

DIVISION COUNCIL

Wednesday, October 8, 2014

Time: 10:00-12:00 p.m.

Call-in Number: 1-866-740-1260, Access Code: 7244512

KL 362

Supporting Documents available on crops: [DivCo1314 Resources / Meeting Agenda's & Materials / October 8, 2014](#) 

Item	Discussion Time
<p>I. Chair's Report and Announcements – Vice Chair Ricci 10 min</p> <ul style="list-style-type: none"> • Welcome • Chancellor & Provost/EVC Meeting-September 15 • Strategic Academic Focusing Initiative-September 19 • Chair, Vice Chair & Directors Retreat-September 23 • Academic Council Meeting- September 24 	
<p>II. Consent Calendar</p> <p>A. Approval of the Agenda</p> <p>B. Approval of September 3, 2014 Minutes (pp 3-6)</p>	
<p>III. Senate Administration IT Advisory Council (pp 7-15) –Vice Chair Ricci 10 min</p> <p>“The Senate-Administration IT Advisory Council for IT Governance supports UC Merced’s Information Technology functions through its advisory role to the Chief Information Officer. In executing its charge the Council informs the CIO’s decision-making, and management of budget and staff resourcing, necessary to prioritizing campus-wide IT academic and administrative projects and advancing UC Merced’s IT capacity and value as a resource for learning and research. The Council meets for a minimum of four times per calendar year.”</p> <p>Action: Discussion of proposed IT Advisory Council.</p>	
<p>IV. Suspension of Appraisal Form (pp16-32) –Vice Chair Ricci 15 min</p> <p>“In Fall 2010, the Academic Senate established the UC Merced Appraisal Form which accompanies the Course Evaluation Form. Since the Spring 2011 semester, SSHA has continuously implemented both of the forms. The Appraisal form was established to collect data on students’ exposure and training in the areas loosely mirroring the UC Merced Eight Guiding Principles of General Education.</p> <p>Action: Discussion and consideration of suspending the Appraisal Form.</p>	

V. Graduate Council COI Policy (pp 36-37) – Vice Chair Ricci **10 min**

The Graduate Council's Conflict of Interest Policy requires it to conduct itself in such a manner that neither the reality nor the appearance of a conflict of interest should be present in any action taken by the Council.

Action: Discussion and consideration of endorsement.

VI. Chair Reports: 2014-2015 Goals **25 min**

- CAP-Member Tsoulouhas
- CAPRA-Chair Kelley
- CoC-Chair LiWang
- GC-Chair Hull
- COR-Chair Noelle
- FWDAF-Chair Ortiz
- CRE-Chair Vanderschraaf
- UGC-Chair Vevea

VII. Guest: VCBAS Reese Campus Parking and Space Concerns (11:30am) **20 min**

At its inaugural meeting DivCo discussed the need to address parking issues related to procedural problems, priority issuance, communication, the consideration of a renewal system and space concerns with the Vice Chancellor of Business and Administrative Services Michael Reese.

Action: Discussion of parking and space concerns.

VIII. New Business**IX. Adjourn****Items Sent to Committees for Review:**

- FWDAF Split due October 17, 2014
- GE Chair Compensation due October 17, 2014
- APM 133-210-220 & 760 Systemwide Review due November 21, 2014

Informational Items:

- Senate-Administration Library Working Group Report (pp 38-46)
- [2014 Compendium: University Review Process for Academic Programs, Academic Units & Research Units](#)
- Community Research and Service Minor Proposal (pp 47-87)

Correspondence

DIVISION COUNCIL
Meeting Minutes
Wednesday, September 3, 2014

Pursuant to call, the Division Council met at 10:00 am on Wednesday, September 3, 2014 in room 362 of the Kolligan Library, Chair Jian-Qiao Sun presiding.

I. Chairs Report and Announcements

- Chair Sun welcomed DivCo members and invited each member to introduce themselves.
- Summary of Summer 2014 Business conducted via email: Chair Sun reported on the two items of business conducted during the summer: Self Supporting Graduate Professional Degree Programs and the Review Process for Research Units.
- DivCo Welcome Packet: Chair Sun reviewed the contents of the welcome packet: DivCo Roster, 2014-15 Full Senate Slate, Corresponding Systemwide Committee Meetings, Senate Organizational Chart, Systemwide Review Process Flow Chart, and Organization Chart.
- Senate Website & CROPS site: Chair Sun reminded members that the Senate website provides information on bylaws and regulations, committees, systemwide & other UC Senate offices, resources, awards, elections, archives, and contact information. The Senate CROPS site includes committee agendas, minutes, correspondence, informational items, committee roster, and campus and systemwide review items. Chair Sun encouraged members to review the website and CROPS site.
- Targeted Reviews: Chair Sun advised DivCo of the previous practice of sending request for reviews to targeted committees based on the issue with a cc to DivCo. As always all committees are welcome to opine with the lead reviewers specified in the request for review.
- Conflict of Interest: Chair Sun reminded committee chairs to discuss their conflict of interest policies with their committee members.

II Consent Calendar

ACTION: The meeting agenda was approved as presented.

III Planning for 2014-2015

Chair Sun identified the following issues of importance for the coming year: strategic planning, program review, admissions/enrollment management, general education, faculty salary equity and diversity. DivCo agreed with the items presented by Chair Sun and added the need to reprioritize and manage space (desk and lab) in order to provide for faculty, graduate student and postdoctoral student needs.

DivCo discussed opportunities to address space concerns and suggested providing the administration with general principles, specific recommendations, and requesting the establishment of a space committee with faculty representation.

ACTION: Chair Sun will discuss the concerns surrounding space planning with the Chancellor and Provost/EVC and request their goals for the academic year.

IV **Program Review: PROC Update**

Chair Sun reported on the changes to program review that include revised policies and procedures to better integrate the Senate and administrative processes. The Senate and the Administration approved the creation of the Program Review Oversight Committee (PROC) replacing the Senate-Administration Council on Assessment and Planning Committee (SACAP) and the Program Review Committee (PRC). PROC will be staffed by a full time program review manager who will report to the ALO/Coordinator of Institutional Assessment. The hiring of the new program review manager will not remove the Senate from the work of program review. As program review remains under the Senate's purview the new program review manager will allow the Senate staff member currently responsible for program review to concentrate on higher level policy work and implementation goals.

Chair Sun also suggested Provost/EVC Peterson add a provision in the Program Review Manager's performance evaluation to include input from the faculty serving on PROC. (Sun also said something about APO staff being reviewed by faculty).

At this time the administration has yet to provide funding for the new program review manager. In the interim the Senate office continues to provide program review support which is an infringement of the approved process and policy and causing a considerable workload issue. In addition to the nine scheduled reviews for the 2014-2015 academic year staff continue to address the seven reviews from AY 2013-2014 and support committees, subcommittees, task forces, etc. work associated with the Senate. DivCo discussed the critical aspect of staff support for program review, the Senate workload, and the necessity to appeal to the administration for additional Senate staff support.

ACTION: Chair Sun requested a program review summary report to inform Provost/EVC Peterson of Senate workload issues. This information will be provided by the Senate Assistant Director.

V. **UC Merced Campus Parking**

DivCo considered campus parking concerns that stem from a system that does not allow permanent faculty and staff to renew permits within a specified time period. While there is representation of faculty on the Transportation and Parking Services Committee (TAPS) faculty continue to express concerns with policies and procedures associated with the current system. To address the concerns, Chief Information Office Kovalchick

was informed of the need for an improved system and is reviewing options for improvement.

DivCo discussed the need to address procedural problems, priority issuance, communication, and the consideration of a renewal system with the Vice Chancellor of Business and Administrative Services Michael Reese.

ACTION: Invite Vice Chancellor of Business and Administrative Services Michael Reese to the October 8, 2014 DivCo meeting.

VI. **Chairs Reports: 2014-2015 Goals**

CAP-Member Tsoulouhas reported CAP will meet for the first time on September 24, 2014 and the APO/CAP meeting is scheduled for October 23, 2014.

CAPRA- Chair Kelley reported CAPRA will meet on September 10, 2014. This year's goals include the prioritization of space and integrating strategic academic planning into the FTE process. CAPRA plans to invite faculty Strategic Academic Focusing Initiative members to attend a CAPRA meeting to report on the committee's progress. CAPRA also requested Provost/EVC Peterson provide a list of all approved faculty positions from AY 2013-2014.

COC-Chair LiWang reported the committee will meet September 4, 2014 and continues to work to fill committee/subcommittee/ad-hoc committee request.

GC- Chair Hull reported GC expects to receive eight CCGA proposals this academic year and requested two additional committee members from CoC to address the workload. IGP is being phased out so there will be a large number of graduate programs working to move their proposals forward. One of the proposals is expected to be the campuses first PDST. This year, committee goals include continuing to implement/revise policies and procedures and address ways to minimize exceptions to policies. Additionally, the CRF review process is expected to be offered electronically in the next few weeks and there is a new Vice Provost/Dean of Graduate Education that affords the Senate an opportunity to establish an excellent working relationship to appropriately share governance.

COR- Chair Noelle reported COR will hold its inaugural meeting today and plans to discuss faculty research and travel grants. Recently research unit reviews were finalized and sent to Provost/EVC Peterson and no official comments have been received from units who are expected to use the newly approved policies. COR's 2014-2015 goals include discussing faculty finance issues including indirect cost return, start up funds, and bridge funding. The committee will continue to monitor lab safety issues and were recently informed by VCR Traina of new processes for preparing and managing extramural grants that will come on line this academic year. The committee will work to provide faculty input and customize the process to our campus.

FWDAF-Chair Ortiz reported FWDAF held their inaugural meeting yesterday where they discussed retention issues that are especially important in light of no new faculty

FTE's, requested numbers from the new VPF Gregg Camfield on retention, and plan to address space issues that affect faculty. FWDAF believes there is a need for additional faculty on current space committees or for a new committee to address space needs. In terms of diversity, the committee is considering requesting a campus wide policy that requires all new hires to include a diversity statement. A number of Bylaw units have already begun this process. The committee also plans to request the consideration of splitting FWDAF into two committees: the Committee on Faculty Welfare and Academic Freedom and the Committee on Diversity and Equity. Furthermore, the committee plans to follow up on last year's request to Provost/EVC Peterson for a new Senate Award for Faculty Mentorship, is continuing to seek a faculty representative to serve on the systemwide Faculty Welfare Committee, and plans to meet with VCBAS Michael Reese to discuss parking but offers DivCo the opportunity to meet with him first.

CRE- Chair Vanderschraaf reported CRE plans to hold its inaugural meeting later this month and will continue to meet informally with committee members throughout the year. This year's goals include: recommending revisions to the Merced Regulations and providing uniform standards for School Bylaws.

UGC- Chair Vevea reported UGC plans the following: to hold enhanced discussions with the administration regarding enrollment planning, to use the General Education program review as a means to address GE issues and determine how the program should function on the campus, and to address committee workload issues by exploring the creation of a CRF committee and distributing the work amongst a larger number of committee members.

Proposed Charge: Senate Administration IT Advisory Council

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

Specifically, the Council is charged to

1. Adopt and disseminate standard processes and criteria for developing, submitting, reviewing, prioritizing and acting on proposed IT initiatives and recommends resolution to issues or conflicts that, if unresolved, would jeopardize the successful completion of approved IT initiatives.
2. Advise the CIO on strategic goals, tactical objectives and institutional policies in the following areas as they relate to UCM information technologies:
 - a. Security and identity management
 - b. Funding models, including resource planning
 - c. Strategic technology plans for classroom and academic needs
 - d. Research Computing
 - e. Disaster recovery planning
 - f. University-wide technology systems that support university business and communication needs
3. Develop and recommend IT policy development, review, and dissemination,
4. Reviews and understands the financial context for IT, forwarding recommendations for project funding levels to the Provost/EVC and Budget Advisory Committee in an effort to optimize investments in technology.
5. Tracks initiative progress throughout their lifecycle, and reporting on whether the stated benefits are realized.
6. Works with the CIO to communicate the status of IT initiatives to the University community.
7. On an as needed basis, establishes task forces to deal with pressing, immediate issues such as:
 - a. Protecting e- data from unauthorized access and disclosure.
 - b. Developing a plan to recover critical business services if a major IT disruption occurs.
 - c. Internal Audit actions

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

Membership:

Academic Senate	Administration
1	1
2	2
3	3

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

Convening Committee:

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

Quorum:

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

Reporting:

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

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON ACADEMIC PERSONNEL (CAP)
RAYMOND GIBBS, CHAIR
gibbs@ucsc.edu

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

September 4, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Raymond Gibbs, Chair, Committee on Academic Personnel (CAP) *Raymond Gibbs*

Re: SSHA Request to Suspend Use of Appraisal Form

CAP appreciates the opportunity to opine on this issue but has no comments.

cc: DivCo Members
Senate Office

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

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September 17, 2014

To: Jian-Qiao Sun, Chair, Division Council

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

Re: Request to Review Senate-IT Advisory Council Draft Charge

CAPRA supports the draft charge of the Senate-IT Advisory Council. However, the committee requests that the charge include a statement regarding the need for the administration to seek consultation from the faculty on the purchase and renewal of expensive software subscriptions that affect faculty and students. Faculty's needs should be investigated and input sought prior to any long term campus investment in such hardware and software.

CAPRA appreciates the opportunity to opine.

cc: CAPRA Members
DivCo Members
Senate office

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

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

September 25, 2014

To: Jian-Qiao Sun, Senate Chair

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

Re: GC comments on the Senate-Administration IT Advisory Council Charge

Graduate Council reviewed the proposed Senate-Administration IT Advisory Council Charge. In general, members had no objections to the proposed charge and recommends adding a graduate student representative to the proposed membership.

We appreciate the opportunity extended to opine.

Cc: Graduate Council
Division Council
Academic Senate Office

Dejeune Shelton

From: Mayra Chavez <mchavez@ucmerced.edu>
Sent: Monday, September 29, 2014 8:52 AM
To: UCM Senate Chair
Cc: cre1415@ucmcrops.ucmerced.edu
Subject: CRE Response: Senate-Administration IT Advisory Council Draft Charge

Dear Senate Chair Sun,

On behalf of CRE Chair Peter Vanderschraaf, I am writing to inform you that the committee chose not to opine on the proposed Senate-Administration IT Advisory Council Charge. The proposed charge did not require an interpretation, legislative ruling, advice or changes to the Division Bylaws and/or Regulations.

Sincerely,

Mayra Chavez-Franco
Senate Analyst
Academic Senate- Merced Division
Phone: 209-228-6312
Email: mchavez@ucmerced.edu

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From: Dejeune Shelton [<mailto:dshelton2@ucmerced.edu>]
Sent: Thursday, August 28, 2014 3:50 PM
To: capra1415@ucmcrops.ucmerced.edu; coc1415@ucmcrops.ucmerced.edu; gc1415@ucmcrops.ucmerced.edu; cor1415@ucmcrops.ucmerced.edu; fwdaf1415@ucmcrops.ucmerced.edu; cre1415@ucmcrops.ucmerced.edu; ugc1415@ucmcrops.ucmerced.edu; Elliott Campbell; Jeffrey Gilger
Cc: divco1415@ucmcrops.ucmerced.edu; Anthony Sali; Jessica Grace; Shannon Adamson
Subject: Request for Review: Senate-Administration IT Advisory Council Draft Charge

Standing and Executive Committee Chairs,

On behalf of Senate Chair Sun, attached please find a draft Senate-Administration IT Advisory Council charge for your review.

Please provide comments to senatechair@ucmerced.edu by **Friday, October 3, 2014**.

Please let me know if your committee will not opine.

Thank you,
Dejeuné M. Shelton
Executive Director, Merced Academic Senate
5200 North Lake Road, Suite 346
Merced, CA 95343
209-228-7954

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UNDERGRADUATE COUNCIL (UGC)
JACK VEVEA, CHAIR
jvevea@ucmerced.edu

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October 2, 2014

**JIAN-QIAO SUN
CHAIR, DIVISION COUNCIL**

Re: UGC Comments on the Senate Administration IT Advisory Council

On September 24, UGC discussed the proposed Senate Administration IT Advisory Council Charge. In general, members had no objections to the establishment of this Advisory Council and offered the following comments and recommendations:

- Grammatical errors in sections 4, 5, 6, 7 and 8 need to be corrected (“Reviews”, “Tracks”, “Works”, and “Establishes”); without that change, the bulleted list lacks parallel structure.
- The proposal refers to a need for balanced representation but does not define “balanced representation”.
- Expand the membership to four members for both the Senate and the Administration to ensure adequate representation of research and pedagogy concerns.
- Add a staff member to the membership, ideally, a person who provides support to faculty and is cognizant of instructional and research computing issues.

We thank you for the opportunity to opine.

A handwritten signature in blue ink that reads "Jack L. Vevea".

Jack Vevea
Chair, Undergraduate Council

Cc: UGC Members
DivCo Members
Fatima Paul, Senate Assistant Director

Enclosures (1): Senate Administration IT Advisory Council Charge

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ACADEMIC SENATE, MERCED DIVISION
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October 2, 2014

To: Jian-Qiao Sun, Chair, Division Council

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

A handwritten signature in black ink that reads "David C. Noelle". The signature is written in a cursive style and is positioned to the right of the "From:" line.

Re: Senate-IT Advisory Council Draft Charge

COR is generally in favor of the draft charge of the IT Advisory Council. However, we suggest that the faculty membership be expanded by one slot in order to allow for individual faculty committee members advocating for undergraduate education, graduate education, research, and the wise use of limited resources. These committee members might be drawn from UGC, GC, COR, and CAPRA, respectively. The administration membership could consequently be expanded by one slot to maintain balance.

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
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October 2, 2014

To: Jian-Qiao Sun, Chair, Division Council

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

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

Re: Senate-IT Advisory Council Draft Charge

FWDAF appreciates the opportunity to opine on this issue but has no comments.

cc: FWDAF members
Senate office



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS
DEAN MARK ALDENDERFER
aldenderfer@ucmerced.edu

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July 17, 2014

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

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

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

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

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

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

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

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

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

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

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

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

Mark Aldenderfer, Dean
James Ortez, Assistant Dean
SSHA

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

Attachments:

Revised Course Evaluation Forms Memo Nov 2010-1.pdf

MEMO

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

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

Date: 11/19/10

Re: final course evaluations

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

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

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

Objective 1: Establish Uniform Course Evaluation Questions

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

Course Evaluation Form

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

Instructor: _____

Course title and number: _____

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

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

Use the scale below to rate the following statements:

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

Score

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

Please answer the following questions:

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

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

3. Other comments or suggestions.

Objective 2: Establish Questions to Evaluate Student Learning Outcomes

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

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

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

Instructor Form:

Instructor: _____

Course title and number: _____

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

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

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

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

Student Form

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

Instructor: _____

Course title and number: _____

How much did this course contribute to your progress on the following UC Merced institutional learning objectives?

Use N/A if the learning objective was not specifically addressed in this course.

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

Statements

Score

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

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

Instructor Form:

Instructor: _____

Course title and number: _____

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

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

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

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

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

Instructor: _____

Course title and number: _____

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

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

Statements

Score

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

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

August 26, 2014

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

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

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

Background

The appraisal of progress form was established by the Academic Senate in response to a request by the *Senate Administration Council on Assessment (SACA)*¹ to address the WASC expectation² to integrate learning outcomes assessment into our course evaluation process.

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

¹ Precursor to the Senate Administration Council on Assessment and Planning (SACAP), now the Periodic Review Oversight Committee ([PROC](#)).

² Stemming from our WASC review for Candidacy for Initial Accreditation

Considerations

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

In light of these issues, as well the challenges to coordinating and processing the appraisal forms raised in the SSHA memo, a temporary suspension, as proposed by SSHA, would allow the institution to systematically evaluate the value of continuing to collect these data via the appraisal forms, and to contextualize the appraisal form process within our larger course evaluation³ and assessment-related goals and data needs. It also would seem useful to complete such an evaluation before implementing either of the pilot revisions to the appraisal form proposed in the SSHA memo. If a campus evaluation is pursued, it would seem important that Institutional Planning and Decision Support be involved; they provide significant support for program assessment through their management of institutional surveys. They are also central to the Data Warehouse initiative.

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

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

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

Encl (1)

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

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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

September 3, 2014

To: Ignacio López-Calvo, Chair, Division Council

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

Re: SSHA Request to Suspend Use of Appraisal Form

CAPRA appreciates the opportunity to opine on this issue but has no comments.

cc: CAPRA Members
DivCo Members
Senate office

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ACADEMIC SENATE, MERCED DIVISION
COMMITTEE ON ACADEMIC PERSONNEL (CAP)
RAYMOND GIBBS, CHAIR
gibbs@ucsc.edu

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

September 4, 2014

To: Jian-Qiao Sun, Chair, Division Council

From: Raymond Gibbs, Chair, Committee on Academic Personnel (CAP) *Raymond Gibbs*

Re: SSHA Request to Suspend Use of Appraisal Form

CAP appreciates the opportunity to opine on this issue but has no comments.

cc: DivCo Members
Senate Office

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

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MERCED, CA 95344
(209) 228-4369; fax (209) 228-7955

September 18, 2014

To: Jian-Qiao Sun, Chair, Division Council

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

A handwritten signature in cursive script that reads "David C. Noelle".

Re: SSHA Request to Suspend Use of Appraisal Form

COR appreciates the opportunity to opine on this issue but has no comments.

cc: COR Members
DivCo Members
Senate Office

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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

September 26, 2014

**JIAN-QIAO SUN
CHAIR, DIVISION COUNCIL**

Re: Suspension of the Appraisal Form

At its September 24 meeting, UGC discussed the SSHA request to suspend the appraisal form. The general consensus was that the form is not serving a useful purpose so members unanimously agreed to move forward with its suspension.

In the future, and in consultation with relevant Senate Committees, School Executive Committees and others as appropriate, UGC will explore ways to develop a strategy to pilot a change to the campus Appraisal Form.

A handwritten signature in blue ink that reads "Jack Vevea".

Jack Vevea
Chair, Undergraduate Council

Cc: UGC Members
DivCo Members
Fatima Paul, Senate Assistant Director

Enclosures (2): Memo from ALO/Coordinator of Institutional Assessment Memo
SSHA request to suspend the appraisal form

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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

September 26, 2014

To: Jian-Qiao Sun, Senate Chair

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

Re: GC comments on SSHA's request to suspend the Appraisal Form

Graduate Council reviewed the School of Social Sciences, Humanities, and Arts proposal to suspend the use of the Appraisal Form and implement a pilot approach for the current academic year. Members would like to note that there seems to be an inconsistency with the practice of the Appraisal Form within the three Schools, as some Schools use the form and others have never implemented its usage.

The council advises that the Appraisal Form has no bearing in graduate education or courses and should not be included in graduate course evaluations. Graduate Council hopes that however this request is resolved it's handled uniformly across the campus.

We appreciate the opportunity extended to opine.

Cc: Graduate Council
Division Council
Academic Senate Office

UCM Senate Chair

From: Mayra Chavez
Sent: Monday, September 29, 2014 8:57 AM
To: UCM Senate Chair
Cc: cre1415@ucmcrops.ucmerced.edu
Subject: CRE Response: Suspension of Appraisal Form Due 10/3/14

Dear Senate Chair Sun,

On behalf of CRE Chair Peter Vanderschraaf, I am writing to inform you that the committee chose not to opine on the request to suspend the Appraisal Form. This request did not require an interpretation, legislative ruling, advice or changes to the Division Bylaws and/or Regulations.

Sincerely,

Mayra Chavez-Franco
Senate Analyst
Academic Senate- Merced Division
Phone: 209-228-6312
Email: mchavez@ucmerced.edu

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From: Dejeune Shelton [<mailto:dshelton2@ucmerced.edu>]
Sent: Wednesday, September 03, 2014 9:35 AM
To: capra1415@ucmcrops.ucmerced.edu; cor1415@ucmcrops.ucmerced.edu; coc1415@ucmcrops.ucmerced.edu; gc1415@ucmcrops.ucmerced.edu; fwdaf1415@ucmcrops.ucmerced.edu; cre1415@ucmcrops.ucmerced.edu; ugc1415@ucmcrops.ucmerced.edu; Jeffrey Gilger; Elliott Campbell
Cc: divco1415@ucmcrops.ucmerced.edu; Anthony Sali; Shannon Adamson; Jessica Grace
Subject: Request for Review: Suspension of Appraisal Form Due 10/3/14

Standing and Executive Committee Chairs,

On behalf of Senate Chair Sun, attached for your review and comments please find a letter from Dean Aldenderfer and Assistant Dean Ortiz requesting the suspension of the Appraisal Form until a strategy is developed for the purpose and process of the form and its resulting data. The Appraisal Form accompanies the Course Evaluation Form and was established by the Academic Senate in the Fall of 2010. The Undergraduate Council is the lead reviewer and as always all committees are welcome to opine.

Please provide comments to senatechair@ucmerced.edu by **Friday, October 3, 2014**.

Thank you,
Dejeuné M. Shelton
Executive Director, Merced Academic Senate
5200 North Lake Road, Suite 346
Merced, CA 95343
209-228-7954

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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

October 2, 2014

To: Jian-Qiao Sun, Chair, Division Council

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

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

Re: SSHA Request to Suspend Use of Appraisal Form

FWDAF appreciates the opportunity to opine on this issue but has no comments.

cc: FWDAF members
Senate office

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

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

September 9, 2014

To: Jian-Qiao Sun, Senate Chair

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

Re: 2014-2015 Conflict of Interest Policy

The Graduate Council should conduct itself in such a manner that neither the reality nor the appearance of a conflict of interest should be present in any action taken by the Council.

Committee as a Whole:

Whenever any matter that affects a member of the Council as an individual or as a member of a department or program is to be decided, that member should absent himself/herself before the vote is taken. If the member does not leave voluntarily, the Chair should excuse the member.

- Members with possible conflicts of interest should discuss the matter with the Council Chair before the pertinent Council meeting. If the Chair foresees a conflict of interest on the part of a Council member, he/she should discuss the matter with the affected member. It is to be hoped that a course of action satisfactory to the member and the Chair can be achieved.
- The Chair of the Council may ask the member to provide information on the matter before the member's departure.
- When confidential information is being provided to the Council, the affected member will be excused by the Chair before the information is provided.
- When student petitions are considered, Council members should consider a student matter in their department/program as a conflict of interest for themselves.
- When routine matters (e.g., course approvals) are being considered, the Chair may elect to allow all members to participate in the discussion and vote. This section is not meant to include program revisions, review committee reports on a specific department or individual student matters.

Subcommittees:

Subcommittee operations are subject to the same rules as the Council as a whole. The Chair may name a replacement from the Council membership for an individual serving on a subcommittee who has a conflict of interest when necessary.

Students:

Students are not permitted to be present in Council meetings when matters pertaining to individual students are discussed.

Review of CCGA Proposals and Graduate Program Reviews:

Members with possible conflicts of interest will be recused from the discussion and voting.

Cc: Graduate Council
Division Council
Committee on Rules and Elections
Academic 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 Diego, 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 allocation 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=F996622685347CB78BE C86C39837969D>

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-scholarly-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>

UNIVERSITY OF CALIFORNIA

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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.

A handwritten signature in black ink, appearing to read 'Mark Aldenderfer'.

Mark Aldenderfer
Dean, SSHA

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

Enclosure

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

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

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

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

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

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

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

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

Support Staff

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

Teaching Resources

The Global Poverty & Practice Minor has created agreements to buy out faculty participation; and funding is required to hire lecturers.

Stipends or honorariums have been provided to visiting professors who have also assisted with course development.

GSI/TA's assist with large intro class and with some local project coordination.

Money for Students [For UCM: Money to support Projects/Partnerships]

One fundamental difference in the two programs, based in part on the campus culture and the students served, is that in general the UCB team is less involved with ensuring that there are field projects for student participation...students set this up on their own.

At UCM resources will be required to develop courses linked to robust community-based research projects. Similar to the current staff support for Engineering Service Learning (funded by a combination of gift and university general funds), staff to help coordinate Community Research and Service projects (see above) will be necessary to institutionalize the experiences for SSHA students in substantially larger numbers. Other resources such as stipends for community partners would also be useful for developing ongoing and robust community-based research projects, but these obviously must be derived from external sources of funding.

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

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

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

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

		Promotion		instructor
		PH 103: Health Communication	4	PH 001 or consent of instructor
		PH 108: Health Care in the San Joaquin Valley	4 (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	
<i>Program Learning Outcome</i>	<i>Direct</i>	<i>Indirect</i>	<i>Timeline</i>	<i>Performance Goals/Standards (For Direct Evidence)</i>
1. Identify and clarify core knowledge about conditions of our region and its global analogs as related to the transformation of poverty to prosperity	Final written paper from CRS 195 and from a methods course from the curriculum map.	Exit survey results; 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

<p>3. Organize scholarly questions of significance and synthesize evidence to answer those questions</p>	<p>Final written paper from CRS 195 and a methods course from the curriculum map</p>	<p>Exit survey results; focus group</p>	<p>Data analyzed in 2017-2018 and again in 2022-2023</p>	<p>a) The student proposes a hypothesis relevant to regional prosperity 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</p>
<p>4. Communicate scientific and scholarly information to academic and non-academic audiences</p>	<p>Final written paper from CRS 195 and a methods course from the curriculum map</p>	<p>Exit survey results; focus group</p>	<p>Data analyzed in 2018-2019 and again in 2023-2024</p>	<p>a) The student identifies the fundamental components of a well-structured argument; 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</p>

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.

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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SCHOOL OF ENGINEERING
E. DANIEL HIRLEMAN, DEAN

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

March 25, 2014

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

Colleagues,

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

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

Juan C. Meza, Dean, School of Natural Sciences

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

Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education

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

E. Daniel Hirleman, Dean, School of Engineering

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PHONE: (209) 228-4411
FAX: (209) 228-4047

March 25, 2014

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

Colleagues,

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

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

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

E. Daniel Hirleman, Dean, School of Engineering

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

Robin:

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

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

Regards,
Kathleen

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

Date: Thursday, February 20, 2014 at 2:06:06 PM Pacific Standard Time

From: Alex Whalley

To: Robin DeLugan

Hi Robin,

Methods for econ and management would be any of:

Econ 10

Econ 100

Econ 130

Mgmt 130

Best,

Alex

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

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

Thanks!

Robin

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

Here is a blurb from the proposal:

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

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

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

Subject: Fwd: FW: Minor
Date: Tuesday, February 25, 2014 at 1:13:05 PM Pacific Standard Time
From: Elliott Campbell (sent by elliott.campbell@gmail.com <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 on ways to transform poverty into prosperity. Community-engaged research contends that change happens when individuals and groups of people are empowered with the knowledge and skills to effect change. University-community collaboration can advance this goal.

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

Date: Thursday, February 20, 2014 at 10:43:30 AM Pacific Standard Time

From: Susan Amussen

To: Robin DeLugan

Robin,

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

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

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

Susan

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

From: Robin DeLugan

Sent: Wednesday, February 19, 2014 6:34 PM

To: Susan Amussen

Subject: Community Research and Service Minor "Methods" Requirement

Hello Susan,

This message is directed to you in your role as History program lead. (I will be sending a separate email to you regarding this minor in your role as HWC Chair).

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

Here is a blurb from the proposal:

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

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3/27/2014

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

RE: Community Research and Service Minor "Methods" Requirement

Paul Brown <pbrown3@ucmerced.edu>

Thu 3/27/2014 9:13 AM

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

Hi Robin,

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

Paul

PAUL BROWN, PhD

Professor of Health Economics and Public Health

Director, Health Sciences Research Institute

UNIVERSITY OF CALIFORNIA, MERCED

pbrown3@ucmerced.edu

5200 North Lake Road, Merced, CA 95343

From: Robin DeLugan

Sent: Thursday, March 27, 2014 12:37 PM

To: Paul Brown

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

Importance: High

Hi Paul,

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

Robin



Date: Tuesday, March 25, 2014 at 11:48 AM

To: Paul Brown <pbrown3@ucmerced.edu>

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

Best,

Nate

Nathan W. Monroe
Associate Professor
Chair of Political Science
University of California, Merced
nmonroe2@ucmerced.edu
<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 Business and Management as courses that may count for the minor "Community Research and Service".

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

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

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

Saludos,

Virginia

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

Hello Virginia,











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

Here is a blurb from the proposal:

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










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

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







Name	Major	Signature
Yesenia Herrera	Physics major	
Chulvin Park	History/winter	
Amy Bower	Applied Mathematics	
Rebecca Bright	Sociology	
Sonamtsolama	Management	
Diana Rodriguez	Biology	
Ailla Dallar	Biology	
Yvette Gorman	Biology	
Dini Pabhan	Biology	
Melander Presdee	CSE	

Thursday, February 20th 2014






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

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



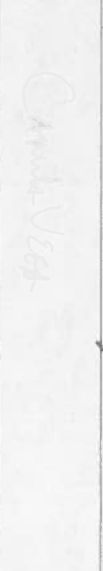



Yes, I am interested in the Community Research and Service Minor

Name	Major	Signature
Shreya Gupta	Cognitive Science	
Tori Palmberg Luis Gonzalez Harris	Psychology Management	 Luis Gonzalez Harris
Peter Racco	History	
Timothy Kim	Economics	
Dorothy McCall	See	
Sebastian Daibura	Biology	
Kyla Gilmore	anthropology	
Brittany Beckman	Biology	
Chiquita Williams	Psychology	

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

Name	Major	Signature
Sukhyi Gill	Bio	
Shanni Beach	Psychology	
Rocco Romano	History	
Luz E. Garcia	Biology	
Amarin Summers	English - Interested in having it as a minor, but not as my minor.	

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

Name	Major	Signature
Christina Cruz	Environmental Engineering	
Maeve Simpson	History	
Camilla Vega	CROSS	
Marionne 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)
Janice Ramo	BIO SCIENCE	Janice Ramo	Not of my mind
Dana Stubblefield	undeclared	Dana Stubblefield	does not fit my interests - not necessary, will learn in my own time
Dawcia Summers	computer science	Dawcia Summers	major already has research requirements
Sam Wilson	Illcrvne Bio	Sam Wilson	just not desent fit my major already has interest in research to help community
Christopher Chin	Biology	Christopher Chin	Not my cup of tea
SANTINO ZAMORA	PHILCALXING	SANTINO ZAMORA	doesnt seem to fit my interests

