GRADUATE COUNCIL (GC)

Monday, October 26, 2015

1:30 – 3:00 pm

SSB 238

Documents available at: UCM Box "GC AY 15-16"

I. Chair's Report – Michael Dawson

II. Vice-chair's Report – Ramesh Balasubramaniam

III. Consent Calendar

A. October 26, 2015 meeting agenda

B. October 14 draft meeting minutes Pg. 1-7

C. CRFs

All CRFs posted on Box: https://ucmerced.box.com/s/nxmumbyluk8qrrbor4cgkocu5y2cm6v9

- EECS 284
  - Confirmation received that this is a modification only.
- ME 255
- CHEM 250
- ES/QSB 256
- PH 201—208B
- PH 241
- ES 227

IV. Project 2020 and Graduate Education Pg. 8

On October 2, GC sent a memo to the Senate Chair, CAPRA chair, and VC Feitelberg with a list of questions to consider about graduate education. The answers provided raised/left some concern and some questions were not addressed at all.

Discussion: Should GC request clarification? If so, on what matters?

Recommendation: Yes

Action: Follow-up memo / invitation to Abigail Rider (& Dan Feitelberg).

V. Composition of Master's Committees Pg. 9-11

Background: A graduate group's policies & procedures are consistent with the GPP in that a substitution of a Senate faculty member by a non-Senate member is allowable. The small difference is that the graduate groups' policies & procedures do not state that the substitution is dependent upon an exception granted by the VPDGE according to GC policy/delegation.

Discussion: Should GC amend our policy such that in applied fields graduate groups can routinely compose an MS committee of 2 Senate + 1 Senate/non-Senate members? Or should GC retain the requirement that an exception be required?

Recommendation: Retain requirement for exception.

Action: GC to vote to retain or amend policy.

VI. Campus Review Items Pg. 12-22

A. Academic Degree Policy. The policy was proposed by the joint Senate-Administration Academic Degree Programs Working Group. This working group was established at the request of Provost/EVC Peterson.

UGC and GC are the lead reviewers.

Recommendation: Approve, after copyediting.

Action: GC to vote to approve or make revisions to the policy.

B. Revised Public Health Bylaw 55 Unit proposal Pg. 23-39

Public Health revised last year's proposal to establish a bylaw 55 unit based on Senate committee comments.

Recommendation: No intersection with graduate education. Do not discuss.

VII. Consultation with VPDGE Zatz

VIII. Upcoming business

- CCGA proposals – EECS December 15. Revised ME received October 19.
- ES program review - November 2 and 3
- Timing of Award of PhD and MS

- Graduate Advisor's Handbook
- Professional Degree Supplemental Tuition (PDST)
- Guidelines for TA Supervision, complement to Graduate Handbook guidance on choosing grads for TAships
- Awards
- Summer Lectureships TAs
- UC Merced reaffirmation – self report & visit 2016-18

IX. Other Business

X. Executive Session (voting members only)

Graduate Council (GC)
Minutes of Meeting
October 14, 2015

Pursuant to call, the Graduate Council met at 4:00 pm on October 14, 2015 in Room 362 of the Kolligian Library, Chair Michael N Dawson presiding.

I. Chair's Report

Chair Dawson updated GC members on the following:
--October 12 Division Council meeting. Major items of discussion included the allocation of the 1.5% component of the 3% increase in faculty salary and the revised GASP major proposal.
--October 7 CCGA meeting.
--Project 2020 design meetings with design teams and faculty representatives.

II. Vice Chair's Report

Vice Chair Balasubramaniam updated GC members on the October 8 PROC meeting. PROC members discussed ways to make the program review process more engaging for campus stakeholders and how to ensure that input received from program reviews is tied to outcomes. Lastly, there was consensus on PROC that the draft policy on designated emphases and concentrations is effective.

III. Consultation with Provost/EVC Peterson

Prior to this meeting, GC asked Provost/EVC Peterson to address specific questions related to graduate education.

One question was about Project 2020 and its impact on graduate students. Provost/EVC Peterson emphasized that there should be no inconsistency between objectives one wants to accomplish by hiring through pillar process/clusters and supporting the graduate programs the campus currently has. He reminded GC members that graduate groups helped draft the proposals from the thematic pillars.

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In response to a question about opportunities that will exist in the future for communication between the strategic academic focusing (SAF) process and Project 2020 (as there is some concern that the two are too separated), especially in regards to the types of graduate student space, Provost/EVC Peterson replied that he examined wet and dry lab space and computational space, and those projections were factored into the 2020 plans. However, there will be some variation to these plans, and that is why, in the first iteration, there were no specifics on space based on discipline. A GC member emphasized that SAF plans will evolve with time and that a process for clear communication could be highly beneficial.

A GC member inquired about shared graduate programs across the schools, specifically, whether SAF intends to prioritize FTE lines for shared graduate programs and whether bylaw 55 units and graduate groups can make a case for hiring faculty members for this purpose. Provost/EVC Peterson affirmed this and added that he hopes all faculty members have the same mission, which is, to expand the academic reach of UC Merced. He encourages collaborative and interdisciplinary activity and stated that the thematic pillars are the ideal way to build these interdisciplinary cluster areas. However, he recognizes that there are also specific foundational needs that need to be met.

With regards to where the SAF process currently stands, Provost/EVC Peterson confirmed that he previously sent a letter to the three thematic pillars that were identified to receive FTE lines this year under his six-year hiring plan. He hopes the steering committees of each pillar will invite him to meet with them.

A GC member asked how the six-year hiring plan, with its combination of thematic pillars and foundational hires, is being marketed and communicated outside the campus community. Provost/EVC Peterson stated that once the Regents have approved UC Merced's 2020 project, then the campus should focus on showcasing the demand for a UCM education and the growth in faculty numbers. The Chronicle of Higher Education is but one source. The

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Chancellor will be consulted about the types of publicity that will be employed.

Provost/EVC Peterson then stated that there are no plans to renege on the original goal of hiring 150 faculty members over the next six years. However, due to the uncertainty of the sequence of buildings and the various space constraints, the hiring rate and portfolio may have to change. The Provost/EVC suggested that perhaps in the first few years, the campus should hire fewer faculty members and focus on those that do not require laboratory space. In the later years of the six-year plan, after the buildings are established, the campus can increase the rate of faculty hiring and welcome those with wet lab needs. The Provost/EVC asked for input on how to communicate this to the campus and mitigate any fear that he is reneging on the original plan. A GC member recommended that the Provost/EVC meet with individual bylaw 55 units. Another GC member pointed out that some faculty are concerned by the generic nature of the space needs that were conveyed to the design teams, and faculty members concerns may be quelled somewhat if they knew if there would be capital funds set aside for the space to be adapted.

IV. Consent Calendar

ACTION: Today's agenda and the September 23 meeting minutes were approved as presented.

V. CRFs

--EECS 284.
Confirmation requested: if this is a new or modified course (the graduate group approval memo reflects the former and the CRF states the latter).
--ME 255. Explanation requested on how the course fits into the existing ME graduate course work.
--QSB 256/ES 256. Further justification is requested on why these courses are conjoined (the explanation provided about enrollment needs is insufficient).
--NSED 304. As NSED is an undergraduate minor that cannot deliver graduate courses, this CRF will be declined.

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--CHEM 250. Explanation requested on how the course fits into the existing CHEM graduate course work. Also remind the graduate group that the syllabus is intended to clarify course expectations for students and so the letter grade and breakdown should be clear about expectations for program (is this distribution normal for CHEM?) and requirement for passing grade in graduate school.
--PH 201-208B and PH 241. Will be reviewed by the CRF subcommittee and placed on the October 26 GC agenda.
--ES 227. Will be reviewed by the CRF subcommittee and placed on the October 26 GC agenda.
ACTION: GC will send memos to the relevant graduate groups via educational policy committees requesting the aforementioned information. Upon receipt of the information, GC members will re-review the CRFs.

VI. CRF and Awards Subcommittee Procedures

GC members discussed the following suggested procedures for the CRF and Award Subcommittees:
Alternative #1:

1. Each new CRF be allocated to one of the faculty subcommittee members as lead reviewer and secondary reviewer.
2. The subcommittee discusses, and subcommittee chair compiles the summary and communicates it to the GC chair.
3. GC and CRF subcommittee chair decides on the course of action and implements it with the assistance of the GC analyst.

ALO Martin would provide input at steps 2 and 3.

Alternative #2:

1. Downsize the CRF subcommittee to 1-2 GC members (GC chair, CRF subcommittee chair, and ALO Martin). Review procedures will progress as stated above. The whole of GC is responsible for skimming all CRFs as another layer of review.
2. Put all other GC members onto the Awards subcommittee.

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ACTION: Chair to finalize and circulate new policy.

VII. Report from Awards Subcommittee

Pending decision above, GC will begin review on first round of award applications (item one on the "white paper" previously drafted by the Awards subcommittee and circulated to GC members). Item two of the white paper was discussed briefly and received generally positive feedback. Item three was not discussed due to time limitations.

ACTION: Both items two and three of the white paper are moved to the Policy Subcommittee to be turned into 1) protocol for GC and 2) communication to non-GC UCM partners in this arena.

VIII. Grade Appeals Policy

A GC member requested clarification on which dean is referred to in one of the footnotes.

ACTION: The policy will be revised and circulated to GC members via email consent calendar.

IX. Review Items

Before opining on the review items, GC members discussed how to handle the numerous review items in the future. While the GC chair has the authority to decide on which items the council will opine, he would prefer a transparent process. It was decided that the Chair will read and summarize each review item and recommend whether the council should opine. This "should opine/should decline to opine" recommendation will be noted next to each review item on the agenda. Any GC member may request during the meeting that GC discuss in more detail, but otherwise the recommendations will be accepted as the basis of the memo to be drafted by the Chair and circulated to GC for consent calendar by email.

--proposed revisions to the L(P)SOE chapter of the MAPP. GC supports the revisions.

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ACTION: A memo will be sent to the Senate Chair with GC's position.

--Honors Task Force report. GC supports in principle but encourages the next stage of planning for Honors to explore opportunities for graduate students to be involved in instruction with Honors students—routinely as TAs and less frequently for the most able teachers as lead instructors (with mentoring); GC would be interested to consult on such opportunities as it would dovetail with the council's efforts to enhance teaching as scholarship. On a related note, GC does recognize that in a world of finite resources, investment in one initiative will inevitably impact another initiative. In this context, GC requests that those impacts be carefully estimated, minimized to the extent possible, and that investment in Honors be used to leverage opportunities that may be integrated vertically to improve complementary missions of the campus around research, teaching and scholarship.

ACTION: A memo will be sent to the Senate Chair with GC's position.

--proposed revisions to Senate Bylaw 140.

--proposed revisions to Senate Regulations 417 and 621.

The matter does not intersect with graduate education and so GC declines to comment.

ACTION: The Senate Chair will be informed that GC has no comments.

--proposed revisions to the Presidential Policy on Sexual Violence and Sexual Harassment. GC supports in principle and, per the council's summary last year, anticipates the policy will be sensitive to the subtleties of the full range of roles that graduate students play on campus.

ACTION: A memo will be sent to the Senate Chair with GC's position.

X. VPDGE Updates

VPDGE Zatz provided new projections for graduate groups are available.

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It has come to the VPDGE's attention recently that some international students may need a masters degree en route to seek employment in their home countries with a PhD. The magnitude of this issue is unclear. VPDGE Zatz will attempt to gather the following information: 1) graduate groups that cannot offer a masters degree en route 2), a list of countries that have this requirement, and 3) the number of students on our campus that therefore might be affected.

XI. Executive Session

Items to be discussed were tabled until the October 26 GC meeting due to the absences of particular GC members.

There being no further business, the meeting adjourned at 5:30 pm.

Attest:
Michael N. Dawson, GC Chair

Minutes drafted by the GC Chair

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October 2, 2015

To: Cristián Ricci, Chair, Division Council
Joshua Viers, Chair, CAPRA
Dan Feitelberg, Vice Chancellor, Planning and Budget

From: Michael Dawson, Chair, Graduate Council Mike Dawson

Re: Project 2020 - infrastructure to support graduate education

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During the September 23, 2015 meeting of Graduate Council (GC), members considered issues that may impact the success of graduate education, overall and with respect to its heterogeneity among disciplines, in terms of Project 2020. Below, we summarize our deliberations and request these matters be considered while selecting the winning project.

— To what extent are (1) the number and (2) the types of graduate student work spaces aligned with projections in SAF plans?
— To what extent are (1) the number and (2) the mix of uses of wet and dry lab spaces aligned with projections in SAF plans?
— Are such spaces high quality (i.e. not cubes, near workplaces, natural lighting, sufficiently large, etc) and tailored to specific mixed needs of different graduate groups?
— Space is often described as "flexible", but such space is not designed for a specific purpose and therefore may be suboptimal for all uses. How will spaces that are efficient and appropriate be gleaned from flexible space?
— What additional space is planned to foster interaction within and among graduate students (within and among disciplines)? What will this space look like and consist of?
— What plans exist for graduate activities that enrich, through respite from, scholarly activities, such as recreational and contemplative space?
— What plans exist for advanced educational pedagogical space that support teaching as scholarship?

We would be happy to facilitate discussion on these topics as planning and, in time, implementation continue.

If you have any questions, please contact me.

cc: Graduate Council
Division Council
Senate Office

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Peggy A. O'Day
Chair, Environmental Systems Graduate Group
Professor & Founding Faculty
(209) 228-4338
EMAIL: poday@ucmerced.edu

Oct. 21, 2015

To: Graduate Council
From Peggy O'Day, Chair, Environmental Systems (ES) Graduate Group
cc: Environmental Systems Executive Committee

Subject: Environmental Systems Policy for M.S. degree committee composition

It has come to our attention that the approved policy for student committees for the M.S. degree in Environmental Systems differs from the policy stated in the UC Merced Graduate Handbook.

The Environmental Systems CCGA-approved policy states:

2.3.5 Faculty Committee for M.S. Degree. *Once the M.S. student selects his/her major professor, he/she, in consultation with the major professor and program faculty, forms a degree committee. The role of the degree committee is to advise on and supervise the student's choice of courses, thesis research, serve on examination committees, and/or review and pass upon the merits of the thesis. The degree committee is composed of a minimum of three members, including the major professor; the majority of the committee must be ladder ranked ES faculty. Other committee members may be regular or adjunct faculty from any UC campus, or an individual from outside the University of California who has special expertise and qualifications. In this case, the major professor should submit a brief statement indicating the appointee's affiliation and title and how the prospective appointee has special expertise or qualifications that are not represented on the campus. In addition to the justification letter from the major professor, a curriculum vitae and a letter from the proposed appointee indicating a willingness to serve must be submitted to the Dean of Graduate Studies for review and approval. The committee membership must be approved by the Dean of Graduate Studies.*

Our current procedure is for the Graduate Group Chair to review and approve the proposed non-UC member on behalf of the graduate group, and forward the proposal and Chair's endorsement to the Graduate Dean.

The Graduate Handbook states (pg. 60):

The thesis committee is comprised of a minimum of three voting members of the University of California Academic Senate -- not necessarily the Merced Division - - or the equivalent. A majority of the committee, but not necessarily all, shall be affiliated with the program.

The ES program and its policy for M.S. students was approved by CCGA in 2007 and we have been following this policy since program approval. The Graduate Handbook was first drafted around 2007, but are unaware of when this particular policy was approved by UC Merced Academic Senate.

The ES Graduate Group requests that the Graduate Handbook be modified to be consistent with the ES M.S. program guidelines for the following reasons:

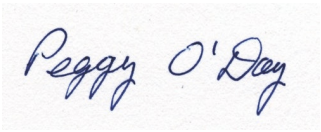
1. In ES, we have a population of about 25% thesis M.S. students. These students are often completing projects that are more applied and smaller in scope (of course) than a Ph.D. project. Their research often involves outside collaborators who are not UC faculty, as one of our program aims is to connect M.S. students to potential employers and gain practical experience. Outside members have served our graduate students well and we see value in facilitating their involvement with student research, especially given the interdisciplinary nature of the ES program.

2. For M.S. students in our field, a committee of three members is typical. Given the scope of a M.S. thesis project and the time commitment involved in reading a thesis and providing substantive comments, it seems excessive to us to require three ranked UC faculty plus a fourth outside member, especially if the outside member is actively engaged in the student's project and anxious to serve on his/her committee. The outside member often has much more input on the student's research than our own faculty.

3. The ES program policies were approved by CCGA before the Graduate Handbook was approved on our campus. It seems to us that the Graduate Handbook should be consistent with an existing policy of a CCGA-approved program. Approval by Dean exception, which is now occurring repeatedly, is burdensome.

The ES faculty discussed this issue at our meeting on Oct. 21, and the faculty endorsed our current policy.

Thank you for your consideration of this matter.



Peggy O'Day

INFORMATION FOR AGENDA ITEM V

Examples from two sister campuses are provided below. These in essence match UCM policy.

http://grad.berkeley.edu/policy/degrees-policy/
It is preferred, but not required, that students following Plan I have on the thesis committee an outside member, an Academic Senate faculty member outside the student's major field. If a proposed committee member does not belong to the Academic Senate, a request for an exception must accompany the application for advancement to candidacy.

http://www.graddiv.ucsb.edu/academic/committees#masters-thesis-committee
The master's thesis committee consists of at least three UC Academic Senate members, with a tenure-track faculty member from the student's major (home) department serving as chair or co-chair. At least two members of every master's thesis committee must be tenure-track faculty. The majority of the three members shall be from the student's UCSB major (home) department … At the department's discretion and with the Graduate Council's approval, one non-Academic Senate member may be appointed to serve, for up to 3 years, as a committee member or co-chair (not as sole chair).

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Date: September 30, 2015

To: Tom Peterson, Provost and Executive Vice Chancellor
Cristián Ricci, Academic Senate Chair

From: Joint Senate-Administrative Academic Degree Programs Working Group

Re: Proposed revisions to the Academic Degree Programs Policy

Dear Tom and Cristián,

The Academic Degree Programs Working Group met over the summer via email and in-person. The working group was composed of myself, AY 2014-15 GC Chair Kathleen Hull, Vice Provost and Dean of Undergraduate Education Elizabeth Whitt, Director of Institutional Assessment Laura Martin, and AY 2014-15 UGC Chair Jack Vevea. The working group finalized the proposed revisions to the Academic Degree Programs Policy based on the last revised version approved on December 1, 2014 and would like the document to go through formal Senate and Administrative review process.

As requested by the Academic Senate Office, a track-changes copy of the policy (pg. 3-8) and final version with all changes accepted is also included for review (pg. 9-14). A revised workflow is also enclosed for consideration (pg. 15); the original workflow document did not permit track-changes so those are not included.

The Academic Degree Programs Policy Working Group was formed by the request of the Provost in response to an Academic Senate memo sent on March 2 (pg. 16). The Joint Senate-Administration working group provided an opportunity to address mutual concerns regarding the policy for the establishment or revision of academic degree programs. The sole of goal of the working group was revising the policy for review this fall semester.

Sincerely,

Marjorie S. Zatz, Co-Chair
Vice Provost and Graduate Dean

Kathleen Hull, Co-Chair
AY 2014-15 Graduate Council Chair

CC: Elizabeth Whitt, Vice Provost and Dean of Undergraduate Education
Susan Sims, Special Assistant to the Provost/Executive Vice Chancellor and Chief Staff
April Graves, Executive Assistant to the Provost and Executive Vice Chancellor
Laura Martin, Director of Institutional Assessment
Kerry Clifford, Program Review Manager
Fatima Paul, Academic Senate Interim Executive Director
Simrin Takhar, Academic Senate Principal Analyst
Jack Vevea, Associate Professor, SSHA
Michael Dawson, Chair, Graduate Council
Christopher Viney, Chair, Undergraduate Council

UC Merced Policy and Procedure Manual
Chapter xx, Campus Organization and Management
Section xx, Establishment or Revision of Academic Degree Programs
Approved: December 1, 2014
Supersedes: Version dated 5.~~19.2010~~31.2011.

Source Document: *"Systemwide Review Process of Academic Programs, Academic Units, and Research Units"* (see ~~http://www.ucop.edu/acadaff/accomp/) and "*Procedural Manual for the Review of Proposals for Academic Programs and Units (May, 2003)*"~~http://www.ucop.edu/institutional-research-academic-planning/_files/compendium_sept2014.pdf) and *"Coordinating Committee on Graduate Affairs Handbook* (see http://senate.universityofcalifornia.edu/committees/ccga/CCGAHandbookJune2014Final.pdf)

Exhibit B, Flow Chart -- Approval Process for Academic Degree Programs

I. Purpose

This section describes the formal steps to be taken in planning, preparation, transmittal, review, ~~and~~ implementation ~~of proposals for the establishment, transfer, or~~ , and discontinuation of ~~an~~ academic degree ~~program~~programs at UCM.

II. Policy

A. For the purpose of this policy, an academic degree program is considered any regularized sequence of courses leading to a degree, including those programs sponsored by groups of faculty from different academic units. Proposals to offer new degree titles are also covered by this procedure.

B. The process for the creation or discontinuation of academic degree programs shall be in accordance with the University's system of shared governance and shall be consistent with the relevant ~~Universitywide~~University-wide policy statements cited in this section. A summary of the UC system requirements and guidelines for approval of a new program or degree title is given in the *Compendium*, Section II.~~C.~~

With the exception of undergraduate degree programs involving a title unique to the Division ~~(e.g., BFA, BBA, etc.),~~ all actions involving **undergraduate** degree programs are carried out at the campus level and there is no systemwide review (*Compendium*, section II.A.). Proposals for all new **graduate** degree programs, including self-supporting degree programs, multi-campus degree programs, and degree programs jointly sponsored by UC campus(es) and other higher education institutions (e.g., CSU), are reviewed systemwide (*Compendium*, II.B.1).

C. ~~Generally, campuses are expected to~~Campuses should include anticipated actions such as the establishment of new academic programs in the campus Five-Year Perspective at least one year prior to the proposal being reviewed on campus (two years for proposed new schools and colleges).

D. Each party in the process ~~is expected to~~will expedite consideration of pending proposals. ~~Answers to questions that arise in the review process shall be sought from earlier reviewers and incorporated into recommendations as needed. Revisions~~Substantive revisions to proposals ~~may~~should be ~~approved without~~ re-~~review~~reviewed by advisory parties ~~but~~. Revised proposals require approval by parties with authority to approve or reject a proposal.

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III. ~~Development of Proposal~~Planning

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~~A. Graduate Degree Program~~

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~~Proposals for new graduate degree program should follow the format described in the UC Academic Senate *Coordinating Committee on Graduate Affairs (CCGA) Handbook* and current guidelines of the Graduate Council (GRC) and the Committee on Academic Planning and Resources (CAPRA).~~
~~For name changes to graduate degree programs, the decision making process may occur on campus if the proposed name change is not associated with a fundamental change in the nature of the graduate degree program or a need for substantial new resources. There is no systemwide review, but the action must be reported systemwide to the CCGA chair and analyst, Council Chair, and Coordinator – Program Review and certain supporting materials must be provided. Campus decision-making must involve approval by the Graduate and Research Council and favorable review by the campus administration. If such a "simple" name change is contemplated, the faculty member responsible for the degree program is encouraged to consult with the Graduate and Research Council Chair, CCGA Chair, and Coordinator – Program Reviews to determine whether systemwide review is required (*Compendium*, II.B.2).~~

~~B. Undergraduate Degree Program~~

~~Proposals for a new degree program should follow the format provided here. Current Undergraduate Council (UGC) and CAPRA policies and guidelines should be consulted for details.~~

~~1. Program Description and Rationale: Describe the focus of, and rationale for, the proposed program. Describe how the proposed program will contribute to undergraduate education at UCM. If pertinent, include job market demand, graduate education/professional school prospects for majors, and expected student demand. If this is not a standard major in name or program design, or it is an interdisciplinary program, describe the program elements and provide justification for them. Discuss overlaps with, or complements to, existing undergraduate degree programs.~~

~~2. Program Requirements: List lower division and upper division course requirements, including lower division preparatory courses required outside the major and upper division course requirements outside the major field. Enumerate program learning goals and outcomes, and articulate how course requirements or program changes address intended learning outcomes. Discuss how outcomes assessment will be accomplished.~~

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~~3. Accreditation (if applicable): Describe requirements for programmatic accreditation and plans for achieving that accreditation, if required or desirable.~~

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~~4. Resource Needs and Plans: Include faculty who will support the program, needs for specialized staff, amount of specialized space needed (e.g., teaching labs, studios, performance space, etc.) other than standard classroom or lecture space, library resources needed and plans for providing library resources, needs for instructional computing resources, special student support services, needs for field studies, other off-campus activities, or any other facilities or resource needs.~~

~~If resources for the program are to be provided by units other than the Dean of the School housing the program (e.g., by the Chief Information Officer, Vice Chancellor for Student Affairs, off-campus or non-UCM affiliates), documentation of the resources to be provided should be included.~~

~~5. Potential Participation by Non-Majors: Describe how non-majors may participate in the program at the lower division or upper division.~~

~~6. Timetable for Implementation: Include plans and a timetable for initiating and building the program.~~

~~C. Discontinuation of Program or Degree Title~~

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~~1. Justification of the proposed action including analysis of costs and benefits to the campus and expected budgetary impact; a statement about the expected impact to enrollment, changes in staffing and space requirements.~~

~~2. A phase-out plan that includes an explicit description of the accommodations to students, faculty, staff, and non-academic appointees.~~

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~~3. A complete statement of all steps required for adoption and implementation of the proposal and the timetable of target dates for completion of each step.~~

~~4. Explanation of the method of consultation that was employed in the review process with students and faculty members from potentially affected programs and with appropriate college or Academic Senate committees.~~

~~5. Description of the relationship of the proposal to the campus and unit's academic plan.~~

~~6. Appended comments of students, faculty, academic non-Senate appointees, and committees.~~

A planning pre-proposal must be submitted to Periodic Review Oversight Committee (PROC) for review and comment in advance of the development of a proposal. Pre-proposals may be submitted by the first Friday in September or January for PROC review that semester. This pre-proposal is a two-page document that consists of a brief description of the anticipated program, degree objectives, funding, resources needed, faculty associated with the program, enrollment projections, timeline for development of the proposal, relationship of the proposed program to existing programs and academic plan, and employment implications (see Compendium Appendix B.1).

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IV. Preparation~~Procedures for Review and Approval~~

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~~A.~~ Proposal Initiation: The ~~proposal is initiated by the interested~~ academic unit or graduate group ~~(academic unit, graduate group, group of faculty).~~ chair initiates the proposal. The initiator shall consult with review committees (Undergraduate Council ~~or,~~ Graduate ~~and Research~~ Council, and/or School or College Executive Committee), Vice Provost and Dean for Undergraduate Education ~~or,~~ Vice Provost and Dean of Graduate Education, ~~School or College Executive Committee),~~WSCUC Accreditation Liaison Officer and with the lead dean(s) of affected schools or colleges for input and assistance in proposal preparation and requirements.

A. Graduate Degree Program

Proposals for new graduate degree program or changes to existing graduate degree programs should follow the format and guidelines described in Appendix B of the UC Academic Senate *Coordinating Committee on Graduate Affairs (CCGA) Handbook* and policies of the Graduate Council (GC) and the Committee on Academic Planning and Resource Allocation (CAPRA).

B. Undergraduate Degree Program

Proposals for a new degree program should follow the policies and guidelines of the Undergraduate Council (UGC) and Committee on Academic Planning and Resource Allocation (CAPRA).

V. Transmittal

A. The program proposal and recommendation of the school or college Executive Committee, and the recommendation of the lead dean are submitted to the Divisional Academic Senate office for transmittal

to the Graduate Council or Undergraduate Council, the Committee on Academic Planning and Resource Allocation, and any other standing Senate committees that might or might not wish to opine.

B. The proposal and copies of these recommendations are simultaneously sent to the chairs of all the Executive Committees of the schools/colleges, Provost and Executive Vice Chancellor, the Vice Provost and Dean of Graduate Education, the Vice Provost and Dean of Undergraduate Education, and the WSCUC Accreditation Liaison Officer.

VI. Procedures for Review and Approval

A. Parties to the Review

1. Academic Senate Review: The Academic Senate reviews the proposal's merit, value, and contributions to UCM.

2. Administrative Review: The Provost and Executive Vice Chancellor, the Vice Provost and Dean of Graduate Education, and the Vice Provost and Dean of Undergraduate Education review the proposal for concerns related to academic planning and resource requirements.

3. ~~.~~ WASC Senior College and University Commission (WSCUC)[1] Review: The ~~WASC~~WSCUC substantive change specialist should be consulted to determine whether the proposed change requires ~~external~~ review and approval by ~~WASC after the proposal is approved on campus.~~ WSCUC. If ~~WASC~~WSCUC review is required, the responsible faculty must prepare the required substantive change documentation for ~~WASC~~WSCUC review, in consultation with the campus ~~WASC~~WSCUC Academic Liaison Officer and ~~WASC~~WSCUC Substantive Change Specialist.

4. ~~C.~~ Review ~~and Approval~~ by Affected Units: The affected unit(s) (~~any~~ e.g., Bylaw 55 units, graduate groups, undergraduate programs, and organized research units) within a college or school affected by the proposed program~~)~~ shall review and approve the proposal. The recommendation shall be reported as a vote of the Academic Senate members of the affected unit(s). If the proposed program is associated with faculty in more than one school or college, affected units in each school or college shall review ~~and approve~~ the proposal.

B. ~~D.~~Processes for the Review

1. Process for Undergraduate Programs

~~1.~~a. Recommendation to Executive Committee and Lead Dean: The recommendation of the affected unit(s) is forwarded to the Executive Committee of the affected school(s) or college(s) in which the degree is to be offered, and to the lead dean of the school(s) or college(s).

~~2~~b. Executive Committee Action: The Executive Committee of the school(s) or college(s) ~~approves~~makes a recommendation to approve or ~~rejects~~reject the proposal following the procedures specified in the bylaws of the school or college.

~~3~~c. Action by Lead Dean: The lead dean(s) of the school, college, or division provides an independent recommendation regarding resource support for the program, including faculty ~~supporting~~affiliated with the program, projected student enrollment, staff support, and space. The recommendation ~~should~~must also address resource impacts on other academic programs.

[1] Formally known as the Western Association of Schools and Colleges (WASC),

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Comment [CV1]: It could be helpful to label the arrows in the flowchart with the appropriate section numbers from this text document. That way, the "visual learners" could easily jump from the text document to the corresponding location in the flowchart. (This type of "translation" is probably second nature to the folks who have worked long hours to produce the text and flowchart, but not necessarily obvious to someone who sees the documents for the first time.)

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~~4. Recommendations~~d. Distribution to Divisional ~~Council for Distribution~~Academic Senate and Campus Administration:

~~a. Approval~~i. The proposal package including recommendations from the school or college Executive Committee and the recommendation of the lead dean is forwarded to the Divisional ~~Council~~Academic Senate office for transmittal to the Undergraduate Council, the Committee on Academic Planning and Resource Allocation, Graduate Council, and any other standing Senate committees ~~as appropriate.~~that might or might not wish to opine.

~~b. Copies~~ii. The proposal package and copies of these ~~approvals and~~ recommendations are simultaneously sent to the chairs of the Executive Committees of the undergraduate schools/colleges, ~~for comment on potential effects to programs within their schools/colleges; to~~ the Provost and Executive Vice Chancellor, the Vice Provost and Dean of Undergraduate Education, the Vice Provost and Dean of Graduate Education, ~~for comments related to academic planning and resource requirements; and to~~and the ~~WASC~~WSCUC Accreditation Liaison Officer.

~~5~~e. Senate Reviews and Actions:

~~a~~i. The Committee on Academic Planning and Resource Allocation submits its evaluation of resources to the Undergraduate Council and the Divisional Council.

~~b~~ii. The Undergraduate Council reviews the proposal, taking account of recommendations from the Committee on Academic Planning and Resource Allocation, and the advice of the ~~academic~~lead dean(s) and Vice Provost and Dean for Undergraduate Education ~~regarding availability of support for the program.~~, and Provost and Executive Vice Chancellor (See section IV.B.1.f.i). The Undergraduate Council approves or rejects the proposal on behalf of the Divisional Academic Senate.

~~c~~iii. Undergraduate Council approval, CAPRA evaluation, and comments from any other standing committees are forwarded to the Divisional Council for comment, synthesis, and transmittal to the Vice Provost and Dean for Undergraduate Education~~, who transmits to the Executive Vice Chancellor and Provost~~.

~~6~~f. Administrative Actions:

~~a~~i. The Vice Provost and Dean of Undergraduate Education submits an evaluation of the program to the Undergraduate Council and the Provost and Executive Vice Chancellor.

ii. The Provost and Executive Vice Chancellor reviews the proposal and consults with appropriate members of the administration to determine if the action will be supported by the campus, including providing appropriate resources, and advises the Chancellor.

~~b~~iii. If the proposal is approved by the Chancellor and ~~required under WASC~~ if WSCUC review and approval for substantive change ~~policy~~is required, the Chancellor's Office notifies the ~~WASC~~WSCUC Academic Liaison Officer and ~~WASC~~WSCUC Substantive Change Specialist, who prepares and transmits documentation for ~~WASC~~WSCUC review in collaboration with the program faculty. Until such time as ~~WASC~~WSCUC has completed the substantive change review process and approval has been received, all ~~public~~ publications or announcements regarding new or modified degree programs should contain an asterisk or footnote indicating that the program is "pending approval by our regional accreditor, the ~~Western Association of Schools and Colleges (WASC)."~~WASC Senior College and University Commission (WSCUC)."

~~c~~iv. The Chancellor transmits campus approval to the Chair of the Divisional Council, the Provost and Executive Vice Chancellor, the Vice Provost and Dean for Undergraduate Education, Vice Provost and Dean of Graduate Education, lead deans of schools or colleges, Vice-Chancellor for Student Affairs, Vice Chancellor for Planning and Budget, ~~WASC~~WSCUC Accreditation Liaison Officer, and the Offices of Accounting & Financial Services, Undergraduate Admissions, University Communications, Institutional Research and Decision Support, ~~and~~ the Registrar; Divisional Academic Senate; and UC Provost and relevant UC Office of the President staff.

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E.2. Process for Graduate Programs

1.a. Recommendation to Executive Committee and Lead Dean: The recommendation of the affected unit(s) is forwarded to the Executive Committee of the affected school(s) or college(s) in which the degree is to be offered, and to the lead dean of the school(s) or college(s).

b. Executive Committee Action: The Executive Committee of the school(s) or college(s) makes a recommendation to approve or reject the proposal following the procedures specified in the bylaws of the school or college.

c. Action by the Lead Dean: The lead dean of the graduate program provides an independent recommendation regarding support for the program, including faculty supportingaffiliated with the program, projected student enrollment, staff support, and space. The recommendation shouldmust also address resource impacts on other academic programs.

2. Recommendationsd. Distribution to the Divisional Council for DistributionAcademic Senate and Campus Administration:

ai. The program proposal and the recommendation ofpackage including recommendations from the school or college Executive Committee and the lead dean are submitted to the Divisional CouncilAcademic Senate office for transmittal to the Graduate Council, the Committee on Academic Planning and Resource Allocation, Graduate Council, and any other standing Senate committees as appropriatethat might or might not wish to opine.

b. Copiesii. The proposal package and copies of these approvals and recommendations are simultaneously sent to the Provost and Executive Vice Chancellor, the Vice Provost and Dean of Graduate Education, and the Vice Provost and Dean of Undergraduate Education and for comments related to academic planning and resource requirements, and to., and the WASCWSCUC Accreditation Liaison Officer.

3e. Senate Reviews and Actions:

ai. The Committee on Academic Planning and Resource Allocation submits its evaluation of resources to the Graduate Council and to the Divisional Council.

bii. The Graduate Council reviews the proposal, taking into account of recommendations from the Committee on Academic Planning and Resource Allocation, any other Senate standing committees, and the initial and/or final recommendation of the lead dean, the advice of the lead academic dean and Vice Provost and Dean of Graduate Education regarding availability of support for the program(see section IV.2.d.i) and the Provost and Executive Vice Chancellor. The Graduate Council approves or rejects the proposal on behalf of the Divisional Academic Senate.

ciii. Graduate Council approval, CAPRA evaluation, and comments from any other standing committees are forwarded to the Divisional Council for comment, synthesis, and transmittal to the Vice Provost and Dean of Graduate Education, who transmits to the Provost and Executive Vice Chancellor.

4f. Administrative Actions:

ai. The Vice Provost and Dean of Graduate Education submits an evaluation of the program to the Graduate Council and Provost and Executive Vice Chancellor.

ii. The Provost and Executive Vice Chancellor reviews the proposal and consults with appropriate members of the administration to determine if the degree program will be supported by the campus, including providingprovision of appropriate resources. If the Provost and advisesExecutive Vice Chancellor approves the proposal, a recommendation is forwarded to the Chancellor.

biii. If approved by the Chancellor and required under WASC substantive change policyapproves, the Chancellor's Office notifies the WASC Academic Liaison Officer and WASC Substantive Change Specialist, who prepares and transmits documentation for WASC review. Until such time as WASC has completed the substantive change review process and approval has been received, all public publications or announcements regarding new or modified degree programs should

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~~contain an asterisk or footnote indicating that the program is "pending approval by our regional accreditor, the Western Association of Schools and Colleges (WASC)."~~

~~c. The~~ Chancellor or designee transmits the proposal, campus ~~approval~~approvals and ~~recommendation~~recommendations to the Coordinating Committee on Graduate Affairs and ~~to~~ the Office of the President for systemwide ~~Academic Senate~~ approval.~~-~~ Copies are sent to the Provost and Executive Vice Chancellor, Vice Provost and Dean of Graduate Education, the Chair of the Divisional Academic Senate, the Chair of the Graduate Council, ~~and~~ the ~~WASC~~WSCUC Accreditation Liaison Officer, and the Divisional Academic Senate Office. ~~d~~iv. When approved by systemwide Academic Senate and the Office of the President ~~and systemwide Academic Senate~~, the Chancellor and/or Chair of the Divisional Academic Senate ~~notify~~notifies the Provost and Executive Vice Chancellor,~~–~~ Chair of the Graduate Council, and the Vice Provost and Dean of Graduate Education. The latter, in turn, notifies the graduate program, the Vice Provost and Dean of Undergraduate Education, the Vice Chancellor for Planning and Budget, the ~~WASC~~WSCUC Accreditation Liaison Officer, the Offices of Graduate Admissions, University Communications, Institutional Research and Decision Support, and the Registrar.

v. After approval by the Office of the President and if WSCUC review and approval for substantive change is required, the Chancellor's Office notifies the WSCUC Academic Liaison Officer and WSCUC Substantive Change Specialist, who prepares and transmits documentation for WSCUC review in collaboration with the program faculty. Until such time as WSCUC has completed the substantive change review process and approval has been received, all publications or announcements regarding new or modified degree programs should contain an asterisk or footnote indicating that the program is "pending approval by our regional accreditor, the WASC Senior College and University Commission (WSCUC)."

VII. Implementation

A. Upon receipt of final WSCUC approval, if required, the Registrar's Office will determine what changes are needed to the Classification of Instructional Programs (CIP) code(s), if a new Banner program/major code(s) should be created, and if updates are required for MyAudit encoding and Banner degree audit form codes, the Registrar's Office also notifies the UC Office of the President of any changes.

B. The Graduate Division is responsible for confirming the effective term for the graduate program, confirming needed course or subject code changes, updating the graduate admissions application, ensuring the new program will be captured on the Graduate Admissions file to the UC Office of the President, and formalizing the appointment of the Graduate Group Chair.

VIII. Discontinuation of Program or Degree Title

Proposals to discontinue a program or degree title should be founded on considerations as careful and thorough as those for establishment. The same senate committees and administrative officers should have the opportunity to participate in the review of proposals to discontinue academic programs. Normally, a proposal to discontinue a program or title will precede periodic review of the program conducted by the Periodic Review Oversight Committee (PROC) or pertinent senate council (Graduate Council or Undergraduate Council). In the case of a graduate program, the Coordinating Committee on Graduate Affairs (CCGA) must approve discontinuation or a change in degree title. The UCOP Policy on Transfer, Consolidation, Disestablishment, and Discontinuance of Academic Programs and Units, UC Compendium and in the case of graduate programs, the CCGA Handbook, should be consulted for details. The following information must be included in any proposal to discontinue a program or degree title:

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1. Justification of the proposed action including analysis of costs and benefits to the campus and expected budgetary impact; a statement about the expected impact to enrollment, changes in staffing and space requirements.
2. A phase-out plan that includes an explicit description of the accommodations to students, faculty, staff, and non-academic appointees.
3. ~~V~~ A complete statement of all steps required for adoption and implementation of the proposal and the timetable of target dates for completion of each step.
4. Explanation of the method of consultation that was employed in the review process with students and faculty members from potentially affected programs and with appropriate college or Academic Senate committees.
5. Description of the relationship of the proposal to the campus and unit's academic plan.
6. Appended comments of students, faculty, academic non-Senate appointees, and committees.

IX. References and Related Policies

UC Academic Senate Coordinating Committee on Graduate Affairs (CCGA) Handbook (revised ~~2008~~2014).

UC Merced, Undergraduate Council, Policy and Procedure for Review and Approval of Undergraduate Degree Programs (revised Oct., 2007).

UC Merced, Graduate ~~and Research~~ Council, Procedures for ~~Review of New~~Submitting Proposals for Graduate ~~Emphasis Areas and Graduate Groups~~Programs (revised ~~Sept., 2007~~Dec., 2014).

Systemwide Review Process of Academic Programs, Academic Units, and Research Units (~~see http://www.ucop.edu/acadaff/accomp/).~~revised Sept. 2014).

~~*Procedural Manual for the Review of Proposals for Academic Programs and Units (May, 2003).*~~

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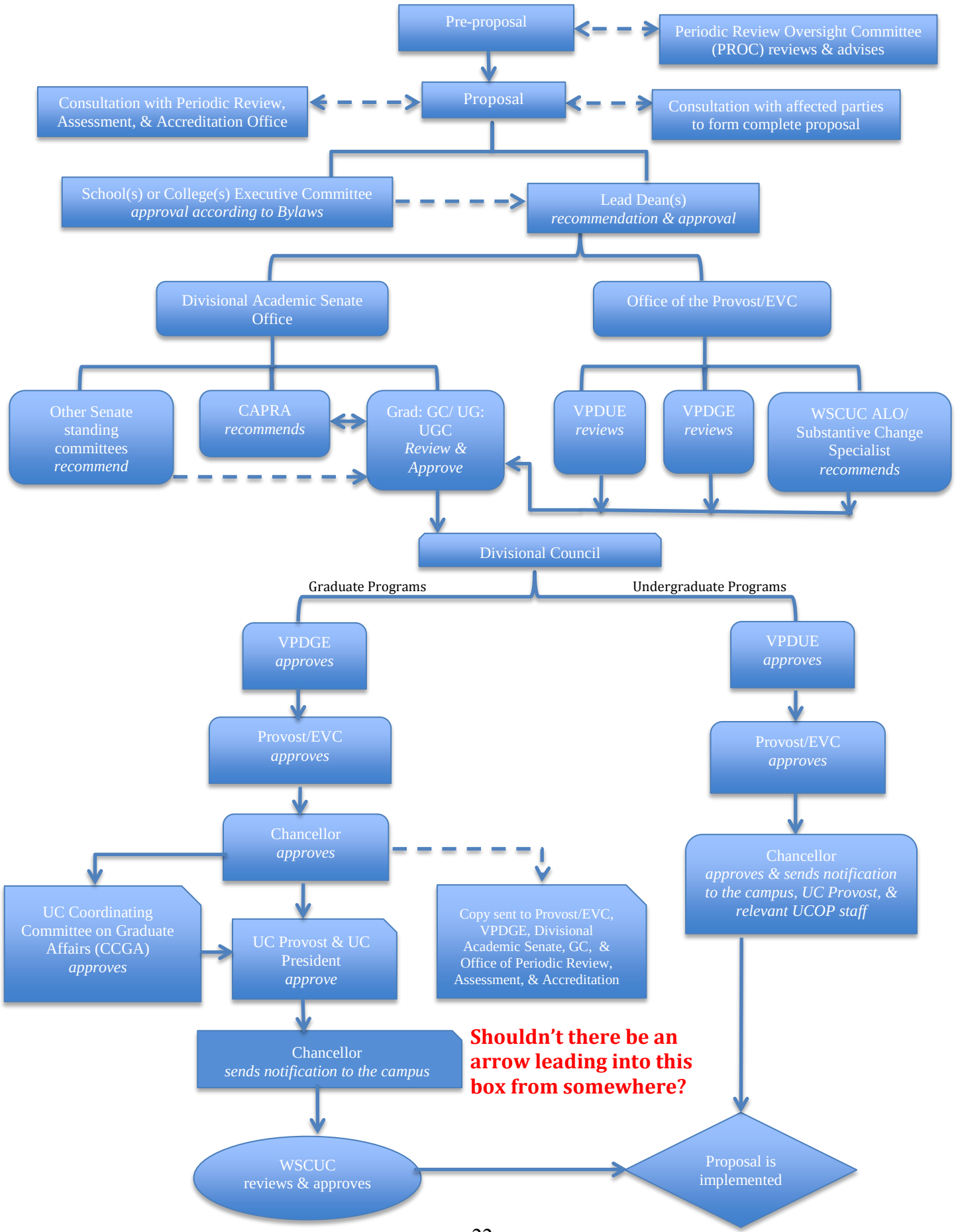
ACADEMIC DEGREE PROGRAMS REVIEW AND APPROVAL PROCESS



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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS
DEAN (Interim) JEFF GILGER
jgilger@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343
(209) 228-7843 PHONE
(209) 228-4007 FAX

October 3, 2015

TO: !ŎI·ŘŜYʼλŎ {ŜyI·ǘŜ

FROM: Jeff Gilger, Interim Dean, SSHA

RE: Memorandum of Support for the Public Health (PH) Bylaw Unit Proposal

I am fully supportive of this revision of the PH proposal to become an independent bylaw unit. I have seen several iterations of this proposal. There has been consistent support widely within SSHA, and more specifically at the Executive Committee level and in Psychological Sciences from which PH will separate once their proposal is approved.

Mark Aldenderfer has already submitted a memo of support when he was dean on an earlier version of the PH proposal, but allow me to address several issues that I have considered in my review.

Concerns/Comments Made in the DIVCO Memo of an Earlier Draft:

DIVCO: "*The proposal admits that faculty interested in public health span schools, and the only reason given for placing this unit in SSHA is that the majority of these faculty are in SSHA. The proposal would benefit by having letters of support indicating that the generation of this unit will not produce undue cross-school strife.*"

The PH group has solicited feedback from a number of faculty across schools, including those affiliated with the HSRI, and has received consistent support. The PH group has also requested comments from the Dean of Natural Sciences on versions of the proposal and received no negative feedback.

The bulk of the lines tied to PH are in fact SSHA faculty. However, many have clear ties to other nonSSHA units given their interdisciplinarity. Furthermore, PH has demonstrated its commitment to interdisciplinary work by drawing-in students and faculty within SSHA who, without a PH presence, would not have had opportunities to endeavor in PH-related issues. Thus, the PH proposal fits well with the UCM philosophy of cross-disciplinary collaborations.

DIVCO: *"Most importantly, this proposal extends beyond the establishment of a Bylaw 55 Unit. In multiple sections, the proposal indicates that the unit will run or "manage" a graduate degree program. As noted in the Compendium, an interdepartmental graduate program such as that recently proposed for public health and currently under review by Graduate Council must have its own set of governance bylaws. This independence allows, for example, the inclusion of full members from multiple schools —a feature that could be fruitfully leveraged by a public health graduate group. Moreover, the graduate program in public health has yet to be approved by Graduate Council, Divisional Council, the Provost, the Chancellor, or CCGA. Thus, any references to graduate education should be removed from this proposal."*

The new version of the PH proposal has been changed to address DIVCO's concerns. Thus, the bylaw unit is not dependent on the proposed PH graduate program. The text of this new proposal reflects this change as does the rearrangement of Affiliated versus Core faculty.

FTE requirements, present and future: The current number of Core PH faculty is 8, with an additional 14 Affiliates. I see these numbers as similar to those of other newly formed bylaw units, and as sufficient. It is noteworthy that PH has been operating fairly independently from its technical bylaw unit, Psychological Sciences, and successfully so, for some time now. The Core and Affiliate faculty have already demonstrated good working relationships. The additional affiliated faculty add flavor and multidisciplinarity to the program and span disciplines like Psychology, Economics, Natural Sciences, Sociology, among others.

Additional faculty lines are likely to be attached in some way to PH as the SAF initiative hiring moves forward. The Health Pillar is among these initiatives, and PH has had a lead in these proposals throughout the process. I would think that a goal of, say, 3 new lines with 2-3 years in not unreasonable given SAFI and other SSHA opportunities.

I also considered the relative weight of junior versus senior Core faculty. While PH is currently a little light on the senior end, there are a couple of current faculty coming up soon for review that may change that balance. Moreover, the current senior faculty (Brown) and a new tenured hire (Burke) have already demonstrated their ability to provide leadership for the unit. For example, Brown has been appointed Acting APC for PH, has dealt with personnel issues, scheduling, hiring, and other common APC duties satisfactorily. The planned organization of the PH unit has already been tested and is outlined in the proposal.

Space: PH already has space in SSM and/or as faculty offices or labs elsewhere on campus. Additional space has not been requested as part of this proposal. The opening of COB2 and the subsequent freeing-up of SSM space will provide other opportunities and space resources for PH as the program grows. This is part of the general SSHA plan.

Staff support: The dean's office will continue to support the PH program. I anticipate that as new programs are proposed and come on line in the future, additional staff FTE will be hired to support these programs. Where these staff will sit (programs or dean's office) remains to be determined. However, I know that additional FTE will be required, and plans are in progress to provide additional support in the near future.

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95344
(209) 228-7843
FAX (209) 228-4007

October 3, 2015

To: Jeff Gilger, Interim Dean, SSHA

From: Kurt Schnier, Chair, Executive Committee, SSHA

Re: Request to form a Bylaw 55 Unit for Public Health

On September 28, 2015 I sent forward the revised Public Health Bylaw 55 proposal to the Executive Committee in SSHA for review and vote as a consent item. All input was requested by the end of the day on October 30, 2015 and no concerns were raised regarding the revised Public Health Bylaw 55 proposal. The changes made to the Public Health Bylaw 55 unit were an improvement over the prior version and the SSHA Executive Committee supports the creation of the new Bylaw 55 unit within SSHA.

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SCHOOL OF SOCIAL SCIENCES, HUMANITIES & ARTS
PUBLIC HEALTH
5200 N LAKE ROAD
MERCED, CA 95343

Date: September 9, 2015

To: Interim Dean Jeffrey Gilger
School of Social Sciences, Humanities and Arts

Re: Proposal to establish a Public Health Bylaw 55 Unit

Dear Dean Gilger,

I am writing to provide feedback to the letter from DIVCO dated July 27th (to then Dean Aldenderfer) regarding our proposal to establish a Public Health Bylaw 55 Unit. The faculty associated with the proposed Bylaw 55 unit met on September 1st to discuss the feedback from DIVCO regarding our proposal. They decided to alter the proposal by having only 'core' and 'affiliated' categories. This makes our proposal consistent with the other Bylaw 55 Units in SSHA.

The transdisciplinary nature of the program will be ensured through our participation in the Human Health Strategic Academic Focusing Initiative. The HHS SAFI will provide an adequate forum for coordinating developments in Public Health and human health sciences. We see the current proposal as having greater consistency with the other Bylaw 55 unit proposals in SSHA but there is still an avenue for a wider group of faculty to have input into the development of this area.

Attached is our revised proposal. As mentioned, we have removed all references to the graduate program, and have removed mention the 'active' category for members. There are now only two categories of faculty –core and affiliated – which is consistent with how the other bylaw units are organized.

Please let me know if there is anything else you require.

Sincerely,

Paul M Brown

Paul Brown
Professor of Public Health
On behalf of the faculty associated with the Public Health Bylaw 55 Unit proposal

Appendix A: Letter to and responsive from Dean Meza

Dear Paul,

I'm sorry about not responding sooner. Unfortunately, I don't think I can support this at this point in time. My past experience with the formation of bylaw units tells me that these need to be considered carefully. If I'm not mistaken the final decision has to be made by the Chancellor and she reviews them carefully so we need to make sure that we've thought this through carefully.

I'm happy to discuss with Jeff so that I have a clearer idea of the implications.

Best,

Juan Meza
Dean, School of Natural Sciences
University of California, Merced
5200 N. Lake Road, Merced, CA 95343
(209) 228-4487

From: Paul Brown
Sent: Thursday, August 06, 2015 10:59 AM
To: Juan Meza <jcmeza@ucmerced.edu>
Subject: Request for letter in support of a Public Health Bylaw55 Unit

Dear Dean Meza,

The faculty associated with Public Health have proposed to create a Bylaw 55 unit. The proposal has been through SSHA, and DIVCO recently sent through a response to Dean Aldenderfer. As you can see (attached), they are asking for two things: Clarification about the graduate program, and a letter from HSRI and you (Dean of Natural Science) saying that this will not cause conflicts.

A (brief) bit of history: As you may know, I was the first official 'Public Health.' Although I was placed under Psychological Sciences, I understood from the start that Public Health is (and should be) a multidisciplinary effort. To this end, I created a Public Health Advisory Committee to help guide the development of Public Health. The committee included faculty from both SSHA and Natural Science (particularly David Ojcius and Rudy Ortiz). As a result, we were able to grow in a way that reflected the multidisciplinary nature of Public Health.

As we have grown, we have been encouraged to develop our own Bylaw 55 Unit and thus be independent of Psychological Sciences. In developing our proposal, we have sought to allow an avenue for people from other Bylaw 55 units to have a voice in the direction Public Health takes. To this end, we have proposed three different types of affiliations:

- Core members – Faculty with 100% appointments in Public Health
- Active members - Faculty with 0% appointments in Public Health (100% elsewhere) but who can vote on the strategic direction and graduate program of Public Health (e.g., types of hires, focus of the graduate program, etc), and
- Affiliated members – Faculty and others with 0% appointments in Public Health who want to participate, but will not be able to vote on strategic direction or graduate program

At present, there is one faculty from Natural Science who wants to be an active member (Miriam Barlow), and two who want to be affiliate members (Rudy Ortiz and Jinah Choi). Their time commitment should be minimal - I expect that we will have two meetings a year – but we would value having their continued input into the direction Public Health takes at UC Merced.

Would you be willing to write a letter that says that this proposed Bylaw 55 Unit is not expected to "…produce undue cross-school strife."

Thank you.

Paul Brown

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

Public Health Bylaw 55 Unit Proposal

A number of School of Social Science, Humanities, and Arts (SSHA) and Natural Science (NS) faculty are proposing the establishment of a Bylaw 55 Unit in Public Health. The case for this Bylaw 55 unit is presented below, in the format suggested by Senate guidelines.

1. Justification of the unit in terms of campus and University-wide academic needs, and potential contribution of the unit to campus and University-wide goals.

Public Health is the science of protecting and improving the health of the public through education, promotion of healthy lifestyles, and research regarding disease- and injury-prevention. Public Health is a multidisciplinary course of study that focuses on 5 core areas; Epidemiology, Statistics/biostatistics, Health Services Research, Social and Behavioral Health, and Environmental Health. Public Health researchers analyze the effects of genetics, personal choice, and environmental forces in order to track the spread of diseases, understand health-related behaviors, and develop and evaluate programs and policies that protect the health of families and communities. Overall, Public Health is concerned with protecting the health of entire populations, from those as small as a local neighborhood to those as large as an entire country or region of the world.

Since its inception, the campus has recognized the need and importance of Public Health in the region. The 2009 Strategic Academic Vision included “Human Health” as a major theme, including the potential of establishing a School of Public Health. The mission of Public Health is to ensure people can be healthy in society. Whereas medicine is concerned with understanding individual causes and treatments of diseases and illnesses, Public Health focuses on the community and the health of the population. This means assessing the population's health, understanding the causes and determinants of health challenges and problems and identifying ways to improve the population's health. In some cases, this might mean working to help people gain access to existing medical services, while in other cases it might require introducing population-wide interventions.

At the time of the last Strategic Academic Vision, Public Health did not exist in any formalized way at UC Merced. In the last four years, Public Health has become a well-established research and teaching entity, and is serving as the catalyst for health-related training and research on campus and in the region. In developing Public Health, we strive to be fair and equitable, including by looking to integrate existing faculty with interests in Public Health, developing proposals for joint positions by which a faculty would be located in a discipline but have teaching and research interests relevant to Public Health, and to use these new hires to build or augment selected areas of Public Health that fit within UC Merced's mission.

As a result of these efforts, Public Health is now a well identified area at UC Merced. The development of Public Health has been led by the Public Health Advisory Committee. The PHAC has been open to all faculty with an interest in Public Health, and the vision for developing Public Health has been developed collaboratively, with each interested party given the opportunity to contribute to the development on campus.

2. A description of the relationship of the academic unit to existing or planned degree programs.

The proposed Public Health Bylaw Unit will manage the undergraduate Public Health major and Public Health minor. The faculty associated with Public Health will guide the development of these initiatives, offer classes which fulfill general education and breadth requirements for undergraduates from other programs, and participate in the administration of new initiatives (such as Gender Studies and Latino Studies) as they develop.

3. A statement of the unit's objectives.

The Public Health Bylaw 55 unit has the following objectives:

A. To hire outstanding research scholars who will create a vibrant and collegial intellectual community at UC Merced and who will participate actively in interdisciplinary communities of inquiry. We have already established and will continue developing a vibrant intellectual community. We will seek internal and external funding support for our research and training, and participate in interdisciplinary initiatives on campus.

B. To foster scholarly excellence in Public Health at UC Merced, with a specific focus on Prevention Sciences, Environmental Health, and Health Services Research. We will develop a program that is nationally and internationally recognized for its high quality scholarship and contributions to the university and community.

C. Raise the visibility of the Public Health Bylaw 55 unit by publishing peer-reviewed articles in well-respected journals that are central to Public Health and obtain grant funding from federal sources (such as the National Institutes of Health), state sources (such as California Department of Public Health and various state agencies), and foundations (such as the California Healthcare Foundation) to support our efforts in primary scientific research, and undergraduate research experience.

D. To run a high quality undergraduate Public Health major that offers interaction with top, nationally recognized scholars, extensive training in public health research methods, and the tools and analytic skills necessary for successful careers or graduate training in public health.

E. To mentor emerging researchers and provide credible and knowledgeable peer-review in promotion cases of our primary faculty members.

F. To serve as cradle of innovation from which new dynamic lines of interdisciplinary research will emerge, such as Public Health genetics, infectious disease control and prevention, and Latino health.

4. A statement describing the impact of the new unit on other campus units and/or programs.

There are eight faculty who have been hired specifically to teach and develop Public Health (referred to as Core Public Health faculty). There are also faculty from other areas who have contributed to the

development of Public Health through the PHAC (referred to as Affiliated Faculty). The Core Public Health faculty have been part of the Psychological Sciences Bylaw unit since 2011. The development of a Public Health Bylaw 55 unit would therefore impact Psychological Sciences by reducing the number of faculty who are currently members of that Bylaw 55 unit. However, since the Psychology Faculty (who make up the majority of the Psychological Sciences Bylaw 55 unit) are among the largest on campus, there will be sufficient critical mass for them to operate independently of Public Health.

Ladder ranked faculty members of the PHAC who are not Core Public Health faculty will be asked to become Affiliated members of the Public Health Bylaw 55 unit. As describe below, Affiliated members will have only an advisory role. Hiring and personnel issues have been managed within Psychological Sciences of SSHA, with Public Health personnel matters being handled jointly by senior Core Public Health faculty and the head of Psychological Sciences. With the development of the Public Health Bylaw unit, personnel matters will now be handled solely by Core Public Health faculty.

5. A statement regarding possible administrative overlap with other existing campus units.

As a part of the School of Social Sciences, Humanities, and Arts, the Public Health bylaw unit would share administrative resources with other groups in SSHA. Most of these resources, however, are already being used by the Core Public Health faculty to administer the Public Health minor and major. The Public Health Bylaw unit will not claim authority over any program or personnel currently managed by another unit.

6. A description of the unit's administrative structure

The Public Health Bylaw 55 Unit will have a Chair who will be vested with such duties described in APM 245 and any others delegated to the Chair in an appointment letter. The Unit will generally function as a committee of the whole. The Faculty may appoint such committees as it deems necessary to conduct its business, and may delegate to those committees such duties and responsibilities as it deems necessary, except for any duties and responsibilities that governing legislation and documents prohibit from delegation.

7. Statement regarding the method of consultation with students and faculty and their appended comments.

This document was developed by a subgroup of the Public Health Advisory Committee, discussed with all current ladder rank Public Health faculty, and with the PHAC. The document was voted on and passed with a majority of votes by both the PHAC and the current ladder ranked Core Public Health faculty.

BYLAWS

PUBLIC HEALTH BYLAW 55 UNIT

ARTICLE I: OBJECTIVE

These Bylaws contain the core principles by which the Public Health Bylaw 55 Unit has chosen to govern

itself. These Bylaws will be posted on the UC Merced Senate website and will be accessible without restriction.

ARTICLE II: MEMBERSHIP

The faculty may appoint such committees as it deems necessary to conduct its business, and may delegate to those committees such duties and responsibilities as it deems necessary, except for any duties and responsibilities that governing legislation and documents prohibit from delegation.

Because Public Health is a multidisciplinary course of study, faculty from a variety of disciplines on campus are able to contribute to its growth and development as Affiliated members.

Core Public Health faculty Members:

Core Public Health faculty are ladder-ranked faculty members with their academic appointments in Public Health, including those appointed to the Public Health Bylaw 55 Unit of the School of Social Sciences and Humanities by the Provost (or Provost's delegate). Membership is automatic upon appointment. All ladder rank faculty who are members of the Public Health group at the time of the creation of the unit are automatically appointed to the Unit. These faculty members will have full voting rights on all aspects of the development and governance of Public Health, including:

- Strategic development
- Tenure and promotion
- Selection of areas for new faculty lines
- Selection of candidates for new faculty lines
- Administration of the undergraduate major and minor degrees
- All other administrative aspects not designated to either the Chair or the SSHA Dean

Affiliated Members:

These are ladder ranked faculty, adjunct faculty or stakeholders from outside the university who wish to participate in the discussions about the development of Public Health. These members will be part of the Public Health Advisory Committee but will have a non-voting role on all aspects of the administration, strategic development, and direction of Public Health.

As Affiliated members, these faculty would agree to:

- Participate fully in the Public Health Advisory Committee meetings.

The Public Health Bylaw 55 unit will not play any formal role in the promotion and tenure cases of its Affiliated Members.

Nomination and Review Procedures.

Any Core Public Health faculty Member can nominate a faculty member for consideration as an Affiliate Public Health Bylaw 55 Unit. The Core Public Health faculty will vote on each candidate in an open committee meeting. The vote will be open but can be converted to secret ballot vote upon any Core Faculty member's request. Upon obtaining a majority vote in favor, the academic personnel chair will extend an invitation to the candidate for becoming an Affiliate Member.

The membership of Affiliate Members will be reviewed at the first meeting of the academic year and voted on by the Core Faculty. A majority vote from the Core Faculty is needed to continue with membership.

ARTICLE III: ADMINISTRATION

The supervising Dean of the Unit shall be the SSHA Dean.

Term. The Chair shall serve for a term of three years.

Selection of Chair: The selection of the Chair will be according to the following process:

- The faculty will develop a list of candidates for Chair
- If there is more than one candidate for Chair, the faculty will vote via secret ballot for the preferred candidate
- The votes will be tallied by the SSHA Dean's representative and presented to the SSHA Dean
- The SSHA Dean will then nominate the Unit Chair based on the results from the vote

Duties. The Chair shall exercise such duties specified in APM-245 and any others that are delegated to the Chair by the Dean, including but not limited to the following:

- Planning the programs of the department in terms of teaching, research and other functions.
- Lead the recruitment, selection, and evaluation of both faculty and staff of the department. In consultation with colleagues, the chair recommends appointments, promotions, merit advances and terminations. The chair maintains a departmental affirmative action program.
- Makes teaching assignments in accordance with the policy described in Academic Senate Regulation 750.
- Prepares the schedule of courses.
- Schedules and recommends to the Chancellor sabbatical leaves and other leaves of absence.

In performing these duties the chair is expected to seek the advice of faculty colleagues in a systematic way, and to provide for the conduct of department affairs in an orderly fashion through department

meetings and the appointment of appropriate committees.

ARTICLE IV: COMMITTEES

The faculty of the unit may appoint such committees as it deems necessary to conduct its business. However, the faculty may not delegate to committee any work specifically prohibited from delegation by governing bylaws (e.g., UC's Bylaw 55) or the Academic Personnel Manual.

ARTICLE V: MEETINGS

Meetings will be held upon a call from the Chair with one week's notice, unless an emergency or urgent matter makes this impossible. There will be two types of meetings:

A) Public Health Advisory Committee

These meetings are open to all Core and Affiliate Members of Public Health, including other stakeholders as determined by the Chair. The meetings will focus on issues relating to the strategic development of Public Health at UC Merced.

- Meetings will be held at least once a semester during the academic year;
- Upon the request of any 3 Core unit members, the Chair must schedule and hold a meeting within 10 days;
- The Chair will solicit agenda items from unit members;
- A full description of items requiring a vote must be included in the agenda;
- Minutes of meetings shall be distributed to all members within ten days of the date of the meeting. A copy of minutes from all unit meetings will be preserved in the Chair's office and electronically in the Public Health faculty website on UCM Crops.

B) Public Health Operational Meetings

These meetings are open to all Core Public Health faculty. The meetings will focus on issues relating to all issues relating to the administration and governance the Public Health at UC Merced.

- Meetings will be held at least once per month during the academic year.
- Upon the request of any 3 Core Faculty members, the Chair must schedule and hold a meeting within 10 days.
- The Chair will solicit agenda items from Core Faculty members.
- A full description of items requiring a vote must be included in the agenda.
- Minutes of meetings shall be distributed to all Core Faculty members within ten days of the date of the meeting. A copy of minutes from all unit meetings will be preserved in the Chair's office

and electronically in the Public Health faculty website on UCM Crops.

ARTICLE VI: QUORUM AND VOTING

A. Voting Process

1. Decisions will be determined by a simple majority of those Core Public Health faculty voting.

2. Voting on unit business is usually by show of hands, unless a motion is made for a secret ballot or for electronic voting. Voting on personnel matters is by secret ballot only.

3. Core Public Health faculty members who are absent from a meeting and who wish to vote will send their votes by electronic mail to the Chair at least one hour prior to the meeting. Alternatively, they may authorize another faculty member to cast their vote by proxy (via a written statement brought to the meeting).

4. The following procedures apply to personnel actions that arise during periods without a faculty meeting, such as the breaks between semesters or during the summer:

Such actions will take place using email discussion and voting, but only with the unanimous consent of the eligible faculty.

If one eligible faculty member objects to email discussion, the Chair will schedule a conference call discussion or face-to-face meeting.

If a majority of eligible faculty vote against discussion by conference call, the Chair will delay discussion of that case until the next faculty meeting.

If an eligible faculty member requests a secret ballot, that ballot will occur by electronic mail to the director of operations

The deadline for such ballots will be the end of the third business day after the faculty meeting, unless the faculty agree on an earlier deadline by consensus.

B. Voting Rights

1. Any new appointments, at every level, are voted upon by all faculty, tenured and non-tenured. As noted below (point 8), these privileges may be reviewed at the request of any tenured faculty member.

2. Ladder rank faculty and Senior Lecturers (SOE) have the right to vote on all cases of appointment or promotion to the rank of Lecturer (SOE or PSOE). Professors, Associate Professors, and Senior Lecturers (SOE) have the right to vote on all cases of appointment to the rank of Senior Lecturer (SOE).

3. Promotions to Associate Professor, and merit increases/terminations within the rank of Assistant Professor, are voted upon by all tenured faculty.

4. Promotions to Professor, and merit increases within the rank of Associate Professor, are voted upon by all Professors.

5. Merit increase within the rank of Professor, Advancement to Professor VI, and to Above Scale are voted upon by all Professors regardless of their level.

6. Emeritae/i Faculty do not retain voting privileges on the date they assume Emeritae/i status.

7. Emeritae/i faculty who are recalled to service to the school after having retired from the school faculty do not vote on personnel actions.

8. Upon request of any unit ladder rank faculty member, these voting rights must be reviewed by the unit.

ARTICLE VIII: PARLIAMENTARY AUTHORITY

Questions of order not covered by Academic Senate legislation are governed by the "Sturgis Standard Code of Parliamentary Procedure" for all rules of order except that of *division of a Question* in matters that are not covered by Senate legislation. For the *division of a Question*, Robert's Rules of Order should apply.

ARTICLE X: AMENDMENTS

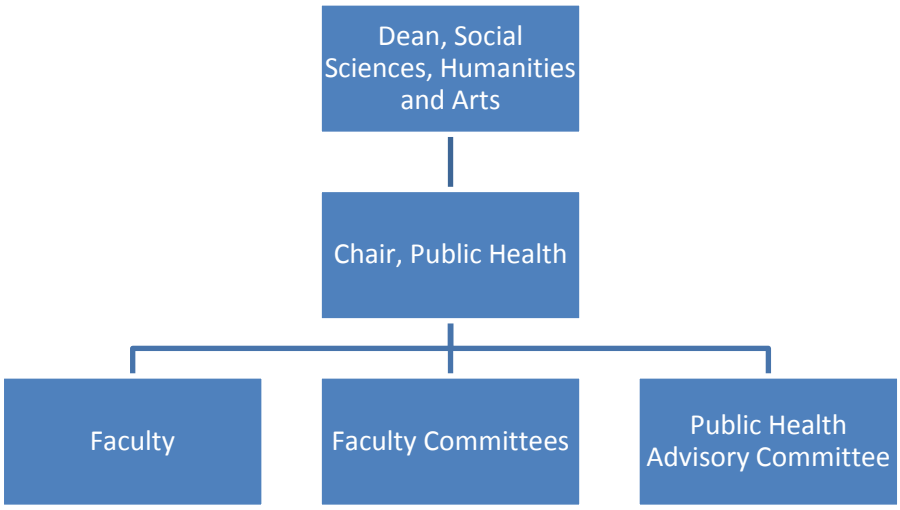
Amendments to the Bylaws require approval by two-thirds of the eligible voting members of the group. Written notice of the proposed amendment shall be sent to each member at least three days prior to the meeting at which the amendment is to be discussed. Unit faculty may choose to wave the three-day requirement by unanimous vote.

ARTICLE XI: POLICIES AND PROCEDURES FOR ACADEMIC APPOINTMENTS AND PROMOTIONS

The Public Health Bylaw 55 group follows all pertinent UC bylaws and regulations regarding hiring and promotion, including Bylaw 55 and all pertinent sections of the Academic Personnel Manual. Procedures for appointments and promotions are done in conjunction with the UC Merced Academic Personnel Office (APO) so that all such requirements are met.

Bylaw 55 allows some discretion in the voting rules and procedures that apply to academic appointments and hiring, if approved by the eligible tenured faculty in that unit. The Core Public Health faculty will adhere to the voting procedures outlined in our Bylaws (see article VI). As per Bylaw 55, our decision to allow Assistant Professor to vote on new hires must be reevaluated upon the request of any unit faculty member.

ARTICLE XII: ORGANIZATIONAL CHART SHOWING DELEGATION OF AUTHORITY AND RESPONSIBILITIES



The Chair shall have such authority and responsibilities specified in APM-245 and any others that are delegated to the Chair by the Dean, Chancellor or Chancellor-Designate, and will consult in good faith with the faculty within the bylaw unit on important matters. The Faculty shall have such authority and responsibilities as are delegated to them in pertinent governing documents, including but not limited to the Bylaws and Regulations of the UC Academic Senate, the UC Academic Personnel Manual, the UC Merced Divisional Bylaws and Regulations, and the UC Merced Personnel Policies and Procedures Manual.

Summary of Comments:

All heads of Bylaw Units in SSHA were provided with this document and asked to comment. The heads of Psychological Sciences and Economics participated in the development of this proposal. No other comments were received.

Appendix: Faculty associated with the proposal to create the Public Health Bylaw 55 Unit

The Public Health Advisory Committee (PHAC) was formed in 2011 with the goal being to provide guidance to the development of Public Health at UC Merced. Membership in the PHAC was open to all who were interested, and this group helped guide the development of the proposal to create the Public Health Bylaw 55 Unit. After agreeing to move forward with the proposal at the September 15, 2014 meeting, each member of the PHAC was contacted and asked if they a) wished to be a member of the Public Health Bylaw 55 Unit and, if so, at what level they wished to be involved (Core or Affiliate). Each member responded (available upon request) and the resulting membership is shown below:

Core Public Health Faculty	Area	Rank
Paul Brown, PhD	Public Health	Professor
Nancy Burke, PhD	Public Health	Associate Professor
Ricardo Cisneros, PhD	Public Health	Assistant Professor
Sidra Mellor-Goldman, PhD, MPH	Public Health	Assistant Professor
Mariaelena Gonzalez, PhD	Public Health	Assistant Professor
Andrea Joyce, PhD	Public Health	Assistant Professor
Susana Ramirez, PhD, MPH	Public Health	Assistant Professor
Steve Wooding, PhD	Public Health	Assistant Professor
Affiliated and Adjunct Public Health Faculty		
Karina Diaz Rios	ANR	Assistant Professor
Miriam Barlow, PhD	Mol. & Cell Biology	Associate Professor
Linda Cameron, PhD	Psychology	Professor
Jeff Gilger, PhD	Psychology	Professor
Kurt Schnier, PhD	Economics	Professor
Anna Song, PhD, MPH	Psychology	Associate Professor
Jan Wallander, PhD	Psychology	Professor
Deb Wiebe, PhD, MPH	Psychology	Professor
Jinah Choi, PhD	Mol. & Cell Biology	Associate Professor
Rob Innes, PhD	Economics	Professor
Rudy Ortiz, PhD	Mol. & Cell Biology	Professor
Jitske Tiemensma, PhD	Psychology	Assistant Professor
Zulema Valdez, PhD	Sociology	Associate Professor

As all the faculty with 100% appointments come from Psychological Sciences, below is the list of the faculty who will be remain in Psychological Sciences Bylaw 55 Unit:

Psychological Sciences	Area	Rank
Heather Bortfeld, PhD	Psychology	Professor
Linda Cameron, PhD	Psychology	Professor
Sarah Depaoli, PhD	Psychology	Assistant Professor
Jeff Gilger, PhD	Psychology	Professor
Keke Lai, PhD	Psychology	Assistant Professor
Yan Liu, PhD	Psychology	Assistant Professor
Alex Main, PhD	Psychology	Assistant Professor
Rose Scott, PhD	Psychology	Assistant Professor
Will Shadish, PhD	Psychology	Professor
Anna Song, PhD, MPH	Psychology	Associate Professor
Jitske Tiemensma, PhD	Psychology	Assistant Professor
Jack Vevea, PhD	Psychology	Associate Professor
Jan Wallander, PhD	Psychology	Professor
Eric Walle, PhD	Psychology	Assistant Professor
Deb Wiebe, PhD, MPH	Psychology	Professor
Matthew Zawadzki, PhD	Psychology	Assistant Professor