Undergraduate Council (UGC)

Wednesday, September 24, 2014, 3:00pm-4:30pm

KL 362

All documents available on UCMCROPS

I. Chair's Report – Jack Vevea **5 min**

II. Consent Calendar

A. Approval of the Agenda

B. Approval of the September 10 Meeting Minutes ***(pp. 3-9)***

III. Report from GE Subcommittee Chair – Anne Zanzucchi **10 min**

IV. Proposal for a Minor in Community and Research in Service **20 min**

Guests – Robin De Lugan and Steve Roussos – scheduled for 3:15pm

A request to review the proposal was sent to standing committees, the ALO/Coordinator of Institutional Assessment, the Provost, and the VPDUE.

- Proposal ***(pp. 10-50)***
- ALO comments ***(pp. 51)***
- CAPRA comments ***(pp. 52-53)***
- GC comments ***(pp. 54)***

Action: review proposal and send recommendation to senatechair@ucmerced.edu

V. Report from the CRF Subcommittee **10 min**

Jack Vevea, Christopher Viney, Carrie Menke, Sholeh Quinn

SSHA CRFs *(pp. 55-68):*

- HIST 139: Topics in U.S. History
- GASP 155: Film Theory and Criticism
- GASP 035: Film History
- ARTS 035: Film History

Action Requested: Approval of SSHA Courses.

VI. Suspension of Appraisal Form **5 min**

Requested by Dean Aldenderfer and Associate Dean Ortez

" In Fall 2010, the Academic Senate established the UC Merced Appraisal Form which accompanies the Course Evaluation Form. Since the Spring 2011 semester, SSHA has continuously implemented both of

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the forms. The Appraisal form was established to collect data on students' exposure and training in the areas loosely mirroring the UC Merced Eight Guiding Principles of General Education."

- SSHA Memo to the Senate ***(pp. 69-79)***
- ALO Comments ***(pp. 80-81)***

Action Requested: Consideration of suspending the Appraisal Form until a strategy is developed for the purpose and process of the form and its resulting data.

VII. Senate Administration IT Council Charge ***(pp. 82-83)*** **10 min**
Action requested: review proposed charge and send comments/edits to senatechair@ucmerced.edu by October 3, 2014.

VIII. Grade Appeals (Request from Campus Ombuds) **20 min**
- Policy ***(pp. 84-86)***
Action Requested: Review the current policy and clarify campus procedures for grade appeals.

IX. Executive Session – Voting UGC members only please **10 min**

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Undergraduate Council
Minutes of Meeting
September 10, 2014

I. Meeting

Pursuant to call, the Undergraduate Council (UGC) met at 3:00pm on Wednesday, September 10, 2014 in KL397, Chair Jack Vevea presiding.

II. Chair's Report

Chair Vevea welcomed new and returning members and guests, and provided an overview of UGC's duties; its corresponding systemwide committees; and the slate of systemwide representatives.

Systemwide Representation:

University Committee on Educational Policy: UGC Chair Jack Vevea
UCEP considers the establishment or disestablishment of curricula, colleges, schools, departments, institutes, bureaus, and the like, and on legislation or administrative policies involving questions of educational policy.

Board of Admissions and Relations with Schools: UGC Vice Chair Christopher Viney
BOARS oversees all matters relating to the admissions of undergraduate students. BOARSregulates the policies and practices used in the admissions process that directly relates to the educational mission of the University and the welfare of students. The committee also recommends and directs efforts to improve the admissions process. Last year, Chair Vevea served as the Merced representative. He reported that last year, BOARS discussed how eligibility should be determined and voted but later rescinded changing the definition of ELC to be based partly on test scores rather than just grades within the high schools. The major change that was made at the last BOARS meeting was changing the 9x9 to a 7x7 policy. These rules refer to eligibility based on the index which is a compilation of test scores and grades vs. ELC, which is just based on grades within the high school. The reason for the change was that the 9x9 policy was set to try to attain a particular target of CA students who were eligible and we were overshooting that percentage. BOARS conducted an analysis and determined that the 7x7 eligibility/guarantee construct would probably hit the target percentage.

University Committee on International Education: YangQuan Chen
UCIE oversees all academic aspects of the UC Education Abroad Program, which operates in conjunction with offices on the campuses and serves all UC students. The committee is responsible for approving new programs, changes in programs, and all program courses and credits. The committee also oversees the regular formal review of programs and advises the President on the appointment of study center directors.

University Committee on Preparatory Education: Sholeh Quinn
UCOPE monitors and conducts periodic reviews and evaluations of preparatory and remedial education. In addition, the committee supervises the Entry Level Writing

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Requirement with special emphasis on establishing appropriate and uniform Universitywide standards for the Analytical Writing Placement Examination. Each year the Committee selects the essay/prompt that is to be used in administration of the Analytical Writing Placement Examination and also sets the passing standard for the exam.

The systemwide committee representatives will brief UGC on important systemwide issues during academic year 2014-15.

UGC AY14-15 Goals

- This year, General Education is undergoing academic program review. The report of the site visit will be available halfway through this academic year. Chair Vevea is hopeful that the GE committee, in consultation with the VPDUE, will focus their efforts on how to best use the information/recommendations that emerge from the program review process.
- Admissions: Previously, a very small UGC subcommittee of three, which often devolved in a committee of two or one, was handling admissions policies in meetings with the Director of Admissions. Chair would like to see UGC's approach to Admissions policies to be more constructive and active.

III. Consent Calendar

The agenda was approved as presented.

IV. Report from Interim VC Student Affairs Nies

Interim VCSA distributed some preliminary Fall enrollment data. Numbers could change after census, scheduled next week (*data will be posted on crops*). Our projected enrollment target was 6350 and we are 85 below. We had higher than predicted graduation rates. 140 of students, whom we anticipated would be coming back, did not enroll this fall and we are tracking them to find out why they didn't come back. To make up for that gap, we will focus on various strategies to retain more students.

- A small percentage of our continuing students are undeclared.
- The number of first-generation students continues to increase.
- Our Pell eligibility numbers continue to be around 60%.
- The graduate students' growth is quite substantial. Our estimate was to be at 6% and we are at 4.5%. 415 was our target goal (LREP had us at 475).
- Transfers do really well and graduate at a fairly high rate. Two thirds of all transfer students at the UCs come from 10 CCs. The UC President is focusing on how we start to diversify where our transfer students come from. Last week, the President, the Chancellor and the VCSA met with Presidents of 10 Community Colleges s in the Central Valley. The focus of the meeting was how to strengthen/create more relationships between CCs.
- This year, with support from the President, we will launch services for undocumented students as the number of undocumented students coming to UC is increasing.

V. Report from VPDUE Whitt

Priorities in the Office of Undergraduate Education and items that were carried over from last year:

- The Office of Undergraduate Education includes units within its umbrella: the Merritt Writing Program, the Undergraduate Research Opportunities Center (established at the beginning of spring 2013), and the Center for Research and Teaching Excellence. OUE has been engaged in trying to understand the scope of undergraduate research on campus so a faculty survey was conducted in the spring (over 60% response rate). OUE has been working with IRDS to analyze the data and will share the analysis with faculty. Most faculty reported in the survey that time and resources are the main barriers to working with undergraduates in research. Overarching priorities for the OUE are related to retention, persistence, and student success. There is a student success subcommittee of the Enrollment Management Council – this group will be more active this year. Related to those priorities, the ASCEND new students conference will take place on Tuesday. Last year, we had several conversations about students' academic success and based on student input, a session related to academic success was added to the conference agenda. Eleven sessions included the Provost, the Deans and various units. Generally, the message was that academic success was very important and needed to be a priority. At the end of the conference, students were given the opportunity to reflect on what they had learned. The Student First Center will send a weekly announcement reiterating some messages about resources, tutoring, time management, workshops etc. We are hoping that constant reminders will help students stay on track academically.
- The General Education Retreat took place in May 2014.
- Last year, UGC charged a group to revisit the academic integrity policy. For a variety of reasons, the task force did not complete its work. The Undergraduate Writing Task Force was established last year, in response to recommendations from program review and assessment of Student Learning Outcomes. The task force will take a comprehensive look at undergraduate writing. VPDUE will keep UGC updated.
- The OUE and the Graduate Division have moved to the third floor of the SSB.

A question was asked regarding the status of the UROC self-sustainability. The expectation is that it will become self-sustaining within the next year.

VI. Report on General Education Program Review – GE Committee Chair Zanzucchi

The GE subcommittee is working both on program review and building the GE program. Chair Zanzucchi provided an overview of GE:

About a third of undergraduate credit is GE so it represents a considerable portion of the academic experience for students. Both the library, student affairs and other campus constituents can really shape and inform what GE could be. Early on at UCM, we envisioned GE as a cornerstone capstone experience and integrative education with Core 1 and Core 100 upper division course work, as a way to bring together skills, teamwork and collaborative writing. In partnership with the registrar, the GE subcommittee conducted a census and

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found that the campus offers close to 500 GE courses. With additional analysis, the subcommittee identified 23 courses that could fulfill the majority of GE requirements. Core 1 and WRI 10 are the only institutional GE courses. Students have a GE experience but it may not be what we desire so we need to have something that is more programmatic and aligned throughout the curriculum.

There have been many GE committees previous to the current one. Program Review could be a useful opportunity for GE and we probably have enough information and enough history to think about moving forward with something that is programmatic and systematic rather than something that evolves through course requests. The subcommittee's hope is that program review is the right moment to have this conversation and to try to move forward. This could help incentivize Senate engagement with GE. We will also need to address the sustainability issues with Project 20/20 to make sure that plans for GE are realistic.

We also have 8 Guiding Principles that have been quite helpful but it is not clear if we have the GE experience that we are hoping our students will have. The purpose of the subcommittee is partly program review so it will need to synthesize the previous GE report and connect it with the committee's current work and, in the future, identify ways to articulate recommendations from the program review external review team. We also need to keep our momentum – we have engaged in activities that could help us build a program so rather than the committee completely focusing on the GE process, we need to keep the momentum among both the faculty and staff.

Recent activities:
The GE subcommittee hosted a two-day retreat that involved faculty and staff. The focus of the retreat was the meaning of a degree and the role of the GE program within it. One of the themes that emerged from that process was consideration of -- at this research university campus -- the experience we want our students to have; what we expect our GE program to do relative to other programs. Following the retreat, the subcommittee developed a summary report which includes recommendations that emerged from the retreat. The committee also hopes to develop a data set that can help people compact GE course work with information that is focused on enrollment, grades, and demographics. This can very helpful in terms of understanding our courses and the larger trajectory of student work. The subcommittee is piloting this data as part of a mini self-study. It is a bit of an experiment but can be very helpful to strategic planning as we develop a sustainable GE program.

The GE subcommittee will convene tomorrow.

Chair Vevea noted that there will be more discussions about GE throughout the year.

VI. Consultation with Amy Fenstermaker, Associate Director of the CRTE
Amy Fenstermaker provided an overview of the Faculty Seminars Series workshops for Senate and non-Senate faculty. These workshops focus on undergraduate students and this

year's faculty seminar series will focus on writing as it is a concern for faculty in general. Some of the topics offered this semester include "Crafting Writing Assignments"; "The Library's Role in Writing"; "Assigning Peer Feedback Outside the Class". Workshops for the spring have yet to be designed. These workshops typically accommodate 20 people. Given growing interest, the CRTE is considering larger rooms. Past participants were mostly lecturers and the goal is to expand the audience.

Amy Fenstermaker invited UGC to send her suggestions for future topics.

VII. UGC Slate of Subcommittees

A. General Education

Current Membership:

- Anne Zanzucchi, UGC Member, School of Social Sciences, Humanities, and Arts
- Kelvin Lwin, School of Engineering
- Rose Scott, School of Social Sciences, Humanities, and Arts
- Willem Van Breugel, Core One
- TBD, School of Natural Sciences

Ex-Officio (Non-Voting):

- Elizabeth Whitt, Vice Provost and Dean of Undergraduate Education
- Laura Martin, Accreditation Liaison Officer and Coordinator for Institutional Assessment

Per its charge, "the General Education Subcommittee of the Undergraduate Council consists of five voting members, two from UGC (one of whom serves as chair) and three from outside UGC. Among the voting members, each school should be represented. Ex-officio, non-voting membership include the Vice Provost and Dean of Undergraduate Education, the campus' Accreditation Liaison Officer/Coordinator for Institutional Assessment, and a Core 1 coordinator (unless otherwise represented among the faculty committee members)."

UGC would like to increase representation on the GE committee particularly this year, with the GE program review. UGC consulted with CRE and asked for a ruling whether the two GE members from UGC was considered to be a minimum or considered to be restrictive. CRE's interpretation was that the membership was not restrictive.

A motion was made, seconded and unanimously carried to approve Harish Bhat (SNS) and Katie Brokaw (SSHA) as members of the GE committee.

UGC and CoC member Gibbons indicated that the discussion within CoC was unclear and recommended the request be re-sent to CoC to ask for additional school representatives.

Action: Senate Analyst will follow-up with CoC Analyst.

B. Admissions/Financial Aid

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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.
The equivalent of this committee at other UCs is CUARS (Committee on Undergraduate Admissions and Relations with Schools).

The admissions subcommittee will meet with the Director of Admissions as needed.

A motion was made, seconded and unanimously carried to approve the following membership:

- YangQuan Chen (ENG)
- Marcos Garcia-Ojeda (SNS)
- Nigel Hatton (SSHA)
- Linda-Anne Rebhun (SSHA)
- Jack Vevea (SSHA)
- Chon Ruiz (Director of Admissions), non-voting ex-officio

C. Undergraduate Academic Programs, Policies and CRFs
This subcommittee analyzes trends at other UC campuses and reports findings to UGC. Reviews and comments on policies related to undergraduate education and makes recommendations for new/revised courses to UGC for review and approval.
This year, the subcommittee's main focus will be policy issues. If the CRF workload does increase unexpectedly, it would be helpful to have a model where the workload of the subcommittee would be more distributed.

A motion was made, seconded and unanimously carried to approve the following membership:

- Carrie Menke (SNS)
- Sholeh Quinn (SSHA)
- Jack Vevea (SSHA)
- Christopher Viney (ENG)

VIII. AY 2014-15 Academic Calendar and Deadlines
A motion was made, seconded and unanimously carried to approve the proposed calendar. Calendar is available on the Senate website and will be broadly distributed.

IX. Entry-Level Writing Requirement – VPDUE Whitt
The ELWR statement that is currently included in the 2011-2013 and 2013-14 Catalogs was not reviewed or vetted by UGC. Last year, there were some questions and discussions about whether or not the language should be removed. Some felt that the text should be removed because it is not identical to the UC policy language. We had a practice but we didn't have a policy – we removed the practice pending having the policy. We can decide to have or not to have a policy.

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When we discussed this last year, Robert O. visited to talk about it and reported that this restriction is universal of the UCs.

It was agreed to have a larger discussion and do some research about underlying issues. UGC will need to act on this prior to the March Catalog deadline.

Due to time constraints, the following will be discussed at a future meeting:

- Proposal for a Minor in Community and Research in Service
- Senate Administration IT Council Charge
- Grade Appeals
- Suspension of Appraisal Form

XIII. Executive Session

No minutes are taken in executive session.

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

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April 23, 2014

To: Undergraduate Council

Re: Minor in Community Research and Service Proposal

On April 8, 2014, the School of Social Sciences, Humanities and Arts Curriculum Committee unanimously voted to approve the *Minor in Community Research and Service* proposal.

On April 21, 2014, the voting period to consider the *Minor in Community Research and Service* concluded with the proposal being approved by the SSHA faculty. Therefore, on behalf of the School of Social Sciences, Humanities and Arts, I submit to you the *Minor in Community Research and Service* proposal (17 votes for; 1 vote against; 0 abstention; 63 ballots not returned*).

A copy of the *Minor in Community Research and Service* proposal is enclosed for your review. We request that the proposal be approved effective Fall 2014. The SSHA assessment specialist supported the faculty efforts in the creation of the PLOs, curriculum map and corresponding multi-year assessment plan, ensuring compliance with campus guidelines.

Thank you for your consideration.

Mark Aldenderfer
Dean, SSHA

CC: Sholeh Quinn, Chair, SSHA Curriculum Committee
James Ortez, Assistant Dean, SSHA
Megan Topete, Manager of Instructional Services, SSHA
Morghan Young Alfaro, Manager of Student & Program Assessment

Enclosure

*Faculty were notified that a lack of response would be considered implicit approval.

DATE: April 3, 2014
TO: SSHA Curriculum Committee
FROM: Robin DeLugan on behalf of the Community Research & Service Minor Faculty Team
Cc: Alex Whalley, Elliott Campbell, Steve Roussos
RE: Community Research & Service Minor Proposal Supporting Information

You request that we provide information on the resources utilized by the UC Berkeley Global Poverty & Practice Minor. Both the proposed UCM Community Research and Service Minor and the UCB Global Poverty & Practice Minor were inspired by Blum Center goals and funding to our campuses. But both also align with the preexisting vision and aspirations of each respective campus. While the two Minors are fundamentally different in structure (as I outline below), there are common categories of resources that will ensure the success of the Community Research and Service Minor.

Global Poverty & Practice Minor requires 5 courses plus a field experience. Three core classes required for the Minor are: The Intro course GPP 115: Global Poverty: Challenges and Hopes in the New Millennium taught each Fall by Professor Ananya Roy; IAS 105: The Ethics, Methods, and Pragmatics of Global Practice is taught Fall and Spring by a lecturer; and following a required summer field experience students in the Minor are required to take a Reflection Course (which can be a course offered by the Minor and taught by a lecturer, an independent study, or appropriate alternative such as a thesis or senior project in major area of study). Two directed electives complete the Minor.

Community Research and Service Minor is creating just one new course CRS 195: Community Research and Service Experience that we intend to be taught by ladder rank faculty (see possible course buy-out under teaching resources below)

Global Poverty & Practice Minor is structured whereby students conduct their field experience in the summer and the Berkeley Blum Center provides funding for students through a competition for scholarships (many of whom satisfy their field experience internationally). The Berkeley field experience happens outside of a formal class.

Community Research and Service Minor builds the student's field experience into the academic year course offerings and we anticipate most of the community research experiences to be linked to Merced, Merced County, San Joaquin Valley. or nearby Sierra Nevada.

The resources for the Global Poverty & Practice Minor as well as for the Community Research and Service Minor can be grouped as follows:

<u>Support Staff</u>
The Global Poverty & Practice Minor, the largest and most visible Minor on Berkeley's campus, has a full time Student Affairs Officer. This person is several levels up in the SAO classification and their experience allows them to advise students, participate in program development, outreach and marketing, and assist with off-campus relationships. Berkeley has a second SAO whose responsibilities extend beyond the Minor to other Blum Center activities. Of course the Community Research and Service Minor, as any program or Minor, would benefit from having such a staff person. In our opinion the potential for external funding of CRS-related activities may also justify such an investment should the Minor grow. And this would also alleviate workload of SSHA advising.

<u>Teaching Resources</u>

The Global Poverty & Practice Minor has created agreements to buy out faculty participation; and funding is required to hire lecturers.
Stipends or honorariums have been provided to visiting professors who have also assisted with course development.
GSI/TA's assist with large intro class and with some local project coordination.

Money for Students [For UCM: Money to support Projects/Partnerships]
One fundamental difference in the two programs, based in part on the campus culture and the students served, is that in general the UCB team is less involved with ensuring that there are field projects for student participation…students set this up on their own.
At UCM resources will be required to develop courses linked to robust community-based research projects. Similar to the current staff support for Engineering Service Learning (funded by a combination of gift and university general funds), staff to help coordinate Community Research and Service projects (see above) will be necessary to institutionalize the experiences for SSHA students in substantially larger numbers. Other resources such as stipends for community partners would also be useful for developing ongoing and robust community-based research projects, but these obviously must be derived from external sources of funding.

We should be cautious about using UCB's capacity as a gauge of what we may need to launch the UCM Minor, and it should be noted that it took several years for Berkeley to establish the resources discussed above. Our position is that the resources to launch the Community Research and Service Minor are present and sufficient.

I hope this information is useful. Please let me know if we can provide any additional information.

Community Research and Service Minor
School of Social Sciences, Humanities & Arts
UC Merced

Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley and nearby Sierra Nevada, a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses on ways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advance this goal.

The Community Research and Service (CRS) minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical research and collaborative problem solving intended to enhance professional development.

The following three themes define the minor:

- *Analytics of Prosperity*– understanding data and using scientific measures to ensure that our activities actually improve quality of life
- *Sustainability*– taking environmentally, economically, and socially sound approaches to growing prosperity
- *Community-engaged innovation*- identifying new problems and solving old problems in new ways via collaboration that values local knowledge.

These themes will be explored through the lower division CORE 1, and students will be able to develop understandings in "analytics of prosperity", "sustainability" and/or "community-engaged innovation" by completing particular elective courses as outlined below.

Two courses define the minor:

CORE 1:
This course provides foundation for UC Merced's general education program with a strong emphasis on writing, quantitative reasoning, critical thinking, and understanding events in their historical and cultural contexts. Core 1 is designed to introduce students to UC Merced's faculty, our research, and the academic fields in which we work.
There will be no impact on enrollment in CORE 1. There will be no specialized sections of CORE 1. Faculty affiliated with the Minor offer to donate time to provide lectures regarding our specific research areas and available research opportunities

CRS 195: Community Research and Service Experience (1-5 units variable)
This course fills a requirement of the Community Research and Service minor by providing students with a community-based undergraduate research experience. Students will maintain "field notes" or "lab notebooks", while in-class meetings may allow for ongoing reflection on the community research and service experience. Students will produce a final paper about the field experience that incorporates relevant academic literature and that assesses the impact of the university-community engagement experience. The UC Merced Blum Center will coordinate ongoing opportunities for community research and service experiences. Other faculty-coordinated projects in any discipline can also satisfy this requirement. Also satisfying this requirement will be equivalent SSHA discipline-based 195 (Directed Group Research) or ENG 197 (Engineering Service Learning) courses that meet the criteria of the minor, namely community-based research and service that is focused broadly on community equity and sustainability [Pre-requisite: restricted to Juniors and Seniors; *may be taken twice for credit*]

Complementing these two core classes will be a "methods" course. For this minor, "methods" refers to the fundamental course(s) in each academic discipline that instruct students in ways of designing and conducting research; asking and answering questions and analyzing results; and producing creative works. While it may be optimum for the methods course to be taken prior to Community Research and Service Experience, this is not required. We envision a two-way

street where students training in "methods" can enhance the research and service experience, but also how involvement in a community-based experience can enrich the education students receive in "methods". The principle is that no matter what the academic major, students' academic and professional training will be enhanced through linking "methods" with the community research and service experience.

Students minoring in Community Research and Service will become affiliated scholars of the UC Merced Blum Center. This will provide students with the opportunity to network with UC Merced students, faculty, and staff and community stakeholders to pursue academic and professional interests related to transforming poverty into prosperity.

Program learning outcomes
Graduates with a minor in Community Research and Service will demonstrate the knowledge, skill, ability, attitude and disposition to:

1. Analyze core knowledge about local San Joaquin Valley and Sierra Nevada conditions including global analogs as related to the transformation of poverty to prosperity
2. Apply the key concepts of analytics of prosperity, sustainability, and community-engaged innovation.
3. Organize scholarly questions of significance, and synthesize evidence to answer these questions
4. Communicate scientific and scholarly information to academic and non-academic audiences.

Faculty Advisory Committee
A Faculty Advisory Committee will be responsible for ensuring that core classes are offered; for approving requests to have particular classes count for the minor and for adding new courses to the list of regularly taught classes that count for the minor; and for assessing the minor.

Resources
The resources required to administer and assess the minor will be provided by SSHA, with support from SOE advisors for engineering students integrating the minor into their curricula. At the same time courses and experiential learning with the level of intense community engagement envisioned for this minor are beyond the norm. For example, the liaison with community partners in order to identify community-inspired research and service activities will eventually require a Project Coordinator for maximum effectiveness and impact, which is beyond that required to administer most minors.

For that reason, additional public and private support beyond the baseline level provided through tuition and state appropriations for undergraduate instruction will be required to make this program a UCM signature success. Generous infusions of such funds for related purposes have already occurred, including gifts from the Foster Family, PG&E, UCOP for the UCM Blum Center, Richard C. Blum, Dr. and Mrs. Vikram Lakireddy, and Wells-Fargo. In addition, the UCM Office of Student Affairs has a fraction of a staff person to support co-curricular service learning funded by student fees. The School of Engineering leverages baseline state funds with gifts from the Foster Family and PG&E to support an Assistant Director for Engineering Service Learning. And finally the Vice Chancellor for Research funds the Research Center for Community-Engaged Scholarship (ReCCES), which certainly has overlap with student experiences that would apply to the minor. As success of the minor builds, we will need and we anticipate attracting gifts and other public funds to provide sustainable support for staff to coordinate ongoing community research and service opportunities and to foster opportunities for faculty to participate and interact vis-à-vis the minor. We will of course request campus funding for commensurate additional advising, assessment, and program coordination support if the minor grows substantially.

For the first two years we have resources committed to accommodate a maximum of 80 minors each year. As part of Strategic Academic Focusing we are requesting resources to expand the capacity beyond that amount. This will be for resources administering, advising, and staffing the minor.

CORE 1: With its focus on interdisciplinary problem solving and emphasis on orienting students to "the world at home, and (being) at home in the world", CORE 1 is an ideal foundation for the Community Research and Service Minor. CORE 1 coordinators and the Vice Provost/Dean of Undergraduate Education have been consulted about CORE 1 counting as a requirement for the minor. We discussed the new UGC policy, which will require students to complete CORE 1 in freshman or sophomore years; and raised the issue of junior transfers or seniors. The recommendation is that junior transfers or seniors who enroll in the Community Research and Service minor be given an exception to policy so as to complete CORE 1 in their junior or senior year. Transfer students would file the minor before requesting the exception through UG Education to take CORE 1. Junior transfers will be required to complete CORE 1 prior

to completing 20 units at UC Merced. This would mean completing CORE 1 in their first year of transfer, which should then give them time to complete the minor and normal progress.
Marketing info about the minor can be sent to incoming transfer students to alert them about the opportunity.

Requirements for the Community Engaged Research minor
To receive a minor in Community Engaged Research, a student must complete the following requirements.

General guidelines
To declare a minor, students must have an overall grade point average of 2.0 (C) or better. Students from all schools should consult an advisor in the School of Social Sciences, Humanities & Arts to officially declare the minor and plan their courses.

The following guidelines must be adhered to:
- At least five courses, four of which must be upper division, must be taken for a letter grade.
- At least three of the required courses must be taken at UC Merced.
- Only one course may be used to satisfy two minor programs' requirements.
- Only one course may be used to satisfy both a minor and a major requirement.
- A minimum overall grade point average of 2.0 (C) in upper division courses is required.
- Work for the minor must be completed within the 150 unit maximum limit for graduation.
- If the student's major and minor are in different schools, the higher unit maximum will apply.
- Students must consult the UC Merced General Catalog for prerequisites to required courses.
- The minor will appear on the student's transcript and diploma; minor emphasis will not be appear on the transcript or diploma

Below are courses that satisfy requirements for the Community Research and Service minor. All of these courses must be taken for a letter grade. At least four of these courses must be unique to the Community Research and Service minor, i.e. they may not be also used to satisfy a major requirement. If more than one of the required courses for the Community Research and Service minor is also needed to satisfy a major requirement, one or more additional upper division or graduate course (worth at least 3 units) must be completed.
Course work requirements*:

1. Two core courses: CORE 1; Community Research and Service 195 [or equivalent SSHA disciplinary 195's (Directed Group Research) and Engineering 197 (Engineering Service Learning)] [8 units]
2. One upper division course in the area of methods [4 units]
3. Two upper division courses for eight units that explore sustainability, analytics of prosperity or community engaged innovation.[8 units]

- As new courses become available they will be added as options to the upper division electives. Students may be able to satisfy the requirements for the minor using additional courses that are not listed below. However, students must receive approval the Community Research and Service Minor Faculty Advisory Committee before completion of their course work.

*Community Research and Service Minor**

	Area	Course	Units	Pre-requisites (as listed in the 2011-2013 Catalogues)
Required Lower-Division Core Course, 4 units		CORE 1: The World at Home	4	No pre-requisite
Required Upper-Division Core Course, 4 units total	Community-based Undergraduate Research Experience	CRS 195: Community Research and Service Experience. Note: Can also be satisfied through equivalent SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197	Minimum of 4	
Additional Required Upper Division Course, 3-4 Units (Choose 1 from this list)	Methods. "Methods" refers to the fundamental course(s) in each academic discipline that prepare students in ways of designing and conducting research; asking and answering questions and analyzing results; and producing creative works. This list is illustrative and not exhaustive.	ANTH 170: Ethnographic Methods	4	ANTH 1 or Junior Standing
		BIO 175: Statistics	4	MATH 18 or 32 plus MATH 12 or 220 or 30
		BIOE 150: Bioengineering Design	3	CHEM 8 and ENGR 45 and ENGR 120 and ENGR 130 and MATH 21 and BIO 2 and ENGR 165 and ENGR 166 and BIOE 103 and BIO 161
		CSE 100: Algorithm Design and Analysis	4	CSE 031
		CSE 170: Computer Graphics	4	CSE 032
		ECON 100: Intermediate Microeconomic Theory	4	ECON 001 and (MATH 021 or MATH 011).
		ECON 130: Econometrics	4	ECON 10 or POLI 10 and MATH 21
		ENVE 105: Environmental Data Analysis	3	MATH 021, PHYS 8
		ENVE 155: Decision Analysis in Management	4	ECON 100 or MGMT 100 + ECON 10 or POLI 10 or Consent
		ENVE 190: Environmental Engineering Capstone Design	3	Senior Standing and ENVE 100 and ENVE 110 and ENVE 130 (may be taken concurrently) and ENVE 160 (may be taken concurrently)
		ESS 132: Applied Climatology	3	ENVE 110 or ESS 110 or consent of instructor
		GASP 133: Theory and Method of Ethnomusicology	4	Junior Standing
		GASP 171: Museums as Contested Sites	4	Junior Standing and GASP 001 or (GASP 002 or GASP 003 or GASP 004 or GASP 005) and (GASP 101 or GASP 102 or GASP 103 or GASP 104) or consent of instructor.
		GASP 172: Curatorial Methods and Practices	4	Junior Standing and GASP 101 or GASP 102 or GASP 103 or GASP 104 or GASP

				171. *Permission of instructor required.*
		GEOG 141: Environmental Science and Policy	4	WRI 10 (and any course in BIO, ECON, ESS, ENVE or POLI)
		HIST 100: The Historians Craft	4	Junior standing or consent of instructor; History majors only
		ME 170: Mechanical Engineering Capstone Design	3	Senior standing and ME 120 and ENGR 135 and ME 137
		MGMT 130: Econometrics	4	ECON 010 and (MATH 011 or MATH 021).
		MSE 120: Materials Capstone Design	3	Senior standing and MSE 112 and MSE 113 or consent of instructor. Materials Science and Engineering majors only
		PH 111: Social Epidemiology	4	PH 001 or permission of instructor
		PH 112: Health Services Research	4	PH 001 or PH 100 or PH 005
		PH 115: GIS Mapping	4	PH 001 or PH 100 or PH 105
		POLI 170: Theoretical Models in Politics	4	POLI 10 or ECON 10
		POLI 175: Advanced Analysis of Political Data	4	MATH 005 or MATH 011 or MATH 021 or POLI 010.
		SOC 170: Qualitative Research Methods	4	SOC 1 or ANTH 1 or POLI 1
		SOC 175: Topics in Advanced Sociological Research Methods	4	SOC 001 and SOC 010 and SOC 015, with a grade of B or better
		SPAN 107: Spanish for Health Professionals	4	SPAN 4 or SPAN 011 or equivalent score on Spanish placement exams
		SPAN 108: Spanish for Business and Management	4	SPAN 4 or SPAN 011 or equivalent score on Spanish placement exams
ELECTIVES [8 units]	Analytics of Prosperity			
		ANTH 120: Introduction to Medical Anthropology	4	ANTH 1 or ANTH 5; or junior/senior standing; or consent of instructor.
		ECON 156: Urban and Regional Economics	4	ECON 100
		HIST 123: Comparative Race and Ethnicity in the United States	4	HIST 016 or HIST 017
		HIST 127: Local Harvest, Global Industry: History of the Production and Consumption of Food	4	HIST 016 or HIST 017
		PH 110: Environmental Health	4	BIO 001 or BIO 063 or PH 001 or PH 100 or PH 105
		PH 113: Latino and Immigrant Health	4	PH 001 or PH 005 or permission of instructor
		PH 125: Emerging Public Health	4	BIO 001 or BIO 003 or BIO

		Threats		110 or PH 100 or PH 105 or PSY 124
		POLI 106 Urban Politics	4	POLI 1
		PSY124: Health Disparities	4	None
		SOC 110: Social Movements, Protest, and Collective Action	4	POLI 1 or SOC 1 or Consent of Instructor
		SOC 132: Sociology of Education	4	SOC 1 or SOC 30 or Consent of Instructor
		SOC 180: Race and Ethnicity	4	SOC or POLI 1 or ANTH 1
		WRI 140: Topics in Ethnic Writing: Writing Race and Ethnicity in the Digital Age	4	WRI 10
	Sustainability	ECON 120: Economics of the Environment and Public Policy	4	ECON 001 OR ESS 001
		ENVE 160: Sustainable Energy	4	ENVE 20 or ESS 20
		ENGR 180: Spatial Analysis	4	MATH 21
		ESS 141: Environmental Science and Policy	4	Lower division ESS. ENVE. BIS. ECON. POLI or PUBP courses; and WRI 10 or consent of instructor
		WRI 115: Topics in Scientific Writing/Environmental Writing	4	WRI 10
	Community Engaged Innovation (Courses listed explicitly involve community engagement opportunities for students)			
		ANTH 110: Migration, Diaspora and Transnational Belonging	4	Junior standing or ANTH 001.
		ANTH 112: Political Anthropology	4	Junior standing or ANTH 001.
		ANTH 114: Social Memory		Junior standing or ANTH 001.
		ANTH 116: Indigenous Activism in the Americas	4	Junior standing or ANTH 001.
		ENG 181: Literature of California	4	(ENG 101 or ENG 102 or ENG 103 or ENG 104 or LIT 020 or LIT 021 or LIT 030 or LIT 031 or LIT 040 or LIT 041) and (ENG 056 or ENG 057 or ENG 058 or ENG 059 or ENG 062 or ENG 065 or LIT 032 or LIT 042 or LIT 055 or LIT 060 or LIT 061 or LIT 063 or LIT 067 or LIT 069)
		MGMT 197: Service Learning: Engineering Projects in Community Service	1-3	Permission of Instructor
		PH 102: Health Behavior and	4	PH 001 or consent of

		Promotion		instructor
		PH 103: Health Communication	4	PH 001 or consent of instructor
		PH 108: Health Care in the San Joaquin Valley	4 (pending UGC approval)	BIO 001 or BIO 003 or PH 001 or PH 100 or PH 105
		WRI 115: Topics in Scientific Writing/Environmental Writing	4	WRI 10
		WRI 140: Topics in Ethnic Writing: Writing Race and Ethnicity in the Digital Age	4	WRI 10

Multi-Year Assessment Plan

Learning Goals

The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical research and collaborative problem solving intended to enhance professional development.

Three themes define the minor:

- *Analytics of Prosperity*– understanding data and using scientific measures to ensure that our activities actually improve quality of life
- *Sustainability*– taking environmentally, economically, and socially sound approaches to growing prosperity
- *Community-engaged innovation* – identifying new problems and solving old problems in new ways via collaboration that values local knowledge

These themes will be explored through the lower division CORE 1, and students will be able to develop understandings in the "analytics of prosperity", "sustainability" and/or "community-engaged innovation" by completing particular elective courses.

Program Learning Outcomes
Graduates with a minor in Community Research and Service will demonstrate the knowledge, skill, ability, attitude and disposition to:

1. Identify and clarify core knowledge about local San Joaquin Valley and Sierra Nevada conditions including global analogs as related to the transformation of poverty to prosperity
2. Apply the key concepts of analytics of prosperity, sustainability, and community engagement/community inspired innovation.
3. Organize scholarly questions of significance, and synthesize evidence to answer those questions.
4. Communicate scientific and scholarly information to academic and non-academic audiences.

Data Collection, Analysis, and Timeline

The following table summarizes the direct and indirect evidence to be used to assess the PLOs.

Lines of Evidence for Assessing Community Research and Service Minor				
Lines of Evidence			**Actions**	
Program Learning Outcome	*Direct*	*Indirect*	*Timeline*	*Performance Goals/Standards (For Direct Evidence)*
1. Identify and clarify core knowledge about conditions of our region and its global analogs as related to the transformation of poverty to prosperity	Final written paper from CRS 195 and from a methods course from the curriculum map.	Exit survey results; focus group	Data analyzed in 2015-2016 and again in 2020-2021	a) The student identifies at least two local or regional conditions that factor into poverty/prosperity with at least one condition relevant to a global analog b) The student describes at least two scenarios/examples of the conditions above c) The student analyzes the dynamics at work in the scenarios/ examples, referencing accurate and relevant research
2. Apply the key concepts of analytics of prosperity; sustainability, and community engagement and community-inspired innovation to improve economic and societal prosperity	Final written paper from CRS 195 and from an elective course from the curriculum map	Graduating senior survey results; focus group	Data analyzed in 2016-2017, and again in 2021-2022	a) The student identifies two qualitative or quantitative outcomes relevant to regional prosperity with at least one outcome relevant to a global analog b) In the context of qualitative or quantitative outcomes relevant to regional prosperity, the student describes the socio-political factors connected to challenges and potential solutions factors outcomes

3. Organize scholarly questions of significance and synthesize evidence to answer those questions	Final written paper from CRS 195 and a methods course from the curriculum map	Exit survey results; focus group	Data analyzed in 2017-2018 and again in 2022-2023	a) The student proposes a hypothesis relevant to regional prosperity b) The student draws on relevant research and course content to evaluate the hypothesis c) The student draws an appropriate conclusion based on the evidence
4. Communicate scientific and scholarly information to academic and non-academic audiences	Final written paper from CRS 195 and a methods course from the curriculum map	Exit survey results; focus group	Data analyzed in 2018-2019 and again in 2023-2024	a) The student identifies the fundamental components of a well-structured argument; b) The student recognizes the pros and cons of different methods of communication, including applicability for specific audiences; c) The student possesses basic knowledge of primary tools and technologies available for communication in various formats; d) The student demonstrates the ability to communicate scientific and scholarly knowledge to others

Engineering Project Review Evaluation & Assessment (Assessment Rubric)

CRITERIA	Unacceptable (1)	Basic (2)	Proficient (3)	Distinguished (4)
Problem Definition and Solution Process (planning, specification, refinement, subsystem definition, design vs. prototype, relevant standards, innovation)	Poor definition of design problem, confusing, jumped to solutions and conclusions without logic, connection of design to system requirements very weak. Highly unbalanced analysis & team contributions, inappropriate tests to validate design	Specifications not well articulated, subsystems detail unevenly defined, unclear on design vs. prototype, key design decisions not supported by engineering, uneven contributions from team, routine, lacks innovation	Fluent with problem ID and specifications, good decomposition of system and detail defined for subsystems, most key decisions supported by engineering analysis, balanced contributions, good innovation	Excellent definition of problem and decomposition into subsystems, proposes correct level of design detail, strong engineering analysis supporting all key decisions, excellent prototype plan, creativity & innovation is apparent
Technical Content (specifications, basis in engineering fundamentals, appropriate modeling & tests, standards & other constraints, proposed solutions)	Confusing, lacks sufficient detail, or provides excessive irrelevant details. Shallow modeling work. Unclear and inaccurate	Too little relevant content, may be difficult to follow and contains inaccuracies. Weak engineering analysis supporting the design.	Good level of relevant technical content, fairly clear and accurate. Very good level of appropriate engineering analysis	Ideal level of technical content, innovative, clearly and accurately explained. Strong engineering analysis, excellent application of modern tools
Community Engagement & Inspiration	No implied or explicit appreciation for challenges unique to the partner community or region	Infrequent evidence for having adapted to the community context rather than apply understandings from their own cultural background	Some appreciation of "one size does not fit all" and that developed world approaches and solution cannot be directly applied in economically-deprived communities	Effective communications with community, obvious cases where a non-obvious approach was created to meet local context
Communication (organization, graphics, presentation style)	Illogical sequence, poor or nonexistent transitions. Presentation sparse, difficult to read or understand, inaccurate; may include far too much text. No eye contact, may appear to be simply reading, monotone voice, grammatical errors. Q&A mistakes, indicates missing the big picture	Organized but may be slightly hard to follow at times, has transitions. Readable, understandable with minimal guidance. Occasional eye contact, with some reliance on notes, may appear underprepared. Q&A shows mixed depth of design and problem	Fairly logical sequence, clear transitions. Relevant images, clear, interpretable, easy to follow and has professional appearance. Good eye contact, appropriate volume, professional delivery. Q&A generally fills in appropriate details.	Logical sequence, coherent, good transitions. Images relevant, accurate, clear, very professional w/appropriate detail. Frequent eye contact, appropriate volume & pacing, very professional and prepared verbal presentation, excellent Q&A, command and understanding

Participants

The Community Research and Service minor will have a Faculty Advisory Committee comprised of UCM faculty with expertise in analytics of prosperity; sustainability; and community-engaged innovation. The committee will conduct regular assessment of the minor. The committee will develop the rubrics for assessing proficiency in the PLOs; select which courses and PLOs to be assessed; and prepare assessment reports in a timely fashion.

Curriculum Map

Course #/ OUTCOMES	1	2	3	4
CORE 1	D	D	D	D
CRS 195	M	M	M	M
"Methods"*				
ANTH 170	D	D	D	D
ANTH 172	D	D	D	D
ARTS 192	D	D	D	D
ARTS 131	D	D	D	D
BIO 175	D	D	D	D
BIO 150	D	D	D	D
CSE 100	D	D	D	D
CSE 170	D	D	D	D
ECON 130	D	D	D	D
ECON 151	D	D	D	D
ENVE 105	D	D	D	D
ESS 132	D	D	D	D
GASP 133	D	D	D	D
GASP 142	D	D	D	D
HIST 100	D	D	D	D
HIST 114	D	D	D	D
LIT 100	D	D	D	D
MGMT 155	D	D	D	D
NSED 100	D	D	D	D
PH 103	D	D	D	D
PH 115	D	D	D	D
POLI 170	D	D	D	D
POLI 175	D	D	D	D

SOC 170	D	D	D	D
SOC 175	D	D	D	D
SPAN 141	D	D	D	D
SPAN 142	D	D	D	D
ELECTIVES*				
BIO 125	D	D	D	D
ECON 156	D	D	D	D
POLI 106	D	D	D	D
PSY 124	D	D	D	D
SOC 110	D	D	D	D
SOC 132	D	D	D	D
SOC 180	D	D	D	D
WRI 140	D	D	D	D
ENG 160	D	D	D	D
ENG 180	D	D	D	D
ESS 141	D	D	D	D
WRI 115	D	D	D	D
ANTH 110	D	D	D	D
ANTH 112	D	D	D	D
ANTH 114	D	D	D	D
ANTH 116	D	D	D	D
ANTH 192	D	D	D	D
BIO 192	D	D	D	D
GASP 192	D	D	D	D
HIST 192	D	D	D	D
ENG 181	D	D	D	D
ENG 192	D	D	D	D
MGMT 192	D	D	D	D
MGMT 197	D	D	D	D
PH 192	D	D	D	D
PHIL 192	D	D	D	D
PSY 192	D	D	D	D
SOC 192	D	D	D	D

WRI 115	D	D	D	D
WRI 140	D	D	D	D
WRI 192	D	D	D	D

*"Methods" refers to the fundamental course(s) in each academic discipline that prepare students in ways of designing and conducting research; asking and answering questions and analyzing results; and producing creative works.
*Electives refer to UCM courses that focus on the orienting themes of the minor: the analytics of prosperity; sustainability; and community engagement/community-inspired innovation.

Map of the Alignment of the PLOs and Eight Guiding Principles of General Education

The Community Research and Service minor aligns with the University of California Merced's Eight Guiding Principles of General Education in the following ways.

1. Scientific literacy: The Community Service Minor electives support students in the analytics of prosperity and sustainability, which introduce students to different forms of scientific data.
2. Decision-making: Through coursework and research and service practicum, students develop an appreciation for the multifaceted factors bearing on real world problem solving and decision-making.
3. Communication: Students in the Community Research and Service minor benefit from the advanced skills in writing and oral communication that are embedded in upper division courses. The written and oral communication skills that we train students in prepare them for academic and professional success.
4. Self and Society: Coursework in the Community Research and Service minor exposes students to perspectives on regional conditions, the role of a research university in regional and global problem solving, and the role of students as citizens and scholars.
5. Ethics and Responsibility: Students come to understand the professional and academic ethics of community-based research and practice.
6. Leadership and Teamwork: The Community Research and Service minor provides opportunities for students to collaborate with fellows students, faculty, and with community partners to demonstrate the role of research for addressing local, regional, or international problem solving.
7. Aesthetic Understanding and Creativity: The Community Research and Service minor demonstrates the role for human creative expression in community-based research and problem-solving.
8. Development of Personal Potential: Students receive support on building professional repertoires of communication for their academic and social trajectories.

In Table I, we display the alignment between the PLOs in the Community Research and Service minor and the *Eight Guiding Principles of General Education*.

Table I: Curriculum Map A: PLOs and UC Merced Guiding Principles

PLO	Scientific Literacy	Decision Making	Communication	Self & Society	Ethics & Responsibility	Leadership &Teamwork	Aesthetic Understanding Creativity	Development of Personal Potential
1	X	X	X	X	X		X	X
2	X	X	X	X	X			X
3	X	X	X	X		X		X
4	X	X	X	X	X	X	X	X

Alignment of the Minor and SSHA Goals
The Community Research and Service minor aligns with SSHA's mission to encourage intellectual growth; preparation of students for marketable, challenging careers and professions; instilling the values of lifelong learning; and encouraging civic responsibility, public service, and understanding in a global society.

Response to University Guidelines for PLOs
1) Is the set of outcomes comprehensive? Does it provide a framework for a curriculum and a degree that is holistic? Yes, the set of outcomes is comprehensive and range from demonstrating knowledge of San Joaquin Valley conditions and global analogs as related to the transformation of poverty to prosperity; ability to apply key concepts applicable to the minor's guiding themes of "analytics of prosperity", "sustainability", and "community engagement and community-inspired innovation"; demonstration of ability to ask and answer scholarly questions; and demonstration of ability to communicate knowledge to academic and non-academic audiences

5) Are specific, active verbs used to describe how students will demonstrate learning? For example, upon reading a PLO, could a student or faculty member imagine the kind of assignment or prompt that might be asked of a student in order to evaluate student abilities? Or, to put it another way, are the PLOs measurable?
Specific, active verbs to describe how students will demonstrate learning have been incorporated into the minor's PLOs. These include: analyze, apply, organize, synthesize, and communicate. The verbs are intended to assist in creating clear assignments for students that will provide measurable evidence of proficiency.

7) Do the PLOs articulate intellectual skills, knowledge, and values appropriate for a graduate at the given degree level (B.A./B.S., Masters or PhD)? Yes, the PLOs articulate skills in scientific literacy; core concepts applicable to the minor's guiding themes of "analytics of prosperity", "sustainability", and "community engagement and community-inspired innovation"; research methods and the research process (including the production of creative work): identifying and asking scholarly questions, gathering, analyzing and synthesizing data; and communicating the results of research. These skills, knowledge and values are appropriate for a student graduating with a B.A. or a B.S.

Sample General Catalog Text:

Community Research and Service Minor

Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley and nearby Sierra Nevada, a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses on ways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advance this goal.

The Community Research and Service (CRS) minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical research and collaborative problem solving intended to enhance professional development.

The following three themes define the minor:

- *Analytics of Prosperity*– understanding data and using scientific measures to ensure that our activities actually improve quality of life
- *Sustainability*– taking environmentally, economically, and socially sound approaches to growing prosperity
- *Community-engaged innovation*- identifying new problems and solving old problems in new ways via collaboration that values local knowledge.

Lower Division Minor Requirement [4 units]

Complete the following course:

- CORE 001: The World at Home [4 units]

Upper Division Minor Requirements [16 units]

Complete the following courses:

- CRS 195: Community Research and Service Experience OR equivalent SSHA 195 OR ENGR 197 [4 units]
- One Upper Division Course in the area of Methods [4 units]*
- At least two courses that address topics in sustainability, analytics of prosperity or community engaged innovation, of which 8 units must be upper division [8 units]*

* Please consult a SSHA Advisor, visit SSHA Advising website (ssha-advising.ucmerced.edu) or MyAudit for a list of approved courses. As new courses become available they will be added as options to the upper division electives. Students may be able to satisfy the requirements for the minor using additional courses that are not listed. However, students must receive approval the Community Research and Service Minor Faculty Advisory Committee before completion of their course work.

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

March 25, 2014

To: Dr. James Ortez, Assistant Dean, SSHA
SSHA Curriculum Committee
Undergraduate Curriculum Committee

Colleagues,

We are pleased to support the Community Research and Service Minor. This Minor will have no significant resource implications for our units.

Juan C. Meza, Dean, School of Natural Sciences

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

E. Daniel Hirleman, Dean, School of Engineering

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FAX: (209) 228-4047

March 25, 2014

To: Dr. James Ortez, Assistant Dean, SSHA
SSHA Curriculum Committee
Undergraduate Curriculum Committee

Colleagues,

I hereby authorize the following courses to be used as methods courses in the Community Research and Service Minor.

CSE 100
CSE 170
ENVE 105
ENVE 155
ENVE 190
ME 170
MSE 120

E. Dan Hirleman

E. Daniel Hirleman, Dean, School of Engineering

Subject: ANTH Courses for the Community Research and Service Minor
Date: Monday, February 24, 2014 at 8:27:30 PM Pacific Standard Time
From: Kathleen Hull
To: Robin DeLugan

Robin:

Thanks for sharing the proposal for the Community Research and Service minor. The ANTH program supports this new proposal, and approves inclusion of ANTH 170 (Ethnographic Methods) as an option to fulfill the methods requirement in the minor.

Please note that, to date, ANTH 170 has been offered every other year, but we anticipate that this class will be offered every yearbeginning AY 2014-15. Thus, we do not foresee any problem in accommodating the additional enrollment that will be generated as a result of the CRS minor.

Regards,
Kathleen

Subject: Re: FW: Community Research and Service Minor "Methods" Requirement
Date: Thursday, February 20, 2014 at 2:06:06 PM Pacific Standard Time
From: Alex Whalley
To: Robin DeLugan

Hi Robin,

Methods for econ and management would be any of:
Econ 10
Econ 100
Econ 130
Mgmt 130

Best,

Alex

On Wed, Feb 19, 2014 at 6:47 PM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:
Hi Alex,

I am sending the email below to SSHA program leads to get their approval to include their classes as counting for our "methods" requirement. Can you confirm for the ECON and MGMT classes that we are including as "methods". I've asked Elliot to help with ENG and NS courses listed.

Thanks!

Robin

With Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, I am developing a new minor "Community Research and Service". We plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.

Here is a blurb from the proposal:

Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses onways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advancethis goal.

The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical research and collaborative problem solving intended to enhance professional development.

There are 3 required courses and 2 electives (wide range of courses)
CORE 1 (which will be tweaked somewhat to ensure that it addresses San Joaquin Valley conditions (and global analogs), analytics of prosperity, sustainability (economic, environmental and socio-cultural),

Subject: Fwd: FW: Minor
Date: Tuesday, February 25, 2014 at 1:13:05 PM Pacific Standard Time
From: Elliott Campbell (sent by elliott.campbell@gmail.com <elliott.campbell@gmail.com>)
To: Robin DeLugan

---------- Forwarded message ----------
From: **Elliott Campbell** <ecampbell3@ucmerced.edu>
Date: Tue, Feb 25, 2014 at 1:10 PM
Subject: Re: FW: Minor
To: Marilyn Fogel <mfogel@ucmerced.edu>

many thanks marilyn!

On Tue, Feb 25, 2014 at 1:03 PM, Marilyn Fogel <mfogel@ucmerced.edu> wrote:

Dear Elliot,

The ESS faculty would be happy to be included in the minor that you are proposing. See Peggy's note on who teaches the classes you've listed below. Tony Westerling is the faculty member who is presently doing these.

Marilyn

From: Peggy ODay <poday@ucmerced.edu>
Date: Tue, 25 Feb 2014 11:56:24 -0800
To: Marilyn Fogel <mfogel@ucmerced.edu>
Subject: Re: Minor

Tony Westerling teaches both of these on a regular basis. ESS 141 is required for the ESS major and must be taught every year. I think Tony has been offering 132 every other year --

Peggy

****

Peggy O'Day
Professor & Founding Faculty
School of Natural Sciences
University of California, Merced
5200 North Lake Road
Merced, CA 95343
(209) 228-4338
poday@ucmerced.edu

On Feb 25, 2014, at 10:56 AM, Marilyn Fogel wrote:

> Hi Peggy, Who teaches these classes? Have they been taught before? Do we have anything else that would fit into the community engaged research theme that you can think of?
>
> Marilyn
>
> ---
>
> **From:** Elliott Campbell <ecampbell3@ucmerced.edu>
> **Date:** Mon, 24 Feb 2014 20:39:11 -0800

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Tuesday, February 25, 2014 at 1:12:52 PM Pacific Standard Time
From: Elliott Campbell (sent by elliott.campbell@gmail.com <elliott.campbell@gmail.com>)
To: Robin DeLugan

Hi Robin,

The ESS classes are regularly taught and the chair Marilyn Fogel was supportive of the minor proposal. I'll forward you Marilyn's email. Two of the BIO courses (BIO 125 and BIO 192) are not being offered and the third might start being offered by an incoming faculty member. I'll forward you that email as well.
best,
Elliott

On Fri, Feb 21, 2014 at 5:23 PM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:
Hi Elliott,

It means asking the programs, for example for Anthropology I checked with our program lead Kathleen Hull; for Psychology I checked with the program lead for Psychology. Does this make sense?

Robin

From: Elliott Campbell <ecampbell3@ucmerced.edu>
Date: Friday, February 21, 2014 at 5:09 PM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: FW: Community Research and Service Minor "Methods" Requirement

hi robin,
thanks again for your patience this week! is the idea here to ask the curriculum committee to make sure we don't swamp their resources by adding to their enrollment or is the idea to ask the instructors of each of the specific classes?
thanks,
elliott

On Wed, Feb 19, 2014 at 6:27 PM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:
Hello Elliott,

I can use your help. Can you contact the program leads in Engineering (maybe its you? Or Dan?) and Natural Science to confirm that its okay to list their courses as a way to satisfy the "methods" requirement. I'll contact the SSHA programs. If convenient, you can tweak the message below that I am using for the SSHA program leads.

Let me know if you can help with this task.

Thanks!

Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Wednesday, February 19, 2014 at 6:19 PM
To: Nella Van Dyke <nvandyke@ucmerced.edu>
Subject: Community Research and Service Minor "Methods" Requirement

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Monday, February 24, 2014 at 9:27:23 PM Pacific Standard Time
From: ShiPu Wang
To: Robin DeLugan

See below from yesterday, Robin.

From: SP W <swang7@ucmerced.edu>
Date: Sunday, February 23, 2014 at 9:59 AM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Not at all, Robin. Happy to contribute.
ShiPu

On Feb 23, 2014, at 9:33 AM, "Robin DeLugan" <rdelugan@ucmerced.edu> wrote:

> Great! So you don't mind if I include in the minor then?
>
> Thanks!
>
> Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Monday, February 24, 2014 at 8:27 PM
To: SP W <swang7@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hello ShiPu,

I'm not sure that you sent me email confirmation that we can include GASP 171 & 172 in the list of courses that can satisfy "methods" for the new Community Research and Service minor. Please let me know as we have to include email confirmation from program leads when we submit the proposal to SSHA Curriculum Committee later this week.

Thanks!

Robin

From: ShiPu Wang <swang7@ucmerced.edu>
Date: Sunday, February 23, 2014 at 7:59 AM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Robin,

The plan is to offer GASP 171 & 172 continuously to maintain a group of student curators who can help run the gallery.

ShiPu

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Tuesday, February 25, 2014 at 7:46:44 AM Pacific Standard Time
From: Anthony LeRoy Westerling
To: Robin DeLugan
CC: Anthony LeRoy Westerling, Anthony Westerling

Hi Robin

It is me of course. It is a writing intensive science policy course, offered annually (when I am here) because it is a requirement for the ESS major. You may use it as a methods course for your minor.

regards

t

On Feb 24, 2014, at 9:07 PM, Robin DeLugan wrote:

> Hi Tony,
>
> I don't think I heard back from you re this email below. Can you let me know who is the program lead for GEOG 141. We'd like to include it as a course that can satisfy "methods" for the new Community Research and Service minor, but we need email approval to send along to SSHA Curriculum Committee.
>
> Please let me know.
>
> Thanks!
>
> Robin
>
> ---
>
> **From:** Robin DeLugan <rdelugan@ucmerced.edu>
> **Date:** Wednesday, February 19, 2014 at 6:52 PM
> **To:** Anthony Westerling <awesterling@ucmerced.edu>
> **Subject:** Community Research and Service Minor "Methods" Requirement
>
> Hi Tony,
>
> I'm writing to you re GEOG 141…is this a course that you regularly teach? Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, are developing a new minor "Community Research and Service". We plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.
>
> Here is a blurb from the proposal:
> Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses onways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advancethis goal.

Subject: RE: Community Research and Service Minor "Methods" Requirement
Date: Thursday, February 20, 2014 at 10:43:30 AM Pacific Standard Time
From: Susan Amussen
To: Robin DeLugan

Robin,
I think it would be great to include HIST 100 as a methods course (though you'd find out how differently we think about methods. . .)

Depending on what you're thinking about, there are a number of history courses that in various iterations would fit (Hist 123, HIST 127, especially)

Just FYI, depending on CORE 1 is probably not wise, because it's obvious it's not sustainable, so it may not exist much longer. . . (And I don't have inside knowledge on that, but I read tea leaves well.)
Susan

Susan D. Amussen
Professor of History
Director, Center for the Humanities
University of California, Merced
5200 North Lake Road
Merced, CA 95340
samussen@ucmerced.edu
@susandamussen

From: Robin DeLugan
Sent: Wednesday, February 19, 2014 6:34 PM
To: Susan Amussen
Subject: Community Research and Service Minor "Methods" Requirement

Hello Susan,

This message is directed to you in your role as History program lead. (I will be sending a separate email to you regarding this minor in your role as HWC Chair).
With Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, I am developing a new minor "Community Research and Service". We plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.

Here is a blurb from the proposal:
Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses onways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advancethis goal.

The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural sciences, social sciences, humanities, or arts to improving the quality of life locally, regionally, and more broadly. Central to the Community Research and Service minor is an experience that provides students with practical

RE: Community Research and Service Minor "Methods" Requirement

Paul Brown <pbrown3@ucmerced.edu>

Thu 3/27/2014 9:13 AM

To:Robin DeLugan <rdelugan@ucmerced.edu>;

Hi Robin,

Sorry...am in New Zealand...I did not hear any objections, so go ahead and include them,

Paul

PAUL BROWN, PhD
Professor of Health Economics and Public Health
Director, Health Sciences Research Institute

UNIVERSITY OF CALIFORNIA, MERCED
pbrown3@ucmerced.edu
5200 North Lake Road, Merced, CA 95343

From: Robin DeLugan
Sent: Thursday, March 27, 2014 12:37 PM
To: Paul Brown
Subject: Re: Community Research and Service Minor "Methods" Requirement
Importance: High

Hi Paul,

If I don't hear back from you by tomorrow with approval of the PH courses that can also count for the new minor, I"ll have to take them out of the proposal which is going to SSHA Curriculum committee and needs evidence of approval that key courses have approval for inclusion.

Robin

Date: Tuesday, March 25, 2014 at 11:48 AM
To: Paul Brown <pbrown3@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Paul,

Just a quick check in with you about whether your faculty agree to have Public Health courses as outlined below count for the Community Research and Service minor.

Thanks!

Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Sunday, March 16, 2014 at 4:46 PM
To: Paul Brown <pbrown3@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Paul,

Here is the minor proposal. You will see that I have included PH 111, 112, 115 as satisfying the "methods" requirement; and PH 181 as serving as equivalent to the CRS community research and service experience. Please let me know at your earliest convenience if this works for your group as we have already begun the process of seeking faculty approval for the minor.

Robin

From: Paul Brown <pbrown3@ucmerced.edu>
Date: Sunday, March 16, 2014 at 4:04 PM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: RE: Community Research and Service Minor "Methods" Requirement

Robin,

I have sent you the syllabus for 181, but here it is again. It will be a new course, offered in Spring of 2015.

Before I confirm, I should pass this by the Public Health group. Can you send me a summary of what you are proposing for the minor?

Paul

PAUL BROWN, PhD
Professor of Health Economics and Public Health
Director, Health Sciences Research Institute

UNIVERSITY OF CALIFORNIA, MERCED
pbrown3@ucmerced.edu
5200 North Lake Road, Merced, CA 95343

From: Robin DeLugan
Sent: Saturday, March 15, 2014 2:29 PM
To: Paul Brown
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Paul,

Did we finish this? Did you confirm with the PH group that we can add PH 111, 112, 115 as satisfying the "methods" requirement and for the Community Research and Service minor; and PH 181 as serving the community field experience.

For how long have you offered PH 181? Was it taught last year? If so, I could use some of the summarizing data for our Carnegie application…who could I talk to? Could you send me the syllabus so that I can reference the learning outcomes?

Many thanks!

Robin

From: Paul Brown <pbrown3@ucmerced.edu>
Date: Friday, February 28, 2014 at 8:10 AM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: RE: Community Research and Service Minor "Methods" Requirement

Hi Robin,

Environmental health is PH 110 (not 111). As for 108, I guess it depends on what you mean by 'research based.' Here is the syllabus.

As for the confirmation, sounds like you are asking whether we want to have included the three methods courses and 181 as an internship. If that is correct, then I will confirm with the rest of the group and get back to you.

Paul

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Thursday, February 27, 2014 at 3:15:17 PM Pacific Standard Time
From: Nate Monroe
To: Robin DeLugan

Hi Robin, Poli Sci

Sorry for being a bit slow. Yes, you can include 170 and 175 in your proposal. If there is any way to add Poli 10, we would like that too. But, it that isn't possible, then you can go ahead with the other two.

Best,

Nate

Nathan W. Monroe
Associate Professor
Chair of Political Science
University of California, Merced
nmonroe2@ucmerced.edu
http://faculty.ucmerced.edu/nmonroe2/index.htm

On Thu, Feb 27, 2014 at 11:24 AM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:

> Don't forget about me:) We are hoping to have this information assembled and ready to go to SSHA Curriculum Committee as soon as possible. (Working against a clock!)
>
> Thanks,
>
> Robin
>
> ---
>
> **From:** Robin DeLugan <rdelugan@ucmerced.edu>
> **Date:** Monday, February 24, 2014 at 1:48 PM
> **To:** Nathan Monroe <nmonroe2@ucmerced.edu>
>
> **Subject:** Re: Community Research and Service Minor "Methods" Requirement
>
> Thank you very much!
>
> Robin
>
> ---
>
> **From:** Nate Monroe <nmonroe2@ucmerced.edu>
> **Date:** Monday, February 24, 2014 at 1:31 PM
> **To:** Robin DeLugan <rdelugan@ucmerced.edu>
> **Subject:** Re: Community Research and Service Minor "Methods" Requirement
>
> Hi Robin,
>
> Ok, I'll check with my faculty ASAP, and try to have an answer by the middle of the week.
>
> Best,
>
> Nate
>
> Nathan W. Monroe

Subject: RE: Community Research and Service Minor "Methods" Requirement
Date: Monday, February 24, 2014 at 9:27:46 PM Pacific Standard Time
From: Nella Van Dyke
To: Robin DeLugan

Hi Robin-

Sociology fully supports the Community Research and Service minor. We would be happy for the minor to include Soc 170 and Soc 175 as methods course options. The minor will provide a great avenue and incentive for our undergraduates to obtain valuable research training and experience, while also helping the local community.

Please let me know if I can be of any assistance as this moves forward.
Best,
Nella

Associate Professor and Chair of Sociology
School of Social Sciences, Humanities and Arts
University of California, Merced
5200 N. Lake Road
Merced, CA 95343
209-228-4106
http://faculty1.ucmerced.edu/nvandyke/

Subject: Re: Community Research and Service Minor "Methods" Requirement
Date: Wednesday, February 19, 2014 at 8:37:32 PM Pacific Standard Time
From: Virginia Adan-Lifante
To: Robin DeLugan

Hello Robin,

First of all, I want to thank you for considering Spanish for Health Professionals and Spanish for Bussiness and Management as courses that may count for the minor "Community Research and Service".

Yes, I think they would be great courses for that minor, not only for their content but also for the kind of activities students do on those courses. So, please consider them for the minor on "Comunity.." I just would like to make some observations:

-Please notice that the number for Spanish for Health Professionals and Spanish for Business and Management has changed. The former SPAN 141 (Spanish for Health...) is now SPAN 107, and the former SPAN 142 (Spanish for Business...) is now SPAN 108.

-SPAN 107 and SPAN 108 are not requirements for the Spanish major per se, but they are part of a group of courses students can take as electives. Anyway, yes, I think students interested in the major in Spanish and a minor in Community Research would choose these courses as electives so they can fulfill requirements in both (although only one course can count for a major and a minor). Also, SPAN 107 and SPAN 108 do not have as many prerequisites as other upper division Spanish courses, so it is more easy to take for students not interested on the Spanish major or minor. What I mean with this is that for students interested on the Community Research minor would be easy to take those courses even if they are not Spanish majors (although they need to demonstrate the appropriate Spanish level).

Saludos,

Virginia

On 2/19/2014 6:23 PM, Robin DeLugan wrote:

> Hello Virginia,
>
> With Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, I am developing a new minor "Community Research and Service". We [plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.
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> Here is a blurb from the proposal:
> Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses onways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advancethis goal.
>
> The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Yesenia Herrera	Physics major	
Chulwan Park	History/mgmt	
Amy Bower	Applied Mathematics	
Becca Bright	Sociology	
Sonamtso Lama	Management	
Diana Rodriguez	Biology	
Alilla Dollar	Biology	
Yivette Guzman	Biology	
Dini Prabhakar	Biology	
Alekander Cisneros	CSE	

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Chona Vang	Management	
Marcia Medina	Bio engineering	
Vicki Bickett	M /	
Rita Kiguoya		
Presley Ramirez	ESS	
samantha Gaerlan	Biology	
Bryan Juarez	ESS	
La Triece Crawford	Bio	
Tony Chen	CSE	
Manvinder Toor	Bio	

Thursday, February 20th 2014

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Shreya Gupta	Cognitive Science	Shreya Gupta
Tori Palmberg	Psychology	Tori Palmberg
Luis Gonzalez Haro	Management	Luis Gonzalez Haro
Peter Racco	History	Peter Racco
Timothy Kim	Economics	[illegible]
Daralynn McCall	Soc	Daralynn McCall
Sebastien Daibouze	Biology	Sebastien
Kyla Gilmore	anthropology	Kyla Gilmore
Brittany Beeckinor	Biology	Brittany Beeckinor
Chiquzimilbechem	psychology	[illegible]

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Sukhjit Gill	Bio	
Shanna Beach	Psychology	
Rocco Bauman	History	
Luz E. Garcia	Biology	
Amaya Summers	English. Interested in having it as a minor, but not as MY minor.	

Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Gustavo Cruz	Environmental Engineering	Gustavo Cruz
Heath Simpson	History	Heath Simpson
Camila Vega		Camila Vega
Marianne Mendoza	psych	Marianne Mendoza
Bria Cortez	COGS	Bria Cortez
Vanessa Rubio	SOC	Vanessa Rubio

Monday, February 24th 2014
~~Thursday, February 20th 2014~~

No, I am not interested in the Community Research and Service Minor

Name	Major	Signature	Reason
Isabel Lawrence	Earth Systems Science	Isabel Lawrence	Doesn't fit my interests.
Belen Caldera	undeclared	Belen Caldera	doesn't fit my interests.
Angelica Andrews	Economics	Angelica Andrews	does not fit my interests. (not marketable in this world)
Javier Ramos	Bio-[illegible]	[illegible]	Not of my interest
Dana Stubblefield	undeclared	[illegible]	does not fit my interest, sorry -
Daricia Simmons	computer science	[illegible]	not necessary. will learn on my own through volunteering major already has research requirements
Sam Wilson	Marine Bio	[illegible]	just not doesn't fit my interest major already has research requirements
Christopher Chin	Biology	[illegible]	Dont need education to help community Not my cup of tea
Santiago Zamora	Political Science	[illegible]	doesn't seem to fit my interests

No, I am not interested in the Community Research and Service Minor

Name	Major	Signature	Reason
Connie Lim	Bioengineering		lack of time in my major / class space
Anny thuynh	BChem w/Bio emph		lack of time because emphasis already feels like a minor

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SANTA BARBARA • SANTA CRUZ

UNIVERSITY OF CALIFORNIA,
MERCED 5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-4629

May 5, 2014

To: Ignacio López-Calvo, Chair, Academic Senate
From: Laura Martin, Accreditation Liaison Officer (ALO) & Coordinator for Institutional Assessment

Re: Proposal for a Minor in Community Research and Service

As the campus' Accreditation Liaison Officer, I thank you for the opportunity to comment on the proposal for a minor in *Community Research and Service*. There are no accreditation-related implications to establishing the minor, including in in relation to substantive change.

CC: Tom Peterson, Provost and Executive Vice Chancellor
Susan Sims, Chief of Staff, Office of the Provost and Executive Vice Chancellor
Elizabeth Whitt, Vice Provost and Dean of Undergraduate Education

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON ACADEMIC PLANNING AND RESOURCE ALLOCATION
ANNE KELLEY, CHAIR
amkelley@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95344
(209) 228-4369; fax (209) 228-7955

May 6, 2014

To: Ignacio López-Calvo, Chair, Division Council

From: Anne Kelley, Chair, Committee on Academic Planning and Resource Allocation *Anne Kelley* (CAPRA)

Re: CAPRA's Comments on Proposed Community Research & Service Minor

---

Per Division Council's request, CAPRA reviewed SSHA's proposed minor in Community Research and Service. A majority of CAPRA supports the establishment of the minor but has the following comments:

The minor requires a minimum of four units of CRS 195, a research/service learning course (upper-division research or service learning may substitute for it). This type of course is faculty time-intensive, and it seems that having several dozen students in this minor will either greatly increase the teaching burden on the SSHA faculty or require that new faculty be hired to support this minor. It is not clear whether faculty will receive teaching credit for CRS 195, and if so, how much. CAPRA would like to see a clear statement of the number of faculty who will be participating in the 195 course, the number of students each of these faculty will be expected to supervise, and whether this 195 supervision will be in addition to or in place of the faculty members' other teaching assignments.

CAPRA also notes the statement in the proposal "For the first two years we have resources committed to accommodate a maximum of 80 minors each year. As part of Strategic Academic Focusing we are requesting resources to expand the capacity beyond that amount. This will be for resources administering, advising, and staffing the minor." However, we do not yet know which research foci have been identified as "strategic" by the Strategic Academic Focusing working group. Finally, there is also a question of other kinds of resources SSHA will need in order to connect the students with the community groups with which they are supposed to be interacting.

Some CAPRA members believe that the minor has sufficient short-term support even if it is unclear whether the minor can be sustained beyond the next few years in light of the teaching burden on faculty and required resources. This minor would be a positive addition as it would enable students to add to learning their disciplinary major and receive formal recognition for gaining valuable, real world

experiences while completing their college education. Perhaps an option would be to offer the course for credit as an elective until enrollment is sufficient to justify a minor.

cc: CAPRA Members
DivCo Members
Senate office

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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 8, 2014

To: **Ignacio López-Calvo, Senate Chair**

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

Re: **GC response to the proposed SSHA Community Research and Service Undergraduate Minor**

In response to DivCo's request, the Graduate Council reviewed the School of Social Sciences, Humanities and Arts proposed minor in Community Research and Service. A positive aspect of the proposed program is that it cleverly leverages existing programs and courses in SSHA and SOE to create a distinctive cross-campus minor that can become a signature program at UC Merced – an advantageous outcome given our desire to obtain Community Engagement Carnegie Classification (endorsed by DivCo earlier this Academic Year).

It should also be noted that the SOE component of this program (Engineering Service Learning) serves to train SOE students in professional skills (communication, project management, team work, ethics, etc.) that employers are interested in. It can be envisioned that parallel courses in SSHA may also provide the same training in professional skills to students there, which may give undergraduate students in the Humanities and Social Sciences a competitive edge in seeking employment. At the same time, SSHA graduate students with teaching responsibilities for the program will gain experience in this form of pedagogy, which may also give them a competitive edge in the academic job market. A further advantage of the program is that it will likely expand the number of disciplines involved in team-based community engagement projects already underway, and this ability to function on multi-disciplinary teams is a skill that employers value.

We note that the Engineering components of the program are already in place and covered by internal and external funding, and that the proposers have detailed a plan to limit enrollment in the minor while the program grows its funding for parallel activities in SSHA. Several support letters also detail courses, which appear to have the capacity to accept additional students that may be used in support of the minor. The plan to initially limit enrollment, fundraising plans, and monitoring of the resource impact of the program, will be important in ensuring it has the resources it needs to succeed.

We appreciate the opportunity to opine.

Cc: Graduate Council
Division Council
Academic Senate Office

HIST 139: Topics in U.S. History

Course Title	Topics in U.S. History
Abbreviated Course Title	Topics in U.S. History
Course Subject	HIST
Course Number	139
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Spring 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	HIST 016 or HIST 017 or consent of the instructor
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Topics in the History of the United States.
TIE Code	T: Seminar-Topical
Reasons for Request	Pre-requisite Change Other
Brief Explanation of Change(s)	Adding GE designation and minor pre-req change (from Hist 16 and Hist 17 to Hist 16 OR Hist 17).
Total Contact/Non-contact Hours Per Week	Lecture: 0 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 3 contact, 9 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Pass/No Pass Option for Non-Majors
In Progress Grading	
Maximum Enrollment	30
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	Yes
How many times?	2
Resource Requirements	A/V classroom
Does this satisfy a General Education Requirement?	Yes

Course Outline and/or Additional Documentation HIST 139 Course Outline.pdf (43Kb)

CRF for HIST 139: Topics in U.S. History

Course description: Topics in the history of the United States. Specific foci will vary, but past offerings of this class have included topics such as Gender, Race, and Slavery to 1877, Labor in 20th Century America, and Asian American History.

Content and Course Learning Outcomes: Although the specific foci of HIST 139: Topics in U.S. History vary considerably, each iteration shares similar kinds of sources, student assignments, assessment practices, and course learning outcomes. Moreover, each iteration will now be designed to satisfy the University's upper division General Education requirements. Regardless of the specific focus, HIST 139 will be structured as a seminar that requires students to read, write, and engage their peers on critical questions related to nineteenth century U.S. History. Course readings will include a range of primary sources (written and visual) and scholarly works. Course content will almost always require students to grapple with questions related to social identity, citizenship, politics, economics, and the occupation and modification of the landscape. Issues of colonialism, imperialism, and human rights will also necessarily lie at the core of any class addressing a topic within this broad time period. Readings will average 150-300 pages per week as is common for upper division History classes, and students will always be asked to engage in multiple writing assignments including one substantial, semester-long research-based project.

Course Learning Outcomes for HIST 139 are commensurate with those of the History major and SSHA. By the end of HIST 139 each student should not only have a deeper appreciation for the intricate histories of various people within the United States, but also a strong sense of the ways those histories grew out of ongoing interaction and negotiation. Specifically, upon successful completion of this course, students will be able to:

- Illustrate multiple approaches to understanding changes in economic, political, and social formations over time
- Take on the perspectives of historical actors
- Critically analyze historical texts and visual sources
- Describe how historians use primary sources to create arguments
- Evaluate the thesis, methodology, and success of an academic work

These are crucial building blocks for the Learning Outcomes of the History major:

- Recognize the processes by which societies, cultures, and institutions change over time.
- Describe particular historical developments and explain their wider context.
- Critically read, analyze, and synthesize primary and secondary sources.
- Use methods of narrative and analysis appropriately for communicating historical phenomena.
- Identify the various contexts that shape constructions and uses of historical sources and knowledge.
- Identify a historical question and define an approach to it.

General Education Requirement Component: In order to serve the needs of UC Merced students and enrich upper-division offerings from the History faculty aimed at the general student population, this modified CRF has been submitted to request GE status. Henceforth, all iterations of HIST 139 will address the categories Specifically, all iterations of HIST 139 will address the categories Decision Making, Communication, and Self and Society. An emphasis on the critical interpretation of

primary and academic texts will give students the know-how to distill, assemble, and marshal evidence and critical analysis. Moreover, a focus on important political moments—both national and local—through the prism of contingent public policy analysis will ensure that HIST 139 offers students intellectual resources (in this case applied to historical case studies) with which to confront the intricacies, challenges, and potential for unforeseen consequences. An emphasis on the critical interpretation of primary and academic texts will give students the ability to distill, assemble, and marshal evidence and critical analysis. All offerings of HIST 139 will emphasize communication. Structured as a seminar that encourages students to engage each other, it will also always require multiple assignments, including but not limited to writing, oral presentations, original web design, and visual analysis projects. Consequently students will practice multiple modes of research, interpretation, and communication preparing them to live in the complicated communication landscape they will face after graduation. Students' ability to consider the relationship between Self and Society will necessarily be enhanced by HIST 139's attention to intersecting forces of economy, politics, and culture in shaping social identity, especially along the axes of race, class, gender, citizenship, and sexuality.

GASP 155: Film Theory and Criticism

Course Title	Film Theory and Criticism
Abbreviated Course Title	Film Theory and Criticism
Course Subject	GASP
Course Number	155
School Submitting Request	SSHA
Division	Upper Division
Effective Term	Fall 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	GASP 035 OR ARTS 035
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	JUNIOR & SENIOR
Course Description	Examines film theory and criticism from the inception of cinema to the contemporary period.
TIE Code	T: Seminar-Topical
Reasons for Request	New Course
Brief Explanation of Change(s)	
Total Contact/Non-contact Hours Per Week	Lecture: 0 contact, 0 non-contact Lab: 0 contact, 0 non-contact Seminar: 3 contact, 9 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	20
Maximum Enrollment Reason	----
Cross-listing	
Conjoined	
Cross-listed Schools	----
Can this course be repeated?	No
How many times?	
Resource Requirements	Classroom space suited for film viewing.
Does this satisfy a General Education Requirement?	Yes
Course Outline and/or Additional Documentation	GASP 155 Course Outline.pdf (13Kb)

GASP 155: Film Theory and Criticism

Course Description:
The course examines film theory and criticism from the inception of cinema to the contemporary period. Film, at first, was regarded merely as a spectacular display of modern technology and entertaining toy for the masses without any artistic quality. But soon this perception changed with the rise of thinkers that engaged cinema as a machine for new ideas. Emerging at the time when psychology as a discipline was gaining public and academic attention, theorizing film became an intellectual preoccupation of psychologists and philosophers to contemplate the nature of human consciousness and perception. Today, the status of cinema as an art form is undeniable but the nature of the medium remains mysterious, prompting many to ruminate on the very difficulty of thinking about cinematic movement and photographic reproduction.

The course will cover multiple writers and theorists including Hugo Munsterberg, Rudolf Arnheim, Siegried Kracauer, Walter Benjamin, Roland Barthes, Jean-Louis Baudry, Laura Mulvey, Mary Ann Doane, Sergei Eisenstein, Gilles Deleuze, Jacques Ranciere, Jean-Luc Godard, Andre Bazin, Stephen Heath, Christian Metz, Tom Gunning, Belas Balazs, Teresa de Lauretis, and Francesco Casetti.

Course Goals:
Students will gain a general knowledge of film theory and criticism.

Course Learning Outcomes (CLOs):
1) Closely analyze filmic text in specific historical, theoretical, and cultural contexts in which they were produced and received.
2) Recognize specific language employed to create desired aesthetic effects.
3) Explain and detect how visual signs function to produce visual narrative.
4) Precisely describe complex non-verbal texts in clear writing.

The above CLOs fulfill these aspects listed in ARTS/GASP Program Learning Outcomes (PLOs):

1) Describe visual and aural texts in technical and theoretical terms.
2) Analyze cultural, visual texts within their historical and conceptual contexts.
3) Become familiar with multiple schools of thoughts in visual studies.
4) Acquire research methodologies specific to critical studies of the arts.

General Education:
Decision-making: The course provides students with the theoretical language of cinema.
Communication: The course provides students with technical language to convey their thoughts and opinions about cinema in writing and speech.
Aesthetic understanding: The survey of cinema theory and criticism will provide students with skills to dissect texts at a sophisticated level.
Creativity: By giving students to view how film has evolved over the years, the course provides them with a deeper understanding of how creativity functions socially.

GASP 035: Film History

Course Title	Film History
Abbreviated Course Title	Film History
Course Subject	GASP
Course Number	035
School Submitting Request	SSHA
Division	Lower Division
Effective Term	Fall 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Examines the history of cinema from its inception to the contemporary period. It also deals with cinemaâ s relationship to new media and digital technology. Students will acquire general knowledge of film language that developed in multiple historical and cultural contexts.
TIE Code	T: Lecture
Reasons for Request	New Course
Brief Explanation of Change(s)	
Total Contact/Non-contact Hours Per Week	Lecture: 4 contact, 8 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	49
Maximum Enrollment Reason	----
Cross-listing	ARTS 035
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Classroom must be equipped with a projector and a screen.

Does this satisfy a General Education Requirement? Yes

Course Outline and/or Additional Documentation ARTS_GASP 035 Course Outline.pdf (14Kb)

GASP 35/ARTS 35: Film History

Course description:
This course covers the history of cinema from its inception to the contemporary period. It also deals with cinema's relationship to new media and digital technology. Students will acquire general knowledge of film language that developed in multiple historical and cultural contexts. The historical study begins in Europe and the United States where cinema was first developed and the course will move across various regions including Asia, Latin America, the Middle East, and Africa.

Course Goals:
Students will gain a general knowledge of film history.

Course Learning Outcomes:
1) Closely analyze filmic texts in specific historical, theoretical, and cultural contexts in which they were produced and received.
2) Infer and analyze the intricate relationships between film and other media formats.
3) Explain and detect the transnational dialogues that manifest themselves on recorded images.
4) Precisely describe complex non-verbal texts in clear writing.

The above points fulfill these aspects listed in ARTS Program Learning Outcomes:
1) Describe visual and aural texts in technical and theoretical terms.
2) Analyze cultural, visual procedures within their historical and conceptual contexts.
3) Become familiar with multiple schools of thoughts in visual studies.

General Education:
Decision-making: The course provides students with skills to analyze filmic texts.
Communication: The course provides students with technical language to convey their thoughts and opinions about cinema in writing and speech.
Aesthetic understanding: The historical survey of cinema's history will give students the capacity to evaluate and understand aesthetic contributions.
Creativity: By giving students to view how film has evolved over the years, the course provides them with a deeper understanding of how creativity functions socially.
Appreciation of diverse perspectives in both global and community contexts: The focus on historically and geographically diverse history of cinema will give students insight into how global politics can affect film.

Assignments/Evaluation:
Attendance/participation (20%); Mid-term (20%); Short analysis paper (10%); Film analysis paper (25%); Final (25%).

Course Materials:
There will be a textbook assigned for this class.

Prerequisites:
None.

Course Schedule:

Week 1: Early Cinema in Europe and the U.S.
Week 2: Soviet Cinema
Week 3: Experimental Cinema
Week 4: Sound Cinema
Week 5: Wartime Propaganda Films (1930-1945)
Week 6: Postwar American Cinema
Week 7: Italian Neo-Realism
Week 8: Japanese Cinema
Week 9: French New Wave
Week 10: Indian Cinema
Week 11: Latin American Cinema
Week 12: Chinese Cinema
Week 13: Korean New Wave
Week 14: Middle Eastern Cinema
Week 15: Contemporary Hungarian and Scandinavian Cinema

ARTS 035: Film History

Course Title	Film History
Abbreviated Course Title	Film History
Course Subject	ARTS
Course Number	035
School Submitting Request	SSHA
Division	Lower Division
Effective Term	Fall 2015
Discontinuance Term	----
Lower Unit Limit	4
Upper Unit Limit	
Prerequisites	
Prerequisites with a Concurrent Option	
Corequisites	
Major Restrictions	
Class Level Restrictions	
Course Description	Examines the history of cinema from its inception to the contemporary period. It also deals with cinemaâ s relationship to new media and digital technology. Students will acquire general knowledge of film language that developed in multiple historical and cultural contexts.
TIE Code	T: Lecture
Reasons for Request	New Course
Brief Explanation of Change(s)	
Total Contact/Non-contact Hours Per Week	Lecture: 4 contact, 8 non-contact Lab: 0 contact, 0 non-contact Seminar: 0 contact, 0 non-contact Discussion: 0 contact, 0 non-contact Tutorial: 0 contact, 0 non-contact Field: 0 contact, 0 non-contact Studio: 0 contact, 0 non-contact
Total Hours Per Week	12
Grading Options	Letter Grade Only
In Progress Grading	
Maximum Enrollment	49
Maximum Enrollment Reason	----
Cross-listing	GASP 035
Conjoined	
Cross-listed Schools	SSHA
Can this course be repeated?	No
How many times?	
Resource Requirements	Classroom must be equipped with a projector and a screen.

Does this satisfy a General Education Requirement? Yes

Course Outline and/or Additional Documentation ARTS_GASP 035 Course Outline.pdf (14Kb)

GASP 35/ARTS 35: Film History

Course description:
This course covers the history of cinema from its inception to the contemporary period. It also deals with cinema's relationship to new media and digital technology. Students will acquire general knowledge of film language that developed in multiple historical and cultural contexts. The historical study begins in Europe and the United States where cinema was first developed and the course will move across various regions including Asia, Latin America, the Middle East, and Africa.

Course Goals:
Students will gain a general knowledge of film history.

Course Learning Outcomes:
1) Closely analyze filmic texts in specific historical, theoretical, and cultural contexts in which they were produced and received.
2) Infer and analyze the intricate relationships between film and other media formats.
3) Explain and detect the transnational dialogues that manifest themselves on recorded images.
4) Precisely describe complex non-verbal texts in clear writing.

The above points fulfill these aspects listed in ARTS Program Learning Outcomes:
1) Describe visual and aural texts in technical and theoretical terms.
2) Analyze cultural, visual procedures within their historical and conceptual contexts.
3) Become familiar with multiple schools of thoughts in visual studies.

General Education:
Decision-making: The course provides students with skills to analyze filmic texts.
Communication: The course provides students with technical language to convey their thoughts and opinions about cinema in writing and speech.
Aesthetic understanding: The historical survey of cinema's history will give students the capacity to evaluate and understand aesthetic contributions.
Creativity: By giving students to view how film has evolved over the years, the course provides them with a deeper understanding of how creativity functions socially.
Appreciation of diverse perspectives in both global and community contexts: The focus on historically and geographically diverse history of cinema will give students insight into how global politics can affect film.

Assignments/Evaluation:
Attendance/participation (20%); Mid-term (20%); Short analysis paper (10%); Film analysis paper (25%); Final (25%).

Course Materials:
There will be a textbook assigned for this class.

Prerequisites:
None.

Course Schedule:

Week 1: Early Cinema in Europe and the U.S.
Week 2: Soviet Cinema
Week 3: Experimental Cinema
Week 4: Sound Cinema
Week 5: Wartime Propaganda Films (1930-1945)
Week 6: Postwar American Cinema
Week 7: Italian Neo-Realism
Week 8: Japanese Cinema
Week 9: French New Wave
Week 10: Indian Cinema
Week 11: Latin American Cinema
Week 12: Chinese Cinema
Week 13: Korean New Wave
Week 14: Middle Eastern Cinema
Week 15: Contemporary Hungarian and Scandinavian Cinema

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS
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July 17, 2014

To: Ignacio Lopez-Calvo, Senate Chair
Jay Sharping, UGC Chair

From: Mark Aldenderfer, SSHA Dean
James Ortez, SSHA Assistant Dean

Re: Course Evaluation and Appraisal Forms, request for suspension of Appraisal Form

In Fall 2010, the Academic Senate established the UC Merced Appraisal Form which accompanies the Course Evaluation Form. Since the Spring 2011 semester, SSHA has continuously implemented both of the forms. The Appraisal Form was established to collect data on students' exposure and training in the areas loosely mirroring the UC Merced Eight Guiding Principles of General Education. The potential data was envisioned for institutional assessment purposes. Attached is the memo from the Ad-hoc Committee on Course Evaluations that further elucidates the origins.

Since the start, there have been several challenges faced in SSHA with the coordination and processing of Appraisal Forms including the following.

- The purpose of the form is unclear to faculty and students, as the resulting data is not currently used for institutional decision-making, nor used by SSHA administration. Students complete the Appraisal Form, but the results are not utilized to inform academic or administrative processes.
- To prompt students to complete each of the two forms (each form is presented separately to students) may distract or confuse students about the completion of the Course Evaluation Form. Faculty members have voiced the concern that the Appraisal Form may detract from the Course Evaluation Form.
- Two forms, even if collapsed into a single form, lengthens the document and requires more time for completion. This could potentially decrease the response rate for Course Evaluations or increase the response rate of partially completed Course Evaluations.

At this time, we request that the Appraisal Form be suspended until a strategy is developed for the purpose and process of the Appraisal Form and its resulting data.

During the 2014-2015 AY, we can, under the instruction of the UGC and Academic Senate, pilot a change to the Appraisal Form including one or more of the possibilities below. The ideas listed below do not represent the entirety of possibilities, but rather ways that SSHA might be of support in transforming our campus' Appraisal Form. Additionally, the ideas could be collapsed into one approach.

- Center the Appraisal Form content on Program Learning Outcomes (PLOs) or Course Learning Outcomes (CLOs) that each discipline chooses to have listed in the form across all of the discipline's offered courses for one AY. This change to the Appraisal Form could provide meaningful data for the disciplines to utilize in annual PLO assessment, periodic program review

and other planning needs. This idea frames the Appraisal Form as individualized by discipline, not course. Individualized Appraisal Forms by course is unfeasible for SSHA staff workload and likely the results would not prove useful for higher order analysis.

- Collapse the two forms, making the Course Evaluation Form and the Appraisal Form one document. This reduces the number of requests that students receive to complete forms at the close of each semester. This second option should also include a scaling back of the amount of content in the Appraisal Form in order to align with what we know of survey completion tendencies.

We recommend that if a pilot does take place in the 2014-2015 AY, that upon completion, the pilot undergo assessment to ensure that the changes made to the Appraisal Form are meaningful to all stakeholders. Criteria for judging the impact of the piloted approach might include usability by students, value of results for faculty in decision-making, ease of process management by staff and so on. A timeline for carrying forward with a piloted new Appraisal Form would best align with current timelines in the SSHA Instructional Services office which coordinates the Course Evaluation and Appraisal Forms. If a pilot were to be implemented Fall 2014, pilot guidelines from the Academic Senate and coordination with each of SSHA's majors and stand-alone minors would need to be established no later than October 1, 2014. If a pilot were to take place in Spring 2015, guidelines and coordination would need to be completed by March 1, 2015.

Mark Aldenderfer, Dean
James Ortez, Assistant Dean
SSHA

CC: Laura Martin, Coordinator of Institutional Assessment
Megan Topete, SSHA Manager of Instructional Services
Morghan Young-Alfaro, SSHA Manager of Student & Program Assessment

Attachments:
Revised Course Evaluation Forms Memo Nov 2010-1.pdf

MEMO

To: **Patti LiWang, Chair, Curriculum Committee, School of Natural Sciences**
Ariel Escobar, Chair, Curriculum Committee, School of Engineering
Jan Wallander, Chair, Curriculum Committee, School of Social Sciences, Humanities and Arts

From: The Ad-hoc Committee on Course Evaluations
Carolin Frank (GRC)
Laura Martin (SACA)
Nella Van Dyke (DIVCO, chair)

Date: 11/19/10

Re: final course evaluations

CC: Mark Aldenderfer, Dean, School of Social Sciences, Humanities and Arts
Maria Pallavicini, Dean, School of Natural Sciences
Dan Hirleman, Dean, School of Engineering
Cristian Ricci, Chair, SSHA
Mike Colvin, Chair, School of Natural Sciences
Tom Harmon, Chair, School of Engineering
Evan Heit, Senate Chair
Susan Amussen, UGC Chair
Chris Kello, GRC Chair

The Ad-hoc Committee on Course Evaluations once again appreciates the timely and helpful feedback on our proposal provided by the School Curriculum Committees and faculty chairs. All three schools approved the 14 uniform course evaluation questions. All three also approved the 8 questions for evaluating learning outcomes, although SSHA requested 2 additional questions and had suggestions for improving the instructions. We provide additional information on these in the pages that follow, along with the final evaluation questions. We leave it to the schools to implement the new evaluations in the manner they see fit (e.g., scantron, online, etc). We request that the new questions be used for the Spring 2011 course evaluations.

The Committee would again like to thank the three schools for their prompt and helpful attention to this project.

Objective 1: Establish Uniform Course Evaluation Questions

All three schools approved the 14 questions for course evaluation. SSHA's faculty chair suggested some question re-wording which the Committee seriously considered. However, we chose to retain the original wording. The final set of questions, which will be used for student evaluations for every course on campus, are included in the following pages.

Course Evaluation Form

Please print the name of your instructor and the course title and number.

Instructor:_____

Course title and number:_____

Please indicate how this course fits in with your academic program. It is:

1 in my major 2 in my minor 3 a general education requirement 4 an elective 5 other

Use the scale below to rate the following statements:

Disagree Strongly			Neither Agree nor Disagree			Agree Strongly	Not Applicable
1	2	3	4	5	6	7	N/A

	Score
1. This instructor was effective overall.	
2. The instructor's explanations were clear.	
3. In this class, I was treated with respect.	
4. Materials used in this course (text, readings, notes, websites, etc) were useful.	
5. Assigned work was valuable to my learning.	
6. This class was well organized.	
7. I knew what was expected of me in this class.	
8. The instructor was well prepared for class.	
9. There was sufficient time in class for questions and discussion.	
10. The instructor displayed enthusiasm for the subject matter.	
11. Methods of evaluation in this course were fair.	
12. Feedback on my work was valuable to my learning.	
13. The instructor was available for consultation outside of class.	
14. I learned a great deal in this course.	

Please answer the following questions:

1. What do you like most about the course and instructor?

2. What could the instructor do to improve the course, if anything?

3. Other comments or suggestions.

Objective 2: Establish Questions to Evaluate Student Learning Outcomes

Natural Sciences and Engineering faculty approved the set of 8 learning outcome questions proposed by the Course Evaluation Committee in fall of 2010 as well as the proposed method for ensuring that it is clear which outcomes are relevant to a specific class. The SSHA Curriculum Committee approved the 8 questions but had a suggestion and a request. First, they suggested that in addition to instructors completing a form indicating which outcomes are relevant to their course, we include a recommendation that instructors tell their students which outcomes are relevant before they begin the evaluation. This will ensure that students know which questions to focus on and which to indicate were not applicable (N/A). We have modified the instructor form to include this suggestion.

SSHA requested that the final set of learning outcome questions include two questions from the previous version that we had cut: those regarding "gaining factual knowledge" and "understanding fundamental concepts and principles," for a total of 10 questions. In order to accommodate their request while addressing faculty concerns regarding questionnaire length, we have provided two versions of the student learning outcomes evaluation forms. One includes the 8 questions proposed by the Course Evaluation Committee in the fall of 2010, the other includes the 8 questions and the additional 2 requested by SSHA. Faculty in Natural Sciences and Engineering can choose which form they would prefer to use.

Version 1: 8 Learning Outcome Questions (schools must select which version to use)

Instructor Form:

Instructor:_____

Course title and number:_____

As part of course assessment students are being provided with a series of questions regarding learning objectives. They are asked to indicate the extent to which the course contributed to their progress on UCM's institutional learning objectives.

We recommend that you tell your class which learning outcomes are relevant to your course before they begin completing their evaluation form.

Please indicate which of the following are desired learning outcomes for your course by putting an X by each relevant objective. If the objective is not one that is applicable to your course, then leave it blank. Turn this form in to the office staff who handle course evaluations.

	1. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
	2. Learning to analyze and critically evaluate ideas, arguments or points of view.
	3. Developing communication skills (oral or writing).
	4. Learning to value diverse perspectives in both global and community contexts.
	5. Following ethical practices in the profession or discipline.
	6. Acquiring skills in working with others as a member of a team.
	7. Gaining a broader appreciation of intellectual/cultural activity (music, science, literature, etc.)
	8. Gaining skills that will help me realize my full potential.

Student Form

Appraisal of Progress (Note: only to be included with primary instructor evaluation)

Instructor:_____

Course title and number:_____

How much did this course contribute to your progress on the following UC Merced institutional learning objectives?
Use N/A if the learning objective was not specifically addressed in this course.

Not at all			Moderately			Very highly	Not Applicable
1	2	3	4	5	6	7	N/A

Statements	**Score**
1. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.	
2. Learning to analyze and critically evaluate ideas, arguments or points of view.	
3. Developing communication skills (oral or writing).	
4. Learning to value diverse perspectives in both global and community contexts.	
5. Following ethical practices in the profession or discipline.	
6. Acquiring skills in working with others as a member of a team.	
7. Gaining a broader appreciation of intellectual/cultural activity (music, science, literature, etc.)	
8. Gaining skills that will help me realize my full potential.	

Version 2 - 10 Learning Outcome Questions (Schools must select which version to use)

Instructor Form:

Instructor:_____

Course title and number:_____

As part of course assessment students are being provided with a series of questions regarding learning objectives. They are asked to indicate the extent to which the course contributed to their progress on UCM's institutional learning objectives.

We recommend that you tell your class which learning outcomes are relevant to your course before they begin completing their evaluation form.

Please indicate which of the following are desired learning outcomes for your course by putting an X by each relevant objective. If the objective is not one that is applicable to your course, then leave it blank. Turn this form in to the office staff who handle course evaluations.

	1. Gaining factual knowledge.
	2. Understanding fundamental concepts and principles.
	3. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.
	4. Learning to analyze and critically evaluate ideas, arguments or points of view.
	5. Developing communication skills (oral or writing).
	6. Learning to value diverse perspectives in both global and community contexts.
	7. Following ethical practices in the profession or discipline.
	8. Acquiring skills in working with others as a member of a team.
	9. Gaining a broader appreciation of intellectual/cultural activity (music, science, literature, etc.)
	10. Gaining skills that will help me realize my full potential.

Appraisal of Progress (Note: only to be included with primary instructor evaluation)

Instructor:_____

Course title and number:_____

How much did this course contribute to your progress on the following UC Merced institutional learning objectives?
Use N/A if the learning objective was not specifically addressed in this course.

Not at all			Moderately			Very highly	Not Applicable
1	2	3	4	5	6	7	N/A

Statements	**Score**
1. Gaining factual knowledge.	
2. Understanding fundamental concepts and principles.	
3. Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem.	
4. Learning to analyze and critically evaluate ideas, arguments or points of view.	
5. Developing communication skills (oral or writing).	
6. Learning to value diverse perspectives in both global and community contexts.	
7. Following ethical practices in the profession or discipline.	
8. Acquiring skills in working with others as a member of a team.	
9. Gaining a broader appreciation of intellectual/cultural activity (music, science, literature, etc.)	
10. Gaining skills that will help me realize my full potential.	

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August 26, 2014

To: Jian-Qiao Sun, Chair, Academic Senate
Jack Vevea, Chair, Undergraduate Council

From: Laura Martin, Coordinator for Institutional Assessment and Accreditation Liaison Officer
Re: Request to Suspend the Appraisal Form portion of the Course Evaluation

---

Thank you for the opportunity to comment on the SSHA administration's request to suspend the appraisal of progress portion of the course evaluation form. As explained more fully below, I would be comfortable temporarily suspending the current appraisal form. However, before piloting either of the revisions to the appraisal form suggested in the SSHA memo, I would encourage a broader discussion about the types of information we would like to gather from course evaluations and for program (or course) assessment purposes, and the best approaches for doing so. I would also encourage the Senate to solicit input from Gregg Camfield, the Interim Vice Provost of the Faculty. As course evaluations are a component of academic personnel reviews, he may have thoughts about assessing learning outcomes as part of this process. Finally, I would happy to discuss SSHA's request in person with UGC or Divisional Council, if that would be helpful.

Background
The appraisal of progress form was established by the Academic Senate in response to a request by the *Senate Administration Council on Assessment* (SACA[1]) to address the WASC expectation[2] to integrate learning outcomes assessment into our course evaluation process.

As I recall, the *Ad-hoc Committee on Course Evaluations* considered different strategies for integrating assessment of learning outcomes into course evaluations in light of the overarching need to gather evidence for use at course, program, and institutional levels. Ultimately, the committee suggested integrating institutional, rather than course or program, level outcomes into the form for two reasons. First, the paper-based course evaluation processes used by the schools at that time were not easily amenable to course or program-specific versions of course evaluation forms. Second, the committee thought that student feedback regarding the institutional level-questions might be useful for planning at the course level, but that the reciprocal – aggregating student feedback on course specific outcomes for use at program or institutional levels – would be very difficult without establishing and regularly updating an institutional alignment of course, program, and institutional outcomes.

[1] Precursor to the Senate Administration Council on Assessment and Planning (SACAP), now the Periodic Review Oversight Committee (PROC).
[2] Stemming from our WASC review for Candidacy for Initial Accreditation

Considerations
Since the ad-hoc committee's recommendation, the course evaluation process has evolved from paper to electronic to varying degrees across the schools. While this increases the flexibility of the course evaluation process (as noted in the SSHA memo), some of the original challenges identified above remain. Perhaps most importantly, the campus' capacity for coordinating course evaluation data collection and analysis at levels above the schools has not changed since 2010. Further, as suggested by SSHA's observations that appraisal of progress data are not used for planning at any level (course, program or institutional), the campus lacks a broadly shared understanding of the potential uses of the appraisal data, further limiting the value of this collection effort.

In light of these issues, as well the challenges to coordinating and processing the appraisal forms raised in the SSHA memo, a temporary suspension, as proposed by SSHA, would allow the institution to systematically evaluate the value of continuing to collect these data via the appraisal forms, and to contextualize the appraisal form process within our larger course evaluation[3] and assessment-related goals and data needs. **It also would seem useful to complete such an evaluation before implementing either of the pilot revisions to the appraisal form proposed in the SSHA memo.** If a campus evaluation is pursued, it would seem important that Institutional Planning and Decision Support be involved; they provide significant support for program assessment through their management of institutional surveys. They are also central to the Data Warehouse initiative.

Although WASC was the original impetus for integrating learning outcomes assessment into the course evaluation process, I do not foresee any issues emerging from temporarily suspending collection of these data. Since 2010, our program-level assessment processes have advanced considerably, and the commitment of UC Merced's academic programs to assessment of student learning is recognized by WASC.

I hope these comments and background are helpful. I would also be happy to meet with UGC in person if that would assist with the conversation.

CC: Susan Sims, Chief of Staff and Special Assistant to the Provost

Encl (1)

[3] For instance, as underscored in a CAP memo (related to the possibility of transitioning to online course evaluations) from several years ago, course evaluation forms are primarily intended to provide instructors with formative feedback on their courses. Thus, it would seem important to define and prioritize the purpose(s) of course evaluations, particularly in light of other approaches to collecting assessment data (e.g. the graduating senior survey).

Proposed Charge: Senate Administration IT Advisory Council

The Senate-Administration IT Advisory Council for IT Governance supports UC Merced's Information Technology functions through its advisory role to the Chief Information Officer. In executing its charge the Council informs the CIO's decision-making, and management of budget and staff resourcing, necessary to prioritizing campus-wide IT academic and administrative projects and advancing UC Merced's IT capacity and value as a resource for learning and research. The Council meets for a minimum of four times per calendar year.

Specifically, the Council is charged to

1. Adopt and disseminate standard processes and criteria for developing, submitting, reviewing, prioritizing and acting on proposed IT initiatives and recommends resolution to issues or conflicts that, if unresolved, would jeopardize the successful completion of approved IT initiatives.

2. Advise the CIO on strategic goals, tactical objectives and institutional policies in the following areas as they relate to UCM information technologies:
    a. Security and identity management
    b. Funding models, including resource planning
    c. Strategic technology plans for classroom and academic needs
    d. Research Computing
    e. Disaster recovery planning
    f. University-wide technology systems that support university business and communication needs

3. Develop and recommend IT policy development, review, and dissemination,

4. Reviews and understands the financial context for IT, forwarding recommendations for project funding levels to the Provost/EVC and Budget Advisory Committee in an effort to optimize investments in technology.

5. Tracks initiative progress throughout their lifecycle, and reporting on whether the stated benefits are realized.

6. Works with the CIO to communicate the status of IT initiatives to the University community.

7. On an as needed basis, establishes task forces to deal with pressing, immediate issues such as:
    a. Protecting e- data from unauthorized access and disclosure.
    b. Developing a plan to recover critical business services if a major IT disruption occurs.
    c. Internal Audit actions

8. On an as needed basis, establishes task forces to inform a review of IT services or campus-wide application upgrades or migrations, such as the:
    a. Learning Management System
    b. Lecture Capture System
    c. Portal Application and Strategy

Membership:

Academic Senate	Administration
1	1
2	2
3	3

The committee will be chaired by the Chief Information Officer. The Chief Information Officer does not vote.

Convening Committee:
For the committee to be convened, a minimum of two of three designated faculty seats must be filled to establish a “working representation” of faculty.

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 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.

Grade Appeals

A.

1. If a student believes that nonacademic criteria have been used in determining his or her grade in a course, he or she may follow the procedures described in this regulation.
2. Nonacademic criteria means criteria not directly reflective of academic performance in this course. It includes discrimination on political grounds or for reasons of race, religion, sex, sexual orientation, or ethnic origin.
3. Appeals to this committee [see (B)(4)] shall be considered confidential unless both the complainant and the instructor agree otherwise. They may agree to allow the student representatives to the committee to participate in the deliberations of the committee, or they may agree to open the deliberations to members of the university community.

B.

1. The student may attempt to resolve the grievance with the instructor within the first month of the following regular academic semester.
2. If the grievance is not resolved to the student's satisfaction, he or she may then attempt to resolve the grievance through written appeal to the dean of the school responsible for the course or equivalent, who shall attempt to adjudicate the case with the instructor and the student within two weeks.
3. If the grievance still is not resolved to the student's satisfaction, he or she may then attempt to resolve the grievance through written appeal to the vice chancellor for Student Affairs (or dean of Graduate Studies), who shall attempt to adjudicate the case with the instructor, the chair and the student within two weeks.
4. If the grievance is not resolved to the student's satisfaction by the provost or dean, the student may request consideration of the appeal by an Undergraduate (or Graduate) Council subcommittee chosen by the appropriate Council Chair (hereafter the committee). This appeal will be according to the procedures outlined below. This request must be submitted before the last day of instruction of the semester following the semester in which the course was taken.

C.

1. The student's request for committee consideration should include a written brief stating the nature of the grievance, including copies of any and all documents in his or her possession supporting the grievance. The submission of the brief to the committee places the case before it and restricts any change of the challenged grade to a change initiated by the committee, unless the committee determines that all other avenues of adjudication have not been exhausted.
2. Upon receipt of the student's request, the committee immediately forwards a copy of it to the instructor involved and asks the instructor, the dean of the school offering the course or equivalent, and the vice chancellor for Student Affairs (or dean of Graduate Studies) for written reports of their attempts to resolve the complaint.
3. The committee, after having determined that all other avenues of adjudication have been exhausted, shall review the brief and the reports to determine if there is substantial evidence that nonacademic criteria were used.

- If the committee finds substantial evidence that nonacademic criteria were used, it shall follow the procedure in paragraph (D) below.

- If the committee decides the allegations are without substance, it shall serve written notification of its findings to the complainant and to the instructor within two weeks. Within 10 days the complainant or the instructor may respond to the findings and any member of the committee may appeal the committee's findings to the full Undergraduate (of Graduate) Council. If there are no responses, or if after consideration of such responses the committee sustains its decision, the grade shall not be changed.

D.

1. If the committee determines that there is evidence that nonacademic criteria were used, it shall interview any individual whose testimony might facilitate resolution of the case. The complainant shall make available to the committee all of his or her work in the course which has been graded and is in his or her possession. The instructor shall make available to the committee all records of student performance in the course and graded student work in the course which is still in his or her possession. The complainant and the instructor shall be interviewed. At the conclusion of the case each document shall be returned to the source from which it was obtained.
2. The committee shall complete its deliberations and arrive at a decision within two weeks of its determination that evidence of the use of nonacademic criteria had been submitted. A record of the committee's actions in the case shall be kept in the Senate Office for three years.
3. If the allegations of the complainant are not upheld by a preponderance of the evidence, the committee shall so notify the complainant and the instructor in writing. Within one week of such notification, the complainant and the instructor shall have the opportunity to respond to the findings and the decision of the committee. If there are no responses, or if after considering such responses the committee sustains its decision, it shall so notify the complainant and the instructor in writing and the grade shall not be changed.
4. If the committee determines that nonacademic criteria were significant factors in establishing the grade, it shall give the student the option of either receiving a grade of P or S in the course or retroactively dropping the course without penalty. A grade of P or S awarded in this way shall be acceptable towards satisfaction of any degree requirement, even if a minimum letter grade in the course had been required, and shall not be counted in the number of courses a student may take on a P/NP basis. If the student elects to receive a grade of P or S, the student may also elect to have a notation entered on his or her transcript indicating that the grade was awarded by the divisional grade appeals committee.

    - The committee shall serve written notification of its finding and its decision to the complainant and the instructor. The complainant and the instructor may respond in writing to the findings and the decision of the committee within one week of such notification.
    - If there are no responses, or if after considering such responses the committee sustains its decision, the grade shall be changed; the committee shall then instruct the registrar to change the grade to P or S or, if the student elected the drop option, to retroactively drop the course from the student's record. Copies of the committee's instruction shall be sent to the complainant and the instructor.

E. These procedures are designed solely to determine whether nonacademic criteria have been used in assigning a grade, and if so to effect a change of that grade.

1. No punitive actions may be taken against the instructor solely on the basis of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the personnel file of the instructor. The use of nonacademic criteria in assigning a grade is a violation of the Faculty Code of Conduct. Sanctions against an instructor for violation of the Faculty Code may be sought by filing a complaint in accordance Merced Division By-Laws. A complaint may be filed by the student or by others.
2. No punitive actions may be taken against the complainant solely on the basis of these procedures. Neither the filing of charges nor the final disposition of the case shall, under any circumstances, become a part of the complainant's file. The instructor may, if he or she feels that his or her record has been impugned by false or unfounded charges, file charges against the complainant through the office of the vice chancellor for Student Affairs (or the dean of Graduate Studies.)

UGC 2014/15 - Attendance Log

	9/10	9/24	10/8	10/22	11/12	12/10			
	KL397	KL362	KL362	KL362	KL362	KL362			
Voting Members									
1 Jack Vevea, Chair & UCEP Rep.	X								
2 Christopher Viney, Vice Chair, BOARS Rep. & PROC Member	X								
3 Harish Bhat	X								
4 Katie Brokaw	X								
5 YangQuan Chen, UCIE Rep.	X								
6 Marcos Garcia-Ojeda	X								
7 Paul Gibbons	X								
8 Nigel Hatton	X								
9 Carrie Menke	X								
10 Sholeh Quinn, UCOPE Rep.	X								
11 Linda-Anne Rebhun	X								
12 Mario Sifuentez	Teaching								
13 Anne Zanzucchi, GE Committee Chair	X								
Ex Officio, Non-voting Members									
Jian-Qiao Sun, Division Council Chair	****								
Cristian Ricci, Division Council Vice Chair	****								
Charles Nies, Interim VC Student Affairs	X								
Elizabeth Whitt, Vice Provost/Dean of Undergraduate Education	X								
Student Representative, Non-voting Member									
Desiree Mc Clain	X								
Unit 18 Lecturer Representatives									
Kamal Dulai, SNS	N/A								
TBD									
Agenda Recipients, Non-Members									
Laurie Herbrand, Registrar	X								
Shannon Adamson	****								
Carrie Klifford	X								
James Ortez	X								
Megan Topete	X								
Rebecca Sweeley	****								
Guests									
Amy Fenstermaker, CRTE Associate Director	X								
Staff									
Fatima Paul	X								

X= present

T= joined via teleconference

****=absent

SNS	SSHA	SOE