

**COMMITTEE ON ACADEMIC PLANNING & RESOURCE ALLOCATION (CAPRA)****Wednesday, January 14, 2015****9:00 – 10:30 am****KL 362**[UCMCROPS/CAPRA1415/Resources](#)**I. Chair's Report – Anne Kelley**

Updates from January 6 UCPB meeting

**II. Consent Calendar****Pg. 1-3****Action requested:** approval of minutes from November 19 meeting**III. Campus Review Items**

- A. Revised proposal to establish a Community Research & Service minor in SSHA. **Pg. 4-120**

**Background:** The Senate reviewed the original proposal in spring 2014. CAPRA's response is on pages 113-114 of this packet. SSHA has now submitted a revised proposal based on the Senate's feedback.

**Action requested:** CAPRA to review the revised proposal and submit comments to the Senate Chair by January 26.

- B. Graduate Council's proposed substantive revisions to the Procedures for Submitting Proposals for Graduate Emphasis Areas and Graduate Programs. **Pg. 121-130**

**Action requested:** CAPRA to review the revised proposal and submit comments to the Senate Chair by February 3.

**C. ORU Review****Pg. 131-138**

**Background:** In AY 13-14 the Senate approved and transmitted to the Provost/EVC a set of policies for the establishment and review of research units. VCR Traina recently drafted an expanded, more specific version of the ORU review policy.

**Action requested:** CAPRA to review the VCR's draft policy and submit comments to the Senate Chair by February 10.

D. Establishment of Centers

**Pg. 139-140**

**Background:** The Provost/EVC has drafted a policy on the establishment of centers.

**Action requested:** CAPRA to review the policy and send comments to the Senate Chair by February 12.

**IV. Other Business**

**Committee on Academic Planning and Resource Allocation (CAPRA)**  
**Minutes of Meeting**  
**November 19, 2014**

Pursuant to call, the Committee on Academic Planning and Resource Allocation met at 9:00 am on November 19, 2014 in Room 362 of the Kolligian Library, Chair Anne Kelley presiding.

Attendees: Anne Kelley, Joshua Viers, Jan Wallander, Mukesh Singhal, Cristián Ricci, Marilyn Fogel, and Daisy Pelayo Figueroa. Absent: Danielle Bermudez.

I. Chair's Report

Chair Kelley and committee member Wallander updated the CAPRA members on the November 14 Meeting of the Division. At the meeting, Provost/EVC Peterson discussed the strategic academic focusing process and Vice Provost for Faculty's (VPF) Camfield's recent memo to all faculty on facilitated discussions to narrow down the five, broad, thematic research areas. Some faculty members in attendance responded to the Provost/EVC that he has the information he needs and suggested that he should make a decision on the themes now. These faculty members expressed concern with the timeline and that FTE lines will not be released in time for next year's hiring if these facilitated discussions proceed. Another faculty member in attendance voiced support for the facilitated discussions.

II. Consent Calendar

The November 5 meeting minutes were approved as presented.

III. VPF's Memo on Strategic Academic Focusing

Prior to this meeting, CAPRA members reviewed the memo that was sent to all faculty from VPF Camfield. CAPRA members drafted a response memo asking the Provost/EVC to release a subset of FTE lines now for the foundational/disciplinary areas so that next year's hiring is not negatively impacted. Faculty are concerned that the strategic academic focusing process will not conclude in a timely manner for an effective FTE allocation process to occur. The draft memo also included CAPRA's suggestion that the

Provost/EVC make a decision on the five broad, thematic research areas as he should already be in possession of all the information required.

CAPRA drafted a similar memo to members of the strategic academic focusing committee and the VPF to inform them that CAPRA is making the aforementioned suggestions to the Provost/EVC.

CAPRA members debated the language of the memo to the Provost/EVC, as a minority of the committee felt that due to the broad nature of many of the strategic academic focusing proposals and the significant resource implications, the Provost/EVC should proceed with consulting additional groups of faculty. A majority of the committee felt that the Provost/EVC has all the information required and should make a decision on the narrowing of the five broad, thematic research areas.

CAPRA members agreed on the following language to include in the memo to the Provost/EVC: suggest a binary choice to either 1) make the decision now on the five thematic research areas and release FTE lines for both the disciplinary/foundational and strategic areas for search next year; or 2) postpone assigning faculty lines associated with the strategic academic focusing process for one year to allow faculty to generate the information requested in the VPF's memo, and release FTE lines only for the disciplinary/foundational areas. CAPRA will revise the criteria it developed last year for FTE requests for the disciplinary hires.

#### IV. Space Principles

Prior to this meeting, CAPRA members reviewed all Senate committee and school executive committee comments and revised the space principles accordingly.

**ACTION:** Send space principles to the Provost/EVC, school deans, school executive committee chairs, Division Council, Tom Lollini, campus architect; Steve Rabedaux, Director of Academic Facilities Planning; Jeffrey Gilger, faculty representative on the Campus Physical Planning Committee; Phillip

Woods, Director of Physical & Environmental Planning; Abigail Rider, AVC of Real Estate; Sam Traina, Vice Chancellor for Research; Marjorie Zatz, Vice Provost & Dean of Graduate Education, and Graeme Mitchell, AVC of Strategic Facilities Planning.

V. FTE Tracking

Near the end of the last academic year, CAPRA requested from the Provost/EVC a list of all new faculty lines originally allocated for search at the start of the current academic year, and a corresponding list of all other new faculty lines that were approved through special mechanisms after the original allocation was made. CAPRA requested this information for purposes of improved strategic planning and to assist the Provost/EVC in making the most efficient use of limited resources to meet increasing demands.

The Provost/EVC responded earlier this fall semester with the requested information. CAPRA members reviewed and discussed the information provided.

There being no further business, the meeting adjourned at 10:00 am.

Attest:

Anne Kelley, Chair

Minutes prepared by:

Simrin Takhar, Senate Analyst

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS  
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November 20, 2014

TO: Undergraduate Council  
Academic Senate

From: Mark Aldenderfer, Dean, SSHA

Re: SSHA commitment and support for the undergraduate minor  
in Community Research and Service

On behalf of the School of Social Sciences, Humanities and Arts (SSHA), I offer my strongest support for the newly proposed minor in Community Research and Service (CRS). Once approved, the minor will be housed in SSHA and SSHA staff will support the administration of the minor including academic advising, marketing and assessment activities related to the minor. My office and the Blum Center, in coordination with other campus offices, will co-fund a new full-time Academic Coordinator responsible for the development and implementation of CRS 10: Introduction to Community-Engaged Research (the required introductory course) and for the daily operations of activities related to the minor. The Academic Coordinator will have a joint appointment as follows: 33% academic appointment as lecturer of CRS 10 (Fall and Spring) and 67% for marketing, advising and assessing the minor, and to support faculty in designing and delivering community research and service field experiences that count for the minor.

The adoption of the CRS minor is an important contribution to undergraduate education at UC Merced. It will further undergraduate research training and experience while demonstrating the role of research for our region. I am committed to ensuring the successful launch of this opportunity. Please do not hesitate to contact me with any questions.

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

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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 (CEnR) 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 CRS 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 CRS 10, 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.

One course defines the minor:

*CRS 10: Introduction to Community Engaged Research (CEnR)*

This course taught by the CRS academic coordinator in Fall and in Spring with guest lectures from UC Merced faculty will have three learning objectives: 1) to introduce students to the conditions and contexts for CEnR in the San Joaquin Valley-Sierra Nevada region and analogous communities nationally and internationally, 2) to introduce students to the fundamental principles and approach of CEnR, and 3) to introduce students to fundamental skills necessary to work with community members as educators and peers in their CEnR field experiences. A draft course outline is attached (see Appendix A).

Complementing this core class 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. 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 CRS will become affiliated “Blum 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 regional poverty.

*Program learning outcomes*

Graduates with a minor in CRS 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 the core class is 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 allocating research support stipends to faculty teaching community-based research experiences.

*Resources*

One CRS Academic Coordinator will be hired with initial resources provided by SSHA, the Office of Research and the UCM Blum Center.

The Academic Coordinator will have a joint appointment as follows: 33% academic appointment as lecturer of CRS 10 (Fall and Spring) and 67% for marketing, advising and assessing the minor, and to support faculty in designing and delivering community research and service field experiences.

The Academic Coordinator will interface with advisors in three schools to ensure that students in the CRS minor are not double-counting courses required for their major(s) or other minor(s), and to provide assistance to students in SOE and NS to integrate the minor into their curricula. Because courses and experiential learning with the level of intense community engagement envisioned for this minor are beyond the norm, the Academic Coordinator will ensure maximum effectiveness and impact, by providing support to faculty who wish to offer students relevant community-based research experiences..

*Faculty Research Support Stipends:* The CRS minor will have resources to provide faculty who offer students relevant community-based research experiences a stipend of \$2,000 per course. A maximum of 5 stipends per semester will be allotted for the first two years. The unrestricted research stipend will allow faculty to better connect research goals to the community-engaged research teaching experience.

We have resources committed for administering, advising and delivering the minor for the first two years. We can accommodate a maximum of 80 students each year. 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, and there is a strong possibility that additional gifts to support the minor are forthcoming. 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). All of these resources can contribute to developing student community research experiences that would apply to the CRS 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.

*Requirements for the CRS minor*

To receive a minor in CRS, 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 CRS minor. All of these courses must be taken for a letter grade. At least four of these courses must be unique to the CRS minor, i.e. they may not be also used to satisfy a major requirement. If more than one of the required courses for the CRS 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. One core course: CRS 10: Introduction to Community Engaged Research [4 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]
  4. One community-based undergraduate research experience [satisfied through SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 [4 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 CRS Minor Faculty Advisory Committee before completion of their course work.
  - \*Because workload policy is decided at the school level not at the level of academic programs, we are not able to comment on how the teaching of community-based undergraduate research experiences will count for faculty. We know that these courses are already routinely being taught by faculty who are committed to providing undergraduate research experiences. The CRS minor will recognize faculty effort by providing \$2000 research stipends and also staff support to those who teach CRS relevant undergraduate research experiences each semester.

*Community Research and Service Minor\**

|  | Area   | Course  | Units        | Pre-requisites (as listed in the 2011-2013 Catalogues)  |
|--|--|---|--------------|---|
| Required Lower-Division Core Course, 4 units                                   |  | CRS 10: Introduction to Community Engaged Research  | 4            | No pre-requisite  |
| Required Upper-Division Core Course, 4 units total                             | Community-based Undergraduate Research Experience  | 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. <i>Permission of instructor required.</i>                                     |

|                     |                         |   |   |   |
|---------------------|-------------------------|---|---|---|
|                     |                         | 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 Threats  | 4 | BIO 001 or BIO 003 or BIO 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 Promotion  | 4   | PH 001 or consent of instructor   |
|  |  | PH 103: Health Communication   | 4   | PH 001 or consent of  |

|  |  |  |                             |  |
|--|--|--|-----------------------------|--|
|  |  |  |                             | <b>instructor</b>                                |
|  |  | PH 108: Health Care in the San Joaquin Valley                                    | 4<br>(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   |

\*This list is illustrative though not exhaustive and will be updated annually as new course offerings become available.

## **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 CRS 10: Introduction to Community Engaged Research, 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.

| <b>Lines of Evidence for Assessing Community Research and Service Minor</b>  |  |   |  |  |
|--|--|---|--|--|
| <i>Program Learning Outcome</i>  | <b>Lines of Evidence</b>   |   | <b>Actions</b>                                     |  |
|  | <i>Direct</i>  | <i>Indirect</i>                               | <i>Timeline</i>                                    | <i>Performance Goals/Standards (For Direct Evidence)</i>   |
| 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 SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 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<br>b) The student describes at least two scenarios/examples of the conditions above<br>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 SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 and a methods 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<br>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  |

|  |   |   |  |   |
|--|---|---|--|---|
| <p>3. Organize scholarly questions of significance and synthesize evidence to answer those questions</p> | <p>Final written paper from SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 And a methods course from the curriculum map</p> | <p>Exit survey results; focus group</p> | <p>Data analyzed in 2017-2018 and again in 2022-2023</p> | <p>a) The student proposes a hypothesis relevant to regional prosperity<br/> b) The student draws on relevant research and course content to evaluate the hypothesis<br/> c) The student draws an appropriate conclusion based on the evidence</p>  |
| <p>4. Communicate scientific and scholarly information to academic and non-academic audiences</p>        | <p>Final written paper from SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Health Research; or Engineering Service Learning 197 And a methods course from the curriculum map</p> | <p>Exit survey results; focus group</p> | <p>Data analyzed in 2018-2019 and again in 2023-2024</p> | <p>a) The student identifies the fundamental components of a well-structured argument;<br/> b) The student recognizes the pros and cons of different methods of communication, including applicability for specific audiences;<br/> c) The student possesses basic knowledge of primary tools and technologies available for communication in various formats;<br/> d) The student demonstrates the ability to communicate scientific and scholarly knowledge to others</p> |



Engineering Project Review Evaluation & Assessment (Assessment Rubric)

| CRITERIA   | Unacceptable (1)  | Basic (2)   | Proficient (3)   | Distinguished (4)  |
|--|---|---|--|--|
| <p><b>Problem Definition and Solution Process</b><br/>(planning, specification, refinement, subsystem definition, design vs. prototype, relevant standards, innovation)</p>      | <p>Poor definition of design problem, confusing, jumped to solutions and conclusions without logic, connection of design to system requirements very weak. Highly unbalanced analysis &amp; team contributions, inappropriate tests to validate design</p>  | <p>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</p>                                 | <p>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</p>  | <p>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 &amp; innovation is apparent</p>   |
| <p><b>Technical Content</b><br/>(specifications, basis in engineering fundamentals, appropriate modeling &amp; tests, standards &amp; other constraints, proposed solutions)</p> | <p>Confusing, lacks sufficient detail, or provides excessive irrelevant details. Shallow modeling work. Unclear and inaccurate</p>  | <p>Too little relevant content, may be difficult to follow and contains inaccuracies. Weak engineering analysis supporting the design.</p>  | <p>Good level of relevant technical content, fairly clear and accurate. Very good level of appropriate engineering analysis</p>  | <p>Ideal level of technical content, innovative, clearly and accurately explained. Strong engineering analysis, excellent application of modern tools</p>  |
| <p><b>Community Engagement &amp; Inspiration</b></p>   | <p>No implied or explicit appreciation for challenges unique to the partner community or region</p>   | <p>Infrequent evidence for having adapted to the community context rather than apply understandings from their own cultural background</p>  | <p>Some appreciation of "one size does not fit all" and that developed world approaches and solution cannot be directly applied in economically-deprived communities</p>   | <p>Effective communications with community, obvious cases where a non-obvious approach was created to meet local context</p>   |
| <p><b>Communication</b><br/>(organization, graphics, presentation style)</p>   | <p>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&amp;A mistakes, indicates missing the big picture</p> | <p>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&amp;A shows mixed depth of design and problem</p> | <p>Fairly logical sequence, clear transitions. Relevant images, clear, interpretable, easy to follow and has professional appearance. Good eye contact, appropriate volume, professional delivery. Q&amp;A generally fills in appropriate details.</p> | <p>Logical sequence, coherent, good transitions. Images relevant, accurate, clear, very professional w/appropriate detail. Frequent eye contact, appropriate volume &amp; pacing, very professional and prepared verbal presentation, excellent Q&amp;A, command and understanding</p> |

### Participants

The CRS 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 work with the CRS Academic Coordinator who 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 ensure that assessment reports are produced a timely fashion. The Academic Coordinator will also work with faculty offering community-based research courses to ensure that the experience can be assessed in terms of the minor's learning objectives and outcomes. The Faculty Advisory Committee will also review requests and distribute research stipends to faculty teaching community-based field experiences that count for the minor.

### Curriculum Map

| Course #/<br>OUTCOMES               | 1 | 2 | 3 | 4 |
|-------------------------------------|---|---|---|---|
| CRS 10                              | D | D | D | D |
| Community-based Research Experience | M | M | M | M |
| <b>"Methods"*</b>                   |   |   |   |   |
| 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 |
| <b>ELECTIVES*</b> |   |   |   |   |
| 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.

### Community Research and Service Minor

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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:

- CRS 10: Introduction to Community Engaged Research [4 units]

#### **Upper Division Minor Requirements [16 units]**

Complete the following courses:

- Community Research Experience Satisfied through equivalent SSHA 195 OR PH 181 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 the Community Research and Service (CRS) Academic Coordinator, visit SSHA Advising website ([ssha-advising.ucmerced.edu](http://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 of the Community Research and Service Minor Faculty Advisory Committee before completion of their course work.

APPENDIX A  
DRAFT 11-20-14  
CRS 10: INTRODUCTION TO COMMUNITY ENGAGED RESEARCH (CEnR)  
(4 UNITS)

Course Description:

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 students, staff, and faculty at UC Merced to focus on ways to transform our region's poverty. Community-engaged research (CEnR) 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.

This course is designed to develop a basic understanding for Community Engaged Research (CEnR) and its implications and applications to the San Joaquin Valley and Sierra Nevada as well as analogous regions nationally and internationally. This introduction will prepare students to engage in the CRS Minor, including required CEnR field experiences. Readings and lectures from diverse sources and faculty will be used to examine the conditions, needs, resources, and opportunities of the region and how CEnR across academic disciplines can inform solutions to urgent problems in human and community development.

This course is required for the Community Research and Service minor and must be taken prior to completing the community-based field research experience for the minor.

COURSE OBJECTIVES

1. Learn the conditions and contexts for CEnR in the San Joaquin Valley-Sierra Nevada region and analogous communities nationally and internationally.
2. Learn to apply the fundamental principles and approach of CEnR, and
3. Learn the fundamental skills necessary to work with community members as educators and peers in their CEnR field experiences.

COURSE LEARNING STRATEGIES

- 1) Interactive, discussion method of teaching. Each class will include active participation of students. Each class will use the didactic and Socratic methods to engage students as they master ideas and develop competence.
- 2) Multi-media methods. Throughout the course, reading materials will be complemented with video, music, artwork, and other media to offer a more comprehensive view and more fully engage all learning methods of students.
- 3) The Internet and Intranet. Nearly all course materials will have some connection to web-based content (either because it will be located on the Internet or require the use of the Internet to expand the value of non-web content. A course "intranet" that

- requires a user name and password will be used to complete and monitor assignments.
- 4) Off campus activities. Occasional course assignments will require participation in activities off campus and interaction with community leaders and content experts outside of UC Merced. The content and objectives of a CEnR curriculum are difficult to master without some exposure to the broader public. All off campus activities will be planned with attention to safety of participants and to accessibility by all participants.
  - 5) Group interaction and projects. The work of CEnR requires excellence in facilitating and working in groups. Group activities and projects in and out of class time will be used to develop team leadership and collaboration skills.

### **PRODUCTS RESULTING FROM PARTICIPATION IN THE COURSE**

- 1) A professional report and presentation on a community concern impacting Merced County. Student teams in collaboration with community experts will apply the competencies from the course to identify, analyze, and critically report on a specific community concern. The report will be presented in class as a course requirement. Community organizations and partners interested in this concern will be invited to the presentation.
- 2) Short public publication. The content from the course report will be used by each student team to prepare and submit for publication to a community-based source (e.g., newspaper, school newsletter). This publication will allow students to translate the technical language of their report for a lay audience in order to help community members understand data and research relevant to community concerns.

### **COURSE MATERIALS**

#### *Required*

#### **CEnR Course Reader**

Currently under development in collaboration with UCSD and UCSC colleagues. The readers will include academic and non-academic publications regarding the region and the CEnR approach. Each reading is accompanied by a brief problems and exercises to test and enhance overall mastery of the content.

#### *Optional*

Additional reading, viewing and other activities will be recommended throughout the semester. These are optional and will not be explicitly discussed in or including in testing for the course. However, they will be designed to reinforce and facilitate learning of content and skills necessary for success in the course.

### **ANTICIPATED SCHEDULE**

| Week(s) | Content/Activities   |
|---------|--|
| 1 – 3   | Broad overview of CEnR as scientific approach to address public problems |



Introduction to the nature and purpose of secondary data sources to understand and describe a community.

---

|         |  |
|---------|--|
| 4 – 9   | Case studies of community concerns to illustrate:<br>A) the conditions, needs, resources, and opportunities of the region, and<br>B) use of CEnR to understand and address public concerns |
| 10 – 15 | Deeper examination of specific CEnR approaches to gain practice in methods and how to interact with community and academic members in CEnR.  |
| 16 – 18 | In class group presentation with community guests<br>Final   |

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SANTA BARBARA • SANTA CRUZ

SCHOOL OF ENGINEERING  
E. DANIEL HIRLEMAN, DEAN

UNIVERSITY OF CALIFORNIA, MERCED  
5200 N. LAKE ROAD  
MERCED, CALIFORNIA 95344  
PHONE: (209) 228-4311  
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

Elisabeth Whitt, Vice Provost and Dean, Undergraduate Education

E. Daniel Hirleman, Dean, School of Engineering

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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,

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

A handwritten signature in cursive script that reads "E. Daniel Hirleman".

E. Daniel Hirleman, Dean, School of Engineering

Tuesday, March 25, 2014 at 11:44:14 AM Pacific Daylight Time

**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 year beginning 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](mailto: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 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 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](mailto:elliott.campbell@gmail.com) <[elliott.campbell@gmail.com](mailto:elliott.campbell@gmail.com)>)

**To:** Robin DeLugan

----- Forwarded message -----

**From:** Elliott Campbell <[ecampbell3@ucmerced.edu](mailto:ecampbell3@ucmerced.edu)>

**Date:** Tue, Feb 25, 2014 at 1:10 PM

**Subject:** Re: FW: Minor

**To:** Marilyn Fogel <[mfogel@ucmerced.edu](mailto:mfogel@ucmerced.edu)>

many thanks marilyn!

On Tue, Feb 25, 2014 at 1:03 PM, Marilyn Fogel <[mfogel@ucmerced.edu](mailto: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](mailto:poday@ucmerced.edu)>

**Date:** Tue, 25 Feb 2014 11:56:24 -0800

**To:** Marilyn Fogel <[mfogel@ucmerced.edu](mailto: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](mailto: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](mailto: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](mailto:elliott.campbell@gmail.com) <[elliott.campbell@gmail.com](mailto: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](mailto: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](mailto:ecampbell3@ucmerced.edu)>  
**Date:** Friday, February 21, 2014 at 5:09 PM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto: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](mailto:rdelugan@ucmerced.edu)>  
**Date:** Wednesday, February 19, 2014 at 6:19 PM  
**To:** Nella Van Dyke <[nvandyke@ucmerced.edu](mailto: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](mailto:swang7@ucmerced.edu)>  
**Date:** Sunday, February 23, 2014 at 9:59 AM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto: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](mailto:rdelugan@ucmerced.edu)>  
**Date:** Monday, February 24, 2014 at 8:27 PM  
**To:** SP W <[swang7@ucmerced.edu](mailto: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](mailto:swang7@ucmerced.edu)>  
**Date:** Sunday, February 23, 2014 at 7:59 AM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto:rdelugan@ucmerced.edu)>  
**Date:** Wednesday, February 19, 2014 at 6:52 PM  
**To:** Anthony Westerling <[awesterling@ucmerced.edu](mailto: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 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.

**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 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 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

3/27/2014

RE: Community Research and Service Minor "Methods" Requirement - Robin DeLugan

# 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](mailto: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](mailto:rdelugan@ucmerced.edu)>

**Date:** Sunday, March 16, 2014 at 4:46 PM

**To:** Paul Brown <[pbrown3@ucmerced.edu](mailto: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](mailto:pbrown3@ucmerced.edu)>

**Date:** Sunday, March 16, 2014 at 4:04 PM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto: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](mailto:pbrown3@ucmerced.edu)>  
**Date:** Friday, February 28, 2014 at 8:10 AM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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,

*Pol. 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, if 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](mailto:nmonroe2@ucmerced.edu)  
<http://faculty.ucmerced.edu/nmonroe2/index.htm>

On Thu, Feb 27, 2014 at 11:24 AM, Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto:rdelugan@ucmerced.edu)>

**Date:** Monday, February 24, 2014 at 1:48 PM

**To:** Nathan Monroe <[nmonroe2@ucmerced.edu](mailto:nmonroe2@ucmerced.edu)>

**Subject:** Re: Community Research and Service Minor "Methods" Requirement

Thank you very much!

Robin

**From:** Nate Monroe <[nmonroe2@ucmerced.edu](mailto:nmonroe2@ucmerced.edu)>

**Date:** Monday, February 24, 2014 at 1:31 PM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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

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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 Business 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 "Community.." 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.

Here is a blurb from the proposal:



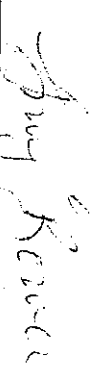


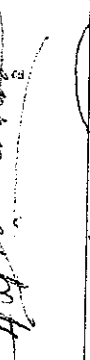


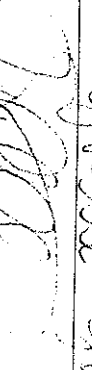

Addressing the complexity of local, regional and global poverty requires the knowledge and problem solving strategies from diverse academic fields. UC Merced's purposeful location in the San Joaquin Valley (SJV), a region characterized by disadvantages in the environment, economics, education, health, and civic engagement, invites this academic program that focuses 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 minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural







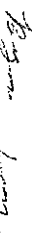


Thursday, February 20<sup>th</sup> 2014

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

| Name             | Major               | Signature   |
|------------------|---------------------|---|
| Yesenia Herrera  | Physics major       |  |
| Chulsun Park     | History/woman +     |  |
| Amy Bauer        | Applied Mathematics |   |
| Becca Bright     | Sociology           |    |
| Samantha Lema    | Management          |    |
| Diana Rodriguez  | Biology             |    |
| Allila Dallar    | Biology             |    |
| Yvette Swannan   | Biology             |    |
| Dini Pabhakar    | Biology             |    |
| Alexander Pineda | CSE                 |    |

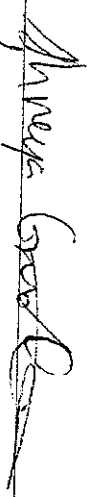
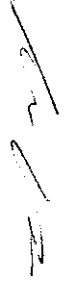
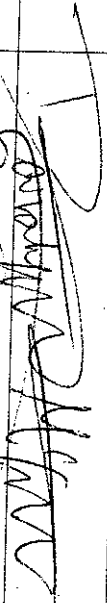


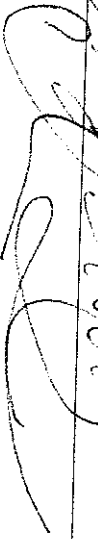
Yes, I am interested in the Community Research and Service Minor

Thursday, February 20th 2014

| Name               | Major          | Signature   |
|--------------------|----------------|---|
| Shava Vary         | Management     |  |
| Marica Medina      | Bioengineering | Mrs Mrs   |
| Dicks B. Koff      | M.E.           |    |
| Rita Kingmons      | Bio            |    |
| Roderic Fomivet    | ESS            |    |
| SOMNANTHA ACHARIOM | biology        | Sampersary  |
| Brian Duane        | ESS            |    |
| LaTrece Crawford   | Bio            |    |
| Tony Chen          | OSE            | Tony Chen   |
| Mauricio Tom       | Bio            |    |

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

Thursday, February 20th 2014

| Name                                     | Major                    | Signature   |
|--|--------------------------|---|
| Shreya Gupta                             | Cognitive Science        |  |
| Tori Palmbers<br>Luis Gonzalez<br>Harris | Psychology<br>Management | Tori Palmbers<br>Luis Gonzalez<br>Harris  |
| Peter Rocco                              | History                  | Peter Rocco   |
| Timothy Kim                              | Economics                |    |
| Darayn McCall                            | See                      |    |
| Sebastian Darbauer                       | Biology                  |    |
| Kyla Gilmore                             | anthropology             | Kyla Gilmore  |
| Brittany Becklin                         | Cell Biology             |    |
| Anique Willbrede                         | Psychology               |    |

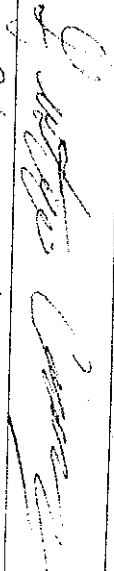

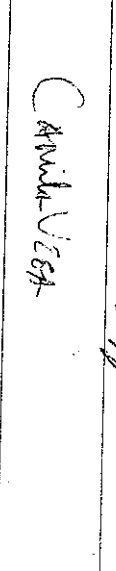
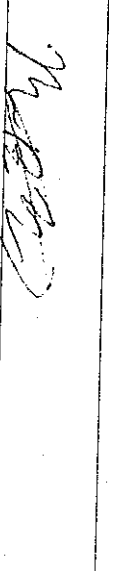

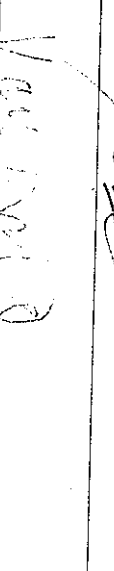
Thursday, February 20th 2014

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

| Name           | Major   | Signature      |
|----------------|---|----------------|
| Sulhyrd Gill   | Bio   | Sulhyrd Gill   |
| Shamir Beach   | Psychology  | Shamir Beach   |
| Rocco Summers  | History   | Rocco Summers  |
| Luz E. Garcia  | Biology   | Luz E Garcia   |
| Amarin Summers | English - Interested in having it as a minor, but not as <u>my</u> minor. | Amarin Summers |
|                |   |                |
|                |   |                |
|                |   |                |
|                |   |                |
|                |   |                |

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

Thursday, February 20th 2014

| Name             | Major                     | Signature   |
|------------------|---------------------------|---|
| Christina Cruz   | Environmental Engineering |  |
| Meth Simpson     | History                   |   |
| Camila Vega      | COGS                      |   |
| Marionne Mendoza | psych                     |    |
| Erica Cortez     | COGS                      |    |
| Vanessa Rubio    | SOC                       |    |
|                  |                           |   |
|                  |                           |   |
|                  |                           |   |
|                  |                           |   |



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

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

| 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)  |
| Josue Ramo        | Biochemistry          | Josue Ramo        | Not of my interest   |
| Dana Stubblefield | Undeclared            | Dana Stubblefield | Does not fit my interest, sorry -  |
| Dawson Simmons    | Computer Science      | Dawson Simmons    | not necessary: will learn on my own through my major already has research requirements                               |
| Sally Wilson      | Illcrine Bio          | Sally Wilson      | just not interested<br>interest in major already has research requirements<br>Don't need education to help community |
| Christopher Chin  | Biology               | Christopher Chin  | Not my cup of tea  |
| Santiago Zamora   | Political Science     | Santiago Zamora   | doesn't seem to fit my interests   |

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

Thursday, February 20th 2014

| Name       | Major               | Signature  | Reason   |
|------------|---------------------|--|--|
| Carrie Lim | Bioengineering      |  | lack of time in my major / class space                   |
| Anny Huynh | Chem w/ Env<br>emph |   | lack of time because emphasis already feels like a minor |
|            |                     |  |  |
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# UNIVERSITY OF CALIFORNIA

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SANTA BARBARA • SANTA CRUZ

SCHOOL OF ENGINEERING  
E. DANIEL HIRLEMAN, DEAN

UNIVERSITY OF CALIFORNIA, MERCED  
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.

A handwritten signature in cursive script that reads "Juan C. Meza".

Juan C. Meza, Dean, School of Natural Sciences

A handwritten signature in cursive script that reads "Elizabeth Whitt".

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

A handwritten signature in cursive script that reads "E. Daniel Hirleman".

E. Daniel Hirleman, Dean, School of Engineering



# UNIVERSITY OF CALIFORNIA

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SANTA BARBARA • SANTACRUZ

SCHOOL OF ENGINEERING  
E. DANIEL HIRLEMAN, DEAN

UNIVERSITY OF CALIFORNIA, MERCED  
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,

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

A handwritten signature in cursive script that reads "E. Daniel 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 year beginning 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](mailto: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 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 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](mailto:elliott.campbell@gmail.com) <[elliott.campbell@gmail.com](mailto:elliott.campbell@gmail.com)>)  
**To:** Robin DeLugan

----- Forwarded message -----

**From:** Elliott Campbell <[ecampbell3@ucmerced.edu](mailto:ecampbell3@ucmerced.edu)>  
**Date:** Tue, Feb 25, 2014 at 1:10 PM  
**Subject:** Re: FW: Minor  
**To:** Marilyn Fogel <[mfogel@ucmerced.edu](mailto:mfogel@ucmerced.edu)>

many thanks marilyn!

On Tue, Feb 25, 2014 at 1:03 PM, Marilyn Fogel <[mfogel@ucmerced.edu](mailto: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

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**From:** Peggy ODay <[poday@ucmerced.edu](mailto:poday@ucmerced.edu)>  
**Date:** Tue, 25 Feb 2014 11:56:24 -0800  
**To:** Marilyn Fogel <[mfogel@ucmerced.edu](mailto: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](mailto: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

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**From:** Elliott Campbell <[ecampbell3@ucmerced.edu](mailto: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](mailto:elliott.campbell@gmail.com) <[elliott.campbell@gmail.com](mailto: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](mailto: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](mailto:ecampbell3@ucmerced.edu)>  
**Date:** Friday, February 21, 2014 at 5:09 PM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto: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

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**From:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto:rdelugan@ucmerced.edu)>  
**Date:** Wednesday, February 19, 2014 at 6:19 PM  
**To:** Nella Van Dyke <[nvandyke@ucmerced.edu](mailto: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](mailto:swang7@ucmerced.edu)>

**Date:** Sunday, February 23, 2014 at 9:59 AM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto:rdelugan@ucmerced.edu)> wrote:

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

Thanks!

Robin

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**From:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto:rdelugan@ucmerced.edu)>

**Date:** Monday, February 24, 2014 at 8:27 PM

**To:** SP W <[swang7@ucmerced.edu](mailto: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

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**From:** ShiPu Wang <[swang7@ucmerced.edu](mailto:swang7@ucmerced.edu)>

**Date:** Sunday, February 23, 2014 at 7:59 AM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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

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**From:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto:rdelugan@ucmerced.edu)>

**Date:** Wednesday, February 19, 2014 at 6:52 PM

**To:** Anthony Westerling <[awesterling@ucmerced.edu](mailto: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 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.

**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

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**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 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 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

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**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](mailto: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

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**From:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto:rdelugan@ucmerced.edu)>

**Date:** Sunday, March 16, 2014 at 4:46 PM

**To:** Paul Brown <[pbrown3@ucmerced.edu](mailto: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](mailto:pbrown3@ucmerced.edu)>

**Date:** Sunday, March 16, 2014 at 4:04 PM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto:pbrown3@ucmerced.edu)

5200 North Lake Road, Merced, CA 95343

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**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

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**From:** Paul Brown <[pbrown3@ucmerced.edu](mailto:pbrown3@ucmerced.edu)>  
**Date:** Friday, February 28, 2014 at 8:10 AM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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,

Pol: 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, if 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](mailto:nmonroe2@ucmerced.edu)  
<http://faculty.ucmerced.edu/nmonroe2/index.htm>

On Thu, Feb 27, 2014 at 11:24 AM, Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto:rdelugan@ucmerced.edu)>

**Date:** Monday, February 24, 2014 at 1:48 PM

**To:** Nathan Monroe <[nmonroe2@ucmerced.edu](mailto:nmonroe2@ucmerced.edu)>

**Subject:** Re: Community Research and Service Minor "Methods" Requirement

Thank you very much!

Robin

---

**From:** Nate Monroe <[nmonroe2@ucmerced.edu](mailto:nmonroe2@ucmerced.edu)>

**Date:** Monday, February 24, 2014 at 1:31 PM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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

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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 Business 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 "Community.." 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.

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 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 minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural


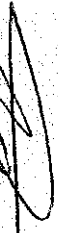





Thursday, February 20th 2014

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

| Name            | Major               | Signature                  |
|-----------------|---------------------|----------------------------|
| Yesenia Herrera | Physics major       | Yesenia Herrera            |
| Chul van Park   | History/writing     | Chul van Park              |
| Amy Bower       | Applied Mathematics | Amy Bower                  |
| Becca Bright    | Sociology           | Becca Bright               |
| Somantso Lamma  | Management          | Somantso Lamma             |
| Diana Rodriguez | Biology             | <del>Yesenia Herrera</del> |
| Allila Dallar   | Biology             | Allila Dallar              |
| Yvette Guzman   | Biology             | Yvette Guzman              |
| Dani Robbaker   | Biology             | Dani Robbaker              |
| Melander Cresde | CSE                 | Melander Cresde            |


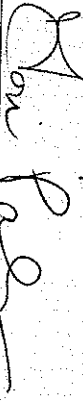
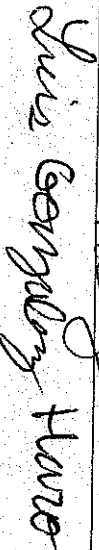


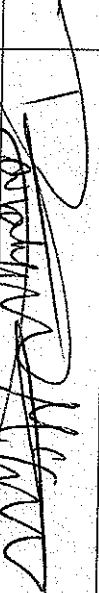

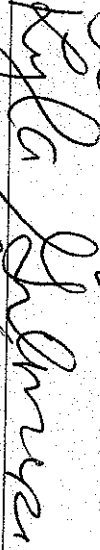


Yes, I am interested in the Community Research and Service Minor

Thursday, February 20th 2014


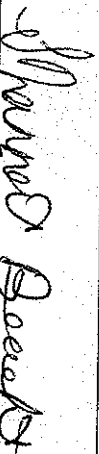

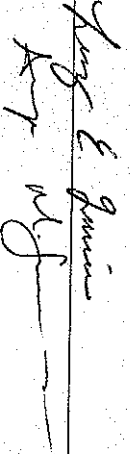
| Name              | Major          | Signature   |
|-------------------|----------------|---|
| Shava Vary        | Management     |  |
| Marca Medina      | Bioengineering | Mrs Mrs   |
| Wick B. Koff      | M/E            |    |
| Rita Kingomys     | Bio            |    |
| Rosty Fournier    | ESS            |    |
| Samantha Garrison | Biology        | Sampersbury   |
| Bryan Suarez      | ESS            |    |
| LaTrece Crawford  | Bio            |    |
| Tony Chen         | CSE            | Tony Chen   |
| Manvinder Tom     | Bio            |    |



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

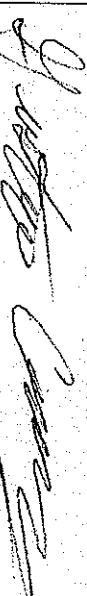

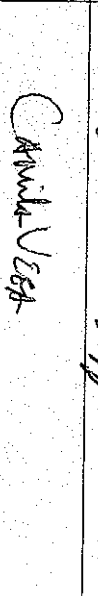
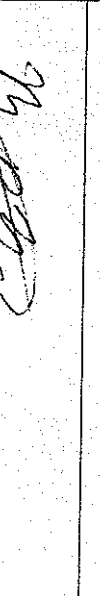


| Name                                     | Major                    | Signature   |
|--|--------------------------|---|
| Shreya Gupta                             | Cognitive Science        |    |
| Tori Palmberg<br>Luis Gonzalez<br>Harris | Psychology<br>Management | <br> |
| Peter Racco                              | History                  |    |
| Timothy Kim                              | Economics                |    |
| Dorothy McCall                           | See                      |    |
| Sebastien Darbaze                        | Biology                  |    |
| Kyla Gilmore                             | anthropology             |    |
| Britany Beckler                          | Biology                  |    |
| Amigos Wilfredo                          | Psychology               |    |

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

| Name                            | Major   | Signature   |
|---------------------------------|---|---|
| Sukhyi Gill                     | Bio   |  |
| Shammi Beach                    | Psychology  |  |
| Rocco Summers                   | History   |   |
| Luz E. Garcia<br>Amanda Summers | Biology<br>English: Interested in having it as a minor, but not as <u>my</u> minor. |    |
|                                 |   |   |
|                                 |   |   |
|                                 |   |   |
|                                 |   |   |
|                                 |   |   |

Thursday, February 20<sup>th</sup> 2014

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

| Name             | Major                     | Signature   |
|------------------|---------------------------|---|
| Christina Cruz   | Environmental Engineering |  |
| Madd Simpson     | History                   |  |
| Camila Vega      | COGS                      |   |
| Marionne Mendoza | psych                     |    |
| Bria Cortez      | COGS                      |    |
| Vanessa Rubio    | SOC                       |    |
|                  |                           |   |
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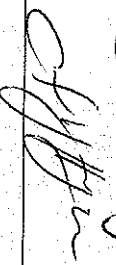
Monday, February 24th, 2014  
 Thursday, February 20th 2014

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 that world)  |
| Javier Domoi      | Bio-science           | Javier Domoi      | Not fit my interest  |
| Dana Stubblefield | Undeclared            | Dana Stubblefield | Does not fit my interest, sorry =  |
| Dawcia Summers    | computer science      | Dawcia Summers    | not necessary; will learn on my own through <sup>volunteering</sup> <sub>experience</sub><br>major already has research requirements               |
| Sarah Wilson      | McCrive BIG           | Sarah Wilson      | just <del>it</del> doesn't fit my <sup>major</sup> <sub>interest</sub><br>interest research requirements<br>Don't need education to help community |
| Christopher Chin  | Biology               | Christopher Chin  | Not my cup of tea  |
| Santiago Zamora   | PHILICALSIA           | Santiago Zamora   | doesn't seem to fit my interests   |

Thursday, February 20th 2014

### 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 /<br>class space                   |
| Anny Hynh  | Bchem w/ Bio<br>emph |   | lack of time because emphasis<br>already feels like a minor |
|            |                      |  |   |
|            |                      |  |   |
|            |                      |  |   |
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ACADEMIC SENATE, MERCED DIVISION  
UNDERGRADUATE COUNCIL (UGC)  
JACK VEVEA, CHAIR  
[jvevea@ucmerced.edu](mailto:jvevea@ucmerced.edu)

UNIVERSITY OF CALIFORNIA, MERCED  
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MERCED, CA 95344  
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**October 29, 2014**

**MARK ALDENDERFER  
DEAN, SSHA**

**Re: UGC Comments on the Proposed Minor in Community Research and Service**

The Undergraduate Council has reviewed the proposal for a CRS Minor, effective Fall 2015. UGC wants to acknowledge the effort that went into the development of the proposal and thanks Professors DeLugan and Roussos for attending the Council's September 24 meeting.

In order to ensure broad consultation, UGC solicited feedback from all Senate standing committees, the Provost/EVC, the VPDUE, and the ALO/Coordinator of Institutional Assessment. The comments received are appended to this memo and are summarized here:

- Provost/EVC Peterson supported the proposal in principle but raised some concerns related to the low turn-out for the faculty vote and the reliance on non-ladder rank faculty for a portion of the curriculum. His comments on resources closely mirrored some of our concerns.
- VPDUE Whitt supported the proposal in principle, but echoed CAPRA's concerns about resources for expansion.
- CAPRA requested some clarification on the number of faculty who will be participating in the CRS 195 course and how teaching credit will be given. CAPRA also had some comments on Strategic Academic Focusing and the fact that the SAF process is unclear at this point.
- GC mentioned several positive aspects of the proposal but did not explicitly endorse it.
- ALO/Coordinator of Institutional Assessment Martin found no WASC accreditation implications.
- COR and FWDAF endorsed the proposal.

While UGC finds that the nature of the proposed minor presents some opportunities for undergraduates, the Council also has identified some academic and resource issues that are of concern, mainly:

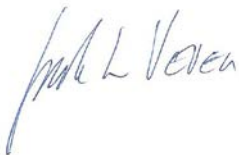
- Potential problems launching the minor with CORE 1, a course that is already required, and how to prevent students from "double dipping" a course to satisfy two requirements, given that the CRS Minor is based almost entirely on existing GE and major coursework (with the exception of CRS 195).

- Concerns about large student enrollment for CORE 1 and the impact on its sustainability and on the students' academic achievement. Transfer students have the potential to impact Core 1's scope, both in terms of enrollment and design (since Core 1 is by policy and practice a first-year course).
- Requirements for the proposed minor include CRS 195 or equivalent SSHA disciplinary 195's and Engineering 197. It is unclear what mechanisms are in place in the Schools to avoid double counting the courses. How will some classes apply to fulfill the units for the major and the required units for the minor?
- Faculty teaching credit. We request a description and analysis of how faculty teaching credit in the program will be managed.
- Like the Provost, UGC notes that results of the vote in SSHA could lead the reader to believe that there was very low faculty buy-in, although information from SSHA leadership suggests that the response rate is not atypical. Clear evidence of faculty interest in participation would strengthen the proposal.
- There are some resource concerns about the administration and management of the program. Although the proposers state that external funding will be provided to help launch the minor, it is unclear if an alternative plan (such as limiting the growth of the program) is in place if funding does not come through or is insufficient.
- The program's long-term expansion plans are not clear and need to be described in more detail.

Given all the concerns from various fronts, UGC recommends a revision of the proposal that more directly addresses the resource issues, the administration of the major across the Schools, and the program's plans for growth.

UGC looks forward to receiving a revised proposal by December 4, 2014. Thank you for sending your proposal to [fpaul@ucmerced.edu](mailto:fpaul@ucmerced.edu)

Sincerely,



Jack Vevea  
Chair, Undergraduate Council

Cc: Associate Dean Ortez  
SOE Dean Rolland  
SNS Dean Meza  
UGC Members  
DivCo Members  
CAPRA Members  
GC Members  
COR Members  
FWDAF Members  
ALO Martin  
Provost/EVC Peterson  
Fatima Paul, Senate Assistant Director

Enclosures: CRS Proposal  
Senate Committee Comments  
Provost/EVC Comments

VPDUE Comments  
ALO Comments



# UNIVERSITY OF CALIFORNIA

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SANTA BARBARA • SANTA CRUZ

SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

UNIVERSITY OF CALIFORNIA, MERCED  
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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  
Morghana 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:

#### Support Staff

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.

#### Teaching Resources

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.

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\**

|  | <b>Area</b>  | <b>Course</b>   | <b>Units</b> | <b>Pre-requisites (as listed in the 2011-2013 Catalogues)</b>   |
|--|--|---|--------------|---|
| 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. <i>Permission of instructor required.</i>  |
|                     |                         | 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<br>(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.

| <b>Lines of Evidence for Assessing Community Research and Service Minor</b>  |  |  |  |  |
|--|--|--|--|--|
| <b>Lines of Evidence</b>   |  |  | <b>Actions</b>                                     |  |
| <i>Program Learning Outcome</i>  | <i>Direct</i>  | <i>Indirect</i>                                  | <i>Timeline</i>                                    | <i>Performance Goals/Standards (For Direct Evidence)</i>   |
| 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;<br>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<br>b) The student describes at least two scenarios/examples of the conditions above<br>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;<br>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<br>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  |

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

Engineering Project Review Evaluation & Assessment (Assessment Rubric)

| <b>CRITERIA</b>   | <b>Unacceptable (1)</b>  | <b>Basic (2)</b>   | <b>Proficient (3)</b>   | <b>Distinguished (4)</b>  |
|---|--|--|---|---|
| <b>Problem Definition and Solution Process</b><br>(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                                     |
| <b>Technical Content</b><br>(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  |
| <b>Community Engagement &amp; Inspiration</b>   | 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   |
| <b>Communication</b><br>(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 #/<br>OUTCOMES | 1 | 2 | 3 | 4 |
|-----------------------|---|---|---|---|
| CORE 1                | D | D | D | D |
| CRS 195               | M | M | M | M |
| <b>“Methods”*</b>     |   |   |   |   |
| 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 |
| <b>ELECTIVES*</b> |   |   |   |   |
| 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.

## Community Research and Service Minor

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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](http://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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SANTA BARBARA • SANTA CRUZ

SCHOOL OF ENGINEERING  
E. DANIEL HIRLEMAN, DEAN

UNIVERSITY OF CALIFORNIA, MERCED  
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.

A handwritten signature in blue ink that reads "Juan C. Meza".

Juan C. Meza, Dean, School of Natural Sciences

A handwritten signature in black ink that reads "Elizabeth Whitt".

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

A handwritten signature in black ink that reads "E. Daniel Hirleman".

E. Daniel Hirleman, Dean, School of Engineering

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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,

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

A handwritten signature in cursive script that reads "E. Daniel 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 year beginning 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](mailto: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 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 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](mailto:elliott.campbell@gmail.com) <[elliott.campbell@gmail.com](mailto:elliott.campbell@gmail.com)>)  
**To:** Robin DeLugan

----- Forwarded message -----

**From:** Elliott Campbell <[ecampbell3@ucmerced.edu](mailto:ecampbell3@ucmerced.edu)>  
**Date:** Tue, Feb 25, 2014 at 1:10 PM  
**Subject:** Re: FW: Minor  
**To:** Marilyn Fogel <[mfogel@ucmerced.edu](mailto:mfogel@ucmerced.edu)>

many thanks marilyn!

On Tue, Feb 25, 2014 at 1:03 PM, Marilyn Fogel <[mfogel@ucmerced.edu](mailto: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](mailto:poday@ucmerced.edu)>  
**Date:** Tue, 25 Feb 2014 11:56:24 -0800  
**To:** Marilyn Fogel <[mfogel@ucmerced.edu](mailto: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](mailto: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

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**From:** Elliott Campbell <[ecampbell3@ucmerced.edu](mailto: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](mailto:elliott.campbell@gmail.com) <[elliott.campbell@gmail.com](mailto: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](mailto: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

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**From:** Elliott Campbell <[ecampbell3@ucmerced.edu](mailto:ecampbell3@ucmerced.edu)>

**Date:** Friday, February 21, 2014 at 5:09 PM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto: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](mailto:rdelugan@ucmerced.edu)>

**Date:** Wednesday, February 19, 2014 at 6:19 PM

**To:** Nella Van Dyke <[nvandyke@ucmerced.edu](mailto: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](mailto:swang7@ucmerced.edu)>  
**Date:** Sunday, February 23, 2014 at 9:59 AM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto:rdelugan@ucmerced.edu)> wrote:

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

Thanks!

Robin

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**From:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto:rdelugan@ucmerced.edu)>  
**Date:** Monday, February 24, 2014 at 8:27 PM  
**To:** SP W <[swang7@ucmerced.edu](mailto: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

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**From:** ShiPu Wang <[swang7@ucmerced.edu](mailto:swang7@ucmerced.edu)>  
**Date:** Sunday, February 23, 2014 at 7:59 AM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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

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**From:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto:rdelugan@ucmerced.edu)>  
**Date:** Wednesday, February 19, 2014 at 6:52 PM  
**To:** Anthony Westerling <[awesterling@ucmerced.edu](mailto: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 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.



**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](mailto: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 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 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

3/27/2014

RE: Community Research and Service Minor "Methods" Requirement - Robin DeLugan

# 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](mailto: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](mailto:rdelugan@ucmerced.edu)>

**Date:** Sunday, March 16, 2014 at 4:46 PM

**To:** Paul Brown <[pbrown3@ucmerced.edu](mailto: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](mailto:pbrown3@ucmerced.edu)>

**Date:** Sunday, March 16, 2014 at 4:04 PM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto:pbrown3@ucmerced.edu)

5200 North Lake Road, Merced, CA 95343

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**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](mailto:pbrown3@ucmerced.edu)>  
**Date:** Friday, February 28, 2014 at 8:10 AM  
**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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,

Pol. 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, if 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](mailto:nmonroe2@ucmerced.edu)  
<http://faculty.ucmerced.edu/nmonroe2/index.htm>

On Thu, Feb 27, 2014 at 11:24 AM, Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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](mailto:rdelugan@ucmerced.edu)>

**Date:** Monday, February 24, 2014 at 1:48 PM

**To:** Nathan Monroe <[nmonroe2@ucmerced.edu](mailto:nmonroe2@ucmerced.edu)>

**Subject:** Re: Community Research and Service Minor "Methods" Requirement

Thank you very much!

Robin

---

**From:** Nate Monroe <[nmonroe2@ucmerced.edu](mailto:nmonroe2@ucmerced.edu)>

**Date:** Monday, February 24, 2014 at 1:31 PM

**To:** Robin DeLugan <[rdelugan@ucmerced.edu](mailto: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 Business 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 "Community.." 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.

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 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 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       |  |
| Chulvin Park     | History/winter      |  |
| Amy Bower        | Applied Mathematics |   |
| Rebecca Bright   | Sociology           |    |
| Sonamtsolama     | Management          |    |
| Diana Rodriguez  | Biology             |    |
| Ailla Dallar     | Biology             |    |
| Yvette Gorman    | Biology             |    |
| Dini Pabhatra    | Biology             |    |
| Melander Presdee | CSE                 |    |

Thursday, February 20th 2014






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

| Name              | Major           | Signature   |
|-------------------|-----------------|---|
| Shava Vary        | Management      |  |
| Marisa Medina     | Bio engineering | Mrs MS  |
| Dicks B. Koff     | M /             |   |
| Rita Kingomys     |                 |    |
| Roderic Ramirez   | ESS             |    |
| Samantha Garrison | biology         |    |
| Bryan Suarez      | ESS             |    |
| LaTrece Crawford  | Bio             |    |
| Tony Chen         | CSF             |    |
| Majivide Tom      | Bio             |    |



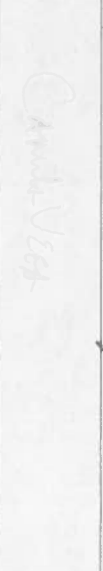



Yes, I am interested in the Community Research and Service Minor

| Name                                     | Major                    | Signature                             |
|--|--------------------------|---------------------------------------|
| Shreya Gupta                             | Cognitive Science        | Shreya Gupta                          |
| Tori Palmberg<br>Luis Gonzalez<br>Harris | Psychology<br>Management | Tori Palmberg<br>Luis Gonzalez Harris |
| Peter Racco                              | History                  | Peter Racco                           |
| Timothy Kim                              | Economics                | TK                                    |
| Dorothy McCall                           | See                      | <del>Dorothy McCall</del>             |
| Sebastian Daibura                        | Biology                  | <del>Sebastian Daibura</del>          |
| Kyla Gilmore                             | anthropology             | Kyla Gilmore                          |
| Brittany Beckman                         | Biology                  | <del>Brittany Beckman</del>           |
| Chiqizwillardem                          | Psychology               | Chiqizwillardem                       |

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

| Name           | Major  | Signature   |
|----------------|--|---|
| Sukhyi Gill    | Bio  |  |
| Shanni Beach   | Psychology   |  |
| Rocco Romano   | History  |   |
| Luz E. Garcia  | Biology  |    |
| Amarin 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   |
|------------------|---------------------------|---|
| Christina Cruz   | Environmental Engineering |  |
| Maeve Simpson    | History                   |  |
| Camila Vega      | CROSS                     |   |
| Marionne Mendoza | psych                     |    |
| Bria Carter      | COGS                      |    |
| Vanessa Rubio    | SOC                       |    |
|                  |                           |   |
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|                  |                           |   |



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

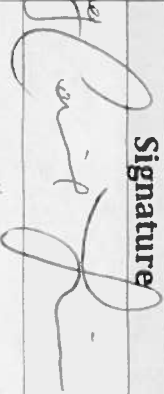

**No, I am not interested in the Community Research and Service Minor**

| 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)                           |
| Janice Ramo       | BIO SCIENCE           | Janice Ramo       | Not of my mind  |
| Dana Stubblefield | undeclared            | Dana Stubblefield | does not fit my interests -   |
| Dawcia Summers    | computer science      | Dawcia Summers    | not necessary, will learn in my own time<br>major already has research requirements |
| Sam Wilson        | Illcrine Bio          | Sam Wilson        | just not doesn't fit my major already has interest in research to help community    |
| Christopher Chin  | Biology               | Christopher Chin  | Not my cup of tea   |
| SANTINO ZAMORA    | REINTEGRATING         | SANTINO ZAMORA    | doesn't seem to fit my interests  |



Thursday, February 20th 2014

### 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 /<br>class space                   |
| Anny Huynh | Biochem w/ Bio<br>emph |  | lack of time because emphasis<br>already feels like a minor |
|            |                        |  |   |
|            |                        |  |   |
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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



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  
COMMITTEE ON RESEARCH  
RUTH MOSTERN, CHAIR  
rmostern@ucmerced.edu

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

**May 7, 2014**

**To:** Ignacio López-Calvo, Chair, Division Council

**From:** Ruth Mostern, Chair, Committee on Research (COR)

A handwritten signature in black ink, appearing to read "Ruth Mostern", is written over the "From:" line.

**Re:** Request to Review Proposed Minor in Community Research and Service

---

Per Division Council's request, COR reviewed SSHA's proposed minor in Community Research and Service. COR appreciates that the minor facilitates community-based research and therefore endorses the proposal.

cc: COR members  
DivCo members  
Senate office

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ACADEMIC SENATE, MERCED DIVISION  
COMMITTEE ON FACULTY WELFARE, DIVERSITY & ACADEMIC FREEDOM  
RUDY ORTIZ, CHAIR  
rortiz@ucmerced.edu

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

**May 7, 2014**

**To:** Ignacio López-Calvo, Chair, Division Council

**From:** Rudy Ortiz, Chair, Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF)

A handwritten signature in black ink, appearing to read "R. Ortiz", is placed below the "From:" line.

**Re:** Request to Review Proposed Minor in Community Research and Service

---

Per Division Council's request, FWDAF reviewed SSHA's proposed minor in Community Research and Service. The committee endorses the proposal.

cc: FWDAF members  
DivCo members  
Senate office

**From:** Tom Peterson

**Sent:** Friday, October 10, 2014 11:57 AM

**To:** Fatima Paul; Susan Sims

**Cc:** Jack Vevea; Elizabeth Whitt; Mark Aldenderfer; April Banda; Laura Martin

**Subject:** RE: Status of Provost's Comments on CRS Minor?

With apologies for the late input, I hope the undergraduate committee and the academic Senate will find beneficial my brief comments with regard to the undergraduate minor in community research and service.

The faculty in the school of social sciences humanities and arts are to be commended for their willingness and interest in engaging their students in direct, community-based activities as part of their education. These kinds of projects and curricular enhancements are most often found in professional programs, such as engineering and business. The CRS minor proposal recognizes that these opportunities should be available to students in other disciplines as well, and proposes to establish precisely such a program in SSHA. I'm pleased to see this.

Overall I am enthusiastically supportive of the idea of providing a pathway to engage our students in research and educational concepts of direct importance to the local and national community.

I have three concerns.

First, I'm not exactly sure how to read the results of the vote within the school for this program. There were obviously minimal objections, but the large number of faculty who simply chose not to express an opinion concerns me. Perhaps this is emblematic of all program proposals that don't involve one's own particular unit, but given that this is a minor, presumably cutting across all SSHA disciplines, I question the extent to which there is substantial faculty buy-in.

Second, as with so many of our undergraduate programs, there is the default reliance on non-ladder rank faculty for a portion of the curriculum. At the core of any program should be strong participation and ownership by the ladder rank faculty.

Third, there needs to be full realization that, as it is with the integrated design program the service learning components in engineering, there must be a high level of expectation that private fundraising and community partnerships will provide the lion's share of support. It remains to be seen whether or not long-term institutional support will be possible for program coordinators, additional lecturers to cover core requirements, etc. While I personally would advocate for some level of institutional support, because I believe these kinds of programs are valuable educational components to all students, a substantial financial commitment for additional resources for this program is unlikely at this time.

I would ask the proposers to explicitly address these three concerns, and with regard to the third, develop a high level budget estimate for additional resources required, and a scenario or two describing how that budget might be met. One scenario could include a proposed higher level of institutional support than the other.

Tom

*Thomas W. Peterson*

Provost and Executive Vice Chancellor

UNIVERSITY OF CALIFORNIA, MERCED  
5200 North Lake Road, Merced, CA 95343

209-228-4439 | [twpeterson@ucmerced.edu](mailto:twpeterson@ucmerced.edu)





Office of Undergraduate Education

UNIVERSITY OF CALIFORNIA, MERCED  
P.O. BOX 2039  
MERCED, CALIFORNIA 95344  
(209) 228-7951

September 29, 2014

TO: Jack Vevea, Chair, Undergraduate Council

FROM: Elizabeth Whitt, Vice Provost and Dean for Undergraduate Education

RE: Proposed Minor: Community Research and Service

Thank you for the opportunity to comment on the proposed Minor in Community Research and Service (CRS).

To prepare this memo, I studied materials provided by Senate Assistant Director Fatima Paul. In addition – as further context for my comments --, I was involved in early Blum Center discussions about the CRS minor, including ways to incorporate CORE 001 into its curriculum. More recently, Jesus Cisneros, Director of the Undergraduate Research Opportunities Center, and I have been part of a group focused on creating connections among the various campus sources of support for undergraduate research, including support for the CRS minor, if it is approved. Finally, I attended the UGC meeting on September 24, where Robin DeLugan and Steve Roussos discussed the minor.

I see three reasons to support approval of the CRS minor. First, it offers an innovative approach to involving students in undergraduate research and linking undergraduate research to service to local and regional communities, both of which are consistent with the mission of UC Merced. Second, the plan for assessing student learning outcomes for the minor is thorough. Third, the proposers identify many potential sources of support for the minor, both on campus and off.

That last argument in favor of the proposal also is the basis of my main question about it: What evidence is there that the minor can be supported, over the long term, with adequate financial and human resources? In their comments about the CRS minor, CAPRA voiced similar concerns. First, CAPRA stated, “The minor requires a minimum of four units of CRS 195 . . . [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.” They went on to say, “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.” Second, CAPRA raised concerns about the sustainability of the minor beyond the first two years, particularly if enrollments grow as anticipated. In its memo, CAPRA noted that the proposers of the minor stated they would seek additional resources, including via the Strategic Academic Focusing process, but CAPRA noted, too, that the outcomes of that process still are uncertain.

At the UGC meeting on September 24, 2014, the proposers of the minor said they do not, at present, have a financial plan to support expansion of the program. I am reluctant to endorse this, or any, minor – or major -- in the absence of such a plan. I believe a long-term view – that is, beyond two years – is necessary for good stewardship of institutional resources and to sustain high-quality academic programs.

Thank you again for the opportunity to comment on the proposed CRS minor. Please let me know if you have any questions or need additional information.

# UNIVERSITY OF CALIFORNIA, MERCED

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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 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

# UNIVERSITY OF CALIFORNIA, MERCED

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ACADEMIC SENATE, MERCED DIVISION  
GRADUATE COUNCIL (GC)  
KATHLEEN HULL, CHAIR

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

**January 6, 2015**

**To: Jian-Qiao Sun, Senate Chair**

**From: Kathleen Hull, Chair, Graduate Council (GC)**

**Re: GC proposed revisions to the Procedures for Submitting Proposals for Graduate Emphasis Areas and Graduate Programs**

---

Graduate Council is proposing substantive revisions to the Procedures for Submitting Proposals for Graduate Emphasis Areas and Graduate Programs. With the recent revisions to the CCGA Handbook, revisions must be made to the January 19, 2010 approved GC policy so that our campus policy is aligned with the new CCGA requirements and procedures. Furthermore, CCGA stated (see May 9, 2014 memo to our campus) that it does not expect any new emphases to be created within the IIGP and GC has revised the procedures to no longer allow new emphasis areas to be proposed within the IIGP.

Members approved the proposed revisions and would like the document to go through a formal Senate review process. A track-changes copy and final versions are included for review.

We look forward to having a revised approved document no later than March 11, 2015. In order to accomplish this task, the Division Council should transmit a final version of the document to Provost/EVC Peterson and VPDGE Marjorie Zatz no later than February 18, 2015 for their formal review and approval.

Cc: Graduate Council  
Division Council  
Academic Senate Office

**Graduate and Research Council (GRC)****Procedures for Submitting Proposals for ~~Graduate Emphasis Areas and~~ Graduate Programs**

Approved by GRC on ~~January 19, 2010?~~

In 2003, the Interim Individual Graduate Program was put in place at UC Merced. ~~This umbrella program contains several disciplinary and interdisciplinary emphasis areas with individualized program requirements.~~ The intention of this program ~~was~~ to incubate graduate program areas to the point where they ~~were~~ ready to become stand-alone graduate programs. Faculty members must submit proposals ~~to create new emphasis areas within the interim program, or~~ to convert existing emphasis areas into stand-alone graduate programs.<sup>1</sup>

For ~~new-existing~~ emphasis areas as well as new graduate programs, proposals should be written to make the case that: (1) the proposed program fits ~~at the mission of~~ UC Merced; (2) that there is demand for the proposed program in ~~CA-California~~ and society at large; (3) that there are viable career paths for graduates of the program; and (4) the proposing graduate group has adequate resources (i.e., intellectual, personnel, space, and funding), plans, and procedures to grow a UC-quality graduate program. Proposals ~~for new graduate programs~~ should demonstrate growth to the point of being ready to service a full-fledged graduate program, ~~whereas proposals for new emphasis areas should have clear plans and timelines for developing into a full-fledged graduate program.~~

Proposals are first reviewed internally at UC Merced (UCM). Once approved, they are then submitted to the UC Coordinating Committee on Graduate Affairs (CCGA). Proposals ~~for new graduate programs and new emphasis areas~~ are also converted ~~to the appropriate format~~ and submitted to the ~~Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC)~~<sup>2</sup>. Both of these bodies must approve new graduate programs before students may be admitted and degrees conferred. CCGA and WASCUC each have their own guidelines for preparing graduate program proposals. While these guidelines are similar in many respects, the proposal formats are different. Procedures for writing and submitting CCGA and WASCUC proposals are as follows.

1. ~~For new emphasis areas, proposing faculty members should follow the proposal format described at the end of this document. For new graduate programs,~~ Proposing faculty members should write a CCGA proposal in accordance with instructions and guidelines found in the ~~CCGA Handbook~~, ~~<http://www.universityofcalifornia.edu/senate/committees/ccga/ccgahandbook-current.pdf>~~
2. Policies and procedures should conform to ~~policies and procedures detailed in the UCM Graduate Advisors Policies and Procedures Handbook~~.

<sup>1</sup> CCGA does not expect any new emphases to be created within the IIGP umbrella, see Appendix A.

<sup>2</sup> Formally known as the Western Association of Schools and Colleges (WASC).

<http://graduatedivision.ucmerced.edu/sites/graduatedivision/files/public/documents/UCMGraduateAdvisorHandbook.pdf>. Graduate groups may impose additional or more stringent policies and procedures, but they cannot conflict with or diminish those already detailed in the Graduate ~~Advisors Handbook~~ Policies and Procedures Handbook. The graduate group policies and procedures should be prepared as a Word document and be formatted according to the Graduate Group Policies and Procedures Template. Once the graduate program is approved by CCGA and WSCUC, the approved GC policies and procedures should be posted to the graduate program's website.

3. ~~In the By-Laws, the structures of one or more faculty committees (internal to the graduate program) should be outlined who are responsible for curriculum and program assessment, and substantive change review.~~ The Bylaws should be prepared as a Word document and be formatted according to the Graduate Group Bylaws Template.
4. Proposing faculty members should contact the WASCUC Academic Accreditation Liaison Officer (ALO), who will identify a WASCUC Substantive Change Specialist to work with faculty members to discuss meet WSCUC requirements on translating the CCGA proposal into the corresponding WASC proposal.
5. Proposing faculty members should work with Administration to identify and appoint a Lead Dean for the proposed graduate program (e.g., the Dean of the School that is most closely associated with the proposed program). The Lead Dean is appointed by the Chancellor.
6. Proposals should include Program Learning Outcomes, a Curricular Map, and an Assessment Plan as WASCUC instruments. The Program Learning Outcomes should be posted to the graduate program's website, once the graduate program or emphasis area is approved by CCGA and WSCUC.
7. The proposal should be voted on and approved by faculty members of the proposed graduate program. Proposing faculty members should also consult with other UCM faculty groups who may be affected by the proposed graduate program. Consultation may consist of informal communications, for example, or proposals may include letters of support from consulted faculty groups.
- 7.8. A list of the chairs (or program directors) of comparable UC programs to whom the proposal was sent, a sample of the cover letter, and any feedback received from those chairs should be included.
- 8.9. Proposals are ultimately submitted to the Academic Senate Office by the Lead Dean of the proposed graduate program. Submissions should include a transmittal letter with the result of above-mentioned faculty vote and consultation process, plus a letter of recommendation from the Lead Dean regarding academic resources and support for the proposed program. The Academic Senate Office transmits the proposal to GRC (for academic review), the Committee on Academic Planning and Resource Allocation (CAPRA), the Provost/Executive Vice Chancellor (Provost/EVC, for budgetary review), and the Vice Provost and Dean of Graduate Education (VPDGE), the WSCUC Accreditation Liaison Officer (ALO), and any other Senate standing committees as appropriate Graduate Dean. GRC must receives comments from CAPRA, the VPDGE, and Provost/EVC and the Graduate Dean, and may request revisions from proposing



Proposal Format for New Emphasis Areas

1. Name of the program, principal faculty contact person, proposed lead dean, and proposed degree(s) offered (M.S., M.A., and/or Ph.D.)
2. Brief description of the program: what it is, why it should be established at Merced at this time, and its relationship to existing and planned graduate groups, graduate emphasis areas, and/or institutes at Merced.
3. Resources: new faculty, staff, courses, and facilities (including equipment, space, library) that are needed.
4. Provide an estimate of the number of graduate students likely to be involved, both initially and at steady state.
5. Describe likely employment opportunities after degree completion.
6. Timeline: when does the new emphasis area plan to start offering courses and accepting students? On what time scale would this emphasis area expect to become a full fledged graduate group?
7. Policies and Procedures, and By-Laws

Note: The Graduate Advisors Handbook (GAH) details policies and procedures for graduate programs at UC Merced. Emphasis areas may impose additional or more stringent policies and procedures, but they cannot conflict with or diminish those already detailed in the GAH. For clarity, policies and procedures specific to the emphasis area should be clearly referenced to the section in the GAH to which they relate. This should be achieved by (1) using just one paragraph for each additional policy or procedure that the emphasis area may impose, (2) the first sentence in each paragraph should indicate the section in the GAH to which the additional policy or procedure relates, (3) the paragraph should not be a modified copy of sentences or a paragraph from the GAH, but should clearly state what the additional policy or procedure is.

8. Program Learning Outcomes, Curricular Map, and Assessment Plan. The Policies and Procedures Manual should reference the Program Learning Outcomes, Curricular Map articulating alignment between Program Learning Outcomes and Course Outcomes, and Assessment Plan, which are separate documents.

January 19 Appendix A

CCGA Memo- Status of Interim Individual Graduate Program (IIGP)

## UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)  
Donald Mastronarde, Chair  
[djmastronarde@berkeley.edu](mailto:djmastronarde@berkeley.edu)

ACADEMIC SENATE  
University of California  
1111 Franklin Street, 12<sup>th</sup> Floor  
Oakland, California 94607-5200

May 9, 2014

VALERIE LEPPERT, UCM GRADUATE COUNCIL CHAIR

Dear Valerie,

I am pleased to inform you that CCGA voted unanimously at its meeting of May 7, 2014, to extend for Academic Year 2014-2015 its authorization of the Interim Individual Graduate Program (IIGP) at UC Merced.

CCGA congratulates the campus and the Graduate Council on the progress that has been and is being made to complete the transition from this interim arrangement to disciplinary departments and departments taking full responsibility for graduate programs and degrees.

CCGA requests that the campus provide at this time a brief account of current emphases still under the umbrella of the IIGP and the expected timetable for their transition to regular status. The IIGP is an interim strategy that should no longer be needed in the near future, and we reiterate that CCGA does not expect any new emphases to be created within the shrinking IIGP.

We would be very grateful if you would provide this account no later than June 23, 2014.

Sincerely,

A handwritten signature in cursive script that reads "Donald J. Mastronarde".

Donald Mastronarde, Ph.D.  
Chair, CCGA

cc: William Jacob, Academic Council Chair  
Martha Winnacker, Academic Senate Executive Director  
Todd Giedt, Academic Senate Associate Director  
Tom Peterson, UCM Provost and Executive Vice Chancellor  
Annette Garcia, UCM Assistant Chancellor and Chief of Staff  
Chris Kello, UCM Acting Dean of the Graduate Division  
Laurie Herbrand, UCM Registrar  
Laura Martin, UCM Accreditation Liaison Officer



**Graduate Council (GC)**  
**Procedures for Submitting Proposals for Graduate Programs**

Approved by GC on ?

In 2003, the Interim Individual Graduate Program was put in place at UC Merced. The intention of this program was to incubate graduate program areas to the point where they were ready to become stand-alone graduate programs. Faculty members must submit proposals to convert existing emphasis areas into stand-alone graduate programs.<sup>1</sup>

For existing emphasis areas as well as new graduate programs, proposals should be written to make the case that: (1) the proposed program fits the mission of UC Merced; (2) that there is demand for the proposed program in California and society at large; (3) that there are viable career paths for graduates of the program; and (4) the proposing graduate group has adequate resources (i.e., intellectual, personnel, space, and funding), plans, and procedures to grow a UC-quality graduate program. Proposals should demonstrate growth to the point of being ready to service a full-fledged graduate program.

Proposals are first reviewed internally at UC Merced (UCM). Once approved, they are then submitted to the UC Coordinating Committee on Graduate Affairs (CCGA). Proposals are also converted to the appropriate format and submitted to the WASC Senior College and University Commission (WSCUC)<sup>2</sup>. Both of these bodies must approve new graduate programs before students may be admitted and degrees conferred. CCGA and WSCUC each have their own guidelines for preparing graduate program proposals. While these guidelines are similar in many respects, the proposal formats are different. Procedures for writing and submitting CCGA and WSCUC proposals are as follows.

1. Proposing faculty members should write a CCGA proposal in accordance with instructions and guidelines found in the [CCGA Handbook](#).
2. Policies and procedures should conform to the [UCM Graduate Policies and Procedures Handbook](#). Graduate groups may impose additional or more stringent policies and procedures, but they cannot conflict with or diminish those already detailed in the Graduate Policies and Procedures Handbook. The graduate group policies and procedures should be prepared as a Word document and be formatted according to the [Graduate Group Policies and Procedures Template](#). Once the graduate program is approved by CCGA and WSCUC, the approved GC policies and procedures should be posted to the graduate program's website.
3. The Bylaws should be prepared as a Word document and be formatted according to the [Graduate Group Bylaws Template](#).
4. Proposing faculty members should contact the WSCUC Accreditation Liaison Officer

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<sup>1</sup> CCGA does not expect any new emphases to be created within the IIGP umbrella, see Appendix A.

<sup>2</sup> Formally known as the Western Association of Schools and Colleges (WASC).

(ALO), who will identify a WSCUC Substantive Change Specialist to work with faculty members to meet WSCUC requirements.

5. Proposing faculty members should work with Administration to identify and appoint a Lead Dean for the proposed graduate program (e.g., the Dean of the School that is most closely associated with the proposed program). The Lead Dean is appointed by the Chancellor.
6. Proposals should include Program Learning Outcomes, a Curricular Map, and an Assessment Plan as WSCUC instruments. The Program Learning Outcomes should be posted to the graduate program's website, once the graduate program is approved by CCGA and WSCUC.
7. The proposal should be voted on and approved by faculty members of the proposed graduate program. Proposing faculty members should also consult with other UCM faculty groups who may be affected by the proposed graduate program. Consultation may consist of informal communications, for example, or proposals may include letters of support from consulted faculty groups.
8. A list of the chairs (or program directors) of comparable UC programs to whom the proposal was sent, a sample of the cover letter, and any feedback received from those chairs should be included.
9. Proposals are ultimately submitted to the Academic Senate Office by the Lead Dean of the proposed graduate program. Submissions should include a transmittal letter with the result of above-mentioned faculty vote and consultation process, plus a letter of recommendation from the Lead Dean regarding academic resources and support for the proposed program. The Academic Senate Office transmits the proposal to GC (for academic review), the Committee on Academic Planning and Resource Allocation (CAPRA), the Provost/Executive Vice Chancellor (for budgetary review), and the Vice Provost and Dean of Graduate Education (VPDGE), the WSCUC Accreditation Liaison Officer (ALO), and any other Senate standing committees as appropriate. GC must receive comments from CAPRA, the VPDGE, and Provost/EVC, and may request revisions from proposing faculty members. GC ultimately votes to approve or reject the CCGA proposal.
10. Approved CCGA proposals are submitted to CCGA for final UC review and approval (see Appendix C of the CCGA Handbook for their review procedures). For new graduate programs and existing IIGP emphasis, the corresponding WSCUC proposal will be submitted after CCGA and UCOP approval. The UCM procedure for submitting to CCGA is based in the CCGA Handbook and the UC Compendium and detailed below:
  - a. The Divisional Graduate Council's approval after consultation with CAPRA is referred to the VPDGE for endorsement and final transmittal to the Provost/EVC. A copy of GC's approval is also sent to the Chair of the Divisional Academic Senate for the information and approval of the Divisional Council.
  - b. The Provost/EVC reviews the proposal and consults with appropriate members of the administration to determine if the degree program will be supported by the campus, including providing appropriate resources, and advises the

Chancellor.

- c. The Chancellor transmits campus approval and all required materials to Systemwide reviewers, including the UC Provost, designated UCOP staff, Academic Council Chair, CCGA Chair and Vice Chair, and CCGA Analyst. Copies are also sent to the Provost/EVC, VPDGE, the Chair of the Divisional Senate, the Chair of the Graduate Council, Accreditation Liaison Officer, GC Analyst and Academic Senate Office.
- d. When approved by the Office of the President and Systemwide Academic Senate, the Chancellor and/or Chair of the Divisional Academic Senate notify the GC Chair and VPDGE who notifies the graduate program, and Offices of Business & Financial Services, Admissions, Assessment, University Communications, Registrar, Institutional Research and Decision Support, and Planning and Budget.

Effective Date: ?

**Appendix A**  
**CCGA Memo- Status of Interim Individual Graduate Program (IIGP)**

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

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COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)  
 Donald Mastronarde, Chair  
[djmastronarde@berkeley.edu](mailto:djmastronarde@berkeley.edu)

ACADEMIC SENATE  
 University of California  
 1111 Franklin Street, 12<sup>th</sup> Floor  
 Oakland, California 94607-5200

May 9, 2014

**VALERIE LEPPERT, UCM GRADUATE COUNCIL CHAIR**

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We would be very grateful if you would provide this account no later than June 23, 2014.

Sincerely,

Donald Mastronarde, Ph.D.  
 Chair, CCGA

cc: William Jacob, Academic Council Chair  
 Martha Winnacker, Academic Senate Executive Director  
 Todd Giedt, Academic Senate Associate Director  
 Tom Peterson, UCM Provost and Executive Vice Chancellor  
 Annette Garcia, UCM Assistant Chancellor and Chief of Staff  
 Chris Kello, UCM Acting Dean of the Graduate Division  
 Laurie Herbrand, UCM Registrar  
 Laura Martin, UCM Accreditation Liaison Officer

## **REVIEW of ORUs**

ORUs contribute substantially to UC's outstanding research reputation. In order to maintain an exceptional ORU portfolio at UC Merced, it is important to periodically assess the performance of existing ORUs. The review process provides ORUs with a mechanism for in-depth, peer-reviewed evaluation of programs and goals, and provides the administration with a means of ensuring that research being conducted is of the highest quality and justifies the space and support received from the University.

Each ORU will be reviewed at intervals of five years. No ORU may be continued without such a review. Leadership changes in an ORU should not delay, extend, or otherwise cause the review cycle to be altered. In exceptional circumstances, the VC-ORED acting in consultation with the Senate may form an ad hoc review committee to review an ORU outside of the normal five-year review cycle. ORUs approaching the end of the second five-year period since their establishment date will be carefully examined to ensure the goals and measures for success, agreed upon by the Director and the VC-ORED at the time of establishment or last review, have been met.

Every review should address the ORU's original purpose, current goals and objectives, and its operations and scholarly accomplishments in light of the current and emerging needs and opportunities within the intellectual domain of the ORU. In addition, working in consultation with the VC-ORED, the ORU should define suitable measures of success that will then be used in the subsequent review of the organization. Likewise, the effectiveness of the ORU Director is reviewed at the same time as the ORU. All ORUs must establish a rationale for continuance, in terms of scholarly merit and campus priorities.

### **A. The Review Process**

The VC-ORED has been delegated responsibility for the review of ORUs on the Merced Campus.

1. To ensure adequate time for the preparation of a proposal for continuance, ORED will notify an ORU it will be reviewed no later than January 15 of the Academic Year preceding the Academic Year in which the review is to be conducted.
2. The ORED will arrange a meeting of the VC-ORED with the ORU Director soon after notification to describe the review process.
3. The ORU Director will prepare a self-assessment covering the ORU's mission, history, resources, and accomplishments, as outlined in Section B. The material will be presented in accordance with the format provided by ORED. After review by the Advisory Committee,

materials will be submitted to the VC-ORED by October 1 of the Academic Year of the review.

4. The VC-ORED will appoint a review committee from a slate nominated by the Academic Senate. The VC-ORED will also appoint at least one committee member from outside UC Merced who has expertise in the field of study. The UC Merced Senate Committee on Research will identify a lead discussant for the review.
5. The VC-ORED will meet with the review committee to provide explicit instructions prior to the beginning of the review.
6. The review committee will interview the ORU Director, Advisory and Executive Committee members, associated faculty, school Dean/s, if appropriate, and other individuals deemed pertinent to the review, including non-UC Merced researchers in the field; and tour the ORU's physical facilities.
7. The review committee will prepare a draft report of its findings in accordance with the review criteria B. below. The draft report will be submitted to the VC-ORED to ensure the review has been thorough and in accordance with the review criteria. If satisfied, the VC-ORED requests the review committee submit a final version of the report.
8. The VC-ORED forwards the final report to the Director, the EVC-Provost, the Academic Senate Committee on Research's Lead Discussant (COR-LD), and the cognizant school Dean/s, requesting comments to the review report.
9. The Director distributes the report to and consults with members of the ORU and the ORU Executive and Advisory Committees. S/he uses this input to prepare a written response to the review report for submission to the VC-ORED.
10. The review committee then meets with the VC-ORED and the COR for the review.
11. The Director then meets with the VC-ORED and the COR for the review.
12. The VC-ORED forwards the ORU's most recent 5-year report, the report of the review committee, the Director's response, and other comments to the report from other sources to the Academic Senate.
13. The Academic Senate reviews the report and the Director's response and makes recommendations to the VC-ORED on both the continuation of the ORU and reappointment of its Director, along with any other issues it deems appropriate.
14. In consultation with the EVC-Provost and the Deans of the cognizant Divisions, the VC-ORED prepares a summary letter for the ORU, identifying recommendations regarding

continuation, the directorship, and other issues raised in the review and requesting specific actions as appropriate.

15. Presuming that the ORU is continued, then after not more than one year, the ORU submits a formal report to the VC-ORED, documenting the ORU's progress on key recommendations from the recent review.

## **B. The ORU Self-Assessment**

To begin a review, an ORU develops a formal proposal for continuation of ORU status, and requests supporting funds and space in the context of current campus and University needs and resources.

The review proposal should include the following:

1. The ORU's goals and objectives should be listed, detailing any projected changes to the mission and objectives of the ORU if it is continued. If an ORU proposes to change its name as the result of new research directions or the addition of new fields of research to the unit's mission, the Director will describe the rationale for requesting a new name as part of the review process.
2. Evidence of Accomplishments should be provided, focusing primarily on the preceding five years. The unit's success in meeting the mission and goals previously identified and agreed to by the ORU and ORED should be evaluated. Key elements of this discussion include:

Research. The relevant discussion here may include comments on the quality and significance of completed and ongoing research; significant trends within disciplines represented and their relationship to current research specialties in the ORU; added value and capabilities the ORU has brought to the campus, which would have been difficult to achieve within other campus structures; continuing productivity and influence of ORU participants, locally as well as nationally and internationally; evidence of prominence in the fields represented in the ORU; a description of the ORU's collaborative interdisciplinary work and the quality and impact of the work on other research efforts across campus; degree of postdoctoral scholar training within the ORU; importance of the ORU to Visiting Scholars; contributions to professional development of the ORU's professional staff and faculty; and descriptions of possible sources and availability of extramural funds to support the ORU's research.

Graduate and Undergraduate Research Training. Relevant issues to consider include:

What are the contributions made by the ORU toward graduate and undergraduate research training?

What is the ORU's impact on existing academic programs and units, including the benefits to the teaching programs of the participating faculty members' departments?

Diversity Goals. How has the ORU contributed to campus diversity goals?

Contributions to diversity and equal opportunity can take a variety of forms, including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequities.

Relationships to Other Academic Units. Questions to address may include: How does the unit interact with other similar units in other research centers or institutions? Are there additional relationships the unit could be exploring that are not currently being pursued? If so, what are the impediments?

Public Service and Outreach. How has the ORU made significant contributions to the public and the community beyond UC Merced? Measures of success can include, for example, intellectual property that is brought to market; research that improves the quality of life for citizens; and events hosted by the ORU that engage the public's interest. What are the measures of success for the unit's future activities?

Administration and Governance. Describe the ORU's Advisory and Executive Committees. What are their roles, how often do they meet, and how well do they function? Are any changes needed to the Advisory, Executive, or other governance committees? Is there adequate and planned turnover of Advisory Committee members to ensure that new ideas and perspectives will be presented over time?

Problems and Needs. Describe any constraints which prevent the ORU from functioning at an optimal level.

Justification for Continuance. Describe the ORU's plans for the next five years. It should be made clear to reviewers how the ORU's plans will evolve from the



situation presented in the self-assessment. Plans for external fundraising should be addressed.

3. In consultation with ORED, clearly define measures of success appropriate for the research focus of the ORU. These measures will then be used in subsequent review of the ORU to determine the degree of the unit's success.

4. Campus Information including:

1.

a. Unit Profile

i. Names of (Co-) Directors, Acting Directors, and Associate Directors, and tenure of appointments.

ii. Members of Executive and Advisory Committees, including members' titles, affiliations, and dates and terms of membership.

iii. Names of UC Merced faculty who were/are members of the ORU, including their departments and dates of affiliation.

iv. Names of faculty who have agreed to participate in the ORU's activities over the next five years.

v. Names of UC Merced professional researchers who have appointments in the ORU, including appointment dates.

vi. Names, home universities, and dates at UC Merced of all visitors during the last five years, including source of support.

vii. Names of undergraduates, graduate students, postdoctoral scholars, their advisors, dates of association with the ORU, and, for graduate students, their department and Masters degree and/or PhD degree conferral date.

viii. Description of any university-industry and university-government activities.

ix. Description of seminar, lecture, and conference programs.

x. Listing of all publications and other scholarly works that have appeared under the auspices of the ORU.

b. Physical Facilities and Space Description of the physical facilities housing the ORU, including:

- i. type of space (laboratories, studios, seminar rooms, professional research staff offices, administrative offices, etc.)
- ii. assignable square footage
- iii. location.

c. Financial Data

i. All income received by the ORU for each fiscal year since it was last reviewed from:

- Federal, state, local, and international grants and contracts;
- Foundations and private gifts;
- UC Merced and other UC-derived funds.

ii. Expenditures for personnel in both FTE and dollars for each fiscal year since the last review:

- Research and student personnel listed by title (Professor, Postdoctoral Scholar, Associate Research Physicist, Specialists, Graduate and Undergraduate students, etc.);
- Technical staff by title (Development Engineer, SRA, Computer Programmer, etc.);
- Administrative staff by title (MSO, Accountant, Secretary, etc.);
- Equipment purchases;
- Supplies and expenses.

### **C. The Report of the Review Committee**

The criteria for preparing the review report are outlined in Appendix B. Justification for continuation of an ORU must be carefully documented. Review committees shall consider and make specific recommendations on the following range of alternatives to the status quo: a change in the mission of the unit; a merger of the unit with one or more academic units on the same or another campus; discontinuance of the unit; a change in funding sources; a change in other resources (such as FTE, space, etc.); or any other changes for improvement of the ORU.

Directors of ORUs are normally appointed for five year terms, the appointment period coinciding with the ORU review period. As noted in Section III.A, extending a director's term of service beyond ten consecutive years should be carefully weighed against the advantage to the campus and the

ORU of a change in leadership. The review committee should look carefully at the Director's stewardship of the organization and comment on its quality. The committee may recommend that the present director be reappointed or recommend a change in leadership.

The review committee may also, if it thinks appropriate, prepare a confidential statement to the VC-ORED. It may also provide the VC-ORED with confidential letters received from individuals during the review process.

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## **VIII. PROCEDURE for CLOSURE**

Review committees may recommend continuation or closure of an ORU. In exceptional circumstances, an ORU director with approval of the ORU's Advisory Committee may recommend closure during the period between reviews. In this circumstance, should the EVC-Provost and the cognizant Dean(s) agree with the recommendation, the VC-ORED will notify the Academic Senate of the closure and reason for the decision. As with all ORU-related processes, the closure process for an ORU shall be conducted in a fair and transparent manner.

1. A recommendation to disestablish as part of the review process receives careful consideration by the ORU director and Executive and Advisory Committees, the Academic Senate, chairs of departments and directors of other ORUs that would be affected by the closure, relevant Deans, the EVC-Provost, and the VC-ORED.
2. After reviewing comments from all of the committees and individuals listed in VIII.1. above and if the VC-ORED determines that closure is the best course of action, then the VC-ORED recommends such closure to the Chancellor via the EVC-Provost. The EVC-Provost formally closes the ORU.
3. The VC-ORED sends formal notification to the Academic Senate.
4. The Chancellor, or his/her designee, issues a letter formally disestablishing the ORU.
5. A phase-out period lasting from a few months to up to two years is provided to permit orderly transfer or termination of non-faculty personnel, grants, financial accounts, and programs. ORED will work to ensure research space for existing grants is preserved, and to facilitate the transfer of these grants to other academic units or ORUs for administration on a case-by-case basis.

6. At the time an ORU receives notification it is to close, the ORU Principal Investigator(s), with the assistance of ORED (if necessary) will make reasonable efforts to find all ORU academic appointees a new home department to transfer their existing academic appointment to, provided there is remaining work and grant funding. Reappointment of academic research personnel will be consistent with current campus academic advancement and reappointment policies. If a layoff must be initiated, the ORU must follow PPM 230-7, including providing appropriate notice to the appointee.
7. For research scientist appointments in an ORU that is to close, if the ORU PI is unable to identify a new home department, the ORED will assume primary responsibility for working with the Director, the faculty who have collaborated with these individuals, the Divisions, and the EVC-Provost to assure appropriate reasonable efforts are made to find these appointees a new home department for the remainder of their current appointment period.
8. ORED will provide assistance to non-academic staff in identifying new positions as the result of a closure recommendation.
9. University funding for the ORU reverts to the VC-ORED and/or EVC-Provost to fund needs and opportunities for ORUs, including new ORU proposals. Space assigned to the ORU reverts to the space bank of the EVC-Provost. Within a month of notification by ORED that an ORU will be disestablished, the ORU Director, in consultation with the VC-ORED and EVC-Provost, must develop a plan for the return of space during the phase-out period.

## Establishment of Centers at UC Merced

A “Center” at the University of California is a unit that is typically smaller than an Institute or an ORU, furthers research in a designated field or is engaged in providing research facilities for other units and departments. A Center may also be established to advance other aspects of the University’s mission, such as teaching or service, and in many instances, is supported by extramural resources that may be supplemented by intramural funding. Sometimes several Centers will form an Institute. The Center has evolved as a structure to facilitate collaborations by multiple investigators on a research problem of common interest. A Center may be established as a pilot in a strategic area, where institutional support may be provided for a defined time; it may be the result of a Federal or other external award; it may originate as a line item from the Legislature; it may be funded by philanthropy; or it may be created by a group of scholars focused on a research theme of mutual interest and which does not require extramural resources.

Centers at UC Merced are created as follows:

1. The PI must have approval from the appropriate dean, VCR, and Provost/EVC before submitting any proposal for either extramural or intramural funds that includes the term “Center” in the project title.
2. Upon campus receipt of funding from an extramural source, or a proposal for the use of intramural funds, the Dean consults with the initiator of the original funding request and proposed Center Director (if different than the proposal initiator) to discuss the appointment of the Director. In cases of cross-school centers, consultation with appropriate deans and the VCR is required.
3. The Dean prepares a recommendation memo for the appointment of the Director of the new Center. The Dean’s memo is forwarded to the Provost/EVC, who may consult with the appropriate Deans, Units Chairs, or others and decides whether to approve the Directorship and the formation of the Center.

The case for the establishment of a Center should include the following elements:

- a. A strategic plan describing the mission and goals of the new Center.
- b. An operational plan for the first 3-5 years of the proposed center which should include an organization chart, a description of the role of the advisory committee (if deemed necessary), the process for selection of committee membership, the proposed initial advisory committee members and an outline of proposed center activities.
- c. Budget estimates for the first five years of operation to meet the strategic objectives of the proposed Center.
- d. Articulation of the immediate resource needs (e.g., space, capital equipment, library resources, etc.) of the proposed Center, related commitments to meet those resource needs identified by source, and realistic projections of future resource needs.

Several principles and processes should guide the establishment of Centers:

- Each Center should have a clearly defined mission that supports the major strategic objectives and core academic mission of the campus, School, and/or Units.
- Centers should contribute to the teaching, research and outreach missions of the campus, School, and/or Unit faculties. They must contribute to the intellectual capital of the campus, and to the education of graduate and undergraduate students.
- The mission and activities of a Center should not duplicate those of an existing Unit or Center on the campus or within the School(s).
- A Center's viability must not depend solely on the work of one faculty member, and should be formed only under those circumstances in which several faculty members plan to be seriously involved in the Center.
- Centers should have a clear model for financial sustainability. At the time of the Center's establishment, clear justification by appropriate campus unit(s) must be provided for any anticipated university-provided core support or cost-sharing. It is acknowledged that not all centers will have access to significant extramural funding given their topics and in no way should this disqualify the proposed center from consideration. In this instance, center proposers should carefully document the limitations of funding in their subject areas and outline how they will maintain the intellectual viability of their center without access to significant levels of extramural or intramural funding.
- All Centers will be subject to regular five year sunset reviews. These reviews will be conducted by panels external reviewers expert in the subject area.
- Center Directors serve in an "At Will" capacity, and are subject to regular review before reappointment. Such review will be conducted by the appropriate Dean in consultation with the relevant stakeholders. The Provost/EVC will make any decision regarding reappointment.
- Centers should generate value beyond that resulting from the research and scholarship of the participating faculty members in their respective Units.