

**COMMITTEE ON ACADEMIC PLANNING & RESOURCE ALLOCATION
(CAPRA)**

Wednesday, October 14, 2015

2:00 – 4:00 pm

KL 362

Documents available at: UCM Box "[CAPRA AY 15-16](#)"

I. Chair's Report

- A. Division Council October 12 meeting updates
- B. Responses from faculty on Project 2020 web form sent on September 28

II. UCPB updates from October 6 meeting

Member Kelley to debrief committee members.

III. Consent Calendar

- A. September 23 meeting minutes Pg. 1-5

IV. Sustainability Steering Committee Representatives (2:30 – 3:00)

Discussion: Professors Ruth Mostern and Ashlie Martini from the Sustainability steering committee will present this pillar's hiring plan.

V. Consultation with Provost/EVC Peterson (3:00 – 3:30)

- A. Update on replacement FTEs
- B. Update on budget information to be shared with CAPRA
- C. Update on estimated date of submission of CAPRA's evaluation Pg. 6-8
of FTEs document and appendices

VI. Campuswide Review Items

- A. Honors Task Force Report Pg. 9-26

Jane Lawrence and Professor Jack Vevea (3:30)

This Task Force was created by Provost/EVC Peterson in December 2014, in light of anticipated enrollment growth at UCM and in response to an increasing interest to provide curricular and co-curricular opportunities at

UCM. All Senate committees are invited to opine on the task force's report and CAPRA is lead reviewer with UGC.

Action requested: CAPRA to review the task force's report and provide comments to the Senate Chair by Friday, November 20.

B. Revised MAPP

Pg. 27-33

The Academic Personnel office and Vice Provost for Faculty have revised the chapter of the Merced Academic Personnel Policies & Procedures (MAPP) that pertains to the L(P)SOE title. All Senate committees are invited to opine. Note: CAPRA is not a leader reviewer.

Action requested: CAPRA to review the draft MAPP chapter and provide any comments to the Senate Chair by Monday, November 2.

C. Process for Establishing Concentrations and Designated Emphasis within Graduate Degree Programs

Pg. 34-38

The policy initially was developed in response to a need within one graduate group to recognize disciplinary strengths within their interdisciplinary curriculum; interest recently has been expressed by two additional graduate groups for similar reasons.

The intent of the policy is to support interdisciplinary education in a way that allows extrinsic groups to recognize that interdisciplinarity is built on expertise in disciplines and consequently to (1) aid recruitment, (2) help students develop foci that improve their courses of study, and (3) increase opportunities for subsequent employment/study by making clear to potential employers/researchers that our graduates have specialist knowledge in addition to interdisciplinary breadth.

Action requested: CAPRA to review the policy and provide any comments by today, October 14 to the Senate Chair.

VII. Other Business

**Committee on Academic Planning and Resource Allocation
(CAPRA)**

**Minutes of Meeting
September 23, 2015**

Pursuant to call, the Committee on Academic Planning and Resource Allocation met at 2:00 pm on September 23, 2015 in Room 360 of the Kolligian Library, Chair Joshua Viers presiding.

I. Consultation with Provost/EVC

Chair Viers pointed out to the Provost EVC that CAPRA's charge includes a statement that CAPRA is to meet with the Chancellor's designee for a "briefing on all sources of revenue for the Merced campus, the allocation of revenue to units of the campus, and budgetary planning for the succeeding academic year." CAPRA has not had this opportunity for the past few years. The Provost/EVC acknowledged the last two years being a transition period with regard to the campus budget and mentioned that no unit on campus has had such a briefing. The Provost/EVC agreed that moving forward, CAPRA should receive this information and provide input to him on the subject matter.

ACTION: Provost/EVC will speak to the Vice Chancellor for Planning and Budget and gather any campus budget information that can be shared with CAPRA at this time.

Chair Viers then inquired about the status of the revised faculty FTE plan that the Provost/EVC mentioned at the last meeting. In addition, the Provost/EVC was reminded that CAPRA revised its process and criteria for the evaluation of FTEs at the last meeting and is awaiting feedback before the call for FTE requests is sent to the campus. The Provost/EVC asked for confirmation that CAPRA's document includes provisions for both foundational hires and cluster hires. Both the Provost/EVC and CAPRA members agreed on parallel but separate processes whereby CAPRA's document addresses both types of hires but the committee will engage the Provost/EVC separately on

foundational versus cluster hires. The Provost/EVC also repeated that this year will see four foundational hires and approximately 8-12 next year.

Chair Viers shared with the Provost/EVC that CAPRA has invited the chairs of the steering committees of the three thematic pillars that were chosen to receive FTE lines this year to present their hiring plans and receive CAPRA's encouragement and input. The Provost/EVC expressed his approval and suggested that CAPRA ask the steering committee chairs the following questions: 1) are they capitalizing on the positions they have been allocated by conducting a thoughtful hiring process rather than merely "divvying out" FTE lines to individual programs? 2) do their proposed plans strengthen the cluster? 3) what are the short term and long term implications for resources? 3) given the major space constraints over the next few years, do their plans include the hiring of lab intensive versus computational faculty?

Chair Viers responded that CAPRA wants to see the widest range of cogent proposed hiring plans. But one concern that many faculty members have is the timeline and whether we can accelerate the process to make a call for FTEs. The Provost/EVC stated that he sent a letter to the chairs of the three steering committees asking them to meet with him discuss which areas within each pillar theme they propose to target this year. In addition, the Provost/EVC asked them to provide him with a short description of the specific sub themes within each pillar and to include a list of questions the Provost/EVC suggested they address. CAPRA members pointed out that the committee was not sent a copy of this letter.

Chair Viers asked the Provost/EVC for a list of the carry over FTE lines from last year. The Provost/EVC asked to again review CAPRA's process and criteria for the evaluation of FTEs.

ACTION: The Provost/EVC will send CAPRA a copy of the letter he sent to the chairs of the three steering committees and send CAPRA a list of the carry over lines from AY 14-15. The CAPRA analyst will send the Provost/EVC CAPRA's latest version of the FTE criteria document.

CAPRA members and the Provost/EVC then discussed Project 2020 and Chair Viers related that faculty members are being asked to participate in upcoming developer meetings but have been told they cannot view the relevant Project 2020 documents. The Provost/EVC acknowledged faculty members' concern and emphasized the monumental legal difficulties that may arise if the process is compromised. He also stressed that he does not want faculty members to think that he finds them untrustworthy or that he is hiding anything with regard to Project 2020 plans.

ACTION: The Provost/EVC will contact the Vice Provost for Planning and Budget today to ask which documents can be shared with faculty.

II. Consultation with AVC for Real Estate Abigail Rider

AVC Rider shared a PowerPoint presentation on Project 2020 updates. (At the conclusion of this meeting, AVC Rider emailed Chair Viers a copy of her presentation for the committee's files.)

Chair Viers again requested that Project 2020 documents – even in redacted format – be shared with faculty members so they can make informed recommendations in their meetings with the design teams.

AVC Rider clarified the format of the upcoming design team meetings in which faculty will participate. The design teams set the agenda. They will ask questions of those in attendance. UCM attendees will not answer their questions; rather, UCM attendees will hold a debriefing session and decide whether documents should be revised. These debriefings are as crucial as the main meetings. To put it another way, UCM attendees are providing the teams with the campus's needs and they in turn provide us with designs. Those designs will be judged in spring 2016.

III. Consultation with Professor Susan Amussen, Steering Committee Chair, Inequality, Power, and Social Justice (IPSJ) Pillar

At CAPRA's invitation, Professor Amussen presented the IPSJ pillar's hiring plan. (At the conclusion of this meeting, Professor Amussen sent a copy of her presentation to CAPRA members for the committee's files.)

The pillar is divided into four areas: general/comparative, race/ethnicity/migration/diaspora, gender/sexuality, and class/poverty development with two FTE lines going toward each area.

CAPRA members held a brief discussion on the language of the job advertisements in Professor Amussen's presentation and on the two models for search committees. Members also mentioned the possibility of opportunity hires and inquired whether IPSJ's plan is expandable and flexible were they to receive additional FTE lines. Finally, a CAPRA member raised a question about the role of the executive committee.

The next step is for IPSJ steering committee members to meet with the Provost/EVC per the letter he sent to each steering committee.

ACTION: Professor Amussen will update CAPRA on IPSJ's plans after the steering committee meets with the Provost/EVC.

IV. PROC Representative from CAPRA

Prior to this meeting, CAPRA was asked for a volunteer to serve on PROC. Chair Viers attended the first PROC meeting and indicated that he is willing to continue on PROC as long as another faculty member attends UCPB meetings in his place. The Senate Committee on Committees is currently seeking an at-large faculty member to attend UCPB meetings and to debrief CAPRA.

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

Attest:

Joshua Viers, CAPRA Chair

Minutes taken by: Simrin Takhar, Senate Analyst

DRAFT

**UC Merced CAPRA (Committee on Academic Planning and Resource Allocation)
Process and Criteria for Evaluating Faculty FTE Requests for
AY 2015-2016 and AY 2016-2017
“Foundational” positions**

Requests for new faculty lines (FTEs) may be initiated by the Bylaw 55 units, graduate groups, or recognized campus or multicampus research institutes. However, as appointments are made to Bylaw 55 units, a position is unlikely to be highly recommended unless it is a priority of one or more such units. Each requested position should be accompanied by a brief (1 paragraph) description of the position and a brief (1 page) justification for the position, referencing the CAPRA criteria listed below. The faculty group(s) requesting each position should be clearly identified.

The requested positions should be ranked in priority both by the School Dean and by the faculty of each hiring unit within the School. It is expected that in SSHA and SNS, the faculty of each Bylaw 55 unit will rank those positions that might reasonably be assigned to that unit, but a single position may be ranked by more than one unit. In SOE, which is a single Bylaw 55 unit, the faculty may choose to provide separate rankings by program. Both the dean’s and the faculty’s rankings should be provided to CAPRA, along with a statement describing how the faculty’s rankings were determined (e.g. by a vote of all faculty in the unit or by another method agreed upon by the faculty).

It is expected that each new faculty position will be assigned primarily to a single School. If a particular position may contribute significantly to more than one School, whether through a split appointment or otherwise, the justification for that position should include supporting letter(s) from the Dean and/or the program faculty of the other School.

In addition to the ranked FTE requests, CAPRA requests that each School submit (1) a table listing, for each requested FTE, the level of the position, the principal graduate and undergraduate programs in which this person is expected to participate, expected space, startup, and other infrastructure requirements, and the Dean’s and Faculty’s priority rankings; (2) a table listing all faculty currently holding appointments in the School, with their unit and graduate group affiliations and the principal undergraduate programs in which they teach, and (3) a table listing all currently approved but unfilled positions. Please see Appendices 1-3 for examples.

The final position descriptions, prioritizations, and supporting tables are due XXXX to the Senate office (senateoffice@ucmerced.edu) and the Provost’s office (provostevc@ucmerced.edu).

CAPRA criteria

1. Potential to strengthen research programs in existing or nascent graduate programs/groups, including cross-school or interdisciplinary programs.
2. Support of undergraduate majors and undergraduate teaching needs.
3. Support of graduate education through student mentorship and graduate teaching.
4. Ability to build connections with ORUs, CRUs, or other existing or proposed organized research units or academic units on campus or systemwide.

This FTE request should include any needed LPSOE positions. It should not include carryover positions (those approved in a prior year but not yet filled) or replacements for vacated positions. It also should not include positions requested in the context of Strategic Academic Focusing, which will be handled separately.

Appendix 1: Sample Table of Requested FTEs

Name of position	Level (Lecturer/ Assistant/ Associate/ Full)	Primary Graduate Group	Secondary Graduate Group(s) (optional)	Primary Major	Secondary Major(s) (optional)	Estimated startup costs	Estimated space and other infrastructure needs	Priority (Dean)	Priority (Faculty)

Appendix 2: Sample Table of Current School Faculty

Name	Year of Appointment	Level (Lecturer/ Assistant/ Associate/ Full)	Bylaw 55 Unit	Primary Graduate Group	Secondary Graduate Group(s)	Primary Undergraduate Major	Secondary Undergraduate Major(s)

**Report of the Task Force on University Honors
University of California, Merced**

September 9, 2015

Members of the Task Force

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

Hrant Hratchian, Assistant Professor, Chemistry, School of Natural Sciences
Mario Sifuentez, Assistant Professor, History, School of Social Sciences, Humanities and Arts (SSHA)
Jack Vevea, Chair of UGC and Associate Professor, Psychology, SSHA
Ming-Hsuan Yang, Associate Professor, Computer Science Engineering, School of Engineering

Susana Calderon, Student, School of Natural Sciences
Armando Lomeli, Regents Scholar and Student, SSHA
Desiree McClain, Director of Academic Affairs for ASUCM and Student, SSHA
Sheyda Partovi, Student, School of Natural Sciences

Executive Summary

As UC Merced grows to 10,000 students, it is time to consider implementing programs for our undergraduates that are standard features at our sister UC campuses and other research universities. Among them is a University Honors Program. In Fall 2015 a Task Force on University Honors was created by Provost and Executive Vice Chancellor Thomas Peterson to study whether a university-wide honors program would be right for UC Merced and its students at this point in time.

After seven months of study and deliberations, the Honors Task Force recommends that a University Honors Program be created at UC Merced. The University Honors Program (UHP) will provide our most academically-talented students, from all majors and schools, a small community of scholars to support their intellectual growth and enhance their collegiate experiences. In addition to special Honors curricula, the Program will offer co-curricular opportunities, such as Honors housing and special advising, including for prestigious post-baccalaureate scholarships and fellowships. The Program will be led by a director who will report to the Vice Provost and Dean for Undergraduate Education and who will work closely with a University Honors Program Faculty Advisory Board that will oversee admissions, curricula and special programs for University Honors Program students and set policies and procedures.

Given current campus initiatives (e.g., SAFI, Project 2020, growth of graduate student enrollments) and limited campus resources, the Task Force recommends that the University Honors Program be phased in over the next five years. At its largest, the UHP will serve approximately five percent of the undergraduate student population. Therefore, by 2021, the UHP will enroll approximately 450 undergraduate students.

Report from the Task Force on University Honors

Introduction

The following report describes the work of the UC Merced Honors Task Force and offers recommendations for action based on our deliberations. We begin by providing context for our efforts, including an overview of the charge to the Task Force and a brief introduction to some of the literature about honors programs, particularly at research universities. The rest of the document presents our recommendations for a University Honors Program at UC Merced and our rationale for those recommendations.

In December 2014, Provost and Executive Vice Chancellor Thomas Peterson created the Task Force on University Honors and asked Vice Provost and Dean for Undergraduate Education, Elizabeth Whitt, and Special Assistant to the Chancellor, Jane Lawrence, to co-chair the Task Force. In addition to their experience with undergraduate education at UC Merced, both Whitt and Lawrence provided leadership for honors programs at their previous institutions. The Task Force also included UC Merced faculty members and students:

Faculty:

- Jack Vevea, Chair of Undergraduate Council, Associate Professor, Psychology, School of Social Sciences, Humanities and Arts
- Mario Sifuentez, Assistant Professor, History, School of Social Sciences, Humanities and Arts
- Hrant Hrachian, Assistant Professor, Chemistry, School of Natural Sciences

- Ming-Hsuan Yang, Associate Professor, Computer Science Engineering, School of Engineering

Students:

- Armando Lomeli, Regents Scholar and School of Social Sciences, Humanities and Arts
- Susana Calderon, School of Natural Sciences
- Sheyda Partovi, School of Natural Sciences
- Desiree McClain, Director of Academic Affairs for ASUCM and School of Social Sciences, Humanities and Arts

In his letter appointing the Task Force, Provost Peterson provided the following charge:

- Develop a rationale for a university-wide honors program. What will having a university honors program contribute to UC Merced?
- Investigate models of honors programs at other research universities and identify characteristics that could be a good fit for UC Merced as it grows and expands its undergraduate student population.
- Study and evaluate honors curricula, including stand-alone honors course, honors-option courses, honors seminars, honors theses, etc., and how honors requirements would complement General Education and major requirements,
- Study, evaluate and recommend co-curricular programs and activities that should be part of an honors program at UC Merced,
- Review experiences from other university honors programs and suggest what donor or development opportunities might exist for UC Merced if a university honors program is created.
- Offer an implementation plan that should include estimates of costs of implementing the program and resources required, as well as a timeline for implementation.

The Task Force convened for the first time on December 12, 2014 and met frequently throughout the Spring 2015 semester. During that time, the Task Force addressed all of the elements in Provost Peterson's charge. We reviewed some of the extensive literature on Honors education, discussed honors program models at other UC campuses and other research universities, talked about the rationale for an honors program at UC Merced at this point in its history, debated curricular models, considered what were appropriate co-curricular activities for our students, met with the senior Development team to explore what fundraising opportunities an honors program might provide, and created an implementation plan with a budget and timeline. The co-chairs also met with Undergraduate Council in late April to update them on our work, share some of our preliminary recommendations and gain members' feedback and suggestions.

As a result of our deliberations, the Task Force recommends a University Honors Program (UHP) be created at UC Merced to serve the most academically-talented students from all majors and Schools. The UHP will function as an academic unit within the institutional structure, with oversight for admissions, curriculum and co-curricular programs; in all of these areas, the UHP will work with other campus units and entities as specified by UC Merced and UC policies and practices. The reasons for our recommendation, and a description of our proposals for implementing the UHP follow after a brief overview of university honors programs in the United States.

Brief History of University Honors Programs

Special programs for academically-talented students have their beginnings in the United States in the 1930s. The first honors program recognized in the literature was at Swarthmore:

The institution's leadership and faculty determined that it had to do two things at once, namely offer its best students a richer educational experience and, in doing so, enhance its reputation for academic excellence. (Humphrey, p. 13, Honors as Phenomenon)

In the decades that followed, the movement to expand programs for academically-talented students spread into every corner of higher education from research universities to liberal arts colleges, regional universities and two-year community colleges. Now, more than 800 institutions are members of the National Collegiate Honors Council, the professional association that was created to provide information and conferences about all aspects of honors education for institutions, faculty and students.

Within the University of California, UC Davis, UC Riverside, and UC Irvine have university-wide honors programs; UCLA has an umbrella organization, Honors Programs, which includes program- and major-related honors programs; UC Santa Cruz has a first-year honors program and UCSD has honors programs in most of its colleges. All UC campuses also appear to offer honors programs in their undergraduate majors.

Other research universities, such as Arizona State, the University of Missouri, the University of Oregon, the University of Arizona, and Penn State, have honors colleges.

Rationale for a University Honors Program

Why a University Honors Program at UC Merced?

As we considered what we read about honors programs and colleges at other universities, as well as our experiences at UC Merced, the Task Force identified a number of potential benefits of a university honors program for both our undergraduate students and for UC Merced.

The essence of a research university includes the engagement of all students in the intellectual life of the academy. A university honors program would enhance that characteristic, not only by providing special opportunities for our most academically-talented students, but by creating a highly visible environment in which such engagement is promoted and valued. Hence, a university honors program would have an impact on the overall intellectual climate of the campus. Benefits of an honors program for the students who participate include:

- Opportunities to engage in conversations and experiences that stretch students' intellectual abilities and their academic horizons both at UC Merced and beyond,
- A small community of scholars within the larger campus community, and
- Priority registration for students who are in good standing in the honors program.

Additional benefits of a university honors program to UC Merced include:

- Contributing to a community of academic excellence on campus,
- Assisting the campus to enroll and retain more of the most academically-talented students in our applicant pool (see discussion of recruitment and retention data below),

- Providing opportunities for faculty to teach and mentor some of our most academically-talented students,
- Creating a laboratory for the campus to test curricular ideas that could, if successful, be made available to all students,
- Creating a vehicle for identifying and mentoring students for prestigious post-baccalaureate scholarships and fellowships, and
- Attracting gifts from donors to support the honors program and its students.

Data from the Office of Admissions about the grade point averages of applicants to UC Merced demonstrate that the campus is not attracting or enrolling large numbers of students in the top tiers of grade point averages (see Appendix A for multi-year data). According to Admissions Office staff, the fact that we do not have a university-wide honors program means potential students and families who expect an honors program to be available eliminate UC Merced from consideration. It's likely that many of these students would be in those top tiers of high school GPAs.

A university-wide honors program also provides an efficient and effective structure within which academic and co-curricular experiences for honors students can be coordinated. Thus, the University Honors Program (UHP) at UC Merced will serve as an "umbrella" for school or major-based honors programs, facilitating communication and encouraging shared expectations and resources. At this point in time, History is the only major that offers its students the opportunity to complete an honors thesis. The School of Natural Sciences has been offering lower division honors courses in Physics and Chemistry since 2013 in preparation for launching a school-based honors program.

Since the UHP will admit students from all UC Merced's majors and schools, students will be introduced to the intellectual breadth of the campus. We hope, as the UHP helps to raise the intellectual expectations of our students, more majors will establish honors opportunities.

At the April meeting with Undergraduate Council, a Council member asked if there are potential negative consequences associated with having a university honors program. The Task Force co-chairs offered three possibilities. First, honors programs do require institutional resources that could be allocated to other priorities. Second, at some colleges and universities, honors programs are seen as "elitist" and not contributing to the whole institution or all students. And finally, without a commitment to attracting talented students from a range of backgrounds and ethnicities, honors programs can evolve to serve students whose families have traditionally benefited from higher education to the exclusion of those whose families have not. The Task Force has attempted to address all three of these concerns through this report and our recommendations.

Why now?

Because the campus has plans to grow to 10,000 students (9000 of whom will be undergraduates) by approximately 2020, now is an opportune time to put into place programs that are available at other research universities, including other UC campuses, and that will assist us to attract and retain the most academically-talented undergraduate students. The Task Force recognizes that there are many priorities for the campus' limited funding, but believes that a carefully phased-in approach over the next five years will lead to an excellent UHP that will bring to our students and campus the many benefits outlined above.

Organizational Structures

UC Merced's UHP will be a university-wide program that serves students from all UC Merced's majors and schools. In addition, the UHP will encourage and support the development of honors opportunities in the schools and majors.

A University Honors Program Advisory Board, composed of faculty from all UC Merced's schools, will oversee the Program's creation, implementation, and ongoing development. The advisory board's responsibilities include development and implementation of admissions criteria, development and oversight of the curriculum, development and assessment of learning outcomes, evaluation of UHP programs and policies, and collaborations with on-and off-campus entities to promote and sustain the Program. The Advisory Board also will provide advice to the Vice Provost and Dean for Undergraduate Education on the candidates for the Director of the University Honors Program.

The following faculty members have agreed to serve on the Faculty Advisory Board for the UHP:

- Paul Almeida, Professor, Sociology, SSHA
- Hrant Hrachian, Assistant Professor, Chemistry, SNS
- Patti LiWang, Professor, Quantitative Systems Biology/Molecular and Cell Biology, SNS
- Emily Moran, Assistant Professor, Life and Environmental Sciences, SNS
- Stephen Nicholson, Professor, Political Science, SSHA
- Mario Sifuentez, Assistant Professor, History, SSHA
- Jack Vevea, Associate Professor, Psychology, SSHA, and 2014-15 Chair of Undergraduate Council
- Ming-Hsuan Yang, Associate Professor, Computer Science Engineering, School of Engineering

A full-time administrative director, who will report to the Vice Provost and Dean for Undergraduate Education, will lead the UHP. Because effective advising is critical to student success, the Task Force also recommends that the UHP have an advisor whose responsibilities include assisting Honors students to stay on track with UHP curricular requirements and helping them prepare to be competitive for prestigious scholarships and fellowships.

Curricular Experiences

The UHP Faculty Advisory Board, in collaboration with Undergraduate Council and other faculty entities, will determine the UHP curricular requirements. The Task Force, however, felt this proposal should include an example of what courses and other academic experiences UHP students might be expected to complete. We also wanted to demonstrate that honors requirements can be fulfilled in multiple ways: honors versions of regular courses, honors labs and discussion sections, honors first year seminars, interdisciplinary honors seminars, honors learning communities, honors options of regular courses, honors experiences, and honors thesis or honors capstones.

Therefore, based on the Task Force's review of honors curricula at many research universities, and our examination of research on high impact educational practices for undergraduate student success (see Appendix B), we offer the following sample curriculum to demonstrate how a four-year UHP curriculum might be offered. This sample curriculum is intended to provide UHP students with (1) rigorous academic experiences in active and interactive learning environments, (2) meaningful engagement with faculty members and upper division peers, and (3) opportunities to apply in-class learning outside the classroom.

Sample Lower Division Curriculum:

- *First year:* First-Year students in UHP would take a minimum of 12 Honors units . At the beginning of the UHP, it's likely that some of those units would be taken via UHP (or "H") sections of existing courses (e.g., Writing 10) or H-designated discussion sections or labs. In addition, Honors courses also could include a First-Year Honors Learning Community (similar to a Freshman Interest Group, e.g., <http://fyp.uoregon.edu/figs/>, <http://reslife.missouri.edu/fig>, <https://www.utexas.edu/ugs/fig/>) and special Honors first-year seminars. As the program develops, UHP classes might also include a one-unit course offered by upper division Honors students (under the supervision of a faculty member),
- *Sophomore year:* Honors students would take a minimum of two Honors courses, including special interdisciplinary Honors seminars and/or other Honors courses. These courses, with appropriate approval, also could fulfill General Education requirements. The special sophomore interdisciplinary Honors seminars and who might teach them are questions to be answered by the UHP Faculty Advisory Board in collaboration with Undergraduate Council and other faculty entities.
- H-Options (allowing a student to enroll in a regular course, but do extra work to obtain Honors credit) would be available starting in a student's first year. The UHP Faculty Advisory Board will review models of H-options at other universities (Note: The Task Force liked the UCLA approach (<http://www.honors.ucla.edu/contracts.html>) as a possible process for the UCM UHP).

Sample Upper Division Curriculum:

- In addition to taking H-Option courses and Honors seminars within and outside their majors, upper division Honors students (continuing and transfers) would be required to participate in activities to deepen and enrich their educational experiences. The general goal of this requirement would be for students to undertake a meaningful activity that connects to their educational and career goals. Such activities could include: education abroad, UCDC, undergraduate research, service learning, etc. The UHP Faculty Advisory Board would establish (1) desired outcomes for such experiences and the types, quantity and quality, of activities upper division Honors students may choose from, and (2) processes students would follow to propose how they will fulfill this requirement and what they would do to reflect on and summarize their experiences once completed
- UHP students also would complete, typically in their senior year, some kind of cumulative project. Examples would include a thesis, a capstone project, an article submitted to a journal, a presentation at a professional conference, etc. The UHP Faculty Advisory Board will establish guidelines and expectations for the cumulative project.

As this sample curriculum suggests, the UHP curriculum also would fulfill some students' General Education requirements, but, again, that is a matter to be addressed via the normal curriculum-approval channels. Because General Education at UC Merced is undergoing review and revisions at the time we write this report, we do not know what future GE requirements will include; we anticipate, however, that those requirements can be adapted to create opportunities for UHP students. That practice is in place at other UC campuses (see, for example, UC Irvine: <http://honors.uci.edu/academics/curriculum/>).

No matter what the final version of the UHP curriculum includes, the Task Force recommends that as many UHP courses as possible be taught by Senate faculty. The Task Force also recommends that Honors courses and seminars that are taught by UC Merced faculty be part of their regular teaching load.

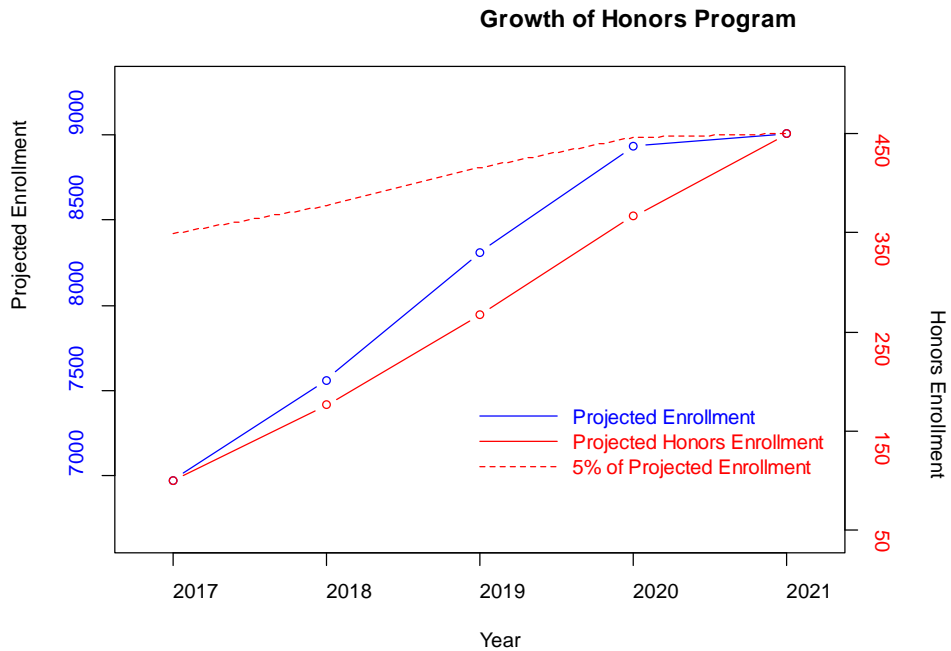
Co-Curricular Experiences

As we noted earlier, the UHP will offer opportunities for enriching co-curricular experiences that build on and reinforce formal curricula. The UHP students will receive a guarantee of two years of on-campus Honors housing. Honors housing will assist the UHP to build a vibrant student community based on shared educational values, goals, and expectations. It also facilitates forming study groups and supports students’ intellectual and leadership development. Leadership in the Division of Student Affairs supports and is committed to establishing housing for UHP students.

UHP students also will have access to Honors mentors, speakers’ series, and other programs designed specifically for them.

Enrollment and Capacity

The Task Force recommends that the UHP constitute no more than 5% of UC Merced’s undergraduate student population. Therefore, by 2021, assuming the success of the 2020 Project, approximately 450 students would be in the UHP. Below is a graph displaying proposed UHP enrollment over the Program’s first five years.



Admissions

The Task Force spent a great deal of time considering and discussing the question: What would make a university honors program at UC Merced attractive to prospective undergraduate students? We offer the following answer:

- A small community within the larger community
- Special privileges (e.g., priority registration, UHP housing)
- Opportunities to attend conferences/workshops and to meet speakers who come to campus in informal settings
- Opportunities to create the UHP, just as the students who enrolled at UC Merced in 2005 and 2006 had the opportunity to build the university.
- UHP leadership opportunities.

At other research universities there are two main ways new students can enroll in a university honors program: (1) by invitation or (2) through an application process. After much discussion of the pros and cons of each approach, the Task Force recommends a two-step application process.

Step One: The UHP Faculty Advisory Board, working with the UHP director and the Office of Admissions, will agree each year on the criteria, including an admissions cut-off score, that will be used to invite students to apply to the UHP. First-year applicants to UCM who meet the established criteria will be invited to apply to the UHP. This allows the UHP to reach out to many of our strongest applicants, describe to them (and their families) the advantages of enrolling in the UHP and at UC Merced. We also recommend that special presentations and activities for prospective honors students be included in Bobcat Day events.

Step Two: Students invited to apply to the UHP will be asked to submit an essay describing reasons for their interest in the UHP. In this way, the Program can select the strongest students, based on demonstrated commitment; this also can assist in controlling enrollment growth according to UHP limits.

UC Merced is justifiably proud of educating so many first-generation, low-income students. One of the major concerns of the Task Force is ensuring that the UHP reflects the characteristics of UC Merced's undergraduate student population. This will be a priority for the UHP leadership, including the Faculty Advisory Board. Therefore, the Task Force also discussed the possibility of giving extra credit to UHP applicants who are first generation college students; decisions about such practices will be made by UHP leaders.

First-Year Admissions:

- Regents Scholars will be admitted to the UHP automatically.
- Admissions decisions about other first-year applicants (i.e., those who were invited to submit UHP application essays and who completed that process) will be made by the UHP Admissions Committee (a subcommittee of the UHP Faculty Advisory Board).
- This process will be completed well before the May 1st SIR deadline.

Continuing Students: Sophomore Admissions

- Each spring, the top 5-10% of current non-UHP first-year students (based upon fall grades and enrollment capacity) will be invited to apply to the UHP. The numbers will be adjusted each year to meet goals for enrollment growth and program quality. Students will be invited to informational meetings where UHP requirements and benefits are described and application instructions are provided.
- As with first-year students, the continuing-student application will consist of an essay to assess each student's skills and commitment. In addition, students will be asked to provide a letter of recommendation from a UC Merced faculty member.
- Admissions decisions will be made by the UHP Admissions Committee. Continuing students will be admitted for the next fall semester and will join the students who came in as first-year students in the proposed special sophomore Honors seminars and in other Honors courses.

Transfer Students:

- Transfer Regents Scholars will be admitted to the Honors Program automatically.
- Each spring, the UHP leadership, working with staff in the Admissions Office, will identify the top 5-10% of newly-admitted transfer students. These students will be invited to apply for admission to the UHP. Again, application essays will be required so the UHP Admissions Committee can assess each student's skills and commitment.
- Admissions decisions will be made by the UHP Admissions Committee and new transfer students will be admitted for their first (fall) semester of enrollment.

Continuing Enrollment

Once enrolled in the UHP, students must maintain high standards to continue their enrollment. To stay in good standing in the UHP, students must:

- Maintain a cumulative GPA of no less than 3.40, and have no term GPA below 3.0
- Attend an advising session every semester with the UHP Academic Advisor,
- Complete successfully (B+ or higher) at least one honors course/option every semester, and
- Participate actively in the UHP community, including activities, events, and governance.

Upon completion of the UHP requirements, students will have this accomplishment noted on their official transcript and in the Commencement program. Students also will receive a special medal, approved by the UHP Faculty Advisory Board, which they will be encouraged to wear at Commencement.

Resources

Faculty Involvement

Finding ways to involve UC Merced's outstanding faculty in the University Honors Program will be key to its success. The Task Force hopes and expects that Senate faculty will want to teach Honors courses and seminars, offer H-options, give periodic lectures to UHP students, interact with UHP students in informal settings and invite Honors students, if appropriate, to assist in their research. The Task Force recognizes all of the demands that are currently placed on Senate faculty. As indicated above, the Task Force recommends that teaching Honors courses or seminars be part of faculty members' regular teaching load.

Space

To achieve its goals, the UHP will need space. Long-term needs, to be requested in planning for the 2020 Project, include a space large enough to house the entire UHP, including offices for all staff members and faculty-in-residence, seminar rooms, and a gathering space for students. In addition, planning for residence hall construction should include housing for UHP learning communities. Until the 2020 Project is complete, the UHP will need offices for its director, an advisor and an administrative assistant. Also, the Interim Vice Chancellor for Student Affairs has agreed to provide UHP housing to the extent possible, given high demand for on-campus housing as undergraduate enrollments grow.

External Funding

Included in the Task Force's charge from Provost Peterson was a request to investigate the potential to fund some portion of Program expenses through fundraising. The co-chairs of the Honors Task Force met with the University Development and Alumni Relations staff in mid-April. We discussed the types of fundraising that occurs for other institutions' honors programs, including the naming of some honors programs/colleges after donors. The Development staff was encouraging and indicated their willingness to assist UHP staff, once in place, to identify fundraising priorities and connect with potential donors.

Timeline for Implementation

As we noted earlier in this report, the Task Force recommends that the UHP be phased in over five years. This will allow the Program to start small, develop curricula, work with the Admissions Office to implement and evaluate admissions processes, create policies and procedures, and organize co-curricular experiences.

The Task Force offers the following outline of many of the tasks that will need to be done to fully implement UC Merced's UHP once the necessary Senate and administrative entities grant their approval.

Fall 2015: Seek and obtain approval for the UC Merced University Honors Program.

UHP Year One (Projected: Spring 2016-Summer 2017):

- Appoint and implement UHP Faculty Advisory Board
- Faculty Advisory Board develops first-year curriculum; obtains UGC approval
- Develop a budget and obtain funds necessary to launch the five-year phase-in for the UHP, including funding for staff and faculty and funding (as needed) for curricular and co-curricular experiences
- Confirm arrangements for space (i.e., office space, student housing) needed to launch the five-year phase-in of the UHP
- Search for and hire director of the UHP who will report to the VPDUE.
- Plan created for initial co-curricular experiences (Note: We suggest that current Regents Scholars and other honors students be involved in this process)
- Develop UHP admissions process and invite students to apply for the next academic year (Fall 2017)
- Hire UHP advisor
- UHP director and Office of Development create a plan for fundraising projects and targets
- Develop marketing materials

UHP Year Two (Projected: Fall 2017-Summer 2018):

- Launch UHP in Fall 2017 (including first class of UHP students, first-year curricula and co-curricular experiences, housing)
- Develop sophomore interdisciplinary Honors courses
- Faculty Advisory Board develops policies for upper division UHP experiences/requirements, including Honors theses/capstone projects; UGC approval as needed
- Launch UHP Speakers Series
- Plan admissions process for continuing students to be implemented in Spring 2018 for Fall 2018 enrollment
- Refine first-year student admissions process and invite prospective students to apply for admissions for 2018
- Implement advising for prestigious scholarships and fellowships
- Evaluate outcomes and processes to identify necessary changes and improvements

UHP Year Three (Projected: Fall 2018-Summer 2019)

- Launch sophomore curriculum
- Finalize approval for upper-division curriculum requirements and plan for implementation in Fall 2019
- Develop and implement process for admitting transfer students
- UHP students apply for prestigious scholarships
- Evaluate outcomes and processes to identify necessary changes and improvements

UHP Year Four (Projected: Fall 2019-Summer 2020)

- Move into new space provided by 2020 Project
- Transfers enroll in Honors experiences
- Honors Advisory Board monitors quality of admissions process, diversity of the students and enrollment
- Community building activities expanded
- Evaluate outcomes and processes to identify necessary changes and improvements

UHP Year Five (Projected: Fall 2020-Summer 2021)

- First first-year class becomes seniors and completes Honors theses or capstone projects
- Honors Program enrollment is now close to 5 percent of undergraduate enrollment
- Honors curricular offerings are being expanded as number of students increase
- Fundraising targets are being met
- Evaluate outcomes and processes to identify necessary changes and improvements

Budget

We conclude this report with a sample budget for the first three years of the UHP. Once the UHP is approved, requests for new funding for the UHP will be made through the Office of the Provost.

	Year One	Year Two	Year Three
Honor's Director Salary (1 FTE)	\$92,700	\$95,481	\$98,345
Director's Benefits	\$37,080	\$38,192	\$39,338
Academic/Scholarship Advisor (1 FTE)	\$54,400	\$56,032	\$57,713
Advisor's Benefits	\$21,760	\$22,413	\$23,085
Administrative Assistant II (1 FTE)	\$38,188	\$39,334	\$40,514
AA II Benefits	\$15,276	\$15,734	\$16,206
Professional Travel/Memberships (e.g., National Collegiate Honors Council)	\$7500	\$7500	\$7500
Supplies/Equipment	\$16,875	\$16,875	\$16,875
Professional Travel/Memberships	\$5,000	\$5,000	\$5,000
Student Outreach, Programs	\$10,000	\$12,500	\$15,000
Total	\$298,779	\$309,061	\$329,576

** Salaries/Benefits 3% increase each year
Standard calculation: Supplies/Equipment

APPENDIX A

First-Year Statement of Intent to Register (SIR) by Quartile of Academic Rank
UC Merced 2013-2015

2015 Academic Rank*		SIR	% of SIRS by Quartile
Q 1	1-2695	128	6%
Q2	2696-5390	337	17%
Q3	5391-8085	625	31%
Q4	8086-10780	924	46%
Total SIRS		2014	100%

2014 Academic Rank*		SIR	% of SIRS by Quartile
Q1	1-2449	105	8%
Q2	2450-4898	251	18%
Q3	4899-7347	422	30%
Q4	7348-9796	613	44%
Total SIRS		1391	100%

2013 Academic Rank*		SIR	% of SIRS by Quartile
Q1	1-2401	137	9%
Q2	2402-4802	296	19%
Q3	4803-7203	473	30%
Q4	7204-9604	648	42%
Total SIRS		1554	100%

*Academic Rank = GPA+UC Score

APPENDIX B

High-Impact Educational Practices (Association of American Colleges and Universities, 2015)

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



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OFFICE OF THE PROVOST AND EXECUTIVE VICE CHANCELLOR

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

September 18, 2015

TO: CRISTIAN RICCI, CHAIR, ACADEMIC SENATE

FROM: THOMAS W. PETERSON, PROVOST AND EVC

A handwritten signature in black ink, reading "Thomas W. Peterson".

RE: REPORT FROM THE TASK FORCE ON UNIVERSITY HONORS

Attached for Academic Senate review and consideration is the final report from the Task Force on University Honors, co-chaired by Vice Provost and Dean of Undergraduate Education, Elizabeth Whitt and Special Assistant to the Chancellor, Jane Lawrence. I am currently reviewing the proposal and expect to submit my comments to the Senate shortly. However, I want you to know that I enthusiastically support the concepts behind this proposal, and anticipate only minor suggestions (if any) for revision.

CC: Susan Sims, Special Assistant to the Provost and Chief of Staff
Fatima Paul, Interim Director, Academic Senate

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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GRADUATE COUNCIL (GC)

Process for Establishing Concentrations and Designated Emphasis within Graduate Degree Programs

Approved on ?

1) Introduction

- a) Graduate programs may want formal acknowledgement on student transcripts of specific, focused coursework completed within the graduate program, or formal acknowledgement on the transcript of additional graduate coursework and other requirements met at the University of California, Merced within a specific field of study outside of a student's graduate program. For example, such acknowledgement may be necessary when applying for a teaching position at a community college, or may be desirable as a complement to information available in a letter of recommendation prepared by the student's advisor.
- b) Such formal acknowledgment is established by a graduate program for all students within the program, rather than on a case-by-case basis, via the mechanisms described herein. Such acknowledgement is only available for programs that have been subject to review and approval by Graduate Council and, as necessary, CCGA. There are two options (i.e., Concentrations and Designated Emphases). There is no option for a "custom" concentration or emphasis.

2) Definitions and Criteria

- a) **Concentration** - A subcurriculum such as a new method of inquiry or an important field of application that may be interdisciplinary and is applicable to an existing graduate program. It usually consists of a coordinated set of at least 4 graduate level courses (in addition to independent research/study) delivered by the graduate program faculty in conjunction with examinations and a thesis and/or dissertation, and is joined with established graduate program curricula in a manner such that the requirements of the graduate program and the concentration are met concurrently. Concentrations have significant research and teaching components and must be approved by the Graduate Council. The availability of concentrations is noted in each program's description in the *General Catalog*. Each concentration and its requirements are described, and a summary of all concentrations are provided. It is the responsibility of the graduate group to review and update the catalog text pertaining to concentrations, so that current practice is officially recorded. Concentrations are usually reflected explicitly in the content and tenor of the thesis and/or dissertation. The graduate group is also responsible for tracking the concentration(s) of students in the program and providing that information to the Registrar upon the student's completion of all requirements for the degree.

i) **Primary Concentration** – A primary concentration is listed on a student's transcript.

ii) **Secondary Concentration** – A secondary concentration is available only to PhD students and is not listed on a student's transcript.

44 b) **Designated Emphasis** - A program of study, often interdisciplinary, that focuses on a
45 specific area of scholarship and does not reside in the student's graduate program. A
46 designated emphasis exists as an external, free-standing graduate program, only open to
47 PhD students already accepted into another graduate program at the University of
48 California, Merced. It has a defined course of study (in addition to independent
49 research/study) that is the same regardless of a student's primary program of study and
50 provides somewhat less depth and expertise in a subject (usually three graduate level
51 courses) than the student's primary program of study. The subject matter of the
52 designated emphasis is integrated into the dissertation, but the coursework and other
53 requirements are *in addition to* degree requirements for students who are not
54 participating in a designated emphasis. Students do not apply to a designated emphasis
55 as part of their admission to UC Merced, but may apply to one with the consent of their
56 advisor during their course of study, usually prior to taking his/her Qualifying
57 Examination. A designated emphasis is not required as part of any graduate degree. A
58 designated emphasis must be approved by the Graduate Council. The designated
59 emphasis is listed on the student's transcript. The offering of designated emphasis is
60 noted in the *General Catalog*. The requirements are specified under the offering
61 program's description. Programs other than the offering program may wish to include
62 the option of pursuing a designated emphasis in their catalog descriptions, and point
63 students towards suggested possible emphases, according to disciplinary affinity and
64 program history.

65
66 **3) Process for Establishing a Concentration**

- 67 a) Complete and submit a dated "Graduate Group Summary Form" describing the existing
68 program. If officially establishing an existing concentration, the accompanying cover
69 letter should reference the appropriate pages describing the requirements for the
70 concentration(s) within the approved CCGA proposal (and date of approval).
- 71 b) A request to revise an existing, or establish a new, concentration must also include the
72 following appendices:
73
- 74 (1) Request for Approval to Modify Graduate Degree Requirements Form, including
75 a letter describing the revised or new concentration, the rationale for revision or
76 addition, the need, and the potential resource implications. Please note that
77 WSCUC Substantive Change review may be required if the proposed alterations
78 would result in a "significantly different degree program."
 - 79 (2) Revised and Dated Graduate Group Summary Form
 - 80 (3) Revised Graduate Group Catalog Copy
 - 81 (4) Revised Graduate Group Website Copy
 - 82 (5) Revised/New and Complete Course Request Form Packet(s)
 - 83 (6) Letter(s) of Support from the Lead Dean and affected graduate groups, if
84 appropriate.
- 85
86

- 87 c) Routing Process
- 88 i) For concentration(s) as described in the original, approved CCGA proposal:
- 89 (1) Graduate Group submits the dated Graduate Group Summary Form and cover
- 90 letter to the Graduate Council
- 91 (2) Graduate Council conducts a preliminary review and sends the form and cover
- 92 letter to the Office of Institutional Assessment, Vice Provost and Dean of
- 93 Graduate Education, and the Office of the Registrar for comment.
- 94 (3) Once comments are received, the Graduate Council reviews comments and
- 95 approves or rejects the Graduate Group's request to acknowledge an existing
- 96 concentration. Graduate Council's decision is communicated to the Graduate
- 97 Group and a copy of the decision is sent to the Office of Institutional Assessment,
- 98 Vice Provost and Dean of Graduate Education, and the Office of the Registrar.
- 99
- 100 ii) For revised or new concentration(s):
- 101 (1) Graduate Group submits the dated Graduate Group Summary Form, cover
- 102 letter, and all required appendices to the Graduate Council
- 103 (2) Graduate Council conducts a preliminary review and sends the form, cover
- 104 letter, and appendices to the Office of Institutional Assessment, Vice Provost and
- 105 Dean of Graduate Education, Office of the Registrar, and the Committee on
- 106 Academic Planning and Resource Allocation for comment
- 107 (3) Once comments are received, the Graduate Council reviews comments and
- 108 approves or rejects the Graduate Group's request to acknowledge a revised or
- 109 new concentration. Graduate Council's decision is communicated to the
- 110 Graduate Group and a copy of the decision is sent to the Office of Institutional
- 111 Assessment, Vice Provost and Dean of Graduate Education, Office of the
- 112 Registrar, and the Committee on Academic Planning and Resource Allocation
- 113
- 114
- 115 **4) Process for Establishing a Designated Emphasis**
- 116 a) Faculty considering creation of a new DE should agree on a definition and description of
- 117 the DE and meet with the Vice Provost and Dean of Graduate Education and the Lead
- 118 Dean to discuss the nature of the DE, the faculty affiliated with the proposal, the
- 119 proposed timeline for program implementation, and the potential impact on current
- 120 graduate degree programs.
- 121 Interested faculty must prepare a DE proposal for the designated emphasis following
- 122 guidelines and meeting requirements below.
- 123
- 124 i) Description of the Designated Emphasis
- 125 Provide a description of the academic rationale for the Designated Emphasis,
- 126 including recent developments in the field and the Designated Emphasis'
- 127 importance to students and faculty at UC Merced.
- 128 ii) Requirements for the Designated Emphasis

- 129 Describe the criteria used to determine admission. Describe the curriculum,
130 qualifying examination requirements (if any), dissertation requirements (if any), and
131 the Designated Emphasis conferral process. Provide course descriptions for core
132 courses and electives. Describe the Designated Emphasis' potential impact on time to
133 degree completion.
- 134 iii) Graduate Group Administration
135 Provide a description of how the Designated Emphasis will be administered. List the
136 Chair and Executive Committee of the Graduate Group. Describe the structure for
137 student advising and the appointment of faculty to the qualifying examination and
138 the dissertation committees.
- 139 iv) Resources
140 The proposal should address the resources available, such as staff support, student
141 support, and available facilities, and the issue of resources required to administer the
142 Designated Emphasis. If no additional resources are required, this should be stated.
143 If additional resources are required, they should be described and the source of
144 support should be identified.
- 145 v) Appendices
146 (a) A completed and dated "Designated Emphasis Degree Requirements" form
147 (b) Bylaws of the Designated Emphasis Graduate Group (following the template
148 for Graduate Group Bylaws)
149 (c) The proposal should include letters of support from the Lead Dean and Vice
150 Provost and Dean of Graduate Education regarding the resources and
151 implications of support for the proposed Designated Emphasis.
152 (d) Letter of endorsement from the Graduate Group Chair of the doctoral
153 program with which the majority of participating faculty are affiliated and
154 selected letters from faculty who agree to participate in the Designated
155 Emphasis.
156 (e) Roster of participating faculty (participating faculty must be Academic
157 Senate members eligible to serve on higher degree committees).
- 158
- 159 b) Requests to revise the curriculum and/or admission requirements for an existing
160 Designated Emphasis must be submitted to, and approved by, the Graduate Council.
161 The following information should be included in the request:
- 162 i) A Graduate Group Summary Form, a Request for Approval to Modify Graduate
163 Degree Requirements Form, and cover letter from the chair of the Designated
164 Emphasis that outlines the reasons for the changes requested and includes any
165 justification necessary. Of particular concern to the Graduate Council is the impact of
166 the changes on the time to degree in the affiliated graduate programs.
167 (a) Please note that letters of support from affiliated Graduate Groups' chairs
168 may be necessary if the proposed revisions might impact the normative time
169 to degree.
- 170 ii) A letter of support from the Lead Dean regarding resources and implications of
171 support for the changes requested must also accompany the cover letter.

- 172 iii) A revised and dated “Designated Emphasis Degree Requirements” form. The last
173 approved version of the Designated Emphasis requirements approved by Graduate
174 Council should be included as Appendix A.
175
- 176 c) Routing Process
- 177 i) For a new Designated Emphasis
- 178 (1) The faculty proposing the Designated Emphasis submits the proposal for “pre-
179 review” by the Graduate Division to ensure that the proposal contains required
180 information and to identify problems that may slow the formal proposal review
181 process. Graduate Division provides the results of this pre-review in a memo to
182 the proposing group.
- 183 (2) The proposing faculty submits the proposal, appendices, and response to
184 Graduate Division pre-review to the Graduate Council. Graduate Council
185 conducts a preliminary review. If the proposal is found satisfactory in this
186 preliminary review, Graduate Council sends the proposal and attachments to the
187 Vice Provost and Dean of Graduate Education, the Committee on Academic
188 Planning and Resource Allocation, and Undergraduate Council for comment.
- 189 (3) Once comments are received, the Graduate Council reviews the comments and
190 approves or rejects the Designated Emphasis proposal. Graduate Council’s
191 decision is communicated to the proposing faculty and a copy of the decision is
192 sent to the Office of Institutional Assessment, Vice Provost and Dean of Graduate
193 Education, Office of the Registrar, Divisional Council. Graduate Council will
194 notify the Coordinating Committee on Graduate Affairs (CCGA), the relevant
195 UC systemwide committee, of the approval of a new Designated Emphasis
196 program.
- 197 ii) For a revised Designated Emphasis
- 198 (1) The proposing faculty submits the dated Graduate Group Summary Form and
199 all other required documents to the Graduate Council.
- 200 (2) Graduate Council conducts a preliminary review and sends the form and related
201 documents to the Office of Institutional Assessment, Vice Provost and Dean of
202 Graduate Education, Office of the Registrar, and the Committee on Academic
203 Planning and Resource Allocation for comment.
- 204 (3) Once comments are received, the Graduate Council reviews comments and
205 approves or rejects the proposing faculty’s request to revise the Designated
206 Emphasis. Graduate Council’s decision is communicated to the proposing
207 faculty and a copy of the decision is sent to the Office of Institutional
208 Assessment, Vice Provost and Dean of Graduate Education, Office of the
209 Registrar, and the Committee on Academic Planning and Resource Allocation.
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