

COMMITTEE FOR DIVERSITY AND EQUITY (D&E)**Tuesday, October 20, 2015****12:00 – 1:00 pm****KL 362****Documents available on UC Merced Box: [Diversity & Equity AY 15-16](#)****I. Chair's Report – Tanya Golash-Boza**

- A. October 8 PROC meeting
- B. October 12 Division Council meeting
- C. October 15 UCAAD meeting

II. Consent Calendar

- A. September 21 meeting minutes **Pg. 1-6**

III. Director of Campus Climate – De Acker

Director Acker, formerly the campus Ombuds, will speak to the committee about her new role and its relevance to the committee.

IV. Vice Provost for Faculty Report – Gregg Camfield **Pg. 7-10****Contributions to Diversity Guidelines**

At the September 21 meeting, the committee agreed that it would send a memo to Division Council and the VPF to recommend that diversity statements should be required by all schools. This memo was to include examples of boilerplate language that schools can use in recruitment. Subsequent to this meeting, the VPF announced that it was decided all schools would require a diversity statement. It was agreed that the D&E committee would provide input on the draft guidelines written by the Academic Personnel office has a tool for faculty candidates. The draft guidelines are appended to this meeting packet.

Action requested: D&E to review the draft guidelines and provide input to VPF Camfield

V. Faculty Equity Advisors - Tanya Golash-Boza

At the September 21 meeting, the committee identified three phases in the process to establish faculty equity advisors at UCM: 1) establish diversity statements as a requirement across the schools; 2) identify one or two faculty members in each school to act as an equity advisor, and 3) appoint one faculty member in each search committee to serve as an equity advisor for that search.

Discussion: As phase one is now moving toward implementation, D&E to discuss phase two – the identification of faculty members in each school.

VI. Campus Review Items Pg. 11-17

A. Revised MAPP. This latest revision pertains to the L(P)SOE series. Note: CAP is the lead reviewer.

Action requested: D&E to review the revised section of the MAPP and provide any comments to the Senate Chair by November 2.

B. Academic Degree Policy Pg. 18-26

This policy was proposed by the joint Senate-Administration Academic Degree Programs Working Group. This working group was established at the request of Provost/EVC Peterson. Note: GC and UGC are the lead reviewers.

Action requested: D&E to review the academic degree policy for any diversity and equity implications and send any comments to the Senate Chair by December 1.

VII. Other Business

Committee for Diversity and Equity (D&E)
Minutes of Meeting
September 21, 2015

Pursuant to call, the Committee for Diversity and Equity met at 2:30 pm on September 21, 2015 in Room 324 of the Kolligian Library, Chair Tanya Golash-Boza presiding.

I. Chair's Report

--Chair Golash-Boza welcomed members and provided a brief background on the functions of this committee. In AY 12-13, the committee was known as the Committee on Faculty Welfare. In AY 13-14, the committee assumed additional functions and responsibilities; consequently, its name was changed to the Committee on Faculty Welfare, Diversity, and Academic Freedom. At the end of the last academic year, Division Council approved the split of the committee into two, new standing committees: the Committee on Faculty Welfare and Academic Freedom and the Committee for Diversity and Equity.

Chair Golash-Boza will represent D&E at systemwide meetings of the University Committee on Affirmative Action and Diversity and will debrief D&E accordingly.

II. Systemwide Review Items

--Proposed modification to Senate Bylaw 140: changing the systemwide committee name from the Committee on Affirmative Action and Diversity to the Committee on Affirmative Action, Diversity, and Equity.

ACTION: D&E endorsed the proposed modification. A memo will be sent to the Senate Chair.

--Proposed modification to Senate Regulations 417 and 621 pertaining to "community" college coursework and proposed modification to Senate Regulation 621 pertaining to the expansion of the statement of standardized examination credit.

ACTION: D&E had no comments and the Senate Chair will be notified.

III. Endowed Chairs

Last year, the former Committee on Faculty Welfare, Diversity, and Academic Freedom submitted a memo to Division Council, pointing out the lack of gender and ethnic diversity in UCM's endowed chairships. The memo was discussed at the September 14 Division Council meeting.

After a brief discussion, D&E members decided to review the Endowed Chairs section of the MAPP and recommend revisions. The recommendations will be sent to Division Council and the Vice Provost for Faculty (VPF). D&E members will decide whether the MAPP revisions encompass all of the recommendations they have or if additional steps should be taken to ensure equity in the selection of endowed chairs.

ACTION: APO Advance Coordinator Morales will email D&E analyst the relevant section of the MAPP for distribution to committee members. Committee members will address this issue via email and it will be added to the October meeting agenda for further discussion.

IV. Diversity Statements in Faculty Recruitment

The School of Natural Sciences requires all faculty candidates to submit a diversity statement as part of their application. VPF Camfield and AP Coordinator Morales related that the AP Recruit system contains a dedicated space for including a diversity statement. UC Irvine and UC San Diego have useful guidelines on this subject.

ACTION: D&E will send a memo to Division Council and the VPF to recommend that diversity statements should be required by all schools. This memo will include examples of boilerplate language that schools can use in recruitment.

V. Faculty Equity Advisors

UCB, UCI, UCLA, and UCSD currently have faculty equity advisors. The Advisors have four roles with regard to faculty hires: 1) Advise search committees on recruitment strategies, 2) Review candidate pool for searches, 3) Address climate issues, and 4) Approve search short list before campus visits are allowed.

D&E members held a discussion on whether UCM should appoint faculty equity advisors. A suggestion was raised that one or two faculty members in each school could be identified as an advisor and he/she would undergo a brief training. The faculty member would then meet with search committees in each unit of the particular school and discuss the processes surrounding diversity in faculty applicant pools. However, this faculty member would have to be compensated in some way and it is an additional service burden.

The VPF suggested inviting a systemwide consultant on diversity to UCM and conduct a training session on diversity in faculty searches.

D&E members agreed that this would represent a culture change and should be introduced in phases. Phase 1 would be to establish diversity statements as a requirement across the schools. The next phase would be to identify one or two faculty members in each school to act as an equity advisor. Phase 3 would be to appoint one faculty member in each search committee to serve as an equity advisor for that search.

VI. Diversity Initiatives for Graduate Students

Prior to this meeting, Vice Provost & Dean of Graduate Education (VPDGE) Marjorie Zatz contacted the D&E chair and proposed a partnership between D&E and the Graduate Division to establish an innovation awards program for graduate students in which students submit proposals for guest speakers, reading groups, etc. VPDGE Zatz suggests creating 2-3 awards in spring and fall, with D&E possibly serving as a proposal review committee.

D&E members agreed that while the committee could “co-sponsor” this program with the Graduate Division, the committee should not be the sole reviewing body due to its small membership and unknown workload in its inaugural year as a standing committee.

ACTION: The VPDGE will be notified that D&E would be willing to assist her in identifying other reviewers for these awards but at this time, D&E will not serve as the reviewing panel. The VPDGE will also be notified that D&E can co-sponsor any awards that specifically relate to diversity and equity.

VII. Diversity in Program Review

Last year, the Periodic Review Oversight Committee (PROC) discussed plans to introduce a diversity requirement in program review. PROC will consider this when it revises program review policy this academic year.

The D&E chair indicated that she suggested the diversity element in a PROC meeting she attended in the spring. D&E members agreed that the internal structure of programs should be re-examined with diversity implications.

ACTION: D&E will continue to discuss this item this year and send a memo of recommendations to Division Council and PROC.

VIII. VPF Updates

VPF Camfield updated D&E members on the following:

--The VPF had a meeting with Professor Yolanda Moses from UC Riverside who serves as the Special Assistant to the Chancellor for Excellence and Diversity. Their conversation consisted of campus demographics and challenges faced in graduate student recruitment and diversity. The VPF stated that he would like to facilitate exchanges between UCM and UCR. The D&E chair suggested an exchange program whereby UCM and UCR faculty members travel between campuses to deliver research presentations and met with undergraduate students.

--The VPF announced that he wants to change the MAPP revision cycle to start in fall and continue throughout the year with changes formally

implemented in July. He is currently working with IT to create a site where historical versions of the MAPP can be posted for reference along with a draft version on which faculty members can make comments and suggest revisions.

Advance Coordinator Morales updated D&E members on this year's faculty professional development workshop series:

--the first event of the academic year will be held this Wednesday, September 23 "Strategies for Academic Success". On October 12, APO will host the annual APO/CAP meeting with all faculty. In November, there will be an event on contracts and grants with Research Development Services Director Susan Carter.

D&E members noted that there is not yet a topic scheduled that is related to diversity. One member suggested an open forum in spring in which D&E can "launch" its plan of identifying faculty members in each school to serve as equity advisors during faculty searches. Alternatively, D&E could simply provide updates to attendees on its recommendation regarding diversity statements. Advance Coordinator Morales also suggested holding another faculty world café event on the topic of diversity.

IX. Committee Goals AY 15-16

D&E members agreed on the following goals:

- Review the guidelines for the selection of the Endowed Chairs, especially but not exclusively with regard to the Endowed Chairs section of the MAPP.
- Advise that diversity statements should be required in all faculty applications.
- Monitor efforts to include a diversity element into program review.
- Recommend the appointment of faculty equity advisors.
- Possible collaboration with VPDGE on graduate student innovation awards (co-sponsorship only).
- Collaboration with APO on faculty professional development workshop series.

X. PROC Representative

PROC has requested a representative from D&E to serve during AY 15-16.

ACTION: D&E Chair Golash-Boza will serve on PROC. D&E analyst will notify PROC staff.

XI. New Meeting Date for October

ACTION: D&E analyst will poll the committee for a new meeting date in October, as a member will be absent from the previously-scheduled October 19 date.

XII. Executive Session

This session consisted of voting committee members only and no minutes were taken.

There being no further business, the meeting adjourned at 4:00 pm.

Attest: Tanya Golash-Boza, Chair

Minutes prepared by: Simrin Takhar, Senate Analyst

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Contributions to Diversity

Diversity is a defining feature of California's past, present, and future. Increasing diversity to better reflect the population of California is fundamental to UC's mission as a public institution and imperative to achieving its full potential.

According to the UC Diversity Statement, diversity refers to "the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more."

One way in which the AVC-FDEs—with the help of the Faculty Equity Advisors—support the university's commitment to advance diversity and equity is by promoting best practices for faculty recruitment. These include broadening the candidate pool, agreeing on criteria to judge all applicants before the search begins, guarding against biases in decision making, and treating all candidates respectfully and equally.

University policy states that a candidate's race, gender, ethnicity or other personal characteristics may not be considered in the evaluation of academic appointments. However, search committees can consider past or proposed contributions to diversity as part of the overall review process.

What is the purpose of a Contributions to Diversity Statement?

According to University of California Academic Personnel Policy (APM), to preserve and foster the quality of UC as one of the nation's leading public institutions, peer review committees are expected to evaluate the contributions of all faculty in view of the critical need for equity and excellence.

UC Merced requires that faculty candidates submit a statement on their past contributions to diversity or equity and future plans for continuing this effort as part of their application for an academic appointment.

"In addition to research, teaching, and general professional and public service, service contributions that promote diversity and equal opportunity are encouraged and given recognition in the evaluation of the candidate's qualifications. Examples include, but are not limited to, developing strategies for the educational or professional advancement of students in underrepresented groups; efforts to advance equitable access and diversity in education; and activities such as recruitment, retention, and mentoring or advising of underrepresented students or new faculty." -- [APM 210-1-d](#)

The purpose of the statement is to identify candidates who have professional skills, experience, and/or willingness to engage in activities that would enhance campus diversity and equity efforts.

Are there any Guidelines for Writing a Statement?

The Contributions to Diversity Statement should describe your past experience, activities and future plans to advance diversity, equity and inclusion, in alignment with UC San Merced's mission to reflect the diversity of California and to meet the educational needs and interests of its diverse population. Some faculty candidates may not have substantial past activities. If that is the case, we recommend focusing on future plans in your statement. A more developed and substantial plan is expected for senior candidates.

Past Experience:

Describe any past experience or background that has made you aware of challenges faced by historically underrepresented populations.

Past Activities:

- *Mentoring Activities:* If you mentored students, post-docs, staff or faculty from underrepresented groups, describe the specific context and objective of the mentoring, including your personal efforts. Include details that may be relevant, including the number of people who benefited, duration, and outcomes (i.e., success and progress of mentees during and after mentoring, including employment, educational success, etc).
- *Committee Service:* If you served on a committee or board that focused on diversity, equity, climate and/or inclusion, describe the committee's accomplishments and your role in helping achieve them. Include your position on the committee, its duration, and other relevant details.
- *Research Activities:* If any of your past research effort specifically contributed to diversity, equity and inclusion, describe the work and any impact or positive outcomes it has had on the university or broader community.
- *Other Activities (e.g. recruitment/retention/teaching/community):* Describe the activity and its context (e.g. a specific conference or organization, student retention or outreach activity, course development to reach a specific group, outreach to a local school, or work with a diversity-related non-profit). What was your role and personal effort? How did these activities relate to campus needs?

Planned Activities:

The first step is to gather information on activities you would like to pursue while at UC Merced and how they might fit into the research area, department, campus, or national context. You may consider but are not restricted to current or ongoing campus activities.

For each proposed activity you include, describe the role you envision having and what you would like to accomplish in the next two to five years. Who would you like to engage in your efforts, and how would you plan to engage them? Be as specific as possible, but realistic in terms of your effort and time commitment.

Are there any examples and resources?

There are many examples of activities that contribute diversity and equity, including, but not limited to, the following:

- Service that increases the participation of historically under-represented groups in science, engineering, arts, humanities, education, social sciences, medicine, management and other fields. This could include involvement in outreach, tutoring, or other programs designed to remove barriers facing women, minorities, veterans, people with disabilities or other individuals who are members of groups that been historically excluded from higher education.
- Teaching, advising, and/or mentoring of students who are under-represented or under-served in higher education.
- Development or use of pedagogies that address different learning styles and/or learning disabilities.
- Research that contributes to understanding the barriers facing women and under-represented minorities in higher education or that otherwise contributes to diversity and equal opportunity, including artistic expression and cultural production that reflects culturally diverse communities or voices under-represented in the arts and humanities.

These examples of Contributions to Diversity Statements may provide additional guidance on identifying contributions to diversity and preparing a personal statement.

- [Example Statement 1](#)
- [Example Statement 2](#)
- [Example Statement 3](#)

If you are not sure how you can contribute to diversity while at UC San Merced, the following campus resources may help.

Knowledge of [diversity, equity, and inclusion \(DEI\)](#) is required of all candidates for a Bachelor's degree at UC Merced. The Academic Senate has approved [a list of courses](#) to satisfy the DEI requirement, which may help you identify courses you could teach or develop.

The [Diversity Initiatives Database](#) allows faculty members and candidates to search for volunteer activities that contribute to diversity in the areas of research, mentoring, teaching and community outreach, both on and off campus.

How are Statements Considered?

Candidates may be evaluated on their past and/or planned contributions to diversity during the selection process. The search committee, Dean, and Academic Senate may view the Contributions to Diversity Statement in combination with the entire application file.

Once a member of the faculty at UC Merced, contributions to diversity are recognized through the file review process.

CHAPTER 2: ACADEMIC SENATE TITLES

05. LECTURERS WITH SECURITY OF EMPLOYMENT

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2051: GENERAL GUIDELINES

A. Titles, Description, Eligibility

Titles in this series are:

- Lecturer with Security of Employment (**Lecturer SOE**)
- Senior Lecturer with Security of Employment (**Senior Lecturer SOE**)
- Lecturer with Potential Security of Employment (**Lecturer PSOE**)
- Senior Lecturer with Potential Security of Employment (**Senior Lecturer PSOE**)

[Note: Appointments in the titles Lecturer and Senior Lecturer (both Continuing and “pre-six”) are not part of this series but are part of Unit 18, which is discussed separately in MAPP Chapter 3 Section 10. See also the Memorandum of Understanding for the Non-Senate Instructional Unit.]

Appointees in the Lecturer with Security of Employment (LSOE) series specialize in meeting long-term instructional needs (APM 285-0). Potential appointees should show clear evidence of teaching ability of exceptional quality and promise of future growth. Appointees in this series engage in teaching, professional activities, and University and public service (APM 285-4.a, 210-3.b). Appointment in this series does not require responsibility to engage in research. Appointees may teach courses at any level, with the expectation that they will carry heavier instructional responsibilities than those in the Professorial series.

Full-time appointees in this series are members of the Academic Senate (Standing Order of the Regents 105.1). As such, they are expected to participate in the shared governance of the campus and the University (Standing Order of the Regents 105.2). Refer to Bylaw 55 for information regarding voting rights for appointees.

A registered student or candidate for higher degree at the University of California is not eligible for appointment to this series.

B. Terms of Service

Typically, an appointment to this series is for full-time service to the University; an appointment made at less than full-time to any title in this series is exceptional and requires approval by the Provost/Executive Vice Chancellor. Such authorization will not normally be granted when the individual’s professional commitment is to be divided between the University and another institution or organization.

Lecturer PSOE or Senior Lecturer PSOE:

- An appointment at the PSOE rank may be viewed as a “security of employment-track” position, in the same way that an Assistant Professor appointment is a “tenure-track” position.
- All appointments to the ranks of Lecturer PSOE and senior Lecturer PSOE are for specified terms.

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- Lecturers/Senior Lecturers PSOE are appointed for a period of two years and are subject to the Eight-Year Limit.
- The initial term of appointment of an LPSOE or Senior LPSOE ends on the second June 30th after the effective date of the appointment.
- A new two-year term commences effective with merit advancement.
- Periods of approved leave with or without salary count as part of a two-year term.
- In order to make clear to an appointee that the appointment is for a specified term, all correspondence for such appointees must reflect the specific ending date of the term.

Lecturer SOE or Senior Lecturer SOE:

- Security of employment may be granted only for an appointment at more than half time (Standing Order of the Regents 103.10).
- Security of employment is not a reward for length of service but is based upon appraised and recognized merit.
- Appointments with SOE are continuous until terminated by resignation, retirement or dismissal for cause.

C. Salary

Individuals appointed as a Lecturer (PSOE or SOE) are compensated at a rate on the Academic Salary Scale for this series.

Salaries for Lecturers PSOE will normally begin at a close equivalent to the salaries for Assistant Professors. Academic personnel review will occur every two years. Promotion to Lecturer SOE will normally occur during the sixth year of service as Lecturer PSOE or a combination of other eligible titles (APM 133-0.b).

Salaries for Lecturers SOE will normally begin at a close equivalent to the salaries for Associate Professors, with academic personnel review occurring every two years. If a Lecturer SOE is being paid at a salary equivalent to that of a Professor, the academic review will occur every three years. Senior Lecturers SOE may not receive less than the rate for Professor, Step I.

Senior Lecturers SOE may be appointed with a salary level above the top of the salary range ("Above-Scale"), upon evidence of great distinction, recognized nationally and/or internationally. The honorary title "Distinguished Senior Lecturer with Security of Employment" may be conferred upon Senior Lecturers SOE with a salary above the top of the range, to denote distinction equivalent to the title of "Distinguished Professor."

2052: RECRUITMENT

All policies and procedures for recruitment in this series shall follow those outlined in MAPP 2012.

2053: APPOINTMENT

Full-time Lecturer titles that have or lead to Security of Employment are Senate faculty positions (Standing Orders of the Regents 105.1.a). These appointments are subject to the Instructions for Review Committees Which Advise on Actions Concerning the Lecturer with Security of

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Employment Series (APM 210-3) and will follow the policies and procedures detailed in MAPP 2013 except as otherwise indicated in this Section.

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A. Criteria

Appointment as a Lecturer/Senior Lecturer SOE/PSOE requires achievement in three areas: teaching, professional competence and activity, and University and public service. Some types of possible documentary evidence are outlined in MAPP 2054 below.

Teaching:

Excellent teaching is an essential criterion for appointment. Clear documentation of ability and effectiveness in teaching is required. The candidate's case file should show evidence of the extent and skill of the candidate's participation in the general guidance, mentoring and advising of students. APM 210-3.c.1 provides points to consider in judging the effectiveness of a candidate's teaching.

Student and peer evaluation of teaching is normally central to the review process, but evidence will also be sought of significant contributions to teaching through development of superior teaching materials, programs for teaching improvement, and other activities related to teaching.

Professional Competence and Activity:

An appointee in the LSOE series is expected to maintain currency in the profession and pedagogy. The candidate's file must provide evidence of professional achievement and activity, and the candidate's professional activities should be reviewed for evidence of achievement and leadership. Evidence may include documentation of such activities as:

- Making presentations of teaching improvements at professional conferences.
- Election to significant offices of professional or learned societies.
- Invitations to lecture, present papers, etc.
- Awards, grants or honors bestowed by organizations or foundations.
- Requests for consultative service.
- Publication of works related to pedagogy or in the candidate's field of discipline.

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University and Public Service:

The candidate must demonstrate service to the Unit, campus and University and/or the public. Particular attention should be paid to that service which is directly related to the candidate's professional expertise and achievement.

2054: MERIT, PROMOTION, APPRAISAL REVIEW

A. Overview

The academic advancement processes for Lecturers/Senior Lecturers PSOE/SOE follow procedurally those detailed for the Professor series in MAPP 2014, including use of the short form, negative review outcomes, and postponement of promotion review. Lecturers in this series

are guaranteed the same rights as ladder-rank faculty, as codified in the Procedural Safeguard Statement. Certain details particular to the Lecturer SOE series are recorded here.

Lecturers with Potential for Security of Employment (LPSOEs) are subject to academic review for reappointment and potential advancement every two years. Reappointments are for a two-year term; however, an LPSOE may be reappointed without a promotion or advancement (APM 285-8.c). Similar to the Professorial series, in the fourth year of appointment a comprehensive review known as a Mid-Career Appraisal (MCA) is conducted to assess an LPSOE’s potential for promotion to Lecturer with Security of Employment (LSOE). The MCA for the Lecturer series will be conducted with the same degree of rigor used in evaluating ladder-rank faculty, modified appropriately to address the requirements of this series (see MAPP Appendix 2014-A). Review for promotion to Lecturer SOE will normally occur during the sixth year of appointment as LPSOE.

[Note: Per APM 133-0.b, service in titles other than Lecturer/Senior Lecturer PSOE on any University of California campus counts toward the eight-year limit or “clock” for LPSOEs. These titles include Unit 18 Lecturers, Assistant Professors, Acting Professors, and Visiting Professors.]

Review and Appraisal Schedule for LPSOE/SOE Series	
Title and Action	Year
LPSOE	
Appointment	0
Reappointment and Potential Merit	2
Reappointment, Potential Merit and MCA	4
Promotion Review	6
LSOE	
Normal Merit Review	every 2-3 years
Promotion Review*	6
Senior LSOE	
Normal Merit Review	every 3-4 years**

*Promotion to Senior LSOE is not normally expected, but may occur when warranted. A Lecturer SOE will become eligible for promotion after not less than six years of service as Lecturer SOE.

**Senior LSOEs should normally be reviewed every three years, until they have reached a salary level equivalent to Professor Step V, after which reviews will not occur after less than four years.

Lecturers/Senior Lecturers SOE may choose to defer review, but they are subject to the same quinquennial review requirements as faculty in the professorial series. (APM 200-0). Lecturers PSEO may not defer.

B. Criteria/Documentation

The three criteria required for appointment to the Lecturer SOE series, described in MAPP 2053 above, also apply to all advancement actions. Salary advancement in this series will be based on demonstrated growth in the value of services the candidate provides; it is recognized that this rate of growth will be more variable, and in some cases slower, than for those in Professorial positions (APM 285-18). What follows is guidance as to the types of evidence that may be submitted with the case file and/or analyzed in the Case Analysis, Transmittal Memo, and Dean's Recommendation to support an advancement proposal.

Teaching:

Teaching is the primary area of review in the Lecturer SOE series. Documentation of teaching should include an accounting of the candidate's teaching load for the review period with all available teaching evaluations. Teaching activities may include instruction-related activities such as conducting training, supervision of Teaching Assistants or Unit 18 Lecturers, course development and/or revision, curricular planning, directing or participating in graduate student dissertation work (if allowed by the graduate group's bylaws), directing reading groups, seminar and symposium presentations, independent study endeavors, as well as the writing of textbooks and software. Other significant types of evidence **may** include:

- Analysis of course materials such as the syllabus and reading lists, a description of the course and its goals, and a self-statement on the achievement of these goals by the candidate.
- Information about time spent on supervision and mentoring of peers or students, leading non-credit bearing educational programs, being available to and guiding students outside class, preparing for classes, undertaking courses not taught before, and improving instructional methods. Opinions of colleagues, particularly if based on class visits, observations of lectures, or knowledge of student performance in courses subsequent to those taught by the candidate.
- Opinions of current and former students, including opinions of graduates who have achieved notable professional success.
- Information about the reception of lectures given by the candidate before professional or learned societies.
- Documentation of any teaching awards received.
- Input from colleagues in team-teaching situations.
- Evidence of attention to student learning/learning outcomes.

UC Merced neither expects nor requires graduate-level mentoring and teaching for merit or promotion in this series.

[Note: Individuals asked to provide opinions on teaching should be solicited in writing and provided the University's Confidentiality Statement.]

Professional Competence and Activity:

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The candidate's professional activities should be reviewed for evidence of achievement and leadership in the field and of demonstrated innovation in the development or utilization of new approaches and techniques for the solution of professional problems. Evidence may include documentation of such activities as:

- Making presentations of teaching improvements at professional conferences.
- Election to significant offices of professional or learned societies.
- Invitations to lecture, present papers, etc.
- Awards, grants or honors bestowed by organizations or foundations.
- Requests for consultative service.
- Publication of works related to pedagogy or in the candidate's field of discipline.

University and Public Service:

Academic appointees play an important role in the administration of the University and the formulation of its policies. Consideration should therefore be given to whether candidates are participating effectively and imaginatively in faculty government, University committees, and the development of Unit, School, campus, and University policies. Services to the community, state, and nation are also to be recognized. Documentary evidence may include such activities as:

- Service in Unit, Academic Senate, and administrative capacities (including committee service).
- Contributions to student welfare through service on student-faculty committees and as advisors to student organizations.
- Activities related to the improvement of elementary and secondary education.
- Appointment or election to office in a professional organization, on a professional publication, or within a community, state, national, or international organization.
- Requests to edit or review for professional journals.

2055: SABBATICAL AND OTHER LEAVES

A. Educational Leave

Lecturers in the SOE series are eligible for Educational Leave. Educational Leave is granted for the purpose of allowing Lecturers in the SOE series to engage in intensive programs of study and/or professional development, thus to become more effective teachers and scholars and to enhance their services to the University.

Leave credit accrual and usage will follow the policies for accrual and use of Sabbatical Leave credits (APM 740 Charts III-IV, MAPP 2015). An appointee in the SOE series whose start date is prior to July 1, 2015 will receive ½ credit per semester of service prior to that date, up to a maximum of nine credits. Also effective July 1, 2015, appointees may transfer half of the credits earned in a different series (i.e., Professor series) up to a maximum of nine credits. It is preferred that appointees in this series take Educational Leave in non-consecutive one-semester increments due to the instructional need of the Schools for their services. A return to University service, equal to the time period of the leave, will be required. Failure to return to service will create an obligation on the part of the Lecturer to refund the entire salary received during the leave.

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Within ninety calendar days of returning from Educational Leave, the Lecturer will submit to the Dean a concise report of the results of the leave, including an account of progress made. The report will become part of the supporting documentation included in the next academic personnel review file; the review file will not be processed unless the report is included.

B. "Stop-the-Clock"

For determining service toward the eight-year limit, the combined total of periods of leave unrelated to academic duties and time off the clock may not exceed two years (APM 133-17.g).

2056: DISCIPLINE

All policies and procedures for discipline in this series shall follow those described in MAPP 2016.

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UC Merced Policy and Procedure Manual
Chapter xx, Campus Organization and Management
Section xx, Establishment or Revision of Academic Degree Programs
Approved: December 1, 2014
Supersedes: Version dated 5.19.201031.2011.

Style Definition: Heading 4:
Widow/Orphan control, Adjust space
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Source Document: “Systemwide Review Process of Academic Programs, Academic Units, and Research Units” (see <http://www.ucop.edu/acadaff/accomp/>) and “Procedural Manual for the Review of Proposals for Academic Programs and Units (May, 2003)” (http://www.ucop.edu/institutional-research-academic-planning/files/compendium_sept2014.pdf) and “Coordinating Committee on Graduate Affairs Handbook (see <http://senate.universityofcalifornia.edu/committees/ccga/CCGAHandbookJune2014Final.pdf>)

Exhibit B, Flow Chart -- Approval Process for Academic Degree Programs

I. Purpose

This section describes the formal steps to be taken in planning, preparation, transmittal, review, ~~and~~ implementation ~~of proposals for the establishment, transfer, or, and~~ discontinuation of ~~an~~ academic degree ~~program~~ programs at UCM.

II. Policy

A. For the purpose of this policy, an academic degree program is considered any regularized sequence of courses leading to a degree, including those programs sponsored by groups of faculty from different academic units. Proposals to offer new degree titles are also covered by this procedure.

B. The process for the creation or discontinuation of academic degree programs shall be in accordance with the University's system of shared governance and shall be consistent with the relevant Universitywide University-wide policy statements cited in this section. A summary of the UC system requirements and guidelines for approval of a new program or degree title is given in the *Compendium*, Section II.C.

With the exception of undergraduate degree programs involving a title unique to the Division (~~e.g., BFA, BBA, etc.~~), all actions involving **undergraduate** degree programs are carried out at the campus level and there is no systemwide review (*Compendium*, section II.A.). Proposals for all new **graduate** degree programs, including self-supporting degree programs, multi-campus degree programs, and degree programs jointly sponsored by UC campus(es) and other higher education institutions (e.g., CSU), are reviewed systemwide (*Compendium*, II.B.1).

C. ~~Generally, campuses are expected to~~ Campuses should include anticipated actions such as the establishment of new academic programs in the campus Five-Year Perspective at least one year prior to the proposal being reviewed on campus (two years for proposed new schools and colleges).

D. Each party in the process ~~is expected to will~~ expedite consideration of pending proposals. ~~Answers to questions that arise in the review process shall be sought from earlier reviewers and incorporated into recommendations as needed. Revisions~~ Substantive revisions to proposals ~~may should~~ be approved ~~without re-review~~ reviewed by advisory parties ~~but~~ Revised proposals require approval by parties with authority to approve or reject a proposal.

III. Development of Proposal Planning

A. Graduate Degree Program

Proposals for new graduate degree program should follow the format described in the UC Academic Senate *Coordinating Committee on Graduate Affairs (CCGA) Handbook* and current guidelines of the Graduate Council (GRC) and the Committee on Academic Planning and Resources (CAPRA). For name changes to graduate degree programs, the decision making process may occur on campus if the proposed name change is not associated with a fundamental change in the nature of the graduate degree program or a need for substantial new resources. There is no systemwide review, but the action must be reported systemwide to the CCGA chair and analyst, Council Chair, and Coordinator. Program Review and certain supporting materials must be provided. Campus decision making must involve approval by the Graduate and Research Council and favorable review by the campus administration. If such a "simple" name change is contemplated, the faculty member responsible for the degree program is encouraged to consult with the Graduate and Research Council Chair, CCGA Chair, and Coordinator. Program Reviews to determine whether systemwide review is required (*Compendium*, II.B.2).

B. Undergraduate Degree Program

Proposals for a new degree program should follow the format provided here. Current Undergraduate Council (UGC) and CAPRA policies and guidelines should be consulted for details.

1. Program Description and Rationale: Describe the focus of, and rationale for, the proposed program. Describe how the proposed program will contribute to undergraduate education at UCM. If pertinent, include job market demand, graduate education/professional school prospects for majors, and expected student demand. If this is not a standard major in name or program design, or it is an interdisciplinary program, describe the program elements and provide justification for them. Discuss overlaps with, or complements to, existing undergraduate degree programs.

2. Program Requirements: List lower division and upper division course requirements, including lower division preparatory courses required outside the major and upper division course requirements outside the major field. Enumerate program learning goals and outcomes, and articulate how course requirements or program changes address intended learning outcomes. Discuss how outcomes assessment will be accomplished.

3. Accreditation (if applicable): Describe requirements for programmatic accreditation and plans for achieving that accreditation, if required or desirable.

4. Resource Needs and Plans: Include faculty who will support the program, needs for specialized staff, amount of specialized space needed (e.g., teaching labs, studios, performance space, etc.) other than standard classroom or lecture space, library resources needed and plans for providing library resources, needs for instructional computing resources, special student support services, needs for field studies, other off-campus activities, or any other facilities or resource needs.

If resources for the program are to be provided by units other than the Dean of the School housing the program (e.g., by the Chief Information Officer, Vice Chancellor for Student Affairs, off-campus or non-UCM affiliates), documentation of the resources to be provided should be included.

5. Potential Participation by Non-Majors: Describe how non-majors may participate in the program at the lower division or upper division.

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~~6. Timetable for Implementation: Include plans and a timetable for initiating and building the program.~~

~~C. Discontinuation of Program or Degree Title~~

- ~~1. Justification of the proposed action including analysis of costs and benefits to the campus and expected budgetary impact; a statement about the expected impact to enrollment, changes in staffing and space requirements.~~
- ~~2. A phase out plan that includes an explicit description of the accommodations to students, faculty, staff, and non-academic appointees.~~
- ~~3. A complete statement of all steps required for adoption and implementation of the proposal and the timetable of target dates for completion of each step.~~
- ~~4. Explanation of the method of consultation that was employed in the review process with students and faculty members from potentially affected programs and with appropriate college or Academic Senate committees.~~
- ~~5. Description of the relationship of the proposal to the campus and unit's academic plan.~~
- ~~6. Appended comments of students, faculty, academic non-Senate appointees, and committees.~~

A planning pre-proposal must be submitted to Periodic Review Oversight Committee (PROC) for review and comment in advance of the development of a proposal. Pre-proposals may be submitted by the first Friday in September or January for PROC review that semester. This pre-proposal is a two-page document that consists of a brief description of the anticipated program, degree objectives, funding, resources needed, faculty associated with the program, enrollment projections, timeline for development of the proposal, relationship of the proposed program to existing programs and academic plan, and employment implications (see Compendium Appendix B.1).

~~IV. Preparation Procedures for Review and Approval~~

~~A. Proposal Initiation: The proposal is initiated by the interested academic unit or graduate group (academic unit, graduate group, group of faculty). chair initiates the proposal. The initiator shall consult with review committees (Undergraduate Council or, Graduate and Research Council, and/or School or College Executive Committee), Vice Provost and Dean for Undergraduate Education or, Vice Provost and Dean of Graduate Education, School or College Executive Committee), WSCUC Accreditation Liaison Officer and with the lead dean(s) of affected schools or colleges for input and assistance in proposal preparation and requirements.~~

A. Graduate Degree Program

Proposals for new graduate degree program or changes to existing graduate degree programs should follow the format and guidelines described in Appendix B of the UC Academic Senate *Coordinating Committee on Graduate Affairs (CCGA) Handbook* and policies of the Graduate Council (GC) and the *Committee on Academic Planning and Resource Allocation (CAPRA)*.

B. Undergraduate Degree Program

Proposals for a new degree program should follow the policies and guidelines of the Undergraduate Council (UGC) and *Committee on Academic Planning and Resource Allocation (CAPRA)*.

V. Transmittal

A. The program proposal and recommendation of the school or college Executive Committee, and the recommendation of the lead dean are submitted to the Divisional Academic Senate office for transmittal

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to the Graduate Council or Undergraduate Council, the Committee on Academic Planning and Resource Allocation, and any other standing Senate committees that might or might not wish to opine.

B. The proposal and copies of these recommendations are simultaneously sent to the chairs of all the Executive Committees of the schools/colleges, Provost and Executive Vice Chancellor, the Vice Provost and Dean of Graduate Education, the Vice Provost and Dean of Undergraduate Education, and the WSCUC Accreditation Liaison Officer.

VI. Procedures for Review and Approval

A. Parties to the Review

1. Academic Senate Review: The Academic Senate reviews the proposal's merit, value, and contributions to UCM.

2. Administrative Review: The Provost and Executive Vice Chancellor, the Vice Provost and Dean of Graduate Education, and the Vice Provost and Dean of Undergraduate Education review the proposal for concerns related to academic planning and resource requirements.

3. WASC Senior College and University Commission (WSCUC)¹ Review: The WASCWASCUC substantive change specialist should be consulted to determine whether the proposed change requires external review and approval by WASC after the proposal is approved on campus. WSCUC. If WASCWASCUC review is required, the responsible faculty must prepare the required substantive change documentation for WASCWASCUC review, in consultation with the campus WASCWASCUC Academic Liaison Officer and WASCWASCUC Substantive Change Specialist.

4. Review and Approval by Affected Units: The affected unit(s) (any e.g., Bylaw 55 units, graduate groups, undergraduate programs, and organized research units) within a college or school affected by the proposed program shall review and approve the proposal. The recommendation shall be reported as a vote of the Academic Senate members of the affected unit(s). If the proposed program is associated with faculty in more than one school or college, affected units in each school or college shall review and approve the proposal.

B. Processes for the Review

1. Process for Undergraduate Programs

1.a. Recommendation to Executive Committee and Lead Dean: The recommendation of the affected unit(s) is forwarded to the Executive Committee of the affected school(s) or college(s) in which the degree is to be offered, and to the lead dean of the school(s) or college(s).

2b. Executive Committee Action: The Executive Committee of the school(s) or college(s) approves/makes a recommendation to approve or rejects/reject the proposal following the procedures specified in the bylaws of the school or college.

3c. Action by Lead Dean: The lead dean(s) of the school, college, or division provides an independent recommendation regarding resource support for the program, including faculty supporting/affiliated with the program, projected student enrollment, staff support, and space. The recommendation should/must also address resource impacts on other academic programs.

¹ Formally known as the Western Association of Schools and Colleges (WASC).

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Comment [CV1]: It could be helpful to label the arrows in the flowchart with the appropriate section numbers from this text document. That way, the "visual learners" could easily jump from the text document to the corresponding location in the flowchart. (This type of "translation" is probably second nature to the folks who have worked long hours to produce the text and flowchart, but not necessarily obvious to someone who sees the documents for the first time.)

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4. Recommendations. Distribution to Divisional Council for Distribution Academic Senate and Campus Administration:

a. Approval. The proposal package including recommendations from the school or college Executive Committee and the recommendation of the lead dean is forwarded to the Divisional Council Academic Senate office for transmittal to the Undergraduate Council, the Committee on Academic Planning and Resource Allocation, Graduate Council, and any other standing Senate committees as appropriate that might or might not wish to opine.

b. Copies. The proposal package and copies of these approvals and recommendations are simultaneously sent to the chairs of the Executive Committees of the undergraduate schools/colleges, for comment on potential effects to programs within their schools/colleges; to the Provost and Executive Vice Chancellor, the Vice Provost and Dean of Undergraduate Education, the Vice Provost and Dean of Graduate Education, for comments related to academic planning and resource requirements; and to and the WASCWSCUC Accreditation Liaison Officer.

5c. Senate Reviews and Actions:

ai. The Committee on Academic Planning and Resource Allocation submits its evaluation of resources to the Undergraduate Council and the Divisional Council.

b.ii. The Undergraduate Council reviews the proposal, taking account of recommendations from the Committee on Academic Planning and Resource Allocation, and the advice of the academic lead dean(s) and Vice Provost and Dean for Undergraduate Education regarding availability of support for the program, and Provost and Executive Vice Chancellor (See section IV.B.1.f.i). The Undergraduate Council approves or rejects the proposal on behalf of the Divisional Academic Senate.

iii. Undergraduate Council approval, CAPRA evaluation, and comments from any other standing committees are forwarded to the Divisional Council for comment, synthesis, and transmittal to the Vice Provost and Dean for Undergraduate Education, who transmits to the Executive Vice Chancellor and Provost.

6f. Administrative Actions:

ai. The Vice Provost and Dean of Undergraduate Education submits an evaluation of the program to the Undergraduate Council and the Provost and Executive Vice Chancellor.

ii. The Provost and Executive Vice Chancellor reviews the proposal and consults with appropriate members of the administration to determine if the action will be supported by the campus, including providing appropriate resources, and advises the Chancellor.

b.iii. If the proposal is approved by the Chancellor and required under WASC if WSCUC review and approval for substantive change policy is required, the Chancellor's Office notifies the WASCWSCUC Academic Liaison Officer and WASCWSCUC Substantive Change Specialist, who prepares and transmits documentation for WASCWSCUC review in collaboration with the program faculty. Until such time as WASCWSCUC has completed the substantive change review process and approval has been received, all public publications or announcements regarding new or modified degree programs should contain an asterisk or footnote indicating that the program is "pending approval by our regional accreditor, the Western Association of Schools and Colleges (WASC)-WASC Senior College and University Commission (WSCUC)."

e. iv. The Chancellor transmits campus approval to the Chair of the Divisional Council, the Provost and Executive Vice Chancellor, the Vice Provost and Dean for Undergraduate Education, Vice Provost and Dean of Graduate Education, lead deans of schools or colleges, Vice-Chancellor for Student Affairs, Vice Chancellor for Planning and Budget, WASCWSCUC Accreditation Liaison Officer, and the Offices of Accounting & Financial Services, Undergraduate Admissions, University Communications, Institutional Research and Decision Support, and the Registrar; Divisional Academic Senate; and UC Provost and relevant UC Office of the President staff.

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E-2. Process for Graduate Programs

~~4.a. Recommendation to Executive Committee and Lead Dean: The recommendation of the affected unit(s) is forwarded to the Executive Committee of the affected school(s) or college(s) in which the degree is to be offered, and to the lead dean of the school(s) or college(s).~~

~~b. Executive Committee Action: The Executive Committee of the school(s) or college(s) makes a recommendation to approve or reject the proposal following the procedures specified in the bylaws of the school or college.~~

~~c. Action by the Lead Dean: The lead dean of the graduate program provides an independent recommendation regarding support for the program, including faculty supporting/affiliated with the program, projected student enrollment, staff support, and space. The recommendation should/must also address resource impacts on other academic programs.~~

~~2. Recommendations. Distribution to the Divisional Council for Distribution, Academic Senate and Campus Administration:~~

~~aj. The program proposal and the recommendation of package including recommendations from the school or college Executive Committee and the lead dean are submitted to the Divisional Council/Academic Senate office for transmittal to the Graduate Council, the Committee on Academic Planning and Resource Allocation, Graduate Council, and any other standing Senate committees as appropriate that might or might not wish to opine.~~

~~b. Copies. The proposal package and copies of these approvals and recommendations are simultaneously sent to the Provost and Executive Vice Chancellor, the Vice Provost and Dean of Graduate Education, and the Vice Provost and Dean of Undergraduate Education and for comments related to academic planning and resource requirements, and to, and the WASC/WSCUC Accreditation Liaison Officer.~~

~~3e. Senate Reviews and Actions:~~

~~aj. The Committee on Academic Planning and Resource Allocation submits its evaluation of resources to the Graduate Council and to the Divisional Council.~~

~~bij. The Graduate Council reviews the proposal, taking into account of recommendations from the Committee on Academic Planning and Resource Allocation, any other Senate standing committees, and the initial and/or final recommendation of the lead dean, the advice of the lead academic dean and Vice Provost and Dean of Graduate Education regarding availability of support for the program (see section IV.2.d.i) and the Provost and Executive Vice Chancellor.~~

~~The Graduate Council approves or rejects the proposal on behalf of the Divisional Academic Senate.~~

~~eiii. Graduate Council approval, CAPRA evaluation, and comments from any other standing committees are forwarded to the Divisional Council for comment, synthesis, and transmittal to the Vice Provost and Dean of Graduate Education, who transmits to the Provost and Executive Vice Chancellor.~~

~~4f. Administrative Actions:~~

~~aj. The Vice Provost and Dean of Graduate Education submits an evaluation of the program to the Graduate Council and Provost and Executive Vice Chancellor.~~

~~ii. The Provost and Executive Vice Chancellor reviews the proposal and consults with appropriate members of the administration to determine if the degree program will be supported by the campus, including providing/provision of appropriate resources. If the Provost and advises/Executive Vice Chancellor approves the proposal, a recommendation is forwarded to the Chancellor.~~

~~biii. If approved by the Chancellor and required under WASC substantive change policy/approves, the Chancellor's Office notifies the WASC Academic Liaison Officer and WASC Substantive Change Specialist, who prepares and transmits documentation for WASC review. Until such time as WASC has completed the substantive change review process and approval has been received, all public publications or announcements regarding new or modified degree programs should~~

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~~contain an asterisk or footnote indicating that the program is “pending approval by our regional accreditor, the Western Association of Schools and Colleges (WASC).”~~

~~e. The Chancellor or designee transmits the proposal, campus ~~approval~~ approvals and ~~recommendation~~ recommendations to the Coordinating Committee on Graduate Affairs and to the Office of the President for systemwide ~~Academic Senate~~ approval. Copies are sent to the Provost and Executive Vice Chancellor, Vice Provost and Dean of Graduate Education, the Chair of the Divisional Academic Senate, the Chair of the Graduate Council, ~~and the~~ WASC/WSCUC Accreditation Liaison Officer, and the Divisional Academic Senate Office. ~~div.~~ When approved by systemwide Academic Senate and the Office of the President ~~and systemwide Academic Senate~~, the Chancellor and/or Chair of the Divisional Academic Senate ~~notifies~~ notifies the Provost and Executive Vice Chancellor, ~~Chair of the Graduate Council, and the Vice Provost and Dean of Graduate Education.~~ The latter, in turn, notifies the graduate program, the Vice Provost and Dean of Undergraduate Education, the Vice Chancellor for Planning and Budget, the WASC/WSCUC Accreditation Liaison Officer, the Offices of Graduate Admissions, University Communications, Institutional Research and Decision Support, and the Registrar.~~

v. After approval by the Office of the President and if WSCUC review and approval for substantive change is required, the Chancellor's Office notifies the WSCUC Academic Liaison Officer and WSCUC Substantive Change Specialist, who prepares and transmits documentation for WSCUC review in collaboration with the program faculty. Until such time as WSCUC has completed the substantive change review process and approval has been received, all publications or announcements regarding new or modified degree programs should contain an asterisk or footnote indicating that the program is “pending approval by our regional accreditor, the WASC Senior College and University Commission (WSCUC).”

VII. Implementation

A. Upon receipt of final WSCUC approval, if required, the Registrar's Office will determine what changes are needed to the Classification of Instructional Programs (CIP) code(s), if a new Banner program/major code(s) should be created, and if updates are required for MyAudit encoding and Banner degree audit form codes, the Registrar's Office also notifies the UC Office of the President of any changes.

B. The Graduate Division is responsible for confirming the effective term for the graduate program, confirming needed course or subject code changes, updating the graduate admissions application, ensuring the new program will be captured on the Graduate Admissions file to the UC Office of the President, and formalizing the appointment of the Graduate Group Chair.

VIII. Discontinuation of Program or Degree Title

Proposals to discontinue a program or degree title should be founded on considerations as careful and thorough as those for establishment. The same senate committees and administrative officers should have the opportunity to participate in the review of proposals to discontinue academic programs. Normally, a proposal to discontinue a program or title will precede periodic review of the program conducted by the Periodic Review Oversight Committee (PROC) or pertinent senate council (Graduate Council or Undergraduate Council). In the case of a graduate program, the Coordinating Committee on Graduate Affairs (CCGA) must approve discontinuation or a change in degree title. The UCOP Policy on Transfer, Consolidation, Disestablishment, and Discontinuance of Academic Programs and Units, UC Compendium and in the case of graduate programs, the CCGA Handbook, should be consulted for details. The following information must be included in any proposal to discontinue a program or degree title:

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1. Justification of the proposed action including analysis of costs and benefits to the campus and expected budgetary impact; a statement about the expected impact to enrollment, changes in staffing and space requirements.
2. A phase-out plan that includes an explicit description of the accommodations to students, faculty, staff, and non-academic appointees.
3. A complete statement of all steps required for adoption and implementation of the proposal and the timetable of target dates for completion of each step.
4. Explanation of the method of consultation that was employed in the review process with students and faculty members from potentially affected programs and with appropriate college or Academic Senate committees.
5. Description of the relationship of the proposal to the campus and unit's academic plan.
6. Appended comments of students, faculty, academic non-Senate appointees, and committees.

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IX. References and Related Policies

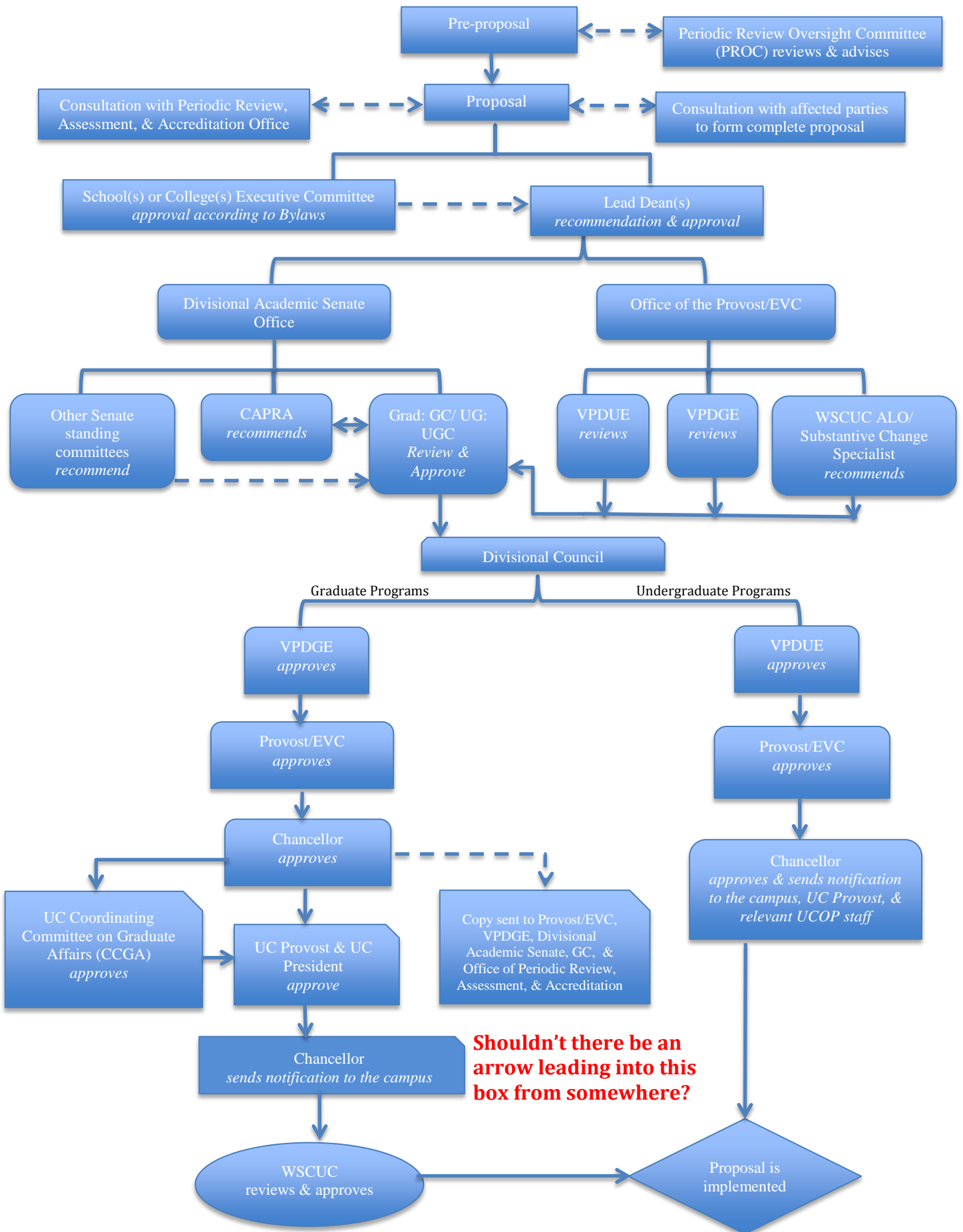
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UC Academic Senate Coordinating Committee on Graduate Affairs (CCGA) Handbook (revised 2008/2014).
UC Merced, Undergraduate Council, Policy and Procedure for Review and Approval of Undergraduate Degree Programs (revised Oct., 2007).
UC Merced, Graduate and Research Council, Procedures for ~~Review of New Submitting Proposals for Graduate Emphasis Areas and Graduate Groups Programs~~ (revised Sept., 2007/Dec., 2014).
Systemwide Review Process of Academic Programs, Academic Units, and Research Units (see <http://www.ucop.edu/acadaff/accomp/>)-revised Sept. 2014).
Procedural Manual for the Review of Proposals for Academic Programs and Units (May, 2003).

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ACADEMIC DEGREE PROGRAMS REVIEW AND APPROVAL PROCESS



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