAD and BCLAD, Special Education, Administrative Services and Pupil Personnel Services in School Counseling and School Psychology. The School was formally renamed the Gladys L. Benerd School of Education in 1992 following an endowment gift of $5 million dollars from Ms. Benerd, a graduate of the School of Education and long time teacher in local schools. History of the McGeorge School of Law (1924)

The McGeorge School of Law was founded in 1924 as a one-room night school in downtown Sacramento. Under the leadership of Dean Gordon Schaber, McGeorge moved to the Oak Park neighborhood in 1957. In 1966, McGeorge merged with the University of the Pacific. It earned American Bar Association accreditation two years later, which led to an explosive growth in enrollment. McGeorge offered its first Day Division classes in 1968, and its unique 22-acre campus devoted exclusively to legal education was built over the next two decades. In recent years, the school has developed a number of specialized programs to serve students who wish to prepare for particular areas of legal work, including state governmental affairs, international law, intellectual property, and criminal law. Associate Justice Anthony M. Kennedy taught Constitutional Law at McGeorge for more than 20 years before his appointment of the United States Supreme Court, and in recent years he has taught a course in Fundamental Rights in Europe and the United States to students attending McGeorge's summer institute in Salzburg, Austria. History of the Thomas J. Long School of Pharmacy and Health Sciences (1955) Discussions in 1951 to create a school of pharmacy at Pacific created an interest among community pharmacists, business leaders, and University officials to seek official founding of the school in 1955. Dr. Ivan W. Roland was hired in August of 1955 to serve as Dean, and Emmons E. Roscoe accepted the first faculty position that same year. By the fall of 1956, the first classroom and laboratory for the new school began operating in Weber Hall, rooms 102 and 104. The first graduation for 16 seniors was held in June 1959. By 1960, the School had reached an enrollment of 250 students and was rapidly outgrowing the facilities. Grants and gifts from the Pfeiffer Research Foundation, the U.S. Department of Health, Education and Welfare, and numerous individuals led to the construction of a new building, completed in 1969. The 33 Faculty Handbook October 1, 2019 Department of Physical Therapy was established in the spring of 1985, and a full complement of 30 students was enrolled in the program by the fall of 1986. Full accreditation was granted by the American Physical Therapy Association in 1988. With the addition of the Department of Speech and Language Pathology, the School of Pharmacy was renamed to the School of Pharmacy and Health Sciences in 1999. In 2001the School was formally renamed the Thomas J. Long School of Pharmacy and Health Sciences following an endowment gift of $13 million dollars from Mr. Thomas Long, a long time supporter and benefactor of the School. History of the Graduate School (1956) Although the first degree earned above the baccalaureate was earned in 1912, graduate degrees from organized graduate programs were not developed until the mid-1920s when the University moved to Stockton. The number of Master of Arts degrees increased in the years after that, particularly in education, history, and English. The Conservatory of Music, with growth in programs and reputation, began to offer advanced work, and in 1929, the first Master of Music degree was granted. With the influx of veterans soon after 1945, graduate programs proliferated. A program for the doctorate in education was organized in 1951, and that degree was first granted in 1954. Pacific granted its first Master of Science degree in 1955. Although the organization of graduate programs into a centrally administered unit under the "Dean of Graduate Programs" was accomplished by 1946, the Graduate School was officially founded in 1956 to coordinate and administer advanced work in the various departments and schools. The Graduate School was redefined in 1997 and the office of Sponsored Programs was added in 1999 to form the office of Research and Graduate Studies. The Dean of the Graduate School became the Dean of Research and Graduate Studies at that time. History of University Libraries and the Library Faculty (1957) Two rooms on the ground floor of West Hall (1871) housed the San Jose campus's first library. Faculty and part-time employees staffed this facility until Miss Harriet Boss became the

first full-time professional librarian at Pacific (1911). Four years later, fire destroyed the building and the library collection of some ten thousand books. When the College moved to Stockton (1924), the Library was first housed in the southeast portion of Weber Hall, and by 1928, it occupied the entire second floor. Ten years later, the library moved most of its 30,000 volumes into the Power House (now Baun Hall), which became available when the College converted from steam to gas heating. Collections nearly doubled during the 1940s and a separate Music Library Quonset (1947) and a Reserve Back Room (1953) in Owens Hall lessened the increasing pressure on the central facility. Finally, Irving Martin, publisher of the Stockton Record, provided funding for a new campus library on the present site. The Martin Library was finished in 1955 and has since been twice expanded through construction of the Wood Memorial Library (1966) and the William Knox Holt Library (1985). On September 1, 1957, the Associate Vice President for Academic Affairs assigned faculty status to the librarians. During those years, branch libraries were created at the School of Pharmacy (1969) and the School of Education (1974) to accommodate a collection that, by 1984, had grown to more than 750,000 titles. In recent years, the mission of the Holt Library and the Health Sciences/Chemistry Branch (now the only centrally-managed branch) has been to provide a teaching and learning center that integrates 34 Faculty Handbook October 1, 2019 access to information sources with the resources of computer technology and multi-media and provides space for collaborative work among students and faculty. History of the School of Engineering (1958) Instruction in engineering began in 1924 as one of the new areas of concentration within the College of the Pacific when it moved to Stockton from San Jose. The engineering program separated from the College of the Pacific in 1958 and placed under the direction of its own dean to become the School of Engineering. Initially, bachelor degrees were offered in civil, electrical, and mechanical engineering, and the civil and electrical engineering programs were accredited by the Engineering Council of Professional Development. Since the fall of 1971, all engineering programs have been accredited by the Accreditation Board for Engineering and Technology (ABET). Also in 1971, the School of Engineering also adopted a mandatory, off-campus cooperative education component for all U.S. students. A computer engineering program was introduced in 1978 and programs in engineering physics and mechanical engineering were added in 1981 and 1982, respectively. All three of these programs have ABET accreditation. History of the Eberhardt School of Business (1977) Business courses have been offered at Pacific for most of its history. In 1971, Sid Turoff was brought in as Department Chair to reformulate and ready the business program in the College of the Pacific for separate school status. In 1977, the School of Business and Public Administration was formed and moved into Weber Hall in 1982. In 1984, shortly after the new School became eligible, it was fully accredited by the American Assembly of Collegiate Schools of Business. A community-service aspect of the School was the establishment of a Center for Management Development in 1989, which was officially renamed in 1991 to honor Edward W. Westgate, a former member of the Board of Regents. The MBA graduate program was added in 1993. In 1995 the School established a Center for Entrepreneurship with more than $2.6 million in grants from the Fletcher Jones Foundation, General Mills Foundation, Coca-Cola Foundation, the Greenlaw Grupe family and a major anonymous donor. In 1995, the School was named the Eberhardt School of Business in recognition of the support given to both the School and the University by the Eberhardt family and the Bank of Stockton. In 1999, the School was reaccredited by the AACSB earning high commendation for its student-centered mission and culture and for the exceptionally high evaluations given ESB's faculty by its students. History of the School of

International Studies (1987) Inspired by the educational vision of long-time Pacific regent George Wilson, the School of International Studies (SIS) was founded in 1987. As one of only six undergraduate schools of international studies in the United States, SIS quickly gained a national reputation for its rigorous academic program that required a semester of overseas study for every student. The SIS was redefined and energized with new leadership in 1998 and a modified curriculum was developed, which emphasizes pre-professional training in quantitative research skills as well as traditional training in economics, political science, cross-cultural awareness, and foreign languages. 35 Faculty Handbook October 1, 2019 History of the Center for Professional and Continuing Education (1999) The Center for Professional and Continuing Education was established in July of 1999 to extend the learning opportunities of the campus community and region beyond the traditional, residential environment. The Center incorporates several existing programs, including the University College (re-entry degree program, originally founded 1979), Lifelong Learning (extension program), and Summer Sessions. The Center provides an administrative structure to foster cooperation and collaboration among Pacific's three campuses and the region in serving the workforce needs of a populace facing a knowledge-based economy in the 21st century. Within the Center for Professional and Continuing Education, there are three programs: Academic Credit programs, Conferences and Community Relations, and the Institute for Professional Development. 36 Faculty Handbook October 1, 2019 Chapter 2. University Governance 2.1 University Policy Statement on Governance Adopted by the Regents on September 12, 1996 The Board of Regents of the University of the Pacific hereby approves and adopts this policy in order to foster mutual understanding and establish the form and structure regarding the governance of the University of the Pacific. This policy is a recognition of the University's community of interests including the shared objective of maintaining a quality institution of higher learning through the joint effort of all constituencies of the University. We are aware of our interdependence, the usefulness of communication among ourselves, and the force and power of joint action that will increase our capacity to solve the challenges of providing students at the University with the opportunity to fulfill their highest educational potential. We dedicate ourselves to continue the University tradition and promote a vision for the future by offering a broad range of quality programs in a learning environment that is both personal and diverse. We hold true to the University's distinction for its integration and balance of liberal arts and professional education, teaching and scholarship, curricular and co-curricular activities, formal and lifelong learning, and diverse campuses and communities. We also commit that participation by all constituencies will be conducted as examples of the highest levels of leadership, civility, integrity, decorum and respect. Three fundamental principles provide the benchmarks for our joint efforts: 1. recognition of the initiating capacity and decision-making participation of all constituencies of the University; 2. understanding that the weight of each constituent voice is determined by the responsibility of each constituent for the particular matter at hand; and 3. each constituent voice will be given access to timely, relevant, adequate information and the opportunity to be heard. All constituent governance documents of the University shall conform to the University bylaws and this policy statement. 1. REGENTS One of the most important functions of the Board of Regents of the University of the Pacific is to establish the system of institutional governance, policy formation, and decision making, and to monitor the effective functioning of this system. The governance structure of the University is derived from the authority vested in the Board of Regents under the Articles of Incorporation and the Bylaws of the University. The board is empowered to delegate to other

individuals and 37 Faculty Handbook October 1, 2019 groups (such as the president, the officers, and the faculty) those functions and powers deemed by the Regents to be appropriate and necessary for the good of the institution and for the effective carrying out of its mission. The Board of Regents is entrusted with the ultimate responsibility for the quality and integrity of the University. It selects the President, approves the purposes of the University, and ensures provision of adequate resources to support the University. The Board establishes University policy, and where it deems appropriate, delegates to the President, administration and faculty authority to administer and implement these policies. The Board protects the University from external pressures antithetical to academic freedom and to University autonomy or integrity. This protection of academic freedom by the Board of Regents is fundamental to the profession of teaching and scholarship. The faculty is provided full freedom of inquiry in teaching, scholarship and research appropriate to the contractual obligations to the University. The Board differentiates among roles, duties and authority of various persons or constituents of the University and provides stability and continuity to the University through an organized system of University planning, resource management, budgeting and evaluation. The general principles approved by the Regents that guide the design, operation, and evaluation of the University governance system are the following: 1. The governance system is based upon and fosters a shared understanding of the mission and ideals of the University as applied in the operation of educational and support programs. 2. The structure of the governance system establishes clear channels for decision making, policy review, and planning and clear lines of authority, responsibility and accountability. 3. The decision making system utilizes rigorous periodic evaluation of program effectiveness, particularly in issues affecting resource allocation decisions. 4. The structure and processes of governance are designed to foster the cooperation of each of the major campus constituencies and to take advantage of the contributions for which each group has special competence. Administration is viewed as a service for the achievement of ends beyond itself, and it must always be judged in terms of its utility for enhancing the productivity of the University. 2. PRESIDENT The authority and duties of the president are explicitly delegated by the Board of Regents and include all obligations for all University educational and managerial affairs. The president is the chief executive officer of the University and the executive agent of the Board of Regents. He/she exercises a general superintendence over all the affairs of the University in accordance with the policies of the Board of Regents and provides leadership and advice to the Board of Regents in carrying out its responsibilities. 38 Faculty Handbook October 1, 2019 Effective presidential leadership is essential to the proper operation of the governance system. The effectiveness of the board and of the system of institutional governance depend on the ability of the president to cultivate a climate of respect, trust, and openness in which dialectical processes of participatory decision making can flourish. Proper growth and qualitative improvement of the University require the president to bring strong and effective leadership to each of the following functions: Educational program and policy development Comprehensive institutional planning Faculty and staff development and welfare Financial strengthening and budgetary planning Fund-raising and constituency relations Physical facility development and improvement Governance processes, decision making, and policy formation Personnel and employment policy development Enrollment management and forecasting It is understood that a President must appoint a senior staff of Vice Presidents and a Provost to whom the authority and obligations of many of these functions are assigned. This senior staff serves at the discretion of the President and is selected with broad consultation from constituent groups. The arrangement of duties under each member of

his/her staff will change as University priorities and personnel change. The president leads in the design and maintenance of a structure of councils and committees, formed on a representative basis from the major University constituencies, for the purpose of fostering communication, information sharing and dialogue in the review of proposed policies, plans, and budgets. Such groups should be advisory to the president and through him/her to the Board of Regents or, in the case of less general issues, to an appropriate University officer. It is understood that there is a distinction between those committees which have a University-wide role as described above, and those that report to a specific constituency, and this distinction will be taken into consideration in the design and structure of the committees. It is appropriate in the case of the latter that the constituent group devise its own procedure for selecting representatives. An important emphasis in the president's functions concerns the exercise of leadership in University planning. The president guides the reexamination and realization of the University's mission and provides strong leadership in developing, articulating, and implementing the University's planning efforts. The president has primary responsibility for the acquisition and management of resources necessary for the realization of high academic standards and high achievement levels throughout the University. The president mobilizes a planning and budgeting structure and process which embody these principles of governance. 3. PROVOST The provost is the chief academic officer of the University and represents academic interests to the president and the Board of Regents. He/she provides leadership to the University faculty and 39 Faculty Handbook October 1, 2019 to the deans in advancing the quality of all undergraduate, professional and graduate programs. He/she is responsible for the following functions: 1. Ensure, maintain and improve the quality and performance of the faculty through the appointment, evaluation and advancement of individual faculty members. 2. Oversee the maintenance evaluation and improvement of all academic programs. 3. Oversee academic support services, such as libraries and educational technology, and other academic facilities. 4. Oversee enrollment services to recruit and retain a diverse student body of high quality. 5. Promote and support faculty development, scholarship and research. 6. Coordinate academic planning and the preparation of annual budgets in relation to planning. 7. Chair the Council of Deans and provide general supervision, advice, and support to the deans. 8. Coordinate all academic policy-making and implementation. 9. Maintain student academic records and active institutional research. 10. Provide oversight for academic and instructional support budgets. 11. Facilitate and ensure the effectiveness of faculty governance. 12. Act on behalf of the President at times so instructed by the President. 4. DEANS OF SCHOOLS AND COLLEGES Each college or school of the University and the libraries has a dean, appointed by the President upon the recommendation of the Provost, who serves as the principal academic officer for the college or school and is responsible for the educational program within the college or school. The deans report to the provost who is responsible for the coordination of their work within the policies of the Board of Regents. In consultation with the Provost and the faculty of the college or school the deans lead in the planning, design, development, implementation, and evaluation of the educational programs and policies of the college or school and promote the quality of teaching and learning. They also provide for the selection and evaluation of qualified faculty and make recommendations to the Provost and the President concerning initial and continuing appointment of the faculty. They have direct budget responsibility for operating funds in their area, share in the responsibility for achieving enrollment goals, and in consultation with the Provost and the Vice President of Institutional Advancement, the deans shall participate in external fundraising and

alumni activities for the college or school. 5. COUNCIL OF DEANS The Council of Deans is an important agency for communication and collaboration among the deans under the leadership of the Provost. The Council includes all academic deans and other selected administrators. The Council shall meet regularly to accomplish the academic mission of the University. It shall perform the following functions: 1. Advise the provost on University standards and policies affecting the academic environment of the University and promote adherence to shared standards of excellence in scholarship, teaching, and learning throughout the University. 40 Faculty Handbook October 1, 2019 2. Coordinate joint policy consideration and other activities shared by the colleges and schools and facilitate communication among them. 3. Refer academic matters affecting the entire University to the University Faculty and recommend courses of action respecting such matters. 4. Provide a forum for discussion of programs, policies, and progress of the colleges, schools and academic support services. 5. Review priorities and goals in the formation of proposals for operating budgets in academic affairs, including marketing objectives for earned and contributed revenue, and advise the Provost concerning such priorities and goals. 6. DEPARTMENTAL CHAIRS Departmental Chairs are responsible for administrative and supervisory functions within a department as delegated by the Unit Dean. These may include, but are not limited to: • Ensure the academic excellence of a department by providing oversight regarding the delivery of the curriculum, evaluation of department personnel, advising of students, accuracy of catalog descriptions, assessment of courses, and program review as required by the University and external accreditation organizations • Manage departmental budgets and resources in accordance with University policies and practices. • Provide the support necessary to ensure that departmental faculty focus on student centered practices by complying with University policies regarding syllabi requirements, reporting of grades, scheduling of classes or office hours, and selection of instructional materials. • Serve as the advocate and liaison of the department to other programs, the administration, and other outside constituents. • Maintain an environment where all department members feel respected and valued by actively encouraging a climate open to civil discourse and free of harassment. 7. VICE PRESIDENT FOR FINANCE The Vice President for Finance is the Chief Financial Officer of the University. He/she maintains adequate records and accounts of all University funds; directs the management of all funds; and provides the Board of Regents, the president, and other University officers with timely and accurate financial reports and analyses of the financial condition of the University to assist them in their policy formation and decision making functions. He/she assists the president and provost in preparing the operating budget, makes recommendations to the president concerning goals and priorities in budget preparation and monitors budget performance and enforcement once the budget has been approved. 8. VICE PRESIDENT FOR STUDENT LIFE 41 Faculty Handbook October 1, 2019 The Vice President for Student Life establishes a campus climate and experience in which students are encouraged to grow intellectually, socially, emotionally, and spiritually. He/she coordinates and supervises the administration of student life services, programs, and policies; administers student life regulations; and assists in the protection of students' rights to academic freedom and due process. The person in this position must work cooperatively with leadership of the three campuses to ensure institutional student life policies are applied appropriately. 9. VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT The Vice President for Institutional Advancement plans and coordinates all authorized fundraising activities of the University, including fund-raising for the annual fund, for capital development, for endowment, for planned giving, for campus development,

and for special programs. He/she formulates long range plans and strategies for institutional advancement and alumni communication and development, and makes recommendations to the president and other officers of the University concerning the approval and support of such plans and goals. The Vice President is also responsible for public relations and institutional visibility. 10. THE FACULTY The authority and obligations of the faculty are delegated to them by the Board through the President. Members of the University faculty are appointed by the President, acting on authority of the Board of Regents. The contractual appointment of the faculty carries with it certain implied assurances by the board that it will maintain an educational and decision making environment that is conducive to the effective discharge of the faculty's professional, scholarly, and educational responsibilities. The faculty are responsible for the following functions: 1. Design and conduct educational programs and courses of instruction in accordance with the policies of the University 2. With the administration actively participate in the comprehensive planning for the development and quality improvement of the educational programs and courses of study, assist in the evaluation of the effectiveness of such programs and courses, and to make recommendations to the Deans and Provost concerning the educational mission, programs, and policies of the University 3. Recommend educational policies and degree requirements which effectively carry out the mission of the University, within the policies of the University 4. Set student admissions standards, evaluate student admissions procedures, assess student academic progress, and recommend student candidates for earned degrees. Assist the President in evaluating candidates for honorary degrees 5. Participate in the selection, evaluation, and advancement of faculty and academic administrators 6. Actively participate in review of educational programs, educational policies, and academic support programs and make recommendations to the Deans and Provost concerning the improvement or continuation of such programs 42 Faculty Handbook October 1, 2019 7. Contribute to the advancement of knowledge through open inquiry, creative activity and research The faculty is authorized to create its governance organization insuring the representation of all faculty for carrying out its functions, in consultation with and subject to the approval of the provost and president. This organization is the Academic Council. The faculty may consider any matter touching the effectiveness and quality of the educational program or the professional welfare of the faculty and may make recommendations to the president, provost, or academic deans concerning any policies, programs, or procedures which affect the educational program or faculty welfare. Each school and college in the University may have a faculty of its own which shall consist of all members of the University faculty in the particular school or college. Each such faculty shall function under the Dean, Council of Deans, Provost and President and be subject to the policies of the University faculty. Each school or college faculty should, in consultation and subject to the approval of the Provost, adopt by-laws and rules concerning its own organization, governance, and procedures. 11. STAFF University staff support the faculty and administration in the effective delivery of educational and auxiliary services to students and are an integral part of the day-to-day operations of the University. Theirs is an important consultative voice in the governance of the University consistent with the primacy of the faculty and administration. 12. STUDENTS The students are the ultimate beneficiaries of a coherent policy on governance and the principal focus of educational and auxiliary programs. They have an important role in the evaluation of services and a responsibility to speak in their own benefit. Because their time at the University is limited, continuity of the student role in governance is achieved through representation of the Association of Students. 13. ALUMNI Alumni play a critical role in providing the means by which the

effectiveness of educational programs can be assessed. Guided by programs in Institutional Advancement, through the Alumni Association, and by direct participation with individual schools, alumni have the opportunity to support the University and assess the education they received at the University. Their role provides continuity to the University and ensures the preservation of tradition. With this role of preserving the strengths comes the responsibility to address the weaknesses through participation in the strategic planning process and direct financial support. Evaluation is a critical element of governance. Therefore, pursuant to this policy, the Board of Regents shall cause to be conducted a periodic evaluation of itself, the President, the Senior Staff, the governance bodies of the faculty, staff, students, and alumni to assure that each of these 43 Faculty Handbook October 1, 2019 major components of the University community are working effectively and efficiently in implementing this policy and in compliance with their respective bylaws, and the discharge of their authority and duties. The results of the evaluation shall be included as a part of an annual report of the University of the Pacific. 2.2 Basic Governance Principles Approved by Academic Council on October 14, 1999; Faculty, November 30, 1999; President, March 6, 2000 The Regents Policy Statement on Governance establishes the fundamental principles of governance of the University. These basic principles acknowledge the initiating capacity and decision-making participation of all constituencies. They recognize that the greater or lesser degree of responsibility of a constituency for a given decision determines the weight that its voice will have in the decision-making process. In addition, the Regents have mandated that there shall be timely access to all relevant information by all involved constituencies so that they will be informed and have the opportunity to be heard. The President is responsible for ensuring that these principles are followed. The Board authorizes the President to appoint a staff of Vice Presidents and through them other members of the administration of the University. The administrative structure of the University is developed at the direction of the President. As indicated above, the process of governance is consultative, involving all relevant constituencies. Within this broad context, each constituent group is also granted certain rights and responsibilities. These constituencies include the faculty, students, alumni and staff. In consultation with the administration, a structure is developed through which each constituency participates in the decision making process in an appropriate way. In the case of the faculty, the Academic Council functions as a representative body; for the students, undergraduate, graduate, and professional students have representative bodies on each campus. Where bodies are representative, the members of each constituency select their own representatives. Alumni organizations on each campus express alumni concerns and each campus adopts procedures through which staff concerns may be expressed. Each constituency has the right to initiate consideration of significant issues of concern to their constituents and to respond to issues raised by others. Relevant information should be communicated in order that constituents' voices may be formulated and expressed in the deliberations of the University. In academic matters, responsibility for design and conduct of educational programs and courses of instruction is delegated to the faculty. In order to carry out this responsibility, the Academic Council has established Faculty Committees. Committee membership, charges, method of election, and reporting functions are set by the Council. The Council acts on the recommendations of its committees. The actions of the Council are communicated to the President and to the Provost. Ordinarily, the President and Provost will accept the 44 Faculty Handbook October 1, 2019 recommendations of the Council. If there is disagreement, the reasons for the disagreement should be clearly stated and a mutually

acceptable policy developed. Many of the functions of the University are joint responsibilities of the faculty and the administration. The faculty or the administration may initiate the formation of University Committees with joint faculty and administrative membership to address these functions. Membership, charge, reporting function, and schedule are negotiated jointly by the Council and the administration. Method of selection of faculty members is determined by the Academic Council. Administrative members are selected by the appropriate administrator. Members of the committees consult with their constituencies in the process of developing recommendations. Recommendations of these committees are reported to the administration and the Academic Council for comment, approval or further consultation as appropriate. In some cases, the administration forms committees which require participation of members of the faculty with specific expertise. In such cases, the administration should present the Academic Council with a statement of the charges to the committee and request recommendations from the Council of qualified faculty to serve on the committee. Selection of the faculty participants is by the administration from the Council recommendations. Faculty, Joint or Administrative Committees may be standing committees to address normal and continuing areas of concern or ad hoc committees to address specific issues. Ad hoc committees should be formed following the same procedures as standing committees. Student interests on each campus are represented through local student associations. Student associations represent the diverse interests of undergraduate, graduate and professional students. These associations carry out their functions in consultation with the appropriate administrators on each campus. Staff participation and the expression of staff concerns vary from campus to campus. Various forums are created for the expression of staff issues and interests. In other cases, consultation with staff is more informal. Consultation is carried out with the appropriate administrators on each campus. Alumni participation is an integral factor on each campus. Alumni are involved in support for and assessment of programs and preservation of the traditions of schools and colleges. Alumni interact with and are consulted by the administrators of each campus. Financial management of the University is primarily the responsibility of the University administration. The President mobilizes a planning and budgeting structure and process which embodies the general principles of consultative governance. In accordance with these principles, all constituents have appropriate input into the formulation and adoption of budget priorities and in the formulation and revision of annual budgets. The Vice President for Finance assists the President and Provost in preparing the budget. The Provost, working through the deans of the colleges and schools, has primary responsibility for the academic budget. The Vice Presidents for Student Life, Institutional Advancement, and Finance have primary responsibility for the budgets of their areas. The Board of Regents gives final approval to the annual budget. 45 Faculty Handbook October 1, 2019 2.3 Procedure for Approval and Amendment of Policies in the University Faculty Handbook Approved by Academic Council on April 13, 2000; Faculty Pending; President on September 27, 2000 The Board of Regents has set forth the areas of responsibility and authority for each University constituency in the University of the Pacific Policy Statement (on) Governance (Section 2.1). The Statement on Basic Governance Principles (Section 2.2), states the agreement between the Administration and the Faculty on the principles for the implementation of the Regents Policy Statement on Governance. In accordance with these statements, the University administrators and constituencies responsible for the approval and amendment of a policy will differ. The University Faculty Handbook is the primary statement of polices which relate to the academic mission of the University and which require Faculty approval,

either singly or jointly with some other University constituency. The Handbook includes the general policies regarding Faculty governance, policies concerning promotion, tenure, and other aspects of employment of faculty and academic administrators, and the academic policies of the University. Accordingly, each policy in the Handbook shall be accompanied by a statement of the constituencies who must approve the policy and the dates of approval and amendment of the policy by these constituencies. Future amendments of a policy will require approval by the same constituencies. Consistent with the University policies statement on governance as approved by the Regents, the Academic Council, in consultation with the Provost, determines the statement of constituencies that accompanies each policy or section of the Handbook. Dates of original approval and subsequent amendments should be noted in the revised Handbook policy. The Provost's Office shall be responsible for maintaining an archival record of Handbook policy statements, their approvals, and subsequent amendments. The Provost is responsible for maintaining and publishing an updated version of the University Faculty Handbook on the University website and periodically publishing and distributing printed copies to the Faculty. 46 Faculty Handbook October 1, 2019 Chapter 3. University Policies 3.1 Academic Freedom Approved by Academic Council on February 10, 2000, Faculty on May 10, 2002, Provost on February 10, 2000, President on April 15, 2002 3.1.1 Principles of Academic Freedom The University is committed to the free search for truth and its free expression. Academic Freedom in teaching, research, and publication is essential to these purposes, as is the freedom of students in learning. The most authoritative articulation of the central tenets of academic freedom is the 1940 Statement of Principles on Academic Freedom and Tenure, which was adopted by the American Association of University Professors and the Association of American Colleges (now the Association of American Colleges and Universities). The University adheres to the principle of academic freedom in the 1940 Statement, as subsequently amended. The following elements drawn from the 1940 Statement merit restatement here because they describe the conditions that are essential to the University's successful accomplishment of its educational mission: Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. Teachers are entitled to freedom in the classroom in discussing their subject, and students are entitled to freedom in learning. Members of the Faculty are citizens, members of a learned profession, and officers of the University. When they speak or write as citizens they will be free from institutional censorship or discipline, but their special position imposes special obligations. They should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the University. 3.1.2 Policy on Academic Freedom The University commits itself to create and maintain an environment in which academic freedom will flourish. It is the policy of the University that decisions concerning appointment, reappointment, promotion, and appointment with tenure of faculty members, the selection of faculty members for teaching and other academic duties and responsibilities, and University support and sponsorship of scholarly research and artistic endeavors by faculty members shall not be based upon any of the following: 47 Faculty Handbook October 1, 2019 1. the faculty member's political, social, or other views, or the faculty member's associations, except to the extent that the views or associations are directly related to the discharge of academic responsibilities; 2. the conduct of the faculty member, unless such conduct (a) is directly related to the discharge of academic responsibilities or (b) has been determined, in a proceeding pursuant to University procedures related to faculty discipline, to

constitute professional misconduct, or (c) is conduct of moral turpitude that violates a criminal statute; 3. discrimination or classification prohibited by federal, state, or local statutes, ordinances, and regulations that protect faculty members. 3.2 Policy on Nondiscrimination Approved by Academic Council on March 9, 2000, Administration pending The University does not discriminate on the basis of race, gender, sexual orientation, national origin, ancestry, color, religion, religious creed, age, marital status, cancer-related or geneticrelated medical condition, disability, citizenship status, military service status, and any other status protected by law. In accordance with the above University policy and in compliance with all applicable laws, all educational services will be provided and all employment decisions (including recruitment, training, compensation, benefits, employee relations, promotions, terminations) will be made without regard to the individual's status protected by law. To the extent provided by law, the University will reasonably accommodate qualified individuals with disabilities which meet the legal standards for documentation, whenever the individual is otherwise qualified to safely perform all essential functions of the position. 3.2.1 Procedures Concerning the Policy on Nondiscrimination Nondiscrimination requires compliance with federal or state employment laws and regulations, including but not limited to the following: the National Labor Relations Act of 1935, the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, as amended, Age Discrimination in Employment Act of 1967, Section 504 of the Rehabilitation Act of 1973, Title VI and Title IX of the Educational Amendments of 1972, Executive Orders 11246 and 11375, California Labor Code, California Fair Employment and Housing Act, and Americans with Disabilities Act. The University of the Pacific has designated the Director of Human Resources to coordinate the University's efforts to comply with laws, orders, and regulations governing discrimination and to provide the procedures for documentation and accommodation for disabilities. On the Stockton Campus, any person having a complaint should contact the Director of Human Resources whose address is Office of Human Resources, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211 and whose telephone number is (209) 946-2124. 48 Faculty Handbook October 1, 2019 On the San Francisco Campus, contact the Director, Human Resources whose address is Office of Human Resources, School of Dentistry, University of the Pacific, 155 Fifth Street, San Francisco, CA 94103 and whose telephone number is (415) 929-6468. On the Sacramento Campus, contact the Director of the Office of Administration whose address is Office of Administration, McGeorge School of Law, University of the Pacific, 3200 Fifth Avenue, Sacramento, CA 95817 and whose telephone number is (916) 739-7182. There are grievance procedures to resolve alleged acts of discrimination against an applicant for admission, an applicant for employment, or the alleged discriminatory treatment of a student or an employee. 3.3 Policy on Consensual Personal Relationships Affecting University Teaching, Mentoring and Supervisory Functions Approved by Academic Council on October 11, 2007 and Administration on October 11, 2007. Intent: University of the Pacific is committed to maintaining a learning and work environment that is free from unlawful harassment and other potentially adverse affects that can arise from consensual personal relationships among those who are participating in teaching, mentoring and supervisory functions at the University. Separate, but similar policies apply to faculty members; graduate students and teaching assistants; and staff/administrators, respectively. The policy below applies to faculty members. Consensual personal relationships in the course of teaching, mentoring and supervisory functions at the University may interfere with the ability of the teacher, mentor or supervisor to act fairly and without favoritism or may contribute to the perception among other persons of unfair actions or favoritism.

Policy: Faculty/Student Relationships and Faculty/Staff Relationships: Effective on September 1, 2007, a faculty member who is employed by Pacific may not participate in a consensual personal relationship with a student or staff member of the University for whom the faculty member provides or may (by virtue of University assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Faculty/Faculty Relationships: Effective on September 1, 2007, a faculty member who is employed by the University may not commence a consensual personal relationship with another faculty member for whom s/he then provides supervision as Chair. Faculty members who are already in a consensual personal relationship with another faculty member within the same department/academic unit as of the time supervision as Chair (or faculty member authorized to act in a supervisory role) would commence, will be in compliance with this policy and with related portions of the University's Conflict of Interest and Commitment 49 Faculty Handbook October 1, 2019 Policy, if they in writing promptly inform the cognizant dean of the relationship and conform to the standards of behavior stated in correspondence received from the dean. In addition, in all cases (whether or not the two faculty members are within the same department) a faculty member must recuse her/himself from any committees that evaluate the other faculty member with whom s/he is or who has been in a consensual personal relationship and identify the reason for recusal. Child or Relative in a Class: When a child or other personal relative of the faculty member (or of another University individual who is performing course-related teaching) is enrolled in a University course that the faculty member (or such other University individual) is assigned to teach, the faculty member will be in compliance with this policy when he/she does not engage in favoritism to the student and acts appropriately to avoid the appearance of favoritism. Definitions Consensual Personal Relationships: Dating, marital, domestic partner, sexual and similar personal relationships that may be consensually undertaken by both individuals. Such relationships do not include the usual and customary socializing at the University of teacherstudent; mentor-mentee; supervisor-employee; faculty member-graduate student; co-workers; and supervisor-student employee. Employee: Anyone employed by Pacific as faculty, staff or student worker, full-time or part-time, regular, temporary or adjunct. Teaching and Mentoring: Teaching and mentoring includes course teaching, advising, participating in grading or other academic evaluation. Supervision: Assignment, direction, evaluation, participation in appointment, promotion and tenure evaluation committees, and enforcement of rules and policies, for those engaged in University-related work such as undergraduate and graduate students, teaching assistants, faculty members and staff members. Effective date September 1, 2007 Consequences of violations Perceived violations of this policy should be referred to the dean or Provost. The Dean shall notify the Provost of the situation and attempt to resolve the situation, if the Provost concurs that the Dean do so. The Dean shall report to the Provost any informal resolution achieved. Only the Provost has the authority to initiate procedures for faculty discipline and those procedures are set forth in the Faculty Handbook. Contact Questions regarding this policy should be referred to the cognizant dean. Human Resources will provide support to the dean. 50 Faculty Handbook October 1, 2019 3.4 Policy on Assisting Employees with Life Threatening Illnesses Approved by Administration on April 23, 2002 The University of the Pacific recognizes that employees with life threatening illnesses including but not limited to cancer, heart disease, and AIDS may wish to continue to engage in as many of their normal pursuits as their condition allows, including work. As long as these employees are able to meet acceptable performance standards, and medical evidence indicates that their conditions are

not a threat to themselves or others, supervisors should be sensitive to their conditions and ensure that they are treated consistently with other employees. At the same time, the University has an obligation to provide a safe environment for all students and employees. Every precaution should be taken to ensure that an employee's condition does not present a health and/or safety threat to others in the work environment. Consistent with this concern for employees with life threatening illnesses, the University offers the following range of resources available through the Office of Human Resources: 1. Management and employee education and information on terminal illness and specific life threatening Illnesses. 2. Referral to agencies and organizations which offer supportive services for life threatening illnesses. 3. Benefit consultation to assist employees in effectively managing health, leave and other benefits. 3.5 Policy on Declaring University Financial Exigency Approved by Academic Council, Administration on April 23, 2002 The President may propose to the Board of Regents that it declare that a University financial exigency exists. Before forwarding such proposal to the Board of Regents, the President will review its rationale and conclusions with a Select Committee consisting of the Provost, the dean of each school and college, one (1) tenured faculty member of each of the schools and three (3) tenured faculty members of the College of the Pacific, each of whom shall be selected by the Academic Council. The President shall share all pertinent financial data including the relevant record of the Institutional Priorities Committee with this committee. The Select Committee will issue a report and recommendation, which shall be submitted to the Board of Regents prior to the Board's final determination. If the Board of Regents declares a University financial exigency, the University will consider a range of appropriate operational and budgetary measures, which may include reduction of expenses related to goods, services, staff and faculty. In doing so, the University will first focus on those programs and services which are not central to its primary academic mission, vision and priorities. If reductions in academic areas are not avoidable, the University may decline to renew faculty appointments including those which are renewable, to terminate probationary, special and 51 Faculty Handbook October 1, 2019 regular faculty appointments prior to their scheduled expiration date, and/or to terminate appointments with tenure. Terminations of appointments due to University financial exigency are governed by section 7.15 3.6 Policy on Closure of University Program(s) Approved by Academic Council, Administration on April 23, 2002; revised by Academic Council on September 14, 2017 and by the Administration on June 18, 2018 In addition to a proposal for closure of a University academic program which results from a regular academic program review, the President or Provost may decide to establish a Special Review Committee, when a request for program/department/etc. closure is proposed outside the defined bounds of Faculty Section 10.2. The Special Review Committee report will provide a recommendation to the Provost and the President. The President will review the proposal and decide to propose to the Board of Regents that a University school, academic unit or specific program be closed or substantially curtailed. The membership of the Special Review Committee will include the Provost and appropriate dean(s). The Academic Council will select the faculty membership of the Committee. Normally, the Council will select the faculty members of the Academic Affairs Committee or Graduate Studies Committee depending on the program under review. The Special Review Committee will issue a report and recommendation, which will be submitted to the Board of Regents prior to the Board's final determiniation. If the Board of Regents approved the proposal, the University may decline to renew faculty appointments including those which are renewable, to terminate probationary, special and regular faculty appointments prior to their scheduled

expiration date, and/or to terminate appointments with tenure. Terminations of appointments due to closure of program are governed by Section 7.16. 3.6.1 Policy on Administrative Relocation of Academic Units Approved February 14, 2013 by Academic Council, March 4, 2013 by the Provost Restructuring of academic units includes, but is not limited to: moving one School into another School or The College, moving The College into another School, removal of a dean position, or combining academic departments (this policy does not cover departmental decisions that are wholly internal to The College or a School). Because these administrative changes have great potential to affect faculty working conditions, thoughtful discussion and consultation with faculty leadership must take place before such a proposal is made by the administration. 52 Faculty Handbook October 1, 2019 After consulting with faculty leadership (Including but not limited to the Chair and the Executive Board of Academic Council), the Provost may propose an administrative relocation of academic units, to be considered by a Special Review Committee. The membership of the Special Review Committee will include deans selected by the Provost as well as faculty members selected by the Academic Council. Faculty will constitute at least half of the committee. The Council will select faculty members from the affected units, the Academic Affairs Committee on Undergraduate Studies, and/or the Academic Affairs Committee on Graduate Studies, depending on the units under review. The Special Review Committee shall be chaired by the Dean of the affected Academic Unit. The Special Review Committee will issue a report and recommendation, which will be submitted jointly to the Provost and to the Academic Council. If the Provost chooses to follow the recommendations of the report, then no further action is needed. If the Provost chooses not to follow the recommendations of the report, he or she will state in writing the reasons for not doing so, and this statement will be appended to the report of the Special Review Committee. The report and its appendices will then go to the President, who will make the final decision. The Administrative relocation shall not affect contractual relationships that the University has with individual faculty. 3.7 Information Technology Policies Version 7.1, Approved by Academic Council March 23, 2007; Revised April 16, 2007 3.7.1. Information Security Policy POLICY: Academic and business information resources are critical assets of the University and must be appropriately protected. Any person who uses or provides information resources has a responsibility to appropriately maintain and safeguard these assets. This policy is designed to protect both information stored on or accessed through University Computing and Communication Resources and those resources themselves. These resources include information resources and intellectual property owned by others whose rights must also be protected. Information security is the protection of data against accidental or malicious destruction, modification or unauthorized disclosure. Information will be protected based on its value, confidentiality, and/or sensitivity to the University and the risk of loss or compromise. Information security management enables information to be shared while ensuring protection of that information and its associated computing and communications assets. The University is responsible for ensuring appropriate controls are in place to preserve these security objectives. Information is useless if it cannot be accessed and/or used to advance the academic and business interests of the University. Therefore Information security also involves guarding against unauthorized withholding (e.g., denial of service). 53 Faculty Handbook October 1, 2019 The University has a multitude of points of access to its data – dozens of departments and three campuses. Because numerous administrative units and academic departments are responsible for the processing and storage of information, each is also the steward of significant information assets owned by the University. The University relies

upon each campus, department and individual system administrator to preserve and protect those assets in an appropriate, consistent and reliable manner. Security controls provide the necessary physical, logical and procedural safeguards to accomplish those goals. Issues Addressed This policy addresses the need to make Users and providers of information aware that they have a responsibility to appropriately safeguard the University's information assets as they would other resources. The unauthorized disclosure, destruction or prolonged unavailability of the University's information or information technology could harm the University, its students, its employees and other members of the University community. 3.7.2 Accountability Policy POLICY: Individual accountability must be maintained on all University computing and communications systems. A University Computer System is defined for the purposes of this and other Information Technology Policies as any University-provided computer, workstation or server – either stand alone or networked – that processes, stores, receives or transmits University information, or information entrusted to the University by a third party. In general, access to University Computer Systems and networks is provided through the use of individually assigned unique computer identifiers, known as UserIDs. Each individual is responsible and accountable for all activity performed under his/her UserID(s). The ISPC has the authority to grant exceptions and define the accountability mechanism for those computer systems whose access and use cannot reasonably be controlled through use of an individual UserID. Access to protected resources is granted to UserIDs. This access is based on an individual UserID, or to a groupID containing individual UserIDs. Group-IDs are commonly used in rolebased security models. It is, therefore, critically important that unique UserIDs be assigned to specific individuals, and that these UserIDs not be shared ensuring that the controls in place perform as they are intended. This will ensure the accountability of all individuals accessing the University's protected resources. UserID based accountability should be required for any network-based service, but may be impractical for non-networked, public access, or kiosk-type installations. In private areas (research laboratories, faculty offices, etc.), sign-on procedures to use non-networked services may interfere with normal operations. In non-networked situations such as these, regular audit of local information and/or appropriate physical access restrictions may be substituted for UserID access. It is highly recommended that the Information Security Analyst be consulted. 54 Faculty Handbook October 1, 2019 Issues Addressed Accountability, is an element of security. By requiring each individual to sign on using a unique UserID, activity can be attributed to a particular individual. This auditability provides management with information regarding who performed what activity on what information resources. It can also be used to help resolve system or network problems by providing more complete usage information. 3.7.3 Information Management Policy POLICY: All University information must have an associated Information Administrator (IA) who is responsible for its proper management and security, including its appropriate classification. Information, like other assets, must be properly managed during its lifecycle, from its creation, during authorized use, to proper disposal. As with other assets, not all information has the same use or value, and therefore requires different levels of protection. Just as it is unwise to underprotect a very sensitive document, it is expensive and wasteful to overprotect non-sensitive information. This policy is intended to require appropriate controls for the management of University information resources. All information will have an Information Administrator (IA) established who will be responsible (perhaps through delegation) for assigning the initial information classification, and who will make all of the decisions (perhaps through delegation) regarding controls, access privileges of Users, retention requirements and daily

decisions regarding information management pertaining to that particular information. The Information Security Analyst (ISA) can provide a periodic high-level impact analysis on the information to determine its relative value, risk of compromise, possible legal issues, etc. Based on common sense or the results of an assessment, information should be classified into one of the information classifications discussed below. The classification will inform the Information Administrator and the Information Security Analyst, and help determine the appropriate level of protection of the information and its associated application software commensurate with the value of the information in that classification. It is important that controls be designed and implemented for both the information and software. It is not sufficient to classify and control information alone. The software, and possibly the hardware, on which the information and/or software reside, must also have proportionate controls for the classification of information that the software manipulates. The Information Administrator is responsible for determining the classification of the information. Working with the Information Security Analyst and the application development team, appropriate controls for the information, software, and possibly the hardware must be developed. Information Classifications Information may be classified according to its value, sensitivity, or risk of loss or compromise. The Information Administrator, who may be advised by the Information Security Analyst, 55 Faculty Handbook October 1, 2019 determines the classification levels. The classification level helps determine the degree of security standards to be applied and followed by the Information Administrators, Security Administrators, Information Brokers, and Information Users. The three levels generally used to classify University information are: 1. Public Information 2. Restricted Access Information 3. Confidential Information 1. Public Information Public Information is any information prepared, owned, used or retained by the University for the purpose of public release and which is not specifically exempt from the disclosure requirements of law. Generally, only documents specifically created for the public, (e.g., press releases, brochures), are considered public information. Release of "public" documents should not impair the University's ability to fulfill its mission, nor should such release damage the reputation. All other information should be classified as Restricted Access or Confidential. Any unclassified information should be assumed to be at least Restricted Access, and be accordingly protected until the proper information classification can be determined and verified. Examples of Public Information could include but are not limited to: • Published University marketing brochures • Published curriculum information • Public notices of University public events such as concerts and sporting events • Employment opportunity bulletins • University approved Internet web site information 2. Restricted Access Information The controlling factors for Restricted Access Information are those of confidentiality and integrity. This type of information requires protection from disclosure or alteration by unauthorized persons. Restricted Access Information is restricted to individuals who have been authorized for that information. In most cases access will be limited to specifically authorized University faculty, staff and students. This classification allows access by non-University Users (such as prospective students or vendors) when authorized by the appropriate Information Administrator. The sensitive nature of some types of Restricted Access information may be difficult to recognize because it is often integrated into daily work and/or course assignments or may be handled by a number of Users. Other types of Restricted Access information may appear to be more obviously sensitive because they have a rather restricted audience. Either way, it is 56 Faculty Handbook October 1, 2019 important to maintain the confidentiality and integrity of this information, regardless of whether it is maintained in a paper or

electronic form. Examples of Restricted Access Information could include but are not limited to: • University course materials, including on-line media where materials should be restricted rather than public **. • Extended education and online course materials **. • Prospective student status information accessible to that student. • Administrative information exchanged with vendors using electronic protocols. • Research studies being performed in association with other universities **. • Student and registration information accessible online to that student. • University organizational charts and job descriptions. • Approved and widely communicated University business plans. • Curricula changes or graduation requirements prior to approval. • University Policy or Procedure Manuals. • Reports, files or working papers concerning daily academic and administrative activities **. • Financial statements prior to public announcement or release. • Travel plans of University faculty or staff. • Information pertaining to strategic business decisions such as college expansion, new academic programs being considered, etc. ** This policy is to be interpreted to be consistent with the University's Intellectual Property Policy. 3. Confidential Information Confidential Information is the strictest data classification used by the University and requires maximum control. Depending on the nature or contents of the Confidential Information, disclosure or alteration of this type of information could cause great harm to an employee, student or the University. Confidential Information requires safeguarding, either due to the requirements of law or because of the mandates of prudent and reasonable practices. Access to Confidential Information is limited to specifically authorized individuals of the University and denied to all others, unless and until directed by an officer of the University and upon advice of legal counsel of the University. Examples of Confidential Information include but are not limited to: • Employee Medical Records • Student information such as grades, medical information, etc. • Student and employee Social Security Numbers • Payroll data • Administratively maintained employee data such as residence address information, employment history, performance reviews, etc. 57 Faculty Handbook October 1, 2019 • Alumni and donor information. • Patient records. Issues Addressed There is a need to establish management responsibility and accountability for University Information resources. Unauthorized release or alteration of Restricted Access or Confidential information could have many consequences, ranging from the mundane loss of productivity to extremely serious legal consequences. The compromise of any classified information has the potential to impair the University's ability to competently and efficiently implement its mission. Release or alteration of medical records could discredit the University's reputation. 3.7.4 Segregation of Systems Policy POLICY: - University systems, applications, and databases designated for student or public use must be physically and/or logically isolated from systems used for normal administrative activities as appropriate to ensure system and data integrity. It is the intent of this policy to enhance the University's information technology security environment by requiring, where possible, the segregation of systems used solely for administrative purposes from those used solely for academic, student or general public access. To the extent possible, systems designated for academic or public use should be hosted on different computer systems than those designated for administrative use only. The computing and communications environment should be architected to prevent accidental or intentional harm to the University's administrative production computing environment or the compromise of restricted or confidential University information. Firewalls or other similar devices should be used to further isolate administrative systems. This policy is not intended to restrict appropriate access to information by legitimate Users, especially web-based access. It is likewise not the intent of this policy to preclude systems that use (and even allow

updating of) administrative data in public applications. The intent is to require consideration be given to possible security gains through system architecture. This policy will have the greatest impact on campus administrative systems and will have little to no effect on systems involving teaching and learning. Issues Addressed Academic and administrative systems face competing expectations that bear on security. On the one hand, there is an expectation of readily available information. On the other hand, confidentiality of personal information requires the highest level of protection of systems from unauthorized or inappropriate access. Standard security practice is to isolate administrative systems that primarily contain restricted and confidential information from those that primarily contain public information or are otherwise used in an academic setting. 58 Faculty Handbook October 1, 2019 3.7.5 Access Control Policy POLICY: The integrity, confidentiality and availability of the University's information resources will be protected by logical and physical access control mechanisms commensurate with the value, sensitivity, risk of loss or compromise and ease of recovery of these resources. Information Administrators are responsible for determining who should have access to protected information resources within their jurisdiction, and what type of access privileges will be granted. These access privileges should be granted in accordance with the User's role or assigned responsibilities. Information Administrators must direct their Security Administrator(s) to grant the appropriate access privileges. Likewise, it is incumbent upon the User's manager and/or the Information Administrator to direct the Security Administrator to remove access to information resources when a User's need no longer exists or their privilege ends. Access privileges generally involve the ability to view data, create new data, change existing data, delete data and/or run programs against data. Physical access to data centers, wiring closets, and servers containing Restricted Access or Confidential Information must be physically secured from unauthorized access. Servers containing Public Information should be appropriately secured. Issues Addressed Access control is the primary means by which security objectives of the University are achieved. Access control mechanisms are designed and implemented to reduce unauthorized access to acceptable risk levels. The compromise of any sensitive information resource has the potential to impede the University's ability to competently and efficiently achieve its mission. 3.7.6 Network Attached System Security Policy POLICY: The University will take all prudent and reasonable measures to secure the systems that are attached directly to its internal network and indirectly to the external Internet. The internal data network and the external Internet are tremendously powerful tools in academia, facilitating the free exchange of ideas and instant access to a wealth of information. Likewise they are excellent business tools empowering University employees to gather information, improve internal and external communications, and increase efficiency in its business relationships. Similarly, communications systems such as World Wide Web servers and email servers can dramatically increase efficiency and communication among the University's students, employees, academic and business units. Unfortunately, at the same time that these networks provide access to the University community; they also have the potential to provide worldwide access to University systems from individuals with harmful intentions. Certain safeguards are necessary to enjoy the benefits and freedom of networks while minimizing the risks posed by those very connections. 59 Faculty Handbook October 1, 2019 The Information Security Analyst has the responsibility to assist and guide the University in meeting this policy. Given that the best plans and processes may be thwarted, the Chief Information Officer will establish and maintain a Security Incident Response process to help mitigate the many security risks associated with Internet technology. Issues Addressed While

networks hold tremendous potential as communications and research media, universities, as relatively open institutions, can encounter problems unless appropriate system security precautions are taken. The intent of this policy is to direct those within the University who are responsible for Computing and Communications Resources to establish appropriate system controls to enable the safe and secure use of the internal network and external Internet by the University community. 3.7.7 Acceptable Use Policy Approved by Academic Council, February 8, 2007; Administration, March 19, 2007 POLICY: The University's Computing and Communications Resources shall be used securely, respectfully, cooperatively in support of the University's Mission. Definition: Computing and Communications Resources include all electronic technology used to store, copy, transmit, or disseminate visual, auditory, and electronic information as well as the information contained therein. This includes, but is not limited to, computers, networks, phones, fax machines, copiers, PDAs, cell phones and the information contained in them. A. Support of the University's Mission The University provides Computing and Communications Resources to faculty, students, staff and others solely for the purposes of supporting teaching, learning, scholarship, service and administration within the context of the University's mission. The University is a non-profit, tax-exempt organization and, as such, is subject to a number of pieces of legislation regarding sources of income, political activities, use of property, etc. The University prohibits use of University information and University Computing and Communications Resources for commercial purposes or financial gain not authorized under University Policy, partisan political activities not part of a class assignment, and for any activity prohibited by law. Incidental personal use of Computing and Communications Resources, within the guidelines of this policy, is considered appropriate. Such permissible incidental personal use does not include hosting, ASP (Application Service Provider), ISP (Internet Service Provider), WSP (Wireless Service Provider) or other services for third parties. Incidental personal use does not include activities for financial gain unless such activities are authorized under University Policy. Incidental personal use does not include the use of institutional data which may be contained in or extracted from institutional computing and communications systems. Personal use is not incidental if it incurs a direct cost to the University. 60 Faculty Handbook October 1, 2019 Use of Pacific's Computing and Communications Resources by students, living on campus, in support of approved experiential learning and/or in support of their duties as compensated employees is explicitly authorized, so long as such usage does not violate any part of this policy. B. Secure Use Users of University Computing and Communications Resources are responsible for taking appropriate steps to safeguard University and personal information, as well as University facilities and services. • Passwords and other authentication and authorization codes, cards or tokens assigned to individuals must not be shared with others. Authorized Users must not provide access to unauthorized Users. Passwords should be chosen carefully to lessen the possibility of compromise. Users are responsible for all activity that takes place under their UserID(s). • Activity that may compromise the system integrity or security of any on or off-campus system is prohibited. This includes any type of unauthorized access or hacking. • Unauthorized monitoring of individual User activity, information and communications is prohibited. See the University's Computing and Communications Confidentiality Policy. • Users must ensure the security of restricted, confidential, proprietary, licensed, copyrighted or sensitive information entrusted to their care or that may come into their possession. Security includes, as appropriate, protection from unauthorized disclosure, modification, copying, destruction or prolonged unavailability. Unless approved by the University Security Officer, Users must not store non-

university personal identification numbers including, but not limited to, Social Security Numbers, Credit Card Numbers, or Drivers License Numbers on unsecured devices or media, for any period of time. C. Respectful Use University Computing and Communications Resources should be used in a manner that respects the rights of others. • Users must abide by all local, state and federal laws. This includes all applicable Copyright laws and license agreements, especially software license agreements. • Users must abide by the University's Policy Against Sexual and Other Unlawful Harassment. That Policy prohibits verbal and visual conduct of a harassing nature. Threatening, obscene or other offensive messages or graphics that would be deemed inappropriate in other contexts are prohibited. • Users must not attempt to represent themselves as someone else, mask their identity, or engage in computing or communication activities using another User's UserID or other electronic credentials. Use of University resources for illegal conduct is prohibited. 61 Faculty Handbook October 1, 2019 • Users accessing off-campus systems must additionally abide by the rules, regulations and acceptable use policies of those external systems. Given that User action may reflect on the University or the User themselves, ethical behavior, courtesy, civility and good etiquette is highly recommended. • Users are prohibited from using the logos, word marks or other official symbols of The University of the Pacific without authorization from Pacific's Marketing and University Relations. This specifically includes any such usage in connection with electronic systems, services and communications, both internal and external. This does not include the usage on physical or electronic letterhead when used for official University business. D. Cooperative Use Users of University Computing and Communications Resources are expected to cooperate so that all Users may make maximum use of facilities and services in a shared environment. • The University provides Computing and Communications Resources to facilitate business and academic activities of the University. Incidental personal use must not interfere with University business and academic activities. This includes personal activities that use bandwidth, occupy storage space, or slow down processing of systems, networks, or other resources needed for University business and academic activities. • Users must not knowingly engage in activities that would impede the activities of others including the internal or external distribution of junk email (a.k.a. Spam), chain mail, viruses, worms, remote controllers or other malicious code, or other unofficial and/or unsolicited distributions, especially to persons you do not know. • Users should refrain from using sounds or visuals that may be disruptive to others in shared facilities. • Users may not connect any device to PacificNet or the phone system that compromises security or impacts performance for others. This includes, but is not limited to, the connection of wireless access points, switches, hubs, routers, or auto dialers, not authorized by the Office of Information Technology. • All Users share the responsibility of seeing that University Computing and Communications Resources are used securely, respectfully, cooperatively, ethically, and for their intended purposes. If policy questions arise or if suspected policy violations are encountered, Users should take no unilateral action, but must promptly notify and/or cooperate with the appropriate University officials. Contact ITsecurity@pacific.edu E. Sanctions It is the responsibility of each User to understand his or her privileges and responsibilities regarding Acceptable Use and to act accordingly. Users failing to abide by the University's Acceptable Use Policy (AUP) may be subject to corrective action up to and including, dismissal, 62 Faculty Handbook October 1, 2019 expulsion, and/or legal action by the University. While technical corrective action, including limiting User activity or removing information, may be taken in emergency situations by authorized Information Technology staff, other corrective action, technical and/or non-technical, will be taken

in accord with applicable University policies and procedures. In particular, students who violate this policy will be referred to Judicial Affairs for judicial review. 3.7.8 Electronic Mass Communications Policy POLICY: Members of the University community are encouraged to use email, the web and other forms of electronic mass communication, within established guidelines, to facilitate the efficient and effective presentation and delivery of information. Note that the line above is University Institutional Policy and that what follows is University Operational Policy. Both are approved by the Information Strategy and Policy Committee (ISPC). 1. Definitions University Community – all members, former members and potential members of the University. These groups include, but are not limited to, faculty, staff, students, emeriti faculty, alumni, employees, perspective students, and donors. All – 'All' in what follows means all or a significant portion or segment of the indicated group. It is not confined simply to mean 'each and every one.' Mass Communications – The sending of communiqués, especially email, to All members of a group or multiple groups. Open Mass Communication – Mass Communications within one's administrative domain. This includes faculty sending communications to their classes, administrators sending to their employees, schools sending to their faculty, staff or students. Open Mass Communication does not require authorization beyond that imposed by the policy and procedure within individual units, if any. Restricted Mass Communication – Mass Communication across community or administrative domains. For example, all students at Pacific (not all students at Law) or all faculty at Stockton (not all faculty in the College), all staff of Pacific (not just all staff at Dental). Institutional Spam – Unauthorized and/or inappropriate Mass Communications. 2. Background The University community is encouraged, where appropriate, to move away from, or supplement, paper based communications and utilize electronic communications. There is a rising need to be more efficient and effective with internal communications and a rising need to deliver more and higher quality information to virtually everyone encountering the University. 63 Faculty Handbook October 1, 2019 The University also recognizes the sensitivity of our community to receiving unsolicited email, institutional spam. However, the University, from time to time, has academic, business and emergency needs that require Mass Communications. Finally, the evolving security and legal landscape requires Pacific to communicate with care. 3. Authorization for Restricted Mass Communications See definition above for Restricted Mass Communications. Note especially that Open Mass Communication as defined above does not require authorization beyond that imposed, if any, by the individual units. Communications to All Campuses Entire Community – Executive Assistant to the President or Vice President working on behalf of the University President Communications to the Stockton Campus and selected mailings affecting all three campuses: All Students - Any Cabinet member All Staff/Employees – Director of Human Resources or the VP for Business & Finance All Faculty – Provost All Alumni – Director of Alumni Relations All Prospective Students – Associate Provost, Office of Enrollment Within the Guidelines below, the Office of Marketing and University relations operates under a general authorization to 10 perform mass electronic communications as it deems necessary and 2) to act as a proxy for any group desiring such communications. 4. Restricted Mass Communications Guidelines a.) No routine restricted mass communications. Communications broadcast to these groups should not be routine. Information should be critical and time sensitive. Information that is not critical, not time sensitive, or not germane to the University's mission, should be sent to Marketing and University Relations for inclusion in E-news, entry on the web or other voluntary subscription. E-news is received by voluntary subscription. It is presumed that within an organizational unit, sending of inter-group

messages not relative to the mission of the University will be regulated by the corresponding management. b.) No email spamming the community. Communications broadcast to all these groups must specifically apply to all or the vast majority of recipients as a "need to know." For example, a United Way Campaign. Mass email communication to generate interest in niche issues or limited interest issues, like a trip to another country by a club, is specifically prohibited. Information that is not universally required should be sent to Marketing and University Relations for inclusion in E-news, entry on the web or other similar communication vehicles. 5. Messages from Pacific to the External Community 64 Faculty Handbook October 1, 2019 a.) Messages must conform to the CAN-SPAM Act. It is generally a poor practice to send unsolicited email to anyone inside or outside the community, but especially if there is not an existing relationship with Pacific. However, whether the mail is solicited or un-solicited, pre-existing relationship or not, if it is sent to the external community, it must comply with the CAN-SPAM Act. [Source Wikipedia] The CAN-SPAM Act of 2003 (15 U.S.C. 7701, et seq., Public Law No. 108- 187, was S.877 of the 108th Congress), signed into law by President Bush on December 16, 2003, establishes the United States' first national standards for the sending of commercial email and requires the Federal Trade Commission (FTC) to enforce its provisions. The acronym CANSPAM derives from the bill's full name: Controlling the Assault of Non-Solicited Pornography and Marketing Act of 2003. CAN-SPAM defines spam as "any electronic mail message the primary purpose of which is the commercial advertisement or promotion of a commercial product or service (including content on an Internet website operated for a commercial purpose)." It exempts "transactional or relationship messages." [...] The bill permits email marketers to send unsolicited commercial email as long as it contains all of the following: 1. An opt-out mechanism 2. A valid subject line and header (routing) information 3. The legitimate physical address of the mailer; and 4. A label if the content is adult 5. The content is exempt if it consists of a. Religious messages b. Content that broadly complies with the marketing mechanisms specified in the law [...] b.) Messages from Pacific to the external Community should, if possible and appropriate, be sent by a third party. Even if such mass mailings conform to the CAN-SPAM Act, the University risks being black-listed if recipients see what Pacific sends as SPAM. If a third party is used for a mass communication, a sample copy should be sent to an on-campus address for quality control and data retention purposes. c.) Distribution lists should be used. Mass email lists should not be built on the email system itself, but rather using an email exploder service. A distribution list service is currently available from the Office of Information (OIT) for bulk email using moderated/unmoderated and open/closed discussion lists. However, this section is not to be construed as suggesting the construction of distribution lists exempts one from this policy. It does not. d.) Anti-phishing steps must be taken. Mass internal or external communications that lead the recipient to a web site that may ask for personally identifiable information must not provide a 65 Faculty Handbook October 1, 2019 live URL linked to the sight. Such communications should simply advise the recipient to visit the site. For example, "Your housing bill is ready. Please visit your account through insidePacific." 6. Violation of this Policy If you believe an email you received from a Pacific.edu address may violate this policy, please send it to the IT Security Officer, ITsecurity@pacific.edu. Continued violation of this University Policy may result in suspension of email privileges, pending a full investigation. 3.7.9 Business Continuity Planning Policy POLICY: Each academic department or administrative unit that provides critical services based on information technology will document, develop, implement, and periodically test continuity plans. Continuity plans, also known as Business Continuity Plans, enable the critical academic and

administrative functions of the University to continue in the event a local disaster renders a facility unusable or inaccessible for an extended period. This policy is intended to ensure that plans are in place that will, in turn, ensure that University Computing and Communications Resources are appropriately prepared to enable the University to continue to fulfill its mission and commitments. This policy applies to central systems and systems in the various units, including desktop computers that support key University functions. Disaster recovery planning for Computing and Communications Resources is a part of overall business continuity planning. Business continuity may also involve alternative facilities, personnel or processes and may or may not involve information technology. In some cases, where information technology is not a critical part of ongoing activities, the loss of Computing and Communications Resources may involve only slight changes to the way academic or administrative functions are performed. In other cases, the University may have no practical alternative but total and rapid restoration of affected information technology resources. Disaster recovery for Computing and Communications Resources involves, in part, making appropriate system and data backups, storing copies of critical information off site, and arranging for alternative and/or replacement resources, including systems and their associated operating facilities. It is expected that all University members, especially, Information Administrators and/or their designated Security Administrator, will ensure that systems under their stewardship are appropriately backed up and that back-up copies are appropriately stored in alternative locations. Recovery from backups must be tested from time to time, but at least annually. Critical information, as identified by the Information Administrators, should be backed up in such a manner as to be recoverable in a timely manner at an alternate operational facility. Business continuity plans ensure that mission critical activities, in this case, that use information technology, can continue. These plans should be tested at least annually. It is recognized that rapid and simultaneous recovery of all systems and services may not be economically feasible, especially for all classes of disasters. Schools and major administrative departments will therefore provide for disaster recovery and business continuity within a given 66 Faculty Handbook October 1, 2019 scope and duration, on a system-by-system basis, by priority; all determined jointly by the Information Administrators and, if appropriate, the ISPC. It is recognized that business continuity and disaster recovery plans and procedures are contingent on identifying specific requirements, receiving appropriate University resource prioritization and adequate funding. Those units that need assistance in developing continuity plans can work with OISR and/or their School's technology organization. Issues Addressed The unavailability of critical information and systems would harm the University's ability to fulfill its mission. 3.7.10 Remote Access Policy Policy: Remote access to University systems and information will be appropriately provisioned and/or controlled to ensure required security. The teaching, learning and administrative environment of the University extends beyond the bounds of the campus and beyond the confines of the University's Intranet domain. Faculty, staff, students, and other Users must have the means to communicate and utilize University information resources from off-campus locations. In most cases, individuals desiring remote access to the University will do so through the Internet using the services of an Internet Service Provider (ISP). The expense and risk of acquiring this external channel for remote access is normally borne by the User. Remote access security when using an ISP may be limited to secure protocols embodied in web browsers and University servers or may be a function of User installed encryption software. The University's perimeter firewall or other security devices may control certain types of remote access from the greater Internet. Even so, some on-campus systems may

require further firewalls or similar devices to enhance their security when accessed remotely. While secure web protocols may be sufficient for most access to sensitive information, some remote access activities may require greater levels of security between the University's most secure systems and a User's remote system. In these cases, Information Administrators, working with the Information Security Analyst, may require additional authentication, authorization and encryption software and/or hardware before authorization is granted to remotely access the information they steward. For example, a secure, authenticated and encrypted virtual private network (VPN) might be set up between the User's remote system and the University's secure network and/or systems. Information Administrators, the Information Security Analyst and those responsible for systems and services must take steps, where possible, to prohibit unauthorized remote access to information resources that require remote access authorization. The University has, and will, architect its Computing and Communications Resources in a way that provides appropriate on campus system and network security. However, the security of that environment may be endangered by unauthorized connections to the University's trusted network or to systems attached to that network. Connections inside the campus firewall, for 67 Faculty Handbook October 1, 2019 example, direct remote modem connection to campus servers or individual workstations are not permitted except by specific arrangement with the Information Security Analyst. These direct telephone connections create additional access points to the network and increase vulnerability to the entire University network. Concurrent connection of a workstation to the internal local area network and to a modem connection through the telephone system permits the "bridging" of networks and increases the possibility of security breaches. When there is a demonstrated need for direct connection to workstations or other systems on the University network, which cannot be met in any other way, the appropriate Security Administrator, will coordinate installation of the connection and/or appropriate software and ensure that the configuration and connection meets appropriate security requirements. This policy is not intended to prohibit the use of on-campus wireless connections to the University Network. This policy is also not intended to prohibit the University from offering ISP services as appropriate to its mission. Should the University choose to offer such remote access services, the Information Security Analyst will work with others to ensure such services meet appropriate security requirements. Note that the procedure for exceptions to this policy is detailed under "Exceptions", earlier in this document (see Table of Contents). Issues Addressed Inappropriately controlled remote access to University Computing and Communications Resources represents a serious threat to the University's electronic information and networked systems. 3.7.11 External Trusted Network Security Policy POLICY: The University will not implement any dedicated connection between the University's network and the network of an external entity prior to conducting a formal risk assessment. Extranets are dedicated networks connecting one trusted entity with another trusted entity. While extranets are extraordinarily powerful communications tools, they can represent very serious security exposures if the "trusted" partner's own security is lax. A trusted connection with another entity extends the University's network to include that entity and all of the security flaws that may be present in their network. Formal risk assessments will provide the University administration with a better understanding of the level of additional risk involved in a trusted or semi-trusted connection to a partner organization. By identifying security weaknesses in a partner organization, the University can better identify protective measures it can take to preserve the security and integrity of the University's network, or determine that the connection simply is not

worth the risk. Minimum acceptable security standards must be agreed upon in writing (through a contract or other instrument) prior to the connection being implemented. Note that it may be possible to make such a connection on the perimeter firewall and therefore accept no larger risk than connection to the general Internet. 68 Faculty Handbook October 1, 2019 A less-than-secure trusted partner poses an additional unique threat in that any unauthorized activity performed over the connection is difficult to investigate, as the University would not normally have the right to audit or monitor the partner's systems. The University could be placed in the compromising position of having to choose between depending on another organization to deduce the source of unauthorized activity, or shutting down a valuable business connection to that organization. The Information Security Analyst can perform formal risk assessments unless he or she deems it necessary to bring in outside assistance. The project sponsors would cover the cost of external assistance unless otherwise arranged. Issues Addressed The threats the University faces in maintaining a trusted connection to another organization with less than acceptable security standards are at least equivalent to the threats that the University would face were its own network that insecure (which it essentially becomes by extending trust to the other organization's facilities). 3.7.12 Computing and Communications Confidentiality Policy Version 2.3 Approved by Academic Council on May 10, 2007 POLICY: The University will treat all of its individual User information, User activity, and User communications as Confidential Information as defined in its Information Management Policy. Note that the line above is University Institutional Policy and that what follows is University Operational Policy. Both are approved by the Information Strategy and Policy Committee (ISPC). 1) Users should not assume they are anonymous or have absolute confidentiality. Modem communications and computing systems may monitor, record or maintain certain User information (like directory information or files), User activity (like web sites visited) and User communications (like Email) as a normal part of their operation. Authorized Security Administrators I Systems Administrators in the normal course of operations, maintenance or problem diagnosis may have access to User information, User activity and User communications. As a result of this normal maintenance activity, information, activity or communications discovered to be in potential violation of University policy may be discovered. This information will be disclosed to the appropriate University official(s) and may ultimately result in investigation and/or corrective action (as defined under Enforcement). 2) Users should be aware that backups and copies of information may exist and may be retained for indeterminate periods of time, regardless of whether that information is 'deleted' by the User 3) The University will not routinely monitor User information, User activity or User communications. However, the University reserves the right to investigate suspected violations of University Policies by monitoring or reviewing individual User information, User activity or User communications on any of its owned or provided systems. Authorization for any such monitoring must be obtained in writing from both the Information Security Analyst (The 69 Faculty Handbook October 1, 2019 Security Officer) and the Chief Information Officer. Such authorization will be done in concert with the appropriate University officials and/or University counsel. In general, authorization will not be given for purposes relating simply to employee performance. For example, accusations of excessive web surfing are a management issue, not an issue sufficient to warrant monitoring. In addition, monitoring requests from non-University entities, including law enforcement, must additionally be cleared through University counsel. Requests, in writing, by an individual to have their own information, activity and communications monitored can be honored by the appropriate system administrator and/or the

Information Security Analyst. 4) Emergency steps can be taken. If in the judgment of the appropriate University officers or management, it is necessary to protect the integrity of its Computing and Communications Resources against unauthorized or improper usage, and to protect authorized Users from the effects of unauthorized or improper usage under the University's Acceptable Use Policy, or otherwise to protect the fiscal or management integrity of the institution, the University (through its Security Administrators) reserves the right to limit permanently or restrict any User activity, to inspect, copy, remove or otherwise alter any User information (on University owned or provides systems), to inspect, copy, or remove User communications (on University owned or provided systems) and to do so without notice to the User. Emergency action on personally owned machines is limited to removal from the network unless the action is part of a legal process. As per the Sanctions (See Table of Contents) of these policies, in addition, technical action may be taken in emergency situations by authorized Information Technology staff, other corrective action, technical or non-technical, will be taken in accord with applicable University policies and procedures. 5) Normal Human Resource and student judicial policies will be used for non-emergency cases of suspected policy violation. Today, students, faculty and staff depend on information technology to perform their duties and meet expectations. If non-emergency IT policy infringement problems arise they must be resolved in a consistent manner and utilize established University investigative and disciplinary channels and procedures. The CIO and Information Security Analyst (Security Officer) will work with the appropriate general University officials and appropriate School or administrative unit officials in these matters. The Security Analyst may also address this process with incident response procedures. 6) IT staff will not take unilateral action outside an emergency. The intent of the previous two paragraphs is to ensure that, except in an emergency, information technology staff members do not take unilateral action restricting User activity and/or action outside of established University processes. An emergency situation occurs when the integrity or security of systems is at stake, when a User's usage is seriously impacting the usage of others, or when the University has been placed in a position of immediate harm to its image or immediate legal liability. Simply having the potential for these conditions may be grounds for prompt process, but does not constitute an emergency. If a question arises about whether a situation is or is not an emergency, the Information Security Analyst and/or the CIO should be consulted. 7) Users should be aware that the University has no control over the content of information servers on the external Internet and does not routinely monitor inbound traffic for content. Please 70 Faculty Handbook October 1, 2019 be informed that some information on or from the Internet may be personally offensive and/or unsuitable for certain audiences. User discretion is advised. 8) Users of "personal" computers, even if the University provides it, are responsible for insuring that their systems are properly backed up and that the information contained therein is appropriately safeguarded to maintain security, confidentiality and policy compliance. Viruses, Trojan horses, worms, password breakers, packet observers, remote controllers and other malicious software may exist in the University electronic environment. Be aware that these programs may be dangerous and/or capable of compromising confidential information. Take appropriate precautions including keeping anti-virus software up to date. In general, never run or access a program or received file unless the content is known in advance and the source is trusted. 9) As part of keeping individual User information Confidential, the University will not disclose any confidential information to non-University third parties, except 1) in compliance with federal, state, and local laws and judicial process or 2) as required to conduct the

operational business of the University. In the latter case, the University may disclose information to third parties who are under contract to the University to provide a service. The University will ensure that contracts with third party vendors prohibit the release of University information to any entity not part of its contract and will maintain the confidentiality of University Information, including information on individuals. 10) The information in computers not owned or provided by Pacific (so called Private computers as opposed to Institutional computers) is considered Private and Confidential. The courts (a three Judge Panel of the U.S. Court of Appeals for the Ninth Circuit in San Francisco upheld an earlier decision of the U.S. District Court of the Northern District of California) have ruled that students have "a legitimate, objectively reasonable privacy expectation" concerning data on their computers even though it may be connected to a University network. By extension, Pacific employees, whose authorized jobs involve computer maintenance and security, must gain documented permission from the owner before accessing not just student computers, but any privately owned machine. Note: Users are responsible for maintaining proper back-ups of their data, including, but not limited to, data files, applications, license keys and documentation. Although a rare occurrence, University service personnel are not responsible for any loss of data that may occur as a result owner authorized activities. This is to be documented as part of the permission process (above). 11) The information in computers owned or provided by Pacific (so called Institutional computers as opposed to Private computers) is considered Confidential, but not Private. Pacific employees, whose authorized jobs involve computer maintenance and security, are not required to gain permission from its steward or User (or their designee) before accessing any institutional machine for normal maintenance and security purposes. At Pacific, except in an emergency, any intrusions into institutional personal computers beyond normal authorized maintenance and security, requires the authorization of the Information Security Analyst (Security Officer), the Director of Human Resources, or a Cabinet member. All 71 Faculty Handbook October 1, 2019 such non-emergency access to a machine used by a faculty member requires authorization by a Cabinet member. Note: Users are responsible for maintaining proper back-ups of their data, including, but not limited to, data files, applications, license keys and documentation. Although a rare occurrence, University service personnel are not responsible for any loss of data that may occur as a result institutionally authorized activities. 3.7.13 Telecommuting Policy Approved by Academic Council on February 8, 2007, Administration on March 19, 2007 POLICY: University of the Pacific supports properly managed telecommuting where there are mutual benefits to the University and the employee and may require it in exceptional situations. Note that the line above is University Institutional Policy and that what follows is University Operational Policy. Both are approved by the Information Strategy and Policy Committee (ISPC). Definition of Telecommuting: Telecommuting is a mutually agreed upon work arrangement, not an employee entitlement, benefit or, unless a condition of hiring, a requirement, in which all or some of the work is performed at a non-University worksite. Telecommuting in no way changes the terms and conditions of employment with the University. Exceptional Situation Provision: In the event the University (via the Cabinet) declares an Exceptional Situation for all or part of a Pacific campus, for example in the event of a natural or man-made disaster or epidemic, the University may require telecommuting for all or a part of those affected for the duration of the situation, unless prohibited by law. 3.7.14 Network Scope of Service Policy Approved by Academic Council, 2007, Administration, August 13, 2007 Policy: The University is not a public Internet Service Provider, operates a private secure network solely for the benefit of its user community, including authenticated guests, for activities

aligned with the mission of the university and does not provide its network services to those outside this community. Note that the line above is University Institutional Policy and that what follows is University Operational Policy. Both are approved by the Information Strategy and Policy Committee (ISPC). Definitions: 72 Faculty Handbook October 1, 2019 User Community are all those individuals that fall under Pacific's Business Rules that define the provision of service by status. The User Community may, and usually does, contain Authenticated Guests. Authentication is a process used to identify a person to a computer or network system, commonly through validation of an ID and password. Authentication at Pacific involves having a PacificNet ID and password. Authorization(s) are what an authenticated individual has the rights to do. Authorizations often depend on status, but may be fine-grained and relate to the specific person. Status is the current standing relative to the University. For example, Student, Faculty, Staff member, Alumni, Authenticated Guest or Vendor. A person may have more than one status. Authenticated Guest is an individual that is not an employee, student, alum or some other established category of Pacific community user. This category of user is intended for temporary access to Pacific's systems and services. Pacific does not supply its systems and services to Guest users on a long-term basis. Temporary workers, including those working for temp agencies are Authenticated Guests. Authenticated Guests must agree at login to be subject to the IT Policies of Pacific, including the Associated Use Policy (AUP). Background checks may be required depending on duties as required by Human Resources. Vendor is an authenticated Pacific user that is included as part of the Community on a long term basis by virtue of the Exception Clause below. That is, they are an employee of a third party that has a formal arrangement with Pacific. To get the required PacificNet ID and Password, a vendor must agree in writing to be subject to the IT Policies of Pacific, including the Associated Use Policy (AUP) and agree to a background check to be conducted by HR at their or their company's expense. If a person is no longer associated with the third party, their Vendor status and credentials are revoked. Temporary workers, where salary is paid to a temp agency (and not directly to the person) are not considered vendors, but Authenticated Guests. 1) This policy statement combined with certain technical considerations is designed to insure that Pacific is not subject to CALEA Communications Assistance to Law Enforcement Act. 1994 legislation that gives law enforcement agencies the right to place wiretaps on digital wireless networks. CALEA also requires wireless and wireline carriers to make their digital networks able to support law enforcement eavesdropping and wiretapping equipment and activities. Higher Education institutions are exempt if they are not judged to be Internet Service Providers (providing services to third-parties), but operate private networks (for their sole benefit). There are complex technical and policy issues related to the determination of institutional CALEA exemption. OIT will continue to pursue legal clarification of the (private network) technical perspective as required. This policy is intended to maintain clean compliance relative to the provision of services to non-Pacific (third-party) entities such that questions are not raised going forward. However, on this specific issue of the provision of services to non-Pacific entities, some grey area is likely to remain. Because this policy is not intended to prohibit necessary and essential university operations, the following exception process is included: 73 Faculty Handbook October 1, 2019 Exception Clause: Provision of service to Vendors or non-Pacific entities can be provided so long as 1) The University obtains a favorable written legal opinion on the provision of the service relative to CALEA, taking into account previous and/or current exemptions and 2) the Cabinet formally approves such provision and 3) the provision of such services passes an initial and periodic technical and security review. The effort

necessary to document the request, obtain the legal opinion, present it to Cabinet, secure the installation, including any costs in the process, is the responsibility of the requesting unit. 2) This policy is intended to insure that non-Pacific corporate entities, or their agents, do not (except as above and in 5) below) have access to PacificNet services. These corporations and individuals are often beyond the purview of Pacific's policies and procedures (ex. background checks). Without limitation, some examples of non-Pacific entities are: food service companies, cleaning companies, non-pacific owned book stores, building contractors, or any on-campus organization whose employees are not employees of Pacific. 3) This policy is not intended to block access and services to Authenticated Guests of the University directly engaged in Pacific's mission of teaching, learning, scholarship and administration. (ex. guest lecturers, registered library patrons). Pacific may or may not provide these individuals service on a case by case basis. (ex. One would not expect Pacific to give email service to library patrons.) 4) This policy is not intended to block authorized access to consultants and contractors that require access University IT systems solely for the purposes of deploying or managing those services. It would be expected that those individuals would get Basic IT services (like email) from commercial providers. 5) This policy is not intended to be immediately retroactive for existing situations: Grandfather Clause: Any individuals or organizations that have contracts, agreements, MOUs or understandings with Pacific that would be in violation of this policy are exempt from this policy so long as certain conditions are met. Those conditions are: A) Their contract, agreement or MOU is not renewed, B) their physical location does not change or C) their status does not change (ex. they do not have a change in ownership). The above not withstanding, Pacific will conduct a security audit on those falling under this clause and changes may be recommended, or required as permitted by contract, agreement or MOU language. 6) This policy does not prohibit Pacific from offering information technology transport services for computing and communication so long as such transport is logically, if not physically, isolated from PacificNet. For example, OIT might be able to connect construction trailers with available fiber or copper and not be a part of PacificNet. Likewise, transport may take the form of a separate dedicated VLAN with no logical connection to PacificNet. Without access to PacificNet, there is no Internet access. 74 Faculty Handbook October 1, 2019 7) This policy does not prohibit Pacific from supporting these non-Pacific activities with money or personnel, so long as this does not conflict with any of the other terms of this or other Pacific IT Policies. 8) This policy does not prohibit Pacific from using temporary employees that work for employment agencies. 3.7.15 Technology Acquisition Coordination Policy Policy: All significant purchases, leases, gifts, loans, renewals and contracts for new, used or upgraded Information Technology goods, services and implementations, shall occur in coordination with the Office of Information Technology in a timely manner across the schools and campuses. Note that the line above is University Institutional Policy and that what follows is University Operational Policy. Both were approved by the Information Strategy and Policy Committee (ISPC) on 12/17/07. Information Technology (IT) has now permeated virtually every aspect of our academic lives and business processes. Increasing concerns over cost, reliability, security, staffing, business continuity and the management of customer relations is, and will continue to be, moving the various academic and administrative units of the University towards greater interdependence. Individual unit decisions now affect the greater University as never before. We can no longer afford, in terms of dollars, efficiency, or security, uncoordinated action relative to IT. The scope and process of the required policy are outlined below. Scope: (1) IT goods and services include, but are not limited to, computers, software, voice, data and video services,

cable TV services, mobile phone services, wireless services, voicemail, telephone switch matters or other telephone based service installations or upgrades, IT based administrative services or products, and IT based academic or operational services. (2) This coordination specifically includes the purchase, lease, renewal or upgrade of any hardware, software or service that might reasonably interface with Banner immediately or in the future as well as any hardware or software that automates or provides administrative functionality. (3) This coordination specifically includes, but is not limited to, email systems, course management systems, directory services, authentication and authorization services, content management systems, portfolio systems, library systems, web services, and hosting services. (4) University standards for desktop and server acquisitions fall under the Information Strategies and Policy Committee (ISPC) operational Policy of Technological Diversity and do not require coordination under this policy so long as those acquisition guidelines and established hardware standards are followed. Mass purchases on non-standard desktop equipment need to be coordinated. 75 Faculty Handbook October 1, 2019 (5) For the purposes of this policy, "significant" means goods, services or collections thereof, intended to be utilized by more than one person OR where the cost or value of such is at the Capital level as described in the Business Policies and Procedure's Manual, or above, including applicable taxes and fees OR where such acquisitions require an agreement or contractual arrangement in excess of one year OR any combination of the above. 6) Regardless of the above, including the exact definition of "significant', the spirit of this policy is expected to be upheld. Acquisitions that potentially affect other systems, business processes, groups or individuals need to be coordinated appropriately. If there is any doubt or to make sure, contact OIT. Process: (1) Planning and notification is required. a) Proposals or plans for the activities described above must be brought forward to the appropriate Director in OIT, at the time the decision is first made to investigate or pursue, but no less than 30 days before an offer or contract expires, or is scheduled to renew, or the functionality is required. Note that some contracts renew automatically if 30 to 60 days advance written notice is not provided. The preferred methods of bringing plans and activities forward is: i. For schools, to come from the school IT committee, through the Chair, to the Director of Academic Technology Services or Director of Cyber Infrastructure. ii. For the administrative units, to come from the sponsoring unit, through the administrative computing committee structure and/or to the Director of Enterprise Applications. iii. For Athletics, Student Life, or in the case of doubt or the position vacancies and absences, to the CIO for appropriate disposition. b) The appropriate OIT Director and/or the CIO will coordinate, if necessary, with the Information Strategies and Policy Committee, seeking its endorsement and recommendation as appropriate. c) Proper planning is a requirement of these policies. Proposals shall not be brought forward at the last minute, under "emergency conditions," expiring vendor offers or other unrealistic deadlines. d) Prior to execution, all proposals, contracts and licenses that fall under the auspices of this policy are subject to a Security Review by the Information Security Officer, in consultation with Risk Management, as appropriate. As a practical matter, if a proposal is viewed as possibly having security issues, taking it to the Information Security Officer (ISO) first may expedite the process. The ISO will then distribute it to the appropriate OIT Director. (2) Cooperation and timely action is required. a) Coordination is working to the spirit of this policy in good faith, regardless of technicalities. b) The OIT staff and/or the CIO will review all significant IT, contracts, agreements, offers or understandings, before they are acted upon by the requesting unit, school or campus. 76 Faculty Handbook October 1, 2019 c) OIT will coordinate all the relevant stakeholders and, as soon as

possible within the coordination period, as appropriate, create an institutional view and recommendation. d) It is mandated that all applicable parties will distribute all available information in a timely manner that enables appropriate discussion, investigation of alternatives and testing where applicable. e) Close coordination of Purchasing Departments on the three campuses is necessary, and expected, to assure the success of this policy. (3) Consequences will occur for non-compliance. a) Failure to coordinate IT acquisitions, through commission or omission, in violation of this policy will be handled as prescribed in Pacific's Information Technology Policies under Sanctions. b) Failure by the proposal sponsors to act in the timely manner described above will be grounds for possible rejection of the proposal. c) Failure by OIT to act in the timely manner described above will be grounds for acceptance of the proposal following consultation with the CIO, Provost and appropriate Vice President. 3.7.15.1 Emergency Notification Policy Policy: Participation in the University's electronic Emergency Notification System is mandatory for students and for all individuals with wireless communication devices paid for in whole or part by the University. Note that the line above is University Institutional Policy and that what follows is University Operational Policy. Both were approved by the Information Strategy and Policy Committee (ISPC on 12/17/07). Policy Overview In the wake of the Virginia Tech shootings, most colleges and universities reviewed their plans for emergency notification. OIT working with Public Safety and the Pacific Alert Team and with the help of Student Life, have implemented an electronic Emergency Notification System available for all current faculty, staff, students and other authorized members of the Pacific Community. All students must participate. Because participation heightens personal safety and the safety of others in the community by providing early communication and information about campus crises and emergencies, all faculty and staff are strongly recommended to participate. Some individuals holding positions of responsibility at Pacific, such as Student Life staff, may be required to participate as are individuals whose phones are sponsored in whole or part by the University. Employees are encouraged to enter both their mobile phone numbers and their home phone numbers so that they may be made aware of campus situations even when they are off campus. It is not the intent of this policy to suggest that this is the only means of emergency notification to be used by the University. Participation does not constitute any form of guarantee of safety. 77 Faculty Handbook October 1, 2019 Operational Overview 1) Pacific's Electronic Emergency Notification System has two parts. The first part is the actual Notification Message Service. This is provided by a well respected company that is used by many universities. In an emergency, all numbers and email addresses provided are sent the notification. 2) The second part of the system is provided by OIT and is used to gather and maintain the contact information. All users with Pacific Net IDs can provide/update their contact information through insidePacific. This method enables participants to update their information, which they will need to do periodically to keep the system current. 3) Compliance with this policy will be assessed at key verification points in University business processes (indicated below) as necessary to maximize participation. 4) The University will not supply communication devices solely to meet any aspect of this policy. However, if the University pays, in whole or in part, for a person's cell phone, they must participate in this system as defined below. 5) OIT, working with Public Safety, will add certain key buildings/individuals to the automated system using campus exchange numbers. These individuals will be responsible for notifying others as appropriate and directed. Privacy Pacific respects the privacy of its community members. The information gathered for this Emergency Notification System is confidential, collected under its own dedicated Privacy Statement Addendum, and is not

shared with other applications or systems. See also Pacific's Master Privacy Statement. Participation Defined To participate, individuals must supply a primary contact number. Specifically, it is university policy that students who carry mobile phones and other community members who are provided with University paid mobile phones or are reimbursed in whole or in part for mobile phone charges, must register them with this system as the primary contact number. International numbers are not allowed, but toll based numbers are permitted. Due to inbound trunking limitations on each campus, the respective campus exchange numbers are not allowed (946, 739, 929, etc.). Those individuals without mobile phones will need to register, in good faith, the next best alternate phone number (home, spouse, parent, etc.) and rely on email and/or other notification means as available. Pacific email addresses are pre-populated and users can provide an alternate email address. Users of University supplied cell phones will automatically be enrolled as participants. Note that while participation is optional for non-students with privately funded communication devices, it is highly encouraged. Some employees in key positions may be required to participate as a condition of employment. All participants must keep their information current and accurate. 78 Faculty Handbook October 1, 2019 Verification 1) Verify their input. After supplying (or reviewing) their information, self-enrolling participants must programmatically agree to the following statement: The information I have provided above is correct to the best of my knowledge. If I carry a wireless communications device, I have provided its number as the primary contact. I understand that failing to keep this information current and accurate puts me at additional risk of not being notified in an emergency. I agree that the University of the Pacific can release the information I have provided to the Notification Message Service in accordance with the University's Privacy Policy for the sole purpose of providing this service. I understand that this notification system is no guarantee of security. 2) The system will keep the date of last verification. No verification date can be more than 180 days old for staff or one term old for students. Older dates will be blanked, that is, the information set to un-verified. The next time a compliance assessment step is encountered, reverification will be required before one can proceed. 3) The system will be tested periodically. If it succeeds in contacting a participant, by phone, it will reset their verified date to the date of the test. If the participant cannot be reached, OIT will blank the verified date and send them an email. In theory, if a participant gives accurate information, maintains it and is able to be contacted, they will not be needlessly impeded by compliance assessment steps. If not, the email will read: Pacific's Emergency Notification System failed to contact you in its most recent test. This could occur for any number of reasons. However, to ensure that the system has your current information, you are asked to re-verify its accuracy. University policy requires this information to be current and accurate. Please do so immediately by logging on to PacificNet or insidePacific and following the instructions. Thanks for your help in keeping the campus safe. -Public Safety Compliance 1) If a user mandated to participate in the Emergency Notification System under this policy is not participating or a participant is out of compliance, they may be prevented from proceeding from login to PacificNet and/or proceeding from login to insidePacific. 2) Supplying false or inappropriate contact information may be grounds for disciplinary action. Termination Participation in the Emergency Notification System will automatically terminate for students no less than 90 days after graduation or loss of student status. After graduation or loss of student status, former students may manually opt out of the Pacific Connect through insidePacific if early termination is desired. Participation in the Emergency Notification System for Pacific employees (faculty and staff) will terminate on the day after their

employment termination. Other participants, if any, may terminate participation in the Emergency Notification System at any time by blanking out their information in insidePacific. 79 Faculty Handbook October 1, 2019 Other Requirements 1) Offices may require mobile phones be set to vibrate, but may not require them to be turned off. 3.7.16 Privacy Policy Policy: The University will create, maintain and abide by a Master Privacy Statement applicable to all record keeping systems and will amend it with any required unit specific privacy statements. Note that the line above is University Institutional Policy and that what follows, including the Master Privacy Statement, is University Operational Policy. Both are approved by the Information Strategy and Policy Committee (ISPC). Adopted by the Cabinet 2/25/2008. Privacy Policy Definitions Confidential information – Confidential Information is defined by The University's Information Management Policy and repeated here for convenience: Confidential Information is the strictest data classification used by the University and requires maximum control. Depending on the nature or contents of the Confidential Information, disclosure or alteration of this type of information could cause great harm to an employee, student or the University. Confidential Information requires safeguarding, either due to the requirements of law or because of the mandates of prudent and reasonable practices. The University's Computing and Communications Confidentiality Policy states: The University will treat all of its individual User information, User activity, and User communications as Confidential Information as defined in its Information Management Policy. Restricted Information – Information with access restricted to individuals who have been explicitly granted authorization to do so. Private Information – Information owned or controlled by the individual, not the institution. Personally Identifiable Information – Private information stored with personally identifiable names or numbers. All Personally Identifiable Information is Confidential Information. Protected Health Information: - The Privacy Rule provisions of the Health Insurance Portability and Accountability Act (HIPAA) of 1996 protects all "individually identifiable health information" held or transmitted by a covered entity or its business associate, in any form or media, whether electronic, paper, or oral. The Privacy Rule calls this information "protected health information (PHI)." Privacy – The expectation that Personally Identifiable Information will not be disclosed to anyone other than its owner. Privacy is traded for the ability to do business with strangers. Practically speaking, consumers convert their private information to restricted information in return for goods and/or services. Privacy Statement – The detailed, documented, public face on the University's stewardship of user information. 80 Faculty Handbook October 1, 2019 Master Privacy Statement – The operational privacy principles the University uses that pertain to all cases. Master Privacy Statement Addendum – The special or exceptional operational privacy principles the University uses that pertain to a specific case. Computers – this means desktop, laptop, servers and all other computing hardware, media and communication devices or systems that can store data Privacy Policy Background According to Educause's white paper Privacy, "Traditionally, Congress has chosen not to pass any broad spectrum privacy laws, but to limit the government's power and target specific issues as they arise. As a result, we have a "quilt" of laws and regulations such as the Fair Credit Reporting Act, the Family Education Rights and Privacy Act, the Cable Communications Policy Act, [the Health Insurance Portability and Accountability Act,] and most recently the Children's Online Privacy Protection Act [and the Gramm-Leach-Bliley (GLB) Act]. However, what has developed is a standard. The Code of Fair Information Practices was originally developed in 1973 by the Department of Health, Education, and Welfare to limit the government's access to private information. It has evolved into the standard which both the government and private sectors use to

measure privacy policy, and is comparable to international guidelines developed by the OECD (Organization for Economic Cooperation and Development)." The work below covers the requirements of that code. In California, The California Online Privacy Protection Act of 2003, is aligned with the code (alignment is bolded below). In 2004 the U.S. Department of Health and Human Services ("HHS") issued the Privacy Rule to implement the requirement of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). The Privacy Rule standards address the use and disclosure of individuals' health information—called "protected health information" by organizations subject to the Privacy Rule — called "covered entities," as well as standards for individuals' privacy rights to understand and control how their health information is used. It should also be noted that issues like identity theft and spam have become serious problems in daily life. As the University increasingly collects personal information as it moves toward its goals of customized and personalized service to its community, privacy concerns will be a significant roadblock unless they are directly and prominently addressed. The University must join the large number of commercial entities that provide comprehensive and visible privacy statements. Privacy Policy Principles 1) The Master Privacy Statement applies to all data on individuals held by the University. 2) Privacy Statement Addendums are and will be written: a) when it is necessary to override and/or modify this Master Privacy Statement b) when required by law or contract c) when information falling under this Statement is supplied to third parties d) when units provide health services subject to the HIPAA Privacy Rule 81 Faculty Handbook October 1, 2019 3) The Master Privacy Statement is about documenting stewardship of information in recordkeeping systems and does not cover ownership or copyright issues. 4) It is the University's policy that there shall be no personal data record-keeping systems whose very existence is a secret. 5) Each record-keeping system, as needed by contract, or required by law, will have an associated Privacy Statement Addendum conveniently available to its information contributors. In particular, as applicable and/or required, each online web page will have a Privacy Statement link that covers the personally identifiable information being solicited on that page. Privacy Statement Addendum Principles Where they exist, each Privacy Statement Addendum shall include: 1) A unique name for the Privacy Statement Addendum that clearly identifies the Addendum for the intended purpose and/or audience. For example, Admission's Website Privacy Statement Addendum. 2) The full name of the organizational unit sponsoring the Addendum and its current contact information. 3) The date this Privacy Statement Addendum took effect and the date it was last updated. 4) A statement that this is an Addendum to the University's Master Privacy Statement and a web reference link back to the Master Privacy Statement. 5) What personally identifiable information of the information provider or third party personally identifiable information is being obtained or collected under this Addendum, directly or through, non-University third parties. 6) How the information will be used and/or how it will not be used. 7) If different from the provisions of the Master Privacy Statement, with whom the information may be shared and/or with whom the information will not be shared. 8) What choices, if any, are available to the information provider regarding how information is or may be obtained, used and/or distributed. 9) How the information provider can access, verify, amend the collected information and/or correct any inaccuracies in the collected information. 10) The kind of security processes, procedures and policies that are in place to prevent the misuse, alteration or loss of the provided information 11) A statement that the University and/or the University organizational unit controlling the Privacy Statement Addendum reserves the right to change it at any time without prior notice or consent, but that if such changes are made, they will be prominently and widely

communicated. 12) For Privacy Statement Addendums covering information gathered online, a change history for that Addendum will be maintained off the Privacy Statement link on each page that gathers such information. 13) In cases where a Business Associate Agreement as described in the HIPAA Privacy Rule is mandated, this should be documented in the Addendum. Note: All Privacy Statements and Addendums should be reviewed by legal counsel. When providing paper copies to information providers, the information collector must provide the Master Privacy Statement and all the appropriate Privacy Statement Addendums relative to the information being collected. 82 Faculty Handbook October 1, 2019 Limitations Neither this master Privacy Statement nor any of its Privacy Statement Addendums are intended to address all, or fully and accurately prescribe, compliance steps required under the various applicable federal, state and local laws. It is expected that the University will comply with all such laws as determined to be applicable to the University by its legal counsel. Therefore, University compliance with this policy and/or statements should not be considered sufficient to comply with any particular law. The advice of expert counsel is recommended for all compliance issues.
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Pacific's Master Privacy Statement Date this Master Privacy Statement went into effect: MM/DD/YYYY Date this Master Privacy Statement was last updated: MM/DD/YYY Privacy Statement Definitions: The University: The University of the Pacific and all its divisions, departments and officially sponsored organizations. The General Public: Unrestricted readers of, University produced, Printed Materials and Web Site. Personally identifiable information: Individually identifiable information including any of the following: (1) A full or partial name (2) A home address or other physical address (3) An e-mail address or other electronic address (4) A telephone number or other communications device number (5) A social security number or other identification number (6) A date of birth (7) Drivers license number (8) Credit card or Financial account number (9) Any other identifier that permits the physical or online contacting of a specific individual. (10) Any information concerning an individual in combination with an identifier described above. In particular, a) for students, this includes all information not designated as Directory information under FERPA. b) for all, Protected Health Information (PHI). The Privacy Rule provisions of the Health Insurance Portability and Accountability Act (HIPAA) of 1996 define PHI as all "individually identifiable health information" held or transmitted by a 83 Faculty Handbook October 1, 2019 covered entity or its business associate, in any form of media, whether electronic, paper, or oral." Does not include non-individual summary information used for statistical purposes. Does not include works of authorship, copyrighted information or electronic communications such as voicemail or email. Record keeping system: A system designed to collect, organize and store personally identifiable information. Record keeping systems may vary from a simple document, to a spreadsheet to a database and are primarily intended to facilitate administering activities related to the mission of the University. Information Provider: The individual that provides the information. Third Parties: Individuals or organizations, not a part of or affiliated with the University. Provided information: Personally identifiable information given directly to the University by an individual. This information can be about themselves or another individual, like a parent or guardian. Collected Information: Personally identifiable information that may include directly provided information and/or information obtained from a third party. Directory Information: Personally identifiable information that: (1) For Students consists of elements defined as not confidential under FERPA. (2)

For employees, information defined as not confidential by HR. (3) For everyone, information that the Information Provider explicitly designates as not confidential. Directory information may be freely provided to The University. Privacy Flag: Students may request that Directory information not be shared with anyone, by asking the Registrar to set the privacy Flag. Introduction In the course of fulfilling its mission of teaching, learning and scholarship, the University employs a variety of record keeping systems and collects and uses a variety of information associated with its past, present and future customers, including faculty, staff and students. In addition to observing all applicable privacy and confidentiality laws, the University respects and protects individual privacy through this Master Privacy Statement and, where applicable, a series of Privacy Statement Addendums. Privacy Statement Addendums are specific to the information being collected and/or the specific academic or administrative units that collects it. Privacy Statement Precepts In all circumstances, the University will: a. Secure all personally identifiable information using appropriate and generally practiced security measures and technology. b. Except for Directory Information, consider all personally identifiable information as confidential under its Computing and Communications Confidentiality Policy, sharing it only on a need-to-know basis under the terms of this Master Privacy Statement and any applicable Privacy Statement Addendums. 84 Faculty Handbook October 1, 2019 c. Directory Information will not be shared with the General Public without its owner's explicit permission. d. Practice good stewardship of Directory Information, using it appropriately under applicable laws, this Master Privacy Statement and any applicable Privacy Statement Addendums. e. If it is required to do so, comply with the law or with legal process and disclose personally identifiable information f. Retain the right to use personal information in its systems to identify the source of any inappropriate usage of its electronic resources as outlined in its Information Technology Policies: Acceptable Use Policy. g. Change this Master Privacy Statement from time to time without prior notice or consent, but if changes are made, that fact will be prominently and widely communicated. A Change history for the Master Privacy Statement will be maintained off the Privacy Statement link on Pacific's Home Page. h. Accept and act on all allegations of Privacy Statement violations addressed to privacy@pacific.edu. Unless explicitly stated otherwise in a specific Privacy Statement Addendum, Pacific may: i. Share personally identifiable information, on a need to know only basis, with authorized third parties (non-Pacific entities) that provide service to the University and that have contractually agreed to point (a.) above. j. Share protected Health Information with authorized third parties as permitted under the HIPAA Privacy Rule solely for the purpose of treatment, payment, or and health care operations. k. Not provide personally identifiable information to third parties for any purpose unrelated to the mission of the University without the explicit permission of the information provider or as specified in the HIPAA Privacy Rule. This includes, but is not limited to the marketing of commercial goods or the provision of commercial services. l. Share personally identifiable information within Pacific in support of its mission of teaching, learning and scholarship and the administration thereof so long as the Privacy Statement Addendum (if any) under which the information was collected remains in force. m. Obtain personally identifiable information from third parties (collected information), solely as necessary to conduct the business of the University, and will treat that information as if it were directly obtained from the person in question. n. Request personally identifiable information for the purpose of obtaining access to and/or verifying authorization to use services or facilities of or sponsored by the University, especially by electronic means for electronic services. o. Add a consent line to information input sources, like forms or screens, stating that by their agreement

their information will be managed under the University's Privacy Statement and/or a particular Privacy Statement Addendum(s). Failure to sign would halt the associated business process, perhaps resulting in the inability of the University to provide desired services or considerations. 85 Faculty Handbook October 1, 2019 Appendix I California Online Privacy Protection Act of 2003 Below is the full text of the applicable parts of the California Online Privacy Protection Act of 2003. Because Pacific complies with all applicable law, this appendix is University Policy by reference. Note that this law is very prescriptive as to how privacy policies are to be posted on web sites. Those units to which this law applies, must write corresponding Privacy Statement Addendums. BUSINESS AND PROFESSIONS CODE SECTION 22575-22579 22575. (a) An operator of a commercial Web site or online service that collects personally identifiable information through the Internet about individual consumers residing in California who use or visit its commercial Web site or online service shall conspicuously post its privacy policy on its Web site, or in the case of an operator of an online service, make that policy available in accordance with paragraph (5) of subdivision (b) of Section 22577. An operator shall be in violation of this subdivision only if the operator fails to post its policy within 30 days after being notified of noncompliance. (b) The privacy policy required by subdivision (a) shall do all of the following: (1) Identify the categories of personally identifiable information that the operator collects through the Web site or online service about individual consumers who use or visit its commercial Web site or online service and the categories of third-party persons or entities with whom the operator may share that personally identifiable information. (2) If the operator maintains a process for an individual consumer who uses or visits its commercial Web site or online service to review and request changes to any of his or her personally identifiable information that is collected through the Web site or online service, provide a description of that process. (3) Describe the process by which the operator notifies consumers who use or visit its commercial Web site or online service of material changes to the operator's privacy policy for that Web site or online service. (4) Identify its effective date. 22576. An operator of a commercial Web site or online service that collects personally identifiable information through the Web site or online service from individual consumers who use or visit the commercial Web site or online service and who reside in California shall be in violation of this section if the operator fails to comply with the provisions of Section 22575 or with the provisions of its posted privacy policy in either of the following ways: (a) Knowingly and willfully. (b) Negligently and materially. 86 Faculty Handbook October 1, 2019 22577. For the purposes of this chapter, the following definitions apply: (a) The term "personally identifiable information" means individually identifiable information about an individual consumer collected online by the operator from that individual and maintained by the operator in an accessible form, including any of the following: (1) A first and last name. (2) A home or other physical address, including street name and name of a city or town. (3) An e-mail address. (4) A telephone number. (5) A social security number. (6) Any other identifier that permits the physical or online contacting of a specific individual. (7) Information concerning a user that the Web site or online service collects online from the user and maintains in personally identifiable form in combination with an identifier described in this subdivision. (b) The term "conspicuously post" with respect to a privacy policy shall include posting the privacy policy through any of the following: (1) A Web page on which the actual privacy policy is posted if the Web page is the homepage or first significant page after entering the Web site. (2) An icon that hyperlinks to a Web page on which the actual privacy policy is posted, if the icon is located on the homepage or the first significant page after entering the Web site, and if the icon

contains the word "privacy." The icon shall also use a color that contrasts with the background color of the Web page or is otherwise distinguishable. (3) text link that hyperlinks to a Web page on which the actual privacy policy is posted, if the text link is located on the homepage or first significant page after entering the Web site, and if the text link does one of the following: (A) Includes the word "privacy." (B) Is written in capital letters equal to or greater in size than the surrounding text. (C) Is written in larger type than the surrounding text, or in contrasting type, font, or color to the surrounding text of the same size, or set off from the surrounding text of the same size by symbols or other marks that call attention to the language. (4) Any other functional hyperlink that is so displayed that a reasonable person would notice it. (5) In the case of an online service, any other reasonably accessible means of making the privacy policy available for consumers of the online service. (c) The term "operator" means any person or entity that owns a Web site located on the Internet or an online service that collects and maintains personally identifiable information from a consumer residing in California who uses or visits the Web site or online service if the Web site or online service is operated for commercial purposes. It does not include any third party that operates, hosts, or manages, but does not own, a 87 Faculty Handbook October 1, 2019 Web site or online service on the owner's behalf or by processing information on behalf of the owner. (d) The term "consumer" means any individual who seeks or acquires, by purchase or lease, any goods, services, money, or credit for personal, family, or household purposes. 22578. It is the intent of the Legislature that this chapter is a matter of statewide concern. This chapter supersedes and preempts all rules, regulations, codes, ordinances, and other laws adopted by a city, county, city and county, municipality, or local agency regarding the posting of a privacy policy on an Internet Web site. 22579. This chapter shall become operative on July 1, 2004. 3.8 Conflicts of Interest and Conflicts of Commitment Adopted by Academic Council on February 9, 2006; Approved by Administration on June 14, 2006 A. General Principles: 1. Avoidance of Conflicts University officers, faculty, staff, other employees and consultants are obliged by this Policy to refrain from conduct which gives rise to conflicts of interest and conflicts of commitment. [Definitions below.] 2. Conflicts of Interest I. Disclosure of Conflict of Interest to Cognizant University Officer. University officers, faculty, staff, other employees and consultants shall, in all situations where a conflict of interest might reasonably arise, immediately disclose the matter in writing to the Provost in the case of faculty and academic administrators and academic staff, and to the Vice President for Business and Finance in the case of all others ("cognizant University officers"), and shall refrain from participating in the matter unless and until written approval from the cognizant University officer is received. II. Relations with Non-University Entities. University officers, faculty, staff, and other employees shall at all times deal on behalf of the University with non-University entities, inclusive of actual and prospective granting agencies, donors, government agencies, contractors, suppliers, consultants, and other entities or persons doing, or seeking to do business or engage in a relationship with the University (hereinafter call "non-University entities"), in a manner that excludes any consideration of personal advantage for themselves. This provision is not intended to limit faculty members from considering personal advantage for themselves in regards to works for which, under the 88 Faculty Handbook October 1, 2019 University's Intellectual Property Policy, the University does not claim to hold exclusive rights and such consideration is not considered an impermissible conflict of interest. 3. Conflicts of Commitment I. Full-time University officers, faculty, and exempt staff owe their primary commitment of times and intellectual energies to their University functions. The definition of University functions for any such individual largely relates to

the specific responsibilities, functions and professional activities of the University position held by that individual and the expectations for that position that are held by the division, school or college, department or other unit(s) to which the position reports. II. Full-time faculty members must take care that outside professional activities not detract from a faculty member's obligation to his or her University duties. When any outside activity detracts from the conduct of University duties, a conflict of commitment will result. Outside activities engaged in within the time allowance of up to a maximum of one day per week (see Policy 7.6.4 For Dental School faculty on appointments of fewer than five days per week, School policies apply.) does not give rise to a conflict of commitment for faculty members. III. Physical Presence, Time and Energy. Full-time and part-time University officers, faculty, exempt staff, and other employees do engage in permitted non-University activities, for example, consulting, public service or pro bono work; however, they must nevertheless take care that their physical presence at the University and their dedication of time and energies to the University do not thereby diminish. Specific expectations of physical presence at the University and of time commitment to the University are determined by the position, the policies applicable to that position (e.g., faculty policy limits external professional work of full-time faculty to one work day per work week), and the directives of University officers, deans, or department heads responsible for the function or unit involved. B. Prohibited Conflicts of Interest: 1. University officers, faculty, staff, and other employees shall not accept personal gifts, gratuities, favors, accommodations or similar things of value, from non-University entities, if those things of value reasonably would be expected to adversely affect their discharge of University functions to the exclusive benefit for the University. 2. Personal receipt of all gifts, gratuities, favors, accommodations or similar things of value annually exceeding a total of $500 from non-University entities (as that term is defined in A.3 above), shall be immediate disclosed in writing to the cognizant University officer. 3. University officers, faculty, staff, or other employees shall not transmit to nonUniversity entities, or otherwise use for their personal gain, University-owned, funded, or supported property, work product, data, or other information or materials 89 Faculty Handbook October 1, 2019 that constitute "Institutional Works" as defined in the University's Policy on Intellectual Property, except to the extent permitted by that Policy. 4. There will be no transactions between the University on the one hand, and University officers, faculty, staff, and other employees or a member of their immediate family1 (hereinafter called "family member") or any business entity in which an employee or a family member has a substantial interest2, on the other hand, except where all facts of the matter are fully disclosed in writing to the cognizant University officer who has determined that the contract or transaction is not unfair as to the University. 5. It is the policy of the University to hire the best-qualified candidates and to avoid potential, actual, or perceived conflicts of interest in hiring or promoting employees. A family member may only be employed in a position within the same organizational unit with the approval of the cognizant University officer. Furthermore, under no circumstances may a supervisor recommend or approve any employment-related action for any employee to whom s/he is a member of an immediate family as defined in this policy. A close personal relationship shall be treated as if it were such a family relationship if it includes a sexual or romantic relationship or a similarly close personal relationship engaged in outside the University. 6. Other prohibited conflicts of interest occur when there is such a divergence between an individual's private interests and his or her employment obligations to the University, such that an independent observer would reasonably question whether the individual's actions or decisions in respect to the University are

determined or influenced by considerations of personal gain, financial or otherwise. A conflict of interest depends on the situation, and not on the character or actions of the individual. C. Additional Policies for Faculty: 1. General (a) The intent of these policies is primarily to inform faculty members of the kinds of situations that warrant disclosure and cooperation with direction from the provost and/or Dean in response to such disclosures, rather than to sue faculty discipline after-the-fact for situations that reasonably did not appear to call for disclosure. 1 Member of the immediate family means spouse, parent, domestic partner and children, and those who stand in such position by marriage, domestic partnership, adoptions, etc. 2 Substantial interest excludes a) the interest of a person in a corporation, firm, or other organization as a debt or equity holder where the debt or equity held is less than 1% of the outstanding debt or equity of such corporation, firm, or other organization; b) the interest of a person in a corporation, firm, or other organization by reason of being a director, officer, employee, or their equivalents; c) the interest of a director of a corporation or a member of one's immediate family in another corporation, firm or other organization which arises by reason of the fact the corporation is a creditor of such other corporation, firm, or other organization. 90 Faculty Handbook October 1, 2019 (b) Appearances of conflicts of interest are not unlikely to occur in a modern University. Consulting and other professional activities on the part of faculty may permissibly result in income to faculty members for non-University work. However, the faculty member may not allow actions or decisions within the scope of his/her responsibilities as a faculty member, to be determined by considerations of personal financial gain from nonUniversity sources; when the faculty member does so, a prohibited conflict of interest occurs. Faculty members should conduct their affairs so as to avoid conflicts of interest, and must seek direction from the Provost when facts reasonably suggest that a possible conflict will arise or has arisen. The Provost will respond to the faculty member to provide such direction where requested. (c) The Provost may in the future provide that annual faculty work plan forms will request that each faculty member annually furnish disclosures that are called for by this policy and to affirm that the faculty member has read and agreed to abide by this policy. If the Provost does so provide, the faculty member's timely and accurate completion of the disclosure provisions of those forms will be sufficient to comply with all disclosure obligations of this policy. 2. Full-time faculty must not accept another position of employment with an academic, business or governmental entity, except if authorized in writing by the Provost or if otherwise permitted by section 7.6.4 of the Faculty Handbook (Non-University and Concurrent Employment). 3. Full-time faculty must maintain a significant and substantial physical presence on the campus and/or at other non-campus workplaces in which the University program functions (e.g. internship and clinic sites) in a manner that permits in-person meetings with students, colleagues and administrators on a regular and frequent basis. Faculty working in programs which regularly require substantial electronic communications will allow less physical presence at the workplace. Part-time faculty must maintain such a physical presence in proportion to their percentage appointment. 4. Neither full-time nor part-time faculty may permit professional or business activities to detract from their allegiance to the University or from the quality or quantity of teaching, scholarly activities, or service responsibilities which are expected of them. For example, a faculty member should work with students in a manner which does not seek to advantage the faculty member in his/her external activities, to the detriment of the students' University needs. In this example, a faculty member who assigns students, staff or postdoctoral scholars to University tasks, for purposes of potential or real financial gain of the faculty member rather than for the advancement of the scholarly field or the

students' educational needs, engages in a conflict of interest. 5. In accordance with University policies on Information Technology and other policies, faculty use of University resources, including telephone and electronic communications facilities, personnel, equipment, etc., for non-University business or professional activities, shall be kept to a minimal and incidental extent. 91 Faculty Handbook October 1, 2019 6. Full-time faculty members must take care that outside professional activities not detract from a faculty member's obligation to his or her University duties. When any outside activity detracts from the conduct of University duties, a conflict of commitment will result. Even activities such as pro bono work, government service in the public interest, and any outside employment unrelated to the faculty member's University responsibilities should be managed so they do not interfere with a faculty member's primary commitment to the University. For example, a full-time faculty member who takes on significant, continuing professional obligations to another educational or other entity, that are not part of his/her University faculty member teaching, scholarly or service duties, in certain circumstances may be diverting his/her time and intellectual focus and energy from the University. Likewise, an internal executive or other leadership or management position or similar significant commitment of a full-time faculty member to another entity, can at times be in conflict with commitments to the University and may also violate the one-day-per-week consulting policy. In these kinds of circumstances, the faculty member should seek prior direction from the Provost in the manner indicated in C.1 above. 3.9 Academic Space Management, Allocation and Reallocation Policy Approved by Academic Council, Faculty, Administration, May 13, 2010 Management of Space - Effective space utilization and management is central to the success of the University's mission. The management of space shall be performed in a manner designed to maximize productive usage and to advance the values and strategic priorities of the university. Management of space assigned to academic or administrative units is generally the responsibility of the Deans, Directors or Vice Presidents. In most cases, the responsibility of managing academic space is delegated to the department chairs. It is the responsibility of each unit to ensure space assignments are optimized for their most effective use. Units are encouraged to configure the assigned space to maximize and align specific usage with the strategic goals of the university. Allocation & Reallocation of Academic Space - The Provost may reallocate academic space to meet the needs of the University. Prior to reallocation of academic space, and with reasonable notice, potentially affected departments/units shall be given opportunity to submit documentation to the Provost to justify the retention of allocated academic space. In the event that academic space used by a department/unit is reallocated, the Provost shall provide written documentation to justify his/her decision. 92 Faculty Handbook October 1, 2019 4. University Administration 4.1 Central Administration: Office of the President 4.1.1 The President University of the Pacific Policy Statement on Governance, Approved by the Regents on September 12, 1996 The authority and duties of the President are explicitly delegated by the Board of Regents and include all obligations for all University educational and managerial affairs. The President is the chief executive officer of the University and the executive agent of the Board of Regents. The President exercises a general superintendence over all the affairs of the University in accordance with the policies of the Board of Regents and provides leadership and advice to the Board of Regents in carrying out its responsibilities. Effective Presidential leadership is essential to the proper operation of the governance system. The effectiveness of the board and of the system of institutional governance depend on the ability of the President to cultivate a climate of respect, trust, and openness in which dialectical processes of participatory decision making can flourish.

Proper growth and qualitative improvement of the University require the President to bring strong and effective leadership to each of the following functions: Educational program and policy development Comprehensive institutional planning Faculty and staff development and welfare Financial strengthening and budgetary planning Fund-raising and constituency relations Physical facility development and improvement Governance processes, decision making, and policy formation Personnel and employment policy development Enrollment management and forecasting It is understood that a President must appoint a senior staff of Vice Presidents and a Provost to whom the authority and obligations of many of these functions are assigned. This senior staff serves at the discretion of the President and is selected with broad consultation from constituent groups. The arrangement of duties under each member of his/her staff will change as University priorities and personnel change. The President leads in the design and maintenance of a structure of councils and committees, formed on a representative basis from the major University constituencies, for the purpose of fostering communication, information sharing and dialogue in the review of proposed policies, plans, and budgets. Such groups should be advisory to the President and through him/her to the Board of Regents or, in the case of less general issues, to an appropriate University officer. It is understood that there is a distinction between those committees which have a University-wide role as described above, and those that report to a specific constituency, and this distinction will 93 Faculty Handbook October 1, 2019 be taken into consideration in the design and structure of the committees. It is appropriate in the case of the latter that the constituent group devise its own procedure for selecting representatives. An important emphasis in the President's functions concerns the exercise of leadership in University planning. The President guides the reexamination and realization of the University's mission and provides strong leadership in developing, articulating, and implementing the University's planning efforts. The President has primary responsibility for the acquisition and management of resources necessary for the realization of high academic standards and high achievement levels throughout the University. The President mobilizes a planning and budgeting structure and process which embody these principles of governance. Organization of the University Administration Board of Regents Provost Academic Division (Section 4.2) Vice President Student Life (Section 4.4) Executive Assistant Vice President Business and Finance (Section 4.3) Vice President University Advancement (Section 4.5) Director of Athletics University President (Section 4.1) 94 Faculty Handbook October 1, 2019 4.2 The Academic Division 4.2.1. The Provost University of the Pacific Policy Statement on Governance, Approved by the Regents on September 12, 1996 The Provost is the Chief Academic Officer of the University and represents the academic interests to the President and the Board of Regents. The Provost provides leadership to the University faculty and to the deans in advancing the quality of all undergraduates, professional and graduate programs. The Provost is responsible to: 1. Ensure, maintain, and improve the quality and performance of the faculty through the appointment, evaluation and advancement of individual faculty members; 2. Oversee the maintenance, evaluation and improvement of all academic programs; 3. Oversee academic support services, such as libraries and educational technology, and other academic facilities; 4. Oversee enrollment services to recruit and retain a diverse student body of high quality; 5. Promote and support faculty development, scholarship and research; 6. Coordinate academic planning and preparation of annual budgets in relation to planning; 7. Chair the Council of Deans and provide general supervision, advice, and support to the deans; 8. Coordinate all academic policy-making and implementation; 9. Maintain student academic records and active institutional

research; 10. Provide oversight for academic and instructional support budgets; 11. Facilitate and ensure the effectiveness of faculty governance; 12. Act on behalf of the President at times so instructed by the President. 95 Faculty Handbook October 1, 2019 Associate Provost Enrollment Associate Provost Research, Collaborative Programs & Dean of Graduate Studies Associate Provost Center for Professional & Continuing Education Assistant Provost Curriculum, Administration & Special Programs Assistant Provost Faculty Development & Director, Center for Teaching and Learning Assistant Provost Diversity Academic Budget Officer Provost Dean College of the Pacific Dean Conservatory of Music Dean McGeorge School of Law Dean Eberhardt School of Business Dean Dugoni School of Dentistry Dean Benerd School of Education Dean School of Engineering and Computer Science Dean Long School of Pharmacy & Health Sciences Dean School of International Studies Dean Library Director International Programs and Services Executive Assistant 96 Faculty Handbook October 1, 2019 4.2.2 Associate Provost for Enrollment Approved by Provost The Associate Provost for Enrollment is responsible for the management, operation, marketing, and budget of the Office of Enrollment. The Associate Provost works closely with the academic deans, faculty, division heads, and the staff of enrollment services to oversee the functions of the Office of Admissions, Financial Aid and the Office of the Registrar. The San Francisco and Sacramento campuses maintain separate enrollment offices. The Associate Provost is a member of The Council of Deans and reports to the Provost. 4.2.2.a Director of Financial Aid Approved by Provost The Director of Financial Aid, who reports to the Associate Provost for Enrollment, is responsible for the administration and supervision of financial aid at the graduate and undergraduate levels on the Stockton campus. The Director monitors financial aid awards, advises the Provost and Associate Provost for Enrollment in the development of financial aid policy, provides appropriate data and analysis of financial aid programs, as well as providing overall leadership to financial aid staff. 4.2.2.b Director of Admissions Approved by Provost The Director of Admission reports to the Associate Provost for Enrollment and is responsible for the activities and supervision of the Office of Admissions. The Director supervises the admissions process in the office, including recruitment, application evaluation, and admissions decisions. In addition, the Director provides leadership to the admissions staff in these areas. 4.2.3 Associate Provost for Research, Collaborative Programs, and Dean of Graduate Studies Approved by Provost The Associate Provost for Research, Collaborative Programs, and Dean of Graduate Studies report directly to the Provost and serves as the major university officer to advocate on behalf of graduate education and research, especially the development of collaborative research and practice-based/applied research. This position oversees the implementation of selected distinctive collaborative graduate and undergraduate academic programs; and develops and promotes internal and external networks to advance programs and increase funding for research. The Associate Provost oversees the Graduate Studies Committee and the Office of Sponsored Programs, GA/TR management, quality and marketing of graduate admissions, intellectual property/patent issues, internal research awards, and marketing of graduate education; and coordinates efforts to develop a global, interdisciplinary, university-wide professional education 97 Faculty Handbook October 1, 2019 program for practicing professionals. The position includes a faculty appointment and is a member of the Council of Deans. 4.2.4 Associate Provost for Professional and Continuing Education Approved by Provost The Associate Provost for Professional and Continuing Education is the chief academic and administrative officer for the Center for Professional and Continuing Education, providing entrepreneurial leadership, vision, and direction in extending learning opportunities of the campus,

community, and region beyond the traditional, residential environment of the University. The Associate Provost coordinates and encourages collaboration between Pacific's professional and liberal arts programs, and promotes partnerships between Pacific and the region in addressing the needs of the 21st Century workforce. Specific responsibilities include (but are not limited to): 1. Oversight of the Center for Professional and Continuing Education; 2. Development of partnerships with academic units to create certificate, professional development, and contract training programs for their clientele; 3. Supervision and enhancement of Summer College programs, institutes, and camps in partnership with the academic units; 4. Supervision and coordination of year-round learning initiatives throughout the University; 5. Oversight of recruitment and advising for non-traditional students in collaboration with the various schools; 6. Oversight of conference and workshop programs in collaboration with other units in the University; 7. Collaboration with the Assistant Vice President of Marketing and University Relations, the Associate Provost for Enrollment, and other marketing specialists in the development and coordination of an ongoing marketing plan for the University; 8. Supervision of special projects as assigned by the Provost. The Associate Provost is a member of the Council of Deans and reports to the Provost. 4.2.5 Assistant Provost for Faculty Development and Director, Center for Teaching and Learning Approved by Provost The Assistant Provost, Director of CTL reports directly to the Provost. The purpose of the Assistant Provost is to promote high quality teaching, productivity in research and creative endeavors, and faculty satisfaction through the delivery of faculty development programs. This position oversees the development and implementation of faculty development programs. Responsibilities include: 98 Faculty Handbook October 1, 2019 1. New faculty orientation program and luncheons 2. The Center for Teaching and Learning 3. Work with the Committee on Academic Planning and Development and oversight of teaching incentive awards and other grants The Director, Center for Teaching and Learning, supports faculty in the development of effective teaching and assessment skills and strategies, resulting in enhanced opportunities for students to learn. Responsibilities include: 1. Help faculty explore and develop innovative teaching strategies that are responsive to a diverse range of student learning styles, including the effective use of technology, interdisciplinary approaches, and application of learning theory. 2. Develop and coordinate a range of teaching support services, including individual consultations, assistance with course design, seminars, and workshops focused on best practices in teaching and learning. 3. Promote the scholarship of teaching, including activities such as student/faculty research, innovative teaching strategies, and disciplinary pedagogical scholarship. 4. Cultivate an environment where faculty view student learning as a subject of inquiry and investigation, as well as an opportunity for real intellectual work. 5. Assist faculty in planning effective strategies for student learning assessment and in using the results of assessment for teaching and program improvement. 6. Provide leadership in representing the Center for Teaching and Learning to faculty, deans and relevant external constituencies. 7. Manage the Center budget and seek external funding. 4.2.6 Assistant Provost for Curriculum, Administration & Special Programs Approved by Provost This position reports directly to and supports the work of the Provost, and includes membership on the Council of Deans. The Assistant Provost supports the delivery of quality academic programs through oversight of curriculum development; faculty development, training, and advancement in teaching, scholarship and service; appropriate use of academic facilities; and oversight of special academic programs. Additionally, the Assistant Provost is responsible for academic facilities planning. 4.2.6.a Director of the University Honors Program Approved by Provost

The Director of the University Honors Program on the Stockton Campus is appointed by the Provost and has the following responsibilities: 1. Assistance in the recruitment of students into the Honors Program by developing and distributing promotional materials, such as the "major sheet," catalogue copy, brochures, 99 Faculty Handbook October 1, 2019 letters to eligible students, and responses to inquiries. This includes the coordination of activities of the Honors Program with the Associate Provost for Enrollment. 2. Recruiting faculty and departmental participation in the Freshman Honors Program and facilitating scheduling through the offices of the Registrar and individual faculty. 3. Working with the Coordinator of General Education to select faculty for participation in the Honors section of Mentor Seminars I and II. 4. Assistance in the advising process of Honors Students and the development, coordination, and implementation of Senior Projects for each University Honors Student. 5. Assistance in the functioning of the Honors Advisory Council. 4.2.7 Assistant Provost for Diversity Approved by Provost The Assistant Provost reports directly to the Provost and oversees diversity planning activities and development of measurable goals and outcomes for the University diversity plan for students, faculty, and staff; and develops and oversees processes that monitor progress to achieve University diversity goals and outcomes. Additionally, this position coordinates planning for this innovative interdisciplinary initiative that seeks to prepare students to be professionals in an Inter-American context, including multicultural, bilingual living and learning experiences; and works collaboratively to establish professional certificate programs in each school and the College. 4.2.8 University Registrar Approved by Provost The University Registrar is responsible for the daily operations of the student records area, including the staff, related processes, and the University's academic records on the Stockton campus. The Registrar is responsible for implementing, interpreting, and enforcing academic rules and policies. The San Francisco and Sacramento campuses maintain separate registrars. The University Registrar reports to the Director of Records and Research. 4.2.9 Academic Budget Officer Approved by Provost The Academic Budget Officer manages the Academic Division and OISR finances. This position develops and implements annual budgets, analyzes financial information, and monitors restricted and designated funds for units reporting to the Provost. The Budget Officer creates and maintains special budget projects and ensures budget policies remain current. The San Francisco and Sacramento campuses maintain separate financial personnel. 4.2.10 Deans of Schools and Colleges University of the Pacific Policy Statement on Governance, Approved by the Regents on September 12, 1996 100 Faculty Handbook October 1, 2019 Each college or school of the University and the University libraries has a dean, appointed by the President upon recommendation of the Provost, who serves as the principal academic officer for the college or school and is responsible for the educational program within the college or school. The deans report to the Provost, who is responsible for the coordination of their work within the policies of the Board of Regents. In consultation with the Provost and the faculty of the college or school, the deans lead in the planning, design, development, implementation, and evaluation of the educational programs and policies of the college or school and promote the quality of teaching and learning. They also provide for the selection and evaluation of qualified faculty and make recommendations to the Provost and President concerning initial and continuing appointment of the faculty. They have direct budget responsibility for operating funds in their areas, share in the responsibility for achieving enrollment goals, and in consultation with the Provost and the Vice President of Institutional Advancement, the deans participate in external fundraising and alumni activities. 4.2.11 Council of Deans University of the Pacific Policy Statement on Governance,

Approved by the Regents on September 12, 1996 The Council of Deans (COD) is an important agency for communication and collaboration among the deans under the leadership of the Provost. The Council includes all academic deans and other selected administrators of the Academic Division. The Council meets regularly to accomplish the academic mission of the University and: 1. Advises the Provost on University standards and policies affecting the academic environment of the University and promote adherence to shared standards of excellence in scholarship, teaching, and learning throughout the University; 2. Coordinates joint policy consideration and other activities shared by the colleges and schools and facilitates communication among them; 3. Refers academic matters affecting the entire University to the Faculty and recommend courses of actions respecting such matters; 4. Provides a forum for discussion of programs, policies, and progress of the colleges, schools and academic support services; 5. Reviews priorities and goals in the formation of proposals for operating budgets in academic affairs, including marketing objectives for earned and contributed revenue, and advises the Provost concerning such priorities and goals. 4.2.12 Director of International Programs & Services Approved by Provost The Director of International Programs and Services provides a leadership role in the development of the University's international mission. The Director supervises the overall operation of international programs and services on the Stockton campus. This includes providing support for both international students and scholars, and for faculty and students who 101 Faculty Handbook October 1, 2019 study abroad. Additionally, the Director works with faculty to plan research and study tours abroad, and assists faculty with temporary international appointments. International programs at the San Francisco and Sacramento campuses are administered on each campus. The Director of International Programs & Services reports to the Assistant Provost for Faculty Development, Diversity, and Special Programs. 4.3 Division of Business and Finance 4.3.1 Vice President for Business and Finance University of the Pacific Policy Statement on Governance, Approved by the Regents on September 12, 1996; Revised April 16, 2001 The Vice President for Business and Finance is the Chief Financial Officer of the University. The Vice President maintains adequate records and accounts of all University funds; directs the management of all funds; and provides the Board of Regents, the President, and other University officers with timely and accurate financial reports and analyses of the financial condition of the University to assist them in their policy formation and decision making functions. The Vice President assists the President and Provost in preparing the operating budget, makes recommendations to the President concerning goals and priorities in budget preparation and monitors budget performance and enforcement once the budget has been approved. The Vice President provides oversight and direction to the Human Resources function at the University including classification, pay, grievance, training, and employee relations matters. In conjunction with the Finance Committee of the Board of Regents, he/she provides oversight and direction to the Internal Auditor. The Vice President oversees the management of the physical plant operations on the Stockton campus of the University, including facility and grounds maintenance and repair, construction, central receiving, mail and duplication services. 102 Faculty Handbook October 1, 2019 Organization of the Division of Business and Finance Mail Services Duplication Copy Center 103 Faculty Handbook October 1, 2019 4.4 Division of Student Life 4.4.1 Vice President for Student Life University of the Pacific Policy Statement on Governance, Approved by the Regents on April 5, 2002 The Vice President for Student Life establishes a campus climate and experience in which students are encouraged to grow intellectually, socially, emotionally, and spiritually. He/she coordinates and supervises the

administration of student life services, programs, and policies; administers student life regulations; and assists in the protection of students' rights to academic freedom and due process. The person in this position must work cooperatively with leadership of the three campuses to ensure institutional student life policies are applied appropriately. Additionally, the Vice President for Student Life is the chief student affairs officer responsible for the general management and direction of the Student Life program on the Stockton Campus. The Vice President plans, coordinates, and evaluates programs and activities related to the campus life of students to ensure consistency with the educational goals of the University. The San Francisco and Sacramento campuses maintain separate services for students. 104 Faculty Handbook October 1, 2019 DIVISION OF STUDENT LIFE Vice President for Student Life Executive Assistant Administrative Assistant II Public Safety Coordinator Information Systems Dean of Students Assistant Vice President for Residential Living and Dining Services Assistant Vice President for Diversity and Community Engagement Assistant Vice President for Student Leadership & Involvement Academic Support Services Judicial/Outreach Services/ Retention Cowell Wellness Center Health Services/Counseling Services Multi-Faith Chaplaincy Services Master's Degree in Student Affairs/ Graduate Program Residential Living Greek Leadership & Chapter Standards Facilities & Administrative Operations Career Resource Center & Center for Community Involvement SUCCESS/Trio Program Community Involvement Program Multicultural Affairs University Center & Student Activities Pacific Recreation Services New Student Programs First Year Experience Bon Appetit/Dining Services Crisis Response Team Parent Programs Director of Social & Emotional Intelligence Initiatives 105 Faculty Handbook October 1, 2019 4.4.2 Mission of the Division of Student Life Approved by the Vice President for Student Life on March 1, 2002 The Division of Student Life strives to support a distinctive University mission through a highly personalized and student-centered education both inside and outside the classroom. Student Life supports and empowers students beginning with the transition to the University through orientation programs and services designed to promote academic success. Student Life seeks to actively engage students in the development of leadership, wellness, citizenship, and understanding of human similarities and differences. 4.4.3. Associate Vice President for Student Life Approved by the Vice President for Student Life on March 1, 2002 The Associate Vice President assists the Vice President in overall management of the Division of Student Life. The Associate Vice President has direct supervision of: 1. Campus Wellness Center (Cowell Student Health Center, Counseling Center) 2. Career and Internship Center 3. Student Advising 4. Judicial Affairs and Community Service 5. SUCCESS (Trio Grant) 4.4.4 Director, Judicial Affairs and Community Service Approved by the Vice President for Student Life on March 1, 2002 The Director is responsible for the University judicial system, including the honor code and the student handbook, Tiger Lore. The Director is also responsible for developing community service opportunities on campus and within the community. 4.4.5 Director, Public Safety Approved by the Vice President for Student Life on March 1, 2002 The Director is responsible for the Public Safety department, campus safety, and maintains an ongoing relationship as outlined in the Memorandum of Understanding with the Stockton Police Department. 4.4.6. Director, Cowell Wellness Center Approved by the Vice President for Student Life on March 1, 2002 The Director is responsible for the administration of the Cowell Wellness Center to include to student health center, health education outreach programs, and the financial management of both the health center and the counseling center. 106 Faculty Handbook October 1, 2019 4.4.7 Director, Counseling Center Approved by the Vice President for Student Life, on March

1, 2002 The Director is responsible for management of the student counseling center, which includes individual and group support, and campus outreach programs. 4.4.8 Director, Community Involvement Program and Multicultural Affairs Approved by the Vice President for Student Life on March 1, 2002 The Director develops, implements, and supports all aspects of the Community Involvement Program, which includes the recruitment, and support of students into the program. The Director advises the Multicultural Student Organization Council, Diversity Month, and develops multicultural leadership training opportunities. 4.4.9 Director, Success (Trio Programs) Approved by the Vice President for Student Life on March 1, 2002 The Director is responsible for all aspects of the SUCCESS (Trio Grant) program. SUCCESS is a federally funded program that provides staff and support services for students. 4.4.10 Director, Career Resource Center Approved by the Vice President for Student Life on March 1, 2002 The Director is responsible for the overall management and supervision of the Career and Internship Center. The Center supports the University mission of experiential learning and seeks to provide internship and career opportunities for students. The Center works closely with the Alumni office to engage alumni in support of students in the internship and job search process and to assist alumni in the job search process. 4.4.11 Director, Housing Approved by the Vice President for Student Life on March 1, 2002 The Director of Housing is responsible for the organization, short and long term planning, facilities management and budget, and the development of a safe, healthy, and productive residential environment. The Director provides supervision to the Central Office Staff, Resident Directors, and student staff. The Director provides supervision to Dining Services and serves as on the contract administrator. 4.4.12 Director, Student Activities, and the McCaffrey Center Approved by the Vice President for Student Life on March 1, 2002 107 Faculty Handbook October 1, 2019 The Director is responsible for the University Center and provides direct supervision of student activities, Greek Life, Associated Students of the University of the Pacific, and Campus Recreation. 4.4.13 Director, Student Advising Approved by the Vice President for Student Life on March 1, 2002 The Director provides leadership and supervision for University orientation programs, student advising, and retention programs. 4.4.14 University Chaplain Approved by the Vice President for Student Life on March 1, 2002 The Chaplain provides leadership in meeting spiritual needs of our students, advises the InterFaith Council, Bishop Scholars, and is responsible for the overall management of the Morris Chapel. 4.5 Division of University Advancement 4.5.1 Vice President for University Advancement University of the Pacific Policy Statement on Governance, Approved by the Regents on September 12, 1996 The Vice President for University Advancement plans and coordinates all authorized fundraising activities of the University, including fund-raising for the annual fund, for capital development, for endowment, for planned giving, for campus development, and for special programs. The Vice President formulates long range plans and strategies for institutional advancement and alumni communication and development, and makes recommendations to the President and other officers of the University concerning the approval and support of such plans and goals. The Vice President is also responsible for public relations and institutional visibility. 108 Faculty Handbook October 1, 2019 109 Faculty Handbook October 1, 2019 4.6 Search and Selection Procedures for Senior Administrators Approved by Academic Council and Provost on February 8, 2001, President on February 28, 2001 These procedures are applicable to searches for and appointment of the Provost, Associate Provosts, Vice Presidents, and Deans. The Board of Regents will determine the search and selection procedures for the President. 4.6.1 Search Committee Membership 4.6.1.a Distribution of Membership Revised and approved by Academic Council December 8, 2011 ;

Approved by Administration August 22, 2012. Search committees for the Provost, Vice Provost, Associate Provosts, and Deans are Joint Committees. Search committees for Vice Presidents are Administrative Committees. The membership of a search committee should represent the major constituencies who will be served by the appointee and should be broadly representative of the University. When appropriate, the Administration should appoint staff, students, and alumni to search committees, in consultation with the governing bodies for those constituencies. 4.6.1. b Provost Search Committee Selection of Members Revised and approved by Academic Council December 8, 2011; Approved by Administration August 22, 2012. The membership of a search committee for the Provost shall represent the major constituencies who will be served by the Provost and shall be broadly representative of the University. Faculty representatives must be voting members of the University faculty and shall comprise no less than 50% of the Committee. When a vacancy for the position of the Provost is announced, the Academic Council shall as soon as possible conduct a selection of Faculty representatives according to the selection procedures set out herein. The Chair-Elect shall direct the process for selecting Faculty representatives. The Executive Board, led by the Chair-Elect, shall serve as a nominating committee for the selection of Faculty representatives on the Provost Search Committee. The Chair-Elect shall solicit nominations from the Faculty of each unit and the President. The Board shall consult the President in creating the final slate of nominees. From this slate of nominees, the Academic Council shall elect the fewest members necessary in order to guarantee that at least one half of the Faculty representatives on the Search Committee are selected by the Council. Also from this slate of 110 Faculty Handbook October 1, 2019 nominees, the President shall select the remainder of Faculty representatives on the Search Committee. When the announcement of a vacancy for the Provost position occurs during the summer, the election of Faculty representatives by the Academic Council called for above shall be replaced by election by the Executive Board. The Administration shall appoint staff and students to the Search Committee in consultation with the Staff Advisory Council and ASuop. 4.6.1.c Selection of Members When a search committee is a Joint Committee, the Academic Council shall determine the method for selecting faculty representatives. In searches for a dean of a college or school, unless the Academic Council determines that there is sufficient reason for using a different method, the faculty of the college or school shall elect the faculty representatives, who shall be a majority of the committee membership. When a search committee is an Administrative Committee, faculty representatives shall be selected by the Administration from among those faculty recommended by the Academic Council. Administrators and other faculty who serve on a search committee shall be selected in the manner specified by the administrator to whom the appointee will report. 4.6.1.d Selection of a Chair The President selects the chair of a search committee. Normally, the President will appoint a faculty member as the chair or vice-chair of a dean's search committee. 4.6.2 Responsibilities of the Committee 4.6.2.a Duties of the Position and Criteria for Selection The Administration, in consultation with the academic unit or administrative unit, should identify the duties of the position and describe the education and experience needed to perform them satisfactorily. Based on these determinations, the Administration should establish criteria for selection in consultation with the unit and the search committee (the "Committee"). 4.6.2.b Development of a Candidate Pool The position should be advertised clearly indicating selection criteria. Concurrently, the Committee should solicit nominations from all University constituencies. The University's nondiscrimination policies shall be included in all advertisements. Absent special circumstances, the search for candidates

should be national in scope. The Administration or the Committee may, if appropriate, take additional steps to enlarge the pool of qualified applicants. 111 Faculty Handbook October 1, 2019 4.6.3 Committee Screening Process A Committee should adopt procedures for selecting candidates from the larger pool for further investigation. In a particular search, the collaboration between the Administration, the Committee, and other campus constituencies should be appropriate to the circumstances, but the following sequence is recommended as a guideline. For academic appointments, the Provost shall receive Committee recommendations, as noted below. Stage 1. Identify the candidates whose applications best meet or exceed the selection criteria. Stage 2. Review all available information provided by the candidates and their references. Conduct preliminary interviews to the extent thought useful. Stage 3. Recommend candidates for campus visits and organize the visits. Stage 4. Submit a report to the President or the Provost. 4.6.4 Collection of Information about the Candidates After reviewing the applications and the other information received, the Committee shall interview the best-qualified candidates and contact their references. The Committee should establish and follow procedures regarding confidentiality that are appropriate to the search and are clearly expressed to the candidates. The Committee may ask candidates or their references to provide specified information in writing. Interviews may be conducted in person or by telephone, and personal interviews may take place either on or off campus. Information solicited about a candidate should relate to the criteria established for the position. Committee members should prepare written summaries of oral interviews with candidates and the candidates' references. Committee members should attempt to corroborate information about candidates by contacting additional knowledgeable sources. For each search, all application materials should be retained for five years. 4.6.5 Campus Visits The Committee shall submit to the President or the Provost the names of candidates it recommends be invited for a campus visit. The President in consultation with the Committee, and in reliance on the information collected and assessed by it, shall decide whom to invite. The Committee, in consultation with the Administration, shall plan and conduct the candidates' visits. All affected constituencies shall be scheduled to meet the candidates, and when appropriate the candidates shall visit all three campuses. The Committee shall solicit assessments of the candidate from campus constituencies, and collect and summarize community responses. 112 Faculty Handbook October 1, 2019 4.6.6 Report by the Search Committee The Committee shall submit a report to the President or the Provost summarizing relevant information from campus constituencies about the candidates who have completed campus visits, assessing the candidates' credentials and institutional fit, and evaluating the candidates. The Committee also should be available to provide a detailed briefing, upon request, before an offer of appointment is made. 4.6.7 Selection Appointments shall be made by the President, and in the case of academic appointments, upon consideration of the recommendation of the Provost. 4.7 Evaluation of Academic Administrators Approved by Academic Council on March 8, 2001, President on February 28, 2001 The evaluation of an administrator is intended both to assess the administrator's performance and to assist the administrator in becoming more effective. The President is evaluated by the Board of Regents. All other senior academic administrators, including deans, serve in their positions at the determination of the President. These senior administrators are evaluated annually and are formally evaluated periodically, normally at the end of their fifth year in office and every five years thereafter. A formal evaluation also may be conducted prior to the expiration of five years when such an evaluation is determined by the administrator's superior to be appropriate, either at the

superior's initiative or in response to a request supported by two-thirds of the faculty under the jurisdiction of the administrator. The President shall develop evaluation standards and procedures for the evaluation of the Provost. Deans shall be evaluated in accordance with the procedures described in the next section. The Provost shall develop evaluation procedures for senior academic administrators other than deans. Similarly, each dean shall develop evaluation procedures for administrators reporting to that dean, such as associate or assistant deans and directors, for approval by the Provost. Department chairs shall be evaluated in accordance with the procedures of each college or school. The evaluation process should include the perspectives of all relevant sources. The evaluation report is a confidential document to be discussed with the individual by the immediate supervisor. 4.7.1 Evaluation Process for Deans 4.7.1.a The Provost shall provide each dean with an annual written evaluation of the dean's performance. The annual evaluation shall be based on criteria that have previously been disclosed to 113 Faculty Handbook October 1, 2019 the dean and shall include an assessment of the degree to which the dean has succeeded in implementing the priorities established for the school or college. At the beginning of the academic year in which a dean is to be formally evaluated, the Provost shall inform the dean of the purpose of and procedures for the evaluation. The dean should provide an updated vitae, summaries of accomplishments, a list of external constituencies who might be contacted, and other documentation likely to be useful to the evaluation committee. The Provost shall meet with the elected representatives of the college or school's governing body, or with the college or school's Academic Council representatives in the absence of a formal faculty governing body, to discuss the purpose, process, and schedule of the dean's evaluation. 4.7.1.b The faculty of the college or school shall nominate six tenured faculty from within the college or school to participate in the evaluation of the dean. If the college or school does not have a faculty or does not have a large enough faculty to make such nominations appropriate, then the nominations shall be made by the appropriate faculty associated with the programs for which the dean is responsible. The faculty shall also nominate at least three tenured faculty from outside the college or school who have had some direct working relationship with the dean, and at least two deans from other schools or colleges within the University. From among those nominated, the Provost shall select two faculty members from within the college or school, one faculty member from outside the college or school, and one dean to serve as the Dean's Evaluation Committee (the "Committee"). The dean to be evaluated may request that the Provost remove any Committee member for cause, and the Provost shall rule on any such request. The dean may also exclude one member without stated cause. If the dean exercises that option, or if a member or members of the Committee have been removed for cause, the Provost shall make whatever additional selections are necessary to bring the Committee's membership into conformity with the requirements stated above. The additional selections shall be made from among the names provided by the faculty, which may be supplemented by the faculty if necessary. 4.7.1.c The Provost shall charge the Committee, and shall develop and implement procedures to maintain the confidentiality of its deliberations and its report. 4.7.1.d The Committee shall select its chair in consultation with the Provost, delegate tasks, and develop the procedures to be used to solicit information from administrators, faculty, students, and other appropriate constituencies. All faculty members within the school or college shall be surveyed, and those who request shall be interviewed. 4.7.1.e The report of the Committee shall evaluate the dean's strengths and weaknesses, and upon completion it shall be made available to the dean. The dean shall have a reasonable time within which to submit a written response to the

report. Any response shall be appended to the report, and the Committee may modify the report as seems appropriate in light of the response. The Committee shall then transmit the completed report to the Provost. 4.7.1.f The Provost shall meet with the dean in a timely fashion to discuss the Committee's report. The Provost shall then make a recommendation to the President as to whether the dean should be 114 Faculty Handbook October 1, 2019 continued and may specify the next formal evaluation period in order to monitor growth and improvement relating to any recommendations. 4.7.1.g After considering the Committee's report and the Provost's recommendation, the President shall decide whether the dean will be continued in the position, and may specify the terms and conditions of continuation. 115 Faculty Handbook October 1, 2019 Chapter 5. Faculty Governance 5.1 History of the Academic Council Approved by Academic Council on October 12, 2000 Prior to 1967, Faculty governance on the Stockton campus was through a Faculty Council composed of Full Professors and Deans and chaired by the Academic Vice President and through monthly meetings of the full Faculty. There was much criticism of the unrepresentative nature of the Faculty Council by the Faculty. A large number of new faculty had received appointments to the University during the 1960's as a result of the opening of the cluster colleges and hiring of new faculty in the other schools and colleges in order to meet the needs of the increasing number of students coming to the University as a result of the "baby boom". Full Professors at the time were almost all members of the College of the Pacific. The Faculty Council was an inadequate representation of the full range of interests and concerns of the faculty within the various ranks and units of the University. At the same time, because of the increased size of the Faculty, it was becoming increasingly difficult to both raise and resolve matters of Faculty concern at meetings which involved all members of the Faculty. As a consequence, at the regular Faculty meeting on January 11, 1966 there was a discussion concerning the desirability of establishing a representative body to act on behalf of the Faculty. At the end of the meeting a motion was offered to develop a plan for such a representative body. The motion was passed by a vote of the Faculty. As a consequence, a committee was established to develop a more representative body, one which would represent not only the different ranks, but also the various schools and colleges. The committee worked with a variety of models, eventually resulting in the form found in the current Academic Council. It opened membership on the Council to faculty from all ranks and it gave proportional representation to the different schools and colleges. Part of the change which took place was to make the Council the official voice of the Faculty. While the Academic Vice President was an ex-officio member of the Council, it was decided that the Council should be chaired by a member of the Faculty in order to be independent of the University Administration, although consultation with the administration about matters to place on the agenda of the Council would take place. The role of the Academic Vice President was a resource and a liaison between the Faculty and administration. The meetings of the Council were to be open to attendance by any Faculty member. The proposal to establish the Academic Council as the representative governing body of the Faculty of the University was adopted by a vote of the Faculty in the Spring of 1967. The Council began functioning as an elected body in Fall of 1967 with Professor Richard Reynolds of the Department of Art as the first Chair. It has been the official elected and representative body of the Faculty since that time. 116 Faculty Handbook October 1, 2019 In the Fall of 1992, questions were raised about whether to keep the form of Faculty governance which had been adopted in 1967. A series of open meetings were held and alternative forms of Faculty governance were considered. After much discussion over the Fall semester, the conclusion was to keep the form of Faculty

participation in the governance of the University that the Academic Council provides. The central role of the Academic Council as the representative voice of the Faculty of the University was reaffirmed at that time. In May of 1995, the Academic Council established a Committee on Bylaws to revise and codify the practices of the Academic Council. In September of 1996 the Regents adopted the University of the Pacific Policy Statement on Governance which described the role of Faculty in University governance. These principles provided the framework for Faculty governance and were integrated into the Bylaws. Over a three year period numerous drafts of the Bylaws were considered by the Academic Council, the Faculty and the Administration. The Bylaws of the Faculty and the Academic Council were approved by a full Faculty vote on November 30, 1999 and by the President on March 6, 2000. 5.2 Bylaws of the Faculty and the Academic Council of the University of the Pacific Approved by the Academic Council on September 8, 1999; Approved by the Provost on September 8, 1999; Approved by the Faculty on November 30, 1999; Approved by the President on March 6, 2000; Revised March 2004; Revised and approved by Academic Council and Administration on April 9, 2009 Article 1. Preamble The University of the Pacific Faculty is a community of teacher-scholars acting within the University's system of shared governance as established in the University of the Pacific Policy Statement on Governance adopted by the Board of Regents on September 12, 1996. The University Faculty has authority and responsibility for the design and conduct of educational programs and courses of instruction of the University as specified in that Policy. The governance system provides for the exercise of the University Faculty's primary role in academic decisions, its participatory role in joint decisions, and its advisory role on other general University matters. Because a University is a complex entity, the tasks of governance must be apportioned and delegated, but the interdependence of administration, faculty and Board of Regents is the basic premise of legitimate and effective governance. This document establishes the framework for faculty participation in the shared governance system of the University of the Pacific. Article 2. The Faculty 2.1 The Faculty The University Faculty, hereafter referred to as the Faculty, consists of the President, the Provost, academic deans, other administrators who hold faculty rank, professors, associate professors, assistant professors, instructors, adjunct professors, lecturers, and clinical faculty, whether serving in teaching, scholarly and artistic activity, or administration appointments, whether serving parttime or full-time, and whether in an active or emeritus capacity. 117 Faculty Handbook October 1, 2019 2.2 Voting Faculty For purposes of University governance, the voting members of the Faculty, hereafter referred to as Voting Faculty, are those tenured or tenure-track Faculty who devote at least fifty percent of a full workload to teaching, scholarly and artistic activity and University service. Faculty who have administrative responsibilities of more than fifty percent are considered to be administrators and are not Voting Faculty. In University matters, Faculty who hold joint appointments shall vote in the college or school or department in which they have the greatest responsibility. A member of the Voting Faculty who holds appointments with fifty percent responsibility in two colleges or schools or two departments shall designate in writing to the office of the Provost one college or school or one department in which to exercise voting privileges. Article 3. Authority and Responsibility of the Faculty 3.1. Basis for Faculty Authority The Faculty bases its authority and responsibility on the University of the Pacific Policy Statement on Governance approved by the Regents on September 12, 1996 and the policy on Basic Governance Principles adopted by the Faculty on November 30, 1999, and the Administration on November 30, 1999. Matters of faculty governance are also guided by the principles of governance found in the WASC standards, in the joint AGB/AAUP statements,

The Joint Statement on Government of Colleges and Universities and The Role of the Faculty in Budgetary & Salary Matters, and in the AGB Statement on Institutional Governance. Following the principles of shared governance, Faculty authority and responsibility can be divided into three general categories: (1) the Faculty has primary authority and responsibility in matters relating directly to the initiation, development, and assessment of academic programs of the University, (2) the Faculty and the Administration have joint responsibility in University matters having an impact on the academic programs of the University, (3) the Faculty provides advice in other University matters. The following Articles describe these responsibilities. 3.2 Primary Faculty Responsibilities The Faculty, in cooperation with the Provost and Deans, has responsibility for the formulation of policies and procedures directly governing academic matters. The Faculty has the responsibility to: • recommend the establishment or dissolution of degree programs • establish the curriculum, scholastic standards and policies for awarding of academic credit • establish procedures for the review of academic programs • establish admissions standards and evaluate student admissions procedures • establish testing programs for the assessment and placement of entering students • approve all candidates for earned degrees and recommend candidates for honorary degrees 118 Faculty Handbook October 1, 2019 • establish student academic rights and responsibilities and policies and procedures for student discipline • establish the criteria and procedures for the awarding of student honors • determine effective methods for the expression of Faculty views on matters of educational policy and institutional concern • contribute to the advancement of knowledge through open inquiry, creative activity and research 3.3 Joint Responsibilities Revised April 16, 2014 The Faculty and the Provost together with the Deans jointly make recommendations to the President regarding general University matters which have an impact on the academic programs of the University. The Chair of the Faculty, as the official representative of the Faculty to the Board of Regents, reports on Faculty matters to the Board. Subjects of joint responsibility shall be agreed upon by the Faculty and the Administration. Matters of joint responsibility include, but are not limited to, subjects specified below. In the areas of University mission, planning and budget, the Faculty and Administration have the joint responsibility to: • establish and revise the strategic plan • formulate priorities and recommendations for the University budget • prepare reports for the accreditation of the University • establish or dissolve schools, colleges, departments, or independent learning centers • name academic departments • establish policies concerning diversity within the University community • establish the University calendar • establish policies concerning the library • establish policies concerning information technology • establish financial aid policies • determine the nature and extent of the athletic program • determine priorities for development and academic fund-raising • develop plans for facilities and expansion of the campus In the areas of Faculty appointment and professional development, the Faculty and Administration have the joint responsibility to: • establish faculty responsibilities and prerogatives as stated in those sections of the University of the Pacific Faculty Handbook which shall constitute the contract between the Faculty and the University • establish policies for faculty compensation • establish policies for the search, appointment, evaluation, retention, promotion, and tenure of faculty • make recommendations for the appointment, retention, promotion, and tenure of faculty 119 Faculty Handbook October 1, 2019 • establish policies for the Faculty Development Leave Program and its evaluation • establish faculty support programs promoting the quality of teaching, learning and scholarly/artistic endeavors and professional development • establish policies for

conducting the search, appointment, evaluation and retention of University academic administrators • make recommendations for the appointment and retention of University academic administrators 3.4 Advisory Responsibilities The Faculty has a responsibility to advise members of the Administration and the Board of Regents concerning other University matters. Article 4. Governance Structure 4.1 Levels of Faculty Governance There are two levels of academic governance, the University level and the college or school level. In establishing college or school governance, colleges and schools may establish additional levels of governance for internal purposes. Matters in Article 3, which affect the University as a whole, are the responsibility of the Faculty. Faculty matters which relate exclusively to the academic mission and operation of a college or school are the responsibility of the Faculty of that college or school. Communication among colleges and schools is essential. Matters relating to more than one college and school are subject to the review of the Faculty through its University governance structure. As a general policy academic matters should be considered first and foremost at the lowest appropriate level. 4.2 The Academic Council In order to exercise its authority and responsibility at the University level, the Faculty has established its own governing body, the Academic Council, hereafter referred to as the Council. The Council, based on the authority and responsibility of the Faculty as stated in Article 3, acts on behalf of the Faculty in the making of University policy. 4.3 Chair of the Faculty The Chair of the Academic Council is the Chair of the Faculty. 4.4 College or School Governance The Faculty of each college or school shall establish an internal system of faculty governance. Specific issues regarding local governance are addressed in Article 6 College or School Governance. 120 Faculty Handbook October 1, 2019 4.5 College or School Faculty Chairs The Faculty of each college and school shall establish the position of Chair of the Faculty of that college or school. Article 5. The Academic Council 5.1 Authority and Responsibility of the Council The Council is the representative body of the Faculty. The Council, based on the authority and responsibility of the Faculty as stated in Article 3, is the agent through which the Faculty acts in the making of University policy. 5.2 Work of the Council The Council gathers information, makes recommendations, formulates and approves policy on all matters listed in Article 3. The Council provides for Faculty action as required either by University Governance Policy or by a majority vote of the Council. To ensure the flow of information, the recommendations and decisions of the Council shall be reported to the Faculty, the Provost, the President and the Regents. 5.3 Organization of the Council The following Articles describe the Membership of the Council (5.A), the Officers of the Council (5.B), the Executive Board (5.C), the Calendar for Elections (5.D) and the Procedures of the Council (5.E). Article 5.A Membership of the Council 5.A.1 Council Membership The voting members of the Academic Council consist of faculty representatives of colleges or schools, the Chair, Past-Chair, a representative of the Emeriti Faculty, and two student representatives. The Council also has ex-officio, nonvoting members. 5.A.2 Responsibilities of Faculty Council Representatives Faculty representatives on the Council represent the interests of the University at large as well as the views of their specific college or school. It is the responsibility of Council members to ensure communications with the faculty of their college or school, the Council and the University community. Representatives should come from a variety of academic ranks when possible. 5.A.2.1 College and School Representation Revised April 16, 2014 The number of faculty representatives allocated to a college or school shall be based on the number of full-time and part-time Faculty who devote at least fifty percent of a full workload to teaching, scholarly and artistic activity and University service in the fall semester of the current academic year. 121 Faculty Handbook October

1, 2019 Faculty who have administrative responsibilities of fifty percent or more may not be counted. Permanent positions which are unfilled may be counted. The library and School of International Studies faculty shall be treated as the faculty of a college or school. The number of faculty representatives allocated is determined by the following formula: • One representative for a faculty totaling ten or fewer • Two representatives for a faculty of more than ten and up to thirty • One additional representative for each fifteen faculty above the first thirty Faculty serving as Chair-Elect, Chair and Past-Chair of the Council should be replaced during their term of office and should not be counted among the representatives of a college or school. The allocation of Faculty representatives is determined annually by the Chair-Elect. 5.A.2.2 Eligibility Only Voting Faculty are eligible for election as Faculty representatives. Council Representatives who cease to be Voting Faculty may no longer hold a Faculty position on the Council and shall be replaced. The Chair-Elect of the Council shall be responsible for determining eligibility for election to the Council 5.A.2.3 Election Procedures Faculty representatives of the Council shall be elected by the Voting Faculty within each college or school from a slate of candidates chosen by the college or school. Faculty representatives should be chosen from a variety of academic ranks. Election shall require a majority of the votes cast. In elections, it is desirable for the faculty of the college or school to propose at least twice as many candidates as are required to fill the available vacancies. A new representative shall be elected by the college or school faculty for the unexpired term of an incumbent representative who resigns or loses eligibility. An eligible Faculty member may choose to serve as a Faculty representative while on Faculty leave. If the Faculty representative chooses not to serve while on leave, the college or school faculty may elect a replacement representative for the period of the leave. All elections to fill partial terms of office shall follow the election procedures described above. If the number of incumbent representatives exceeds the number of representatives allocated to a college or school, the choice of the continuing representatives is left to the college or school. 5.A.2.4 Terms of Office Faculty representatives of the Council shall be elected for three-year terms. The Chair-Elect shall stagger the terms of office so that approximately one-third of the Faculty representation of the Council is elected each year. Shorter terms may be required to facilitate the staggering of terms. 122 Faculty Handbook October 1, 2019 5.A.2.5 Emeriti Representation The Emeriti Faculty shall have one representative selected by the Emeriti Society who serves a twoyear term. 5.A.3 Student Representation There shall be two student representatives who serve one-year terms. One student shall be selected by the Associated Students of the University of the Pacific (ASUOP) and one student shall be selected by the Graduate Student Association (GSA). 5.A.4 Ex-Officio Representation The following are ex-officio non-voting members of the Council: the Provost, Chairs of the Faculty of individual colleges or schools, Chairs of Faculty Committees and the Director of Athletics. Article 5.B Officers of the Council 5.B.1 Officers of the Council The officers of the Academic Council are the Chair, Chair-Elect, and Past-Chair. The Secretary of the Council is a non-voting staff position. 5.B.2 Chair The Chair of the Council, guided by the Council and its Executive Board, represents the Faculty to the Administration in the University decision-making process. The Chair shall be responsible for communicating the decisions and recommendations of the Council to the Administration, the Regents and the Faculty. The Chair is the official Faculty liaison representative to the Board of Regents. The Chair shall preside at all meetings of the Council, the Executive Board and the Faculty. The Chair shall convene the Council in both regular and special sessions. At Council meetings the Chair has the responsibility to ensure fairness, to facilitate debate and to move issues

to a vote in a timely manner. 5.B.3 Chair-Elect The Chair-Elect is elected by the new and continuing members of the Council at a special April meeting (See Article 5.D.3.). The Chair-Elect shall be any tenured voting member of the Faculty, who is or has been a member of the Academic Council. Election requires a majority of the ballots cast at the meeting. The Chair-Elect serves a three-year term: the first year as Chair-Elect, the second year as Chair, and the third year as Past-Chair. In the absence of the Chair, the Chair-Elect shall preside at meetings of the Council, the Executive Board and of the Faculty. The Chair-Elect under the direction of the Chair, is responsible for oversight of the work of Faculty Committees and for communication between these Committees and the Council. Responsibilities include the preparation of annual charges to Faculty Committees 123 Faculty Handbook October 1, 2019 from the Council and the scheduling of necessary Council action on Committee recommendations and of annual Committee reports to the Council. Based on the information provided by the Provost's office, the Chair-Elect shall determine the number of representatives allocated to each college or school according to Article 5.A.2.1. The Chair-Elect shall also determine the staggering of terms of office so that approximately one-third of the Council representatives are elected each year. The Chair-Elect administers the election processes and annual calendar of elections of faculty to both the Council and Faculty Committees. 5.B.4 Past-Chair In the absence of the Chair and Chair-Elect, the Past-Chair shall preside at meetings of the Council, the Executive Board and the Faculty. The Past-Chair shall review all actions taken during her or his term of office as Chair and shall prepare a written report for Council members and the Faculty, indicating major decisions of the past year and issues which need to be continued for consideration. The report should be distributed before the first Council meeting of the fall semester. The PastChair shall also be responsible for conducting the election process for the Chair-Elect and for the new Executive Board. 5.B.5 Secretary The Secretary of the Council will be assigned by the Office of the Provost. Under the direction of the Chair, the Secretary shall prepare and distribute all agendas, minutes and materials for Council and Faculty meetings, all Faculty ballots for elections and referenda, and shall record and report the results of balloting to the Chair-Elect. Article 5.C The Executive Board 5.C.1 Membership and Election The Executive Board shall consist of the Chair, Chair-Elect, Past-Chair of the Academic Council and four at-large members. The Executive Board shall be broadly representative of the entire Faculty. The six members of the Board other than the Chair shall consist of three representatives from the College of the Pacific and three representatives from professional schools. The at-large members are nominated and elected from the new and continuing members of the Council at a May meeting (See Article 5.D.4.). Election requires a majority of the ballots cast at the meeting. At-large members are elected for one-year terms and may not serve more than three consecutive terms. 5.C.2 Responsibilities of the Executive Board The Executive Board advises the Chair of the Council, serves as the agenda committee for Council and Faculty meetings (See Article 5.E.3.2.), coordinates the work of the Council and its Committees (See Article 7.2.1.), acts as liaison between the Faculty and the Administration, and oversees implementation of Council decisions. Matters may be brought to the Executive Board by members of the Faculty, the constituent colleges and schools and the Administration. When appropriate, the Executive Board should provide a full report to the Council on its actions. 124 Faculty Handbook October 1, 2019 5.C.3 Meeting Schedule The Executive Board shall meet regularly at the call of the Chair or at the request of a majority of its members. Article 5.D Calendar for Elections 5.D.1 Determination of College and School Representation In January, the Chair-Elect of the Academic Council shall determine the number of faculty representatives

allocated to each school or college for the following academic year. The number of Faculty representatives is determined by the procedures in Article 5.A.2.1. 5.D.2 Calendar for Election of Representatives In March, schools and colleges should conduct election of members of the Council for the following academic year. 5.D.3 Calendar for Election of Chair-Elect In April, the Past-Chair will hold a special meeting of new and continuing voting members of the Council to elect, from all tenured voting members of the Faculty, who are serving or have served on the Academic Council, a Chair-Elect. The Past-Chair shall be responsible for receiving nominations for Chair-Elect, for establishing the ballot and for the election of the Chair-Elect. Nominations for the Chair-Elect will be submitted to the Past-Chair. All new and continuing members of the Council should be informed of the list of nominees at least one week prior to the elections. Additional nominees may be offered from the floor. Election of the Chair-Elect shall require a majority of votes cast at the meeting. 5.D.4 Calendar for Election of the Executive Board In May, the Past-Chair will hold a special meeting of new and continuing voting members of the Council to elect, from their membership, the at-large members of the Executive Board. Nominations for the at-large members will be submitted in writing to the Past-Chair. All new and continuing members of the Council should be informed of the list of nominees at least one week prior to the elections. Additional nominees may be offered from the floor. Election of the at-large members of the Board shall require a majority of votes cast at the meeting. 5.D.5 Calendar for Election to Faculty Committees The Chair-Elect of the Council shall administer the schedule for the election of faculty to Council committees. The election process should be completed in April for appointments which begin in the fall semester and in November for appointments which begin in the spring semester. 125 Faculty Handbook October 1, 2019 1. In January, the Chair-Elect of the Academic Council shall determine the number of Faculty committee vacancies and shall administer the annual Survey of Interest to identify faculty who are interested in filling the vacancies. 2. In February: a. The Chair-Elect shall distribute to the Professional Relations Committee the survey results for those committees under the purview of the Professional Relations Committee. b. The Academic Council and the Professional Relations Committee shall compile nominations for all Academic Council and Professional Relations Committee nominated committees. c. The Chair-Elect of Academic Council shall instruct the academic units to conduct elections during March to fill the vacant Faculty committee positions that are elected at the unit level. 3. In March: a. The Chair-Elect of the Academic Council shall combine into one ballot the nominations put forth by the Academic Council and the Professional Relations Committee, and then distribute the ballot and conduct the election to fill the Faculty committee vacancies. b. The Chair of the Academic Council shall notify those elected of their committee service and their term of service. c. The Chair-Elect of the Academic Council shall notify the entire faculty and all appropriate administrators and staff personnel of the election results. 4. In April, the Chair-Elect of the Academic Council shall request that the chairs of each Faculty committee identify the incoming chairs of each committee. 5. In May, the Chair-Elect shall ask the appropriate staff personnel to update the Faculty committee website. 5.D.6 Terms of Office On June 1, officers, the at-large members of the Executive Board, new Council members and new Faculty committee members with fall term appointments will assume office. New Faculty committee members with spring term appointments will assume office on January 1. Article 5.E Procedures of the Council 5.E.1 Calendar for Council Meetings The Academic Council shall meet on a monthly basis from September to May. Other meetings shall be called as required by the Chair of the Council. The Chair of the Council must call a special meeting

of the Council upon receipt of a petition from a group of twenty-five faculty eligible for serving on the Council. Normally, meetings of the Council shall be open to all members of the University community and Faculty may participate in Council discussions. The Council may go into executive session by a majority vote of the voting members present. Normally, just before the regular April and May meetings, there shall be special meetings of new and continuing members of the next year's Council, to select a Chair-Elect, and to select the at-large members of the next Executive Board. 126 Faculty Handbook October 1, 2019 5.E.2 Presidential Access to the Council The President of the University may address the Council at any meeting and present such reports and information as may concern the Faculty. 5.E.3 Rules of Parliamentary Procedure The Council and Faculty meetings as well as Council committees shall govern themselves by a set of orderly parliamentary procedures. The Council adopts the rules of parliamentary procedures described in Merriam Webster's Rules of Order by Laurie Rozakis. A table that summarizes the most commonly used motions is shown in Appendix 1. The Chair shall appoint a parliamentarian. 5.E.3.1 Quorum Rule A quorum of the Council shall consist of a majority of its voting members. The Chair shall determine that a quorum exists at the opening of a meeting. If a quorum is lost no formal business can be conducted but discussion may continue. 5.E.3.2 Agendas The Executive Board shall prepare the agenda for Council meetings. The Board shall include on the agenda, reports and resolutions submitted in writing in a timely manner by a Council Committee or Council member. Agendas for the meetings of the Council are to be distributed to Council members and the University Community one week before each meeting. Agenda items on which Council action is proposed should be accompanied by written reports, resolutions or other necessary background information. The Executive Board designates Council members to present issues to the Council. The Executive Board should be prepared to recommend a course of action on agenda items. New action items may be added to the agenda by a majority vote of the Council. The Executive Board shall also prepare the agenda for Faculty meetings. Agendas for these meetings are to be distributed to the Faculty and the University Community one week before the meeting. 5.E.3.3 Approval Procedure for Motions A motion is approved only if passed by a majority of voting members present. Main motions and amendments made in the course of a meeting should be submitted in writing to the Secretary before a vote is taken. Voting shall be by secret ballot if called for by the Chair or if requested by a majority vote. There shall be no voting by proxy. 5.E.3.4 Council Minutes Minutes of meetings are to be kept in the Office of the Provost and distributed to Faculty, Administrative Officers, and the Regents in a timely fashion. Minutes should be made available to the University Community at each University campus in a central location such as the library. 127 Faculty Handbook October 1, 2019 5.E.4 Matters for Direct Faculty Approval The Faculty shall approve, through a general Faculty referendum, policies for fundamental changes in the following areas: the educational program of the University, the policies concerning the formation of the Faculty, in particular the appointment and evaluation of faculty, and the policies concerning the structure of faculty governance. Proposals for fundamental changes in these areas and any other matter that the Council wishes to submit to the Faculty for approval shall first be approved by the Council by a two-thirds majority of the voting Council members. Approval by the Faculty shall require a majority of the ballots cast in the referendum. 5.E.5 Faculty Meetings The Faculty shall meet at least twice each academic year. The Executive Board, in consultation with the Provost and the Academic Council, shall set the agenda of the Faculty meetings. Agendas are to be distributed one week before the meeting. Minutes are to be kept in the records of the Council. Other meetings shall be

called as required by the Academic Council. The Chair of the Council must call a meeting of the Faculty upon receipt of a petition concerning a particular issue from at least twenty-five of the Voting Faculty. Article 6. College or School Governance 6.1 Establishment of College or School Governance In accordance with the University of the Pacific Policy Statement on Governance, the Faculty of a college or school should, in consultation with the Provost and/or Dean, develop and adopt bylaws concerning its own organization, governance and procedures. The Voting Faculty within each college or school must approve the establishment and amendment of college or school bylaws. 6.2 Governance Requirements The Faculty governance system within each college or school must include the elements enumerated in Articles 6.2.1 to 6.2.6. 6.2.1 College or School Voting Faculty The bylaws shall describe those faculty of the college or school who are eligible to vote in faculty matters. Eligible voters must include the Voting Faculty within the college or school. 6.2.2 Form of College or School Governance The Voting Faculty within the college or school determines, by secret ballot, the form of faculty governance, e.g. a committee of the whole or governance by a representative body such as a faculty council. 128 Faculty Handbook October 1, 2019 6.2.3. Faculty Chair of a College or School Approved by Academic Council on May 10, 2001 The Faculty Chair is the official representative of the Faculty of a college or school to the Dean and the University Administration. The Chair has the authority to call regular or special faculty meetings of Voting Faculty to consider matters under the purview of faculty governance. The Chair will discharge other responsibilities assigned to the Chair in the bylaws of the unit. A Chair-Elect may discharge the responsibilities of the Chair in the Chair's absence. The college or school bylaws shall include an annual electoral process for selecting a Voting Faculty member to be Faculty Chair of the college or school. This process should include procedures for nomination, election by secret ballot by a majority of those who participate in the election, and certification of the outcome of the vote. A Voting Faculty may elect the Dean (or Associate/Assistant Dean) of the college or school to chair regular faculty meetings. In no case shall the Faculty Chair relinquish her/his responsibility to serve as spokesperson for the Faculty of the unit, or to call and preside over special faculty meetings, including meetings and/or ballots to reaffirm a dean as chairperson or regular faculty meetings. 6.2.4 Voting Procedures The bylaws shall include a procedure for determining quorums, approval procedures and the use of secret ballots. 6.2.5 Meeting Procedures The bylaws shall include a procedure for the conduct of faculty business at regular meetings of the governance body. 6.2.6 Agendas The bylaws shall include a mechanism to establish agendas and a procedure whereby faculty may place an issue for consideration on the agenda. Article 7. Committees with Faculty Membership 7.1 The Committee System The Committee system is an essential mechanism through which the Faculty exercises its authority and responsibilities with respect to University policy. Academic Council decisions and recommendations rely on the background information which accompanies recommendations and reports from Committees. The structure, size, standing charge, reporting function and reporting schedule of Faculty Committees are specified by Council resolution. Committee recommendations and reports should come to the Council in a timely manner and should allow time for Council members to consult with their faculty. There are three types of committees which involve the Faculty in the governance system: Faculty Committees established by the Council, University Committees which require Faculty 129 Faculty Handbook October 1, 2019 representation, and University Committees which utilize Faculty expertise. The following Articles describe procedures related to each of these types of committees. 7.2 Faculty Committees Faculty Committees are established by the Council to meet various needs.

Committee membership, charges, method of election, and reporting functions are set by the Council. The current list of standing Faculty Committees can be found in Appendix 2 and in the University of the Pacific Faculty Handbook. 7.2.1 Coordination of Faculty Committees The Executive Board, under the direction of the Chair-Elect, shall coordinate the decisions and actions of the various Committees of the Council. The Chair shall assign at-large Board members to serve as Liaisons to the various Committees. The Liaisons should ensure that each Committee's agenda for the year is clear and is integrated with priorities set by the Council. Each Liaison should receive agendas and minutes from the Committees under the person's purview and should assure that recommendations and annual reports from each Committee are scheduled in a timely manner on Council agendas. Each Liaison should also assure that the elections of new Committee Chairs are held as scheduled and that the results are reported to the Chair-Elect of the Council. 7.2.2 Annual Committee Work Plan Each Committee should have a plan of work for the year which includes the standing Committee charge and any special Committee charges approved by the Council. In addition the Committee and the Board Liaison should determine a schedule for reporting new policy recommendations and the Committee's annual written report to the Council. 7.2.3 Council Action on Committee Recommendations The Council shall act on all Committee recommendations in a timely manner and may review the actions of its Committees. 7.2.4 Election of Committee Members Revised April 16, 2014 The Chair-Elect shall oversee the processes for the nomination and election of Faculty committee members. Oversight responsibilities of the Chair-Elect include the distribution of a Faculty survey to determine Faculty interest in standing for election to Faculty Committees, the various nomination processes for Committee members, preparation of ballots, determination of the schedule for voting, the counting of ballots and certification of the results of elections. Election to a Faculty Committee shall require a majority of the votes cast. The calendar for election processes can be found in Article 5.D.5. Only Voting Faculty may stand for election to a Faculty Committee. Committee members who cease to be Voting Faculty may no longer hold a Faculty position on a Committee and shall be 130 Faculty Handbook October 1, 2019 replaced. The Chair-Elect of the Council shall be responsible for determining eligibility for election and service on a Faculty Committee. A new representative shall be elected for the unexpired term of a Faculty representative who resigns or loses eligibility. An eligible Faculty member may serve on a Faculty Committee while on Faculty leave. If the Faculty representative chooses not to serve while on leave, a new faculty representative shall be elected for the period of the leave. Interim absences as a result of resignations and/or leaves shall be appointed by the Executive Board of the Academic Council in agreement with the membership makeup of the committee. The appointment shall then be confirmed at the first available meeting of the full Academic Council. 7.2.5 Committee Chairs Each Faculty Committee shall have a Committee Chair who serves for one year and a Committee Chair-Elect who is selected two semesters before taking office as Committee Chair. The Committee Chair-Elect shall be elected from those Faculty members whose terms of office extend over the period during which the person will serve as Committee Chair. Election of Committee Chair-Elect shall require a majority vote of the voting members of the Committee. The results of the election shall be reported to the Chair-Elect of the Council. 7.3 University Committees Requiring Faculty Representation University Committees which require Faculty representation are those standing and ad hoc committees whose charges relate to the matters described in Articles 3.2 and 3.3. When Faculty representation is required on a University Committee, the membership, charge, reporting function, and schedule

are negotiated jointly between the Council and the Administration. The Council determines the method of selection for Faculty representatives on these committees. The joint charge to these committees should have the approval of the Council. The Chair of the Council shall designate a faculty member from the Committee to act as liaison between the Council and the Committee. Reports and recommendations from these Committees should come to the Council for appropriate action. 7.4 University Committees Utilizing Faculty Expertise When an Administrative Committee is formed which requires membership of Faculty with special expertise, the charge and membership of the committee should be presented to the Council for comment. The Chair of the Council should solicit suggestions for faculty appointments from the Council and should present a list of qualified faculty to the administrator to whom the Committee will report. The Faculty members may be chosen by the administrator. The Chair of the Council shall designate a faculty member from the Committee to act as liaison between the Council and the Committee. The report of the Committee should be shared with the Council for comment. 131 Faculty Handbook October 1, 2019 Article 8. Process for Approval and Amendment of the Bylaws 8.1 Approval of the Bylaws These Bylaws shall become effective when approved by the Council, the Provost and the Voting Faculty. Approval by the Voting Faculty shall require approval on a majority of the written ballots cast in a general referendum on these Bylaws. 8.2 Amendment of the Bylaws Amendments to these Bylaws shall require approval by a two-thirds majority of the Council in a written ballot and approval by the Provost. In addition if a proposed amendment is judged by a majority of the Council to be a major change in faculty policies or procedures, the amendment must be submitted to the Voting Faculty with a majority of the votes cast required for approval. 132 Faculty Handbook October 1, 2019 Appendix 1. Table of Commonly Used Motions. Approved by Academic Council on November 16, 2000 The following table includes the most commonly used motions. The details can be found in Merriam Webster's Rules of Order by Laurie Rozakis. Each motion is followed by the rules regarding its use. A motion which is further down in the list has precedence over motions above it. (Copyright permission granted.) Primary Motions Second Debatable Amendable Approval Main motion Yes Yes Yes Majority Adopt a committee report. Recommendations from the report should be treated as main motions. Yes Yes * No Majority Subsidiary Motions Amend the main motion. Yes Yes Yes Majority Refer the motion to committee Yes Yes Yes Majority Postpone action to a certain time Yes Yes Yes Majority Limit or extend debate Yes No Yes Two-thirds Call for the previous question (close debate) Yes No No Two-thirds Table the main motion Yes No No Majority Take a motion from the table Yes No No Majority Incidental Motions Point of order No No No None Move to divide a motion Yes Yes No Majority Suspend the rules Yes No No Two-thirds Privileged Motions Call for the orders of the day (return to the agenda) No No No None Move to recess for a period of time Yes Yes No Majority Move to adjourn Yes No No Majority Move to go into executive session Yes No No Majority Appeal the ruling of the chair Yes Yes No Majority * Academic Council procedures differ from Merriam Webster's Rules of Order on this rule. 133 Faculty Handbook October 1, 2019 Appendix 2 Faculty Committees Approved by Academic Council on November 16, 2000 1. Academic Affairs Committee on Undergraduate Studies (AAC) 2. Academic Computing and Information Technology Committee (ACITC) 3. Admissions and Financial Aid Committee (AFAC) 4. Committee for Academic Planning and Development (CAPD) 5. Academic Affairs Committee on Graduate Studies (AACG) 6. Committee on Reassignment (inactive) 7. Computer Lab Coordinators Committee (CLCC) 8. Professional and Continuing Education Advisory Board 9. Council on Teacher Education (CTE) 10. Experiential Learning Oversight Committee (ELOC) 11. Faculty Compensation Committee (FCC) 12.

Faculty Grievance Committee (FGC) 13. Faculty Research Committee (FCC) 14. General Education Committee (GEC) 15. Library Committee (LC) 16. Professional Relations Committee (PRC) 17. Student Academic Grievance Board 18. Student Faculty Advocate Board 19. University Awards Committee (UAC) 134 Faculty Handbook October 1, 2019 Appendix 3 Academic Council Calendars Approved: by Academic Council on November 16, 2000 Appendix 3.1 Business Calendar June, July, August New Chair, new Executive Board, and new Council members take office on June 1. Former Chair, now the Past-Chair, prepares annual report of Council actions during the past year and continuing issues. Report distributed to Council in the Fall. (Article 5.B.4) Executive Board begins planning for the year. The Board should: 1. Identify continuing and new issues. 2. Review Faculty Committee annual reports and future goals and objectives of each Committee. 3. If necessary prepare special charges to Faculty Committee for work to be done. September Orientation of new Council members. Review Council procedures. Council establishes priorities, goals and objectives for the year. Chair-Elect meets with Chairs of Faculty Committee to establish communication and yearly goals for each Committee. Committees should send agendas, minutes and reports to the ChairElect. Council prepares response to recommended budget assumptions from the IPC. Council determines topics and dates for Fall and Spring Faculty meetings. (Article 5.E.5) October Council receives recommendations from the Faculty Compensation Committee concerning salary increments and acts on these recommendations. November, December Council responds to IPC budget recommendations. January, February Chair-Elect requests action items and annual reports from Faculty Committee Chairs. 135 Faculty Handbook October 1, 2019 Executive Board schedules Council action on issues from Faculty Committees. Annual Committee reports should be circulated to the Council and, as needed, be calendared for Council action in the spring. March, April Council formulates its recommendations for budget priorities and forwards them to the IPC. May Appendix 3.2 Election Calendar June New Chair, new Executive Board, new Council members and new Faculty representatives on Faculty and Joint Committees take office on June 1. (Article 5.D.6) July, August, September Council Chair appoints a parliamentarian. October Chair-Elect determines the list of Faculty and Joint Committee positions which must be filled in the spring semester. Notification should be sent to the appropriate nominating bodies for each Committee requiring replacements. Nominations should be completed during October. November Chair- Elect administers the schedule for elections of new faculty representatives to Faculty and Joint Committees for the spring semester. Elections should be completed in November. (Article 5.D.5) December, January New Faculty representatives on Faculty and Joint Committees with spring term appointments assume office on January 1 (Article 5.D.6) Chair-Elect certifies the list of Voting Faculty and the number of faculty representatives allocated to each College and School (Article 5.A.2.1) Chair-Elect notifies College and School Faculty Chairs of the number of Council representative to be elected for following year. February Professional Relations Committee circulates annual survey of faculty interest in service on Faculty and Joint Committees. March Colleges and Schools elect new Council representatives. 136 Faculty Handbook October 1, 2019 Past-Chair calls for nominations for Chair-Elect and circulates a list of nominees one week before the meeting to hold elections. Additional nominees may be added from the floor of the election meeting. (Article 5.D.3) Chair-Elect determines the list of Faculty and Joint Committee positions which must be filled in the next Academic year. Notification should be sent to the appropriate nominating bodies for each Committee. Nominations should be completed during March. April Past-Chair holds a special meeting of new and continuing voting members of the Council to elect

next Chair-Elect of the Council (Article 5.D.3) Past-Chair calls for nominations for the Executive Board and circulates a list of nominees one week before the meeting to hold elections. Additional nominees may be added from the floor of the election meeting. (Article 5.D.4) Chair- Elect administers the schedule for elections of new faculty representatives to Faculty and Joint Committees. Elections should be completed in April. (Article .D.5) May Past-Chair holds a special meeting of new and continuing voting members of the Council to elect the next Executive Board at first Council meeting (Article 5.D.4). Terms of office of Council Chair, Executive Board members, Council representatives, and Faculty representatives on Faculty and Joint Committees expire on May 31. 5.3 College and School Governance 5.3.1 The College 5.3.2 Conservatory of Music 5.3.3 School of Dentistry 5.3.4 McGeorge School of Law 5.3.5 Benerd School of Education 5.3.6 Thomas J. Long School of Pharmacy and Health Sciences 5.3.7 University Library Faculty 5.3.8 School of Engineering 5.3.9 Eberhardt School of Business 5.3.10 School of International Studies These sections are under development pending review of College and School Governance systems. 137 Faculty Handbook October 1, 2019 Chapter 6. University Committees 6. 1 University Committee Structure Approved by Academic Council on April 25, 2002, Administration on April 24, 2002, Revised by Academic Council on May 12, 2016 and Administration on April 8, 2016 The primary way in which the expertise of the members of the University community can be utilized for decision making and in which the perspectives of the diverse constituencies within the University are incorporated into decision making is through the committee system. Committees are classified as "faculty", "administrative" or "joint constituency" depending on whether they are responsible to the faculty through the Academic Council, to an administrative officer or to multiple constituencies. The body or administrator to whom the committee is responsible shall have the power to charge a committee to accomplish a certain task and to receive reports from that committee. In the case of joint constituency committees, the bodies and the administrative officers to whom the committee reports should establish a common charge to the committee even before the approval process begins. The constituency proposing the new committee has responsibility for tracking the approval process. In the case of amendments to exsisting committees, the constituency that proposes the change has responsibility for tracking the approval process and ensuring formal written approval by both faculty and administration. Each stage in the amendment process should allow reasonable time to vet proposed changes and should be accompanied by an explanation for the proposed changes. All represented constituencies will receive the report of the committee. Membership on committees should be governed by the following principles: 1. Committee membership should represent those constituencies most involved with the function governed by the committee; 2. Committee members shall be selected as described under Committee Descriptions by the constituency they represent; 3. Committees should have as few members as possible. If a member is both elected to a committee and serves by virtue of his/her office, he/she shall have only one vote; 4. Each committee elects its own chair unless otherwise stated under Committee Descriptions, and is encouraged to also select both a chair and a chair-elect; the election should take place at the last meeting of the current academic year. Faculty committees should be chaired by faculty members. Table 6.1 lists the committees and shows the general structure of each, including committee type, representation, election process, body who formulates charge and to whom report is made, etc. 138 Faculty Handbook October 1, 2019 In addition to the committees listed in Table 6.1, the faculty of each unit (School, College, or Library) should elect its own governance body; examples are the COP Council and the Engineering Council. These unit

governance bodies are charged with establishing and approving unit policies, electing all faculty representatives from that unit, working jointly with the Dean of the unit to improve the unit and maintaining liaison with the all-University governance structure. For each committee description, the letters in parentheses following each committee name indicate whether it is a faculty (F), administration (A) or joint (J) committee and whether the membership is drawn from throughout the University (U) or from only the Stockton campus. (S) 139 Faculty Handbook October 1, 2019 TABLE 6.1 Overview of Committee Structure Committee Section Type Charged by Report to Voting Members Nominated by Elected by Terms Determination of Chair Academic Affairs Committee on Graduate 6.2.4 Faculty A C A C 15 Unit Unit 3 yr/over Comm Elect Academic Affairs Committee on 6.2.1 Faculty A C A C 13 Unit Unit 3 yr/over Comm Elect (faculty) Academic Facilities Improvement Committee 6.3.6 Joint Provost Provost 9 A C A C 3 yr/over Comm Elect (faculty) Academic Regulations Committee 6.4.1 Admin Provost Provost 15 Unit Unit 3 yr/over The Registrar Admissions and Financial Aid Committee 6.2.2 Faculty A C A C 12 Unit Unit 3 yr/over Comm Elect (faculty) Athletic Advisory Board 6.3.1 Joint President President 13 PRC Faculty 3 yr/over Appt by President Commencement Speakers Committee 6.3.7 Joint President President 9 A C A C 2 yr/over Comm Elect (faculty) Committee for Academic Planning and 6.2.3 Faculty A C A C 12 Unit Unit 3 yr/over Comm Elect (faculty) Council on Teacher Education 6.2.5 Faculty A C A C 11 Unit Unit 3 yr/over Comm Elect Educational Equity Programs 6.3.2 Joint Provost Provost 14 PRC A C 2 yr/over Appt by VPSL Faculty Compensation Committee 6.2.6 Faculty A C A C 9 Unit Unit 3 yr/over Comm Elect Faculty Grievance Committee 6.2.7 Faculty PRC Unit 16 PRC Faculty 3 yr/over Comm Elect Faculty Research Committee 6.2.8 Faculty A C A C 12 Unit Unit 3 yr/over Comm Elect General Education Committee 6.2.9 Faculty A C A C 14 Unit Unit 3 yr/over Comm Elect Information Strategy and Policy Committee 6.3.4 Joint Provost President 9 Appt by Pres A C 1 yr/over Provost Institutional Animal Care and Use Committee 6.4.7 Admin 8 Appt by Provost Provost Institutional Effectiveness Committee 6.3.8 Joint Provost 17 A C 3 yr/over Comm Elect (faculty) Institutional Priorities Committee 6.3.3 Joint President President 13 PRC A C 3 yr/over Provost Institutional Review Board 6.4.6 Admin International Programs and Services Committee 6.2.15 Faculty A C A C 11 Unit Unit 3 yr/over Comm Elect Library Committee 6.2.10 Faculty A C A C 13 Unit Unit 3 yr/over Comm Elect Professional Relations Committee 6.2.11 Faculty A C A C 8 A C Faculty 3 yr/over Comm Elect Promotions and Tenure Committee 6.2.17 Faculty Provost Provost 9 PRC Faculty 3 yr/over Comm Elect Strategic Planning Committee 6.3.9 Faculty A C A C 10 PRC A C 3 yr/over Appt by AC Chair Student Academic Grievance Board 6.2.12 Faculty A C Appr 7 PRC A C 3 yr/over Appt by AC Chair Student Conduct Review Board 6.4.2 Admin VPSL VPSL 21 A C VPSL 2 yr/over Comm Elects student Student Media Board 6.4.5 Admin A C A C 10 A C A C 3 yr/over VPSL Sustainability Committee 6.4.8 Joint Provost Provost 12 PRC Faculty 3yr/over Provost Technology in Education Committee (TEC) 6.2.16 Admin President President < ÿfiv'oj-j (5YL O H _____ S rrjd < > /d l- A c h ie A /e m e v Q '_____ PAPER ■HTE: (Choose only 1) SE M /\ R COM PLETED: S u m m e r % Project Thesis SUPERM SOR'S SIGNATURE OF APPROVAL Using the ERIC thesaurus, choose as many descriptors (5-7 m in im u m jw ^ crib ^ the contents of your paper 1 mo+i\/oAion 6 2 l e a m r g i 3 e\^vnn-^JAlar\/ educoi'tffvv, s 4 f ^ r V i c i p o i i o T o q ^ ^rwiironoWt' ABSTRACT: Two to three sentences that describe the contents of your paper Through on exomiroj-itsn, cf 4he reseorcX^ inWinsic moltVoAicY^ bean impofLrA- pari- schcol ^ucX^-tss. 3Vi5um.-W und€on\Ap. 'irrVi'n.sio mo-Vit/QiiigTL^ o n d ine^a-i-ivbly l - g - G r A i V i j , . A - Ü D \ \ e c - l i d > a < j r 4 h a ^ p f b m o i e \aViV\s\o ynno-Vi'\iaVib^ \s prese^ytV-efji Çsr c^y\^Xo\ erAuca4i^ ay\à 5 p e c \

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