

EEOB GRADUATE STUDENT HANDBOOK 2016-2017

Table of Contents:

Standing Committees of EEOB:	p. 2
The EEOB/Biology Graduate Student Association (BGSA)	p. 3
Outline of the Academic Program – PhD	p. 3
Outline of the Academic Program – Masters	p. 7
Financial Support	p. 9
Teaching Assistant Development Program (TADP)	p. 11
Classroom/Laboratory Safety	p. 11
Dealing with Cheating as a Teaching Assistant (TA)	p. 14
Outline of Target Dates for PhD Degree	p. 15
Advancing to Candidacy (PhD students)	p. 16
Outline of Target Dates for Masters Degree	p. 17
Final Steps to Masters Degree	p. 17
Appendix A: Course and Other Requirements for PhD	p. 18
Appendix B: Written Qualifying Exam Procedures for PhD	p. 19
Appendix C: Faculty Membership in EEOB and Faculty Research Interests	p. 20
Appendix D: EEOB Graduate Program Academic Appeals Procedures	p. 23

**GRADUATE PROGRAM IN EVOLUTION, ECOLOGY
AND ORGANISMAL BIOLOGY**

UNIVERSITY OF CALIFORNIA, RIVERSIDE

GRADUATE STUDENT HANDBOOK

2016-2017

Introduction

This handbook is designed to guide your progression as a graduate student in the Evolution, Ecology and Organismal Biology graduate program (EEOB) at the University of California, Riverside. The principal objective of the program is to train scientists with the broad perspectives, technical skills, initiative, and imagination that will lead to productive independent research careers in either academic or industrial settings.

Standing committees of the EEOB and current committee membership (Revised 10/23/14)

All affairs related to the EEOB graduate program are administered by the Program Director, the Graduate Advisor for Admissions, the Graduate Advisor for Continuing Students, and the following standing committees:

Chair

Michael Allen

Vice Chair

Morris Maduro

EEOB Graduate Student Advisor

Mark Springer

EEOB Recruitment Advisor

Tim Higham

JD SDSU Advisor

Tim Higham

Academic Planning

Leonard Nunney (Chair)

Kim Hammond

Morris Maduro (ex officio)

Marko Spasojevic

Helen Regan

Beverly McNeil (FAO)

Biology Undergraduate Advisors

Wendy Saltzman

Kurt Anderson (alternate)

Development/Fundraising/Newsletter/WEB

Ted Garland (chair)

Chris Clark

Alan Brelsford

Katie Johnson (EEOB GSA President)

Spieth Hall Vivarium Representatives

Ted Garland

Chris Clark

Wendy Saltzman

Beverly McNeil

Current Campus Vet

Teaching Assignment and TAAC

Morris Maduro (Chair & TAAC rep)

Chair (Mike) (ex officio)

EEOB TAAC representative (Wendy)

Oswaldo Osuna

Star Lee

Mike Fugate

Beverly McNeil

Jon Allen

Curriculum Committee/WASC

Rich Cardullo (Chair)

Kurt Anderson

Morris Maduro (ex officio)

Wendy Saltzman

Alan Brelsford

Mike Fugate

Star Lee

Moore Public Lecture

Kimberly Hammond
Richard Cardullo

Seminar Committee

Chris Clark
Marko Spasojevic

Space Committee and Facilities

Michael Allen
Beverly McNeil
Tim Higham
Kurt Anderson
Laurie Graham
Jon Allen

Representative to CNAS Executive Committee

Ted Garland

Student and Faculty Awards

Kim Hammond (chair)
Mark Chappell

Safety Committee

Dmitri Maslov
Estella Davalos
Beverly McNeil
Sabbatical or Leave
Kim Hammond (NSF)/fall
Helen Regan (CI)/fall
David Reznick (sabbatical)
Joel Sachs (sabbatical)
Administrative Position (Honors)
Rich Cardullo

The EEOB/Biology Graduate Student Association (BGSA)

Every EEOB graduate student is automatically a member of the EEOB/Biology Graduate Student Association (BGSA). The BGSA serves several purposes, such as promoting interactions among the graduate students, providing information about the department and the university to the graduate students, and representing graduate student concerns to the faculty and other campus organizations. The BGSA president serves as a liaison between the faculty and the graduate students, both by disseminating information to the students and by soliciting student opinions regarding departmental issues and policies. The BGSA facilitates unified action of the graduate students regarding issues that affect them. Issues of interest to our students are discussed during meetings held at least once per quarter, and these concerns are brought to the faculty's attention when appropriate. The BGSA also sends representatives to Graduate Student Council (GSC) meetings, who then report back to the other members. The BGSA president is elected each Spring by ballot, and other officers are elected during the first meeting in the Fall. For the 2016-2017 academic year, the BGSA president is Katie Johnson.

The Academic Program (PhD)

The PhD degree in EEOB requires demonstration of broad knowledge of Ecology, Evolutionary Biology or Organismal Biology; and substantive ability in original research. The general requirements are the same for each specialization and include, in approximate chronological order:

- completion of basic coursework and a first-year research project
- completion of three quarters of teaching
- passing the Written Qualifying Examination
- passing the Oral Qualifying Examination
- completion of research and preparation of the PhD Dissertation
- successful defense of the Dissertation through a final Oral Examination

Students are strongly encouraged to complete their degree in the five years that a financial package is offered. During the first two to three years, emphasis is on coursework, initiating research, and reading in preparation for, as well as completing the Written and Oral

qualifying examinations. The remaining years are devoted primarily to research and to the completion of the Dissertation, although students continue to participate in graduate seminars and may take additional coursework during this period.

Briefly, you are expected to achieve four major goals during your time in the program:

1) present the results of a first-year project; 2) pass the Written Examination; 3) prepare an original research proposal and pass the Oral Qualifying Examination, thereby advancing to candidacy; and 4) produce and file your Dissertation.

The following is a general timeline guide to achieving these goals and other requirements:

1. Meet with your Initial Guidance Committee as soon as possible in your first quarter of study. The Initial Guidance Committee is assigned by the Graduate Advisor for Recruitment on the basis of your perceived interests indicated in your statement of purpose provided with your application. The committee works with you to design an appropriate academic course of study for your degree plan and helps you select an appropriate major professor if you have not already selected one.

2. Complete first-year research project, and present your results in the subsequent Fall quarter (EEOB265 seminar). The first-year research experience has been formalized so that, at a minimum, the research units (e.g., EEOB 297) that most students take in their first year are more structured, ensuring that research is initiated from the start. Students in different laboratories will complete this research experience in different ways, depending upon the project, the type of research, and when the actual research can be accomplished. Students will choose a project, and it is not necessary that this research lead directly into the student's dissertation project. Some projects may lead to a publication, while others may not; a publication is not a required outcome. The final results will be presented to the EEOB program in the format of a 'contributed presentation' such as the style of those presented at a national meeting of a professional society. The number of first-year students in any given year makes it feasible for all students to present the results of their research during scheduled meetings of EEOB 265 in the Fall quarter of the student's second year.

3. Complete course requirements, including enrollment in two colloquia (one of which is EEOB 265) for a minimum of 5 quarters each prior to advancement and a minimum of 12 quarters each prior to degree completion. Students in the PhD program generally have completed a bachelor's degree in one of the biological sciences, with a preparation deemed equivalent to that required for the bachelor's degree from UCR. Students who are admitted to graduate standing with deficiencies in preparation may be required to take appropriate undergraduate courses. Below is a general guideline for course requirements of the program (also see Appendix A). This list is subject to change :

- Biology 400 (an entry course required of all new graduate students)
- At least one of the following courses:
 - EEOB 210 – Organismal Biology
 - EEOB 216 – The Theory of Evolution
 - EEOB 211 - Foundations of Ecology
- At least one additional four-unit graduate level courses (200 series) from an approved list of courses. This list currently includes:
 - EEOB 210 – Organismal Biology
 - EEOB 211 – Foundations of Ecology
 - EEOB 212 – Ecological Systems in Space and Time
 - EEOB 213 – Behavioral Ecology
 - EEOB 214 – Evolutionary Genetics

- EEOB 216 – The Theory of Evolution
- EEOB 217 – Advanced Population and Community Ecology
- EEOB 219 – Theory of Systematics
- EEOB 220 – Evolutionary Physiology
- BPSC 243 – Physiological Ecology
- BPSC 246 – Landscape Ecology
- BPSC 247 – Ecological Theory and Modeling
- ENSC 232 – Biogeochemistry
- CMDB 200 – Cell Biology
- CMDB 201 – Molecular Biology
- CMDB 202 – Developmental Biology
- ENTM 201 – Structure and Function of Insects
- A colloquium in the department or program of the student’s choice for a minimum of 5 quarters prior to advancement and for a minimum of 12 quarters prior to degree completion (e.g. BIOL 252)
- The “lunch bunch” colloquium (EEOB 265) for a minimum of 5 quarters prior to advancement and a minimum of 12 quarters prior to degree completion

4. Complete your teaching requirement. A minimum of three quarters of service as a Teaching Assistant is required for the PhD degree.

5. Take Written Qualifying Examination. The written qualifying examination consists of a synthetic review paper in the intended topic of the dissertation. The main purpose of the written exam is to permit evaluation of the student’s ability to identify meaningful research problems and design solutions for them. This review should encompass both the historical background and state of current research in this selected area. Work on the written exam may begin at any time, but the final written examination should be submitted by the end of the sixth quarter of residence (normally Spring quarter of the second year but earlier submissions are accepted). Please refer to Appendix B for detailed instructions on the written qualifying examination.

6. Take Oral Qualifying Examination and advance to candidacy. Before advancing to candidacy, the student must pass an oral examination conducted by a Qualifying Committee. This committee is nominated by the Graduate Advisor for Continuing Students in consultation with the student and prospective Chair of the Dissertation Committee (major professor) and is officially appointed by the Graduate Dean (see Appendix C for EEOB Faculty Members). The Qualifying Committee is comprised of five members, one of whom is a faculty member from outside the graduate program. The committee cannot include the student’s major professor. The committee evaluates a research proposal constructed by the PhD candidate and conducts the Oral Qualifying Examination. The Oral Qualifying Examination generally includes an oral presentation by the student and several rounds of questioning that test the PhD candidate’s knowledge and ability to successfully complete the proposed research. You must submit your committee nomination to the Graduate Student Affairs Officer at least one month prior to your oral examination.

The oral examination should be completed by the end of the seventh quarter of residence (normally Fall quarter of the third year) and absolutely no later than the end of the ninth quarter of residence (normally Spring quarter of the third year).

Note that Written and Oral Qualifying Exam results may be appealed in a limited set of circumstances; for details see Appendix D.

Following successful completion of the examination, the student is advanced to candidacy 5

for the PhD, and the Dissertation Committee Chair is formally appointed within 48 hours. The rest of the Dissertation Committee should be selected within one quarter from the time that the Examination takes place. The Dissertation Committee consists of the major professor and a minimum of two other faculty members selected on the basis of their ability to guide the research and writing of the dissertation. These members may be from Departments other than Biology, or even from another institution, with the Graduate Dean's approval. If a majority (i.e., two of three) of the Dissertation Committee is represented by spouses or domestic partners, a fourth committee member must be added to avoid conflicts of interest or the appearance of a conflict of interest. It is the responsibility of this committee to decide when data of sufficient quality and quantity have been gathered, analyzed, and interpreted competently, thus demonstrating proficiency in independent research.

7. Complete your Dissertation. Meet at least once annually with your Dissertation Committee to discuss your research progress and to redefine the goals and expectations necessary to complete your dissertation. The format of the dissertation is somewhat flexible, but must be approved by the Dissertation Committee and should conform to the formatting requirements of Graduate Division. A minimum of 30 days is required between submission of the written dissertation (including the abstract, introduction, all data chapters, and summary/conclusions) to the Dissertation Committee and the scheduling of the Final Oral Examination. This 30 day period should be sufficient for the Committee to read and provide comments on the dissertation, and for the student to complete major revisions. Upon returning the revised dissertation to the Dissertation Committee, the student should then work to schedule the Final Oral Examination. You should confirm in writing that each committee member has reviewed the dissertation and agrees that the defense can be scheduled. In the event of a disagreement between the student and his/her committee concerning the scheduling of the dissertation defense, the student may appeal in writing to the graduate advisor for continuing students.

A formal seminar, open to the academic community, will be required as part of the Final Oral Examination. The student is responsible for notifying the Student Affairs Officer of when and where the Final Oral Exam will take place. The Student Affairs Officer prepares the Report on Final Examination for the Degree of Doctor of Philosophy form and gives it to the Major Professor before the defense. In a public seminar, the candidate will be responsible for defending the dissertation in response to questions from the Dissertation Committee, other faculty, and students. Following the seminar and question period, the candidate will meet with the Dissertation Committee to answer additional questions and to receive the dissertation Committee's decision on the exam (fail, accepted as is, accepted pending minor revisions, or accepted pending major revisions). The committee will provide the student with written comments on the dissertation draft or other detailed instructions as to which parts of the dissertation require revision and how the revision should be accomplished. Minor revisions must be completed within 30 days from the Final Oral Exam and major revisions must be made within 90 days from the exam. Once the student has made appropriate revisions and the committee is satisfied with the dissertation, it is filed with the Graduate Division.

Please refer also to the timetables found at the end of this handbook.

Satisfactory Academic Progress

Because the PhD is a research degree, the University gives programs considerable latitude in establishing degree requirements. As stated above, in the EEOB Program the individual student's program of study is planned in consultation with her or his Guidance Committee, which supervises the student's progress prior to the appointment of the Dissertation Committee. After the student advances to candidacy, the Dissertation Committee oversees the student's progress in the final stages of his or her degree program.

Evaluations of progress are carried out each Spring by the student's major professor and their Guidance Committee or Dissertation Committee, depending upon whether or not the student has advanced to candidacy. All evaluations are reviewed by the Graduate Advisor for Continuing Students, who is responsible for making specific recommendations to the Graduate Division concerning the student's progress. The Graduate Advisor for Continuing Students may also approve exceptions to the normal time schedule occasioned by unusual circumstances. Students are notified in writing of the results of the annual evaluation, and copies are forwarded to the Graduate Division.

Unsatisfactory Academic Progress

It is hoped that you will make good progress in your degree program. Failing to do so will have serious consequences for your career in graduate school. If you do not reach deadlines such as qualifying exams in a timely fashion, if your GPA drops below the minimum level of 3.0, if you have 12 or more units of incomplete ("I") grades, or if your advisor feels that you are not advancing as you should, the Graduate Division can and will block your registration. Students that fail to make satisfactory academic progress may also be dismissed from the program. In addition, opportunities for receiving block grant money and other funding through the Department become severely limited.

The Academic Program (MS)

The MS degree is a research degree that requires the completion of a thesis. MS students generally concentrate on formal coursework during the first year and on research in the second year.

The MS degree requires completion of 36 units of courses. Twenty-four units must be in graduate courses (200 series) in biological sciences, where at least 12 must be in courses other than 290-299. The remaining 12 units can be taken either in the 100 or 200 series.

The following is a timeline guide for students pursuing the MS degree:

- 1. Meet with your Initial Guidance Committee as soon as possible** in your first quarter of study. The Initial Guidance Committee is assigned by the Graduate Advisor for Recruitment on the basis of your perceived interests indicated in your statement of purpose provided with your application. The committee works with you to design an appropriate academic course of study for your degree plan and helps you select an appropriate major professor.
- 2. In the first year, take basic coursework** in Evolutionary Biology, Ecology, or Physiology. Students who are admitted to graduate standing with deficiencies in preparation will be required to take appropriate undergraduate courses.
- 3. Plan and begin a research project by the end of the second quarter.** Select a faculty research sponsor and prepare a brief description of the proposed research to present to your Guidance Committee.
- 4. Initiate research by the third quarter.**
- 5. Meet with your Guidance Committee** during your third quarter in residence to discuss progress in the program.

6. Nominate a Thesis Committee. The Thesis Committee should be nominated by the end of the third quarter. It consists of the major professor and two other faculty members selected on the basis of their ability to guide the research and writing of the dissertation. These members may be from Departments other than Biology, or even from another institution, with the Graduate Dean's approval. If two members of the Dissertation Committee are spouses or domestic partners, a fourth committee member must be added to avoid conflicts of interest or the appearance of a conflict of interest.

7. Work on your thesis. Confer with your major professor regarding the format of your thesis. The format is somewhat flexible, but must meet with the approval of the Thesis Committee and the Graduate Division.

8. File your advancement paperwork prior to the first day of the quarter in which you intend to graduate. Please contact the Graduate Student Affairs Officer for additional information and to obtain the form.

9. Defend your thesis. Students are required to undergo a final oral examination in defense of the thesis.

Please also refer to the timetables found at the end of this handbook.

Satisfactory Academic Progress

As stated above, in the EEOB program the individual student's program of study is planned in consultation with his or her Thesis Committee, which supervises the student's progress.

Graduate Division mandates that all graduate students must be formally evaluated each Spring, culminating in submission of a formal, written evaluation containing specific recommendations concerning the student's progress. To initiate this process, each student is expected to meet with his or her advisory committee to review progress over the past year and set appropriate goals for the coming year. The initial Guidance Committee serves as the advisory committee for the student prior to advancement. Following this meeting, the advisory committee prepares an evaluation report for the Graduate Advisor for Continuing Students. Based on this evaluation, along with all other relevant aspects of the student's record such as TA evaluations and course grades, the Graduate Advisor for Continuing Students prepares an annual progress report for each student. The report serves as an evaluation of each student's success in the program and provides recommendations to ensure timely and successful completion of the program requirements. A copy of this report is distributed to the student, the student's major advisor, the student's permanent file, and Graduate Division.

Unsatisfactory Academic Progress

It is hoped that you will make good progress in your degree program. Failing to do so will have serious consequences for your career in graduate school. If your GPA drops below the minimum level of 3.00, if you have 12 or more units of Incomplete ("I") grades, or if your advisor feels that you are not advancing as you should, the Graduate Division can and will block your registration.

Continuing from the Master's to the Doctorate

Students who are enrolled in the MS program may petition to pursue the PhD degree. To do so, they must have the recommendation of the EEOB Graduate Committee for Continuing Students. Approval by the Graduate Committee for Continuing Students is not automatic; the committee determines on a case-by-case basis whether a student has the academic potential to succeed in the PhD program. This requirement for evaluating each student's potential and

academic fitness to proceed toward the PhD is enforced by the Graduate Division regardless of what the student's initial degree objective was. For further information on the process of petitioning to the PhD program, please see the Graduate Student Affairs Officer.

Graduate Division Requirements

For information on specific Graduate Division requirements, please refer to the UCR Graduate Student Handbook, published by the Graduate Division; to the Graduate Studies section of the University of California, Riverside General Catalog; and to the Graduate Division's World Wide Web site. That address is: <http://www.graduate.ucr.edu>.

Financial Support

The main sources of graduate student support in the EEOB program are Teaching Assistantships and Graduate Student Research Assistantships obtained through research grants awarded to the faculty. Students who enter the PhD program with strong undergraduate records are encouraged to apply for National Science Foundation or Howard Hughes Medical Institute fellowships. Students who have advanced to candidacy are encouraged to pursue funding in the form of training grants or fellowships. Other support is available through a variety of fellowships and grants from a number of university, state, and federal sources.

Departmental Financial Support

Teaching Assistantships (TAs): This is usually a 50% time commitment, meaning that you work 20 hours per week on average. The type of work varies according to the class. If it is a lab course, a 50% appointment means teaching two three-hour labs per week; if it is a discussion course that means leading four or five one-hour discussion sections. Appointments are made for one quarter at a time, meaning that you will receive three monthly paychecks for each appointment. Students with Teaching Assistantships receive a partial remission of fees and payment of the Graduate Student Health Insurance Program Fee.

Graduate Student Research Assistantships (GSRs): This is generally a 49% position, with somewhat more flexible hours than Teaching Assistantships, and may be more than half-time during Summer. These positions are usually supported by money from a particular professor's grant, and arrangements must be made through the professor one wishes to work with. Students with GSRs receive a partial remission of fees and payment of the Graduate Student Health Insurance Program Fee.

NOTE: TAs and GSRs must be making acceptable progress toward their degree objective, must be advanced to candidacy within 12 quarters after entry, and must have fewer than 12 units of incomplete grades. In addition, TAs and GSRs must maintain a 3.00 GPA. Also see: <http://graduate.ucr.edu/requirements.html>. Graduate students may not be employed more than 50% time or 20 hours per week during the academic year in any combination of appointments. During quarter breaks and in the Summer they may be employed full-time.

Summer support: A limited number of positions are available for teaching Biology courses each Summer. Priority for these assignments is generally given to PhD students who have advanced to candidacy. Payment of Summer teaching is through Summer Session Office.

Irwin W. Newell Graduate Research Fund: Awards from this fund are made for research, 9

travel to present research results (in a poster or talk) at national meetings of professional societies, and extramural coursework. Awards are limited to students currently enrolled in the MS or PhD programs of the Biology Department. For applications or further information, please contact the Graduate Student Affairs Officer.

Vaughan H. Shoemaker Graduate Fellowship: The Shoemaker Fellowship is awarded to graduate students doing experimental work in any area of organismal biology, ecology, evolution, or related supraorganismal fields. Generally the award is made each Spring to a qualifying graduate student. Highest priority is given to students in the PhD program who have advanced to candidacy.

Important FAFSA Information: Fellowship/Grant awards are paid from a variety of funding sources, some of which require socioeconomic and parental educational history and financial data. Students who accept fellowship and/or grant awards are required to complete the *Free Application for Federal Student Aid (FAFSA)*. FAFSA forms are available in the Biological Sciences Graduate Student Affairs Center and at the Graduate Division. Electronic filing is faster and available at: www.FAFSA.ed.gov If you expect to receive federal financial support (such as federal loans), you must file FAFSA every year (after you have prepared your federal tax return).

Other Sources of Financial Support

Graduate Division Financial Support

Fellowships UCR offers a variety of multi-year fellowship packages for incoming students that may include stipends for full or partial payment of tuition and fees, and appointment as TA or GSR. An applicant is judged on the basis of the quality of previous academic work, on the evidence of ability to do research and other creative accomplishments, and on promise of becoming a productive scholar. A contribution to the campus goal of achieving a diverse student body also may be a consideration. Applications are made through your major department by submitting the application for admission and the required supporting documents (letters of recommendation, transcripts, test scores, etc.). Deadline for consideration of fellowship awards is January 5.

Dissertation Research Grants provide funds to doctoral candidates for research expenses associated with the dissertation. Applicants must be advanced to candidacy and plan to be registered during the period of the award. These funds may not be used for preparing the dissertation copy or as a stipend for personal support. Contact the Graduate Division for applications.

Graduate Student Association (GSA) Minigrants help to pay the travel expenses of students who have been invited to present scholarly papers or posters at regional and national professional conferences. The program is administered by the Graduate Student Association and requires that departments agree to provide matching funds. Contact the GSA, at x2-3740 or www.gsa.ucr.edu, or the Graduate Student Affairs Officer for minigrant applications.

Extramural support

In addition to the fellowships, assistantships, grants, and loans administered by the University, graduate students may also be eligible for other types of support provided by federal agencies and private foundations. Organizations that have awarded fellowships and research support to UCR students include the National Science Foundation, UC-Mexus, National Institutes of Health, U.S. Public Health Service, U.S. Department of Education, Fulbright Program, Phi Beta Kappa Alumni Scholarships for International Scholars, and

Sigma Xi. If students wish to explore these sources of support for study, they should consult the *Annual Register of Grant Support* and other similar directories either at the reference department of the library or through the Financial Support section in the Graduate Division. There are also many sites on the World Wide Web devoted to various sources of aid for graduate students.

TEACHING ASSISTANT DEVELOPMENT PROGRAM (TADP)

UCR has a long history as a distinguished teaching campus and regards Teaching Assistant (TA) training as a crucial part of graduate instruction. The Teaching Assistant Development Program (TADP) sponsors activities designed to help TAs develop their teaching skills and to prepare them to be successful professors. Each Teaching Assistant is required to attend an orientation program. TADP oversees the quarterly student evaluations of TAs and sponsors annual awards for outstanding TAs. In addition, TADP has a mentor TA program, in which TAs of proven ability have the opportunity to mentor their less experienced colleagues.

TAs are exclusively represented by the United Auto Workers. Please see the Union web-site for information. www.uaw.com

CLASSROOM/LABORATORY SAFETY

You should familiarize yourself with the Biology IIPP (Injury, Illness and Prevention Program), the Department CHP (Chemical Hygiene Plan), and the Emergency Procedures for Spieth Hall/Biology. Copies are available in the BNN Business Office as well as in each major teaching and research laboratory.

1. Proper Attire in a Laboratory Environment - As a TA in a lab environment, you must set a good example for students. You are required to wear closed toe shoes, no sandals. Short shorts are not allowed. Wear eye protection when appropriate. Safety glasses should have side shields.
2. Laboratory Safety Training - As an employee of the University, you are required to attend Lab Safety Training provided by Environmental Health & Safety (EH&S). Please make arrangements through EH&S at x2-5528 to enroll in a session. You may also enroll on-line via the EH&S website: <http://www.ehs.ucr.edu/> . Please attend this training as soon as possible.
3. Classroom/Laboratory Accidents - Report all lab accidents to the business office. Fill out a "Report of Injury" form and give the completed form to staff in the business office. For minor cuts and abrasions, treat with first aid and send student to the Student Health Center. For major accidents, call 9911 Emergency. From the phone in the Teaching Labs, dial x2-5222 (Campus Police). Hallway and elevator phones are connected directly to Campus Police and may be used for any emergency. Use the shower and/or eye wash if necessary. In case of a serious injury, you should prepare an outline of the circumstances that led to the injury as well as your responses to the accident. This should be done as soon as possible after the class meeting so that the memory of the chain of events is clear in your mind. This outline should include as much detail as possible.

4. Small Chemical Spills - A spill kit is provided in each training laboratory. If a spill kit is not found in the lab on the first day of class, see the lab prep staff for the appropriate department. As a Teaching Assistant, be knowledgeable about hazardous materials used in the lab. Read the appropriate "Material Safety Data Sheet," commonly referred to as MSDS. In the event of a chemical or radioactive spill or laboratory accident resulting in a potential hazard to personnel or the environment, call EH&S at x2-5528 immediately. After hours/weekends, call University Police at x2-5222. In either case, responsible officials will be dispatched to you as soon as possible.
5. Right to Know Law - The "Material Safety Data Sheet" is required from vendors whenever chemicals are ordered. If such materials required an MSDS, it is sent to the ordering person and must be kept in the lab. The law stipulates that MSDS must be available to users of hazardous chemicals. See your faculty member for the binder or Environmental Health & Safety (x2-5528) for the materials if you have any questions. **While working with hazardous materials (chemicals, micro-organisms or isotopes) in the teaching lab, your knowledge and familiarity with these materials is extremely important! In the event of an accident, your knowledge and understanding of the hazards associated with these materials will determine the appropriate response and, most importantly, may prevent injury to your students and yourself.**
6. Emergency Evacuation Procedures - Refer to the evacuation procedures in the "Emergency Procedures for " located in each laboratory. Know the best evacuation route. Bring your list of students with you. Assist those who need help. Shut the door where room is located. Guide your students to the designated assembly area and check in with your Building Supervisor for Emergency Conditions (BSEC). Remain in assembly area and await further instructions.
7. Disposing of Hazardous Waste

Glass: Each lab facility has a separate trash container labeled "GLASS ONLY." Place glass in these containers.

Sharps: Other sharp objects (i.e., razor blades, etc.) are to be disposed of in designated containers only!

Recyclable: Please deposit waste in proper containers. ("Recyclable" waste consists of paper, cardboard, etc. No food wrappers should be put into these containers.)

Non-recyclable: Please deposit waste accordingly into proper containers.

Organic Waste/Animals: Carcasses and/or other animal materials must be double-bagged in plastic and deposited in the freezer in the incinerator room (Spieth 328) located in the basement of Spieth Hall. Carcasses contaminated with infectious organisms must be sterilized before they are packaged and placed in the freezer. Check with your faculty advisor or Environmental Health & Safety about the method to be used to sterilize the carcasses. DO NOT USE YOUR OWN METHOD. Consult with your faculty advisor should you have any questions regarding the proper disposal of animal carcasses.

Chemical Waste: Note that laws exist that regulate disposal of hazardous material; disposal of "unknowns" is prohibited. To minimize unknowns, it is strongly recommended that you label and date the items and dispose of them before labels peel off or become illegible. Non-radioactive, hazardous waste must be placed in containers

marked with the identity of the material. Also, the "Chemical Storage/Disposal Record" of Environmental Health & Safety must be completed, and is available in the Business Office. Use of radioactive materials requires users to obtain a permit through Environmental Health & Safety (see your faculty advisor). Environmental Health & Safety issues special containers to dispose of radioactive waste. Again, consult the Department Chemical Hygiene Plan and Radioactive Waste Manuals.

Microorganisms: When human pathogens are used, and you are located in Spieth Hall, check with Biology Department Lab Prep. If you are in another building, please check with the Safety Compliance Coordinator for that department.

Syringes: Laws establish procedures for purchasing, storing, using, and disposing of syringes. Teaching Assistants and lab workers should be particularly careful about accountability and use of syringes in lab courses and projects under their supervision. Syringes and needles shall be stored under lock and key. After use, a hypodermic safety device should be used to destroy the needle and the plastic barrel. Broken syringes must be double-bagged and labeled "CAUTION." Place the labeled bag into the broken glass container, or other designated container, for disposal by the custodian.

DEALING WITH CHEATING AS A TEACHING ASSISTANT

1. The final responsibility for monitoring of examinations rests with the instructor in charge of the course. A faculty member should be present or immediately available if TAs are proctoring exams. There should always be at least two proctors in the room. If additional proctors are needed, an attempt to arrange for faculty or TAs not assigned to the course to serve in this capacity will be made.
2. Proctors should attempt to minimize the opportunity (temptation) for cheating:
 - a. Clearly announce the expected disposition of books, papers, etc. (if they are allowed in the examination room). Make the consequences of violation of the announced procedure clear (see #3 below).
 - b. Space students as far apart as possible.
 - c. Use randomized seating arrangements, seating charts, or multiple versions of exams if appropriate.
 - d. Ask students to move to a different seat if suspicious behavior is observed.
3. If suspicious behavior is observed, it should be confirmed by another instructor/TA, if possible. Suspicious materials present at an examination (i.e., notes, open books not used or disposed of according to announced policy; see #2a) should be taken by the instructor (or by the TA and turned over to the instructor). If suspected of cheating, a student should be informed by the instructor as soon as possible. It is up to the discretion of the instructor whether a student should be allowed to finish an examination if he/she is suspected of cheating. TAs SHOULD NOT MAKE SUCH A DECISION. These incidents should immediately be reported to the Department Chair and the Department Administrator.

We hope this document is helpful and that you enjoy your graduate studies in the Evolution, Ecology and Organismal Biology Graduate Program.

Outline of Target Dates for PhD degree

Name _____

Chair of Guidance Committee _____

Entered degree program _____

	<u>Target Date</u>	<u>Date Completed:</u>
Year 1		
Meet with Guidance Committee	first quarter	_____
Start First-Year Research Project	first quarter	_____
Meet with Guidance Committee	third quarter	_____
Annual review of progress by Graduate Advisor for Continuing Students (GACS)	third quarter	_____
Year 2		
Present First-Year Research Project	Fall quarter	_____
Annual review of progress by GACS	Spring quarter	_____
Written qualifying examination	Spring quarter	_____
Meet with Guidance Committee	Spring quarter	_____
Name Qualifying Committee	Spring quarter	_____
Year 3		
Meet with Qualifying Committee members	Fall quarter	_____
Oral qualifying examination	Fall quarter	_____
Choose Dissertation Committee Chair within 48 hours of passing Oral Exam and fill Dissertation Committee	Fall quarter	_____
Annual review of progress by GACS	Spring quarter	_____
Year 4		
Meet with Dissertation Committee	Fall quarter	_____
Annual review of progress by GACS	Spring quarter	_____
Year 5		
Meet with Dissertation Committee	Fall quarter	_____
Dissertation to committee	Winter quarter	_____
Annual review of progress by GACS	Spring quarter	_____
Defend dissertation	Spring quarter	_____

Advancing to Candidacy PhD students

- Nominate Qualifying Committee. Notify the Graduate Student Affairs Officer of the date and time of the exam and who the members of the committee will be. This should be done at least four weeks prior to the Qualifying Examination, and must be done two weeks prior. The Graduate Student Affairs Officer will prepare the Nomination of Qualifying Exam Committee form (Graduate Division Form 2) and forward to Graduate Division for approval.

- The Graduate Student Affairs Officer prepares the Report of Departmental Requirements for the PhD degree, which certifies that the student has fulfilled all course requirements and notes any remaining requirements. This form must be approved by the Graduate Advisor for Continuing Students and is then forwarded to Graduate Division, by the Graduate Student Affairs Officer.

- The Graduate Student Affairs Officer will prepare the Report of the Qualifying Examination form (Graduate Division Form 3) and give the form and the student's academic file to the Chair of the student's Qualifying Committee the day before the exam.

- Upon completion of the exam, the committee Chair obtains the committee members' signatures on the Report and returns it and the student's file to the Graduate Student Affairs Officer, who then forwards it to the Graduate Division. This must be done within 48 hours after the exam is completed. Advancement paperwork is then processed. Once completed, the student is charged a \$90.00 fee that will later be used to archive the student's dissertation.

- The Dissertation Committee Chair (and the rest of the committee, if possible) must be named at the time of the Oral Qualifying Examination. If only the Dissertation Committee Chair is nominated at this time, then the remainder of the committee must be named within one quarter to avoid any registration holds on the student's account from the Graduate Division.

Outline of Target Dates for MS degree

Name _____

Chair of Guidance Committee _____

Entered degree program _____

	<u>Target Date</u>	<u>Date Completed:</u>
Year 1		
Meet with Guidance Committee	first quarter	_____
Select a faculty research supervisor	second quarter	_____
Plan research project	second quarter	_____
Initiate research	third quarter	_____
Select Thesis Committee Members	end of third quarter	_____
Meet with Thesis Committee	third quarter	_____
Annual review of progress by Graduate Advisor for Continuing Students (GACS)	third quarter	_____
Year 2		
Thesis to committee	fifth quarter	_____
File advancement to candidacy paperwork	end of fifth quarter	_____
Annual review of progress by GACS	sixth quarter	_____
Defend thesis	sixth quarter	_____

Final Steps to MS degree

In your final quarter as a student in the MS program:

- Have your Thesis Committee review a draft of your thesis
- Defend your thesis

Appendix A: Course and other Requirements for the PhD Degree in Evolution, Ecology, and Organismal Biology

Introductory Course:	EEOB 400 Introduction to Graduate Studies at UCR
1st-Year Research Project:	Complete 1 st -year Research Project and present your work in EEOB265 the following Fall
One Foundational Course:	Take one of the following Foundational Courses: EEOB 210 – Organismal Biology EEOB 216 – The Theory of Evolution EEOB 211 - Foundations of Ecology
One Additional 4 Unit 200 Series Course:	Take one of the following 200 Series Courses in addition to the Foundational Course above: EEOB 210 – Organismal Biology EEOB 211 – Foundations of Ecology EEOB 212 – Ecological Systems in Space and Time EEOB 213 – Behavioral Ecology EEOB 214 – Evolutionary Genetics EEOB 216 – The Theory of Evolution EEOB 217 – Advanced Population and Community Ecology EEOB 219 – Theory of Systematics EEOB 220 – Evolutionary Physiology BPSC 243 – Physiological Ecology BPSC 246 – Landscape Ecology BPSC 247 – Ecological Theory and Modeling ENSC 232 – Biogeochemistry CMDB 200 – Cell Biology CMDB 201 – Molecular Biology CMDB 202 – Developmental Biology ENTM 201 – Structure and Function of Insects
Two Colloquia:	Take two colloquia, each for a minimum of 5 quarters prior to advancement to candidacy and each for a total of 12 quarters prior to completion of the doctoral degree. 1) BIOL 252 General Colloquium in Biology or another disciplinary colloquium 2) EEOB 265 Advances in Population and Evolutionary Biology (“Lunch Bunch”)
Written Qualifying Exam Due Date:	Papers can be submitted no later than the end of week 8 of any academic quarter and no later than the end of the eighth week of the Spring quarter of the second year in the Ph.D. program. Students must inform the Chair of the Faculty Written Exam Committee at the beginning of the quarter of their intention to submit their written exam. Resubmissions will be required no later than week 8 of the Fall quarter of the third year.
Written Qualifying Exam Format:	Synthetic review paper. Maximum length of 15 pages double spaced (~4500 words) excluding tables, figures, and citations; Times Roman 12 point font (or the equivalent in size and clarity), left-justified, with 1” margins all around. Give citations in the text by name and date (not by number). See Appendix B for more details.
Written Qualifying Exam Evaluation:	Submitted reviews will be circulated to the faculty Review Committee. The Review Committee will evaluate written exams with input from other EEOB faculty.
Written Qualifying Exam Results:	If a review shows that a student is ready to proceed to develop a more specific research plan, then the student will be encouraged to prepare for the Oral examination. Alternatively, if there are serious flaws in the review, the Review Committee may decide either to allow one resubmission, or not to allow resubmission.
Oral Qualifying Exam:	Typically follows within a few months after successfully completing the written exam and should be completed no later than the end of the ninth quarter of residence (usually Spring quarter of the third year).
Appeals Procedure for Written and Oral Exams:	In a certain limited number of circumstances, students may appeal the outcome of a written or oral qualifying exam (see Appendix D for details).

Appendix B: Written Qualifying Examination Procedures for the PhD Degree in Evolution, Ecology, and Organismal Biology

The purpose of the written qualifying examination is to determine if students have enough background knowledge and understanding of their area of research to prepare a meaningful and feasible dissertation. To that end, students are required to prepare a synthetic review on the intended topic of the dissertation. This review will contain the conceptual framework for the dissertation research and place it in an appropriate and broad background of their area of research as a whole. The intended audience is scientists in all fields of evolution, ecology, and organismal biology, as will be the case for many grant proposals, so it is particularly important to make clear the significance of the questions being asked. The synthetic review is not merely a summary of papers, but a focused synthesis and critical review of the accomplishments in the area that emphasizes the unanswered questions and thus defines the area of dissertation research.

The synthetic review has a maximum length of 15 pages double-spaced (approximately 4500 words), excluding tables, figures, and citations. It shall be prepared in Times Roman 12 point font (or the equivalent in size and clarity), left-justified, with 1” margins all around. Give citations in the text by name and date (not by number).

The writing of the synthetic review should be in the hands of the student alone, without benefit of editing by faculty or others. However, it is understood that the development of students’ ideas **up to the point of writing the review** involves consultation and discussion with faculty and other students, which is encouraged.

It is expected that the major papers and books in an area will be used to write the review. Emphasizing the historical development of the ideas, the review should focus on the conceptual framework of the topic, and conclude with a discussion of the research questions that will comprise the dissertation. The paper should explicitly answer the following:

- 1. What are the big questions in the area of interest?**
- 2. How have they been approached previously?**
- 3. What is needed now to advance our understanding in this area?**
- 4. How will the proposed work address this need?**

The review should not dwell on methodology; this is not a proposal to a granting agency which is already familiar with the issues. Similarly, there is no need to discuss the structure of the dissertation. If the student has done preliminary research, this is all to the good, but the focus of the paper is not on the details of how the research will be performed but on why the questions to be asked are important and interesting, and their intellectual and conceptual context.

Submitted reviews will be circulated to the faculty Written Exam Committee, with individual faculty members leading discussion of each paper and writing a summary of the committee's evaluation for the students. If a review shows that a student is ready to proceed to develop a more specific research plan, then the student will be encouraged to prepare for the Oral examination. Alternatively, if there are serious flaws in the review, the Review Committee may decide either to allow one resubmission, or not to allow resubmission. In a certain limited number of circumstances, a student may appeal the outcome of a written qualifying exam (see Appendix D for details).

Reviews can be submitted no later than the end of Week 8 of any academic quarter and no later than the end of the eighth week of the spring quarter of the second year in the Ph.D. program (due Friday, 12:00 midnight, local time). **If the strict deadline is missed, this is considered a failed written exam.** Students must inform the chair of the Review Committee of their intention to submit their synthetic review at the beginning of the quarter in which they plan to submit. Resubmissions will be required no later than Week 8 of the Fall Quarter of the third year.

Appendix C: Faculty Membership in EEOB

The graduate program in Evolution, Ecology, and Organismal Biology is administered by the Department of Biology. Membership includes faculty members in the Department of Biology and Cooperating Faculty Members (CFMs) who apply for membership to the Department of Biology (renewal every 2 years) following the guidelines approved by Executive Vice Chancellor David Warren on June 2, 1995.

Biology Faculty in EEOB	Cooperating Faculty in EEOB
<ol style="list-style-type: none"> 1. Michael F. Allen 2. Kurt Anderson 3. Richard A. Cardullo 4. Mark A. Chappell 5. Christopher Clark 6. Daphne Fairbairn 7. Theodore Garland, Jr. 8. John Gatesy 9. Kimberly A. Hammond 10. Cheryl Y. Hayashi 11. Tim E. Higham 12. Morris Maduro 13. Dmitri Maslov 14. Leonard P. Nunney 15. Jonah Piovia-Scott 16. Helen Regan 17. David N. Reznick 18. Derek A. Roff 19. Joel Sachs 20. Wendy Saltzman 21. Mark S. Springer 	<ol style="list-style-type: none"> 22. Edith B. Allen (Botany and Plant Sciences) 23. Emma Aronson (Plant Pathology) 24. Ring T. Carde (Entomology) 25. Matthew Daugherty (Entomology) 26. Mary L. Droser (Earth Sciences) 27. Norman Ellstrand (Botany and Plant Sciences) 28. J. Daniel Hare (Entomology) 29. John M. Heraty (Entomology) 30. Nigel C. Hughes (Earth Sciences) 31. Darrel Jenerette (Botany and Plant Sciences) 32. Timothy D. Paine (Entomology) 33. Khaleel Razak (Psychology) 34. Richard A. Redak (Entomology) 35. Louis S. Santiago (Botany and Plant Sciences) 36. Jason Stajich (Plant Pathology and Microbiology) 37. William E. Walton (Entomology) 38. Bradley White (Entomology)

EEOB Faculty Interests:

Edith Allen: Effects of invasive species on native vegetation, weed competition and succession, restoration ecology and mycorrhizal fungi, effects of urbanization and agriculture on native ecosystems

Michael F. Allen: Ecosystem and community dynamics in restored and conserved wildlands under changing environmental conditions; soil biology

Kurt Anderson: Responses of stream populations to multi-scale spatial environmental variation, spatially-explicit consumer-resource interactions in streams and agricultural plant-herbivore systems, linking individual behavior to population-level dispersal patterns in fish and birds, and meta-analyses of the strengths of trophic cascades across environments

Emma Aronson: Microbial ecology, ecosystem ecology, biogeochemical cycling, microbial invasive species.

Ring Carde: Principal model systems are male moth orientation to pheromone and female mosquito orientation to odors from prospective hosts and oviposition sites

Richard Cardullo: Receptor and membrane biophysics; signaling events in mammalian gametes during fertilization between sperm and egg: characterization of egg-associated proteins with complementary receptors on the sperm surface, dynamics of the sperm plasma membrane during fertilization, initiation and characterization of signal transduction pathways leading to the exocytosis of the acrosomal vesicle from sperm.

Mark A. Chappell: Physiological ecology & behavior, energetics, thermoregulation, reproductive effort

Christopher Clark: Courtship displays, bird flight, aeroacoustics of animal flight, and hummingbirds. Research foci include the biomechanics of how feathers make sound (e.g. during displays), and the biomechanics of 'athletic' courtship displays. Major equipment includes outdoor aviaries, and an aeroacoustic (i.e. silent) wind tunnel.

Matthew Daugherty: Population biology, pest and disease management, quantitative ecology

Mary Droser: Evolutionary paleoecology, paleoecology of the Precambrian-Cambrian and Ordovician radiations, Phanerozoic trends in ecospace utilization, Cambrian and Ordovician of the Great Basin

Norman Ellstrand: Applied plant population genetics with emphasis on gene flow and its role in evolution of invasiveness, extinction by hybridization, and adventitious presence of transgenes

Daphne Fairbairn: Evolutionary ecology of sexual selection and sexual dimorphism

Theodore Garland, Jr.: Evolutionary biology and physiology, with emphasis on the evolution of complex phenotypes

John Gatesy: Biodiversity, phylogenetics, and the evolutionary processes that produce biodiversity

Kimberly Hammond: Animal physiological ecology and evolutionary physiology

Daniel Hare: Evolutionary biology, the process of adaptation; the interactions between plants, their insect herbivores, and their natural enemies

Cheryl Hayashi: Evolutionary genetics, phylogeny, and the function of spider silk proteins

John Heraty: Systematics, phylogeny and biogeography of Chalcidoidea (Hymenoptera)

Tim Higham: How animals function mechanically and physiologically in their environments, with emphasis on the biomechanics, muscle physiology and functional morphology of locomotion and feeding in vertebrates. Since physiological mechanisms have been modified over major evolutionary transitions in vertebrate ecology, mechanical analyses are coupled with evolutionary and ecological perspectives.

Nigel Hughes: Trilobite paleobiology; Lower Paleozoic paleogeography and tectonics

Darrel Jenerette: Ecological scaling, coupled biogeochemical cycles, terrestrial aquatic linkages, ecosystem responses to altered precipitation regimes, societal-biophysical interactions

Morris Maduro: Developmental mechanisms of cell fate specification in the nematode *C. elegans*

Dmitri A. Maslov: Molecular biology and parasitology; mitochondrial gene expression in kinetoplastid protozoa; evolution of RNA editing

Leonard P. Nunney: Population and conservation genetics; levels of selection; *Drosophila* ecology

Timothy Paine: Biology and ecology of the herbivorous insects through studies of their interactions with host plants, competitors, and natural enemies; determine the influence of environmental stress on those interactions

Jonah Piovia-Scott: Community ecology, with an emphasis on species interactions and connections between ecosystems. Current study systems include Bahamian islands, where I study the effects of marine detritus on the structure and dynamics of terrestrial food webs, and mountain lakes in northern California, where I study interactions between a fungal pathogen and its amphibian hosts.

Khaleel Abdul Razak: The development of sensory processing; the development of both sound localization and echolocation behaviors in the pallid bat

Richard Redak: Interactions between insect herbivores and their host plants

Helen Regan: Areas of interest include treatments of uncertainty in conservation, ecology and risk assessment, population viability analysis of endangered and threatened species, and formal decision making for conservation management

David N. Reznick: Evolution and population biology; life-history evolution in guppies

Derek Roff: Theoretical and empirical studies of population and quantitative genetics, life-history, and the importance of trade-offs in shaping life history evolution

Joel Sachs: The evolution of cooperation and conflict with an emphasis on rhizobial bacteria; conceptual frameworks for understanding the evolutionary origins, maintenance and breakdown of cooperative systems

Wendy Saltzman: Behavioral endocrinology, especially the bidirectional interactions between hormones and social behavior in mammals

Louis Santiago: Environmental physiology, ecosystem science, evolutionary physiology, stable isotopes, and tropical biology

Mark S. Springer: Evolution of transposable elements in echinoids; mammalian molecular systematics; molecular clocks

Jason Stajich: Population and evolutionary genomics of fungi

William Walton: Ecology in natural and man-made wetlands with an emphasis on mosquitoes, and bacteria used as an environmentally friendly method for controlling mosquitoes

Bradley White: Evolutionary genomics of mosquitoes

Appendix D: EEOB Graduate Program Academic Appeals Procedures

1. **Purpose and Scope:** This procedure enables current and former graduate students to appeal academic decisions including outcomes of comprehensive written and qualifying exams. Applicants denied admission to a program may not use this procedure and instead will be referred to the admissions office of the Graduate Division. This procedure excludes complaints regarding grades, academic integrity and discipline, employment, benefits, and auxiliary student services (such as housing and child care). In some circumstances, this procedure may be used to address complaints regarding violations of campus non-discrimination policies, to the extent that a documented discriminatory act has affected a student's academic progress (for details, see http://graduate.ucr.edu/dispute_resolution.html).

a. Grade disputes must be appealed under the Academic Senate Bylaw R5, Procedures for the Appeal of Grades (http://senate.ucr.edu/bylaws/?action=read_bylaws&code=r§ion=05).

b. For academic integrity disputes involving graduate students, see the Academic Senate Bylaw 6 (http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app§ion=06)

c. For disputes involving graduate student academic employment, see the Employment Issues section of http://graduate.ucr.edu/dispute_resolution.html

d. For other non-academic issues, the student may be referred to the campus Ombuds (<http://ombudsperson.ucr.edu/>) and/or the Office of Administrative Resolution (<http://conflictresolution.ucr.edu/>).

2. **Access to Academic Records:** Pursuant to FERPA requirements, students are entitled to immediate access to academic records stored in his or her academic file. Students also are entitled to a review of faculty evaluations of their work, such as faculty comments on qualifying exams, and to have those actions explained to them by the relevant faculty.

3. **Informal and Formal Resolution:** As a first step in an appeals procedure, students are strongly encouraged to pursue informal resolution of disputes over academic decisions before resorting to a formal appeal. Informal resolution involves further oral communication among the affected parties (e.g., a student and the chair of his/her exam committee), perhaps in the presence of a third party if desired. Absent an informal resolution, a formal complaint must be initiated in writing.

4. **Formal Appeal Initiation:** The formal appeals procedure defines what constitutes a valid appeal.

a. Only current and former graduate students and faculty members in the program may use this procedure.

b. The formal appeal must be addressed to in writing to the EEOB Graduate Advisor for Continuing Students. If the student perceives a conflict of interest with the Graduate Advisor, the appeal may be addressed instead to the EEOB Director. The appeal must be addressed to one or the other of these program officers.

c. The appeal must include a written statement that lays out the grounds for the

appeal, and any supporting documentation.

d. The appeal must be initiated within 30 calendar days from the day the student knew or reasonably should have known about the action generating the complaint, excluding campus holidays, intersession periods, and summer session.

e. The valid grounds on which a student may base an appeal are confined to three areas: (1) evidence of procedural error and/or (2) evidence of non-academic criteria being used to evaluate academic work, including personal bias and violations of the campus nondiscrimination policy and/or (3) special mitigating circumstances beyond the student's control not properly taken into account in a decision affecting the student's academic progress.

5. **Investigation and Record Keeping:**

a. Appeals will be heard by a hearing panel. The EEOB Graduate Advisor for Continuing Students or the EEOB Director (see 4.b. above) will chair the hearing panel and will appoint two additional members to the panel from the EEOB Committee for Continuing Students. Only faculty who were not involved in making the decision under appeal may sit on this panel. The hearing panel will first determine the validity of the appeal (under section 4) and if the appeal is valid, will make a decision on the merits of the appeal as well as any remedy.

b. The faculty hearing panel will review the written complaint and submitted materials, afford the opportunity for the affected parties to meet separately with the hearing panel, and make any appropriate efforts to interview witnesses or other parties and discover information relevant to the decisions.

c. The panel may not change an exam result, though it may be allowed to deem the result invalid, which means that a "fail" grade cannot be turned into a "pass" grade by the hearing panel (or vice versa). The hearing panel may only determine that the exam was invalid, and the student will be allowed to retake the exam at a future date.

d. The panel will make a decision and notify the appellant of the outcome within 60 days of the initiation of the formal complaint.

e. A written summary of the investigation and the conclusion reached pursuant to the investigation will be kept in the student's academic file. If the appeal is supported, prompt corrective action will be taken.

6. **Notice to Parties:** The complainant and any parties complained of will be promptly informed in writing of the outcome of the investigation and any corrective action taken.

7. **Appeal Procedure:** All affected parties have the opportunity to appeal academic decisions made at the program level (including appeals decisions) to the Graduate Dean (http://graduate.ucr.edu/dispute_resolution.html).

8. **Timeframes:** All timeframes are defined in terms of calendar days, excluding campus holidays, inter-session, and summer session, starting on the day the student either knew or reasonably should have known of the actions leading to the complaint.