

Undergraduate Council (UGC)

Wednesday, December 10, 2014, 3:00pm-4:30pm

KL 362

All documents available on the UGC1415 UCMCROPS site

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|-------|---|---------------|
| I. | Chair’s Report – Jack Vevea | 5 min |
| II. | Consent Calendar
A. Approval of the Agenda
B. Approval of the November 12 Meeting Minutes (pp. 3-8) | |
| III. | <u>12/5/14 BOARS Meeting</u>– Vice Chair Viney | 5 min |
| IV. | Admissions – Chair Vevea and Vice Chair Viney
Guest: Chon Ruiz, Director, Office of Admissions
A. Update on 11/24 <u>Admissions Subcommittee</u> Meeting
B. Expansion of Subcommittee Membership and Charge
Action requested: Endorse addition of BOARS representative to the membership of the subcommittee and consider expanding the charge of the subcommittee.

Current “charge”: The subcommittee works with the Office of Admissions at UCM and UCOP and serves as advisor on policies related to admissions and awarding of Regents Scholarships. | 15 min |
| V. | General Education – Subcommittee Chair Anne Zanzucchi
A. Update on 12/4 GE Subcommittee Meeting | 10 min |
| VI. | Report on the 12/5 Grade Appeals Subcommittee Meeting
<i>Elizabeth Whitt, Anne Zanzucchi, Carrie Menke, Christopher Viney</i> | 5 min |
| VII. | Proposal for SNS and SSHA Undergraduate Chairs Two-Year Pilot Program (pp. 9-18)
Action: Discuss proposal and send comments to senatechair@ucmerced.edu no later than December 18, 2014. | |
| VIII. | Requests from Provost/EVC
A. WSCUC Steering Committee for WSCUC Reaffirmation of Accreditation (pp. 19-20)
(WSCUC is formerly known as WASC)
Action: Identify UGC representative to serve on this Committee and respond to Provost’s memo.

B. Task Force on University Honors (pp. 21-22) | 15 min |

This agenda may contain confidential and privileged material for the sole use of UGC Members.

Action: Identify UGC representative to serve on this Task Force and respond to Provost’s memo.

IX. Request from PROC:

Revisions to the Undergraduate (and Graduate) Academic Program Review Policies 15 min

In its 12/5/14 memo, PROC recommended that the UGC and GC Policy Subcommittees each join the PROC Subcommittee for collaborative revisions of the undergraduate and graduate program review policies. PROC asked UGC (and GC) to endorse one of the following three possible approaches to advancing the revision process:

- a) The UGC and GC Policy Subcommittees each join the PROC Subcommittee for collaborative revisions of the undergraduate and graduate program review policies.
 - b) That GC and UGC Policy Subcommittees themselves undertake all revisions, or
 - c) The GC and UGC Policy Subcommittees vest the PROC Subcommittee, which is co-chaired by GC vice-chair Dawson and UGC vice-chair Viney, with the authority to undertake major revisions.
- PROC memo to UGC and GC (p. 23)
 - The memos contained on pp. 25-38 are provided for historical background
 - PROC Policy Subcommittee to PROC (pp. 39-41)

Discuss PROC’s request and agree on a plan of action.

X. Executive Session – UGC Voting Members, VPDUE Whitt and VCSA Nies 20 min

Undergraduate Council (UGC)**Draft Minutes****Wednesday, November 12, 2014**

I. Chair's Report – Jack Vevea

Chair Vevea reported on main items discussed at the November 5 DivCo meeting:

- A request was sent to CoC to appoint Senate members to serve on the Medical Education Task Force.
- VPF Camfield requested faculty facilitators to continue the SAFI process. There was lack of enthusiasm for this approach.
- FWDAF will draft a memo to VPF Camfield to propose an administrative procedure for faculty parking permit renewal. VPF promised to push the memo through all the hurdles to help implement the procedure.
- CAPRA is revising the Space Principles document to include a distinction between Senate and non- Senate faculty.
- DivCo discussed concerns about Senate staff workload issues and appropriate compensation. Chair noted that there are several issues that the faculty needs to be concerned about.
- DivCo voted to draft a memo to the GE subcommittee chair approving the request for a stipend on a temporary basis. Part of DivCo's argument rested on drawing parallels between the work of GE subcommittee and the work of FAOs. The latter are compensated by paid the Provost rather than the Senate. The recommendation was to temporary fund this stipend but recommends that in the future, the Provost consider funding it like an FAO.

II. Consent Calendar

- A. Approval of the Agenda
- B. Approval of the October 22 Meeting Minutes approved with minor edit (changed Nov 22 to Nov 12)

III. Systemwide Committee Reports

[10/17/14 UCIE Meeting](#) – YangQuan Chen

- Professor Chen was appointed to the Russia review committee
- UC is at the bottom in terms of international education
- UCEAP is experiencing some structural issues
- There is decline in UC's reliance on international education – a study is underway

[11/3/14 UCEP Meeting](#) – Chair Vevea

There was some discussion at the Office of the President about financing undergraduate education by taking out of state and particularly foreign students' tuition and the possibility of putting a cap on enrollment. This would have no impact on Merced which has 0.3% international students, but it could affect UCB and UCLA.

There was some concern expressed about the health UC retirement system.

In consultation with the Office of the President, there was some discussion about the Rebenching procedure. There are plans to label the funding for undergraduate students across the system with the goal of bringing campuses up to UCLA's level (UCLA has the highest funding). New enrollment plans may be needed because historical projections have diverged sharply from what actually happened with enrollment.

There was discussion of how UCEP had decided that the systemwide course involving UC's Natural Reserve System did not have to be a systemwide course. UCEP approved it temporarily but noted that correct procedures were not followed. UCEP requested interim feedback. The committee agreed that if this is a course just for UCSC and UCSB, it does not need UCEP's systemwide approval.

A conference is planned to take place in Riverside in early January. The goal is to focus on undergraduate completion and success and explore what the various campuses are doing to ensure undergraduate success.

Chair Vevea noted that the UGC-equivalent at UCSC meets weekly and members' reading load is over 1000 pages a month.

[11/7/14 BOARS Meeting](#) – Vice Chair Viney

All campuses have been asked to review their respective section of the Comprehensive Review report. The deadline for comments to BOARS is November 14.

Vice President Sakaki encouraged BOARS members to reflect on the impact of several recent policy changes including the expansion of the ELC pool to 9%; the new statewide admissions index taking effect in 2015; the removal of the cap on school-created honors courses; the upcoming SAT redesign; and the implementation of the Common Core – before proposing additional major policy changes.

BOARS representatives serve as intermediaries between their respective campus admissions committees and BOARS. At sister campuses, most of the BOARS representatives sit on an Admissions committee. The UCs Admissions committees spend a great deal of time discussing the Eligibility Construct. BOARS members were asked to report on discussions with their campus committees about next steps for BOARS' proposal to adjust the "9-by-9" eligibility construct to "7-by-7." The proposal is motivated by the need for UC to accommodate all students eligible for a guarantee of

referral admission. It also addresses a miscalculation made in the 2009 eligibility reform policy by more accurately bringing the total number of guaranteed students to the policy target of 10% of public high school graduates. The Academic Council has asked BOARS to clarify aspects of the proposal before sending it for systemwide Senate review.

UCEP/UCOPE Letter on AP Credit – UCEP and UCOPE have requested BOARS' feedback on a draft memo regarding campuses' use of AP scores to place students out of English composition courses at UC campuses. BOARS endorsed the letter.

IV. General Education – Chair Zanzucchi and Professor Katie Brokaw

A. 11/6 GE Subcommittee Meeting

The self-study is in development and should be ready by mid-December. The subcommittee is working in small groups on separate sections of the self-study. The subcommittee is also working on faculty outreach. The goal is to identify hallmarks of undergraduate education at UC Merced and what distinguishes the campus from other institutions. Once this is identified, there will be a better sense of the role of GE. The subcommittee will also identify strategies to involve undergraduates.

The subcommittee would like to receive feedback from anyone across the campus, both Senate and non-Senate faculty, who wants to provide input on the Redesign of GE. The subcommittee would also like to know how the faculty in each individual program see themselves contributing to GE and what skills are important for each program with regard to GE. The subcommittee will send a request to Bylaw chairs who will then contact their faculty, asking for feedback on the GE Retreat synthesis. The subcommittee hopes that each program will submit one document.

Comments on the Retreat Synthesis:

- A member noted that she looks forward to a more comprehensive GE that serves students and faculty.
- When courses are submitted as satisfying GE, it would be useful to see how they qualify as GE.
- If there is a clear understanding of what the campus is trying to accomplish, there will be more faculty buy-in to the process.
- Current GE program is elective-heavy but there is no coherence for the students. When classes are better categorized, there will be a clear path.
- There are Guiding Principles that are met comprehensively through a leadership initiative.
- Several members stated that they like the reference to GE as “Essential Education”.
- A member would like to see a distinctive institutional context i.e., how demographics or the institution's profile define the character of a curriculum,

and is interested in knowing what “essential curriculum” means for the institution and how it would manifest itself in any kind of curriculum decision.

- There seems to be some consensus that GE is not treated as a meaningful activity. It’s a “check-the box” activity.
- It would be useful to see how this review will affect the undergraduate research experience. A member asked if there are data related to students involved in undergraduate research.
 - A faculty survey was conducted in the spring with 70% response rate. 74% of the faculty said that undergraduates were involved in their research.

In response to a question from a member, GE subcommittee chair responded that 23 courses fulfill GE and 92% of GE is delivered by Unit-18 lecturers.

A question was asked about how the campus’ GE compares to other mature institutions.

UGC is enthusiastic about community engagement, encountering cultural diversity and identifying aspects of GE that could be identified as hallmarks.

V. Grade Appeals Subcommittee – Dr. Anne Zanzucchi

Anne Zanzucchi, Christopher Viney, Carrie Menke, Liz Whitt

The subcommittee met and discussed the UC policies and the concerns about UCM’s current policy. The current policy focuses primarily on non-academic criteria. The subcommittee discussed a set of parameters for process; faculty oversight; matters related to grievances and how students are being treated for non-academic reasons. The subcommittee will need to clarify the criteria. The subcommittee will consult with the campus Ombuds; General Counsel; and Student Affairs. The subcommittee also thought it would be important for academic expectations to be well supported by the policy so it should encourage dialogue between students, faculty, and staff. Subcommittee reviewed the UC policies and highlighted the important passages.

VI. Report on the 11/10 CRF Subcommittee Meeting – Chair Vevea

Jack Vevea, Christopher Viney, Carrie Menke, Sholeh Quinn

The subcommittee discussed the review components of the CRF process and the need to clarify the role of UGC vis-a-vis the CRF process. Some concerns were recently raised about UGC perhaps overstepping its role. Subcommittee reaffirmed that UGC is the last step before courses are official and published in the Catalog; thus, UGC needs to make sure that courses are the way the Senate wants them to be represented.

There is a lack of clear guidelines besides the current policy. Responsibilities of reviewers before courses are submitted to UGC will need to be codified in guidelines or procedures. UGC analyst is collaborating with the Schools’ staff to establish clarity of the process and establish check lists at each level of the review process. All this is done in an

effort to provide clarity and a smooth review process. The CRF system will include statements regarding who the audience will be for the various “boxes” of the CRF system.

VII. Approval of SSHA CRFs

[ENG 051: The Bible as Literature](#)

[GASP 155: Film Theory and Criticism](#)

[GASP 035: Film History](#)

[ARTS 035: Film History](#)

Action: The courses were approved unanimously. Professor Brokaw recused herself from voting on ENG 51.

VIII. SNS Honors Proposal

UGC received comments from CAPRA and the Provost. Comments were almost diametrically opposed. CAPRA was mostly concerned about faculty buy-in and appropriateness of community service and resource issues. The Provost stated that there are some concerns with resource limitations as there are with any new programs being proposed, but the program needs to have priority and is supportive of the proposal.

Ultimately, UGC has to make a recommendation about the proposal.

Action: UGC analyst will summarize UGC’s comments on the proposal (please see recent memo sent to Dean Meza).

IX. Request from Professor Wei-Chun Chin, BIOE

The BioE program is requesting to change the current program learning outcomes to the ABET (Accreditation Board for Engineering and Technology) A-K outcomes, in preparation for programmatic accreditation. ABET requires that engineering programs regularly assess the A-K learning outcomes. UGC Chair and Analyst consulted ALO who recommended that UGC ask for evidence that the program’s curriculum will adequately support development of these outcomes by the time of graduation.

Upon reviewing PLOs at sister campuses, UGC noted that these ABET standards are generic and that the proposed BIOE PLOs are similar to the [Mechanical Engineering](#) and [Electrical Engineering](#) programs at UCB and UCSC and are, therefore, not specialized to Bioengineering.

Council members would like to ensure that the program’s curriculum assessment plan address these PLOs by describing how the curriculum will support these outcomes. UGC recommend that the program provide evidence that its curriculum will adequately support the development of these outcomes by the time of graduation.

Action: Senate analyst will circulate a draft memo summarizing UGC's comments.

X. Informational Item: SSHA Memo regarding Standardized CRFs Guidelines

DRAFT

Proposal for Pilot Program – Undergraduate Chairs in Undergraduate Majors in the School of Natural Sciences and the School of Social Sciences, Humanities, and Arts*
December 8, 2014

Purpose:

The position, Undergraduate Program Chair, will facilitate attention to undergraduate success within the context of the major and in support of program and institutional goals. In carrying out this role, undergraduate chairs will represent the major program to the Undergraduate Student Success Subcommittee of the Enrollment Management Committee. In addition, the Undergraduate Chairs will work closely with AP/By-Law Unit Chairs and Grad Group Chairs in attending to curriculum and other matters (see Appendix 1 for specific responsibilities). The Undergraduate Chairs also will work closely with the Vice Provost and Dean for Undergraduate Education on matters related to institutional priorities for undergraduate student success.

Rationale:

Creating the administrative role of Undergraduate Program Chair, will:

1. Organize responsibilities for, and attention to, undergraduate student success. These responsibilities include program learning outcomes assessment, curriculum and resource planning, student petitions, General Education, and other duties as specified in the Undergraduate Chair position description.
2. Provide reliable access to, and interactions with, a group of faculty members for the VPDUE, thereby allowing for effective institution-level attention to matters related to undergraduate student success.
 - a. In this way, the undergraduate chairs will function with the VPDUE much as the Graduate Group chairs do with the Graduate Dean, linking program-level practices and priorities to those at the institutional level.
 - b. Institutional priorities include addressing external demands for institution-level attention to undergraduate success (e.g., WASC, UCOP), as well as internal concerns (e.g., revising General Education and GE program assessment, improving student retention and persistence, identifying and addressing obstacles to student success).
3. Address inequities in rewards, compensation, and incentives across schools and programs for a variety of tasks related to undergraduate student success, including the role of Faculty Assessment Organizer.

Pilot Project Specifications

1. **Duration:** The proposed pilot project will begin January 1, 2015 and end on January 1, 2017.
2. **Evaluation of Pilot:** Criteria for evaluating the effectiveness of the pilot will include (1) assessment, including timely completion of annual assessment reports and use of assessment data for program improvement; (2) curriculum, including annual and three-year teaching and course scheduling plans consistent with student needs for normal progress to degree; (3) engagement of faculty in institution-level student success initiatives, including identifying and addressing obstacles (e.g., academic policies, practices) to student success, examining potential programs for honors students, using data to assess program effectiveness; (4) advancing goals for General Education; and (5) considerations internal to programs, including communication and coordination.
 - If, at the end of the pilot period, evaluation data demonstrate that the program is unnecessary, it will not continue.
 - If, at the end of the pilot period, evaluation data demonstrate that the program is effective and should be continued, a proposal for a permanent program will be introduced to Undergraduate Council for Senate consultation.
 - Because the nature of future academic organizational structures at UC Merced is undetermined at this point in time, the pilot program for undergraduate chairs does not presume any particular future structure. Decisions about those structures (e.g., whether traditional academic departments are desirable) could affect the need for, or roles of, undergraduate chairs.
3. **Scope of Responsibilities and Compensation:**
 - One Undergraduate Chair will be named for each of 21 undergraduate majors.

- Two options for undergraduate chair responsibilities are available and compensation differs based on the scope of responsibilities (see Appendix 1 for descriptions; these were based on appointment letters for Grad Group chairs and for the School of Engineering Undergraduate Chairs). AP/By-Law Unit chairs, in collaboration with program faculty, will decide which option meets the needs of the program most effectively.
- 1) *Option 1:* The Undergraduate Chair will perform the role of Faculty Assessment Organizer (FAO), as well as the role of undergraduate chair. In this case, the Undergraduate Chair will receive compensation in the amount of \$5000 to a research account (for use as a stipend or research funds) for each year she or he serves as Undergraduate Chair.
 - 2) *Option 2:* The roles of Undergraduate Chair and FAO will be performed by two different program faculty members. In this option, the Undergraduate Chair will work with the FAO to ensure integrated, regular, and ongoing attention to undergraduate learning and success in the program. In Option 2, the Undergraduate Chair and the FAO will receive compensation in the amount of \$2500 each to a research account (for use as a stipend or research funds) for each year each serves in these roles.
4. Funding: Half of the amount (\$2500 per Chair) will be paid from the FAO stipend budget of the Coordinator for Institutional Assessment; those funds were first allocated in AY 2013-2014¹. The other half will be funded, as are the Graduate Chairs, by an allocation from the Provost's Office.
 5. Coordination: The Vice Provost and Dean for Undergraduate Education (Office of Undergraduate Education) and the Coordinator for Institutional Assessment will provide oversight and coordination of the pilot program. They will seek input from undergraduate chairs, AP/By-Law Unit chairs, and FAOs to evaluate the pilot.

*The School of Engineering faculty approved Undergraduate Chairs in Spring 2014

¹ The FAO stipend budget also includes funds for the FAOs of standalone minors. As such, these FAOs will receive a stipend as well.

Appendix 1: Meetings with Senate Faculty, Fall 2014

Background

In August 2014, the school deans and the Provost/Executive Vice Chancellor approved a proposal for a pilot program for Undergraduate Chairs. The School of Engineering faculty had approved undergraduate chairs for Engineering's five undergraduate majors in Spring 2014 and the pilot program was a means to create similar opportunities in the School of Natural Sciences and the School of Social Sciences, Humanities, and Arts.

Timeline

Beginning in September 2014, the Vice Provost and Dean for Undergraduate Education and the Coordinator for Institutional Assessment met with Senate faculty members to obtain feedback about the proposed pilot program. All FAOs for majors in SNS and SSHA received an invitation to meet. This included FAOs who also fill the administrative role of AP/Bylaw chairs. At the request of some FAOs, faculty leads for their majors were invited as well. The VPDUE also had initial meetings regarding the pilot program and the process for moving forward with the pilot with Jack Vevea, Chair of Undergraduate Council, and Gregg Camfield, Interim Vice Provost for Faculty Affairs. Those meetings were followed by the following faculty conversations:

School of Social Sciences, Humanities, and Arts FAOs – September 23, 2014

Participants: Virginia Adan-Lifante (Spanish), Kathleen Hull (Anthropology), Sholeh Quinn (History), Susanna Ramirez (Public Health), Michael Spivey (Cognitive Sciences), Jack Vevea (Psychology), Alex Whalley (Economics), Laura Martin (Coordinator for Institutional Assessment), and Elizabeth Whitt (Vice Provost and Dean for Undergraduate Education).

School of Natural Sciences FAOs and Undergraduate "Leads" – October 1, 2104

Participants: Francois Blanchette (Applied Math), Yue Lei (Applied Math), Carrie Menke (Physics), Jay Sharping (Physics), Jess Vickery (Chemistry), and Elizabeth Whitt

School of Natural Sciences AP Chairs who also serve as FAOs - October 3, 2104

Participants: Rob Innes (Management), Nathan Monroe (Political Science), Nella Van Dyke (Sociology), Laura Martin, and Elizabeth Whitt.

Feedback provided at these meetings (see notes that follow) highlighted the fact that majors differ in their current models for focusing on undergraduate education, and thus "One size does not fit all." Following this feedback, the pilot was revised to offer two options/models: (1) Option 1, whereby the Undergraduate Chair also is FAO, and (2) Option 2, whereby the FAO and UG chair duties – and the \$5000 stipend – are split between 2 faculty members. In Option 2, however, the Undergraduate Chair would be the point of contact and coordinator, in collaboration with the AP/By-Law Unit chair, for all relevant aspects of the undergraduate program in the major.

Following those revisions, the proposal for the pilot program was shared, and discussed, with AP and By-Law Unit chairs in SNS and SSHA:

AP and By-Law Unit Chair Meetings

November 18, 2014

Participants: Marilyn Fogel (SNS), Arnold Kim (SNS), Ignacio Lopez-Calvo (SSHA), Jennifer Manilay (SNS), Nella Van Dyke (SSHA), Jan Wallander (SSHA), Laura Martin, and Elizabeth Whitt.

November 24, 2014

Participants: Michael Colvin (SNS), Laura Martin, and Elizabeth Whitt

November 26, 2014

Participants: David Noelle (SSHA), Laura Martin, and Elizabeth Whitt

Notes from Meetings with Senate Faculty

The meetings with faculty (FAOs, undergraduate leads, and AP/Bylaw Chairs, including AP Chairs who are also FAOs) generated a lot of very useful information regarding the proposed role of undergraduate chairs. What follows is a brief summary of that information, organized by perceived strengths of the role and the concerns and questions that were raised. Faculty of both schools identified similar strengths and raised similar concerns.

Perceived Strengths:

The general consensus across the faculty meetings was that undergraduate chairs are a positive step, providing recognition and reward for tasks many faculty members are doing without such reward or recognition. Examples of specific comments regarding perceived strengths include:

One faculty member commented, “This position makes perfect sense to me. It’s a structure that allows for planning and coordination.” Another noted, “Linking broader responsibility for student success with the FAO role creates logical connections.” Similarly, “this provides opportunities for focused conversations about undergraduate students, similar to those we’re having about graduate education.” Also, “this position will raise the priority of undergraduate education” within the majors.

A common response across the discussions was “This formalizes, rewards, and recognizes what we’re already doing.” At the same time, “we’d have one point person who can coordinate with other faculty in [the school] and across campus.” “This puts undergraduate priorities administratively on peoples’ radar; we can set goals and work toward something meaningful, rather than functioning ‘willy nilly’.” “It fills something that’s been missing.”

Concerns and Questions:

Along with the positive comments, faculty members raised some key concerns and questions about the roles of undergraduate chairs. The most common concern can be summarized as: “The ‘devil is in the details.’ One faculty member noted, “It’s a good idea, but what about the practicalities?” The practicalities raised most frequently as concerns were (1) possible disruption to “what’s working now,” (2) challenges of organizational communication, and (3) faculty workload issues. The latter included concerns about one individual assuming responsibilities that are currently distributed. Ways in which these concerns have been addressed so far are summarized below; it should be noted, however, that all of these matters – and others – will be the focus of ongoing evaluation of the pilot program.

One theme in the meetings with faculty was, in the words of one person, “One size does not fit all. We have a good arrangement, where I take care of the major and [my colleague] is FAO.” As noted earlier, the response to this concern was to create two options for organizing the work of the undergraduate chair and the FAO, with the UG Chair acting as point of contact to support communication and coordination.

Another common concern was expressed by one faculty member as “the potential for splitting our attention.” That is, might there be potential for undergraduate education initiatives to become disconnected from other program priorities or other program leaders (e.g., AP/By-Law Unit chairs, Grad Group chairs)? The descriptions of the undergraduate chair position include a strong emphasis on collaboration and communication within the program unit, as well as between the program unit – via the undergraduate chair and the AP/By-Law Unit chair -- and the Vice Provost for Undergraduate Education. This is not to say there aren’t challenges inherent in this arrangement, but effective communication among colleagues is key to anticipating those challenges.

A related concern was whether the roles identified for the undergraduate chairs overlapped with the responsibilities of the AP/By-Law Unit chairs. This turns out not to be true in most cases, though the AP/By-Law Unit chair responsibilities vary somewhat across programs. A chart detailing areas of difference and overlap (based AP/By-Law Unit chairs responsibilities as outlined in the SNS and SSHA appointment letter) is attached.

Finally, as one faculty member noted, “this is a lot of work for one person.” Concerns were raised about the extent to which the responsibilities of the undergraduate chairs would be too much – particularly without a course release (which is not an option in the pilot program) – for untenured faculty members or, in some cases, associate

professors. This is a significant concern, of course, and one that will be taken into account in the evaluation of the pilot. However, many Senate faculty currently perform these roles and do so without the recognition that would come with a specified administrative position and without a stipend for the work.

Appendix 2: Appointment Letters

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

UNIVERSITY OF CALIFORNIA, MERCED
5200 N. LAKE ROAD
MERCED, CALIFORNIA 95344
PHONE: (209) 228-4411
FAX: (209) 228-4047

DATE

Professor XXX

Undergraduate Program Chair, School of [Name]

With this letter I am pleased to offer you an appointment to the position of Undergraduate Program Chair for [Program Name] in the School of [Name]. This is a two-year appointment, beginning xx and ending xx.

As Undergraduate Program Chair, your primary duties and responsibilities are as follows:

- Facilitate program attention to undergraduate success (enrollment management, persistence, timely degree progress and graduation, diversity) in the context of the major and in support of institutional goals. Includes service as the program representative to the Undergraduate Student Success Subcommittee of the Enrollment Management Council.
- Serve as program Faculty Assessment Organizer (FAO), with responsibility for annual and periodic program assessment. Administer the curriculum and resources associated with a degree program or programs, in consultation with by-law/unit chair, program faculty and staff; may delegate tasks to program faculty or committees.
- Represent program faculty in all matters related to the undergraduate degree program(s) to the dean(s) and School Executive Committee(s).
- Review and correct catalog copy and other publicity for the undergraduate program.
- Review and act on student petitions for exceptions to policy, such as requirement or prerequisite waivers, course substitutions from other programs or institutions, leaves of absence, and so on.
- In collaboration with by-law/unit chair, graduate chair, and program faculty, assist with teaching assignments consistent with the program's 3-year teaching plan to ensure that degrees are attainable in 4 years, faculty teaching capacity is being used efficiently (e.g., required courses offered at least once per year, attention to under-enrolled courses), and General Education commitments are met.
- Serve as program representative to the School Curriculum Committee(s).
- Participate with the Vice Provost and Dean for Undergraduate Education and the Coordinator for Institutional Assessment in ongoing formative and summative evaluation of the Program Chair pilot program.

This position is intended to ensure regular and ongoing attention to undergraduate learning and success in your program in keeping with school and campus priorities. Consistent with this purpose, you will receive compensation in the amount of \$5000 (in the form of a stipend or research funds) each year you serve in this role.

Thank you for assuming this appointment on behalf of your colleagues and the University. Please signify your acceptance of these responsibilities by signing below.

Sincerely,

[Name], Vice Provost and Dean for Undergraduate Education



UNIVERSITY OF CALIFORNIA, MERCED
 5200 N. LAKE ROAD
 MERCED, CALIFORNIA 95344
 PHONE: (209) 228-4411
 FAX: (209) 228-4047

DATE

Professor XXX

Undergraduate Program Chair, School of [Name]

With this letter I am pleased to offer you an appointment to the position of Undergraduate Program Chair for [Program Name] in the School of [Name]. This is a two-year appointment, beginning xx and ending xx.

As Undergraduate Program Chair, your primary duties and responsibilities are as follows:

- Facilitate program attention to undergraduate success (enrollment management, persistence, timely degree progress and graduation, diversity) in the context of the major and in support of institutional goals. Includes service as the program representative to the Undergraduate Student Success Subcommittee of the Enrollment Management Council.
- Administer the curriculum and resources associated with a degree program or programs, in consultation with the Faculty Assessment Organizer (FAO), the by-law/unit chair, program faculty and staff; you may delegate tasks to program faculty or committees.
- In collaboration with by-law/unit chair, graduate chair, and program faculty, assist with teaching assignments consistent with the program's 3-year teaching plan to ensure that (1) degrees are attainable in 4 years, (2) faculty teaching capacity is being used efficiently (e.g., required courses offered at least once per year, attention to under-enrolled courses), and (3) General Education commitments are met.
- Represent program faculty in all matters related to the undergraduate degree program(s) to the dean(s) and School Executive Committee(s).
- Review and correct catalog copy and other publicity for the undergraduate program.
- Review and act on student petitions for exceptions to policy, such as requirement or prerequisite waivers, course substitutions from other programs or institutions, leaves of absence, and so on.
- Serve as program representative to the School Curriculum Committee(s).
- Serve as general point of contact for all matters related to the undergraduate academic program. This includes working with the FAO to coordinate student learning outcomes assessment and use of assessment data for program improvement.
- Participate with the Vice Provost and Dean for Undergraduate Education and the Coordinator for Institutional Assessment in ongoing formative and summative evaluation of the Program Chair pilot program.

As part of your program's administrative leadership team, you will work with your program's Faculty Assessment Organizer to ensure (1) integration of your program's assessment work with broader program stewardship activities, and (2) regular and ongoing attention to undergraduate learning and success in your program in keeping with school and campus priorities. As the Undergraduate Program Chair you will be the point of contact for the responsibilities outlined above and program assessment.

Consistent with this purpose, you will receive compensation in the amount of \$2500 (in the form of a stipend or research funds) each year you serve in this role.

Thank you for assuming this appointment on behalf of your colleagues and the University. Please signify your acceptance of these responsibilities by signing below.

Sincerely,

[Name], Vice Provost and Dean for Undergraduate Education



UNIVERSITY OF CALIFORNIA, MERCED
 5200 N. LAKE ROAD
 MERCED, CALIFORNIA 95344
 PHONE: (209) 228-4411
 FAX: (209) 228-4047

DATE

Professor XXX

Faculty Assessment Organizer, Program [Name]

With this letter I am pleased to offer you an appointment to the position of Faculty Assessment Organizer for [Program Name] in the School of [Name]. This is a [x-year] appointment, beginning xx and ending xx.

In collaboration with the Undergraduate Chair, program colleagues and with the support of the [Manager of Student and Program Assessment X], FAOs facilitate the [annual assessment activities](#) of their programs. This includes

- assessing at least one Program Learning Outcome annually¹.
- discussing findings with program faculty, including the identification of any actions suggested by the findings.
- implementing resulting actions, including any that address the assessment strategy itself.
- developing a [summary report](#) that is shared with the school dean and the Periodic Review Oversight Committee ([PROC](#)). The annual report submission date for your program is [insert date].
- reviewing, disseminating (to colleagues), and implementing PROC feedback as appropriate.

FAOs also facilitate [academic program review](#), a comprehensive, peer-review based review that each program undertakes once every seven years. Your program's next review is currently scheduled for [x – and hyperlink].

As part of your program's administrative leadership team, you will work with the Undergraduate Chair to ensure (1) integration of your program's assessment work with broader program stewardship activities, and (2) regular and ongoing attention to undergraduate learning and success in your program in keeping with school and campus priorities. The Undergraduate Program Chair will be the point of contact for program assessment, consistent with his/her larger chair responsibilities.

Consistent with this purpose, you will receive compensation in the amount of \$2500 (in the form of a stipend or research funds) each year you serve in this role.

Additional information and resources in support of your work as FAO are available via the [FAO FAQ page](#) at assessment.ucmerced.edu.

Your program's previous Program Learning Outcomes Reports as well as PROC feedback on these activities are available [point to where this is archived]. In this same folder, you will also find your program's assessment plan for addressing the [WASC Core Competencies](#) as part of your program's ongoing assessment efforts.

Following the [advice of experienced FAOs](#)², I encourage you to contact [Manager's name] as soon as possible to review your program's timeline for completing the annual assessment cycle, and to initiate your program's efforts.

Thank you for assuming this appointment on behalf of your colleagues and the University. Please signify your acceptance of these responsibilities by signing below.

Sincerely,

[Name], Vice Provost and Dean for Undergraduate Education

Signed _____

¹ Typically this involves coordinating with program faculty to identify, gather and assess evidence of student learning (e.g. student work and student perceptions of their learning) and the student experience. This may involve developing and/or revising program rubrics.

² Data from FAO interviews conducted during 2013-14.

Appendix 3: Comparison of AP Chair and Proposed UG Chair Responsibilities 8.12.2014

AP Chair Responsibilities		Proposed UG Chair Responsibilities
<ul style="list-style-type: none"> • Be responsible for all academic personnel actions within a unit; may delegate actions to unit faculty or committees • Represent the unit faculty in all personnel matters to the School Dean and School Executive Committee • Ensure that all faculty and LSOE personnel actions (promotions, merit reviews, faculty-requested actions) are carried out in a timely fashion (e.g., assemble committees, solicit external letters, write and present cases, and write transmittal letters), either by the chair or by delegation to an appropriate faculty member • Oversee committees, hiring plans, and recruitment for new faculty searches, and be accountable that appropriate attention is given to issues of faculty diversity • Propose unit resource needs, in consultation with group faculty, to the School Dean • In collaboration with graduate group and undergraduate program chairs, recommend teaching assignments for faculty in the unit • Recommend sabbatical leaves and other leaves of absence for unit members in consultation with graduate group and undergraduate program chairs • Review and recommend temporary lecturer appointments in collaboration with undergraduate program chair • Oversee assignment of mentors to lecturers as appropriate • Nominate faculty for awards; write letters of support for faculty applying for grants when the Unit Chair is the appropriate person to provide such a letter • Meet annually with each faculty member to discuss performance in research, teaching, and service • Develop and maintain a unit diversity program for faculty • Maintain a climate that is hospitable to creativity, diversity, and innovation • Serve as the main point of contact for the unit 	<div data-bbox="800 228 1167 488" style="border: 1px solid black; background-color: #e0e0e0; padding: 5px;"> <p style="text-align: center;">Shared Responsibilities</p> <ul style="list-style-type: none"> • Resources • Review and recommend temporary lecturer appointments. • Teaching assignments </div>	<ul style="list-style-type: none"> • As FAO, administer the curriculum and resources associated with a degree program or programs, in consultation with program faculty and staff; may delegate tasks to program faculty or committees. This includes annual and periodic program assessment. • Represent program faculty in all matters related to the undergraduate degree program(s) to the dean(s) & School Executive Committee(s). • Review and correct catalog copy and other publicity for undergraduate program. • Review and act on student petitions for exceptions to policy, such as requirement or prerequisite waivers, course substitutions from other programs or institutions, leaves of absence, and so on. • In collaboration with AP and graduate group chairs, make teaching assignments consistent with, and maintain, the program's 3-year teaching plan to ensure that degrees are attainable in 4 years, faculty teaching capacity is being used efficiently (e.g., required courses offered at least once per year, attention to under-enrolled courses), and General Education commitments are met. • Serve as program representative to the School Curriculum Committee(s). • Facilitate program attention to undergraduate success (enrollment management, persistence, timely degree progress and graduation, diversity) in the context of the major and in support of institutional goals. • Serve as the program representative to Undergraduate Student Success Subcommittee of the Enrollment Management Council. <p>Collaborative responsibilities</p> <ul style="list-style-type: none"> • Engage in academic and strategic planning, budget requests, and requests for faculty and staff FTE. • Coordinate undergraduate awards. • Participate in and recruit other volunteers for School/UCM UG program activities (e.g., Preview Day, Bobcat Day) • Review and recommend temporary lecturer appointments in collaboration with AP Chair • Determine course needs/qualifications for teaching assistants, oversee TA training, and communicate the needs and any special circumstances to the graduate group chairs and the designees of the school deans.

Appendix 4: Graduate Group Chair Appointment Letter

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SANTA BARBARA • SANTA CRUZ

OFFICE OF THE GRADUATE DEAN

UNIVERSITY OF CALIFORNIA, MERCED
Mailing Address:
5200 North Lake Rd.
MERCED, CALIFORNIA 95343

DATE

Dear,

With this letter I am happy to appoint you to the position of Graduate Group Chair for the (NAME) Graduate Group. This is a calendar-year appointment effective (DATE). This one-year appointment is renewable on an annual basis, subject to administrative review by Dean Aldenderfer and the graduate dean, in consultation with (GROUP NAME) faculty members. As liaison between your graduate group and the Graduate Division, your responsibilities include the following:

- Oversee the progress of graduate students through the program, including satisfaction of degree requirements and advancement to candidacy, in coordination with group advisors, faculty and staff
- Represent the group faculty in all matters related to the degree program(s) to the lead dean, the graduate dean, Graduate and Research Council, and School Executive Committee(s)
- Determine resource needs and administer program budget, in consultation with group faculty, lead dean, and graduate dean
- Oversee graduate student recruitment, graduate program website, admissions, and financial aid, in consultation with group faculty, lead dean, and graduate dean
- Determine graduate course offerings each semester, including curriculum changes, in consultation with group faculty, and school staff and faculty involved in course scheduling and teaching assignments
- Determine graduate course resource needs for equipment, staff support, and other resources, in consultation with faculty and lead deans
- Serve as graduate group Faculty Accreditation Organizer by overseeing annual program assessments and periodic program review, to monitor and maintain academic excellence
- Consult with deans in selecting and reviewing graduate support staff
- Coordinate participation of the graduate group in School and University program activities, including graduate student fellowship and award programs
- Develop and maintain a plan for promoting diversity among matriculated graduate students
- Manage and respond to program feedback and inquiries from faculty, students, staff, and reviewers

If you agree to accept these responsibilities, you will receive compensation in the form of (\$5000) per year, which can be used either for research expenses or summer stipend. I thank you for considering this appointment on behalf of your colleagues and the Graduate Division. Please signify your acceptance of these responsibilities by signing below, and returning a signed copy to the Graduate Division.

(Professor Name)

Sincerely,
Professor Chris Kello
Acting Dean of the Graduate Division

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OFFICE OF THE PROVOST AND EXECUTIVE VICE CHANCELLOR

UNIVERSITY OF CALIFORNIA, MERCED
5200 N. LAKE ROAD
MERCED, CA 95343
(209) 228-4439

To: Jian-Qiao Sun, Senate Chair

From: Thomas W. Peterson, Provost and Executive Vice Chancellor

Date: December 1, 2014

Re: Steering Committee for WSCUC Reaffirmation of Accreditation

Over the next three and one half years, UC Merced will be preparing for and completing its first review for reaffirmation of accreditation by the WASC Senior College and University Commission (WSCUC; formerly WASC).

To oversee successful completion of this critical review, the Chancellor and I are establishing the *WSCUC Steering Committee for Reaffirmation of Accreditation*. **I am writing to request participation of a representative from Undergraduate Council and Graduate Council respectively.**¹

As described in the appended charge, the Steering Committee will oversee, coordinate, and ensure successful completion of a reaffirmation effort that will begin this coming spring semester (2015) and conclude with the WSCUC Commission's granting of reaffirmation in June/July 2018. It is the Chancellor's and my expectation that the campus will earn a 10-year reaffirmation period, continuing our record of strong WSCUC reviews.

As educational effectiveness and student success are key components of the review, UGG and GC representation on the Steering Committee is essential to our success. Further, Senate representation is critical to promoting wide-spread engagement of campus stakeholders in our reaffirmation effort, in keeping with the institutional nature of this work.

We anticipate the Steering Committee's inaugural meeting to take place in early February 2015. This spring, Barbara Gross Davis, the WSCUC staff liaison to our campus and an experienced WSCUC Vice President, will also visit our campus to familiarize us all with the new WSCUC process.

I am happy to answer any questions you may have regarding this commitment.

Thank you very much for your willingness to help lead UC Merced's reaffirmation of accreditation process.

CC: Dorothy Leland, Chancellor

¹ As per the charge, faculty will also be represented via the Steering Committee chair, as well as a faculty representative from each of the three schools.

Charge to the WSCUC¹ Steering Committee for Reaffirmation of Accreditation

November 24, 2014

Reporting to the Provost, the WSCUC Steering Committee oversees, coordinates, and ensures successful completion of all aspects of UC Merced's reaffirmation of accreditation process.

Toward this end, the Steering Committee develops campus strategies for, and oversees the implementation and completion of, the following elements of the institutional review process for reaffirmation.

1. The campus' self-review under the WSCUC Standards. This includes summarizing findings and proposing follow-on actions, as necessary.
2. Completion of the Compliance Audit Checklist. This includes facilitating any needed revisions to policy.
3. Development of the outline of the campus' self-study, and its submission to WSCUC for staff review.
4. Development of the campus' self-study, including campus review and approval.
5. Campus preparations for both the Off-site Review (fall 2017) and Accreditation Visit (spring 2018). This includes the campus' response to questions emerging from the Off-site Review.

In keeping with the institutional nature of this work, the Steering Committee facilitates wide-spread engagement of campus stakeholders in the reaffirmation process, including faculty, lecturing faculty, staff, and students. Stakeholders will help to ask and answer questions related to three Core Commitments of Accreditation - Student Learning and Success, Quality and Improvement, and Institutional Integrity, Sustainability and Accountability – and the supporting Criteria for Review (CFR).

The Committee's work will commence in spring 2015 and conclude in spring 2018 following the campus' Accreditation Visit and the Commission's granting of reaffirmation in June 2018.

Membership

Faculty

Steering Committee Chair: Faculty member
Undergraduate Council, representative
Graduate Council, representative
Lecturing Faculty, representative
SoE, faculty representative
SNS, faculty representative
SSHA, faculty representative

Administration

Vice Provost and Dean for Undergraduate Education
Vice Provost and Dean of the Graduate Division
Vice Chancellor for Student Affairs
Vice Chancellor for Planning and Budget
Accreditation Liaison Officer

Students

GSA representative
ASUCM representative

¹ WASC Senior College and University Commission; formerly "WASC".



OFFICE OF THE PROVOST AND EXECUTIVE VICE CHANCELLOR

UNIVERSITY OF CALIFORNIA, MERCED
5200 N LAKE RD
MERCED, CA 95343
PH: 209-228-4439
FX: 209-228-4376

December 4, 2014

Jane Lawrence, Special Assistant to the Chancellor
Elizabeth Whitt, Vice Provost and Dean for Undergraduate Education

Dear Jane and Liz,

As you know, programs for academically-talented students have expanded across the United States at all levels of higher education, from community colleges to research universities. Hundreds of institutions and thousands of students have benefited from this development. In light of anticipated enrollment growth at UC Merced between now and 2020, and given increasing interest at the institution to provide curricular and co-curricular opportunities focused on high-achieving students, it is a good time to examine whether a University Honors Program or College should be established at UC Merced. To that end, I ask you to chair a Task Force on University Honors.

The Task Force on University Honors will study, and provide recommendations regarding, a University Honors Program or College for UC Merced. Specific tasks to be accomplished by the Task Force include, but are not limited to:

1. Develop a rationale for an institution-wide Honors program/college. What would having an Honors program or college contribute to UC Merced, to the faculty and to the students -- both those students who participate and those who do not?
2. Investigate models of Honors Programs/Colleges that exist at other research universities and identify characteristics of these other models that could be a good fit for UC Merced as it grows and expands its undergraduate student population. Recommendations about the best model for UC Merced should include suggestions about organizational structures.
3. Study and evaluate Honors curricula, including stand-alone Honors courses, Honors-option courses, Honors seminars, Honors theses and how Honors requirements could complement UC Merced's General Education and major requirements and recommend a plan for Honors curricula at UC Merced. This study should include consideration of resources, including faculty time, and student progress toward degrees.
4. Study, evaluate, and recommend co-curricular programs and activities that should be offered as part of a University Honors Program/College at UC Merced. Examples could include Honors housing, social engagements for Honors students, undergraduate research opportunities, speaker series, meeting space, study abroad, faculty mentors, preparation for prestigious scholarships and fellowships, etc.

5. Review experiences from other university Honors programs/colleges and suggest what donor or development opportunities might exist for UC Merced if a University Honors Program/College is created.
6. Offer a plan for how UC Merced should move forward with an institution-wide University Honors Program/College. This plan should include estimates of costs of implementing the program and resources required, as well as a timeline for implementation.

The Task Force membership will include Senate faculty representatives from each of the schools, as well as from Undergraduate Council. Students also should be part of the task force. Outcomes of the Task Force should include a report describing the work processes of the task force, addressing in detail responses to all the tasks listed above. The report and recommendations will inform deliberations by UCM Senate and administrative leadership. So that those deliberations can be completed in Spring 2015, please submit your report no later than March 20, 2015.

Thank you for your willingness to lead this effort. Please let me know if you have any questions or need additional information.

Sincerely,



Thomas W. Peterson
Provost and Executive Vice Chancellor

CC: Susan Sims, Chief of Staff to the Provost
Jack Vevea, Chair, Undergraduate Council
Fatima Paul, Assistant Director, Academic Senate
April Graves, Executive Assistant to the Provost



ACADEMIC SENATE, MERCED DIVISION
PERIODIC REVIEW OVERSIGHT COMMITTEE (PROC)
THOMAS W. PETERSON, CO-CHAIR
CRISTIÁN RICCI, CO-CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
209-228-7930

December 5, 2014

**To: Jack Vevea, Chair, Undergraduate Council
Kathleen Hull, Chair, Graduate Council**

**From: Thomas W. Peterson, Provost/Executive Vice Chancellor and PROC Co-Chair
Cristián Ricci, Senate Vice Chair and PROC Co-Chair**

Re: PROC Revisions of Academic Program Review Policies

During its October 28th meeting, the Periodic Review Oversight Committee (PROC) established a Policy Subcommittee to revise the academic program review policies, and thereby continue the work initiated last spring with the transition in coordination and oversight of the academic program review process to PROC from the Program Review Committee of the Academic Senate. (For additional history on the transition to PROC see appended Senate memos).

During its first meeting on November 25th, the Policy Subcommittee discussed strategies for meeting its charge to revise the [undergraduate](#) and [graduate](#) academic program review policies before the end of the current academic year (see memo on pp. 17-19). In light of the tight timeline, and the fact that any revisions to the program review policies must be approved by Undergraduate and Graduate Councils, the subcommittee concluded that the revision process would be more efficient if these Senate committees were engaged in the process sooner rather than later.

Toward this end, the subcommittee requested that PROC ask Undergraduate and Graduate Councils to review and endorse one of the following three possible approaches to advancing the revision process.

- (a) The [UGC](#) and GC Policy Subcommittees each join the PROC Subcommittee for collaborative revisions of the undergraduate and graduate program review policies.
- (b) That GC and UGC Policy Subcommittees themselves undertake all revisions, or
- (c) The GC and UGC Policy Subcommittees vest the PROC Subcommittee, which is co-chaired by GC vice-chair Dawson and UGC vice-chair Viney, with the authority to undertake major revisions.

Following the Subcommittee's counsel, PROC would like to recommend action (a) to UGC and GC as it would include all relevant Senate and joint Administration-Senate Committees, together with representatives from the Administration, and therefore should most efficiently advance the work, and associated goals for revising the program review process, initiated last spring.

PROC looks forward to receiving UGC and GC's recommendations for moving forward, noting, as the subcommittee did, that time is short for completing the revision process in time for full Senate review and approval by the close of the academic year. We thank the Councils for any effort they can make to help move this process forward in a timely fashion.

cc: Periodic Review Oversight Committee
Undergraduate Council
Graduate Council

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ACADEMIC SENATE, MERCED DIVISION
GRADUATE COUNCIL (GC)
VALERIE LEPPERT, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-6312

May 1, 2014

**To: Jay Sharping, Chair, Undergraduate Council (UGC)
Gregg Camfield, Chair, Program Review Committee (PRC)**

From: Valerie Leppert, Chair, Graduate Council (GC)

Re: Next Steps - Proposed Revisions to UC Merced Academic Program Review

As agreed at our April 18 meeting, Graduate Council reviewed the revised PROC (SACAP) charge and revised GC Academic Program Review Policy (attached). GC voted unanimously in favor of both revisions at its meeting of April 30.

The proposed changes to the PROC (SACAP) charge, GC Academic Program Review Policy, and UGC Academic Program Review Policy will need to be discussed at the May 12 meeting of DivCo, so we kindly request that you inform us by the morning of Friday, May 9, of any modifications to the PROC (SACAP) charge and UGC Academic Program Review Policy. Graduate Council will modify its Academic Program Review Policy to accord with UGC's modified Academic Program Review Policy, if necessary, and vote to approve these new modifications to the SACAP (PROC) charge and GC Academic Program Review Policy before the May 12 DivCo meeting. This hopefully will result in a finalized PROC charge, and modified GC and UGC Academic Program Review Policies that are in agreement with each other, that are all fully approved and can be endorsed at the May 12 DivCo meeting, in order to finish out revision of academic program review this year and enable the new review process to go into effect next academic year.

**Cc: Graduate Council
Ignacio López-Calvo, Senate Chair
Laura Martin, Coordinator of Institutional Assessment and Accreditation Liaison Officer
Fatima Paul, Assistant Director, Academic Senate
Senate Office**



ACADEMIC SENATE, MERCED DIVISION

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-6312

April 30, 2014

**To: Program Review Committee (PRC) Members
Undergraduate Council (UGC) Members
Graduate Council (GC) Members**

**From: Gregg Camfield, Chair, Program Review Committee (PRC)
Jay Sharping, Chair, Undergraduate Council (UGC)
Valerie Leppert, Chair, Graduate Council (GC)**

Re: Proposed Revisions to UC Merced Academic Program Review

Revision of Academic Program Review at UC Merced to make it more useful and less burdensome has been under consideration for most of the past two academic years. This year, the effort has consisted of meetings between PRC Chair Camfield, UGC Chair Sharping, GC Chair Leppert, Senate Chair Lopez-Calvo, ALO Martin, Senate Director Shelton, UGC Analyst/Associate Senate Director Paul, and GC Analyst Chavez; discussions in Undergraduate and Graduate Council; and ongoing research of existing practices on other UC campuses. As a result of this effort, we wish to propose revisions to UC Merced's review of Academic Programs, to become effective in AY2014-2015.

A background of Academic Program Review at UC Merced, description of the proposed revisions, and listing of their potential pros and cons are provided below. Also attached are a proposed corresponding revised charge/name change for SACAP, proposed revised Undergraduate Program Review Policy, and proposed revised Graduate Program Review Policy, to enable putting these revisions into practice. We ask that (1) PRC, UGC, and GC consider the proposed revisions to program review, and vote and report on whether or not they are in favor of them; and that (2) UGC and GC consider and vote, respectively, on corresponding changes to their own Program Review Policies to bring them in line with the proposed revisions. Following this, we will request Divco and the Provost to approve the proposed revisions.

Background of Academic Program Review at UC Merced

In addition to assessment and review of programs related to WASC and specialized accreditation (e.g. ABET, CEPH, ACS), academic programs conduct periodic peer-based (generally external) program review, usually on a 7-10 year cycle, depending on institution. This form of review speaks to the perception of the quality of UC programs by their academic peers. In AY2008-2009, UGC and GC, as a necessary step in WASC accreditation, were asked to develop and approve Program Review Policies. This was done, based on respective UGC and GC modifications of UC Davis' Graduate Program Review Policy. In addition to review policies, a framework for conducting academic program review was also

necessary. In subsequent years, UC Merced adopted a review framework similar to UC Irvine's, where the academic review process is mainly overseen by the senate. It should be noted that systemwide, while the Senate retains authority over academic components of review, the process itself and its organization may be overseen by the senate, the administration, or some combination of the two.

At UC Merced, while Undergraduate and Graduate Councils have authority over program review and its policies, the review process itself is run by the Program Review Committee, a subcommittee of both UGC and GC, which does not actually have any UGC or GC members on it (due to workload issues). This framework has been problematic due to the following reasons: (1) communication and coordination issues between the PRC and its parent UGC/GC committees, (2) lack of integration of administration and its oversight function over resources with senate-led academic program review, and (3) senate workload issues associated with populating, staffing and running a third committee – the PRC.

Proposed Revisions to Academic Program Review

To address these issues and have academic program review be more beneficial and less burdensome, we propose the following changes, effective AY2014-2015:

1. Adopt an academic program review process similar to UC Berkeley's, in which senate committees retain their authority over the academic components of program review, but where the administration is actively integrated into and coordinates/oversees the review process.
2. Discontinue the PRC.
3. Place oversight of the academic program review process under the Senate-Administration Committee on Assessment of Programs (SACAP) and rename the committee to the Periodic Review Oversight Committee (PROC) to reflect the addition of this new function to its existing functions.
4. Also, we propose that the Office of Institutional Assessment, under the Provost's Office, support SACAP for this additional function and monitor the scheduling/initiation/conduct/closeout/follow up of academic program review, similar to what it currently does for administrative units under the Provost's Office (e.g. Graduate Division, Schools).

[Note: At UCB, academic program review is overseen by a joint senate-admin PROC, which is supported/overseen by the Vice-Provost for Academic Planning. The proposed changes may require more staff support for SACAP and/or OIA.]

We are proposing a two-step process:

1. Ahead of AY2014-2015, accomplish the proposed changes outlined above through revision of SACAP charge, revision of UGC and GC Program Review Policies to reflect PROC instead of PRC, including a new preamble that contextualizes the review process and slightly modifies the review schedule, and UGC/GC approval of the proposed changes along with approval by Divco and the Provost.
2. For AY2014-2015, senate and administration work on refining SACAP (renamed to PROC) charge and senate, SACAP, OIA responsibilities for revised academic program review process. UGC and GC, with SACAP, further refine undergraduate and graduate program review policies to bring in line with new process and improve the efficiency of the overall review process. For example, this may result in consolidation of UGC/GC policies into one policy, changes to enable review of departmentally aligned undergraduate and graduate programs at the same time, etc.

Pros and Cons of the Proposed Changes to Academic Program Review

Pros:

1. Senate workload – by removing the PRC and shifting some responsibilities for program review to SACAP and the OIA, both faculty and staff workload, a pressing problem at UC Merced, will be reduced.
2. Better coordination between administrative resource and senate academic aspects of program review – right now these components are relatively isolated, making it difficult to assess and address resource issues related to academic program success during review.
3. Better alignment between institutional resources and academic mission. As SACAP currently reviews assessments of administrative units that support academic units, this will allow improved identification of related administrative, academic or resource issues that need to be addressed in support of our academic mission.
4. Streamlining of assessment practices – provides the opportunity to identify where WASC, Periodic Program Review, and specialized accreditation review instruments might be combined to reduce the overall assessment burden.
5. Opportunity to monitor success of strategic planning efforts.

Cons:

1. Reduces senate ownership and control of program review. This is, however, a con that seems to have been managed collegially – and to the benefit of all - at other UC campuses.

In summary, many benefits appear to be realizable from the proposed changes.

Cc: Program Review Committee
Undergraduate Council
Graduate Council
Senate Office



OFFICE OF THE ACADEMIC SENATE
IGNACIO LÓPEZ-CALVO, CHAIR
senatechair@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-7954; fax (209) 228-7955

October 17, 2013

Provost/EVC Thomas W. Peterson

RE: Senate-Administration Council on Assessment and Planning (SACAP) Revised Charge

The Academic Senate completed its review of the revised charge and membership to the Senate-Administration Council on Assessment and Planning (SACAP), and Division Council discussed the revisions at its October 8, 2013 meeting. Division Council has no major objections to the proposed revisions and suggests the following:

- In an effort to ensure and maintain faculty continuity on the Council, we recommend a two-year term of service.
- We feel that the slight faculty/administration imbalance (6 vs. 7) could potentially disenfranchise the Senate faculty. We recommend the addition of one faculty representative, preferably Faculty Assessment Organizer.
- The language regarding quorum in the footnote poses a question rather than making a statement. We recommend changing the language as follows: "An affirmative vote would require the support of at least 50% of Academic Senate representatives and, separately, 50% of the Administration representatives". Changes in SACAP's activities already specify that the voting procedures to ensure equitable Senate/Administration representation may create biases on one side or the other. The document mentions that this may be corrected proportionally by representation, but this specification seems not to have been codified in final form. We recommend some such approach may be appropriate to ensure adequate balance between both sides.
- We recommend integrating the Senate Program Review and School Assessment efforts in current requirements and business conducted by SACAP. So that business

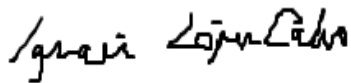
conducted by SACAP will complement and build on those efforts already at the Senate and School levels.

In addition to the above suggestions the following concern was raised:

- Regarding the nature of the data that will be shared among campus constituents (please see bullet 4 in the proposed charge “Ensure communication and data sharing [...]”), please define if this paragraph is referring to institutional data or data included in assessment reports that are generated by academic programs. Contingent on the nature of the data, this may have different implications and may require further discussion.

Thank you for the opportunity to provide feedback and we look forward to your response. Attached please find comments from Senate standing committees reflecting the above suggestions and concern.

Sincerely,



Ignacio López-Calvo, Chair
Division Council

cc: Susan Simms, Chief of Staff, Special Assistant to the Provost/EVC
Laura Martin, Coordinator for Institutional Assessment
Fatima Paul, Senate Associate Director
SACAP
Division Council
Senate Office

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON RULES & ELECTIONS (CRE)
RICK DALE, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-6312

Date: September 24, 2013

To: Ignacio López-Calvo, Chair, Academic Senate; Divisional Council

From: Rick Dale, Chair, Committee on Rules & Elections (CRE)

Re: SACAP Recharge

One concern that the changes in SACAP's activities already specifies is that the voting procedures to ensure equitable Senate/Administration representation may create biases on one side or the other. The document mentions that this may be corrected proportionally by representation, but this specification seems not to have been codified in final form. CRE recommends some such approach may be appropriate to ensure adequate balance between both sides. As noted by UGC, there is already an inherent imbalance in membership that may routinely cause this issue to arise.

CC: Committee on Rules and Elections Members
Divisional Council

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ACADEMIC SENATE, MERCED DIVISION
GRADUATE COUNCIL (GRC)
VALERIE LEPPERT, CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-6312

September 23, 2013

To: Ignacio López-Calvo, Senate Chair

From: Valerie Leppert, Chair, Graduate Council (GC)

Re: GC comments on the revised SACAP Charge

Graduate Council reviewed the proposed revisions to the Senate-Administration Council on Assessment and Planning (SACAP). In general, members had no objections to the proposed revisions in charge and membership. However, GC would like to note the need for the Senate to advocate for the integration of Program Review and School Assessment efforts.

Cc: Graduate Council
Division Council
Senate Office



ACADEMIC SENATE, MERCED DIVISION
UNDERGRADUATE COUNCIL (UGC)
Jay Sharping, Chair
jsharping@ucmerced.edu

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September 16, 2013

To: Ignacio López-Calvo, Chair, Division Council

From: Jay Sharping, Chair, Undergraduate Council

Re: Revised SACAP Charge and Membership

At its September 11 meeting, UGC reviewed the revised charge and membership for the Senate Administration Council on Assessment and Planning (SACAP). We thank you for the opportunity to provide feedback. Outlined below, please find the Council's comments on the proposed revisions:

- In an effort to ensure and maintain faculty continuity on the Council, we recommend a two-year term of service.
- We feel that the slight faculty/administration imbalance (6 vs. 7) could potentially disenfranchise the Senate faculty. UGC recommends the addition of one faculty representative, preferably a Faculty Assessment Organizer.
- The language regarding quorum in the footnote poses a question rather than makes a statement. We recommend changing the language as follows:
"An affirmative vote would require the support of at least 50% of Academic Senate representatives and, separately, 50% of the Administration representatives"

Lastly, a concern was raised about the nature of the data that will be shared among campus constituents (please see bullet 4 in proposed charge "Ensure communication and data sharing [...]"). A member asked if this paragraph is referring to institutional data or data included in assessment reports that are generated by academic programs. Contingent on the nature of the data, this may have different implications and may require further discussion.

**Cc: UGC Members
Division Council Members
Senate Office**

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OFFICE OF THE PROVOST AND EXECUTIVE VICE CHANCELLOR

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Date: August 8, 2013

To: Peggy O'Day, Chair, Academic Senate

From: Provost Thomas W. Peterson

RE: Proposed revisions to SACAP Charge

Please find attached for the Senate's consideration and input a proposed revised charge to the Senate Administration Council on Assessment and Planning.

As you will see, the charge has been revised to

- Include a focus on establishing a sustainable, campus-wide system of assessment practices together with consideration of necessary resourcing.
- Clarify its role as an advisory council to the Provost/EVC and Senate.
- Clarify the council's contributions including outputs.

Also proposed is a role in advising the Budget Committee on assessment support-related budget proposals.

Changes to the membership are also suggested. These include the addition of the Budget Director on the administrative side. On the Senate side, it is suggested that the Chair of the Program Review Committee join the council as a co-chair to support a focus on integrating annual and periodic assessment processes. In keeping with last year's discussion, it is also suggested that the Council include a representative from each School's Executive Committee to better connect SACAP's work to school level processes and priorities. Connections to Divisional Council and the Senate's role in resource allocation would be maintained through the memberships of the Vice Chair of Divisional Council and CAPRA Chair (or designee).

Historically, annual turnover in SACAP membership has challenged the council's ability to advance its efforts year over year. The council would be expected to be more effective with longer terms of service. Toward this end, I ask the Senate to consider the possibility of two year appointments for a subset of senate representatives, including perhaps mostly importantly the Senate Co-Chair of this council.

Finally, the proposed membership includes one more administrative than faculty representative. The charge includes a proposed solution to any voting concerns this might raise in a final parenthetical item.

I thank the Senate for its ongoing commitment to this important coordinating and advisory council in support of the campus' efforts to sustainably integrate assessment into campus practices and processes. The work is not done, but I hope that the proposed revisions to the council's charge will advance its contributions substantially.

I am happy to discuss the revised charge with you, but hope we can finalize a charge as soon as possible, with the goal of SACAP meetings resuming by September of the new academic year.

Cc: Susan Sims, Chief of Staff, Special Assistant to the Provost
Laura Martin, Coordinator for Institutional Assessment

Friday, August 30, 2013

Proposed Charge: Senate Administration Council on Assessment (SACAP)

The Senate-Administration Council on Assessment and Planning supports and advances UC Merced's educational and institutional effectiveness and organizational learning through its campus-wide advisory and oversight responsibilities for academic and administrative assessment, both annual and periodic. In executing its charge the Council supports the campus' assessment-related aspirations as outlined in the UC Merced Principles of Assessment.

Specifically, the Council is charged to

~~**Proposed Change to Committee Name:**~~

~~**Senate Administration Council on Assessment and Planning (SACAP)**~~

~~**Proposed Council Charge:**~~

1. Propose and oversee development and maintenance of a sustainable system of institutional assessment practices, including workflow and assessment support, that informs institutional planning and decision-making processes, including the budget process, in support of institutional goals and mission.
 2. Develop and regularly update a plan for ensuring adequate resource support, including personnel, for all assessment and related planning activities, especially annual assessments and periodic program reviews. Advise Administration officials and the Budget Committee on assessment support-related budget proposals. Provide recommendations to the Provost/EVC, the Academic Senate, and the Budget Committee on funding needs to support assessment and related planning activities across the campus.
 3. Ensure that assessment needs and outcomes are built into strategic and long-term planning, and campus budgeting through recommendations to the Provost/EVC, Academic Senate, and the Budget Committee as well as other committees with periodic planning responsibilities. assessment and related planning activities associated with joint academic and administrative functions, including those activities of curricular, co-curricular, and administrative units in service of institutional educational goals and mission; ensure communication and data sharing between all groups involved.
 4. Ensure communication and data sharing among campus constituents for the purposes of advancing institutional goals, including through the annual dissemination of aggregate assessment-related findings (academic, administrative, and co-curricular) that summarize current practices and findings, highlight emerging trends, and recommend related actions to the Provost/EVC and Academic Senate as relevant.
 5. Review accreditation activities, reports, and actions, and advise Administration officials and the ~~Division Council~~Academic Senate on response, efficiency and best practicesinstitutional response, including related planning.

within institutional constraints.
- ~~1. Develop and regularly update a plan for ensuring adequate resource support for all assessment and planning activities, especially annual assessments and periodic program reviews.~~

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~~2-6.~~ Make recommendations to the Administration, including the Provost/EVC and the Academic Senate on the charge and composition of other committees that have regular or periodic responsibility for assessment and planning.

~~3. Ensure that assessment needs and outcomes are built into strategic and long-term planning, and campus budgeting.~~

~~4. Provide recommendations on funding needs that will support assessment and planning activities across the campus.~~

Membership:

Academic Senate	Administration
<u>Chair of Program Review Committee</u>	Vice Provost & Dean of Undergraduate Education
Vice Chair of the Division Council	Vice Provost & Dean of Graduate Education
CAPRA Chair (or designee)	School Dean
<u>SOE Executive Committee</u>	VC Student Affairs (or designee)
<u>Representative UGC Chair (or designee)</u>	
<u>SNS Executive Committee</u>	VC for Business & Administrative Services (or designee)
<u>Representative GRC Chair (or designee)</u>	Coordinator of Institutional Assessment
<u>SSHA Executive Committee</u>	Director of the Budget Office (or designee)
<u>Representative SOE Faculty Representative</u>	VP for Academic Planning (when filled)
Senate Analyst (non-member)	

The committee will be co-chaired by the Program Review Committee Chair and the Administrative representative. Administrative co-chair responsibilities will rotate at two year intervals among the senior leadership (VPDUE, VPDGE, School Dean, VCSA, and VCBAS).
~~(VPDUE or Coordinator for Institutional Assessment) and Program Review Committee Chair.~~

Convening Committee:

For the committee to be convened, a minimum of ~~four~~ three of ~~seven~~ six designated faculty seats must be filled to establish a “working representation” of faculty.

Friday, August 30, 2013

Quorum:

A vote requires a balanced representation of the Senate and the Administration.* A majority of members present at the meeting constitutes a quorum. In the absence of a quorum the Council may discuss business and vote on action items electronically.

Reporting:

As a joint Senate-Administration body, the Council shall report its recommendations to the Administration (through ~~to the~~ Provost's Office), the Academic Senate (through Division Council), and to the Schools (through the Executive Committee representatives and Dean), and/or as indicated in the charge. The committee will generate an annual report.

[*If there is concern that voting outcomes may be biased by differences in academic and administrative representation, would it be possible to tally votes separately by representation? For example, an affirmative vote would require the support of at least 50% of Academic Senate Representatives and, separately, 50% of the Administration representatives?]



ACADEMIC SENATE, MERCED DIVISION
PROC POLICY SUBCOMMITTEE
MIKE DAWSON, CO-CHAIR
CHRISTOPHER VINEY, CO-CHAIR

UNIVERSITY OF CALIFORNIA, MERCED
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December 2, 2014

To: Thomas W. Peterson, Provost/Executive Vice Chancellor and Co-Chair, Periodic Review Oversight Committee
Cristián Ricci, Senate Vice Chair and Co-Chair, Periodic Review Oversight Committee

From: Periodic Review Policy Subcommittee

Re: Academic Program Review Policies

The PROC subcommittee on academic program review met on 25th November. We discussed strategies for meeting our charge to enable revision of academic program review before the end of the current academic year, a tight timeline given the magnitude and gravity of the task.

Particularly we noted that any revisions to the program review policies must be endorsed by Undergraduate Council and Graduate Council. We therefore believe these senate committees should be engaged in the process sooner rather than later. Although this will slightly delay starting policy revision, earlier engagement should provide subsequent efficiencies in (1) effectively and comprehensively revising existing undergraduate and graduate review policies and (2) passage of the revised policies through final senate review.

With these things in mind, **we request PROC immediately contact Undergraduate and Graduate Councils and request review and endorsement of one of the following three possible approaches to advancing the revision process.**

(1) (a) the Policy Subcommittee of Undergraduate Council and the Policy Subcommittee of Graduate Council each join the PROC subcommittee for joint revision of undergraduate and graduate program review policies.

(b) that GC and UGC policy subcommittees themselves undertake all revisions, or

(c) the GC and UGC policy subcommittees vest the PROC subcommittee, which includes GC vice-chair Dawson and UGC vice-chair Viney, with the authority to undertake major revisions.

We request that PROC recommend action (1a) to UGC and GC because it includes all relevant senate and joint administration-senate committees, plus representatives from administration, and therefore should be most efficient.

The policy subcommittee also noted that fully revising the program review policies before mid-January, when the next set of academic programs are scheduled to begin the review process, is not feasible. We do, however, anticipate revisions can be completed by mid-to-late February. **Thus, we also request that PROC take the following actions at the earliest possible opportunity, certainly before the end of Fall 2014:**

(2) contact the chairs of programs that are scheduled to begin review in January 2015 to inform them of the following: (a) that their review begins in Spring 2015, (b) the approximate schedule through end-Spring 2015, provided below, and (c) their responsibilities during these first few months of the review process.

(3) similarly contact other relevant persons—School Dean, VPDUE, IRDS, School assessment officer—to inform them of the approximate schedule for review and their general responsibilities during the first few months.

In each case, we emphasize that this notification and approximate schedule are intended to make the process as simple and transparent as possible while we are amidst a transition in policy.

The proposed schedule for Spring 2015 is as follows (amended from current UGC policy, provided here as an appendix):

By 01 April 2015 – (a) With consultation, PROC determines the scope of the review, notifying the program of the format for the self-study. (b) Administrative support team meets with program in early April to review purpose, process, timeline, responsibilities, support available etc.

By 01 May 2015 – With Dean input, program submits list of possible reviewers to PROC

By 01 June 2015 – (a) PROC reviews and finalizes a list of reviewers. (b) Invitations sent to potential reviewers for a spring visit the following year; set date for review team visit, which should take place before spring break. (c) Data materials provided to program, assisted by IRDS and Assessment Coordinators.

This schedule amounts to a one month delay of these first three stages and will provide the joint subcommittee with invaluable time to complete revisions and for GC, PROC, and UGC to consider those revisions in a thoughtful, productive, and timely manner. All subsequent target dates will remain unchanged. The normal schedule will resume for programs beginning review in Spring 2016.

Commensurate with these requests, the PROC subcommittee has outlined the following timeline for completing our own actions:

Convene first joint subcommittee meeting. Finalize details for Spring review activities; communicate to GC, PROC, UGC – early December (tentatively 9th December).

Identify major and amendments to review policies; communicate to GC, PROC, UGC – mid-January.
Draft program revisions; communicate to GC, PROC, UGC – mid-February.

Thank you for considering this request. We welcome any clarifying questions.

Sincerely,

Michael N Dawson
PROC subcommittee co-chairs,
& on behalf of the subcommittee:

Emily Langdon Laura Martin
Nancy Ochsner Fatima Paul

Christopher Viney

Veronica Mendez

Program Review Schedule¹

<p>Year One</p>	<ul style="list-style-type: none"> ▪ January/start of spring semester: Programs under review receive formal notification ▪ By March 1: <ul style="list-style-type: none"> - With consultation, PROC determines the scope of the review, notifying the program of the format for the self-study. - Administrative support team meets with program in early February to review purpose, process, timeline, responsibilities, support available etc. ▪ April 1: With Dean input, program submits list of possible reviewers to PROC ▪ May 1: PROC reviews and finalizes a list of reviewers. <ul style="list-style-type: none"> - Invitations sent to potential reviewers for a spring visit the following year. Set date for review team visit, which should take place before spring break. - Data materials provided to program (IRDS and Assessment Coordinators can assist with this task) ▪ September 1: Self-study submitted to PROC; distributed to relevant Senate Committees and Dean(s), with basic charge and request for additional input into charge. ▪ Confidential surveys of students, faculty and other stakeholders, as determined in the charge, conducted in Fall, as needed. ▪ By December 1: Charge is finalized and sent to the external review team, with the self-study.
<p>Year Two</p>	<ul style="list-style-type: none"> ▪ Site Visit takes place before spring break ▪ By June 1: Final external review team report submitted to the PROC, following factual error check. ▪ By September 1: PROC forwards review team report to program, Provost/EVC, VPDUE and Dean). Program Dean is asked to coordinate response, including program/administrative response to Review Team recommendations, development of implementation plan, resource commitments, etc. This should involve the Provost/EVC. ▪ November 1: Response and implementation plan due to the PROC, which sends them to relevant Senate Committees for evaluation, input, and conclusion if review should be closed. ▪ By start of Spring semester: PROC has approved implementation plan for integration into budget. Review is closed.

¹ Minor variations in the schedule are the purview of the Periodic Review Oversight Committee