REVISED COMMITTEE ON RESEARCH (COR)

Wednesday, January 14, 2015

3:00 – 4:30 pm

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UCMCROPS/COR1415/Resources

I. Chair's Report

Updates from UCORP.

II. Consent Calendar **Pg. 1-5**

Action requested: Approval of December 17 meeting minutes.

III. Reviewing CRU Bylaws **Pg. 6**

Background: COR received a request to review the bylaws of a CRU. There is currently no expectation that COR will review CRU governance other than during initial approval and periodic review per the research unit procedures approved in the last academic year. At the December 17 meeting, COR members agreed that the review of bylaws during the initial CRU/ORU establishment process and during subsequent five-year reviews gives COR ample opportunity to review and comment on research center bylaws.

Action requested: COR members to review and approve the draft memo to be submitted to the CRU in question.

IV. Campus Review Items

A. Revised proposal to establish a Community Research & Service minor in SSHA. **Pg. 7-123**

Background: The Senate reviewed the original proposal in spring 2014. COR endorsed the proposal. SSHA has now submitted a revised proposal based on the Senate's feedback.

Action requested: COR 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. 124-133**

Action requested: COR to review the revised proposal and submit comments to the Senate chair by February 3.

C. Establishment of Centers **Pg. 134-135**

Background: The Provost/EVC drafted a policy for the establishment of centers. COR is the lead reviewer for the Senate.

Action requested: COR to review the Provost/EVC's policy and submit comments to the Senate chair by February 12.

V. Senate Faculty Grants Program **Pg. 136-137**

Background: Pursuant to the action item from the December 17 meeting, a COR member has drafted a memo to the Provost/EVC to illustrate the need for increased funding for the faculty grants program.

Action requested: COR members to review and discuss the memo to the Provost/EVC.

Relevant background documents, including the previous awardees, proposals, and calls, as well as information from the other UC campuses, are posted at:
UCMCROPS/COR1415/Resources/Faculty research grants

VI. Senate Committee on Library and Scholarly Communications **Pg. 138-151**

Background: On November 24, 2014, COR sent a memo to Division Council, requesting the establishment of a standing Senate committee on library and scholarly communications. Division Council requested that COR draft proposed bylaws.

Action requested: COR to review and approved the draft, proposed committee bylaws appended to this agenda. The approved memo will be sent to the Senate Chair.

VII. Other Business

Committee on Research (COR)
Minutes of Meeting
December 17, 2014

Pursuant to call, the Committee on Research met at 3:00 pm on December 17, 2014 in Room 324 of the Kolligian Library, Chair David C. Noelle presiding.

I. Chair's Report

Chair Noelle updated COR members on the following updates from the UCORP meeting of December 8:

--Two new Regents were appointed by Governor Brown.
--The State of California's revenues are higher than projected and while there is enough money to buy out the tuition increase, the Governor rejected this option.
--Governor Brown still advocates for a three-year undergraduate degree and asked representatives from student government organizations to opine on this proposals. Student government leaders rejected the proposal with one reason being that Pell Grants do not support summer study (summer work would be required to achieve a degree in less than four years).
--The Regents called for increased efforts to attract the best graduate students to UC graduate programs, but they rejected a proposal to solicit philanthropic sources for funding to provide competitive graduate student offers.
--There will be a 3% increase in faculty salaries, but it has not yet been determined how this increase will be implemented, with the decisions likely being left up to campus administrations.
--Campuses will be asked to balance their resident and non-resident enrollment. Some campuses have overenrolled non-resident students who pay a higher tuition fee.
--President Napolitano is considering establishing a position similar to the previous Vice President of Research and Graduate Studies as well as an "outward facing" position to oversee her initiatives on innovation.
--Issues surrounding non-resident tuition for graduate students are being delegated to the individual campuses. There is still no systemwide policy on

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reducing the negative impact of non-resident tuition on PIs. UCORP also discussed the importance of decoupling graduate education from undergraduate education so the Regents can better understand the unique issues of both.

--Individual campuses have begun taking over technology transfer procedures which were previously handled at UCOP.

--Individual campuses have instituted a variety of innovation projects including awards for student start-up companies. However, some campuses have reported obstacles in developing contracts with certain companies. UCORP is considering surveying potential corporate partners for the bureaucratic and legal issues that have hindered joint efforts.

--UCOP is attempting to increase the UC's web presence with regard to research but is experiencing challenges with funding for additional staff.

--UCOP is reviewing policy concerning the access and management of raw data collected by UC researchers. This issue was prompted by faculty who are separating from the university, introducing questions concerning what, exactly, those faculty can take with them, given that the university officially owns the data.

--The US Office of Management and Budget (OMB)'s Uniform Grant Guidance contains new rules that will take effect with federal awards made after December 26, 2014 (including additional funding increments to existing awards). Of particular importance is a section addressing what PIs need to know, and this will be disseminated to UC faculty. VCR Traina indicated that that he will provide a presentation for UCM faculty in January. VCR Traina also pointed out that the document's biggest potential impact on faculty (which is currently on hold) would be the requirement that all purchases of $3,000 or more must have competitive bids. The current threshold is $50,000. In addition, any item under $3,000 will be considered a supply.

--UCORP opined on two systemwide issues: 1) policy for open access for non-Senate members. UCORP is requesting clarification on whether this includes graduate student TAs. 2) support for diversity and its role in the recruitment and advancement of faculty. Proposed APM revisions that encourage the consideration of contributions to diversity in the evaluation of

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faculty members were seen as vague and confusing by UCORP, and it was recommended that they be rejected.

II. Consent Calendar

ACTION: The December 3 meeting minutes were approved as presented.

III. Reviewing CRU Bylaws

The manager of the Spatial Analysis & Research Center (SpARC) contacted COR Chair Noelle to inquire whether COR should review the center's bylaws. COR members discussed the request and concluded that the current cycle of initial CRU/ORU establishment and subsequent five-year review gives COR ample opportunity to review and comment on bylaws. COR members suggested that annual reviews of SpARC bylaws be completed by the center's Steering Committee who is in the best position to judge the appropriateness of SpARC's bylaws. VCR Traina pointed out that he requests that all research units submit annual reports. COR members agreed that these annual reports would provide sufficient information about the units' activities.

ACTION: COR to send memo to SpARC confirming that the committee prefers to only review bylaws at the time of establishment and five-year review. VCR Traina will begin posting research units' annual reports on his office's website.

IV. Campus Review Item

Prior to this meeting, COR members reviewed, at Division Council's request, the proposed pilot program to establish undergraduate program chairs in SNS and SSHA. Committee members decided that this falls outside the purview of COR as the proposal does not hold significant implications for the campus research mission.

ACTION: COR to inform the Senate Chair that COR has no comments.

V. Faculty Research Grants

Prior to this meeting, the committee analyst compiled the responses received from prior faculty awardees of GRC/COR grants and the funding levels of other UC campuses for their Senate grants. Based on this information, a COR member drafted a graph to illustrate the declining trend of funding for Merced Senate faculty grants in relation to our growth in faculty numbers. Ultimately, this data will be included in the letter from COR to Provost/EVC Peterson to illustrate the importance of increased funding of the Senate faulty grants program.

The letter to the Provost/EVC should note that UCM's per capita funding rate is not significantly below that of other campuses, however, other campuses have more funding sources such as departmental funding and bridge funding. It is quite challenging for UCM faculty members to obtain large extramural awards so these Senate faculty grants can make a significant difference to faculty members' research programs. The letter should also mention that UCM faculty members do not have the safety net that exists at the larger, well-funded campuses. Also, other campuses distribute their funds in different ways. At UCM, some amount of funding gets distributed to school deans and graduate groups, but that is not sufficient to cover the research needs addressed by programs at other campuses, such as bridge funding. A lack of funds for research support can contribute to a decrease in faculty morale, and this fact should also be noted in the letter.

COR members then discussed how best to use the anecdotal information received from the survey that was conducted of previous faculty awardees. Members agreed that the responses should be divided into four main categories and analyzed further: 1) number of extramural awards received as a result of the Senate faculty grants, 2) number of publications generated from the grants, 3) number of presentations delivered due to the grants, and 4) number of graduate students supported. This data will be included in the letter to the Provost/EVC as well as a few stories from faculty members about the awards' positive impact on their research.

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ACTION: Committee analyst will organize the faculty responses into the aforementioned categories and send to the COR member who is serving as lead on this project. The analyst will also determine the number of total applications from AY 2008-2009 to AY 2013-2014. The COR member will add a line to the graph that shows a projected increase in faculty numbers and will draft the letter to the Provost /EVC in advance of the January 14, 2015 COR meeting. The letter will consist of two sections: 1) summary of data received from previous faculty awardees as evidence for how bolstering this funding program could increase research productivity at UCM and 2) a discussion about faculty morale/campus climate issues that are occurring due to the decreasing funding trend.

VI. RDS and SPO Grant Submittal Timelines

Prior to this meeting, the respective directors of Research and Development Services (RDS) and Sponsored Projects Office (SPO) submitted their draft timelines for faculty submission of grant proposals. The directors requested COR's input on the feasibility of the deadlines.

After a brief discussion, COR members decided to postpone providing comments until spring 2015 when the School of Natural Sciences begins to use the new grants management system as a pilot project.

ACTION: COR analyst will notify the RDS and SPO directors that the committee will provide comments after the School of Natural Sciences begins the pilot project.

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There being no further business, the meeting adjourned at 4:30 pm.

Attest: David C. Noelle, COR Chair

Minutes prepared by: Simrin Takhar, Senate Analyst

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January 7, 2014

To: Erin Mutch, Manager, Spatial Analysis & Research Center (SpARC)

From: David C. Noelle, Chair, Committee on Research (COR) David C. Noelle

Re: Request for Preliminary Review of SpARC Bylaws

COR discussed your request to provide a review of SpARC's updated bylaws. The committee agreed that bylaws of this kind should be regularly reviewed by some Senate body in order to provide guidance and additional oversight. While it is the committee's understanding that graduate group bylaws are reviewed annually, the committee does not see a need for a similar schedule for review with regard to research centers on campus. Instead, the members of COR believe that the review of bylaws during the initial CRU/ORU establishment process and during subsequent five-year reviews gives COR ample opportunity to review and comment on research center bylaws. If more frequent guidance is desired, COR suggests that annual reviews of your bylaws be completed by the center's Steering Committee, which is in the best position to judge the appropriateness of your bylaws for SpARC's mission. In addition, it is our understanding that the Vice Chancellor for Research (VCR) requests that CRUs and ORUs submit annual reports, and the VCR has indicated that these reports will be regularly made available to COR for assessment of progress and changes on an "as needed" basis. If this strategy is seen as inadequate, COR will certainly entertain further comments and/or requests.

cc: COR Members
Jian-Qiao Sun, Senate Chair
Senate Office

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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.

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. *Permission of instructor required.*

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		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

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

*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:

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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.

Lines of Evidence for Assessing Community Research and Service Minor				
	Lines of Evidence		**Actions**	
Program Learning Outcome	*Direct*	*Indirect*	*Timeline*	*Performance Goals/Standards (For Direct Evidence)*
1. Identify and clarify core knowledge about conditions of our region and its global analogs as related to the transformation of poverty to prosperity	Final written paper from SSHA discipline-based 195 courses (Upper Division Undergraduate Research); PH 181: Public Healt 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 b) The student describes at least two scenarios/examples of the conditions above c) The student analyzes the dynamics at work in the scenarios/ examples, referencing accurate and relevant research
2. Apply the key concepts of analytics of prosperity; sustainability, and community engagement and community-inspired innovation to improve economic and societal prosperity	Final written paper from SSHA discipline-based 195 courses (Upper Division Undergraduat e 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 b) In the context of qualitative or quantitative outcomes relevant to regional prosperity, the student describes the socio-political factors connected to challenges and potential solutions factors outcomes

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

Engineering Project Review Evaluation & Assessment (Assessment Rubric)

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

Participants

The 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 #/ OUTCOMES	1	2	3	4
CRS 10	D	D	D	D
Community-based Research Experience	M	M	M	M
"Methods"*				
ANTH 170	D	D	D	D
ANTH 172	D	D	D	D
ARTS 192	D	D	D	D
ARTS 131	D	D	D	D
BIO 175	D	D	D	D
BIO 150	D	D	D	D
CSE 100	D	D	D	D
CSE 170	D	D	D	D
ECON 130	D	D	D	D
ECON 151	D	D	D	D
ENVE 105	D	D	D	D
ESS 132	D	D	D	D
GASP 133	D	D	D	D
GASP 142	D	D	D	D
HIST 100	D	D	D	D
HIST 114	D	D	D	D
LIT 100	D	D	D	D
MGMT 155	D	D	D	D
NSED 100	D	D	D	D

PH 103	D	D	D	D
PH 115	D	D	D	D
POLI 170	D	D	D	D
POLI 175	D	D	D	D
SOC 170	D	D	D	D
SOC 175	D	D	D	D
SPAN 141	D	D	D	D
SPAN 142	D	D	D	D
ELECTIVES*				
BIO 125	D	D	D	D
ECON 156	D	D	D	D
POLI 106	D	D	D	D
PSY 124	D	D	D	D
SOC 110	D	D	D	D
SOC 132	D	D	D	D
SOC 180	D	D	D	D
WRI 140	D	D	D	D
ENG 160	D	D	D	D
ENG 180	D	D	D	D
ESS 141	D	D	D	D
WRI 115	D	D	D	D
ANTH 110	D	D	D	D
ANTH 112	D	D	D	D
ANTH 114	D	D	D	D
ANTH 116	D	D	D	D
ANTH 192	D	D	D	D
BIO 192	D	D	D	D
GASP 192	D	D	D	D
HIST 192	D	D	D	D
ENG 181	D	D	D	D
ENG 192	D	D	D	D
MGMT 192	D	D	D	D
MGMT 197	D	D	D	D

PH 192	D	D	D	D
PHIL 192	D	D	D	D
PSY 192	D	D	D	D
SOC 192	D	D	D	D
WRI 115	D	D	D	D
WRI 140	D	D	D	D
WRI 192	D	D	D	D

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

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

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

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

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

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

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

Alignment of the Minor and SSHA Goals

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

Response to University Guidelines for PLOs

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

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

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

Sample General Catalog Text:

Community Research and Service Minor

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

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

The following three themes define the minor:

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

Lower Division Minor Requirement [4 units]

Complete the following course:

- 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) 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: A) the conditions, needs, resources, and opportunities of the region, and 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 Final

3

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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.

Juan C. Meza, Dean, School of Natural Sciences

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

E. Daniel Hirleman, Dean, School of Engineering

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March 25, 2014

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

Colleagues,

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

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

E. Dan Hirleman

E. Daniel Hirleman, Dean, School of Engineering

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

Robin:

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

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

Regards,
Kathleen

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

Hi Robin,

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

Best,

Alex

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

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

Thanks!

Robin

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

Here is a blurb from the proposal:

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

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

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

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

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

many thanks marilyn!

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

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

Marilyn

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

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

Peggy

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

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

Hi Peggy, Who teaches these classes? Have they been taught before? Do we have anything else that would fit into the community engaged research theme that you can think of?

Marilyn

From: Elliott Campbell <ecampbell3@ucmerced.edu>
Date: Mon, 24 Feb 2014 20:39:11 -0800

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

Hi Robin,

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

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

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

Robin

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

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

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

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

Let me know if you can help with this task.

Thanks!

Robin

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

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

See below from yesterday, Robin.

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

Not at all, Robin. Happy to contribute.
ShiPu

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

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

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

Hello ShiPu,

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

Thanks!

Robin

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

Hi Robin,

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

ShiPu

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

Hi Robin

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

regards

t

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

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

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

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

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

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

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

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

Hello Susan,

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

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

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

RE: Community Research and Service Minor "Methods" Requirement

Paul Brown <pbrown3@ucmerced.edu>

Thu 3/27/2014 9:13 AM

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

Hi Robin,

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

Paul

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

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

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

Hi Paul,

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

Robin

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

Hi Paul,

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

Thanks!

Robin

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

Hi Paul,

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

Robin

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

Robin,

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

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

Paul

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

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

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

Hi Paul,

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

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

Many thanks!

Robin

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

Hi Robin,

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

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

Paul

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

Hi Robin, 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, it that isn't possible, then you can go ahead with the other two.

Best,

Nate

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

On Thu, Feb 27, 2014 at 11:24 AM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:
Don't forget about me:) We are hoping to have this information assembled and ready to go to SSHA Curriculum Committee as soon as possible. (Working against a clock!)

Thanks,

Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Monday, February 24, 2014 at 1:48 PM
To: Nathan Monroe <nmonroe2@ucmerced.edu>

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

Thank you very much!

Robin

From: Nate Monroe <nmonroe2@ucmerced.edu>
Date: Monday, February 24, 2014 at 1:31 PM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Robin,

Ok, I'll check with my faculty ASAP, and try to have an answer by the middle of the week.

Best,

Nate

Nathan W. Monroe

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

Hi Robin-

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

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

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

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

Hello Robin,

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

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

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

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

Saludos,

Virginia

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

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

Thursday, February 20th 2014

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

Name	Major	Signature
Yesenia Herrera	Physics major	[illegible]
Chul van Park	History/mgmt	[illegible]
Amy Bower	Applied Mathematics	[illegible]
Becca Bright	Sociology	[illegible]
Sonamtso Lama	Management	[illegible]
Diana Rodriguez	Biology	[illegible]
Alilla Dollar	Biology	[illegible]
Yvette Guzman	Biology	[illegible]
Dini Prabhakar	Biology	[illegible]
Alexander Crosdale	CSE	[illegible]

Thursday, February 20th 2014

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

Name	Major	Signature
Thoua Vang	Management	
Marca Medina	Bioengineering	
Vicki Bickett	M.E	
Rita Kiguoya	Bio	
Presley Ramirez	ESS	
samantha Gaerlan	Biology	
Bryan Juarez	ESS	
LaTriece Crawford	Bio	
Tony Chen	CSE	
Nguyen Tran	Bio	

Thursday, February 20th 2014

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

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

Thursday, February 20th 2014

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

Name	Major	Signature
Sukhjot Gill	Bio	
Shannon Beach	Psychology	
Rocco Bowman	History	
Luz E. Garcia	Biology	
Amayn Summers	English. Interested in having it as a minor, but not as MY minor.	

Thursday, February 20th 2014

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

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

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

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

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

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

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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.

Juan C. Meza, Dean, School of Natural Sciences

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

E. Daniel Hirleman, Dean, School of Engineering

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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

E. Dan Hirleman

E. Daniel Hirleman, Dean, School of Engineering

Subject: ANTH Courses for the Community Research and Service Minor

Date: Monday, February 24, 2014 at 8:27:30 PM Pacific Standard Time

From: Kathleen Hull

To: Robin DeLugan

Robin:

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

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

Regards,
Kathleen

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

Hi Robin,

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

Best,

Alex

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

Hi Alex,

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

Thanks!

Robin

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

Here is a blurb from the proposal:

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

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

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

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

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

many thanks marilyn!

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

Dear Elliot,

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

Marilyn

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

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

Peggy

****

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

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

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

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

Hi Robin,

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

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

> Hi Elliott,
>
> It means asking the programs, for example for Anthropology I checked with our program lead Kathleen Hull; for Psychology I checked with the program lead for Psychology. Does this make sense?
>
> Robin
>
> ---
>
> **From:** Elliott Campbell <ecampbell3@ucmerced.edu>
> **Date:** Friday, February 21, 2014 at 5:09 PM
> **To:** Robin DeLugan <rdelugan@ucmerced.edu>
> **Subject:** Re: FW: Community Research and Service Minor "Methods" Requirement
>
> hi robin,
> thanks again for your patience this week! is the idea here to ask the curriculum committee to make sure we don't swamp their resources by adding to their enrollment or is the idea to ask the instructors of each of the specific classes?
> thanks,
> elliott
>
> On Wed, Feb 19, 2014 at 6:27 PM, Robin DeLugan <rdelugan@ucmerced.edu> wrote:
>
> > Hello Elliott,
> >
> > I can use your help. Can you contact the program leads in Engineering (maybe its you? Or Dan?) and Natural Science to confirm that its okay to list their courses as a way to satisfy the "methods" requirement. I'll contact the SSHA programs. If convenient, you can tweak the message below that I am using for the SSHA program leads.
> >
> > Let me know if you can help with this task.
> >
> > Thanks!
> >
> > Robin
> >
> > ---
> >
> > **From:** Robin DeLugan <rdelugan@ucmerced.edu>
> > **Date:** Wednesday, February 19, 2014 at 6:19 PM
> > **To:** Nella Van Dyke <nvandyke@ucmerced.edu>
> > **Subject:** Community Research and Service Minor "Methods" Requirement

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

See below from yesterday, Robin.

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

Not at all, Robin. Happy to contribute.
ShiPu

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

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

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

Hello ShiPu,

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

Thanks!

Robin

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

Hi Robin,

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

ShiPu

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

Hi Robin

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

regards

t

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

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

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

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

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

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

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

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

Hello Susan,

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

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

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

RE: Community Research and Service Minor "Methods" Requirement

Paul Brown <pbrown3@ucmerced.edu>

Thu 3/27/2014 9:13 AM

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

Hi Robin,

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

Paul

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

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

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

Hi Paul,

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

Robin

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

Hi Paul,

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

Thanks!

Robin

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

Hi Paul,

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

Robin

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

Robin,

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

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

Paul

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

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

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

Hi Paul,

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

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

Many thanks!

Robin

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

Hi Robin,

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

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

Paul

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

Hi Robin, Poli. Sci

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

Best,

Nate

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

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

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

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

Hi Robin-

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

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

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

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

Hello Robin,

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

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

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

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

Saludos,

Virginia

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

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

Thursday, February 20th 2014

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

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

Thursday, February 20th 2014

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

Name	Major	Signature
Chova Vang	Management	
Marra Medina	Bioengineering	
Vicki Bickett	M. E.	
Rita Kiguoya	Bio	
Presley Ramirez	ESS	
samantha Gaerlan	Biology	
Bryan Juarez	Ess	
LaTriece Crawford	Bio	
Tony Chen	CSE	
Manvinder Toor	Bio	

Thursday, February 20th 2014

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

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

Thursday, February 20th 2014

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

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

Thursday, February 20th 2014

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

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

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

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

Name	Major	Signature	Reason
Isabel Lawrence	Earth Systems Science	Isabel Lawrence	Doesn't fit my interests.
Belen Caldera	undeclared	Belen Caldera	doesn't fit my interests.
Angelica Andrews	Economics	Angelica Andrews	does not fit my interests. (not marketable in this world)
Javier Ramos	Bio-engineering	Javier Ramos	Not of my interest
Dana Stubblefield	undeclared	Dana Stubblefield	does not fit my interest, sorry :(
Daucia Simmons	computer science	Daucia Simmons	not necessary; will learn on my own through volunteering / Major already has research requirements
Sam Wilson	Marine Bio	Sam Wilson	Just ~~not~~ doesn't fit my interest / Major already has research requirements
Christopher Chin	Biology	Christopher Chin	Dont need education to help community / Not my cup of tea
Santiago Zamora	Political Science	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 / class space
Anny Huynh	BChem w/Bio emph		lack of time because emphasis already feels like a minor

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SANTA BARBARA • SANTA CRUZ

ACADEMIC SENATE, MERCED DIVISION
UNDERGRADUATE COUNCIL (UGC)
JACK VEVEA, CHAIR
jvevea@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95344
(209) 228-7930; fax (209) 228-7955

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

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

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

UNIVERSITY OF CALIFORNIA, MERCED
5200 N. Lake Rd. Building A
MERCED, CA 95343
(209) 228-SSHA
FAX (209) 228-4007

April 23, 2014

To: Undergraduate Council

Re: Minor in Community Research and Service Proposal

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

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

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

Thank you for your consideration.

Mark Aldenderfer
Dean, SSHA

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

Enclosure

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

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

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

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

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

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

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

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

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

<u>Teaching Resources</u>

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

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

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

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

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

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

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

The following three themes define the minor:

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

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

Two courses define the minor:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The following guidelines must be adhered to:

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

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

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

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

*Community Research and Service Minor**

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

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

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

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

Multi-Year Assessment Plan

Learning Goals

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

Three themes define the minor:

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

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

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

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

Data Collection, Analysis, and Timeline

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

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

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

Engineering Project Review Evaluation & Assessment (Assessment Rubric)

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

Participants

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

Curriculum Map

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

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

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

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

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

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

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

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

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

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

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

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

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

Sample General Catalog Text:

Community Research and Service Minor

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

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

The following three themes define the minor:

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

Lower Division Minor Requirement [4 units]

Complete the following course:

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

Upper Division Minor Requirements [16 units]

Complete the following courses:

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

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

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

March 25, 2014

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

Colleagues,

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

Juan C. Meza, Dean, School of Natural Sciences

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

E. Dan Hirleman, Dean, School of Engineering

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March 25, 2014

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

Colleagues,

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

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

E. Daniel Hirleman, Dean, School of Engineering

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

Robin:

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

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

Regards,
Kathleen

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

Hi Robin,

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

Best,

Alex

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

Hi Alex,

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

Thanks!

Robin

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

Here is a blurb from the proposal:

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

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

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

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

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

many thanks marilyn!

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

Dear Elliot,

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

Marilyn

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

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

Peggy

****

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

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

Hi Peggy, Who teaches these classes? Have they been taught before? Do we have anything else that would fit into the community engaged research theme that you can think of?

Marilyn

From: Elliott Campbell <ecampbell3@ucmerced.edu>
Date: Mon, 24 Feb 2014 20:39:11 -0800

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

Hi Robin,

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

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

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

Robin

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

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

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

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

Let me know if you can help with this task.

Thanks!

Robin

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

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

See below from yesterday, Robin.

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

Not at all, Robin. Happy to contribute.
ShiPu

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

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

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

Hello ShiPu,

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

Thanks!

Robin

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

Hi Robin,

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

ShiPu

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

Hi Robin

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

regards

t

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

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

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

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

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

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

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

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

Hello Susan,

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

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

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

RE: Community Research and Service Minor "Methods" Requirement

Paul Brown <pbrown3@ucmerced.edu>

Thu 3/27/2014 9:13 AM

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

Hi Robin,

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

Paul

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

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

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

Hi Paul,

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

Robin

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

Hi Paul,

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

Thanks!

Robin

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

Hi Paul,

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

Robin

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

Robin,

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

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

Paul

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

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

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

Hi Paul,

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

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

Many thanks!

Robin

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

Hi Robin,

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

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

Paul

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

Hi Robin, Poli Sci

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

Best,

Nate

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

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

Don't forget about me:) We are hoping to have this information assembled and ready to go to SSHA Curriculum Committee as soon as possible. (Working against a clock!)

Thanks,

Robin

From: Robin DeLugan <rdelugan@ucmerced.edu>
Date: Monday, February 24, 2014 at 1:48 PM
To: Nathan Monroe <nmonroe2@ucmerced.edu>

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

Thank you very much!

Robin

From: Nate Monroe <nmonroe2@ucmerced.edu>
Date: Monday, February 24, 2014 at 1:31 PM
To: Robin DeLugan <rdelugan@ucmerced.edu>
Subject: Re: Community Research and Service Minor "Methods" Requirement

Hi Robin,

Ok, I'll check with my faculty ASAP, and try to have an answer by the middle of the week.

Best,

Nate

Nathan W. Monroe

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

Hi Robin-

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

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

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

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

Hello Robin,

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

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

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

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

Saludos,

Virginia

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

> Hello Virginia,
>
> With Alex Whalley, Elliott Campbell (Engineering), Steve Roussos (UCM Blum Center/ReCCES, I am developing a new minor "Community Research and Service". We [plan for the minor to be administered by SSHA and will soon begin the formal submission and review process.
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>
> The Community Research and Service minor provides students with the opportunity to apply the concepts and research methods they have learned in engineering, natural

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

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

Thursday, February 20th 2014

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

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

Thursday, February 20th 2014

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

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

Thursday, February 20th 2014

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

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

Thursday, February 20th 2014

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

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

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

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

Name	Major	Signature	Reason
Isabel Lawrence	Earth Systems Science	Isabel Lawrence	Doesn't fit my interests.
Belen Caldera	undeclared	Belen Caldera	doesn't fit my interests.
Angelica Andrews	Economics	Angelica Andrews	does not fit my interests. (not marketable in this world)
Javier Ramos	Bio-engineering	Javier Ramos	Not of my interest
Dana Stubblefield	undeclared	Dana Stubblefield	does not fit my interest, sorry.
Daricia Simmons	computer science	Daricia Simmons	not necessary. will learn on my own through volunteering. Major already has research requirements
Sam Wilson	Marine Bio	Sam Wilson	just not for me doesn't fit my interest. Major already has research requirements
Christopher Chin	Biology	Christopher Chin	Dont need education to help community/ Not my cup of tea
Santiago Zamora	Political Science	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 / class space
Anny thuynh	BChem w/Bio emph		lack of time because emphasis 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

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

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

May 6, 2014

To: Ignacio López-Calvo, Chair, Division Council

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

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

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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

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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)

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)

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

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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.

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

May 5, 2014

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

Re: Proposal for a Minor in Community Research and Service

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

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

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ACADEMIC SENATE, MERCED DIVISION
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 (G~~R~~C)
Procedures for Submitting Proposals for ~~Graduate Emphasis Areas and~~ Graduate Programs

Approved by G~~R~~C 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 ~~i~~was to incubate graduate program areas to the point where they ~~a~~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.[1]

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)[2]. Both of these bodies must approve new graduate programs before students may be admitted and degrees conferred. CCGA and W~~A~~SCUC 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 W~~A~~SCUC 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, p~~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.

[1] CCGA does not expect any new emphases to be created within the IIGP umbrella, see Appendix A.
[2] Formally known as the Western Association of Schools and Colleges (WASC).

~~http://graduatedivision.ucmerced.edu/sites/graduatedivision/files/public/documents/UCMGrad uateAdvisorHandbook.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 W~~w~~ord 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 W~~w~~ord document and be formatted according to the Graduate Group Bylaws Template.
4. Proposing faculty members should contact the W~~A~~SCUC ~~Academic~~ Accreditation Liaison Officer (ALO), who will identify a W~~A~~SCUC 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 W~~A~~SCUC 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.
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 G~~R~~C (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~~. G~~R~~C must receive~~s~~ comments from CAPRA, the VPDGE, and Provost/EVC ~~and the Graduate Dean~~, and may request revisions from proposing

faculty members. G~~R~~C ultimately votes to approve or reject the CCGA proposal.

~~9.~~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, ~~At about the same time that proposals are submitted to CCGA, the corresponding WASC proposal should be submitted to WASC if necessary.~~ 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: ~~detailed in Section VI.D.5 9 of the Compendium (copied here):~~

a. The Divisional Graduate Council's ~~Academic Senate~~ approval after consultation with CAPRA is ~~–~~referred ~~–~~to~~–~~ ~~the~~ the VPDGE ~~Graduate Dean for~~ for ~~comment and~~endorsement and final transmittal to the Provost/EVC. A copy of G~~R~~C'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 ~~recommendation~~ all required materials to Systemwide reviewers, including the UC Provost, designated UCOP staff, Academic Council Chair, CCGA Chair and Vice Chair, and CCGA Analyst. ~~to the Office of the President for system wide approval.~~ Copies are also sent to the Provost/EVC, ~~Vice Provost and Dean of Dean of Graduate Education~~VPDGE~~Studies~~, the Chair of the Divisional Senate, ~~and~~ the Chair of the Graduate ~~and Research~~ Council, Accreditation Liaison Officer, GC Analyst and Academic Senate Office.

~~d.~~c. ~~The GRC Chair transmits the proposal to the Coordinating Committee on Graduate Affairs for system wide Academic Senate approval.~~

~~e.~~d. When approved by the Office of the President and ~~system wide~~Systemwide Academic Senate, the Chancellor and/or Chair of the Divisional Academic Senate notify the G~~R~~C Chair and ~~Vice Provost and Dean of Graduate Education Graduate Dean~~VPDGE who notifies the graduate program, and Offices of Business~~Accounting~~ & Financial Services, Admissions, Assessment, University Communications, Registrar, Institutional Research and Decision Support, and Planning and ~~Resource Management~~Budget.

Effective Date: ?

~~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

ACADEMIC SENATE
University of California
1111 Franklin Street, 12th 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,

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.[1]

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)[2]. 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

[1] CCGA does not expect any new emphases to be created within the IIGP umbrella, see Appendix A.
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(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.
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    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)

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cc: William Jacob, Academic Council Chair
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Laurie Herbrand, UCM Registrar
Laura Martin, UCM Accreditation Liaison Officer

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.

UNIVERSITY OF CALIFORNIA, MERCED

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON RESEARCH
DAVID C. NOELLE, CHAIR
dnoelle@ucmerced.edu

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

January 8, 2015

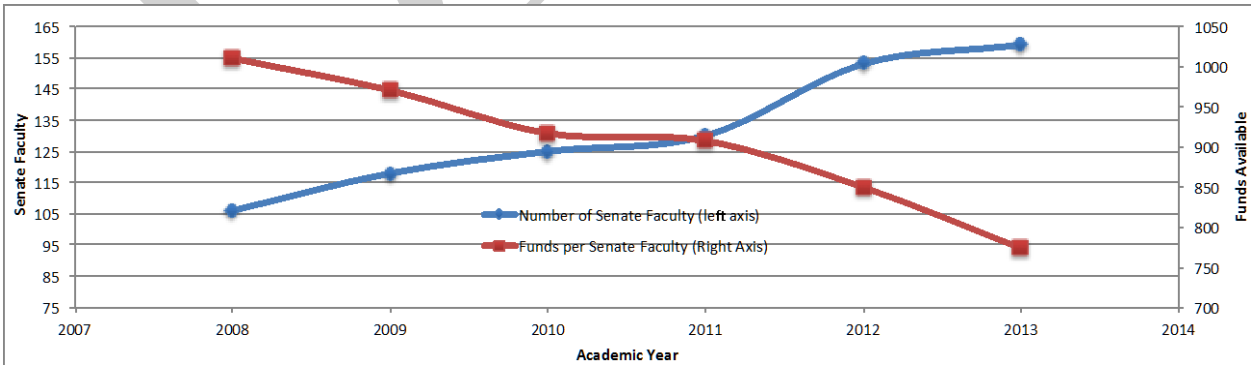
To: Thomas W. Peterson, Provost and Executive Vice Chancellor

From: David C. Noelle, Chair, Committee on Research (COR) David C. Noelle

Re: Request to Increase Funding Level to Senate Faculty Research Grants

---

COR currently administers a small fund ($123,000) which is used to support small research grants to faculty members. Since its inception these funds have been utilized in a variety of ways including bridge funding, targets of opportunity, travel research and small equipment. In part, these funds represent one of the only on campus forms of access to discretionary funds, meaning this fund has had to fill a lot of gaps. While the campus population has grown substantially since 2008 when the fund was created (106 senate faculty in 2008 vs. 159 in 2014) the funding level of this grant has not kept pace with this growth ($107,000 in 2008 vs. $123,000 in 2014). This represents a per capita decrease in funds from $1,009 per senate faculty down to $773 (See graph). Furthermore, the demands on this fund have dramatically increase, in part due to the emerging needs of the campus as it enters the next stage of maturity, but also in light of a tragically bleak federal funding climate. The combination of these events has taxed this fund heavily. If this current level of support continues we run the risk of losing a precious and diminishing resource.



DRAFT

While UCM's per capita funding rate is not significantly below that of other campuses, however, other campuses have more funding sources such as departmental funding and bridge funding, early career awards, endowed professorships, travel awards, graduate student scholarships etc. This one fund has been forced to acts an omnibus solution to a diverse and expanding funding need on our campus.

Effectively, without these other funds sources in place, UCM faculty lack the kind of safety net that exists at the larger, well-funded campuses. While we all agree that a long term funding source solution must be crafted, involving some find of financial autonomy of smaller groups (akin to a department type structure) for the time being these research grants have stood as a stop-gap resource to help our rapidly growing campus remain competitive and respond to rapidly changing research economy.

In addition, given the "start up" nature of our campus, these seemingly small research awards have a very large impact. It is quite challenging for UCM faculty members to obtain large extramural awards so these Senate faculty grants can make significant difference to faculty members' research programs. This fund has done a great deal of good. Since its inception it has been directly responsible for: 1) number of extramural awards received as a result of the Senate faculty grants, 2) number of publications generated from the grants, 3) number of presentations delivered due to the grants, and 4) number of graduate students hired.

Particular highlights include…

In addition, this fund represents one of the only, internal competitive awards on campus. This speaks to an issue of campus morale. At the moment without other sources of funding this one resource must be adequately bolstered to help demonstrate the commitment to grow

We are asking for the Provost to consider increasing the funding to a per capita level equal to its inception ($1000 per senate faculty member) or $159,000 and then commit to maintain this funding level as the campus grows. This would help to bolster the fund and allow greater impact. More importantly, this would only require an additional $36,000 over current allocation. We feel that this modest commitment of additional resources would be very well served and have major impact in terms of productive gains to the research enterprise on campus.

cc: COR
Division Council
Senate Office
Susan Sims, Chief of Staff and Special Assistant to the Provost & Executive Vice Chancellor

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON RESEARCH
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(209) 228-4369; fax (209) 228-7955

January 14, 2015

To: Jian-Qiao Sun, Chair, Division Council

From: David C. Noelle, Chair, Committee on Research (COR) David C. Noelle

Re: Proposed Bylaw Modifications for a Senate Committee on Library & Scholarly Communication

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COR's memo to Division Council of November 24, 2014 (attached) encouraged the prompt creation of a standing committee on Library and Scholarly Communication. In response, Division Council requested that COR draft a formal proposal for the establishment of such a standing committee, addressing the committee's proposed charge and membership, as well as resource issues surrounding the staffing of the new committee. Such a proposal has been generated, taking the form of an itemized list of changes to the UCM Bylaws that would be necessary and appropriate for the establishment of a Committee on Library and Scholarly Communication (attached).

Specifications of standing committees in the UCM Bylaws do not regularly specify constraints on the number of meetings held by the committees during a given academic year, so no such requirements have been included in this proposal. It is worth noting, however, that COR does not expect this committee to meet more than about once per semester. This is consistent with the recommendation of the Academic Senate-Administration Library Working Group (LWG), as made in their Spring 2014 report.

Also note that the membership of the proposed committee draws on expertise from existing standing committees, allowing input from the perspective of resource allocation, support for research, support for graduate education, and support for undergraduate education. This design of the membership is intended to minimize the need for additional recruitment of faculty to provide service to the Division.

cc: COR members
Division Council members
Senate Office

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Modifications to the UCM Bylaws Proposed to Introduce a UCM Division Committee On Library And Scholarly Communication (COLASC)

- **Add this committee to the list of Committees on Educational Affairs:**

  Part II; Title II; 3; B; 1; d: Library and Scholarly Communication

- **Modify correspondence to Assembly committees:**

  Part II; Title II; 4; A: Academic Personnel, Committees, Library and Scholarly Communication, and Privilege and Tenure correspond to the Assembly committees of the same names.

  Part II; Title II; 4; G: Research corresponds to the Assembly committee on Research Policy.

- **Remove library responsibilities from charge of Committee on Research:**

  Remove Part II; Title III; 7; B; 5.

- **Add COLASC Description:**

  Add Part II; Title IV; 4.

4 Library And Scholarly Communication

A Membership: This committee consists of at least four members of the Merced Division and two student members. Representation includes four individuals who are contemporarily members of the Committee on Research, Committee on Academic Planning and Resource Allocation, Graduate Council, and Undergraduate Council, respectively. The committee also includes one graduate student member and one undergraduate student member. The University Librarian and the Chief Information Officer serve as *ex officio*.

B Duties

1 Advises the Chancellor or Chancellor's designee and the Division regarding the administration of the University Library, in accordance with the Standing Orders of The Regents.

2 Makes recommendations to the Division on matters concerning the role of the University Library in the acquisition, storage, and provision of scholarly materials, as well as other resources for

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scholarly communication. These matters include, but are not restricted to, the formulation of University Library policies, the management of the University Library, the University Library budget, the apportionment of related funds, and the allocation of associated space.

3 Maintains liaison with the administration of the University Library on behalf of the Division.

4 Prepares and submits to the Division an annual report on the status of the University Library, as well as related resources for scholarly communication.

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November 24, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: David C. Noelle, Chair, Committee on Research (COR) David C. Noelle

Re: Establishment of Standing Senate Committee on Library & Scholarly Communications

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It is the understanding of the Committee on Research (COR) that Divisional Council is continuing to deliberate concerning the establishment of a UCM Academic Senate Library and Scholarly Communications Advisory Committee (LSCAC), as recommended by last year's ad hoc Senate-Administration Library Working Group. It is our understanding that this matter was tabled at the November 5, 2014, meeting of the Divisional Council, pending further consideration. When the establishment of LSCAC was proposed last year, it was broadly supported by UCM Academic Senate committees. Given this support, COR reiterates its strongest recommendation that this new committee be promptly established.

The monitoring of library issues is currently one of COR's charges. It is clear, however, that supporting research activities is only one part of the library's mission. Issues involving both undergraduate and graduate education, as well as the intelligent allocation of limited campus resources (including space), should also influence the guidance provided by the Academic Senate to the Administration concerning the campus library. Also note that key members of the Administration associated with library issues do not sit as ex officio members of COR.

This is a difficult and transitional time for the UCM Library. It is currently battling increasing costs with limited resources. These battles are being fought over both physical and electronic resources. For example, access to electronic books from Cambridge University Press and Oxford University Press has recently been curtailed due to increases in Short Term Loan fees charged by these and other major publishers. A continued reduction in available library materials and services while the number of faculty

and students grows rapidly to meet the goals of the 2020 Project will surely limit the quality of the research and educational programs delivered by the campus. The challenge is to enable the library to keep pace with our rapid growth, given our resource constraints. This challenge is arising just as a new permanent University Librarian is being recruited. It is clear that this is the time when input from the Academic Senate is most needed.

COR recognizes that the establishment of LSCAC introduces some resource issues for the Academic Senate, but these issues should not be overstated. The ad hoc Senate-Administration Library Working Group suggested that LSCAC meet only once or twice per semester. Thus, faculty commitment to this committee might involve as few as two meetings per year. The needed staff support would be similarly low, and the current COR Analyst, Simrin Takhar, has expressed eagerness to support a newly formed LSCAC. COR holds that the benefits of appropriate library guidance from the Academic Senate, representing research, educational, and resource management concerns, is well worth these meager resource needs, particularly at this time of transition in UCM Library leadership.

COR appreciates this opportunity to communicate the importance of this issue.

cc: COR members
Division Council members
Senate Office

Academic Senate-Administration Library Working Group Final Report

The Academic Senate-Administration Library Working Group (LWG) met three times during the 2013 Fall Semester to address the items in its charge. In addition, the LWG solicited comments from stakeholders from the faculty, student body, and administration.

The LWG reached consensus on two matters. First, the library is an academic unit and the library budget needs to grow significantly in order to reflect past growth at UC Merced and to keep pace with continued growth. The current budget is not adequate to meet the diverse requirements for print and digital information and scholarly communication at a research university, nor to address inflation in scholarly information costs. Second, the LWG strongly supports the creation of a permanent Library and Scholarly Information Advisory Committee with a membership and charge akin to such committees at other UC campuses (see Appendix A). The Library and Scholarly Information Advisory Committee should be charged with addressing the major library issues and potential directions that the LWG surfaced, which include:

Budget

- How, and how much, to grow the library budget and staff to support all areas of activity as the campus adds faculty, students, and new programs.
- Potential budget impacts of open-access publishing, cost inflation of scholarly information, and changing models for acquiring and accessing information.

Space and Infrastructure

- Library public spaces are being used at maximum capacity.
- Space for printed books. There is sufficient stack space to get to 2020, but space needs for 2030 and beyond are uncertain.
- There is not enough space for physical non-book materials to get to 2020, such as manuscripts, university archives, art work, and realia.
- There is a need for digital labs and workspaces, staff and network/hardware infrastructure for digital collaboration and for activities such as data curation. Campus core facilities with missions synergistic to the library (e.g. digital humanities, spatial analysis) could be located in the library.
- Possible solutions include (re)claiming space in Kolligian Library Building or creating library common spaces in new buildings.

Non-Commodity Information

- Non-commodity information is any campus-generated information (physical or digital) for which the campus or individual researchers retain or are granted usage rights.
- Assist researchers in handling non-commodity content through the entire lifecycle of collection, digitization, design, analysis, sharing, discovery, and archiving.

- Management of digital and physical non-commodity information produced as the result of research, instruction, or campus initiatives to digitize and/or preserve non-university information.

Educational Role

- Develop research-ready students (undergraduate and graduate) who have the skills to discover, access, evaluate, and apply information throughout their scholarly, professional, civic, and personal lives.
- Identify and acquire core print and digital collections that are adequate and systematic in coverage and appropriate to student learning and research in all disciplines and at all levels from general education through Ph.D.
- Respond to newly enhanced WASC requirements for information-literacy outcomes and provide in-person and online information-literacy instruction.
- Provide library support for online courses as they emerge.

Research Role

- Support campus research by developing mechanisms to identify collection needs and by providing access to adequate and comprehensive print and digital resources appropriate to all disciplines at the university, as well as aiding in managing the non-commodity information (data, print, other formats) produced by university researchers.
- The growth of the library staff should reflect the expertise needed to support faculty and student research and publication in all forms and disciplines.
- The library itself could be studied by researchers interested in organizational management, economics, educational outcomes, etc.
- The library should be a partner in research projects that would benefit from librarian input and expertise.

Library and Scholarly Communication Advisory Committee

We propose the establishment of a Senate standing committee, the Library and Scholarly Communication Advisory Committee (LSCAC). We believe that a free-standing LSCAC will best meet the needs of the campus, since the issues that such a committee will address are unique to this domain, and since the ex officio membership of this committee will not overlap with that of other standing committees. However, if it proves difficult to staff a free-standing LSCAC, we note that it would be feasible to make the LSCAC charge a part of the Committee on Research charge (as at UC Irvine, see Appendix A), presumably with the LSCAC a semi-autonomous subcommittee of CoR. We note further that LSCAC will generally need to meet only once or twice per semester.

The LSCAC will, of course, aid the library by serving as a two-way conduit for mutual exchanges of information and ideas between the library and its stakeholders. In keeping with such committees on other UC campuses, the committee will advise the Chancellor regarding administration of the Library, and, in accordance with the

Standing Orders of the Regents, advise the University Librarian regarding acquisition, storage and provision of library holdings; and to perform such other duties relative to the Library as may be committed to the Senate by proper authority. The committee will participate with the University Librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds; and will prepare and submit to the Division an annual report on financial problems, allocation of space, facilities for research, and any other matters within its jurisdiction. The LSCAC will also advise the library on matters of importance to the university community, and will liaise with the CIO on matters related to research computing. Finally, the LSCAC will study and report on issues of scholarly communication, including technology, publishing, teaching, archiving, and copyright. The LSCAC promotes education and advocacy for matters concerning the library and scholarly communication.

The proposed membership of the LSCAC is as follows:

Faculty member representing the Academic Senate Committee on Research
Faculty member representing School of Social Sciences, Humanities, and Arts
Faculty member representing School of Natural Sciences
Faculty member representing School of Engineering
Librarian representing the Librarians Association of the University of California—Merced Division
University Librarian (ex officio)
Vice Chancellor for Research (ex officio)
Chief Information Officer (ex officio)
Representative of the Graduate Student Association
Representative of the Associated Students of the University of California, Merced
Vice Provost and Dean of Undergraduate Education (ex officio)

APPENDIX A

University of California Library Advisory Structures

UC Berkeley

Library Committee

Membership:
This Committee has two student members (one graduate, one undergraduate); number of Senate members not specified. 2013-2014 Library Committee has 11 faculty members plus University Librarian "by invitation."

Charge:
- Advises the Chancellor regarding administration of the Library; and
- Performs such other duties relative to the Library as may be committed to the Division.

http://academic-senate.berkeley.edu/committees/libr

UC Davis

Library Committee

Membership:
This committee shall consist of at least ten members, including the following: one undergraduate student representative; one graduate student representative; one representative appointed by the Davis Academic Federation; the chair of the library committee of each college or school having a library committee on the Davis campus; a faculty member from each college or school on the Davis campus that does not have a library committee but does have a committee with responsibility for library matters; and the University Librarian of the Davis campus ex-officio. (Am. 3/16/92; 10/20/97)

Charge:
It shall be the duty of this committee to advise the Chief Campus Officer regarding the administration of the Library on the Davis campus, in accordance with the Standing Orders of the Regents, to advise the University Librarian regarding removal and storage of library holdings, and to perform such other duties relative to the Library as may be committed to the Senate by proper authority. The committee shall report at least once a year to the Representative Assembly. (Am. 6/10/93; effective 1/1/94)

http://academicsenate.ucdavis.edu/committees/committee-list/library.cfm

UC Irvine

Council on Research Computing and Libraries

Membership:
The Council on Research, Computing, and Libraries shall consist of at least one member

from each Faculty and no more than one member from any academic department. To balance the responsibilities of service among the members, each of the following Faculties shall have the following number of members:

1) Biological Sciences (2 members), Health Sciences (2 members);
2) Physical Sciences (2 members), Engineering (2 members), ICS (1 member);
3) The Arts (1 member), Humanities (2 members); Education (1 member); and
4) Social Sciences (2 members), Social Ecology (1 member), Business (1 member), Law (1 member).

The Vice Chancellor for Research, the Associate Vice Chancellor of Information Technology, and the University Librarian shall be ex officio non-voting members.

Charge:

(1) Consider issues pertaining to fostering research.
(2) Advise the Chancellor and represent the Division on matters relating to research policy and administration and academic resources, including information technology, telecommunications, and library policies and administration on the Irvine campus.
(3) Administer general campus funds for faculty research and review and evaluate University-recognized research programs and units.
(4) Advise the Vice Chancellor for Research on campus nominees or applicants for research awards from foundations and other granting agencies which restrict the number of proposals submitted.
(5) Represent the Division on the University Committee on Research Policy, the University Committee on Library & Scholarly Communication, and the University Committee on Computing & Communications
(6) A designated library representative shall be responsible for maintaining Council liaison with the University Librarian, and with any library committees that may exist in any of the Faculties.

Activities of CORCL should take into consideration the university's mission to promote diversity.

http://www.senate.uci.edu/Councils/CORCL/index.asp

UCLA

Committee on Library and Scholarly Communication

Membership:

Nine voting faculty appointed by the Committee on Committees and confirmed by the Legislative Assembly for up to 3 years,
The UCLA University Librarian, ex-officio,
Two student representatives, 1 undergraduate and 1 graduate appointed by their respective student government.

Charge:

The Committee on Library and Scholarly Communication (COLASC) takes, as its principal obligation, to reflect and articulate the views of UCLA faculty members concerning the role

of the University Library in the acquisition, storage, and provision of scholarly materials.

COLASC advises the Chancellor concerning the administration of the Library and scholarly communication. The Committee represents the Division and the faculty in all matters of library policy and advises the Library administration accordingly. COLASC meets twice per quarter

Interactions with Administration:
Primary interactions are with the University Librarian.

http://www.senate.ucla.edu/committees/library/

UC Riverside

Library & Scholarly Communication

Membership:
This committee consists of seven members of the Division, including the University librarian of the Riverside campus, ex officio. The Chair normally also serves on the University Library Committee.

Charge:
It is the duty of this committee to:

(1) Advise the President and the Chancellor regarding the administration of the library and matters concerning scholarly communication at Riverside in accordance with the Standing Orders of the Regents and perform such other duties relative to the library as may be referred by proper authority;
(2) Participate with the librarian in matters relating to the library budget, the formulation of library policies, the allocation of space, and the apportionment of funds;
(3) Provide liaison between the Faculty and the library administration in all matters of library policy;
(4) Prepare and submit to the Division an annual report on financial problems, allocation of space, facilities for research, and any other matters within its jurisdiction;
(5) Participate in an advisory capacity in the appointment of the librarian.

http://senate.ucr.edu/committee/?do=info&id=15

UC San Diego

Library

Membership:
This committee shall consist of seven ordinary members of the Division, including ex officio the University Librarian at San Di ego, who shall not become chair. It shall also have one representative of the Librarians Association of University of California, one undergraduate student representative, and one graduate student representative, who shall not have the right to vote. One member shall also serve on the University Library Committee.

Charge:
The Library Committee shall have the following duties:

(1) It shall advise the President of the University and the Chancellor at San Diego regarding the administration of the Library at San Diego [see 105.2(f) of the Standing Orders of The Regents]. Such advice shall include recommendations concerning the Library budget, the formulation of Library policies, the alloca tion of space, and the apportionment of funds.
(2) It shall perform such other duties relative to the Library at San Diego as may be committed to the Division by proper authority.
(3) It shall provide liaison between the faculty and the Library administration in all matters of Library policy.
(4) It shall prepare and submit to the Division an annual report on financial problems, allocation of space, facilities for research in campus libraries, and any other matters within its jurisdiction.
(5) It shall participate in an advisory capacity to the Chancellor at San Diego and the President of the University preliminary to the appointment of the University Librarian.

http://senate.ucsd.edu/committees/library.htm

UC San Francisco

Library & Scholarly Communication

Membership:
This Committee shall consist of ten members, including the University Librarian of the San Francisco Division, a representative of the Librarians Association of the University of California - San Francisco Division (LAUC-SF), and one representative from either the UCSF Graduate Student Association or Associated Students of the University of California, San Francisco as ex officio members. The student representative groups shall in alternate years provide representatives (in odd years – GSA, in even years – ASUCSF), with each group serving to coordinate and communicate matters of importance relative to the Library on behalf of both groups. In the event that the Student Associations are unable to alternate representation, they shall determine amongst themselves which organization will send representation.

Charge:

(1) To advise the President and the Chancellor regarding the administration of the library at San Francisco, in accordance with the Standing Orders of The Regents, and perform such duties relative to the Libraries at San Francisco as may be assigned to the Division by proper authority.
(2) To provide liaison between Faculty and Library Administration on all matters of library policy.
(3) To participate with the University Librarian on matters relating to library budget formulation policy and the allocation of space and apportionment of funds.
(4) To prepare and submit to the San Francisco Division an annual report on financial problems, allocation of space, facilities for Library research and any other matters within its jurisdiction.

http://senate.ucsf.edu/committee/index.php?committee_id=10

UC Santa Barbara

Committee on Library, Information, & Instructional Resources

(The Committee on Library, Information, & Instructional Resources functions as a subcommittee of the Council on Research and Instructional Resources.)

Membership:
Committee on Library, Information & Instructional Resources consisting of a Chair and five (5) Council members. The University Librarian and Associate Vice Chancellor of Academic Programs serve ex-officio;

Charge:
Acts for the Division in all matters of Library policy and administration and advises the Chancellor and the Division accordingly; reviews and makes recommendations concerning the print, electronic, space and growth needs of the Library; participates in administrative reviews of the Library and formulates recommendations to the Chancellor, the Division and the Council on Planning and Budget as appropriate.

https://senate.ucsb.edu/~councils.and.committees/index.cfm?V=F996622685347CB78BEC86C39837969D

UC Santa Cruz

Committee on the Library and Scholarly Communication

Membership:
There are five Santa Cruz Division members, plus the University Librarian at Santa Cruz serving ex officio. In addition, there are no more than two student representatives. The Chair and Chair-elect of the UCSC Librarians Association are invited to sit with the Committee. The University Librarian does not serve as Chair.

Charge:

1) The Committee advises the President of the University and the Chancellor at Santa Cruz regarding the administration of the libraries at Santa Cruz, in accordance with the Standing Orders of the Regents. It consults with campus and library administration on local and Universitywide library and scholarly communication policies. Scholarly communication refers to the modalities by which research and creative work are made public, as described in 13.23.4. Whenever appropriate, the Committee joins the library administration in providing representation at Universitywide discussions of library policy. It assists the library administration in determining acquisition and management policies for collections, considering changing patterns of faculty and student use of the library, and the varied needs of the different disciplines.
2) In consultation with the University Librarian, the Committee advises the Chancellor

and the Committee on Planning and Budget on the library budget, apportionment of funds, allocation of space, and other matters concerning the library. Advises and consults with the Chancellor on administrative reviews of the library.

3) The Committee studies and reports on issues of scholarly communication, including technology, publishing, teaching, archiving, and copyright. The Committee promotes education and advocacy for matters concerning the library and scholarly communication.

http://senate.ucsc.edu/committees/colasc-committee-on-library-and-scolarly-communication/index.html

California Digital Library

Systemwide Library and Scholarly Information Committee

The Systemwide Library and Scholarly Information Committee was established to advise the University on systemwide library policies and strategic priorities, on systemwide long term planning for the UC libraries including the ten campus libraries and the California Digital Library (CDL), and on strategies to enhance and facilitate the transmission of scholarly and scientific communication in a digital environment.

SLASIAC Membership and Charge:
http://libraries.universityofcalifornia.edu/groups/files/slasiac/docs/SLASIAC_charge_revised_final_111411.pdf

http://libraries.universityofcalifornia.edu/slasiac