

Graduate Council (GC)
Wednesday, April 1, 2015
1:00-2:30PM
KL 362

Materials available on UCMCROPS:

 [GC 2014-2015 Resources / Meetings: Agendas & Packets / April 1, 2015](#)

AGENDA	Pg.	Time
I. Chair's Report – Professor Kathleen Hull		5 min
- DivCo (3/19)		
II. Vice Chair's Report - Professor Michael Dawson		5 min
- Campus Visit of WSCUC Staff Liaison to UC Merced (3/12)		
III. Consent Calendar		
- Approval of the Agenda		
- Approval of the GC Meeting Minutes:		
• Draft February 25, 2015	<i>pg. 4-6</i>	
• Draft March 11, 2015	<i>pg. 7-9</i>	
- Approval of the Graduate Group Bylaws:		
• Applied Mathematics	<i>pg. 10-18</i>	
• Psychological Sciences	<i>pg. 19-30</i>	
IV. Campus Review Item: Global Arts Studies Major	<i>pg. 31-57</i>	15 min
- GC has been extended the opportunity to opine on the proposal from SSHA to establish the Global Arts Studies (GASP) major.		
Action: Review and provide comments to DivCo by April 6.		
- Medical Education Task Force	<i>pg. 58-60</i>	
Action: Review and identify a GC representative.		
- Joint Senate-Administration Academic Degree Programs Working Group	<i>pg. 61</i>	
Action: Review and identify a GC representative.		
V. Systemwide Review Items:		15 min
- Revised Presidential Policy on Sexual Harassment and Sexual Violence	<i>pg. 62-146</i>	
The proposed revisions are intended to update the policy in accordance with Final Regulations implementing the requirements of the Violence Against Women Act (VAWA) that was reauthorized by President Obama in 2013.		
Action: Review and provide comments to DivCo by April 10.		
- Revisions to Senate Bylaw 128.D.2	<i>pg. 147-152</i>	
Systemwide is proposing revisions to Senate Bylaw 128.D.2 which would make the vice chairs of all standing systemwide committees at-large members.		

Action: Review and provide comments to DivCo by April 15.

- **Revisions to Bylaw 182**

pg. 153-156

The proposed revisions amend the duties of the University Committee on International Education. The revisions are intended to formalize the governance over policies related to international education and matters concerning international engagement programs.

Action: Review and provide comments to DivCo by May 5.

VI. GC Policy Subcommittee Review Items

20 min

- **Graduate Group Concentrations and Designated Emphasis**

- Draft Policy- Process for Establishing Concentrations and Designated Emphasis within Graduate Degree Programs *pg. 157-161*
- Graduate Group Summary Form *pg. 162-163*
- Request for Approval to Modify Graduate Degree Requirements Form *pg. 164-165*
- Designated Emphasis Degree Requirements Form *pg. 166-167*

Action: Review and discuss the draft policy developed by the Policy Subcommittee before formal consultation with the Graduate Division, the Office of Institutional Assessment, and the Office of the Registrar.

- **Course Request Form and Policy**

Graduate Groups have asked for greater clarity between WASC and GC course requirements in the CRF approval policy, particularly in regards to course schedule. In the past, GC has interpreted a course schedule to be a list or table indicating assignments and key topics articulated by date. This course schedule format would allow the GC CRF subcommittee to adequately assess the student workload (i.e. if the instructional format is justified) and if the course subject matter would substantially overlap with that of another course.

- Revised- GC CRF Policy *pg. 168-170*
- GC CRF Form *pg. 171-172*
- GC CRF Subcommittee- CRF Review Worksheet *pg. 173-174*
- Draft Course Request Form Style Guide *pg. 175-179*

Action: Review and determine possible revisions to the CRF documents.

VII. Discussion Item: Proposed Parking Permit Renewal Policy

pg. 180-181 **10 min**

The Graduate Student Association (GSA) is concerned with the proposed parking permit renewal policy developed by the Committee on Faculty Welfare, Diversity, and Academic Freedom (FWDAF).

VIII. Consultation with VPDGE Marjorie Zatz

10 min

IX. Executive Session- GC Members Only

10 min

GRADUATE COUNCIL 2014-2015 ATTENDANCE RECORD

Members	9/9	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/28	2/11	2/25	3/11	4/1	4/15	4/29	5/13	5/27
Kathleen Hull, Chair	X	X	X	X	X	X	X	X	X	X	X	X					
Michael Dawson, Vice Chair	X	X	X	X	***	X	X	X	X	X	X	X					
Sayantani Ghosh	X	X	X	X	X	X	X	X	X	X	X	X					
Sachin Goyal	X	***	***	X	X	X	X	X	X	X	X	X					
Ramesh Balasubramaniam	X	X	X	X	X	X	X	X	X	X	X	X					
Changqing Li	X	X	X	X	X	X	***	X	X	***	X	***					
Victor Munoz			X	X	***	X	X	X	X	***	X	X					
Kurt Schnier			X	X	X	X	X	X	X	X	X	X					
Miriam Barlow, spring only									***	***	X	X					
Ex-Officio																	
Marjorie Zatz, Grad Dean*	X	X	***	X	X	X	***	X	X	***	X	X					
Brandon Stark, Grad Student Rep.*	X	X	X	X	***	X	X	X	X	X	X	X					
Jian-Qiao Sun, Senate Chair*	***	***	***	***	***	***	***	***	***	***	***	***					
Cristián Ricci, Senate Vice-Chair*	***	***	***	***	***	***	***	***	***	***	***	***					
Consultants																	
Tsu Ya, GC Consultant	X	***	X	X	***	X	***	***	***	***	***	X					
Laura Martin, GC Consultant	X	X	X	***	X	X	X	X	X	X	X	X					
Guests																	
Provost/EVC Peterson (invited 5/13)						X											
Eric Cannon (12/2)							X										
Becky Gubser (invited 2/25)											X						
VPF Gregg Camfield (invited 2/25)											X						
Staff																	
Mayra Chavez	X	X	X	X	X	X	X	X	X	X	X	X					
Simrin Takhar	***	***	***	***	***	***	***	***	***	***	***	***					
Fatima Paul	***	***	***	***	***	***	***	***	***	***	***	***					
Dejeuné Shelton	***	***	***	X	***	X	***	***	***	***	***	***					

X = Present

T= Phone

*** = Not in Attendance

Graduate Council (GC)
Meeting Minutes
Wednesday, February 25, 2015
1:00-2:30PM

I. Chair's Report – Professor Kathleen Hull

- DivCo/CAPRA Meeting with VCPB Feitelberg (2/12)

Chair Hull reported that the main item of discussion was the Academic Senate's participation in the Project 2020 Request for Proposals (RFP) team meetings. The first RFP team meeting took place on February 19 and the next RFP team meetings are scheduled for March 10 and March 12.

- Chair Hull reiterated the need to keep Graduate Council business confidential to avoid misinformation and prevent discussions being released out of context.

II. Vice Chair's Report - Professor Michael Dawson

- PROC (2/17)

Vice Chair Dawson reported of the following relevant items discussed at the Periodic Review Oversight Committee:

- PROC is continuing the review of draft principles for periodic review. The principles will be undergoing review by the administrative units in the near future.
- The proposed review policy for ORUs was also discussed and the Graduate Council's comments were reiterated during the meeting.
- PROC will also begin the review of the administrative periodic review policy in order to make sure that administrative reviews are working well and satisfying the mission of the campus.

III. Consent Calendar

- The agenda was unanimously approved as presented.
- The GC November 18, December 16, January 28, and February 11 Meeting Minutes were unanimously approved.

IV. Campus Review Item: Draft Grade Appeals Policy

The Undergraduate Council's grade appeal policy subcommittee drafted a policy that outlines the procedures for initiating a grade appeal by undergraduate students. In general, members were supportive of the proposed policy that clearly defines the criteria for grade changes and formalizes the steps to appeal a grade. During the Council's discussion the following comments and questions were raised:

- Appeal Petition: The policy notes that an appeal petition includes a written summary that is filed with the program's Dean; by "written" does UGC also include email? Clarification on this point would be helpful so students know if electronic or hard copies will be required. In addition, members believe that an electronic form would be helpful for undergraduate students to use for this purpose.
- Appeal Process: As written, the policy indicates that if the program's Dean has a conflict of interest a Dean designate will review the case. Members expressed concern that the conflict of interest may be compounded if the Dean designates the designee. GC suggests

that UGC identify the designee to avoid the perception of conflict of interest in such cases; for example, the designee be the program’s School Executive Committee Chair.

- **Timeline:** Members appreciate the timeline included in the draft policy, but recommend adding “no later than” language to help students understand the time limitation and when exactly the process for an appeal should begin. It would seem especially critical to set a “no later than” date for initiating the process, since the rules stipulate the process must be complete within one semester. Likewise, given that the policy indicates that the timeframe begins in the semester following that in which the grade in question was filed, what are the timeline implications for a grade appeal for a spring semester course? Would this mean a timeline for an appeal would begin in the summer? Given such possible confusion, Graduate Council recommends explicitly stating how the summer would be incorporated (or not) in the timeline for potential stages of the appeal processes.

Action: GC will provide comments to UGC and the Senate Chair by February 27.

V. **Guests: Gregg Camfield, Interim Vice Provost for Faculty and Becky Gubser, Associate Director of Academic Personnel**

- GC discussed the following items with VPF Camfield and Associate Director Gubser:

- **Possibility of adding a new MAPP section**

VPF Camfield and Associate Director Gubser agreed it would be appropriate to begin drafting the MAPP section for appointment and review of graduate group chairs similar to the UC Davis APM. This proposed section would formalize the current process for appointment of graduate group chairs and ensure review guidelines are codified for the campus. VPF Camfield and Associate Director Gubser indicated that the Office of Academic Personnel would draft the proposed section in consultation with GC and VPDGE Zatz.

Action: GC will send a memo to VPF Camfield and Associate Director Gubser to request the development of a new MAPP section for appointment and review of graduate group chairs similar to the UC Davis APM Section 245.

- **Update: MAPP Section- Graduate Student Employment Titles**

VPF Camfield and Associate Director Gubser reported that the MAPP review cycle has shifted. The Academic Personnel Office will draft the MAPP sections in the Spring and will disseminate for broad campus review in the Fall. The MAPP section governing the appointment of graduate student employment titles is being redrafted due to the extensive comments received last year.

Action: GC will leave an open invitation to the Academic Personnel staff to attend Graduate Council in order to provide initial comments and advice for developing this section of the MAPP.

VI. **Consultation with VPDGE Marjorie Zatz**

- Discussion Items:

- **New Fellowship Announcement**

VPDGE Zatz conveyed that the Graduate Division has received funding for a new fellowship. The potential name for this new award is the Cognitive Development Learning Fellowship and the amount is expected to be \$1000 a year to fund research expenses.

- Admissions and Visitation Weekend
 - A total of 586 students have submitted a graduate admissions application and 202 have been admitted (23% above the number of applications received last year and 30% above for domestic applicants).
 - Visitation weekend is next week and a total of 77 students will be visiting the campus.
- Professional Development Activities
 - The Grad Slam qualifying round is scheduled on March 3 and in April the final round will take place. A total of 50 applications have been received.
 - The Graduate Student Orientation will be one day longer this year as a full day will be dedicated for international students.

VII. Executive Session- GC Members Only

No minutes were recorded for this portion of the meeting.

There being no further business, the meeting adjourned.

Attest:

Kathleen Hull, Chair

Minutes Prepared by:

Mayra Chavez-Franco, Senate Analyst

Graduate Council (GC)
Meeting Minutes
Wednesday, March 11, 2015
1:00-2:30PM

I. Chair's Report – Professor Kathleen Hull

- CCGA (3/4)

Chair Hull reported that CCGA discussed the Enrollment and Transfer Pathways, continued the discussion of compellingness, and discussed the Governor Brown's Finance Team campus visitations.

II. Vice Chair's Report - Professor Michael Dawson

- PROC (3/5)

Vice Chair Dawson informed members that the following items were discussed at the March 5 meeting:

- Assessment Management Systems Inventive will be providing a campus demonstration on March 13 and faculty have been invited to participate.
- The draft Program Review Principles will be discussed at the next PROC meeting.
- PROC will be review reports from non-academic departments to determine what recommendations would have been considered if faculty input would have been obtained.

- Discussion Item: Campus Visit of WSCUC Staff Liaison to UC Merced (3/12)

Barbara Gross Davis, WSCUC staff liaison to UC Merced, will be visiting the campus on March 12th. The visit will allow the campus to learn more about accreditation and re-affirmation process. Vice Chair Dawson and Professor Goyal will be attending as GC representatives and members were asked to send their comments and/or questions by the end of the day.

III. Consent Calendar

- The agenda was unanimously approved as presented.

- The graduate course requests listed below were removed from the consent calendar as additional information and/or revisions were requested.

- QSB 251- Advanced Molecular Immunology
- EECS 245- Parallel Computing
- CHEM 260/CHEM 160- Introduction to Scientific Computing

IV. GC Reviewer Assignments

- **UCM Catalog- Graduate Studies Section**

Members reviewed and had no objections to the proposed team assignments.

Action: GC Analyst will post the approved team assignments to crops and distribute the appropriate catalog copies in MS Word format.

- **Graduate Group Policies and Procedures**

On October 28, GC sent out a call for updated graduate group policies and procedures in order to ensure compliance with this new [Policies & Procedures Policy and Template](#). The deadline for submission is March 20, 2015. Members reviewed and had no objections to the proposed reviewer assignments.

Action: GC Analyst will post the approved reviewer assignments to crops.

- Senate Awards AY 2014-2015

The annual call for senate award nominations was sent on March 4 and nominations are due on April 8. GC is responsible for reviewing nominations for [Senate Distinguished Graduate Teaching/Mentorship Award](#). Per the guidelines, GC needs to form an ad hoc committee from its membership to serve as the GC Senate Awards Committee with a minimum of three faculty with “balanced representation from different academic areas”. The announcement of the recipient will be made at the spring Meeting of the Division scheduled on April 23, 2015.

The following members volunteered to serve:

- Professor Miriam Barlow, SNS
- Professor Victor Munoz, SOE
- Professor Ramesh Balasubramaniam, SSHA

A motion was made, seconded, and carried to approve the ad hoc awards committee membership.

Action: GC Analyst will notify the Senate Office of the GC senate awards committee membership.

V. GC Policy Subcommittee Review Items

- Review of the UCM Graduate Council Bylaws

DivCo has asked standing committees to review their relevant sections of the Division Bylaws and submit any revisions to CRE. Members reviewed and no objections to the proposed amendments to the UC Merced Division Bylaw Part II. Title IV.3.

Action: GC will send recommend amendments to the Senate Chair by March 18.

- Policy for Non-ladder Faculty Eligibility to Teach Graduate Courses

On February 11, GC had a preliminary discussion on the proposed revisions to the policy that included explicitly stating that the policy encompasses post-doctoral scholars and that the justification memo provided by graduate group must address staffing needs for the program.

Members reviewed the latest version of policy and recommended further revisions that would be approved via email.

Action: GC Analyst will revise the policy and distribute as an email consent item.

- Draft Policy for Establishment of Graduate Group Concentrations and Designated Emphasis

Members reviewed the initial draft policy and corresponding forms developed by the Policy Subcommittee. Several clarification questions were raised and revisions were requested.

Action: GC Analyst will send the draft policy for an additional round of review to the Policy Subcommittee before consultation with Graduate Division, Office of Institutional Assessment, and the Office of the Registrar.

VI. Discussion Item: Course Request Form

Graduate Groups have asked for greater clarity between WASC and GC course requirements in the CRF approval policy, particularly in regards to course schedule. In the past, GC has interpreted a course schedule to be a list or table indicating assignments and key topics articulated by date. This course schedule format would allow the GC CRF subcommittee to adequately assess the student workload (i.e. if the instructional format is justified) and if the course subject matter would substantially overlap with that of another course.

Members were asked to consider the merits of incorporating the CRF Review Worksheet, used by CRF subcommittee when reviewing graduate course requests, as an appendix to the current policy. In addition, the Office of the Registrar drafted a Course Request Form Style Guide document that might be helpful to incorporate to the current policy.

GC reviewed and conducted a preliminary discussion on the following documents:

- GC CRF Policy
- GC CRF Form
- GC CRF Subcommittee- CRF Review Worksheet
- Draft Course Request Form Style Guide

Action: The GC Policy Subcommittee will be asked to review the policy and determine possible revisions for discussion at the April 1 meeting.

VII. Consultation with VPDGE Marjorie Zatz

- VPDGE Zatz discussed the following items:

- Update on GradSLAM! and Graduate Visitation Weekend
- Plans for a commencement reception for graduating masters and doctoral students on Friday, May 15, 2015 from 4:00-6:00 pm.
- Graduate Division Interdisciplinary Small Grants Program

Action: GC will discuss via email to what extent Graduate Council would like to be involved.

VIII. Executive Session- GC Members Only

No minutes were recorded for this portion of the meeting.

There being no further business, the meeting adjourned.

Attest:

Kathleen Hull, Chair

Minutes Prepared by:

Mayra Chavez-Franco, Senate Analyst



APPLIED MATHEMATICS GRADUATE GROUP

University of California, Merced
5200 North Lake Road
Merced, CA 95343

February 9, 2015

To: Mayra Chavez-Franco, Senate Analyst

**CC: Marjorie Zatz, Vice Provost and Dean of Graduate Education
Kathleen Hull, Chair, Graduate Council
Paul Roberts, Graduate Student Academic Specialist, School of Natural Sciences**

From: Boaz Ilan, Chair, Applied Mathematics Graduate Group

Re: Revised Bylaws for the Applied Mathematics Graduate Group

Dear Graduate Council,

Thank you for reviewing of the current bylaws of the Applied Mathematics Graduate Group (AMGG) and the request for revisions dated **December 23, 2014**.

Attached please find our revised bylaws. The AMGG Faculty has approved unanimously the revised bylaws by an electronic vote, which closed on **February 6, 2015**. The Executive Committee led the effort to revise the bylaws, with input (by email and in a faculty meeting) from all AMGG Faculty.

The proposed changes address each and every request for revision from Graduate Council. In addition, the revised bylaws use the **Bylaws Template**, which was recently approved by Graduate Council. Because the Bylaws Template is structured differently from our current bylaws and uses Microsoft Word, the revised bylaws document does not include track-changes. However, following is a summary of the main changes in this document.

Summary of main changes.

1. Adherence to the structure of the Bylaws Template.
2. Article II. Stated the minimum participation expected of each faculty member.
3. Article III. Added a brief article on administration.
4. Article IV. Listed the roles and duties of the Graduate Chair. In particular, the list contains as a subset the minimum duties defined by the Graduate Division.
5. Article V.
 - a. Defined the minimal composition of each committee.

- b. Added an Awards Committee.
- 6. Article VI. Added an article on Student Representative. This article delineates the appointment process and voting rights of the Student Representative. This article includes the clause required per Graduate Council policy.
- 7. Article VII. Listed the duties, appointment process, and expectations from the Initial Graduate Advisors and the Research Advisors.
- 8. Article VIII.
 - a. Included the process of notification of meetings, their minimum time period, and participation of faculty who are not on campus.
 - b. Included a suggested Order of Business for meetings.
- 9. Article IX. Included details of the balloting process.

I look forward to your review and approval of the revised bylaws.

Sincerely,



Boaz Ilan
Associate Professor
Chair, Applied Mathematics Graduate Group

Applied Mathematics Graduate Program Bylaws

Administrative Home: Applied Mathematical Sciences Unit

Resource Home: School of Natural Sciences

Revision date(s): February 9, 2015

Graduate Council Approved: pending

Article I. Objective

- A. AMGP offers Masters of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees.
- B. The discipline of the **Applied Mathematics Graduate Program (AMGP)** is applied mathematics.
- C. AMGP's mission is to provide a focus for graduate training in Applied Mathematics by facilitating the research interactions of graduate students and faculty. Applied Mathematics is an interdisciplinary enterprise that draws on the physical and life sciences, engineering and computer science, and social sciences. Initial focal areas of the Group include computational applied mathematics, linear and nonlinear wave propagation, and fluid dynamics. Additional areas will be pursued as new faculty members are added to the **Applied Mathematics Graduate Group (AMGG)**.

Article II. Membership

- A. Membership shall be open to Academic Senate Faculty at UC Merced, who are actively involved in scientific inquiry and scholarship in applied mathematics, including, but not limited to, the traditional disciplines of analysis and computation of differential equations, modeling of phenomena in physical, life, engineering and social systems. Members of the University faculty wishing to be appointed to AMGG must submit a written request to the Group Chair indicating their interest in participating in the Group. This should be accompanied by a current CV. Materials will be evaluated by the Executive Committee for the appropriateness of the appointment to the AMGG Faculty. The Executive Committee will make a recommendation to the Group, and applicants will be admitted to the Group if their application receives a majority vote of the full Core Faculty.
- B. AMGG Faculty are Core Members, who are responsible for administration of the group, teaching of the graduate courses, and doing research, leading to the M.S. and Ph.D. degrees.
- C. Core Members are eligible to vote on graduate group matters. Emeritus Members do not have voting rights.
- D. Each Core Faculty Member is expected to participate actively in the program. At a minimum, active participation is defined by a faculty member having conducted at least

one of the following activities within each three academic years: (i) serving on an AMGP administrative committee, (ii) serving on an AMGP student's dissertation/thesis/capstone committee, or (iii) teaching an AMGP graduate course. The faculty member is responsible for providing the Membership Committee with appropriate documentation of performance. Each member will be reviewed by the Committee every four years, and the Committee will make a recommendation to the Group for continuation or termination of the individual's membership. Termination of membership will require a two-thirds vote of the full Core Faculty.

- E. Membership denial or non-renewal may be appealed by submitting a written request within two weeks to the Group Chair indicating the reasons for this appeal. This should include a description of the individual's active research and scholarship activities. An appeal for non-renewal should be accompanied by a list of the individual's participation in AMGP in the past three academic years, in accordance with Article II(D). The Group Chair will bring the appeal to a discussion and vote of the full Core Faculty. Applicants denied membership or renewal of membership may make a final appeal within two weeks to the Dean of Graduate Division.

Article III. Administration

AMGP is administered by the Graduate Group Chair and five Standing Committees: Executive, Membership, Admission and Recruitment, Educational Policy, Awards, and Preliminary Exams.

Article IV. Graduate Group Chair

- A. The Graduate Dean appoints the Graduate Group Chair. The Graduate Group Faculty may nominate a Core Member for the consideration of the Dean of Graduate Studies. Such a nomination will be done by a vote of all the Core Faculty, whose outcome will be submitted to the Graduate Dean.
- B. The term length for the Graduate Group Chair is set by the Division of Graduate Studies and is currently one year (from July 1 to June 30 the following year), renewable each year.
- C. Duties of the Chair include:
- Oversee the progress of graduate students through the program, including satisfaction of degree requirements and advancement to candidacy, in coordination with group advisors, faculty and staff.
 - Represent the group faculty and act as the administrative liaison in all matters related to the degree programs to the Dean of the School of Natural Sciences,

Graduate Dean, Graduate and Research Council, and School of Natural Science Executive Committee.

- Determine resource needs and administer the program budget, in consultation with the group faculty, Dean of the School of Natural Sciences, and Graduate Dean.
- Ensure adherence to the Group's Policies and Procedure, including appropriate actions when a student's progress toward the degree is deemed unsatisfactory.
- Call and preside over group meetings in the Fall and Spring semesters.
- Appoint standing committees and their chairs in consultation with the Executive Committee.
- Oversee the progress of graduate students through the program, including satisfaction of degree requirements and advancement to candidacy, in coordination with group advisors, faculty and staff.
- Oversee graduate student recruitment, graduate program website, admissions, and financial aid, in consultation with the group faculty, Dean of the School of Natural Sciences, and Graduate Dean.
- Determine graduate course offerings each semester, including curriculum changes, in consultation with group faculty, and school staff and faculty involved in course scheduling and teaching assignments.
- Serve as graduate group's Faculty Accreditation Organizer by overseeing annual program assessments and periodic program review, to monitor and maintain academic excellence.
- Coordinate participation of the graduate group in School and University program activities, including graduate student fellowship and award programs.
- Develop and maintain a plan for promoting diversity among matriculated graduate students.
- Consult with the deans in selecting and reviewing graduate support staff.
- Manage and respond to program feedback and inquiries from faculty, students, staff, and reviewers.

Article V. Committees

The **Executive Committee (EC)** is elected by vote of the faculty in the group. The EC consists of three members, who will serve rotating terms of five years. (The original five members will serve terms of three, four, and five years.) The Group Chair will serve as an *ex officio* member of the EC.

Responsibilities of the Executive Committee include:

- Approve membership in the Applied Mathematics Graduate Group.

- Prepare an annual slate of nominees that will be put before the membership for election to serve on the EC. Members can be re-elected and serve two consecutive five year terms but must sit out one election cycle before running for a third term.
- In consultation with the group faculty, determine and implement policy for the good of the Group, establish and guide the educational requirements of the Group, and represent the interests of the Group to the University and other agencies.
- Appoint members to five standing committees (Membership, Educational Policy, Admissions, Awards, and Preliminary Exams) at the beginning of the Fall semester. The EC may choose to not constitute a particular committee as a separate body, in which case the Executive Committee will assume the responsibilities of that committee. Committee formation and appointments will be reviewed on an annual basis.

The composition and duties of the four standing committees are as follows:

- **Membership Committee.** This committee consists of two faculty members and is responsible for reviewing applications from faculty who wish to be part of the Group. In addition, the Membership Committee will review the membership of the Graduate Group every four years. The MC will recommend to the EC approval or denial of membership in the Graduate Group.
- **Educational Policy Committee (EPC).** The EPC consists of three faculty members and one graduate student representative. This committee is responsible for establishing and guiding the educational programs of the Group. The EPC will be formed by the EC as needed and will periodically conduct reviews of the programs, including the five-year review. The EPC, in consultation with the group faculty, will determine changes in programmatic requirements of AMGP. In particular, the EPC will be responsible for review and changes in the program's curriculum, Program Learning Outcomes, program assessment, and substantive change review.
- **Admissions and Recruitment Committee.** This committee consists of five faculty members. This committee is charged with the development of recruiting materials for the Group, reviewing applications for admissions, making recommendations for admissions to the Dean of Graduate Studies, exploring graduate student support mechanisms, and allocating intramural financial assistance.
- **Awards Committee.** This committee consists of three faculty members. This committee is charged with reviewing applications for graduate student awards, selection of nominees for these awards, and writing the nomination materials.

- **Preliminary Exams Committee.** This committee is responsible for writing, administering, and grading the preliminary exams at the beginning and end of the Spring semester. The committee consists of five faculty members: an organizer together with four faculty members, who each agree to write and grade one of the four preliminary exams. In case the organizer writes and grades one exam, then the committee will consist of four total faculty members.

Article VI. Student Representation

A non-voting Graduate Student Representative will be appointed to serve on the Educational Policy Committee (EPC). The appointment will occur in a three-stage process. First, the Executive Committee will survey all AMGP students who have completed the first year to form a list of students who are potentially interested in the appointment. Second, the Executive Committee, in consultation with the students' advisors and thesis/capstone committees, will choose from the list one student whose service will contribute most substantially to the mission of the EPC, while not interfering with the student's progress towards the degree. Finally, the student representative's nomination will be confirmed by majority vote of the core Faculty.

The Graduate Student Representative will serve a one-year term and can be reselected for a second term. The Graduate Student Representative will represent all AMGP students by attending all EPC meetings, contributing to discussions, and serving as a liaison between the EPC and all AMGP students. However, the Graduate Student Representative will not have voting privileges on EPC.

The Chair of any committee with one or more student members must excuse the Graduate Student Representative from meetings during discussion about other students, applicants, personnel actions or disciplinary issues relating to faculty, during rankings of existing students for funding, for disciplinary issues related to students, and other executive session discussions at the discretion of a committee Chair.

Article VII. Graduate Advisors

AMGG Faculty may serve as Initial Advisors and / or Research Advisors.

- A. **Initial Advisors** will advise students during their first year of study. The Initial Advisor will be assigned based on an incoming student's application to AMGP and the availability of faculty resources. The Initial Advisor will be responsible for the initial advising of graduate students. This includes advising students on (i) completion of first-year coursework requirements and preliminary exams, (ii) identifying a research advisor with matching interests, (iii) adjusting to the intellectual depth and rigor of graduate

studies, and (iv) balancing graduate education with TA duties. The Initial Advisors should meet with their advised students at least three times during the Fall semester and three times during the Spring semester to monitor progress.

- B. **Research Advisors** will advise students from their second year and beyond. The Research Advisors should be chosen in agreement between the student and the advisor. Minimum graduate group expectations of Research Advisors include: (i) identify a suitable research topic for the student, (ii) develop a research plan, (iii) help the student learn and apply the requisite research skills, (iii) advise the student on disseminating the research results at professional meetings and seminars, and (iv) advise the student on balancing graduate education with TA duties.

Article VIII. Meetings

- A. Graduate Group meetings will be held at least once per academic semester. The Group Chair will call the meetings. For all meetings, notice of meetings must be distributed to all faculty by email at least one week prior to the meeting, and agenda items must be solicited, also by email.
- B. Group faculty can request additional meetings by email to the Group Chair, or in extenuating circumstances, by email query to the entire group faculty. In the latter case, if a simple majority of group faculty agrees that a meeting is required, the meeting shall take place.
- C. Faculty who are away from campus may elect to participate in a meeting by teleconference or videoconference. Such arrangements should be made no later than two days before the meeting's date.
- D. At all regular meetings the suggested Order of Business shall be as follows:
1. Reading of the minutes of the preceding meeting
 2. Reports from the Chair of the Executive Committee
 3. Reports from each of the Standing Committees
 4. Old Business
 5. New Business

Article IX. Quorum

Issues that require a vote of the membership need to have a quorum of at least 50% of the total membership present. Voting may be done electronically so as to accommodate members who are off campus for extended period of time. A positive or negative decision requires a simple majority of the vote.

When voting is required, the Group Chair will be responsible for informing the membership as to whether votes must be cast in person (i.e., at a meeting), via web-based balloting technology, or via email. Unless stated otherwise, the default setting is for voting to occur over email. In the case of electronic voting (whether via web-based technology or email), at least three days must be provided before the ballot closes.

Article X. Amendments

Amendments to these Bylaws require approval by two-thirds of the voting members of the Group. Written notice of the proposed amendment shall be sent to each member at least five working days prior to the meeting at which the amendment is to be discussed. Program members may propose amendments by petition to the Graduate Group Chair. The Chair may ask for revisions from the faculty who submitted proposed amendments before forwarding the revisions to the membership for review and voting. All amendments and revisions must be submitted to the Graduate Council for review and approval; changes in the bylaws will become effective upon approval by the Graduate Council.



February 4, 2015

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

From: Linda Cameron, Graduate Group Chair, Psychological Sciences (PSY)

Re: Revision of the Psychological Sciences Graduate Group Bylaws

We have made the following changes in response to the requested revisions:

- Article III. Administration: We have removed the information included regarding the Lead Dean and added a brief statement on the administrative structure of the graduate program.
- Article VI. Student Representatives: We have supplemented this section to include a description of the formalized process by which the student representative is appointed and the committees on which the student representative serves. We have retained from our previous version the information regarding the voting rights and the following clause: "The Chair of any committee with student members must excuse the student representatives from meetings during discussion about other students, applicants, personnel actions or disciplinary issues relating to faculty, during rankings of existing students for funding, for disciplinary issues related to students, and other executive session discussions at the discretion of a committee Chair."
- Article IX. Quorum: We have revised this section to include details on the balloting process and, when an email vote is held, the minimum number of days that must be provided before the "ballot closes". We also removed the last sentence included in the article in the previous version.
- Article X. Amendments: We have removed the second to the last sentence included in this article in the previous version.
- Graduate Council Name- We have removed any reference to the Graduate and Research Council and replaced it with the correct name, Graduate Council.

These revisions are indicated via track changes in the revised version of the bylaws.

Graduate group faculty discussed these revisions at a meeting on January 21, 2015. The Graduate Group Chair incorporated the revisions and submitted the revised bylaws by email to graduate group faculty on February 1, 2015. The faculty met on February 4, 2015 to vote on the approval of the revised bylaws. All 15 faculty members were present. The final vote was 15 in favor, 0 opposed, and 0 no response.

Ph.D. in Psychological Sciences Bylaws

Administrative Home: Psychological Sciences

Revision date(s): ~~February~~~~December 41,~~ 2015~~4~~

Graduate Council Approved: pending

Article I. Objective

- A. Degree(s) offered by the program: Ph.D. in Psychological Sciences
- B. Discipline: The principal areas of the Program are Developmental Psychology, Health Psychology, and Quantitative Psychology. Other areas may be added by vote of the Graduate Group Faculty, in which case Article I should be amended accordingly.
- C. Mission of the Programs: The Graduate Group in Psychological Sciences (hereafter referred to as the Graduate Group) is organized primarily to establish and administer graduate teaching and research leading to the Ph.D. in Psychological Sciences in conformity with the policies and procedures of the Graduate ~~and Research~~ Council and the Graduate Division of the Merced campus of the University of California.

Article II. Membership

- A. Criteria
Membership is independent and separate from academic program appointments. Members must be Academic Senate Faculty or hold an appropriate academic title (including affiliated members from other UC campuses and adjunct faculty from other institutions). The Graduate Group Faculty shall consist of the ladder faculty of the Psychological Sciences Bylaw 55 unit of the School of Social Sciences, Humanities and Arts (hereafter referred to as the Psychological Sciences Faculty). Membership of Psychological Sciences Faculty in the Graduate Group is automatic upon appointment to the Psychological Sciences Bylaw 55 Section, but may be removed following the provisions in this Article. Membership in the Graduate Group is not limited to UC Merced ladder faculty and may include faculty members from other universities who meet all of the following criteria: (1) Hold an appropriate University of California academic title as (a) a member of the Academic Senate of the University of California, (b) Adjunct Professor, (c) Professional Research Series, or (d) Cooperative Extension Specialist; or hold an equivalent title outside the University of California system.(2) Have an active program of research or scholarship in Psychological Sciences or a related

area commensurate with the expectations of the University of California.(3) Be approved by a majority vote of the current Graduate Faculty.

B. Types

All members of the Psychological Sciences Graduate Group are Core Members; there are no Affiliate Members. Core Members of the Graduate Group faculty will contribute to the training and mentorship of graduate students in the Graduate Program. They will serve as graduate student advisors and members of Faculty Advisory Committees, participate in the planning and development of graduate courses and other facets of the graduate program, contribute to the assessment of the program's learning outcomes, and attend graduate program meetings. Eligible persons who are not Psychological Sciences Bylaw 55 members and have not been removed from membership in the Graduate Group who wish to be appointed as a Core Graduate Faculty Member in the Program must submit a written request to the Graduate Group Chair indicating their interest in participating. This should be accompanied by a current curriculum vitae. Materials will be evaluated by the Graduate Group Chair for the appropriateness of the appointment to the Graduate Group faculty. At the Graduate Group Chair's discretion, an ad hoc committee may be appointed to solicit input from the Graduate Group and provide a recommendation. Applicants will be admitted to the group if their applications receive a majority vote of the Graduate Group Faculty. Election to the Graduate Group Faculty of anyone who is not a Psychological Sciences Faculty member is for a period of four years or until a person's faculty appointment at UC Merced ends, at which time membership in the Graduate Group will terminate automatically. It may be reinstated for four more years by vote of the Graduate Group Faculty.

C. Voting Rights

All voting privileges pertaining to the Graduate Group are restricted to UC Merced Psychological Sciences Graduate Group members who are ladder faculty assigned to the Psychological Sciences Bylaw 55 unit; except that other Graduate Group faculty have voting privileges as members of graduate student committees such as Faculty Advisory Committees, Candidacy Committees, or Dissertation Committees. Retired (emeritus) faculty members may become members of the Graduate Group Faculty by a majority vote of the current Graduate Group Faculty, but they are not members automatically by virtue of having been members before retirement.

D. Review of Membership

Continued membership in the Graduate Group Faculty will be based on active participation in the program, to be judged based on the following kinds of activities: (1) An active research program indicated by significant publication in the principal peer-reviewed journals of the field during the past three years. (2) A significant contribution to graduate mentorship and training by either advising a student participating in the

faculty member's research program or by formal graduate teaching through research seminars and courses. (3) General contribution to graduate research training through participation in the management of the Graduate Group on one of its standing committees or through service on the Graduate ~~and Research~~ Council or on student committees. Faculty will remain as a member of the Graduate Group as long as he or she has passed his or her most recent regular personnel review process at UC Merced with the outcome being awarded a merit advancement or, in its place, a promotion in the past three years. By vote of the Graduate Group Faculty, a faculty member may be removed from membership in the Graduate Group by virtue of failing to meet the criteria for continued membership in the Graduate Group. Members may also be removed by two-thirds vote of the Graduate Group faculty. A motion for such a removal must be proposed by a Graduate Group faculty member in writing at least two weeks prior to the vote; and the member being proposed for removal must have the opportunity to respond in writing but must do so in the two week time period before that vote.

E. Membership Appeal Process

Anyone who is denied membership, or who is removed from membership, and wishes to appeal the decision may submit an appeal in writing and/or attend a meeting of the Graduate Group Faculty to discuss the decision. If those procedures do not result in a satisfactory outcome, the person may appeal to the Dean of the Graduate Division. Applicants denied membership or renewal of membership may make a final appeal to the Dean of Graduate Division.

Article III. Administration

~~The Dean (referred to as Lead Dean) providing oversight and resources for the Psychological Sciences Graduate Group will be elected by a simple majority vote of the Graduate Group members. This appointment must be renewed by vote every five years or less. [By unanimous vote the Dean, School of Social Science, Humanities and Arts was named Psychological Sciences Graduate Group Academic Dean starting July 1, 2009]. The Graduate Group will elect a Graduate Group Chair and a Head for each of the Graduate Group Areas identified in Article I-B. The administration of the Graduate Group and its activities will be vested in the Graduate Group Executive Committee consisting of the Psychological Sciences Sections' Area Heads and the Graduate Group Chair. The Graduate Group Executive Committee may choose to form one or both of the following standing committees: the Graduate Curriculum and Educational Policy Committee and the Admissions/fellowships Committee.~~

Formatted: Default

Article IV. Graduate Group Chair

A. Nomination Process

A member of the Graduate Group will be nominated for Chair by the Graduate Group Faculty and recommended to the Dean of the Graduate Division, who makes the appointment. Normally this position is held by someone other than the Chair of the Psychological Sciences Bylaw 55 Section, although that Chair is not prohibited from also serving as the Graduate Group Chair. Graduate Group Faculty may nominate themselves as Chair or be nominated by other Graduate Group Faculty. Election of Graduate Group Chair-nominee shall be by majority vote. If more than two candidates have been nominated to this position, the two candidates having received the most votes in a preliminary voting round will be voted on in a final round, such that a simple majority determines who will be nominated. That nomination is then forwarded to the Dean of the Graduate Division.

The election of the Graduate Group Chair-nominee is repeated at the start of every academic year, resulting in either a re-nomination of the same faculty member or nomination of a new faculty member for Graduate Group Chair. In practice, the same person is typically re-nominated if he or she has been doing a satisfactory job, because there is a steep learning curve for anyone who is appointed as Graduate Group Chair.

B. Duties of the Chair:

- Oversee the progress of graduate students through the program, including satisfaction of degree requirements and advancement to candidacy, in coordination with group advisors, faculty and staff;
- Represent the group faculty in all matters related to the degree program(s) to the lead dean, the graduate dean, Graduate Council, and School Executive Committee(s);
- Determine resource needs and administer program budget, in consultation with group faculty, lead dean, and graduate dean;
- Oversee graduate student recruitment, graduate program website, admissions, and financial aid, in consultation with group faculty, lead dean, and graduate dean;
- Determine graduate course offerings each semester, including curriculum changes, in consultation with group faculty, and school staff and faculty involved in course scheduling and teaching assignments;
- Determine graduate course resource needs for equipment, staff support, and other resources, in consultation with faculty and lead deans;

- Serve as graduate group Faculty Accreditation Organizer by overseeing annual program assessments and periodic program review , to monitor and maintain academic excellence;
- Consult with deans in selecting and reviewing graduate support staff;
- Coordinate participation of the graduate group in School and University program activities, including graduate student fellowship and award programs;
- Develop and maintain a plan for promoting diversity among matriculated graduate students;
- Manage and respond to program feedback and inquiries from faculty, students, staff , and reviewers;
- Approving committees that review a graduate student’s completion of formal requirements, including committees examining a graduate student’s Pre-Candidacy Project, Qualifying Exam, and Dissertation;
- Preparing recommendations for Teaching Assistant employment and class assignments;
- Monitoring that each student in the Graduate Group meets all academic requirements and maintaining records of such for each student. Included in this responsibility is chairing the yearly review of progress for all graduate students at the end of the spring semester. Note that the ongoing advising for and monitoring of a graduate student’s progress is the responsibility of that student’s Faculty Advisor.

C. Vice Chair

The Psychological Sciences Graduate Program does not have a Vice Chair.

Article V. Committees

A. Executive Committee

~~The administration of the Graduate Group and its activities will be vested in the~~ The Graduate Group Executive Committee (GGEC) shall consist~~ing~~ of the Psychological Sciences Sections’ Area Heads, who are elected to two-year terms by the members of each area and hold voting privileges on the GGEC. The GGEC will be chaired by the Graduate Group Chair, who does not hold regular voting privileges. In cases where there is tie vote among the voting members of the GGEC, the Graduate Group Chair holds the tie breaking vote.

It is the responsibility of the Graduate Group Chair to voice the results of GGEC deliberations to pertinent academic and research administrative units, ~~and~~ the Dean of the Graduate Division, ~~and to the Lead Dean~~. The GGEC may choose to not constitute a particular committee described below as a separate body, in which case the GGEC will

assume the responsibilities of that committee. Committee formation and appointments will be reviewed on an annual basis.

A special duty involving the GGEC will be to hear student grievances. When hearing student grievances the GGEC will add one tenured UC Merced faculty member not associated with the Graduate Group to participate in the process and all votes pertaining to the grievance. This is to enhance the impartiality of a process when grievances are filed about a colleague of members of the GGEC. The Graduate Group Chair will propose five such external candidates and the student filing the grievance may choose to remove up to two candidates from further consideration. A GGEC member who is a member of a committee against which a student is filing a grievance will recuse himself or herself from the review process, but may be interviewed by the remaining committee members as part of the information gathering process.

Students have the right to pursue grievances with the GGEC, which will assemble, review pertinent information, and provide a written summary to the Graduate Group Chair within 30 calendar days of the student grievance. Extensions may be granted in writing by the Graduate Group Chair when warranted by key parties on either side of the grievance (e.g., extended travel obligations, illness). The GGEC will rule on the case. Students have the right to appeal this ruling to the Dean of the Graduate Division within 30 calendar days. The Dean of the Graduate Division may request that the Lead Dean and/or other appropriate parties investigate the student's concerns or grievances and determine appropriate resolutions. Ultimately, the final resolution of all disputes lies with the Dean of the Graduate Division as described in UC Merced's Graduate Advisors Handbook. In the event that the dispute involves the Dean of the Graduate Division in her/his role as a faculty member, then the final resolution of all disputes resides with the Executive Vice Chancellor.

B. Graduate Curriculum and Education Policy Committee

The Graduate Curriculum and Education Policy Committee shall consist of the Heads of the Areas (as defined in Article I B), and a student representative selected by the Psychological Sciences' graduate student organization. Area Heads may choose to delegate this responsibility to a faculty member in the Area, subject to approval of the GGEC. One of these Committee members is chosen by the members of the Committee to be the Graduate Curriculum Committee Chair for a one year term at a time.

The function of the Graduate Curriculum and Education Policy Committee will be to take whatever action is necessary to act on behalf of the Graduate Group during the year to define and implement the program leading to the Ph.D. degree. The Committee is charged with establishing and maintaining documentation on the Psychological Sciences Graduate

Group curriculum, and the Committee will periodically prepare for system reviews of the Psychological Sciences Graduate Group, including the seven-year review.

The Committee, in consultation with the Graduate Group Faculty, will coordinate and document proposed changes in programmatic requirements of the Psychological Sciences Graduate Group program, and present proposed changes to the voting body, and the Graduate ~~and Research~~ Council if required. All changes to the programmatic requirements of the Psychological Sciences Graduate Group curriculum and associate requirements must be approved by vote of the eligible Graduate Group Faculty.

C. Admissions/Fellowships Committee

The Admissions/Fellowships Committee shall consist of the Heads of the Areas (as defined in Article I B). Area Heads may choose to delegate this responsibility to a faculty member in the Area, subject to approval of the GGEC. One of these Committee members is chosen by the members of the Committee to be the Graduate Admissions/Fellowship Committee Chair for a one year term at a time, so that someone is responsible for the timely review of graduate applications.

This committee is charged with the development of recruiting materials for the Graduate Group, reviewing recommendations for admissions made by the Areas, making recommendations for admissions to the Dean of the Graduate Division, and exploring graduate student support mechanisms.

Recommendations for graduate student admissions originate within each Area. Such recommendations shall be made by the appropriate Area Head to the Graduate Admissions/Fellowship Committee, with the assistance of an Area-based committee composed of faculty in that Area selected by the Head of that Area. These recommendations first must be reviewed by faculty within each Area and rankings proposed for acceptance must be made by majority vote of a quorum of eligible Area faculty.

The Admissions/ Fellowships Committee also recommends the allocation of intramural financial assistance to the GGEC, who makes the final decisions or recommendations to an awarding body as appropriate. Recommendations for new and continuing student fellowships are also made to the Admissions/Fellowship Committee by Area Heads with the assistance faculty in that Area. The Admissions/Fellowship Committee forwards its recommendation the GGEC, who makes the final decisions.

Article VI. Student Representation

A student representative will be included in all deliberations that revolve around issues having to do with educational policy and curriculum. When the Graduate Group Executive Committee

chooses to form a separate Graduate Curriculum and Education Policy Committee, the student representative shall be a member of this standing committee. When the Graduate Group Executive Committee takes on the roles and responsibility of the Graduate Curriculum and Education Policy Committee, the student representative shall attend all Graduate Group Executive Committee meetings during which issues related to graduate curriculum and educational policy are discussed. Students do not have voting privileges.

The student representative will be elected by the current graduate students enrolled in the Psychological Sciences Graduate Group and appointed by the Graduate Group Chair. The election procedure shall be: (1) The Graduate Group Chair will issue a call for nominations to all Psychological Sciences graduate students. Self-nominations will be permitted. Graduate students will have five working days to submit nominations. (2) The Graduate Group Chair will collate all nominations onto a ballot and send the ballot by email to all Psychological Sciences graduate students. Students will have five working days to return their email votes to the Graduate Group Chair. (4) The Graduate Group Chair will tally the votes and the nominee with the most votes will be declared the winner of the election. The student representative will serve a one-year term and may be re-elected for no more than one additional term.

The Chair of any committee with student members must excuse the student representatives from meetings during discussion about other students, applicants, personnel actions or disciplinary issues relating to faculty, during rankings of existing students for funding, for disciplinary issues related to students, and other executive session discussions at the discretion of a committee Chair.

Article VII. Graduate Advisors

A Graduate Advisor, who must be a member of the Graduate Program Faculty, will be recommended for appointment by the Graduate Group Chair in compliance with policies and procedures of the Graduate Division. The Graduate Advisor serves as the student's primary mentor, supervises most of his or her research progress, and normally serves as the Chair of the student's Faculty Advisory Committee. The Faculty Advisory Committee, in regular meetings and through individual contact, keeps track of the progress of the student and provides advice on how the student may best complete the requirements of the Program. Students work in consultation with the Graduate Advisor to create the Graduate Advisory Committee. The Graduate Advisor must approve the Graduate Advisory Committee, including any changes to membership due to situations such as a faculty member leaving the University or a change in the student's direction of work. The Graduate Advisor also approves the

Candidacy Committee and the Dissertation Committee. The Graduate Advisor, in the role of a mentor, plans strategies that will support the development of required competencies and provides ongoing, informal feedback regarding the student's progress. In addition, the Graduate Advisor conducts a formal evaluation of the student's progress in the program at least semi-annually.

Article VIII. Meetings

A. Notification of Meetings

The Graduate Program annual meeting will be held in at the end of the Spring semester. The Graduate Group Chair will call the meetings through email notifications. Notice of meetings must be distributed to all Graduate Group Faculty in residence at least three days prior to the meeting, and agenda items must be solicited. Graduate Group Faculty may choose to waive the three-day requirement by unanimous vote. Any faculty member can petition for additional meetings by submitting a request by email or in writing to the Graduate Group Chair. Faculty members are strongly encouraged to attend the annual meeting in person. If faculty are unable to participate in person, they are permitted to participate by tele/video conference. Minutes of meetings shall be distributed within ten days of the date of the meeting.

B. Order of Business for Meetings

N/A

Article IX. Quorum

Issues that require a vote of the Graduate Group Faculty need to have a 50% quorum present. Revisions to the Graduate Group Bylaws will require a 2/3 vote in favor; all other Graduate Group decisions will be determined by simple majority of those voting.

All votes at Graduate Group meetings are by secret ballot if requested by at least one eligible faculty member. If not requested, all votes are by show of hand. If a secret ballot is requested, eligible faculty members will send their ballots to the SSHA director of operations by electronic mail, with a deadline of the end of the second working day after the faculty meeting. Eligible faculty members who are absent from a meeting and who wish to vote will send their votes by electronic mail to the Graduate Group Chair. If the vote at the faculty meeting was by secret ballot, eligible absent faculty members will send their vote to the SSHA director of operations using email. The deadline for such votes remains the end of the second working day after the faculty meeting. Emeritae/i Faculty do not retain voting privileges on the date they assume Emeritae/i status.

~~Voting procedures shall follow the approved voting procedures of the Psychological Sciences Bylaw 55 unit.~~

Article X. Amendments

Amendments to the By-Laws require approval by two-thirds of the eligible voting members of the Graduate 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. Graduate Group Faculty may choose to waive the three-day requirement by unanimous vote. ~~Voting procedures shall follow the approved voting procedures of the Psychological Sciences Bylaw 55 unit.~~ All amendments must be submitted to Graduate ~~and Research~~ Council for review and final approval.



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

February 24, 2015

To: Undergraduate Council

Re: Major in Global Arts Studies Proposal

On February 5, 2015, the School of Social Sciences, Humanities and Arts Curriculum Committee unanimously voted to approve the *Major in Global Arts Studies (GASP)* proposal.

On February 19, 2015, the voting period to consider the *Major in Global Arts Studies (GASP)* 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 *Major in Global Arts Studies (GASP)* proposal (68 votes for; 3 vote against; 2 abstention; 28 ballots not returned).

A copy of the *Major in Global Arts Studies (GASP)* proposal is enclosed for your review. We request that the proposal be approved effective Fall 2016. The SSHA assessment specialist supported the faculty efforts in the creation of the PLOs, curriculum map and corresponding multi-year assessment plan, ensuring compliance with campus [guidelines](#).

Thank you for your consideration.

Mark Aldenderfer
Dean, SSHA

CC: Jan Goggans, 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

GASP Major Proposal

1. Program description and rationale

The major in Global Arts Studies at UC Merced will educate students in the history, theory, and practice of the arts in a global context. The program will bring together disciplines traditionally housed in different departments, including art history, visual studies, musicology and ethnomusicology, music performance, and studio art. The curriculum for the Global Arts Studies major will integrate creative practice and hands-on training with the theoretical analysis of visual, sonic, and material culture. We aim to foster a new generation of critical thinkers with global and interdisciplinary perspectives, grounded in deep historical and theoretical knowledge.

The program will be global in many senses of the word. Our studies will not privilege one geographic space over another. We will be rigorous in the study of all kinds of human expression, from film screen to dance club, from ritual and touristic practice to museum and concert hall. Our faculty of ethnomusicologists and art historians will help students refine the skills they need to engage critically with culturally diverse media. We will train our students to deal with both sonic and visual realms, granting them sophisticated insights into multi-media performances and artworks—architecture, film and television, operas, video games and other interactive media, music videos, and dances both staged and social. Our students will deepen their understanding of these expressions with studies of their history and social relevance, with an array of theoretical and methodological perspectives and approaches to them, and not least with hands-on practical training in painting, sculpture, design, photography, music, and dance. The program will also offer students ample opportunity to develop their professional skills via participation in community-based events—curating exhibitions, managing the UCM Art Gallery, and organizing and performing in recitals, concerts, and multi-media presentations.

The breadth of our program is obvious, but we also have much to offer in terms of depth. As GASP faculty we all have our own individual in-depth disciplinary training but all of us deal with multiple academic fields. Some of our courses are interdisciplinary in character and others will have a strong disciplinary focus. Second, we are dedicated to developing a rigorous methodological training of four basic skills that will be relevant within the major, outside the major, and as preparation for both graduate school and the general job market: research, analysis, argumentation, and writing.

We believe this major will have several advantages over more traditional art and music majors. Our dedication to addressing “high,” “low,” and “middle-brow” culture on equal terms will allow us to disempower and critique classist hierarchies of taste and value. Our commitment to training our students to do in-depth analysis in multiple media will help them fill in the problematic lacunae that plague much current scholarship on multimedia art forms—film scholars’ traditional lack of attention to musical scoring, music scholars’ traditional lack of serious attention to libretto and stagecraft in opera, and so forth. And our geographical flexibility will allow us to avoid the major pitfalls that stem from dividing up the world along colonialist lines of geography and race—“the West and the rest.”

The GASP major builds on the Arts minor and will continue to employ the same resources and existing courses in studio art, music ensemble, GASP lectures and seminars. Most of the studio art and ensemble courses will be slightly adjusted to comport with the new guidelines but they will largely remain in place because the majors will be required to take at least eight units of studio art and/or music ensemble. The minors will be given the opportunity to pursue a

BA in GASP if they so choose using the units taken before the major was established.

1.1 How the program will contribute to undergraduate education at UC Merced

As mentioned in the Program Rationale, the Global Arts Studies Program will bring together disciplines, which although traditionally housed in different departments, are also inherently interdisciplinary. The coming together of art history, visual studies, musicology, ethnomusicology, music performance, and studio art will support the interdisciplinary goals of UC Merced both within and outside of GASP. Art history and musicology engage not only with the visual and the musical, but also with other cultural contexts that inform them such as history, literature, human encounters, spatial analyses, issues of trade, memory, and identity—contexts that are central to several humanities disciplines. Within GASP, students will learn to not only analyze visuals or sonic materials but also to examine them in conjunction with each other—a task typically not undertaken by traditional art history or musicology programs. For example, GASP majors will be required to take a course entitled “Image and Sound,” in which they will engage in multimedia analysis of a wide range of potential subjects, from film, television, and music video to music in ritual architectural spaces. Students in existing Majors such as Anthropology, English, Cognitive Science, History, Philosophy, Political Science, Sociology, and Spanish, and those with interests in World Heritage and performance studies will benefit from an engagement with GASP courses, which will allow students to use visual and sonic materials to enrich approaches to their respective disciplines.

GASP Majors, ARTS Minors, and other students will be able to take advantage of museums and performing arts centers in Merced and the Bay Area for course assignments. These will also be useful for faculty in developing their pedagogy. For example, the GASP Major gives us the potential to maintain and foster relationships between UC Merced and the Merced Arts Council and Playhouse Merced. With logistical support, such interactions can also be developed with the Asian Art Museum, the Museum of Modern Art in San Francisco, and centers of musical arts in the Bay Area, as well as with galleries and music halls throughout the Central Valley. Fostering relationships with community organizations and exposing students to Bay Area institutions will permit students to relate classroom knowledge to practical experiences. This will also connect students to potential job opportunities by creating networks in these community organizations.

The GASP Major will have a strong writing component. The writing skills students acquire, along with skills of close reading of visual and sonic texts, will prove useful in a wide range of Humanities, Social Science, and even Science disciplines.

Another significant contribution of the GASP Major to undergraduate education is the possibility of our majors to participate in the University of California Education Abroad Program (UCEAP).

They will feel more motivated to take up these programs as it will provide them an opportunity to visit historic sites, museums, and centers of performing arts outside the U.S.—spaces that they would have, thus far, only examined in class. The potential for GASP to move students towards UCEAP programs will not only broaden their worldview but will also foster an engagement with Humanities and Arts majors in the wider UC system. GASP’s focus on global networks that highlights cultural encounters and pays attention to both Western and non-Western materials will make students critically aware of the politics of our times as they are manifested in cultural objects.

1.2 Job market demand, graduate education/professional school prospect for majors and expected student demand

1.2.1 Job market demand and graduate education/professional schools

Broadly speaking, we are working on developing essential skills such as how to think critically, how to write, how to convince an audience, how to do research and distinguish reliable from unreliable sources. These are useful for a variety of jobs that require analytical and writing skills. We are also training students to appreciate and use sources that are different from the textual sources that historians typically use. Students will learn how we can develop historical and contextual analysis through visual and sonic sources. If they choose to pursue graduate studies, GASP majors will know the value of tangible and intangible materials of cultural production, which will help them in a variety of humanities and arts disciplines.

The GASP capstone sequence will help develop skills of research, writing, and analysis. It will also push students to engage with critical theory and use it to support their own research and arguments. The GASP program will also be excellent preparation for graduate school. We will shape visual arts students who can analyze sonic materials, and music majors who will be able to examine visual objects and spaces. GASP majors will make for attractive graduate school candidates in both Art History and Musicology because they will have training that goes beyond traditional programs in these disciplines.

Art History and Musicology and their comparative study are useful for a wide range of professions both in academic and cultural spheres. For example:

- a) Arts Administration & Management: Art curation in Museums and Galleries, Music Management, and Auction houses, Museum Education, Program Manager for Arts and Music-related Trusts, Foundations, and Grant-giving agencies.
- b) Art Criticism & Journalism: Art, Film, or Music critic or contributor in leading national newspapers or online web-zines.
- c) Art Law: International Art Law (after specialized graduate degree or relevant work experience).
- d) Media and Entertainment Industry: Advertising, Public Relations, Film and Media Studies, potentially go to Film School for specialized training.
- e) Heritage & Cultural Property Management: Travel and Tourism industry, UNESCO projects.
- f) Art, Music and Film Conservation: After specialized graduate degree or relevant work experience.
- g) Art or Music Repository: Art or Music Librarian or Archivist at an institution of higher learning or at a public or private archive. Head of a Visual Resources Center, which is often part of traditional Art History or Film Studies Departments, is also a possibility.
- h) Graduate Education: Visual studies, Film Studies, Art History, Ethnomusicology, Critical Musicology, History, Anthropology.

1.2.2 Expected student demand

We expect to attract a substantial number of students once a GASP Major is established based on several factors. Our enrollment data indicates students' sustained interest in arts courses. Based on SSHA's census data, there has been a demonstrative increase in the number of students who chose to pursue an ARTS Minor, which was established in 2008 and required students to take courses in both GASP and ARTS.

As there were more ARTS lecturers to offer a greater number of classes without prerequisites in the early years of the program, the enrollment numbers in ARTS have been historically bigger than those in GASP. In 2008, GASP was established as a prefix to designate research and scholarly courses in the arts, as opposed to technique- and practice-oriented classes in ARTS. Since taking over the role of the program lead for both GASP and ARTS in 2011, Prof. Wang initiated the process of integrating both programs into a coherent curriculum, which including cross-listing courses, decreasing our reliance on lecturer-taught classes, and increasing the variety of course offerings that would benefit more students.

Students in ARTS Minor

YEAR	NUMBER
2008-2009	15
2009-2010	40
2010-2011	72
2011-2012	69
2012-2013	58

GASP-ARTS Enrollment Data	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Total Enrollment	Total Students taught	
ShiPu Wang	37	66	112	98	99	118	22	53		605	(F '10 on leave)
Kevin Fellezs	40	88	77	119	61	/	/	/		385	(left UCM in 2011)
David Kaminsky	/	/	/	/	/	/	52	72		124	(Joined in 2012)
Ken Yoshida	/	/	/	/	/	/	64	93		157	(Joined in 2012)
Aditi Chandra	/	/	/	/	/	/	/	88		88	(Joined in 2013)
Enrollment of faculty-taught GASP courses	77	154	189	217	160	118	138	306			
Number of Lecturers*	0	0	2	1	1	2	2	2			*See Note 1
Enrollment of lecturer-taught GASP courses	n/a	n/a	59	23	13	318	348	117			
Total GASP enrollment	n/a	n/a	248	240	173	436	486	423	2006	1359	
Dunya Ramicova			119	141	94	133	0	144			(AY 2012-13 on leave)
Enrollment of lecturer-taught ARTS courses			450	562	589	743	684	664			(excluding cross-listed GASP courses)
Number of Lecturers**			6	6	7	5	5	6			**See Note 2
Total ARTS enrollment			569	703	683	876	684	808	4323		
GASP + ARTS Total Enrollment****			817	943	856	1312	1170	1231	6329		***See Note 3

Notes

1. GASP has historically been allocated few lecturers. When hired, lecturers were asked to teach cross-listed courses that benefit both GASP and ARTS; the same has not applied to lecturers in ARTS due to their technique-oriented instruction.
2. For historical data consistency, this includes Ms. Lorraine Walsh, who was a SSHA lecturer in 2008-2012 and became a College One lecturer in 2012. She continues to teach ARTS courses that were created by the arts faculty, Prof. Ramicova, not by College One, however.
3. In 2011 and in anticipation of an eventual GASP Major, Prof. Wang began the process of integrating ARTS and GASP, as well as offering more GASP courses. The enrollment data reflects the gradual shift of focus.

1.3 Relation to existing undergraduate programs/B.A.s

1.3.1 Relations to programs on UC Merced campus

The rising interest in image and sound analysis in humanistic research and pedagogy also makes the skills students acquire in GASP courses highly desirable in other disciplinary settings. An English major who wishes to study visual representation in literary history will benefit from art history and visual studies courses; a student interested in theater will gain hands-on experience in ensemble and performance classes; a history major studying audio culture will gain a more robust understanding by taking music courses.

In addition to its interdisciplinary approach, the program's curricular structure reflects our commitment to study the cultural and intellectual effects of globalization. Many of our courses deal with postcolonialism, gender, race, and power that other disciplines on campus also address. Students enrolled in a Spanish course that examines transnational literature and film (e.g. SPAN 111: Empire, The Postcolonial, and Representation: Reading East & West) will most certainly find the subject of global visual arts quite useful. GASP's introductory requirements (GASP 3 and 5), electives, and upper-division sequence, all of which cover visual and sonic representation of gender and race, politics of art and historical memory, will complement many courses offered in History and Anthropology.

1.3.2 Relations to programs at other UC campuses

Most UC campuses offer degrees related to visual and sonic arts (i.e. BA in Art History). Therefore, it is important to establish a program dedicated to the practice and study of arts at UC Merced. A number of UC campuses have been very successful in establishing new and exciting programs that have impacted the humanities and much of their rigor emerge from their interdisciplinary model that also characterizes GASP. For instance, the History of Consciousness, a graduate program at UC Santa Cruz composed of literary scholars, historians, anthropologists, ethnomusicologists, artists, and political theorists, has led the humanities for decades. GASP adopts its similar pedagogical and academic structure to provide students with the necessary analytic skills to examine the complexity of creative expressions and cultural practices. However, GASP's curricular constellation that integrates visual, sonic, new media, and performance studies, offers a different theoretical design. Below is a list of arts-related programs at other UC campuses that are comparable to our approach.

UCLA

World Arts and Cultures program (WAC)

This interdisciplinary program explores cross-cultural understanding through arts, with emphasis on performance and dance. Like GASP, WAC's curriculum emphasizes global transaction of expressive practices in an effort to decenter the Western hegemonic tradition of art.

UCI

Visual Studies

The interdisciplinary graduate program in Visual Studies at UC Irvine combines art history and media studies. The program explores the meanings and practices of imaging across historical period and geographic regions.

UCSC

History of Art and Visual Culture Program (HAVC)

UC Santa Cruz's History of Art and Visual Culture program offers both undergraduate and graduate degree in Visual Studies. Similar to UCI's interdisciplinary program, HAVC combines art historical and cultural studies to examine representation and imaging in multiple media and cultural settings.

History of Consciousness

The History of Consciousness Department at UCSC is a graduate program that examines diverse theoretical approaches to gender, race, art, and politics. Its primary methodological framework is critical theory, which allows faculty and students to address issues that cut across multiple disciplines.

1.4. Availability of suitable preparatory at community colleges

Visual Arts: The study of the visual arts form a fairly significant part of the curriculum of the college system of California's Central Valley. Therefore, any transfer students from these institutions to UC Merced who wish to continue their study of visual materials will most likely have their basics in place. However, at almost all community and State colleges around UC Merced, the study of the visual arts (as art history or visual studies) is limited to large surveys of Western art history, which are located in either Studio Art or History programs. This means that while students will indeed learn the basics of art history, they will be restricted in that they will only examine one part of the world and not of the cultural encounters that shape the GASP program. Further, by studying visual or sonic material as secondary to History or Studio Arts, students at local colleges only approach it as secondary to those disciplines. Some larger institutions, such as the California State Universities and Fresno City College, do include wide-ranging surveys of Asian Art. However, their approach to art history follows the traditional, broad survey format. With GASP, we expand this approach by not only focusing on global cultural exchange without losing sight of local specificities as the basis of our lower division visual arts courses, but also by engaging with sonic materials so that our students have a more nuanced understanding of the visual as co-existing with other cultural materials.

Music: Most music programs at Community Colleges will generally have a "traditionalist" approach to music theory. Our approach is different but the first semester of a standard music theory sequence will probably satisfy our "Introduction to Music Studies: Elements of Music" requirement. A range of different courses might satisfy the "Music and Society" requirement at the discretion of the faculty, as long as the student has been given satisfactory ethnographic fieldwork research skills in that or another class (this requirement can also be satisfied with any ethnographic fieldwork methods class at UC Merced).

General: Music or Arts courses in which students have had to write a major research or analytical paper will satisfy the upper-division elective requirement. Ensemble and studio courses taken at other schools can also satisfy studio/ensemble requirements at UC Merced. The following courses must be taken at UC Merced: "Image and Sound," "Theories of Expressive Culture," "Senior Thesis."

The regional colleges surveyed include: Bakersfield College, College of the Sequoias, Cerro Coso Community College, Merced College, Porterville College, Modesto Junior College, San Joaquin Delta College, Reedley Community College, Taft College, West Hills College, California State University at Fresno, California State University at Stanislaus and Fresno City College.

2. Program Requirements

2.1 Lower division and upper division course requirements

Foundational sequence (lower division, no prerequisites) — 8 units

Introduction to Visual Culture [4 units]. This course will give students all the tools they need to enter advanced classes in film studies, art history, and visual analysis. No prerequisites.

Introduction to Music Studies: Elements of Music [4 units]. This course will give students all the tools they need to go into advanced classes in music. Students will learn to hear and discuss music in terms of rhythm, form, melody, harmony, timbre, and texture. No prerequisites.

One Additional Lower Division GASP or ARTS course. No prerequisites.

Skills and content sequence (lower division, with prerequisites) — 8 units

Image and Sound [4 units]. Writing-intensive seminar. Students engage in close readings of multimedia “texts,” e.g., films, music videos, video games, engaging all the tools learned in the foundational sequence. The focus here is on paper-crafting, developing a focused argument, thesis statements, outlines, abstracts, and so forth. Prerequisites: Introduction to Visual Culture and Introduction to Music Studies, Writing 10 or equivalent (may be taken concurrently). This course must be taken in residence.

At least one of the following two courses:

Global Art History [4 units]. This course is a historical overview of global cultural exchange as manifested in visual expressions and materials throughout the world. This functions as GASP's secondary source research methods course in which students continue to develop skills of visual analysis. Prerequisites: Introduction to Visual Culture, Writing 10 or equivalent (may be taken concurrently).

or

Music and Society [4 units]. This course will focus on the role music plays in society. This also functions as GASP's secondary source research methods course. Prerequisites: Introduction to Music Studies, Writing 10 or equivalent (may be taken concurrently).

Upper-division requirements — 12 units

Any upper division non-studio/ensemble GASP or ARTS course [4 units].

Topics and prerequisites will vary.

Any upper division non-studio/ensemble GASP or ARTS course, or Global Art History or Music and Society [4 units].

Topics and prerequisites will vary.

Any upper division GASP or ARTS course, or any studio/ensemble course(s) totaling 4 units.

Topics and prerequisites will vary.

Senior sequence — 8 units

Theories of Expressive Culture [4 units]. Reading-intensive cultural theory seminar. Students will read and respond to advanced theoretical writings relevant to the study of expressive culture.

Students in this course will also develop a proposal for the senior thesis. Prerequisite: senior standing; Image and Sound. This course must be taken in residence.

Senior thesis [4 units]. Writing seminar and workshop for senior thesis. Prerequisite: Theories of Expressive Culture. This course must be taken in residence.

Studio/ensembles — 8 units

Music and/or dance studio/ensemble course(s) totaling 4 units, upper or lower division. Topics and prerequisites will vary.

Visual arts studio course(s) totaling 4 units, upper or lower division. Topics and prerequisites will vary.

Total units to graduate with GASP Major: 44

2.1.1 ARTS Minor

The minor in ARTS enables students to explore art from three distinct yet related approaches: history (contextual analysis of visual, architectural, and aural formats), theory (critical and creative interpretation of texts) and practice (application of techniques and concepts).

Lower Division Minor Requirements [8 units]

- One lower division GASP course
- One lower division ARTS course

Upper Division Minor Requirements [16 units]

- A minimum of four upper division ARTS or GASP courses

2.1.2 A list of potential non-GASP courses that GASP majors are encouraged to take

ANTH 110: Migration, Diaspora, and Transnational Belonging

ANTH 112: Political Anthropology

ANTH 114: Social Memory

ANTH 126: Anthropological Approaches to Gender

ANTH 130: Material Culture

ANTH 132: History of Archaeological Interpretation

ANTH 140: Cultural Heritage Policy and Practice (cross-listed w/ WH 140)

ANTH 141: Writing Narrative for Archaeology (cross-listed w/ WRI 141)

ANTH 142: Archaeology of Colonialism

ANTH 144: Archaeology of Religion

ANTH 172: Ethnohistory

ANTH 175: Ceramic Analysis

ENG 020: Introduction to Shakespeare Studies

ENG 032: Introduction to Chicano/a Culture and Experiences (cross-listed w/ CCST 060 & SPAN 060)

ENG 056: Introduction to World Drama

ENG 100: Engaging Texts: Introduction to Critical Practice (cross-listed w/ SPAN 100)

ENG 106: Early English Drama

ENG 151: Advanced Shakespeare

ENG 165: Tragic Drama

HIST 010: Introduction to World History to 1500

HIST 011: Introduction to World History Since 1500

HIST 040: History of Technology in Society I (cross-listed w/ ENGR 040)

HIST 041: History of Technology in Society II

HIST 060: The Silk Road

HIST 070: History of Islam I: From Muhammad to the Caliphate
 HIST 071: History of Islam II: From the Caliphate to the Present
 HIST 080: History of China Through the Mongol Conquest
 HIST 081: History of China Since the Mongol Conquest
 HIST 101: Visual Arts of the Twentieth Century (cross-listed w/ GASP 101)
 HIST 103: Critical Popular Music Studies (cross-listed w/ GASP 131)
 HIST 112: History of Islamic Art and Architecture (cross-listed w/ GASP 105)
 HIST 113: History of the Gunpowder Empires
 HIST 116: History of Decolonization in the Twentieth Century
 HIST 122: That's the Joint: Race, Gender, and Migration in Hip-Hop History
 HIST 123: Comparative Race and Ethnicity in the United States
 HIST 124: African American History from Slavery to Civil Rights
 HIST 126: Race and Nationalism in American Art (cross-listed w/ GASP 175)
 HIST 129: Introduction to Chicano History
 HIST 130: The Cold War, 1941-1991
 HIST 138: Topics in Visual Culture (cross-listed w/ GASP 151)
 HIST 158: Topics in Middle Eastern History
 HIST 171: Modern European Intellectual History
 SPAN 105: Hispanic Cultures I
 SPAN 106: Hispanic Cultures II
 SPAN 121: Spanish Golden Age
 SPAN 122: Spanish (Peninsular) 18-19 Centuries
 SPAN 123: Spanish (Peninsular) 20-21 Centuries
 SPAN 140: Latin American Colonial Literature
 SPAN 143: Latin American Literature since Independence
 SPAN 113: U.S. Latino/a Literature (cross-listed w/ ENG 113)
 SPAN 114: Latinos/as in Children's Literature and Film
 SPAN 115: Chicano/a Literature (cross-listed w/ ENG 115)
 SPAN 111: Empire, The Postcolonial, and Representation: Reading East & West
 SPAN 144: Caribbean Literatures and Cultures
 SPAN 131: Transatlantic Modernismo
 SPAN 145: Novel of the Latin American Dictator
 SPAN 146: Latin American Film and Fiction
 SPAN 147: Latin American Boom
 SPAN 149: The Fantastic, Magical Realism, Realism, and Testimonials
 SPAN 151: Diasporas and Exiles in Latin Am
 SPAN 153: Bilingualism and Borders in Hispanic Literatures
 SPAN 154: Hispanic Drama and Performing
 SPAN 173: Erotic Novel and Film

2.2 Program Learning Goals and Outcomes

2.2.1 Program learning goals

The program learning goals of GASP include:

1. Introduce students to the history, theory and practice of the arts in a global context.
2. Guide students in studying all fields of creative expression in cultures throughout the world.
3. Help students develop the skills they need to critically engage culturally diverse media and to explore creative processes and material connections.
4. Offer students opportunities to acquire research, creative and hands-on experiences through course projects and program-wide events.
5. Foster a new generation of critical thinkers with global and interdisciplinary perspectives grounded in rigorous acquisition of historical and theoretical knowledge.

2.2.2 Program learning outcomes and how course requirements address intended learning outcomes

The following Program Learning Outcomes (PLOs) describe the critical skills and knowledge that students in the GASP Major, as well as in arts courses, are expected to acquire upon the completion of their undergraduate education.

1. Describe visual and aural texts in technical and theoretical terms.
2. Analyze cultural, visual, aural and spatial procedures within their historical and conceptual contexts.
3. Apply theoretical models from multiple schools of thought in art history/visual studies and musicology/ethnomusicology.
4. Conduct research specific to critical studies of the arts.

PLOs 1, 2, and 3¹² are existing PLOs for the current Arts Minor and serve as GASP Major's PLOs because they are essential skills that we expect students pursuing either a GASP Major or an Arts Minor to have. PLO 4 is an addition here to highlight GASP's emphasis on research.

2.2.3 Goals across coursework, PLOs, SSHA and UC Merced

The following Curriculum Chart illustrates how the PLOs correspond with the required courses in the proposed GASP Major.

A1 = Introduction to Visual Culture A2 = Introduction to Music Studies B1 = Global Art History

¹ Slight adjustments to this PLO have been made for the GASP major.

² Slight adjustments to this PLO have been made for the GASP major.

B2 = Music and Society

C1 = Image and Sound

D1 = Theories of Expressive Culture

E = Additional upper division courses in ARTS and GASP (electives)

	PLO 1	PLO 2	PLO 3	PLO 4
A1	I, D	I	I	I
A2	I, D	I	I	I
B1	D	I	D	D
B2	D	I	D	D
C1	D	D	D, M	D
D1	M	M	M	D, M
E	D, M	D, M	D, M	D, M

(I = Introduction; D = Development; M = Mastery)

The GASP PLOs support multiple SSHA undergraduate education goals in important ways. With our focus on the critical studies of visual and aural expressions, the GASP Major supports SSHA's mission of serving "regional, state, national, and international communities as a multi-interdisciplinary partner within a research-intensive public university" committed to innovative and substantive research, excellent teaching, and student-focused learning." As the GASP curriculum emphasizes helping students acquire a diverse skill set through research projects, creative presentations, and hands-on experiences (e.g. exhibition curation, recital and performance organization, symposium and event promotion), we fully contribute to SSHA's overall goal of fostering students' "intellectual growth," preparing them for "marketable, challenging careers and professions," "instilling the values of lifelong learning," and encouraging "civic responsibility, public service, and understanding in a global society."

The Global Arts Studies PLOs align with the goals of the University of California, Merced in several ways. Below we outline how the degree and its PLOs link with each of the Eight Guiding Principles of General Education.

A. Aesthetic Understanding and Creativity: All GASP PLOs and courses help students meet this goal.

B. Communication: In all GASP courses we stress the importance for students to acquire communications skills to be able to articulate informed arguments based on the specialized knowledge they obtain in class.

C. Decision-Making: This is at the core of all GASP courses because all PLOs require students to make informed application of the knowledge and research findings that they obtain in all assignments and research projects. We are dedicated to teaching our students how to best use the creative and analytical tools we have given them—within the limitations we have placed upon them—specifically in order to develop their decision-making skills to the utmost.

Whenever they improvise music within a given scale, sculpt with a given material, or write an argumentative essay on an assigned topic, they are honing those skills.

D. Scientific Literacy: GASP courses cover wide-ranging topics that include the scientific history and research in visual and aural perception, artistic materials, built environment and engineering principles, and the development of digital technologies in the arts. Sound and light operate according to the laws of physics, and our perceptions of them operate on biologically as well as socially determined principles. Our students will learn how these laws and principles operate in tandem.

E. Development of Personal Potential: All GASP PLOs aim at helping students achieve academic excellence through not only acquiring specialized knowledge of the arts, but also applying their knowledge to research and creative projects that will facilitate the discovery, development and realization of their potential and strengths.

F. Leadership and Teamwork: GASP courses are structured around discussion-driven lectures and seminars, which are supplemented with collaborative assignments.

Students have ample opportunity to learn to work with their peers, resolve disagreement and conflict, share resources and responsibilities, and develop leadership skills and good work ethic.

G. Ethics and Responsibility: We teach our students to think critically about sonic and visual culture—things that society in general tells us are peripheral and unimportant, perhaps even frivolous, and yet which play a major role in constituting society itself. We believe that getting students in the habit of asking questions about fundamental things they are told they should not be asking questions about—and then answering those questions with clarity and intelligence—is critical to their advancement of human ethics on the whole.

H. Self and Society: We teach our students to understand and analyze the world around them via direct visual, aural, and corporeal impulses—channels that in all societies dominate our perceptions, and yet otherwise in scholarly discourse are so often and easily marked secondary in favor of scientific quantifiability and the black-and-white solidity of the written word.

UC Merced Eight Guiding Principles of General Education

The following chart illustrates how the GASP PLOs correspond with the eight UC Merced [Guiding Principles of General Education](#).

GASP PLOs	Sci Lit	Decision Making	Comm	Self & Soc	Ethics & Respons	Leadshp & Teamwk	Aesth & Creatvty	Pers Potntl
1	x	x	x	x	x	x	x	x
2	x	x	x	x	x	x	x	x
3	x	x	x		x	x	x	x
4	x	x	x		x	x	x	x

2.3 Assessment

Global Arts Studies faculty members have developed a full assessment plan that will satisfy the requirements for WASC accreditation, along with the new Core Competency requirements. We describe the principal components of the plan below. In the 2012-2013 academic year, the Arts minor changed its PLOs to the current four, which will be retained also for the GASP major, with one additional one to be added. In the 2012-2013 academic year, faculty members assessed PLO 4 of the Arts minor (different from PLO 4 in the GASP major). In the 2013-2014 academic year, faculty members assessed PLO 1 of the Arts minor (which will also be PLO 1 of the GASP major).

Through assessment activities in previous years, we gained insight on the sequencing of courses and cohesion of curricular training for students – core considerations in the building of the GASP major. For example, in AY 2012-2013, we identified a need to slightly alter the PLOs in order to clarify expectations for student learning in the program. Also in the same AY, we saw a need for curriculum coordination across the disciplines within ARTS-GASP to emphasize the PLO throughout the program coursework and to ensure that the PLOs are delivered in the appropriate courses. Ultimately, our experience with program assessment has allowed us to create a solid plan for the major in GASP. Previous year assessment reports from the Arts minor (for which the categories were different) will be made available upon request.

The following subsections describe the use of assessment processes from the Arts minor to also be used in the GASP major with and additional components in line with the new GASP major.

2.3.1 Timeline & Goals

We aim to use the assessment process to enhance the goals of our degree unit, improve our teaching and student learning, and increase the success of our students in their future education and labor market outcomes. We will begin implementing assessment of our GASP major in AY2015-16. PLOs 2, 3, and 4 will be assessed in AYs 2014-15, 2015-16, and 2016-2017, respectively. These three PLOs are remaining to be assessed from the previous Arts minor (earlier assessment reports are available upon request). The previous assessment results allow us to predict the ways that students in the GASP major will continue to achieve the ideals mapped-out in the PLOs and likewise benefit from the new major.

PLO 1, assessed AY 2013-14 as part of Arts Minor

PLO 2 (and aligning Core Competencies), to be assessed AY 2014-15 as part of Arts Minor

PLO 3 (and aligning Core Competencies), to be assessed AY 2015-16

PLO 4 (and aligning Core Competencies), to be assessed AY 2016-17

Once we have begun offering the senior seminar, we will evaluate our goals and our assessment tools to decide whether to continue this four-year cycle or to focus our assessment on the senior seminar projects. Continuation or alteration will depend on analyzing our own assessment methodology and student need. The GASP faculty will have one member serve as a “Faculty Assessment Organizer” (FAO) who will be in charge of facilitating our plan.

2.3.2. Evidence of Student Learning

How evidence will simultaneously serve as student learning data for exploring the PLOs and Core Competencies, how it will be analyzed, and how we will use it to improve student learning. Each year, one or more Core Competencies will be assessed along side the targeted PLO. Below, we list the Core Competencies that align with each PLO. We will meet the [accreditation requirement](#) of all Core Competencies assessed by AY 2017.

Outcome 1: Describe visual and aural texts in technical and theoretical terms.

Core Competencies: Writing Communication and Oral Communication

Direct Evidence: Student assignments. Faculty will assess student work by means of a rubric. Where work is to be evaluated in distinct disciplines (e.g., music vs. visual arts), separate, though coordinated, rubrics may be used. Where work from multiple classes within the same discipline is being evaluated at once, a control set of assignments will be read, assessed, and discussed by all faculty within that discipline in order to guarantee parity.

Indirect Evidence: We will rely on the results of the graduating senior survey administered each spring, and the alumni survey administered each summer.

Outcome 2: Analyze cultural, visual, aural and spatial procedures within their historical and conceptual contexts.

Core Competencies: Writing Communication, Oral Communication, Critical Thinking, and Information Literacy

Direct Evidence: Student assignments. Faculty will assess student work by means of a rubric. Where work is to be evaluated in distinct disciplines (e.g., music vs. visual arts), separate, though coordinated, rubrics may be used. Where work from multiple classes within the same discipline is being evaluated at once, a control set of assignments will be read, assessed, and discussed by all faculty within that discipline in order to guarantee parity.

Indirect Evidence: We will rely on the results of the graduating senior survey administered each spring, and the alumni survey administered each summer.

Outcome 3: Become familiar with multiple schools of thoughts in art history/visual studies and musicology/ethnomusicology.

Core Competencies: Writing Communication, Oral Communication, and Information Literacy

Direct Evidence: Student assignments. Faculty will assess student work by means of a rubric. Where work is to be evaluated in distinct disciplines (e.g., music vs. visual arts), separate, though coordinated, rubrics may be used. Where work from multiple classes within the same discipline is being evaluated at once, a control set of assignments will be read, assessed, and discussed by all faculty within that discipline in order to guarantee parity.

Indirect Evidence: We will rely on the results of the graduating senior survey administered each spring, and the alumni survey administered each summer.

Outcome 4: Acquire research methodologies specific to critical studies of the arts.

Core Competencies: Writing Communication, Oral Communication, and Information Literacy

Direct Evidence: Student assignments. Faculty will assess student work by means of a rubric.

Where work is to be evaluated in distinct disciplines (e.g., music vs. visual arts), separate, though coordinated, rubrics may be used. Where work from multiple classes within the same discipline is being evaluated at once, a control set of assignments will be read, assessed, and discussed by all faculty within that discipline in order to guarantee parity.

Indirect Evidence: We will rely on the results of the graduating senior survey administered each spring, and the alumni survey administered each summer.

2.3.3 Analysis and participants

The assessment of the GASP major will be based on the work of all students in their senior year. However, as the number of students in the GASP major rises, a certain number of students representing the following groups will be selected:

- Students who have expressed a primary interest in music.
- Students who have expressed a primary interest in visual arts.
- Students who have expressed equal interest in music and visual arts.

We will assess each of our PLOs during the academic year. Throughout the following summer, faculty and SSHA staff will enter the data and the faculty will produce results by the end of the subsequent fall semester (with an annual submission deadline of March 1).

Assessment Plan Activity	Who
Evidence collection	Faculty Accreditation Organizer (FAO) and at least one additional faculty member (rotates depending on which course[s] are included in the assessment plan)
Data entry	Faculty
Data analysis	FAO
Dissemination of results	FAO will distribute to all instructional staff (faculty, lecturers, TAs)
Implementation of findings to improve student learning	All faculty

2.3.4 Use of findings

Annual assessment findings have been used to improve student learning in several ways and we will continue in this tradition for the assessment of PLOs 2, 3 and 4. First, we will disseminate findings to all instructional staff, including faculty, lecturers, and teaching assistants so that they can identify areas of strength and weakness. Second, all faculty will participate in a discussion at least once a year about whether the results from the assessment

suggest ways in which we may be able to improve our curriculum, alter the curriculum content, enhance students' skill development, or change our pedagogy. Third, we will share the results with students via the website and in informal gatherings.

2.4 Samples of study for a BA degree in GASP

What follows are four sample plans of study for a BA degree in GASP. The first assumes that the student begins taking the necessary courses upon arriving at UC Merced as a freshman. The second assumes that the student begins taking the necessary courses in the sophomore year. The third assumes that the student begins taking the necessary courses in spring of the freshman year, and then spends a junior year abroad. The fourth assumes that the student is a junior transfer from a traditional community college music major.

2.4.1 Sample study plan, beginning freshman year

Freshman year (fall):

Introduction to Visual Culture

Freshman year (spring):

Introduction to Music Studies: Elements of Music

Music of Asia Pacific

Sophomore year (fall): Multimedia Studio

Sophomore year (spring): Global Art History

Image and Sound

Junior year (fall):

Critical Popular Music Studies

Nordic Dance Ensemble (2 credits) Junior year (spring):

Museums as Contested Sites

Nordic Dance Ensemble (2 credits) Senior year (fall):

Theories of Expressive Culture

Music and Society

Senior year (spring): Senior thesis

2.4.2 Sample study plan, beginning sophomore year

Sophomore year (fall):

Introduction to Visual Culture

Substances of Visual Art

Sophomore year (spring):

Introduction to Music Studies: Elements of Music

Multimedia Studio

Junior year (fall):

History of Clothing, Costume, and Fashion: Euro-centric Pre-History to 1800

Introduction to Music Theater Vocal

Junior year (spring): Global Art History Image and Sound

Senior year (fall):

Theories of Expressive Culture

Fundamentals of Three Dimensional Design

Senior year (spring): Senior thesis

History of Clothing, Costume, and Fashion: Euro-centric 1800 to 1980

2.4.3 Sample study plan, beginning freshman spring, with junior year abroad

Freshman year (spring):

Introduction to Music Studies: Elements of Music

Techniques of Interdisciplinary Research in Arts

Sophomore year (fall):

Introduction to Visual Culture

Music and Society

Learning to See in Three Dimensions

Sophomore year (spring): Global Art History Image and Sound

Architecture Design Studio: Modern Houses

Senior year (fall):

Theories of Expressive Culture

African American Music of the Twentieth Century

Senior year (spring): Senior thesis

Introduction to Vocal Jazz Repertoire

2.4.4 Sample study plan, junior transfer

Prerequisites covered before arriving at UC Merced (community college music major):

Introduction to Music: Elements of Music (= Music Theory I)

One Additional Lower Division GASP or ARTS course (= Music Theory II) Music and Society
(= History of American Popular Music)

Music ensembles, 8 credits (= Wind ensemble, four semesters)

Junior year (fall):

Introduction to Visual Culture

Learning to See: Beginning Photography

Junior year (spring): Image and Sound Global Art History

Senior year (fall):

Theories of Expressive Culture

Critical Popular Music Studies

Senior year (spring): Senior thesis

2.5. Catalog Description

The Global Arts Studies Program (GASP) at UC Merced educates students in the history, theory, and practice of the arts in a global context. The program brings together disciplines traditionally housed in different departments, including art history, visual studies, musicology and ethnomusicology, music performance, and studio art. The GASP curriculum integrates creative practice and hands-on training (ARTS 40%) with the theoretical analysis of visual, sonic, and material culture (GASP 60%). Our aim is to build an arts research program that fosters a new generation of critical thinkers with global and interdisciplinary perspectives grounded in rigorous acquisition of historical and theoretical knowledge.

The program is global in many senses of the word. We study all fields of creative expression in multiple global contexts with equal rigor, from film screen to dance club, from ritual and touristic practices to museums and concert halls. [Our faculty](#) of ethnomusicologists and art historians helps students refine the skills they need to critically engage culturally diverse media. Lecture courses, seminars, studio classes, and ensembles are designed to explore creative processes and material connections.

Working closely with faculty, our students conduct original research and acquire nuanced insights in both sonic and visual realms. Students further deepen their understanding of global arts through hands-on training in drawing, painting, sculpture, photography, music, and dance in a variety of media and cultures. GASP offers students ample opportunities to develop their professional skills by participating in community-oriented events—curating exhibitions, managing the UCM Art Gallery, and organizing recitals, concerts, and multimedia performances.

3. Annual Assessment and Accreditation

Submitted Arts Minor Annual PLO Assessment Reports are available upon request. The Reports that are available include one that is specific to the Arts Minor (AY 2012-2013) and one that overlaps with the proposed GASP major (PLO 1, AY 2013-2014). Both available reports illustrate our assessment practices and how we utilize findings.

4. Resource Needs and Plan for Providing Them

4.1 Faculty

In AY 2014-15, the core faculty for GASP will be:

1. Aditi Chandra, Assistant Professor of Art History: Islamic and South Asian art and architecture, Colonial & Postcolonial Studies, Travel and the Visual, Cinemas of India.
2. Jayson Beaster-Jones, Assistant Professor of Ethnomusicology: Music as commodity, South Asian popular music.
3. David Kaminsky, Assistant Professor of Ethnomusicology: Swedish Folk Music and Dance, Music and Identity.
4. Duniya Ramacova, Professor of Art History; History of Costume, Ethnic Costume, Design
5. ShiPu Wang, Associate Professor of Art History: Twentieth-Century Euramerican Art with an Emphasis on Diasporas, Race and Nationalism.
6. Ken Yoshida, Assistant Professor of Art History: Postwar Japanese Art, Film Studies and Critical Theory.

Ethnomusicology/Critical Musicology

Our goal is to fill one more area of critical need in an integrated curriculum: music/sound studies in relation to digital technology. A new faculty hire with expertise in sound and music as it relates to digital technology will bridge a number of intra- and interdisciplinary gaps and be a valuable resource for both our graduate and undergraduates. They will round out our strengths in film and media studies, which are currently weighted toward the visual end. They will foster interdisciplinary connections via the digital humanities, and bring in new perspectives on new technologies as mechanisms for the globalization of musical experience. Moreover, they will help prepare our students for new sociotechnological developments both inside and outside of academia.

4.1.1 Teaching rotation

We can initiate the major with six faculty members in Global Arts Studies: two in music and four in visual arts. An additional music faculty member in the following year would help us to offer the full range of senior courses, and graduate our first GASP majors. If a tenure track line is not available, a lecturer would also serve.

A future expansion in faculty would further allow us to offer (a) all of our required courses once per semester, (b) a robust selection of upper-division courses in both music and visual arts, and (c) a selection of service courses for the general student body.

In addition, we would be able to offer regular graduate courses, and to function as a strong pool of advisers and committee members for graduate students interested in doing work in both music and visual arts.

The chart outlines a potential teaching rotation for the required GASP courses with our current five faculty in place in the first year, and a sixth in the second (if we are unable to hire a sixth faculty member, the additional load could be covered by a lecturer). It follows our current three-course teaching load. The rotation allows each student to take at least one course with each of the GASP faculty.

AC (Aditi Chandra), JBJ (Jayson Beaster-Jones), DK (David Kaminsky), KY (Ken Yoshida), SPW (ShiPu Wang), and DR (Dunya Ramicova).

A1 = Introduction to Visual Culture

A2 = Introduction to Music Studies

B1 = Global Art History

B2 = Music and Society

C1 = Image and Sound

D1 = Theories of Expressive Culture

D2 = Senior Thesis

E = Additional upper division GASP and ARTS courses (electives)

F1 = Fall 1st Year S1 = Spring 1st year F2 = Fall 2nd Year S2 = Spring 2nd Year

	AC	JB	DK	KY	SPW	DR
A1	/	/	/	F1	/	
A2	/	/	F1	/	/	
B1	F1	/	/	/	/	
B2	/	/	F1	/	/	
C1	/	F1	/	/	/	
E	F1	/	/	F1	F1	F1

	AC	JB	DK	KY	SPW	DR
A1	/	/	/	/	S1	
A2	/	S1	/	/	/	
B1	/	/	/	/	/	S1
B2	/	/	S1	/	/	
C1	/	S1	/	/	/	
E	S1	/	/	S1	S1	S1

	AC	JB	DK	KY	SPW	DR
A1	/	/	/	F2	/	/
A2	/	F2	/	/	/	/
B1	F2	/	/	/	/	/
B2	/	/	F2	/	/	/
C1	/	/	/	/	/	F2
D1	/	/	F2	/	/	/
E	/	/	/	F2	F2	F2

	AC	JB	DK	KY	SPW	DR
A1	/	/	/	/	S2	/
A2	/	S2	/	/	/	/
B1	/	/	/	S2	/	/
B2	/	/	S2	/	/	/

C1	S2	/	/	/	/	/
D2	/	S2	/	/	/	/
E	S2	/	/	/	S2	S2

4.2 Needs for specialized staff

ARTS and GASP collectively serve over 1,100 students per academic year in classroom settings alone—the number is of course greater when expanded to include audience members, event attendees, and gallery patrons. Much of this service goes beyond classroom teaching and advising to include space, resource, and equipment management; as well as exhibition, event, and concert planning. As the Arts grow at UC Merced, so will these responsibilities. Already the administrative burden is beyond what we consider reasonable for faculty, and our lack of dedicated staff severely limits the services we are able to provide to students and community.

Ideally, we would like to have two ARTS LPSOEs in place by the time we begin to offer the GASP Major in Fall 2016. One would be in music, the other in visual arts, and each would have a two-course reduction to shoulder the administrative burdens of their respective fields—coordinating and managing ARTS and GASP schedules and lecturer/curricular requests, managing equipment and space, and so forth.

One LPSOE will offer ARTS or GASP courses related to digital humanities and/or museum studies, two areas of focus in the Interdisciplinary Humanities Graduate Program. In addition to administrative responsibilities, the LPSOE will also assist in managing the UCM Art Gallery programming through teaching one to two courses in museum studies, with GASP faculty's input and involvement. The Gallery has offered shows that are interdisciplinary in content and presentation, and the LPSOE will continue to organize exhibits that explore intersections of digital, visual, aural, and performative arts—the research interests of several Interdisciplinary Humanities Graduate Program faculty.

The other LPSOE will teach classes in sound recording, mixing, and digital music. The LPSOE will also manage the media lab, music practice rooms, and film viewing stations --particularly for the required Image and Sound course. The LPSOE will be able to become an important contributor to a proposed HumLab that offers tools and training for faculty and graduate students working on public humanities projects.

If resource allocation does not allow the hiring of two LPSOEs by 2016, the abovementioned administrative functions could be handled by a single full-time dedicated staff person, until such time as those resources do become available.

4.3 Specialized space needed

To fully support an integrated curriculum in GASP, we need the following specialized spaces:

- A multimedia room with viewing stations equipped with computers that could handle video and sound editing. As these files tend to be large in size, computers with large amounts of RAM and fast CPU are essential. The Center of Humanities is creating a

multi-media production work station, and some computers have begun to be tasked in this way in the SSM student computer lab.

- A recording studio with separate mixing booth, soundproofed, ventilated, and equipped with mixing board, microphone setup, and cables. Creation of this space is currently in process (SSM 122 is being adapted for this purpose).
- A combined music and dance rehearsal space, soundproofed and outfitted with dance floor and mirrors. Creation of this space is currently in process (SSM is being adapted for this purpose).
- An additional studio art classroom will greatly alleviate the current burden of using only one classroom for all courses regardless of the art medium under study. As divergent materials are used in these classes, it is of paramount importance, for the health of the students and instructors, to be able to use separate chemicals (e.g., those found in paints) in different spaces.
- Several well-ventilated and temperature-consistent storage rooms for musical instruments, media equipment such as video cameras, hard drives, microphones, and other necessary devices, and potential art collections. SSM 152 is currently being adapted for this purpose.

4.4 Library resources

We are currently working with the library to implement a digital streaming service that would allow students to view films assigned in class.

We are also in the process of increasing the book collection in the library as texts in the areas we teach are lacking at present. The library staff have been forthcoming and have started ordering books that are not already available as e-texts.

5. Potential for non-Majors to participate

There is a fairly large number of Arts Minors at UC Merced, numbering at about 60-70 in the past two years, who will naturally gravitate towards the GASP major. However, the inherent interdisciplinarity of both art history and musicology will naturally allow for GASP courses to be of interest to non-Majors. For example, students of Chinese, Islamic, or American history will profit from an engagement with the arts and music of those cultures. Anthropology AND Archaeology students will no doubt be interested in the study of pre-modern art and architecture. English majors with interests in theater and performance studies can broaden their education by taking GASP's performance-focused courses that engage both music and theater. GASP Courses on aesthetics, race, and national identity will appeal to Philosophy and Political Science Majors. Courses in visual arts and music will be useful for Cognitive Science majors keen to learn about the impact of images and sound on the brain. GASP majors will also be enriched by their interactions with students in all of these various fields.

If potential majors are unable to take required courses due to overenrollment, the program will generate major-only sections of those courses. However, we do not anticipate this as a problem in the first few years of the major.

6. Timetable for implementation

We propose implementation of the GASP Major in Fall 2016. Students with Freshman, Sophomore, or first-semester Junior standing in Fall 2016 would be allowed to change their major to a GASP Major, per the UC Merced Change of Major Policy. Students with second-semester Junior or Senior standing as of Fall 2016 will not be able to declare GASP as a major. Transfer students will be allowed to enter the program as of Fall 2017.



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

UNIVERSITY OF CALIFORNIA, MERCED
5200 N. Lake Rd. Building A
MERCED, CA 95344
(209) 228-SSHA
FAX (209) 228-4007

November 7, 2014

To: GASP Major Proposal Faculty

Re: GASP Major Proposal

On October 29, 2014, the School of Social Sciences, Humanities and Arts Curriculum Committee met to review and discuss the submitted GASP Major Proposal. We received the major at our first meeting, on September 29, and postponed discussion until October 29, when all members would have had time to read and analyze the proposal fully.

The CC wants to congratulate you on an innovative and fresh approach. While some of us have concern about proposing any new major in the current UC climate, as many of us had a strong feeling that a UC campus without an arts major should not exist. With both in mind, we look and respond to your proposal with a view to its necessity and ways to make it function.

First, and technically, Megan Topete has adjusted the courses on pages 8 – 9, in section 2.1.2, to remove courses that do not exist in ENG and to add cross listing when appropriate. You might also reach out to faculty in majors within SSHA and beyond to expand your list. Megan also pointed out that the Arts Minor is listed incorrectly in the GASP Major Proposal. It does not match the [general catalog](#). We have concerns that UGC will delay your proposal because of this error. The committee also expressed concern over the teaching rotation chart included in the major, since it does not list classes and is thus less clear than it could be on how and which faculty will deliver the courses this ambitious major requires.

Our other concerns fall into the area of resources, especially in terms of projected needs for faculty, growth, and space.

As to the first, the committee expressed a desire for you to be clearer on your hiring needs/expectations. Specifically, on p. 17 the major proposal says “it is crucial to have an additional ethnomusicologist or critical musicologist join us by the time the GASP Major is offered.” But it backtracks quite soon to “FF as of year 2 or a lecturer.” Basically, this raises the question: is the hire crucial or not? But more broadly, it asks the question of if the major can launch in the current hiring climate. If funding is not available for a faculty search or lecturer hire, how will the major function? Working on the basic question of whether students can get the courses they need when the major launches, a concern all new majors face, the committee also expressed concern over class size, student faculty ratio and teaching load. Given that the courses in the major will more than likely attract non majors, will there be room in classes and faculty enough to serve the needs of majors? In the most basic iteration, if the major launched now, would existing faculty and lecturer

FTE be enough?

Beyond the major's launch, the CC has some concern over its optimistic growth projections. Will GASP faculty be reaching out to non UCM faculty and community partners, both of which can augment the current structure? With the potential non major appeal of many courses, the CC discussed the idea that some UCs make courses in performing arts for majors only to help manage the balance. The committee also wondered about GASP's potential following of the PSY and SOC slow growth pattern, which PSY structured so that GE courses are reserved for majors and minors by adding a pre req. Finally, the committee would like some assurance of how the major will function if it does not grow to the robust ten member faculty it ideally projects.

Growth needs also seem projected around space expansion. In 4.3, the major specializes space needs. Please clarify which items on the list have been provided and which have not and how the major will move on should specifically listed items not in existence not come to fruition.

The committee expressed a general concern for the workload projected for the LPSOE and urges GASP to think of associate director designation. LPSOEs can take administrative positions, and a clearer explanation of how GASP'S would do that, administratively, will make their projected work load justification clearer.

Overall, the committee hopes you will address our concerns and looks forward to a response sent to Megan Topete (mtopete@ucmerced.edu) no later than Friday, December 5. We are impressed by the scope and ambition of your proposal.

Sincerely,

Jan Goggans
Chair, SSHA Curriculum Committee

CC: James Ortez, Associate Dean, SSHA
Megan Topete, Manager of Instructional Services, SSHA
Morghan Young Alfaro, Manager of Student & Program Assessment



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS
GLOBAL ARTS STUDIES PROGRAM

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343

December 1, 2014

To: SSHA Curriculum Committee

Re: GASP Major Proposal

GASP faculty met on November 21 to address the concerns of the November 7 memo from the SSHA curriculum committee. We made a number of adjustments to the proposal that we hope will address the concerns of the committee. These changes include:

- 1) In section 2.1.1, the description of the Arts Minor in the proposal was adjusted to match the catalog description of the minor.
- 2) In section 4.1, Dunya Ramicova was added to the list of core faculty; language indicating the immediate need for an additional musicologist was removed.
- 3) In section 4.1.1, Dunya Ramicova was added to teaching rotation. Additionally, GASP faculty noted that a list of classes and key were included in this section above the table and abbreviations for these classes are used in the table, which should clarify confusion about reading the teaching rotation schedule.
- 4) In section 4.4.1, the language about future faculty was adjusted in order to compensate for the current hiring climate at UCM. As such, the proposal should now indicate that there are sufficient faculty to begin the major, even as it points to future faculty needs (i.e. a musicologist).
- 5) In section 4.2, LPSOE faculty positions were each given a two-course reduction to compensate for heavy administrative burden.
- 6) In section 4.3, added language to the description of specialized spaces that indicates which spaces are already being adapted for GASP needs. At the present time, all but one of these spaces are in process.
- 7) In section 5, added language that indicates that major-only sections will be created in the case of overenrollment of core GASP classes.

Please let us know if you have any other suggested changes to the proposal.

GC Representative: Medical Education Task Force

Dejeune Shelton

Wed 3/18/2015 10:39 AM

Inbox

To: Kathleen Hull <khull3@ucmerced.edu>;

Cc: Patricia LiWang <pliwang@ucmerced.edu>; Mayra Chavez <mchavez@ucmerced.edu>;

 1 attachment

Revised Medical Education Task Force Charge_1_2015.pdf;

Dear GC Chair Hull,

On behalf of CoC Chair LiWang, I am emailing regarding the Medical Education Task Force membership that calls for a GC representative as one of the school representatives. CoC identified GC member Changqing Li (SOE) to serve on the Medical Education Task Force and would like to provide you with the opportunity to endorse the nomination or provide an alternative GC nominee.

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

CONFIDENTIALITY NOTICE: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

Medical Education Task Force Charge

The Joint Senate-Administration Medical Education Task Force is an ad-hoc group established by the Chair of the Academic Senate and the Provost and Executive Vice Chancellor.

The Task Force will convene in Spring 2015 to serve in an advisory capacity; to make a set of recommendations to the Academic Senate and the Chancellor regarding the future operation of the UC Merced San Joaquin Valley PRIME program; and to provide an assessment of the feasibility of offering a Medical Education program on campus. Recognizing that the development of a medical education program will have a large impact on the UC Merced campus and local area the Task Force will consult broadly, through a formal Senate consultation process, with campus academic and administrative units, and with medical education and general communities.

Task Force Charge

1. Lead discussions with UC Davis regarding UC Merced faculty input into the San Joaquin Valley PRIME program and develop a proposal for involvement; identify opportunities for expanding the number of students involved in the PRIME program, as well as their understanding of Central Valley health challenges.
2. Perform a thorough SWOT analysis of developing a medical education program at UC Merced.
3. Complete a feasibility assessment of the UC Berkeley/UCSF Joint Medical Program and develop recommendations for establishing a medical education program modeled after it on campus. This should include considering variations based on existing faculty strengths on the UC Merced campus, as well as degree of overlap with partnering UCM academic or professional graduate programs, in terms of shared academic components and resources.
4. Identify, analyze and recommend potential faculty workloads, compensations, space needs, program budget impacts, funding resources, and regional partners associated with a medical program and its partnering academic or professional graduate programs.
5. Identify opportunities for collaboration, cooperation and synergy with other UCM graduate programs and within the medical education community.
6. Develop a final document with recommendations for the UC Merced Senate and the Chancellor that will describe the analyses and process, interpret key findings, and suggest recommendations.

Proposed Membership:

Academic Senate

SSHA Faculty Representatives (2)
SNS Faculty Representatives (2)
SOE Faculty Representatives (2)

Suggested Administration

Vice Chancellor of Research and Economics
Vice Chancellor: Student Affairs
Vice Chancellor for Planning and Budget

UC Merced SJV Prime Representative Vice Chancellor for Business and Administrative Services
Graduate Council Representative (as one of the school reps)
CAPRA Representative (as one of the school reps)

The Senate Chair in conjunction with the Provost and Executive Vice Chancellor will select the Task Force Chair.

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 task force may discuss business and vote on action items electronically.

Reporting:

As a joint Senate-Administration body, the task force shall report its recommendations to the Administration (through the Office of the Provost and Executive Vice Chancellor) and the Academic Senate (through the Chair of the Academic Senate) for dissemination to appropriate groups.

Timetable and Reporting:

April 9, 2015	Finalize charge and membership
May 2, 2015	SJV Prime proposal to Senate and Administration
May 23, 2015	Draft preliminary feasibility report/ “next steps” planning document to Senate and Administration
June 13, 2015	Final preliminary feasibility report/ “next steps” planning document to Senate and Administration



OFFICE OF THE PROVOST AND EXECUTIVE VICE CHANCELLOR

5200 N. LAKE ROAD
MERCED, CA 95343
(209) 228-4439

March 16, 2015

TO: JIAN-QIAO SUN, CHAIR, DIVISION COUNCIL

FROM: THOMAS W. PETERSON, PROVOST AND EVC

A handwritten signature in black ink, appearing to read "Thomas W. Peterson".

RE: REVISED UC MERCED ADMINISTRATIVE POLICY-ACADEMIC DEGREE PROGRAMS

I am writing in response to your memo of March 2 regarding the above-mentioned topic. I would like to propose that we establish a joint Senate-Administration working group to address our mutual concerns regarding the policy for the establishment or revision of academic degree programs.

The goal of this working group would be to work on revising the policy over the summer so that the policy could be reviewed and implemented early in the fall semester.

For the administrative committee members I recommend, Marjorie Zatz, Vice Provost and Dean of the Graduate Division (to be the Co-Chair with an Academic Senate appointee), Elizabeth Whitt, Vice Provost and Dean of Undergraduate Studies, Laura Martin, Coordinator of Institutional Assessment, and Susan Sims, Special Assistant and Chief of Staff to the Provost and EVC. Please forward your suggestions for Senate membership and my office will begin the administrative appointments to the committee.

CC: Marjorie Zatz, Vice Provost and Dean, Graduate Division
Elizabeth Whitt, Vice Provost and Dean, Undergraduate Education
Susan Sims, Chief of Staff to the Provost
Laura Martin, Institutional Assessment Coordinator
Dejeune Shelton, Director, Academic Senate
Kathleen Hull, Chair, Graduate Council
Jack Vevea, Chair, Undergraduate Council



OFFICE OF THE VICE PROVOST -
ACADEMIC PERSONNEL AND PROGRAMS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 11th Floor
Oakland, California 94607-5200

February 18, 2015

COUNCIL OF VICE CHANCELLORS
LABORATORY DIRECTOR ALIVISATOS
ACADEMIC COUNCIL CHAIR GILLY
ANR VICE PRESIDENT ALLEN-DIAZ

**Re: Systemwide Review of Proposed Revised Presidential Policy
Sexual Harassment and Sexual Violence**

Dear Colleagues:

Enclosed for Systemwide Review are proposed revisions to Presidential Policy on Sexual Harassment and Sexual Violence. Also enclosed is a cover letter from UC Senior Vice President Sheryl Vacca describing the history of the policy issued on February 25, 2014 and the rationale for proposed revisions.

Systemwide Review

Systemwide Review is a public review distributed to the Executive Vice Chancellors/Provosts, the Director, Lawrence Berkeley National Laboratory, and the Vice President of Agriculture and Natural Resources requesting that they inform the general University community, affected employees and union membership about policy proposals. Systemwide Review also includes a mandatory, three-month full Senate review. Employees should be afforded the opportunity to review and comment on the draft policy, available online at <http://www.ucop.edu/academic-personnel-programs/academic-personnel-policy/policies-under-review/index.html>. Attached is a Model Communication which may be used to inform non-exclusively represented employees about these proposals.

Vice President Dwaine Duckett is circulating the proposed revised policy to human resources leaders and staff, including the Chief Human Resources Officers and the Title IX Officers. Vice President Judy Sakaki is circulating the proposed revised policy to the student affairs leaders, student organizations, and staff. Comments from those groups will be submitted to either Vice President Duckett or Vice President Sakaki, as appropriate.

We would appreciate receiving your comments by **May 20, 2015**. Please submit your comments to ADV-VPCARLSON-SA@ucop.edu. If you have any questions, please contact Janet Lockwood at Janet.Lockwood@ucop.edu or (510) 987-9499.

Sincerely,

A handwritten signature in blue ink that reads "Susan Carlson".

Susan Carlson
Vice Provost
Academic Personnel and Programs

February 18, 2015

Page 2

Enclosures: Proposed Revised Presidential Policy on Sexual Harassment and Sexual Violence
(redline and clean copy)
Senior Vice President Vacca Letter dated January 23, 2015
Model Communication

cc: President Napolitano
Chancellors
Provost and Executive Vice President Dorr
Executive Vice President Brostrom
Secretary Shaw
Senior Vice President Stobo
Senior Vice President Vacca
Vice President Duckett
Vice President Sakaki
Interim Vice President Tucker
Vice Provosts of Academic Personnel/Academic Affairs
Council of Graduate Deans
Chief of Staff Grossman
Deputy/Executive Director Griffin-Desta
Deputy/UCOP Compliance Officer Lane
Deputy to the Chief of Staff Riley
Academic Personnel Directors
Deputy General Counsel Drown
Senior Counsel Van Houten
Executive Director Baxter
Executive Director Fox
Executive Director Rodrigues
Executive Director Tanaka
Director Chester
Director Jennings
Manager Henderson
Manager Lockwood
Policy Coordinator Trifonov
Human Resources Policy Analyst Bello
Senior Administrative Assistant Rupert

THE REGENTS OF THE UNIVERSITY OF CALIFORNIA
OFFICE OF ETHICS, COMPLIANCE AND AUDIT SERVICES



1111 Franklin Street, 5th Floor • Oakland, California 94607-5200 • (510) 987-0479 • FAX (510) 287-3334

January 23, 2015

VICE PRESIDENT DUCKETT
VICE PROVOST CARLSON
VICE PRESIDENT SAKAKI

SUBJECT: Updated Presidential Policy on Sexual Harassment and Sexual Violence

On February 25, 2014, the University of California issued a revised Presidential Policy on Sexual Harassment and Sexual Violence that updated the University's policy on preventing and responding to allegations of sexual misconduct on our campuses. The new policy also brought the University into compliance with the requirements of the Violence Against Women Act (VAWA) that was reauthorized by President Obama in 2013.

As you are aware, the revised policy was vetted with several audiences including senior campus academic and administrative leaders, faculty, other academic appointees, staff, and students. Critical issues and comments received were incorporated and inclusion of other suggestions/comments was postponed pending issuance of the final regulations by the Department of Education, which were due in Fall 2014.

Final regulations were issued on October 20, 2014 and will become effective July 1, 2015. Immediately, a working committee comprised of representatives from Student Affairs, Academic Personnel and Programs, Human Resources, Office of General Counsel, Communications, Title IX, CARE Advocates, and Compliance evaluated the regulations and reviewed the revised policy. The goals of the committee's work—staffed by my office--were to:

1. Incorporate the final regulations and requirements of VAWA into UC's policy;
2. Address outstanding issues/questions from the initial vetting as promised by President Napolitano;
3. Assure the policy was consistent with the efforts and requirements of the President's Task Force on Preventing and Responding to Sexual Violence and Sexual Assault (SVSA); and,
4. Improve accessibility and readability by the broader University community including students, parents and community members.

After a concerted effort by the working committee throughout the Fall 2014, the University's Policy on Sexual Harassment and Sexual Violence is now ready for systemwide review and vetting. We would like to have this policy disseminated to your respective representative groups, i.e. senior campus leaders, faculty, other academic appointees, staff, and students.

The current revised draft (attached) has the following key revisions: incorporates any new VAWA regulations and recent legislation requirements

- Incorporates recommendations of the California State Auditor Audit Findings and President's Task Force on SVSA to require mandatory education for faculty, other academic appointees, staff, and students. (Mandatory sexual harassment and prevention education for faculty is already required and we are hoping to utilize this training to incorporate VAWA and SVSA)
- Consideration was given to policy language to make the policy clearer and in plain language to address comments received from reviewers during the initial vetting that the policy was difficult to understand
- Provides that complainants and respondents may appeal an investigation process that alleges violation of this policy (stated in initial policy as well)
- Updates in policy terminology as required by VAWA
- Clarifies appropriate paths for reporting incidents
- Updates definition of consent and adds additional definitions to improve readability, consistency and understanding
- Includes "amnesty" provision for reporting (De Leon)
- Incorporates "abuse" as included in domestic violence or sexual violence. It is included to strengthen a cause that complainants often raise in allegations.
- Clarifies that the policy addresses only "sexual" harassment" as required by VAWA. (Other forms of harassment, i.e., that are non-sexual in nature, including non-sexual hostility and stalking that is non-sexual in nature will be covered in other policies)
- Complies with the President's directive to disclose disciplinary actions to complainants

I am pleased to present this draft policy to your offices for vetting as required by our policy development process. I look forward to comments received by your office and the discussion of them as we finalize the policy for the President's signature in time for compliance with the VAWA Reauthorization Act by July 1, 2015.

Sincerely,



Sheryl Vacca
Senior Vice President
Chief Compliance and Audit Officer

Enclosure

cc Provost and Executive Vice President Dorr
Executive Vice President Brostrom
Chief of Staff Grossman



Sexual Harassment and Sexual Violence

[Para la traducción en Español, oprima aquí](#)

[中國版本, 請按這裡](#)

Academic Officer:	Vice Provost – Academic Personnel and Programs
Academic Office:	APP – Academic Personnel and Programs
Student Officer:	VP – Student Affairs
Student Office:	SA – Student Affairs
Staff Officer:	VP – Human Resources
Staff Office:	HR – Human Resources
Issuance Date:	XX/XX/2015
Effective Date:	XX/XX/2015
Last Review Date	XX/XX/2015
Scope:	This policy applies to all University employees, students and University campuses, the Lawrence Berkeley National Laboratory, Medical Centers, the Office of the President, Agriculture and Natural Resources, and all University programs and activities

For assistance with incidents of dating violence, domestic violence, sexual assault, sexual harassment, sexual violence, and stalking, please contact your local CARE Advisor, at <http://sexualviolence.universityofcalifornia.edu>

Table of Contents

<i>I. POLICY SUMMARY</i> _____	2
<i>II. DEFINITIONS</i> _____	2
<i>III. POLICY STATEMENT</i> _____	7
<i>IV. COMPLIANCE / RESPONSIBILITIES</i> _____	11
<i>V. REQUIRED PROCEDURES</i> _____	12
<i>VI. RELATED INFORMATION</i> _____	23
<i>VII. FREQUENTLY ASKED QUESTIONS</i> _____	24
<i>VIII. REVISION HISTORY</i> _____	25

Sexual Harassment and Sexual Violence

For questions about this policy, please contact:

	Academic	Student	Staff
Contact:	Janet Lockwood	Eric Heng	Jeannene Whalen
Email:	janet.lockwood@ucop.edu	eric.heng@ucop.edu	jeannene.whalen@ucop.edu
Phone:	(510) 987-9499	(510) 987-0239	(510) 987-0853

I. POLICY SUMMARY

The University of California is committed to creating and maintaining an atmosphere free of harassment, exploitation, and/or intimidation for every individual in our community. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence (hereafter referred to as *Policy*).

This *Policy* complies with the law and with the University's commitment to the highest standards of ethical conduct, which are outlined in the University's [Statement of Ethical Values and Standards of Ethical Conduct](#).

II. DEFINITIONS

A. Sexual Harassment: Includes

- unwelcome sexual advances,
- requests for sexual favors,
- conduct of a sexual nature, including verbal, nonverbal, or physical conduct that creates an environment in which a reasonable person finds the behavior intimidating, hostile, or offensive, and
- conduct of a sexual nature, including verbal, nonverbal, or physical conduct – behavior that affects or interferes with a person's employment, work, education, and/or educational performance.

Sexual harassment may include incidents between any members of the University community, including:

- faculty and other academic appointees
- staff
- student employees

Sexual Harassment and Sexual Violence

- students
- coaches
- residents
- interns
- non-student or non-employee participants in University programs (e.g., vendors, contractors, visitors, and patients).

Sexual harassment can occur in all types of relationships: hierarchical, between peers, or between individuals of the same sex or opposite sex. The University will respond to reports of any such conduct between any such members of the University community, according to the *Policy*.

To determine whether any reported conduct constitutes sexual harassment, the University will consider the record of the conduct as a whole including the circumstances and context in which the conduct occurred.

Harassment of one student by another student is defined as unwelcome conduct of a sexual nature that effectively denies equal access to the University's resources and opportunities because such conduct is severe and/or pervasive, objectively offensive, and substantially impairs a person's access to University programs or activities. (See the University of California Policies Applying to Campus Activities, Organizations, and Students, [Policy 100.00 on Student Conduct and Discipline, Section 102.09](#))

B. Sexual Violence: Physical, sexual acts, engaged in without the consent of the other person, or when the other person is unable to consent. Sexual violence includes any of the following:

- sexual assault
- rape
- sexual battery
- domestic violence
- dating violence
- stalking

1. **Sexual Assault:** Occurs when physical, sexual activity is engaged without the consent of the other person, or when the other person is unable to consent to the activity. The activity or conduct may include the following:

- physical force
- violence
- threat
- intimidation
- ignoring the objections of the other person

Sexual Harassment and Sexual Violence

- causing the other person's intoxication or incapacitation (through the use of drugs or alcohol)
 - taking advantage of the other person's incapacitation (including voluntary intoxication)
2. **Dating Violence:** Abuse committed by a person who is, or has been, in a romantic and/or intimate relationship with the victim.
3. **Domestic Violence:** Abuse committed against:
- an adult or a minor who is a
 - spouse or former spouse
 - cohabitant or former cohabitant
 - someone with whom the abuser has
 - a child
 - an existing dating or engagement relationship
 - a former dating or engagement relationship
4. **Stalking:** Behavior in which someone repeatedly engages in conduct directed at a specific person. This conduct places the targeted person in reasonable fear of his or her safety or the safety of others or causes the targeted person to suffer substantial emotional distress. This policy intends to address stalking that could be reasonably construed as sexual or gender based in nature. Other forms of stalking of a non-sexual nature may be addressed by other University policies.
- C. **Abuse:** In the context of dating and domestic violence, abuse is defined as any act of violence, whether it's a single act or an ongoing pattern of behavior, and/or any threatened act of violence, against:
- one's self
 - one's sexual or romantic partner, spouse or former spouse
 - the family and/or friends of one's sexual or romantic partner, spouse or former spouse
 - one's cohabitant or former cohabitant
 - someone with whom the abuser has a child,
 - someone with whom the abuser has an existing dating or engagement relationship
 - someone with whom the abuser has had a former dating or engagement relationship

"Abuse" includes but is not limited to conduct that a reasonable person in similar circumstances and with similar identities would find intimidating, frightening, terrorizing, or threatening, including:

- physical violence

Sexual Harassment and Sexual Violence

- sexual violence
- emotional abuse
- economic abuse
- threats
- assault
- property damage

- D. Awareness Programs:** Any community-wide programming, initiatives, and/or strategies that increase awareness, and share information and resources to prevent sexual violence, promote safety, and reduce acts of abuse.
- E. Complainant:** Any person who files a report of sexual harassment or sexual violence.
- F. Consent:** Consent is a *decision*; an unambiguous, affirmative, and conscious decision by each person, to engage in mutually agreed-upon sexual activity. (For the purposes of this *Policy*, the age of consent is consistent with California Penal Code Section 261.5.)

Consent is *voluntary*. Consent means a willing and positive cooperation in an act, or expressing a desire to engage in an act. A person can only give his/her true consent if there is no force, threats, or intimidation. Ultimately, consent is an exercise of free will. Silence does not mean consent.

Consent is *revocable*. At any point, in any context, consent can be denied and be taken back. More specifically:

- Consent to sexual activity, on one occasion, does not mean consent has been given to *any* form of sexual activity, on *any* occasion.
- A past dating experience or sexual relationship, by itself, is not enough to assume consent. Even in the context of a relationship, there always has to be mutual consent to engage in any sexual activity at any time.
- Consent is ongoing; meaning at any point during a sexual encounter consent has to be given, and can be withdrawn. Once consent is withdrawn, the sexual activity must stop immediately.

Consent cannot be given when a person is [incapacitated](#). A person cannot consent if s/he is unconscious or coming in and out of consciousness.

A person cannot consent if s/he is under the threat of violence, bodily injury, or other forms of intimidation.

A person cannot consent if s/he cannot understand the act because of a physical or mental impairment.

Sexual Harassment and Sexual Violence

- G. Designated Employee:** Any employee, who must report incidents of sexual harassment or sexual violence to the Title IX coordinator or other appropriate University designees. Generally, this includes all employees, including academic appointees unless s/he has been identified as an employee who can provide confidential consultations for the University community pursuant to Section V.F. of this Policy. Designated employees must be informed of their own reporting responsibilities.
- H. Executive Officer:** The University President, Chancellor, Lawrence Berkeley National Laboratory Director, or Vice President of Agricultural and Natural Resources.
- I. Incapacitation:** The physical and/or mental inability to make informed and rational judgments. States of incapacitation include, but are not limited to:
- unconsciousness
 - sleep
 - blackouts

Alcohol, drugs, or other medication can also be a factor. Incapacitation is defined with respect to how the alcohol or other drugs that were consumed affects a person's:

- decision-making capacity,
- awareness of consequences,
- ability to make fully informed judgments, and
- ability to communicate.

Being intoxicated by drugs, alcohol, or other medication does not give another party permission to ignore whether [consent](#) was given.

The factors to be considered when determining whether [consent](#) was given include whether the respondent knew, or whether a reasonable person should have known, that the complainant was incapacitated.

- J. Ongoing Prevention and Awareness Campaigns:** Programming, initiatives, and strategies that aim to increase understanding and awareness of sexual violence among a variety of audiences. These campaigns further aim to develop skills that address such issues and occurrences. The campaigns will cover topics relevant to dating violence, domestic violence, sexual assault, and stalking.
- K. Primary Prevention Programs:** Programming, initiatives, and strategies that have been created based on research, and/or assessed for their value, effectiveness, and/or outcome. These programs focus on preventing dating violence, domestic violence, sexual assault, and stalking. Therefore, these programs promote behaviors that foster healthy and respectful relationships, while also encouraging a safe

Sexual Harassment and Sexual Violence

environment for bystanders to intervene in a potential case of dating violence, domestic violence, sexual assault, and stalking.

L. Proceeding: All activities involved when an institutional complaint is made requiring a non-criminal resolution. These activities include, but are not limited to:

- fact-finding investigations, and
- formal and informal meetings and hearings.

“Proceeding” does not include communications and meetings between officials and complainants when it concerns a complainant’s accommodations/protective measures.

M. Respondent: A person against whom a report of sexual harassment or sexual violence is filed.

N. Risk Reduction: Strategies designed to decrease perpetration and bystander inaction, and create an environment where bystanders step in when abuse occurs, rather than remaining silent. These options would ultimately increase victim empowerment by reaching out to individuals and communities to:

- promote safety,
- extend help, and
- address conditions that facilitate violence.

O. Trauma-Informed: Methods designed to acknowledge the impact of violence and trauma on people's lives and the importance of addressing trauma in education. Services are influenced by an understanding of the impact of interpersonal violence and victimization on an individual's life and development. To provide trauma-informed services, all staff of an organization must understand how violence impacts the lives of the people being served, so that every interaction is consistent with the recovery process and reduces the possibility of re-traumatization.

III. POLICY STATEMENT

A. *General Overview/Prohibited Behavior*

The University prohibits sexual harassment and sexual violence. This behavior violates both the law and University policy. The University will respond as quickly as possible to any reports of sexual harassment and/or sexual violence. The University will take any and all appropriate action to prevent, correct, and when necessary, discipline behavior that violates this *Policy*. Any staff, student or academic employee in violation of this *Policy* may be subject to disciplinary action, up to and including dismissal.

Sexual Harassment and Sexual Violence

Harassment that may not be sexual, but still contributes to a hostile work or academic environment, also could violate the University's non-discrimination policies.¹ To determine if there has been sexual harassment or sexual violence, the University may take into account *any* acts of discrimination based on gender, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation.

B. Consensual Relationships

While romantic relationships between members of the University community may begin as consensual, they are not immune to instances of sexual harassment and/or sexual violence. Consensual romantic relationships between members of the University community also are subject to other University policies. For example, policies that concern faculty-student relationships are found in [The Faculty Code of Conduct](#). The various locations may have local policies about consensual relationships.

C. Reporting Sexual Harassment or Sexual Violence

Each location will notify the campus community about where reports of sexual harassment and/or sexual violence can be made. Any member of the University community can report acts of sexual harassment or sexual violence to these designated employees, supervisors, managers, or Title IX Officer (Sexual Harassment Officer).

All designated employees must immediately forward the reports to the Title IX Officer (Sexual Harassment Officer). The reports will be reviewed and appropriate action will be taken in accordance with this Policy. Any manager, supervisor, or other designated employee who must report or respond to sexual harassment or sexual violence, who knew about an incident, and who took no action to stop or report it may be subject to disciplinary action.

Each location will identify staff who can provide confidential consultations to members of the University community seeking resources, information, and/or advice about making a sexual harassment and/or sexual violence report. While the University understands the desire for confidentiality and will consider such a request, the University also has a legal responsibility to the respondent. Depending on the situation, there are cases in which the University needs to inform the respondent of the source of the allegation. (Information regarding confidentiality can be found in [Section V.E and F.](#))

An individual may file a complaint or grievance alleging sexual harassment or sexual violence under the University complaint resolution or grievance procedure ([Section V. Procedures](#); [Appendix I: University Complaint Resolution and Grievance Procedures](#)).

¹ [University of California Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff](#); [Nondiscrimination and Affirmative Action Policy Statement for University of California](#); [Academic Personnel Manual \(APM\) Section 035, Affirmative Action and Nondiscrimination in Employment](#); [Personnel Policies for Staff Members 12, Nondiscrimination in Employment](#); [University of California Policies Applying to Campus Activities, Organizations, and Students](#); and [Nondiscrimination Policy Statement for University of California Publications Regarding Student-Related Matters](#).

Sexual Harassment and Sexual Violence

D. Response to Reports of Sexual Harassment or Sexual Violence

All locations will provide a prompt, fair, and neutral response to reports of sexual harassment or sexual violence, which may include Early Resolution, Formal Investigation, and/or targeted prevention training or educational programs. ([See Section V](#), Procedures for more information.)

If an individual reports to the University that s/he has been a victim of domestic violence, dating violence, sexual assault, or stalking, s/he will be provided with a written explanation of his/her rights, as well as options, regardless of whether the offense occurred on- or off-campus, or on any University location.

If the University confirms an occurrence/occurrences of sexual harassment or sexual violence, the University may offer remedies to the individual or individuals harmed by the harassment and/or violence. These remedies will be consistent with “applicable complaint resolution” and “grievance procedures” ([Appendix I: University Complaint Resolution and Grievance Procedures](#)). Such remedies may include:

- counseling,
- repeating course work without penalty,
- changing student housing assignments, and
- other appropriate interventions, such as changes in academic, living, transportation, or working situations.

Any member of the University community who engaged in sexual harassment or sexual violence is subject to disciplinary action including dismissal, in accordance with the applicable University disciplinary procedure. ([Appendix II: University Disciplinary Procedures](#)).

Generally, disciplinary action will be taken when the conduct is sufficiently severe, persistent, or pervasive that it alters the conditions of employment or limits the complainant’s opportunity to participate in or benefit from educational programs.

E. Protection for Complainants and Witnesses

To encourage reporting of sexual violence incidents, complainants and witnesses who participate in an investigation of sexual violence will not be subject to disciplinary sanctions or corrective actions for policy violations at or near the time of the incident, unless the University determines that the violation was egregious, including, but not limited, to an action that places the health or safety of any person at risk.

F. Retaliation

This *Policy* prohibits retaliation against a person who reports sexual harassment or sexual violence. This protection also extends to anyone who assists someone with a report and anyone involved in an investigation or resolution of a sexual harassment or sexual violence report. Retaliation includes, but is not limited to:

Sexual Harassment and Sexual Violence

- threats,
- intimidation,
- reprisals, and/or
- harmful (adverse) actions related to employment or education.

Any member of the University community who participates in retaliation may be subject to disciplinary action, including dismissal, according to the University disciplinary procedures ([Appendix II: University Disciplinary Procedures](#)).

G. Provision of Educational Programs/Employee Training and Dissemination of the Policy

To promote compliance with this *Policy* and familiarity with the procedures, each location must provide training and make preventive educational materials available to all members of the University community. In addition, the University will provide annual training to investigators and hearing officers. Each location must post a copy of this *Policy* in a prominent place on its website ([See Section V. Procedures](#)).

As part of the University's commitment to provide a working and learning environment free from sexual harassment and sexual violence, this *Policy* must be distributed to the entire University community through:

- publications,
- websites,
- new employee orientations,
- student orientations, and
- other appropriate channels of communication.

H. Free Speech and Academic Freedom

The faculty and other academic appointees, staff, and students of the University of California enjoy significant free speech protections guaranteed by the First Amendment of the United States Constitution and Article I, Section I of the California Constitution. This *Policy* is intended to protect members of the University community from discrimination, not to regulate protected speech. This *Policy* shall be implemented in a manner that recognizes the importance of rights to freedom of speech and expression.

The University also has a compelling interest in free inquiry and the collective search for knowledge and thus recognizes principles of academic freedom as a special area of protected speech. Consistent with these principles, no provision of this *Policy* shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.

Sexual Harassment and Sexual Violence

I. Additional Enforcement Information

The federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate complaints of unlawful harassment, including sexual violence, in employment. The U.S. Department of Education Office for Civil Rights (OCR) investigates complaints of unlawful harassment and sexual violence by students in educational programs or activities. These agencies may serve as neutral fact finders and attempt to facilitate the voluntary resolution of disputes with the parties. For more information, contact the nearest office of the EEOC, DFEH or OCR.

IV. COMPLIANCE / RESPONSIBILITIES

A. Implementation of the Policy

Responsible Officers have the authority to develop procedures or other supplementary information to support the implementation of this *Policy*. Responsible Officers may apply appropriate and consistent interpretations to clarify the *Policy* provided that the interpretations do not result in substantive changes to the *Policy*.

The Executive Officer at each location is authorized to establish and is responsible for local procedures to implement the *Policy*. Local procedures must be consistent with the *Policy*. Exceptions to procedures required by the *Policy* must be approved by the Executive Officer.

Executive Officers and Responsible Officers are authorized to delegate responsibility for establishing local procedures necessary to implement the *Policy*.

Each location is responsible for describing each type of disciplinary proceeding used by the location. This includes the steps, anticipated timelines, and decision-making process for each type of disciplinary proceedings. The procedures must also describe how the campus determines which type of proceeding to use based on the circumstances of an allegation.

B. Revisions to the Policy

The President approves the *Policy* and has the authority to approve revisions upon recommendation by the Responsible Officers.

The Responsible Officers have the authority to initiate revisions to the *Policy* consistent with approval authorities and applicable Bylaws, Standing Orders, and Policies of The Regents.

The UC Provost and Executive Vice President of Academic Affairs, and the UC Executive Vice President – Chief Operating Officer have the authority to ensure that the *Policy* is reviewed regularly and updated in a manner that is consistent with other University policies.

Sexual Harassment and Sexual Violence

C. Approval of Actions

Actions within the *Policy* must be approved according to local procedures.

D. Compliance with the Policy

The Executive Officer at each location will designate the local management office that is responsible for monitoring, enforcing, and reporting *Policy* compliance.

The Senior Vice President – Chief Compliance and Audit Officer will periodically audit and monitor compliance with the *Policy*.

E. Noncompliance with the Policy

Noncompliance with the *Policy* is managed according to the [Policy on Student Conduct and Discipline](#), Personnel Policies for Staff Members [61](#), [62](#), [63](#), [64](#), [65](#), and <http://policy.ucop.edu/doc/401041667> pertaining to disciplinary and separation matters, and according to other University policies, including but not limited to, [The Faculty Code of Conduct \(APM - 015\)](#) and [University Policy on Faculty Conduct and the Administration of Discipline \(APM - 016\)](#), [Non-Senate Academic Appointees/Corrective Action and Dismissal \(APM-150\)](#) or, as applicable, collective bargaining agreements. Reference Section VI and Appendices I and II.

V. REQUIRED PROCEDURES

A. Location Responsibilities

Each location must do the following:

1. Establish an independent, confidential Advocacy Office for sexual violence, dating violence, domestic violence, stalking, and sexual assault called CARE: Advocacy Office for Sexual and Gender-Based Violence and Misconduct.
2. Establish a consistent response team model consisting of two teams:
 - a. A Case Management Team (CMT) which maintains consistent coordination of reported sexual violence cases, ensures all cases are addressed efficiently and effectively, and ensures the response is trauma-informed; and
 - b. A Coordinated Community Review Team (CCRT) responsible for a campus collaborative approach to preventing and addressing sexual misconduct. The CCRT serves in an advisory capacity to campus leadership and community members about best practices in policies, education, prevention and response to sexual misconduct.
3. Provide mandatory training and education about sexual harassment and sexual violence prevention to all students, faculty, other academic staff, and staff.

Sexual Harassment and Sexual Violence

4. Offer primary prevention programs and awareness campaigns to the University community, to promote ongoing awareness of:
 - rape and acquaintance rape
 - domestic violence
 - dating violence
 - sexual assault
 - stalking

These campaigns will include, but are not limited to, education about:

- the definition of consent,
 - consensual relationships,
 - options for bystander intervention, and
 - risk reduction awareness information.
5. Offer comprehensive, annual training, for individuals conducting formal investigations of reports or conducting hearings on responding to sexual violence, including trauma-informed approaches as defined in this *Policy*.
 6. Provide all members of the University community with a process for reporting sexual harassment or sexual violence according to the *Policy*.
 7. Identify on- and off-campus resources for reporting sexual harassment or sexual violence, including law enforcement, medical, and victim support services.
 8. Provide prompt and effective response to reports of sexual harassment, sexual violence, or reports of retaliation related to reports of sexual harassment or sexual violence, according to the *Policy*.
 9. Provide written notification as outlined in Section V.B.1 of the *Policy*.
 10. Designate trained individuals to serve as resources for members of the University community who have questions or concerns regarding behavior that may be sexual harassment or sexual violence.
 11. Conduct proceedings that incorporate these additional elements:
 - Timely notice of meetings, at which the respondent or complainant, or both, may be present.
 - Timely access to any information that will be used after the fact-finding investigation, but during informal and formal disciplinary meetings and hearings, to the complainant, the respondent, and appropriate officials.
 - Timely proceedings conducted by officials who do not have a conflict of interest, or bias for or against the complainant or the respondent.

Sexual Harassment and Sexual Violence

12. Establish and designate a Title IX Officer (Sexual Harassment Officer). The names and contact information for the Title IX Officer (Sexual Harassment Officer) as well as any designated, trained, sexual harassment or sexual violence advisors, will be posted with the *Policy* and local procedures on the location's website and will be readily accessible to the University community. The responsibilities of the Title IX Officer (Sexual Harassment Officer) include, but may not be limited to, the duties listed below:
 - Coordinate with other responsible units to ensure that local sexual harassment and sexual violence prevention education and training programs are offered and provided, as required by the *Policy*.
 - Disseminate the *Policy* to the University community.
 - Provide educational materials to promote compliance with the *Policy* and familiarity with local reporting procedures.
 - Train University employees who are responsible for reporting or responding to reports of sexual harassment.
 - Provide prompt and effective response to reports of sexual harassment or sexual violence according to the *Policy*.
 - Maintain records of reports of sexual harassment and sexual violence at the location, as well as any actions taken in response to reports, including records of investigations, voluntary resolutions, and disciplinary action, as appropriate.
 - Identify and address any patterns or systemic problems that arise during the review of sexual harassment and sexual violence complaints.

13. Distribute and post this Policy. Each location is required to distribute this policy to students, faculty, other academic staff and staff. Examples include, websites, student information boards, student handbook, faculty handbook and staff websites and information boards and during training and student orientation.

B. Procedures for Reporting and Responding to Reports of Sexual Harassment Or Sexual Violence

All members of the University community are encouraged to contact the Title IX Officer (Sexual Harassment Officer) if they observe or encounter conduct that may violate the *Policy*. This includes conduct by employees, students, or third parties.

Reports of sexual harassment or sexual violence may be brought to the Title IX Officer (Sexual Harassment Officer). They may also be brought to any manager, supervisor, or other designated employee who is responsible for responding to reports of sexual harassment or sexual violence.

Sexual Harassment and Sexual Violence

If the person to whom harassment normally would be reported is actually the individual being accused of harassment, reports may be made to another manager, supervisor, or other designated employee.

When a report is received, managers, supervisors, and all designated employees are required to notify the Title IX Officer (Sexual Harassment Officer) or another appropriate official designated by the location, who will then review the sexual harassment and sexual violence complaints and take appropriate action in accordance with this Policy.

Reports of sexual harassment or sexual violence should be brought forward as soon as possible after the alleged conduct occurs. While there is no stated timeframe for reporting, prompt reporting will make it easier for the University to respond to the report, determine the issues, and provide an appropriate remedy and/or action. All incidents should be reported, even if a significant amount of time has passed. However, delaying a report may make it difficult for the University to conduct an investigation and/or to take appropriate remedial actions.

1. Required Notifications For Reports of Sexual Violence

When the University receives a report that a student or employee has been a victim of [sexual violence](#), the University will provide a written explanation of rights and available options to the complainant, including procedures to follow. This will be provided regardless of whether the offense occurred on campus or in connection with any University program. The written information shall include:

- How and to whom the alleged offense should be reported.
- Options for reporting to and/or notifying law enforcement and campus authorities; the right to be assisted by campus authorities in notifying law enforcement authorities, if the complainant so chooses; and the right to decline to notify such authorities.
- The rights of complainants regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by criminal or civil courts, as well as the University's responsibilities regarding such orders.
- The importance of preserving evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order.
- Existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available both within the institution and the community.
- Options for, and available assistance to, change academic, living, transportation, and working situations, if the complainant requests, and if such options are reasonably available—regardless of whether the victim chooses to report the crime to campus police or local law enforcement;
- Any applicable procedures for institutional disciplinary action.

Sexual Harassment and Sexual Violence

2. *Options for Resolution*

Individuals reporting sexual harassment or sexual violence must be informed about their options. These options include but are not limited to:

- Early Resolution,
- Formal Investigation, and
- Filing complaints or grievances under the applicable University complaint resolution or grievance procedures.

Individuals making reports must also be informed about the confidentiality of reporting under this *Policy* (see Section V.G below).

Locations must respond promptly and effectively to reports of sexual harassment and sexual violence regardless of whether the reports are brought forth anonymously or by third parties who are not directly involved in the asserted offenses. However, the response to such reports may be limited if the information in the report cannot be verified by independent facts.

Individuals reporting sexual harassment and sexual violence must be informed about the range of possible outcomes of the report including:

- temporary protections,
- remedies for the individual harmed by the incident,
- disciplinary actions that might be taken as a result of the report, and
- information about the procedures leading to such outcomes.

An individual who experiences retaliation (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) may report it. Retaliation could be experienced by those who:

- reported sexual harassment or sexual violence, in good faith;
- assisted someone with a report of sexual harassment or sexual violence; or
- participated in any manner in an investigation or resolution of a report of sexual harassment or sexual violence

(The report of retaliation shall be subject to the procedures in [Section V.B.3](#) and [Section V.B.4](#) below.)

3. *Procedures for Early Resolution*

The goal of Early Resolution is to resolve concerns with the cooperation of all parties involved, at the earliest stage possible. Locations are encouraged to use Early Resolution options only when the people involved desire to do so, or when a Formal Investigation is not likely to lead to a satisfactory outcome. Participation in the Early

Sexual Harassment and Sexual Violence

Resolution process is voluntary. Therefore, the University does not require that parties attempt to participate in Early Resolution before a Formal Investigation. Mediation, even if voluntary, may not be used in cases involving sexual violence. Some reports of sexual harassment may not be appropriate for mediation, and may first and foremost require a Formal Investigation. The University will not compel a complainant to engage in mediation.

Early Resolution may include an inquiry into the facts, but typically does not include a formal investigation. Means for Early Resolution should be flexible and include a full range of possible and appropriate outcomes.

Early Resolution includes, but is not limited to, the following options:

- mediating an agreement between the parties (not for incidents of sexual violence),
- separating the parties,
- referring the parties to counseling programs,
- negotiating an agreement for disciplinary action,
- conducting targeted preventive educational and training programs,
- providing remedies for the individual harmed by the offense,
- discussions with the parties,
- making recommendations for resolution, and
- conducting a follow-up review after a period of time to assure that the resolution has been implemented effectively.

Early Resolution might be appropriate for responding to anonymous reports and/or third party reports. All of the steps taken to encourage Early Resolution, and any agreements reached through Early Resolution, should be documented.

4. Procedures for Formal Investigation

In cases where Early Resolution is inappropriate or unsuccessful, a location may conduct a Formal Investigation.

In such cases, the individual making the report may be asked to file a written request for Formal Investigation. The wishes of the individual making the request will be considered, but will not solely determine whether a Formal Investigation into the report of sexual harassment or sexual violence is conducted.

In cases where there is no written request, the Title IX Officer (Sexual Harassment Officer) or other appropriate, designated officials, will make a preliminary inquiry into the facts. Such officials could then initiate a Formal Investigation.

In cases where a complainant states that he or she does not want to pursue a Formal Investigation, the Title IX Officer (Sexual Harassment Officer) should inform the complainant that the ability to investigate may be limited. When determining

Sexual Harassment and Sexual Violence

whether to go forward with a Formal Investigation, the Title IX Officer (Sexual Harassment Officer) may consider:

- the seriousness of the allegation,
- the age of the student in the case of a student complainant,
- if there have been other complaints or reports against the respondent,
- if there will be a formal proceedings with sanctions, and
- if the accused individual has the right to receive information about the complainant and/or the allegations.

Even if a complainant does not want to pursue an investigation, under some circumstances, the Title IX Officer (Sexual Harassment Officer) may have to investigate a complaint. For example, there could be a risk to the campus community if the respondent remains on campus. The complainant should be made aware that there could be this independent obligation to investigate the complaint.

(a) To provide a prompt, fair, and impartial investigation and resolution, any Formal Investigation of reports of sexual harassment and/or sexual violence must incorporate the following standards:

The individual(s) accused of conduct violating the *Policy* must be provided with a copy of the written request for Formal Investigation or otherwise given a full and complete written statement of the allegations, and a copy of the *Policy*; and

The individual(s) conducting the investigation must:

- i) Be familiar with the *Policy*;
- ii) Have training or experience in conducting investigations;
- iii) Be familiar with the relevant policies and procedures specific to students, staff, faculty, academic appointees, and visitors; and,
- iv) For cases involving allegations of sexual violence, the individual(s) conducting the investigation must receive annual training on issues related to sexual violence. Such training includes how to conduct an investigation that protects the safety of the complainants and promotes accountability.

(b) If the alleged conduct is also the subject of a criminal investigation, the campus may not wait for the end of the criminal investigation to begin an investigation under to this *Policy*. However, a campus may need to coordinate its fact-finding efforts with the police investigation. Once notified that the police department has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any criminal charges), the campus must promptly

Sexual Harassment and Sexual Violence

resume and complete its fact-finding for the sexual harassment or sexual violence investigation.

(c) To conduct a fair and thorough investigation, disclosing facts to parties and witnesses should be limited to what is reasonably necessary. Participants in an investigation may be advised to maintain the confidentiality of an investigation if it is essential to protect the investigation's integrity. The investigation generally should include:

- interviews with the parties, if available;
- interviews with other witnesses as needed; and
- a review of relevant documents as appropriate.

(d) The investigator shall apply a preponderance of the evidence standard to determine whether there has been a violation of this Policy.

(e) The complainant and the respondent may each request to have a representative present when he or she is interviewed, and at any other proceeding or related meeting. Other witnesses may also have a representative present if approved by the investigator, or if required by University policy or a collective bargaining agreement.

(f) At any time during the investigation, the investigator can recommend that certain temporary protections or solutions be provided by appropriate University officials for the parties or witnesses. These protections or remedies may include:

- separating the parties,
- placing limitations on the contact between the parties, or
- making alternative working or student housing arrangements.

Failure to comply with the terms of temporary protections may be considered a separate violation of this *Policy*.

(g) The investigation should be completed as quickly as possible and in most cases within 60 working days from the date that the formal investigation started. This deadline can be extended if the designated University official approves. Timeframe extensions will only be made for good cause, with written notifications to the complainant and the respondent, including the reason for the delay.

(h) Generally, an investigation results in a written report. The report is submitted to a designated University official with the authority to implement the necessary actions that aim to resolve the complaint. The report can be used as evidence in other related procedures, for example: future complaints, grievances and/or disciplinary actions.

Sexual Harassment and Sexual Violence

- (i) According to University policy that governs privacy and access to personal information, 1) the complainant and the respondent may request a copy of the investigative report, and 2) the report must be redacted to protect the privacy of any personal and confidential information regarding all individuals other than the individual requesting the report.
- (j) At the conclusion of any proceeding, the complainant and the respondent will simultaneously be informed of the following in writing:
 - i. The outcome of any University proceeding, including
 1. the final determination with respect to the alleged offense;
 2. any sanction that is imposed against the respondent; and
 3. the rationale for the result and the sanction;
 - ii. The right and the procedures for both the complainant and respondent to appeal the outcome of any University disciplinary proceeding;
 - iii. Any change to the results that occurs prior to the time that such results become final; and
 - iv. When results become final.

C. Complaints or Grievances Involving Allegations of Sexual Harassment or Sexual Violence

Instead of, or in addition to, reporting to a Title IX Officer (Sexual Harassment Officer) or other appropriate designated officials, an individual who believes he or she has been subjected to sexual harassment or sexual violence can file a complaint or grievance. A complaint or grievance alleging sexual harassment or sexual violence must meet all of the requirements under the applicable complaint resolution or grievance procedure, including time limits for filing, listed in [Appendix I: University Complaint Resolution and Grievance Procedures](#).

If a complaint or grievance is filed in addition to a report made to the Title IX Officer (Sexual Harassment Officer), the complaint or grievance must be put on temporary hold, subject to the requirements of any applicable complaint resolution or grievance procedure. It will remain suspended until there is an outcome reached from the Early Resolution or Formal Investigation procedures. If the individual wishes to proceed with the complaint or grievance, the Early Resolution or Formal Investigation will then become the first step or steps of the applicable complaint resolution or grievance procedure.

Sexual Harassment and Sexual Violence

A complainant or respondent can also file a complaint or grievance stating that the actions taken in response to the report of sexual harassment or sexual violence did not follow *Policy*. Such a complaint or grievance cannot be used to address the disciplinary sanction, if any, that was imposed upon the respondent. Any complaint or grievance regarding the resolution of a report of sexual harassment or sexual violence must be filed in a timely manner. The time period for filing begins on the latest of the dates on which the individual was notified of:

- the outcome of the investigation,
- any other resolution process according to this *Policy*, and/or
- the actions that the administration took in response to the report of sexual harassment or sexual violence.

D. Remedies and Referral to Disciplinary Procedures

If the *Policy* was violated, and a report of sexual harassment or sexual violence results in a recommendation for disciplinary action, there are applicable, disciplinary action procedures that should be followed ([Appendix II](#)). In addition, these procedures should guide any remedies for the complainant.

Procedures under this *Policy* will be coordinated with all local complaint resolution, grievance, and disciplinary procedures, to avoid any duplication in the fact-finding process whenever possible. Violations of the *Policy* may include:

- engaging in sexual harassment or sexual violence,
- retaliating against a complainant who reports sexual harassment or sexual violence, and
- violating interim protections.

Investigative reports made according to this *Policy* can be used as evidence in any future complaint resolution, grievance, and disciplinary proceedings as permitted by the applicable procedures.

E. Privacy

The University will protect the privacy of individuals involved in a report of sexual harassment or sexual violence to the extent permitted by law and by University *Policy*. A report of sexual harassment or sexual violence can result in gathering extremely sensitive information about individuals in the University community.

While such information is considered confidential, University policy may also require the disclosure of certain information during an investigation. In such cases, every effort will be made to redact the records to protect the privacy of individuals.

The complainant will be informed of the results of a disciplinary proceeding against the respondent, in accordance with [Section V.B.4.j.](#), including information regarding disciplinary action taken against the respondent.

Sexual Harassment and Sexual Violence

F. Resources, Confidentiality of Consultation and Reporting Sexual Harassment and/or Sexual Violence

For any member of the University community seeking resources, information, and/or advice about making a sexual harassment and/or sexual violence report, each location will offer confidential consultations with designated personnel. These resources

- provide such individuals with a safe place to discuss their concerns and learn about the procedures and potential outcomes involved, and
- will be posted on each location's website.

Such confidential resources include:

- a survivor advocacy office,
- licensed counselors in employee assistance programs, and
- licensed counselors in student counseling centers.

Individuals who consult with confidential resources will be advised that their discussions in these settings are *not* considered actual reports of sexual harassment or sexual violence. Without additional action by the individual, these discussions will not result in any formal action by the University to resolve their concerns.

The locations will notify the University community that certain University employees, such as the Title IX Officer (Sexual Harassment Officer), managers, supervisors, and other designated employees, have an obligation to respond to reports of sexual harassment or sexual violence, even if the individual making the report requests that no action be taken.

While the University understands the desire for confidentiality, and will do its best to fulfill these requests when determining an appropriate response, the University also has a legal responsibility to the respondent. Depending on the situation, there are cases in which the University will need to inform the respondent of the source of the allegation. This level of disclosure may be necessary to ensure a complete and fair investigation.

G. Retention of Records Regarding Reports of Sexual Harassment and Sexual Violence

The office of the Title IX Officer (Sexual Harassment Officer) is responsible for maintaining records relating to sexual harassment and sexual violence reports, investigations, and resolutions. Records will be maintained according to University records policies. Records that fall under the scope of the Clery Act will be retained for 7 years, according to federal law. All records pertaining to pending litigation, or a request for records, will be maintained according to instructions from legal counsel.

Sexual Harassment and Sexual Violence

VI. RELATED INFORMATION

- A. [Violence Against Women Reauthorization Act \(VAWA\) of 2013](#)
- B. [University of California Statement of Ethical Values](#)
- C. [Standards of Ethical Conduct](#)
- D. [Academic Personnel Manual \(APM\) Section 015](#), The Faculty Code of Conduct (referenced in Section III.D, footnote 1)
- E. [Academic Personnel Manual \(APM\) Section 016, University Policy on Faculty Conduct and the Administration of Discipline](#) (referenced in Section III.D, footnote 1)
- F. footnote 1)
- G. [Academic Personnel Manual \(APM\) Section 035, Affirmative Action and Nondiscrimination in Employment](#) (referenced in Section III.D, footnote 2)
- H. [Academic Personnel Manual \(APM\) Section 150](#), Non-Senate Academic Appointees/Corrective Action and Dismissal
- I. [Nondiscrimination and Affirmative Action Policy Statement for University of California Publications Regarding Employment Practices](#) (referenced in Section III.D, footnote 2)
- J. [Nondiscrimination Policy Statement for University of California Publications Regarding Student-Related Matters](#) (referenced in Section III.D, footnote 2)
- K. [Personnel Policies for Staff Members 12 \(Nondiscrimination in Employment\)](#) (referenced in Section III.D, footnote 2)
- L. [Policy on Student Conduct and Discipline](#)
- M. [Student-Related Policy Applying to Nondiscrimination on the Basis of Sex](#)
- N. [University of California Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment](#) (referenced in Section III.D, footnote 2)
- O. [UC Business and Finance Bulletin RMP-8, Legal Requirements on Privacy of and Access to Information](#)
- P. [University of California Policies Applying to Campus Activities, Organizations, and Students](#) (referenced in Section III.D, footnote 2)
- Q. [Business and Finance Bulletin RMP-2: Records Retention and Disposition: Principles, Processes, and Guidelines](#)
- R. [University of California Non-Discrimination Policy](#)
- S. Guidelines on Sexual Harassment and Sexual Violence Outcome Reporting
- T. [Government Code 12950.1](#)

VII. FREQUENTLY ASKED QUESTIONS

1. **Who can be considered a Representative as described in Section V (B)(4)(e)?**

A representative includes any individual who provides the complainant or respondent support, guidance, or advice (including attorneys). The institution cannot limit the choice of an advisor, but may establish certain restrictions regarding the extent to which the advisor can participate in the proceedings as long as the restrictions apply equally to both parties.²

2. **What is a “result” or “outcome” of a disciplinary proceeding?**

A result or outcome includes any initial, temporary, and final decision made by any official or authorized person, that aims to resolve a disciplinary matter within the institution. The result must include any **sanctions** imposed by the institution. The result must also include **the rationale for the result and the sanctions**. For more information, please see the “Guidelines on Sexual Harassment and Sexual Violence outcome reporting”.

² Proposed regulation 34 C.F.R. 668.46(k)(2)(iii)-(iv) provides: (k) *Procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking*. As required by paragraph (b)(11)(vi) of this section, an institution must include in its annual security report a clear statement of policy that addresses the procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking and that - ... (2) Provides that the proceedings will....

(iv) ***Not limit the choice of advisor*** or presence for either the accuser or the accused in any meeting or institutional disciplinary proceeding; however, the ***institution may establish restrictions regarding the extent to which the advisory any participate in the proceedings, as long as the restrictions apply equally to both parties.***

VIII. REVISION HISTORY

XX/XX/2015 –

02/25/104 - This policy was reformatted into the standard University of California policy template effective .

Future revisions to this policy will be circulated under standard procedures for Presidential Policies; in the case of this policy, the review will include circulation under the standard Academic Personnel Manual (APM) process, with final authority resting with the President.

As a result of the issuance of this policy, the following documents are rescinded as of the effective date of this policy and are no longer applicable:

- University of California Policy on Sexual Harassment, dated February 10, 2006
- University of California Procedures for Responding to Reports of Sexual Harassment, dated December 14, 2004
 - University of California Policy on Sexual Harassment and Complaint Resolution Procedures, dated April 23, 1992
 - University of California Policy on Sexual Harassment and complaint Resolution Procedures, dated March 10, 1986

Sexual Harassment and Sexual Violence

APPENDIX I: University Complaint Resolution and Grievance Procedures

The following are the resolution and grievance procedures for members of the University community:

Academic Personnel:

Members of the Academic Senate	Senate Bylaw 335
Non-Senate Academic Appointees	APM - 140
Exclusively Represented Academic Appointees	Applicable collective bargaining agreement

Students:

[Policies Applying to Campus Activities, Organizations and Students, Section 110.00](#)

Staff Personnel:

Senior Managers	PPSM II-70
Managers and Senior Professionals, Salary Grades VIII and IX	PPSM 71
Managers and Senior Professionals, Salary Grades I – VII; and Professional and Support Staff	PPSM 70
Exclusively Represented Staff Personnel	Applicable collective bargaining agreement
Lawrence Berkeley National Laboratory Employees	Applicable Laboratory policy

All:

The [University of California Policy on Reporting and Investigating Allegations of Suspected Improper Governmental Activities \(Whistleblower Policy\)](#) and the [University of California Policy for Protection of Whistleblowers from Retaliation and Guidelines for Reviewing Retaliation Complaints \(Whistleblower Protection Policy\)](#), which govern the reporting and investigation of violations of state or federal laws or regulations and University policy, including sexual harassment.

Sexual Harassment and Sexual Violence

APPENDIX II: University Disciplinary Procedures

The following are the disciplinary procedures and policies if a report of sexual harassment or sexual violence results in a recommendation for disciplinary action:

- A. [The Faculty Code of Conduct \(APM - 015\)](#) (as approved by the Assembly of the Academic Senate and by The Regents)
- outlines the ethical and professional standards which University faculty are expected to observe, and
 - identifies various forms of unacceptable behavior which apply in cases of sexual harassment or sexual violence.

Because the forms of unacceptable behavior listed in *The Faculty Code of Conduct* also apply to sexual harassment or sexual violence, a violation of the University's *Policy on Sexual Harassment and Sexual Violence* also constitutes a violation of the *Faculty Code of Conduct*. The [University Policy on Faculty Conduct and the Administration of Discipline \(APM - 016\)](#), as approved by the Assembly of the Academic Senate and by The Regents, outlines sanctions and disciplinary procedures for faculty.

- B. Provisions of the policy on [Non-Senate Academic Appointees/Corrective Action and Dismissal \(APM - 150\)](#) (which are applicable to non-exclusively represented academic appointees) and collective bargaining agreements that are applicable to exclusively represented academic appointees allow for corrective action or dismissal for conduct which violates University policy.
- C. The [Policies Applying to Campus Activities, Organizations, and Students](#) sets forth in Section 100.00 the types of student misconduct that are subject to discipline and the types of disciplinary actions that can be imposed for each of those violations of University policies or campus procedures.
- D. Provisions of the [Personnel Policies for Staff Members](#), and the Lawrence Berkeley National Laboratory personnel policies (applicable to non-exclusively represented staff employees), and collective bargaining agreements (applicable to exclusively represented staff employees) prohibit conduct that violates University policy for sexual harassment or sexual violence and provide for disciplinary action for violating University policy.
- [PPSM-62: Corrective Action](#)
 - [PPSM-63: Investigatory Leave](#)
 - [PPSM-64: Termination of Career Employees – Professional and Support Staff](#)
 - [PPSM-65: Termination of Career Employees - Managers & Senior Professionals, Salary Grades I through VII](#)
 - [PPSM-67: Termination of Career Employees – Managers & Senior Professionals, Salary Grades VIII and IX](#)



Sexual Harassment and Sexual Violence

APPENDIX III: SAMPLE Policy Fact Sheet

The University of California is committed to creating and maintaining an atmosphere free of harassment, exploitation, and/or intimidation for every individual in our community. The University’s policy on Sexual Harassment and Sexual Violence establishes the University’s staunch position, as well as the various means of addressing any such instances of sexual harassment and/or sexual violence.

For assistance with incidents of dating violence, domestic violence, sexual assault, sexual harassment, sexual violence, and stalking, please contact:

On Campus Resources	
<p>CARE Advocate Confidential 24 hour counselor available for crisis support and referral services</p> <p>(510) 642-4444 CAREAdvisor@campus.edu</p>	<p>The UC Police Department (510) 643-7985 (24-hour line) (510) 642-3333 (24-hour emergency line)</p>
Off Campus Resources	
<p>A Safe Place Oakland hotline, shelter, crisis referral, advocacy, counseling, emergency food, clothing and transportation. 24-hr. crisis line: (510) 536-SAFE (7233)</p>	<p>BAWAR 24-hr hotline staffed by trained counselors. Accompanies survivors to police dept, hospitals & courts. Offers short term counseling and support groups, and referrals for long-term counseling. Special outreach to Latina survivors. 24-hr. crisis line: (510) 845-RAPE (7273)</p>

What do I do if I’ve been sexually assaulted?

- **Find a safe location away from your attacker.** If you cannot get somewhere safe, call 911 right away.
- **Get medical attention.** Do not shower, eat, drink go to the bathroom, brush your teeth or change your clothes before going to the hospital.
 - If you want to change your clothes, put them in a paper (not plastic) bag and bring them to the hospital.
 - Seeking medical attention right away will reduce your risk of pregnancy and STI’s.
- **Seek support.** Sexual assault is a traumatic experience. If you feel comfortable, seek support from a CARE Advisor, friend or family member.

How can I help someone who may have been sexually harassed or sexually assaulted??

- Remember that the victim’s wellbeing must be considered before all other matters.
- Immediately reporting a case to the police could be more traumatic for the victim than beneficial. Let them make the decision to report (or not report).
- Talk to the person and reinforce that they are not at fault. However, if the individual does not wish to talk to you, respect their decision.
- Contact resources below for information on how to best support a friend though his or her healing process.

<p>See the UC Sexual Harassment and Sexual Violence policy, for further information on:</p>
<ul style="list-style-type: none"> • Prohibited conduct and Affirmative Consent • Confidentiality of Reports of Sexual Harassment and Sexual Violence • Procedures for Reporting and Responding to Reports of Sexual Harassment or Sexual Violence • University Complaint Resolution and Grievance Procedures



Sexual Harassment and Sexual Violence Policy

[Para la traducción en Español, oprima aquí](#)

[中國版本, 請按這裡](#)

Academic Officer:	Vice Provost – Academic Personnel and Programs
Academic Office:	APP – Academic Personnel and Programs
Student Officer:	VP – Student Affairs
Student Office:	SA – Student Affairs
Staff Officer:	VP – Human Resources
Staff Office:	HR – Human Resources
Issuance Date:	02/25/2014 XX/XX/2015
Effective Date:	XX/XX/2015 02/25/2014
Last Review Date	XX/XX/2015
Scope:	This policy applies to all University employees, students and University campuses, the Lawrence Berkeley National Laboratory, Medical Centers, the Office of the President, Agriculture and Natural Resources, and all University programs and activities This policy applies to all University employees and students

For assistance with incidents of dating violence, domestic violence, sexual assault, sexual harassment, sexual violence, and stalking, please contact your local CARE Advisor, at <http://sexualviolence.universityofcalifornia.edu>

Table of Contents

<u>I. POLICY SUMMARY</u>	<i>Error! Bookmark not defined.</i>
<u>II. DEFINITIONS</u>	<i>Error! Bookmark not defined.</i>
<u>III. POLICY STATEMENT</u>	<i>Error! Bookmark not defined.</i>
<u>IV. COMPLIANCE / RESPONSIBILITIES</u>	<i>Error! Bookmark not defined.</i>
<u>V. REQUIRED PROCEDURES</u>	<i>Error! Bookmark not defined.</i>
<u>VI. RELATED INFORMATION</u>	<i>Error! Bookmark not defined.</i>

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

[VII. FREQUENTLY ASKED QUESTIONS](#) *Error! Bookmark not defined.*

[VIII. REVISION HISTORY](#) *Error! Bookmark not defined.*

For questions about this policy, please contact:

	Academic	Student	Staff
Contact:	Janet Lockwood	Eric Heng	Jeannene Whalen
Email:	janet.lockwood@ucop.edu	eric.heng@ucop.edu	jeannene.whalen@ucop.edu
Phone:	(510) 987-9499	(510) 987-0239	(510) 987-0853

I. POLICY SUMMARY

~~The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence (hereafter referred to as *Policy*).~~

~~This *Policy* applies to all University of California employees and students at its campuses, the Lawrence Berkeley National Laboratory, the Medical Centers, the Office of the President, Agriculture and Natural Resources, and its University programs and activities. This *Policy* furthers the University's commitment to compliance with the law and to the highest standards of ethical conduct as outlined in the University's Statement of Ethical Values and Standards of Ethical Conduct.~~

~~The University of California is committed to creating and maintaining an atmosphere free of harassment, exploitation, and/or intimidation for every individual in our community. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence (hereafter referred to as *Policy*).~~

~~This *Policy* complies with the law and with the University's commitment to the highest standards of ethical conduct, which are outlined in the University's Statement of Ethical Values and Standards of Ethical Conduct.~~

~~It is the policy of the University not to engage in discrimination against or harassment of any person associated with University of California. The University of California is~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

committed to creating and maintaining an atmosphere free of harassment, exploitation, and/or intimidation for every individual in our community. Therefore, we have a zero tolerance policy on Sexual Harassment and Sexual Violence (the Policy). In order to continue to work and learn together in a safe and fruitful healthy environment, we have created a policy that we feel establishes our staunch position, as well as our various means of addressing any such instances of sexual harassment and/or sexual violence.

This Policy applies to the following persons or locations:

- all University of California employees and students at its campuses;
- the Lawrence Berkeley National Laboratory;
- the Medical Centers;
- the Office of the President;
- Agriculture and Natural Resources; and
- all University programs and activities.

This Policy complies with the law as well as the and with the University's commitment to the highest standards of ethical conduct, which are outlined in the University's Statement of Ethical Values and Standards of Ethical Conduct.

II. DEFINITIONS

A. Sexual Harassment: Includes

- unwelcome sexual advances,
- requests for sexual favors,
- conduct of a sexual nature, including verbal, nonverbal, or physical conduct that creates an environment in which a reasonable person finds the behavior intimidating, hostile, or offensive, and
- conduct of a sexual nature, including verbal, nonverbal, or physical conduct – behavior that affects or interferes with a person's employment, work, education, and/or educational performance.

Sexual harassment may include incidents between any members of the University community, including:

- faculty and other academic appointees
- staff
- student employees
- students
- coaches
- residents

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- interns
- non-student or non-employee participants in University programs (e.g., vendors, contractors, visitors, and patients).

Sexual harassment can occur in all types of relationships: hierarchical, between peers, or between individuals of the same sex or opposite sex. The University will respond to reports of any such conduct between any such members of the University community, according to the *Policy*.

To determine whether any reported conduct constitutes sexual harassment, the University will consider the record of the conduct as a whole including the circumstances and context in which the conduct occurred.

Harassment of one student by another student is defined as unwelcome conduct of a sexual nature that effectively denies equal access to the University's resources and opportunities because such conduct is: severe and/or pervasive, objectively offensive, and substantially impairs a person's access to University programs or activities. (See the University of California Policies Applying to Campus Activities, Organizations, and Students, Policy 100.00 on Student Conduct and Discipline, Section 102.09)

B. Sexual Violence: Physical, sexual acts, engaged in without the consent of the other person, or when the other person is unable to consent. Sexual violence includes any of the following:

- sexual assault
- rape
- sexual battery
- domestic violence
- dating violence
- stalking

1. Sexual Assault: Occurs when physical, sexual activity is engaged without the consent of the other person, or when the other person is unable to consent to the activity. The activity or conduct may include the following:

- physical force
- violence
- threat
- intimidation
- ignoring the objections of the other person
- causing the other person's intoxication or incapacitation (through the use of drugs or alcohol)

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- taking advantage of the other person's incapacitation (including voluntary intoxication)

2. Dating Violence: Abuse committed by a person who is, or has been, in a romantic and/or intimate relationship with the victim.

3. Domestic Violence: Abuse committed against:

- an adult or a minor who is a
 - spouse or former spouse
 - cohabitant or former cohabitant
- someone with whom the abuser has
 - a child
 - an existing dating or engagement relationship
 - a former dating or engagement relationship

4. Stalking: Behavior in which someone repeatedly engages in conduct directed at a specific person. This conduct places the targeted person in reasonable fear of his or her safety or the safety of others or causes the targeted person to suffer substantial emotional distress. This policy intends to address stalking that could be reasonably construed as sexual or gender based in nature. Other forms of stalking of a non-sexual nature may be addressed by other University policies.

C. Abuse: In the context of dating and romantic relationships and, domestic violence, and/or, abuse is defined as -any act of violence, whether it's a single act or an ongoing pattern of behavior, and/or any threatened act -of violence, or threatened act of violence against:

- -one's self
- one's sexual or romantic partner, spouse or former spouse~~one's spouse or former spouse~~
- the family and/or friends of one's sexual or romantic partner, ,spouse, or, former spouse, etc.)
- one's cohabitant or former cohabitant
- , or someone with whom the abuser has a child,
- someone with whom the abuser has an existing dating or engagement relationship,
- someone with whom the abuser has had a former dating or engagement relationship,

- _____

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

“Abuse” includes but is not limited to conduct that a reasonable person in similar circumstances and with similar identities would find intimidating, frightening, terrorizing, or threatening, including:

- physical violence
- sexual violence
- emotional abuse
- economic abuse
- threats
- assault
- property damage

or has had a former dating or engagement relationship. It “Abuse” includes, but is not limited to:

- physical violence
- , sexual violence
- , emotional violence
- e, and economic abuse that someone may a reasonable person in similar circumstances and with similar identities would find intimidating, frightening, terrorizing,
- or threatening.
- threats
- assault
- property damage It may involve one act or an ongoing pattern of behavior. It may take the form of threats, assault, property damage, violence or threat of violence to one’s self, one’s sexual or romantic partner or to the family members or friends of the sexual or romantic partner.

D. Awareness Programs: Any cCommunity-wide or audience-specific programming, initiatives, and/or strategies that increase awareness, audience knowledge and share information and resources to prevent sexual violence, promote safety, and reduce perpetrationacts of abuse.

E. Complainant: Any person who files a report of sexual harassment or sexual violence.

G.F. Consent: is informed. Consent is a decision; an affirmative, unambiguous, affirmative and conscious decision by each participantperson, in a relationship, to engage in mutually agreed-upon sexual activity. -(For the purposes of this Policy, the age of consent is consistent with California Penal Code Section 261.5.)

Consent is voluntary. It must be given without coercion, force. Consent means a willing and positive cooperation in an act, or expressing a desire to engage in an act. A person can only give his/her true consent if there is no force, threats, or

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

intimidation. ~~Consent means positive cooperation in the act or expression of intent to engage in the act.~~ Ultimately, consent is an exercise of free will, pursuant to an exercise of free will. Silence does not mean consent.

Consent is revocable. At any point, in any context, consent can be denied and be taken back. More specifically:

- Consent to sexual activity, on one occasion, does not mean consent has been given to any form of sexual activity, on any occasion.
- A past dating experience or sexual relationship, by itself, is not enough to assume consent. Even in the context of a relationship, there always has to be mutual consent to engage in any sexual activity at any time.
- Consent is ongoing; meaning at any point during a sexual encounter consent has to be given, and can be withdrawn. Once consent is withdrawn, the sexual activity must stop immediately.

Consent cannot be given when a person is incapacitated. A person cannot consent if s/he is unconscious or coming in and out of consciousness.

A person cannot consent if s/he is under the threat of violence, bodily injury, or other forms of intimidation.

A person cannot consent if s/he cannot understand the act because of a physical or mental impairment.

~~Consent is revocable. At any point, in any relationship, in any context, consent can be denied, and be taken back. More specifically:~~

~~— Consent to some form of sexual activity, on one occasion, does not mean imply consent has been given to any to other forms of sexual activity, on any occasion.~~

~~— Consent to sexual activity on one occasion is not consent to engage in sexual activity on another occasion. A A current or previous past dating experience or sexual relationship, by itself, is not sufficient enough to constitute assume consent in any other relationship. Even in the context of a relationship, there must always has to be mutual consent in order to engage in any sexual activity.~~

~~• Consent must be ongoing; meaning throughout at any point during a sexual encounter consent has to be given, and and can be revoked taken back at any time. Once consent is withdraw taken back, the sexual activity must stop immediately.~~

~~— Consent cannot be given when a person is incapacitated. A person cannot consent if s/he is unconscious or coming in and out of consciousness.~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- A person cannot consent if s/he is under the threat of violence, bodily injury or other forms of coercion force.
- A person cannot consent if s/his/her/he cannot understanding of the act is affected by because of a physical or mental impairment.

For the purposes of this *Policy*, the age of consent is consistent with California Penal Code Section 261.5.

Incapacitation is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to:

- unconsciousness
- sleep
- blackouts

Alcohol, drugs or other medication can also be a factor. In such a scenario, incapacitation is defined with respect to how the alcohol or other drugs that were consumed affects a person's

- decision-making capacity
- awareness of consequences
- ability to make fully informed judgments
- ability to communicate

Being intoxicated by drugs, alcohol or other medication does not give another party permission to ignore whether consent was given.

The factors to be considered when determining whether consent was given include: whether the respondent knew that the complainant was incapacitated, or whether a reasonable person should have known.
DG.

Designated Employee: A designated employee is anyAny employee who has the obligation to must report incidents of sexual harassment or sexual violence to the Title IX coordinator or other appropriate University designees. Generally this includes all employees, including academic appointees, unless s/he has been identified as an employee who can provide confidential consultations for the University community pursuant to Section V.F. of this Policy.; or a person to whom a student or employee could reasonably believe has this authority or duty. Designated employees must be informed of their own reporting responsibilities.

E.

Dating Violence: is defined as as the The committed by a person who is, or has been, in a socialromantic and/or intimate relationship of a romantic or intimate nature with the victim.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

F.

Domestic Violence is defined as committed against:

- an adult or a minor who is a
 - spouse or former spouse
 - cohabitant or former cohabitant
- or against someone with whom the abuser has
 - has a child
 - an adult or a minor who is a spouse or former spouse, cohabitant or former cohabitant, or someone with whom the abuser has a child, has an existing dating or engagement relationship
 -
 - has an existing dating or engagement relationship, or has had a former dating or engagement relationship.

HG. Executive Officer: The University President, Chancellor, Lawrence Berkeley National Laboratory Director, or Vice President of Agricultural and Natural Resources.

HI. Incapacitation: The physical and/or mental inability to make informed and rational judgments. States of incapacitation include, but are not limited to
The physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to:

- unconsciousness
- sleep
- blackouts

Alcohol, drugs, or other medication can also be a factor. In such a scenario, incapacitation is defined with respect to how the alcohol or other drugs that were consumed affects a person's:

- decision-making capacity,
- awareness of consequences,
- ability to make fully informed judgments, and
- ability to communicate.

Being intoxicated by drugs, alcohol, or other medication does not give another party permission to ignore whether consent was given.

The factors to be considered when determining whether consent was given include whether the respondent knew, or whether a reasonable person should have known, that the complainant was incapacitated.

Being intoxicated by drugs, alcohol or other medication does not give another party permission to ignore whether consent was given.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

The factors to be considered when determining whether consent was given include: whether the respondent knew that the complainant was incapacitated, or whether a reasonable person should have known.

- ~~**Incapacitation** is defined as the physical and/or mental inability to make informed, rational judgments. States of incapacitation include, but are not limited to, unconsciousness, sleep, and blackouts. Where alcohol, drugs or other medication are involved, incapacitation is defined with respect to how the alcohol or other drugs consumed affects a person's decision-making capacity, awareness of consequences, ability to make fully informed judgments, and inability to communicate. Being intoxicated by drugs, alcohol or other medication does not absolve one's responsibility to obtain consent. The factors to be considered when determining whether consent was given include whether the respondent knew, or whether a reasonable person should have known, that the complainant was incapacitated.~~

Jl. Ongoing Prevention and Awareness Campaigns: Using a wide range of strategies with varying audiences throughout our institution, these are ~~Programming~~ Programming, initiatives, and strategies that are sustained over time and that focus on ~~aim to increase understanding and awareness of~~ sexual violence abuse among a variety of audiences. These campaigns further aim to develop skills that address such issues and occurrences. The campaigns will cover topics relevant to dating violence, domestic violence, sexual assault, and stalking.

- ~~increasing understanding of topics relevant to and skills addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audiences throughout the institution.~~

Kj. Primary Prevention Programs: Are Programming, initiatives, and strategies that have been created based on research, and/or assessed for their value, effectiveness, and/or outcome. These programs focus on preventing dating violence, domestic violence, sexual assault, and stalking. Therefore, these programs promote behaviors that foster healthy and respectful relationships, while also encouraging a safe environment for bystanders to intervene in a potential case of dating violence, domestic violence, sexual assault, and stalking. ~~Programming~~ programming, initiatives, and strategies that have been informed ~~created based on by research, and/or assessed~~ assessed for their value, effectiveness and/or outcome. These programs that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur aim to stop ~~focus on preventing dating violence, domestic violence, sexual assault, and stalking, before they occur. In order to~~ Therefore, do so, these programs through the promotion of ~~promote~~ positive and healthy behaviors that foster healthy, mutually respectful relationships and sexually ~~sexuality, while also encouraging a safe environment for bystanders to intervene in a potential case of abuse~~ tion, and seek to change behavior and social norms.

- ~~in health and safe directions.~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

LK. Proceeding: ~~Means all~~ All activities involved when an institutional complaint is made requiring a non-criminal resolution. These activities include, but are not limited to:

- fact-finding investigations, and
- formal and informal meetings and hearings.

~~“Proceeding” does not include communications and meetings between officials and complainants when it concerns a complainant’s accommodations/protective measures. All activities related involved when an institutional disciplinary complaint is made, and a non-criminal resolution must be found. to a non-criminal resolution of an institutional disciplinary complaint. These activities includeing, but are not limited to,~~
:

~~fact-finding investigations, and
formal and informal meetings and hearings.
, formal and informal meetings and hearings.~~

~~“Proceeding” does not include communications and meetings between officials and complainants when it concerns a complainant’s accommodations/protective measures.~~

M. Respondent: ~~– A person against whom a report of sexual harassment or sexual violence is filed.~~

~~Proceeding does not include communications and meeting between officials and complainants concerning accommodations or protective measures to be provided to a complainant.~~

NL. Risk Reduction: ~~Are e~~ Strategies designed to decrease perpetration and bystander inaction, and create an environment where bystanders step in when abuse occurs, rather than remaining silent. These options would ultimately increase victim empowerment by reaching out to individuals and communities to: ~~Options that could designed to not only decrease acts of abuse, perpetration but and create an environment where itommunications and meeting bbystanders inactionto step in when abuse occurs, rather than remaining silent. These options would ultimately increase victim empowerment by reaching out to individuals and communities to:~~

- promote safety,
- extend help, and
- address conditions that facilitate violence. ~~, and to increase empowerment for victims in order to promote safety and to help individuals and communities address conditions that facilitate violence.~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

O. Trauma-Informed: - Methods designed to acknowledge the impact of violence and trauma on people's lives and the importance of addressing trauma in education. Services are influenced by an understanding of the impact of interpersonal violence and victimization on an individual's life and development. To provide trauma-informed services, all staff of an organization must understand how violence impacts the lives of the people being served, so that every interaction is consistent with the recovery process and reduces the possibility of re-traumatization.

M. Sexual Assault: ~~occurs~~ Occurs when physical, sexual activity is engaged without the consent of the other person, ~~Or, or~~ when the other person is unable to consent to the activity. ~~The activity or conduct may include: the following:~~

- ~~— Pphysical force,~~
- ~~— Vviolence,~~
- ~~— Tthreat, or~~
- ~~— Iintimidation,~~
- ~~— Iignoring the objections of the other person,~~
- ~~— Ccausing the other person's intoxication or incapacitation (through the use of drugs or alcohol),~~
- ~~or Ttaking advantage of the other person's incapacitation (including voluntary intoxication).~~

N. Sexual Harassment: ~~is defined as:~~ is defined as:

- ~~—~~
- ~~1. Unwelcome sexual advances,~~
- ~~—~~
- ~~2. Requests for sexual favors,~~
- ~~— creating an environment in which a person finds the behavior intimidating, hostile or offense, and~~
- ~~— other verbal, nonverbal, or physical or sexual conduct — behavior that in any way affects or interferes with a person's employment, work, education, and/or educational performance.~~

~~3. Other verbal, nonverbal, or physical conduct of a sexual nature. This means is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment is conduct that explicitly or implicitly affects a person's employment or education or interferes with a person's work or educational performance or creates an environment such that a reasonable person would find the conduct intimidating, hostile, or offensive. The University will respond to reports of any such conduct in accordance with the Policy.~~

~~behavior that in any way affects or interferes with a personsuch that a reasonable person would find the conduct intimidati~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

Sexual harassment also covers when the above conduct creates an environment in which a person finds the behavior intimidating, hostile or **offense**.

Sexual harassment may include incidents between any members of the University community, including:

- Fffaculty and and other academic appointees,
- Ssstaff,
- Ssstudent employees,
- Ssstudents,
- Cccoaches,
- Rrresidents,
- Iiinterns,
- and nNnon-student or non-employee participants in University programs (e.g., vendors, contractors, visitors, and patients).

Sexual harassment may can occur in all types of relationships: hierarchical relationships, between peers, or between individuals of the same sex or opposite sex. The University will respond to reports of any such conduct between any such members of the University community, in accordance with according to the Policy.

To determine whether the any reported conduct constitutes sexual harassment, the University will consider the ation shall be given to the record of the conduct as a whole as a whole. This refers to and to the totality of the circumstances and the, including the context in which the conduct occurred.

To determine whether any reported conduct constitutes sexual harassment, the University will consider the record of the conduct as a whole including the circumstances and context in which the conduct occurred.

Consistent with the University of California Policies Applying to Campus Activities, Organizations, and Students, Policy 100.00 on Student Conduct and Discipline, Section 102.09, hHarassment of one student by another student is defined as unwelcome conduct of a sexual nature, that effectively denies equal access to the University's resources and opportunities is because such conduct is: so severe and/or pervasive, and objectively offensive, and that so that which substantially impairs a person's access to University programs or activities. (See the University of California Policies Applying to Campus Activities, Organizations, and Students, Policy 100.00 on Student Conduct and Discipline, Section 102.09) that the person is effectively denied equal access to the University's resources and opportunities.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

O. Sexual Violence: is defined as physical, sexual acts, engaged without the consent of the other person, or when the other person is unable to consent to the activity. Sexual violence includes any of the following:

- sexual assault;
- rape;
- battery
- , and sexual coercion;
-
- domestic violence;
-
- dating violence;
- and stalking.

P.

Stalking: is behavior in which someone a person who repeatedly engages in conduct behavior directed at another, specific person, that places the targeted person in reasonable fear for his or her safety, or fear for the safety of others. It could also make or them suffers substantial emotional distress. This policy intends to address stalking that could be reasonably construed considered as sexual or based on gender based in nature. Other forms of stalking of a non-sexual nature may be addressed by other University policies.

II.III. POLICY TEXT STATEMENT

A. General Overview/Prohibited Behavior

The University prohibits sexual harassment and sexual violence. Such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this Policy.

The University prohibits sexual harassment and sexual violence. This behavior violates both the law and University policy. The University will respond as quickly as possible to any reports of sexual harassment and/or sexual violence. The University will take any and all appropriate action to prevent, correct, and when necessary, discipline behavior that violates this Policy. Any staff, student or academic employee in violation of this Policy may be subject to disciplinary action, up to and including dismissal.

Harassment that is not sexual in nature but is based on gender, gender identity, gender expression, sex or gender stereotyping, or sexual orientation also is prohibited by the University's nondiscrimination. The University prohibits sexual harassment and sexual violence. This behavior violates both the law and University policy. The University will respond as quickly as possible to any reports of sexual harassment and/or sexual violence. We will take any and all appropriate action to prevent, correct, and when

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~necessary, to discipline behavior that violates this Policy. Any employee in violation of this Policy may be dismissed.~~

~~Harassment that may not be sexual, but still contributes to a hostile work or academic environment, also could violate the University's non-discrimination policies.¹ In order to determine if there has been sexual harassment or sexual violence, the University may take into account any acts of discrimination based on gender, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation.~~

~~if it denies or limits a person's ability to participate in or benefit from University educational programs, employment, or services. While discrimination based on these factors may be distinguished from sexual harassment, these types of discrimination may contribute to the creation of a hostile work or academic environment. Thus, for purposes of this policy, in determining whether a hostile environment due to sexual harassment exists, the University may take into account acts of discrimination based on gender, gender identity, gender expression, sex- or gender-stereotyping, or sexual orientation.~~

~~This Policy prohibits sexual harassment and sexual violence as defined in Section II. Conduct by an employee that is sexual harassment or sexual violence in violation of this Policy is considered to be outside the course and scope of employment.~~

B. Consensual Relationships

~~This Policy covers unwelcome conduct of a sexual nature. Consensual romantic relationships between members of the University community are subject to other University policies. For example, policies governing faculty-student relationships are detailed in The Faculty Code of Conduct. While romantic relationships between members of the University community may begin as consensual, they are not immune to instances of sexual harassment and/or sexual violence. Consensual romantic relationships between members of the University community also are subject to other University policies. For example, policies concerning that concern faculty-student relationships, which are can be found in The Faculty Code of Conduct. The Faculty Code of Conduct.² The Locations may have local policies pertaining to consensual relationships. While romantic relationships between members of the University community may begin as~~

¹ [University of California Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff](#)

; [Nondiscrimination and Affirmative Action Policy Statement for University of California](#)

; [Academic Personnel Manual \(APM\) Section 035, Affirmative Action and Nondiscrimination in Employment](#); [Personnel Policies for Staff Members 12, Nondiscrimination in Employment](#); [University of California Policies Applying to Campus Activities, Organizations, and Students](#); and [Nondiscrimination Policy Statement for University of California Publications Regarding Student-Related Matters](#).

² ~~The Faculty Code of Conduct may be found in the [Academic Personnel Manual \(APM\) Section 015](#).~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

consensual, they may evolve into situations that lead to charges of sexual harassment or sexual violence.

~~Various locations may have different, local policies about consensual relationships.~~

C. Reporting Sexual Harassment or Sexual Violence

~~Each location will will make known to notify the campus community, about where reports of sexual harassment University employees to whom reports of sexual harassment and/or sexual violence can be made. Any member of the University community can report acts of sexual harassment or sexual violence to these designated employees, supervisors, managers, or Title IX Officer (Sexual Harassment Officer).~~

~~These All designated employees must immediately forward the reports to the Title IX Officer (Sexual Harassment Officer). The reports will be reviewed and appropriate action will be taken in accordance with this Policy. and investigated. Any manager, supervisor, or other designated employee responsible for who must report ing or responding to sexual harassment or sexual violence, who knew about an incident, and who took no action to stop it or failed to report or report it may be subject to disciplinary action.~~

~~Each location will identify staff who can provide confidential consultations to members of the University community seeking resources, information, and/or advice about making a sexual harassment and/or sexual violence report. While the University understands the desire for confidentiality and will consider such a request, the University also has a legal responsibility to the respondent. Depending on the situation, there are cases in which the University needs to inform the respondent of the source of the allegation.~~

~~(Information regarding confidentiality can be found in Section V.E and F.)~~

~~Each location will offer confidential consultations with designated staff Ffor any member of the University community seeking resources, information, and/or advice about making a sexual harassment and/or sexual violence report, each location will offer confidential consultations with designated personnel. While we understand the desire for confidentiality, and will consider such a request, we also have a legal responsibility to the respondent. Depending on the situation, there are cases in which we need to inform him/her of the source of the allegation. (Information regarding confidentiality can be found in Section V.E and F.)~~

~~An individual may file a complaint or grievance alleging sexual harassment or sexual violence under the University complaint resolution or grievance procedure (Section V. Procedures; Appendix I: University Complaint Resolution and Grievance Procedures).~~

~~An individual may file a complaint or grievance alleging sexual harassment or sexual violence under the University complaint resolution or grievance procedure (Section V. Procedures; Appendix I: University Complaint Resolution and Grievance Procedures).~~

D. Response to Reports of Sexual Harassment or Sexual Violence

~~All locations will provide a prompt, fair, and neutral response to reports of sexual harassment or sexual violence, which may include Early Resolution, Formal~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

Investigation, and/or targeted prevention training or educational programs. (See Section V, Procedures for more information.)

If an individual reports to the University that s/he has been a victim of domestic violence, dating violence, sexual assault, or stalking, s/he will be provided with a written explanation of his/her rights, as well as options, ~~considering~~ regardless of whether the offense occurred on- or off-campus, or on any University location.

If the University confirms an occurrence/occurrences of sexual harassment or sexual violence, the University may offer remedies to the individual or individuals harmed by the harassment and/or violence. These remedies will be consistent with “applicable complaint resolution” and “grievance procedures” (Appendix I: University Complaint Resolution and Grievance Procedures). Such remedies may include:

~~In the case where the University confirms an occurrence/occurrences of sexual harassment or sexual violence, the University will offer remedies to the individual or individuals harmed by the harassment and/or violence, which will. These remedies must be consistent with “applicable complaint resolution” and “grievance” procedures (Appendix I: University Complaint Resolution and Grievance Procedures). Such remedies may include:~~

- ~~• Counseling,~~
- ~~• A repeating opportunity to repeat course work without penalty,~~
- ~~• Changes to student housing assignments, and~~
- ~~• Or other appropriate interventions, such as changes in academic, living, transportation, or working situations.~~

Any member of the University community who engaged in sexual harassment or sexual violence is subject to disciplinary action including dismissal, in accordance with the applicable University disciplinary procedure. (Appendix II: University Disciplinary Procedures).

~~Any member of the University community who is found to have engaged in sexual harassment or sexual violence is subject to disciplinary action including dismissal, which is in accordance with the applicable University disciplinary procedure (Appendix II: University Disciplinary Procedures). or other University policy.~~

Generally, disciplinary action will be taken when the conduct is sufficiently severe, persistent, or pervasive that it alters the conditions of employment or limits the complainant’s opportunity to participate in or benefit from educational programs.

~~Generally, disciplinary action will be recommended when the conduct is sufficiently severe, persistent, or pervasive. More specifically, the conduct would alter the conditions of a person’s employment, or limit the harmed individual’s opportunity to participate in or benefit from educational programs.~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

E. Protection for Complainants and Witnesses

To encourage reporting of sexual violence incidents, complainants and witnesses who participate in an investigation of sexual violence will not be subject to disciplinary sanctions or corrective actions for policy violations at or near the time of the incident, unless the University determines that the violation was egregious, including, but not limited, to an action that places the health or safety of any person at risk.

Complainants and/or witnesses who participate in an investigation of sexual violence will not be subject to any disciplinary sanctions or corrective actions for violating policy at or near the time of the incident.

If, however, the University determines that a violation made was egregious/blatant, including, but not limited to, an action that places the health or safety of any person at risk, then disciplinary/corrective action can be made.

FC. Retaliation

This Policy prohibits retaliation against a person who reports sexual harassment or sexual violence, assists someone with a report of sexual harassment or sexual violence, or participates in any manner in an investigation or resolution of a sexual harassment or sexual violence report. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

This Policy prohibits retaliation against a person who reports sexual harassment or sexual violence. This protection also extends to anyone who assists someone with a report and anyone involved in an investigation or resolution of a sexual harassment or sexual violence report. Retaliation includes, but is not limited to:

Any member of the University community who is found to have engaged in retaliation is subject to disciplinary action including dismissal in accordance with the applicable University disciplinary procedure (*Appendix II: University Disciplinary Procedures*) or other University policy. Just as we have a zero tolerance policy regarding sexual harassment and/or sexual violence, this Policy prohibits any form of retaliation against a person who reports sexual harassment or sexual violence. This protection also extends to anyone who assists someone with a report, and anyone involved in an investigation or resolution of a sexual harassment or sexual violence report. Retaliation includes, but is not limited to

the following:

- threats,
- intimidation, or
- paybacks/reprisals, and/or
- harmful (adverse) actions related to employment or education.

Any member of the University community who participates in retaliation may be subject to disciplinary action, including dismissal. This is in accordance with, according to the University disciplinary procedures (*Appendix II: University Disciplinary Procedures*).

D. Amnesty

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~Complainants and witnesses who participate in an investigation of sexual violence will not be subject to disciplinary sanctions or corrective actions for policy violations at or near the time of the incident, unless the University determines that the violation was egregious, including, but not limited, to an action that places the health or safety of any person at risk.~~

EGD. Dissemination of the Policy, Educational Programs, and Employee Training **Provision of Educational Programs/Employee Training and** **Dissemination of** **the Policy**

~~As part of the University's commitment to providing a working and learning environment free from sexual harassment and sexual violence, this *Policy* shall be disseminated widely to the University community through publications, websites, new employee orientations, student orientations, and other appropriate channels of communication. The locations shall make preventive educational materials and prevention training available to all members of the University community to promote compliance with this *Policy* and familiarity with local procedures. The locations will also make available prevention training to designated individuals. In addition, the University will provide annual training to investigators and hearing officers. Each location shall post a copy of this *Policy* in a prominent place on its website (See Section V. Procedures).~~

To promote compliance with this *Policy* and familiarity with the procedures, each location must provide training and make preventive educational materials available to all members of the University community. In addition, the University will provide annual training to investigators and hearing officers. Each location must post a copy of this *Policy* in a prominent place on its website (See Section V. Procedures).

As part of the University's commitment to provide a working and learning environment free from sexual harassment and sexual violence, this *Policy* must be distributed to the entire University community through:

- publications,
- websites,
- new employee orientations,
- student orientations, and
- other appropriate channels of communication.

As part of the University's commitment to provide a working and learning environment free from sexual harassment and sexual violence, this *Policy* must be distributed to the entire University community through

- Publications,
- Websites,
- New employee orientations,
- Student orientations, and
- Other appropriate channels of communication.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

To promote compliance with this Policy and familiarity with the procedures, each location must make preventive educational materials available to all members of the University community. In addition, the University will provide annual training to investigators and hearing officers. Each location must post a copy of this Policy in a prominent place on its website (See Section V. Procedures).

E.F. Reporting Sexual Harassment or Sexual Violence

~~Any member of the University community may report conduct that may constitute sexual harassment or sexual violence to any supervisor, manager, or Title IX Officer (Sexual Harassment Officer). Each location shall designate University employees responsible for reporting sexual harassment and sexual violence, and notify the campus community as to whom has been designated to carry out this function. Supervisors, managers, and other designated employees are responsible for promptly forwarding such reports to the Title IX Officer (Sexual Harassment Officer) or other local official designated to review and investigate sexual harassment and sexual violence complaints. Any manager, supervisor, or designated employee responsible for reporting or responding to sexual harassment or sexual violence who knew about the incident and took no action to stop it or failed to report the prohibited act may be subject to disciplinary action.~~

~~Consulting with a confidential resource is not considered a report of sexual harassment or sexual violence. Requests regarding the confidentiality of reports of sexual harassment or sexual violence will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the University's obligation to ensure a working and learning environment free from sexual harassment and sexual violence and the due process rights of the respondent to be informed of the allegations and their source. See Section V.E and F for more information regarding confidentiality and privacy. Also, an individual may file a complaint or grievance alleging sexual harassment or sexual violence under the applicable University complaint resolution or grievance procedure (Section V. Procedures; Appendix I: University Complaint Resolution and Grievance Procedures).~~

GF. Response to Reports of Sexual Harassment or Sexual Violence

~~The locations shall provide a prompt, fair and impartial response to reports of sexual harassment or sexual violence, which may include Early Resolution, Formal Investigation, and/or targeted prevention training or educational programs. See Section V, Procedures for more information.~~

~~If an individual reports to the University that the individual has been a victim of domestic violence, dating violence, sexual assault, or stalking, s/he shall be provided with a written explanation of the individual's rights and options whether the offense occurred on- or off-campus or on any University location.~~

~~Upon a finding of sexual harassment or sexual violence, the University may offer remedies to the individual or individuals harmed by the harassment and/or violence consistent with applicable complaint resolution and grievance procedures (Appendix I: University Complaint Resolution and Grievance Procedures). Such remedies may~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~include counseling, an opportunity to repeat course work without penalty, changes to student housing assignments, or other appropriate interventions, such as changes in academic, living, transportation, or working situations.~~

~~Any member of the University community who is found to have engaged in sexual harassment or sexual violence is subject to disciplinary action including dismissal in accordance with the applicable University disciplinary procedure (*Appendix II: University Disciplinary Procedures*) or other University policy. Generally, disciplinary action will be recommended when the conduct is sufficiently severe, persistent, or pervasive that it alters the conditions of employment or limits the opportunity to participate in or benefit from educational programs.~~

GH. Free Speech and Academic Freedom

The faculty and other academic appointees, staff, and students of the University of California enjoy significant free speech protections guaranteed by the First Amendment of the United States Constitution and Article I, Section I of the California Constitution. This *Policy* is intended to protect members of the University community from discrimination, not to regulate protected speech. This *Policy* shall be implemented in a manner that recognizes the importance of rights to freedom of speech and expression.

The University also has a compelling interest in free inquiry and the collective search for knowledge and thus recognizes principles of academic freedom as a special area of protected speech. Consistent with these principles, no provision of this *Policy* shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.

As participants in a public university, the faculty and other academic appointees, staff, and students of the University of California enjoy significant free speech protections guaranteed by the First Amendment of the United States Constitution and Article I, Section I of the California Constitution. This *Policy* is intended to protect members of the University community from discrimination, not to regulate protected speech. This *Policy* shall will be implemented in a manner that recognizes the importance of rights to freedom of speech and expression.

The University also has a compelling interest believes in and supports free inquiry, and as well as the collective search for knowledge. T and thusherefore, we recognizes the principles of academic freedom as a special area of protected speech. Consistent with these principles, no provision of this *Policy* shallshould be interpreted to prohibitprohibits

—conduct that is legitimately related to the course content, teaching methods, and scholarship.; Nor should it be interpreted to prohibit

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~—, or an individual faculty member's public commentary, of an individual faculty member or the educational, political, artistic, or and literary expression of students in classrooms and public forums.~~

~~However, freedom of speech and academic freedom are not limitless have limits, and do not protect speech or expressive conduct that violates federal or state anti-discrimination laws.~~

I. Additional Enforcement Information

The federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate complaints of unlawful harassment, including sexual violence, in employment. The U.S. Department of Education Office for Civil Rights (OCR) investigates complaints of unlawful harassment and sexual violence by students in educational programs or activities. These agencies may serve as neutral fact finders and attempt to facilitate the voluntary resolution of disputes with the parties. For more information, contact the nearest office of the EEOC, DFEH or OCR.

III.IV. COMPLIANCE / RESPONSIBILITIES

A. Implementation of the Policy

Responsible Officers have the authority to develop procedures or other supplementary information to support the implementation of this Policy. Responsible Officers may apply appropriate and consistent interpretations to clarify the Policy provided that the interpretations do not result in substantive changes to the Policy.

The Executive Officer at each location is authorized to establish and is responsible for local procedures to implement the Policy. Local procedures must be consistent with the Policy. Exceptions to procedures required by the Policy must be approved by the Executive Officer.

Executive Officers and Responsible Officers are authorized to delegate responsibility for establishing local procedures necessary to implement the Policy.

Each location is responsible for describing each type of disciplinary proceeding used by the location. This includes the steps, anticipated timelines, and decision-making process for each type of disciplinary proceedings. The procedures must also describe how the campus determines which type of proceeding to use based on the circumstances of an allegation.

~~R~~The Executive Officer, as well as designated, Responsible Officers at each location, hare responsible for, and authorized to, establish local procedures that implement the Policy. These designated officers ave the authority to develop procedures or other supplementary information to support the implementation of this Policy. Responsible Officers may apply appropriate and consistent interpretations can interpret the Policy, but only when appropriate and for the sake of clarification. to clarify the Policy provided

Sexual Harassment and Sexual Violence

~~University of California Policy – Sexual Harassment and Sexual Violence~~

~~DRAFT POLICY FOR REVIEW AND COMMENT ONLY~~

~~that the interpretations do should not result in substantive changes to the *Policy's* actual substance.~~

~~The Executive Officer at each location is authorized to establish and is responsible for local procedures to implement the *Policy*. Local procedures must be consistent with the *Policy*. The Executive Officer and Responsible Officers are also authorized to determine the responsibilities and authority at a secondary administrative level. Exceptions to procedures required by the *Policy* must be approved by the Executive Officer.~~

~~Executive Officers and Responsible Officers are authorized to determine responsibilities and authorities at secondary administrative levels to establish local procedures necessary to implement the *Policy*.~~

~~Each campus is responsible for dEach campus is responsible for creating a detailed description for each type of disciplinary proceeding describing each type of disciplinary proceeding used by the campus. This includes Descriptions include the steps, anticipated timelines, and decision-making processes for each type of disciplinary proceedings. The procedures must also describe how the campus determines which type of proceeding to use, based on the circumstances of an allegation.~~

B. Revisions to the Policy

~~The President approves the *Policy* and has the authority to approve revisions upon recommendation by the Responsible Officers.~~

~~The Responsible Officers have the authority to initiate revisions to the *Policy* consistent with approval authorities and applicable Bylaws, Standing Orders, and Policies of The Regents.~~

~~The UC Provost and Executive Vice President of Academic Affairs, and the UC Executive Vice President – Chief Operating Officer have the authority to ensure that the *Policy* is reviewed regularly and updated in a manner that is consistent with other University policies.~~

~~The President approves the *Policy* and has the authority to approve revisions upon Responsible Officers' recommendation by the Responsible Officers.~~

~~The Responsible Officers have the authority to initiate revisions to the *Policy*, consistent with:~~

- ~~— Approval authorities~~
- ~~— Applicable Bylaws~~
- ~~— Standing Orders~~
- ~~— Policies of The Regents.~~

~~approval authorities and applicable Bylaws, Standing Orders, and Policies of The Regents.~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~The UC Provost and Executive Vice President, and the Executive Vice President – Business Operations, have the authority to ensure that the Policy is reviewed regularly and that it is updated in a manner that is consistent with other University policies.~~

C. Approval of Actions

Actions within the Policy must be approved ~~in accordance~~according to ~~with~~ local procedures.

D. Compliance with the Policy

The Executive Officer at each location will designate the local management office that is responsible for monitoring, enforcing, and reporting Policy compliance.

The Senior Vice President – Chief Compliance and Audit Officer will periodically audit and monitor compliance with the Policy.

E. Noncompliance with the Policy

~~Noncompliance with the Policy is managed according to the Policy on Student Conduct and Discipline, Personnel Policies for Staff Members 61, 62, 63, 64, 65, and <http://policy.ucop.edu/doc/401041667> pertaining to disciplinary and separation matters, and according to other University policies, including but not limited to, The Faculty Code of Conduct (APM - 015) and University Policy on Faculty Conduct and the Administration of Discipline (APM - 016), Non-Senate Academic Appointees/Corrective Action and Dismissal (APM-150) or, as applicable, collective bargaining agreements. Reference Section VI and Appendices I and II.~~

~~required~~ Noncompliance with the Policy is managed in accordance with~~according to the Policy on Student Conduct and Discipline, Personnel Policies for Staff Members 61, 62, 63, 64, 65, and 67 pertaining to disciplinary and separation matters, and in accordance with~~according to other University policies, including but not limited to, The Faculty Code of Conduct (APM - 015) and University Policy on Faculty Conduct and the Administration of Discipline (APM - 016), Non-Senate Academic Appointees/Corrective Action and Dismissal

~~or, as applicable, collective bargaining agreements. Reference Section VI and Appendices I and II.~~

IV.V. PROCEDURES

A. Location Responsibilities

~~In accordance with state and federal law, t~~The~~Each~~ locations shall ~~must:-~~ do the following:

1. Establish an independent, confidential Advocacy Office for sexual violence, dating violence, domestic violence, stalking, and sexual assault called CARE: Advocacy Office for Sexual and Gender-Based Violence and Misconduct.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~— Establish an independent, confidential Advocacy Office for sexual misconduct (sexual violence, dating violence, domestic violence, stalking, and sexual assault) called CARE: Advocacy Office for Sexual and Gender-Based Violence and Misconduct.~~

2. Establish a consistent response team model consisting of two teams:

a. A Case Management Team (CMT) which maintains consistent coordination of reported sexual violence cases, ensures all cases are addressed efficiently and effectively, and ensures the response is trauma-informed; and

b. A Coordinated Community Review Team (CCRT) responsible for a campus collaborative approach to preventing and addressing sexual misconduct. The CCRT serves in an advisory capacity to campus leadership and community members about best practices in policies, education, prevention and response to sexual misconduct.

3. Provide mandatory training and education about sexual harassment and sexual violence prevention to all students, faculty, other academic staff, and staff.

~~1. Offer training and education to the University community surrounding sexual harassment prevention and abusive conduct. training and education to the University community, and, consistent with California Government Code 12950.1, provide sexual harassment prevention training and education to each supervisory employee;~~

~~— Offer prevention education programs to all incoming students and new employees.~~

4. Offer and ongoing primary prevention programs and awareness campaigns to the University community, in order, to promote ongoing awareness of:

- Rape and acquaintance rape,
- Domestic violence,
- Dating violence,
- Sexual assault, and
- Stalking

stalking, These campaigns will include, but are not limited to, education surrounding about:

- the definition of consent,
- consensual relationships,
- options for bystander intervention, and
- risk reduction awareness information.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- 2-5. Offer comprehensive, annual training, for individuals conducting formal investigations of reports or conducting hearings on issues related to responding to sexual violence, including trauma-informed approaches as defined in this *Policy*, ~~for individuals conducting formal investigations of reports or conducting hearings;~~
- 3-6. Provide all members of the University community with a process for reporting sexual harassment or sexual violence ~~in accordance with~~ according to the *Policy*;
- 4-7. Identify on- and off-campus resources for reporting sexual harassment or sexual violence, including law enforcement, medical, and victim support services;
- 5-8. Provide prompt and effective response to reports of sexual harassment, sexual violence, or reports of retaliation related to reports of sexual harassment or sexual violence, ~~in accordance with~~ according to the *Policy*;
- 6-9. Provide written notification as outlined in Section V.B.1 of the *Policy*; ~~and~~
- 7-10. ~~DDesignate~~ UU designate trained individuals, ~~including, or other than, the Title IX Officer (Sexual Harassment Officer)~~ to serve as resources for members of the University community who have questions or concerns regarding behavior that may be sexual harassment or sexual violence.
11. Conduct proceedings that incorporate these additional elements:
- Timely notice of meetings, at which the respondent or complainant, or both, may be present.
 - Timely access to any information that will be used after the fact-finding investigation, but during informal and formal disciplinary meetings and hearings, to the complainant, the respondent, and appropriate officials.
 - Timely proceedings conducted by officials who do not have a conflict of interest, or bias for or against the complainant or the respondent.
12. Establish and designate a Title IX Officer (Sexual Harassment Officer). The names and contact information for the Title IX Officer (Sexual Harassment Officer) as well as any designated, trained, sexual harassment or sexual violence advisors, will be posted with the *Policy* and local procedures on the location's website and will be readily accessible to the University community. The responsibilities of the Title IX Officer (Sexual Harassment Officer) include, but may not be limited to, the duties listed below:

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- Coordinate with other responsible units to ensure that local sexual harassment and sexual violence prevention education and training programs are offered and provided, as required by the *Policy*.
- Disseminate the *Policy* to the University community.
- Provide educational materials to promote compliance with the *Policy* and familiarity with local reporting procedures.
- Train University employees who are responsible for reporting or responding to reports of sexual harassment.
- Provide prompt and effective response to reports of sexual harassment or sexual violence according to the *Policy*.
- Maintain records of reports of sexual harassment and sexual violence at the location, as well as any actions taken in response to reports, including records of investigations, voluntary resolutions, and disciplinary action, as appropriate.
- Identify and address any patterns or systemic problems that arise during the review of sexual harassment and sexual violence complaints.

13. Distribute and post this Policy. Each location is required to distribute this policy to students, faculty, other academic staff and staff. Examples include, websites, student information boards, student handbook, faculty handbook and staff websites and information boards and during training and student orientation.

Proceedings will incorporate these additional elements:

- ~~Includes t~~Timely notice of meetings, at which the respondent or complainant, or both, may be present.
- ~~Provides t~~Timely access to any information that will be used after the fact-finding investigation, but during informal and formal disciplinary meetings and hearings, to the complainant, the respondent, and appropriate officials to any information that will be used after the fact-finding investigation but during informal and formal disciplinary meetings and hearings.
- ~~Is~~Are cTimely proceedings conducted by officials who do not have a conflict of interest, or bias for or against the complainant or the respondent.

Title IX Officer (Sexual Harassment Officer)

~~Each location shall~~will designate a single Title IX Officer (Sexual Harassment Officer). ~~The names and contact information for the Title IX Officer (Sexual Harassment Officer) and~~as well as any designated, trained, sexual harassment or sexual violence advisors, ~~shall~~will be posted with the *Policy* and local procedures on the location's website and ~~will~~be readily accessible to the University community. ~~The responsibilities of the Title~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

IX Officer (Sexual Harassment Officer) include, but may not be limited to, the duties listed below:

- ~~Coordinate with other responsible units in order to ensure that local sexual harassment and sexual violence prevention education and training programs are offered and provided, as required by the Policy;~~
- ~~Disseminate the *Policy* widely to the University community;~~
- ~~Provide educational materials to promote compliance with the *Policy* and familiarity with local reporting procedures;~~
- ~~Train University employees who are responsible for reporting or responding to reports of sexual harassment;~~
- ~~Provide prompt and effective response to reports of sexual harassment or sexual violence in accordance with according to the *Policy*;~~
- ~~Maintain records of reports of sexual harassment and sexual violence at the location, as well as any and actions taken in response to reports, including records of investigations, voluntary resolutions, and disciplinary action, as appropriate; and~~
- ~~Identify and address any patterns or systemic problems that arise during the review of sexual harassment and sexual violence complaints.~~

B. Procedures for Reporting and Responding to Reports of Sexual Harassment -or Sexual Violence

All members of the University community are encouraged to contact the Title IX Officer (Sexual Harassment Officer) if they observe or encounter conduct that may ~~be subject to the~~ violate the *Policy*. -This includes conduct by employees, students, or third parties.

Reports of sexual harassment or sexual violence may be brought to the Title IX Officer (Sexual Harassment Officer). They may also be brought, ~~or~~ to any manager, supervisor, or other designated employee who is responsible for responding to reports of sexual harassment or sexual violence.

If the person to whom harassment normally would be reported is actually the individual being accused of harassment, reports may be made to another manager, supervisor, ~~or~~ other designated employee.

When a report is received, managers, supervisors, and all designated employees are required to notify the Title IX Officer (Sexual Harassment Officer) or another appropriate official designated by the location, who will then review the sexual harassment and sexual violence complaints and take appropriate action in accordance with this Policy.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~When a report is received, mManagers, supervisors, and designated employees are required to notify the Title IX Officer (Sexual Harassment Officer) or another appropriate official designated, who will then to review and investigate sexual harassment complaints when a report is received.~~

Reports of sexual harassment or sexual violence should be brought forward as soon as possible after the alleged conduct occurs. While there is no stated timeframe for reporting, prompt reporting will ~~make it easier for~~^{better enable} the University to respond to the report, determine the issues, and provide an appropriate remedy and/or action. All incidents should be reported, even if a significant amount of time has passed. However, delaying a report may ~~impede~~^{make it difficult for} the University's ~~ability~~ to conduct an investigation and/or to take appropriate remedial actions.

1. Required Notifications For Reports of Sexual Violence

~~When the University receives a report that a student or employee has been a victim of sexual violence, the University will provide a written explanation of rights and available options to the complainant, including procedures to follow. This will be provided regardless of whether the offense occurred on campus or in connection with any University program. The written information shall include:~~

~~When the University receives a report that a student or employee has been a victim of domestic violence, dating violence, sexual assault, or stalking, tThe University will provide a written explanation of available rights and options available to the complainant, including procedures to follow. This will be provided, when the University receives a report that the student or employee has been a victim of domestic violence, dating violence, sexual assault, or stalking, regardless of whether the offense occurred on or off campus or in connection with any University program. The written information shall include:~~

- ~~•~~
- How and to whom the alleged offense should be reported.
- Options for reporting to and/or notifying law enforcement and campus authorities; the right to be assisted by campus authorities in notifying law enforcement authorities, if the complainant so chooses; and the right to decline to notify such authorities.
- The rights of complainants regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by criminal or civil courts, as well as the University's responsibilities regarding such orders.
- The importance of preserving evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protection order.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- Existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available both within the institution and the community.
 - Options for, and available assistance to, change academic, living, transportation, and working situations, if the complainant requests, and if such options are reasonably available—regardless of whether the victim chooses to report the crime to campus police or local law enforcement;
 - Any applicable procedures for institutional disciplinary action.
-
- ~~How and to whom the alleged offense should be reported;~~
 - ~~options Options for reporting to and/or notifying law enforcement and campus authorities, including the option to notify local or on-campus law enforcement authorities; the right to be assisted by campus authorities in notifying law enforcement authorities, if the complainant so chooses; and the right to decline to notify such authorities;~~
 - ~~the The rights of complainants regarding orders of protection, no contact orders, restraining orders, or similar lawful orders issued by criminal or civil courts, as well as and the University's responsibilities regarding such orders;~~
 - ~~the The importance of preserving evidence, as when may be necessary, in order to prove criminal domestic violence, dating violence, sexual assault, or stalking, or to obtain a protection order;~~
 - ~~existing Existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services available both within the institution and the community;~~
 - ~~options Options for, and available assistance to, change academic, living, transportation, and working situations, if the complainant requests, and if such options are requested by the complainant and if reasonably available—, regardless of whether the victim chooses to report the crime to campus police or local law enforcement;~~
 - ~~Any applicable procedures for institutional disciplinary action.~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

2. Options for Resolution

Individuals reporting sexual harassment or sexual violence must be informed about their options. These options include but are not limited to:

- Early Resolution,
- Formal Investigation, and
- Filing complaints or grievances under the applicable University complaint resolution or grievance procedures.

Individuals making reports must also be informed about the confidentiality of reporting under this Policy (see Section V.G below).

Locations must respond promptly and effectively to reports of sexual harassment and sexual violence regardless of whether the reports are brought forth anonymously or by third parties who are not directly involved in the asserted offenses. However, the response to such reports may be limited if the information in the report cannot be verified by independent facts.

Individuals reporting sexual harassment and sexual violence must be informed about the range of possible outcomes of the report including:

- temporary protections,
- remedies for the individual harmed by the incident,
- disciplinary actions that might be taken as a result of the report, and
- information about the procedures leading to such outcomes.

An individual who experiences retaliation (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) may report it. Retaliation could be experienced by those who:

- reported sexual harassment or sexual violence, in good faith;
- assisted someone with a report of sexual harassment or sexual violence; or
- participated in any manner in an investigation or resolution of a report of sexual harassment or sexual violence

(The report of retaliation shall be subject to the procedures in Section V.B.3 and Section V.B.4 below.)

~~Individuals reporting sexual harassment or sexual violence shall~~must ~~be informed about their options for resolving potential violations of the Policy. These options shall~~will ~~include:~~

~~procedures for E~~early Resolution,
~~procedures for F~~ormal Investigation, and

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~Filing complaints or grievances under the applicable University complaint resolution or grievance procedures.~~

~~Individuals making reports also shall must also be informed about the confidentiality of reporting policies applying to confidentiality of reports under this Policy (see Section V.G below).~~

~~Locations must shall respond extensively to to reports of sexual harassment and sexual violence to the the greatest extent possible to reports of sexual harassment and sexual violence. This applies regardless of whether the reports are brought forth anonymously or brought by third parties who are not directly involved in the asserted offenses. However, the response to such reports may be limited if the information contained in the report cannot be thoroughly verified by independent facts.~~

~~Individuals reporting sexual harassment and sexual violence shall must be informed about the range of possible outcomes of the report. This, includes:ing including~~

~~l temporary interim protections;~~

~~, r remedies for the individual harmed by the incident;~~

~~l disciplinary actions that might be taken against the respondent as a result of the report; and;~~

~~l including information about the procedures leading to such outcomes.~~

~~An individual who experiences is subjected to retaliation (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) may report it. Retaliation could be experienced by those who~~

~~(e.g., threats, intimidation, reprisals, or adverse employment or educational actions) for~~

~~h having made a report reported of sexual harassment or sexual violence, in good faith;~~

~~who assisted someone with a report of sexual harassment or sexual violence; or~~

~~, or who participated in any manner in an investigation or resolution of a report of sexual harassment or sexual violence;~~

~~(The report of retaliation shall be subject to the procedures in Section V.B.3 and Section V.B.4 below.)~~

~~may make a report of retaliation under these procedures. The report of retaliation shall be subject to the procedures in Section V.B.3 and Section V.B.4 below.~~

3. Procedures for Early Resolution

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

The goal of Early Resolution is to resolve concerns with the cooperation of all parties involved, at the earliest stage possible. Locations are encouraged to use Early Resolution options only when the people involved desire to do so, or when a Formal Investigation is not likely to lead to a satisfactory outcome. Participation in the Early Resolution process is voluntary. Therefore, the University does not require that parties attempt to participate in Early Resolution before a Formal Investigation. Mediation, even if voluntary, may not be used in cases involving sexual violence. Some reports of sexual harassment may not be appropriate for mediation, and may first and foremost require a Formal Investigation. The University will not compel a complainant to engage in mediation.

Early Resolution may include an inquiry into the facts, but typically does not include a formal investigation. Means for Early Resolution should be flexible and include a full range of possible and appropriate outcomes.

Early Resolution includes, but is not limited to, the following options:

- mediating an agreement between the parties (not for incidents of sexual violence),
- separating the parties,
- referring the parties to counseling programs,
- negotiating an agreement for disciplinary action,
- conducting targeted preventive educational and training programs,
- providing remedies for the individual harmed by the offense,
- discussions with the parties,
- making recommendations for resolution, and
- conducting a follow-up review after a period of time to assure that the resolution has been implemented effectively.

Early Resolution might be appropriate for responding to anonymous reports and/or third party reports. All of the steps taken to encourage Early Resolution, and any agreements reached through Early Resolution, should be documented.

~~The goal of Early Resolution is to resolve concerns with the cooperation of all parties involved, at the earliest stage possible. Locations are encouraged to utilize use Early Resolution options only when the parties people involved desire to do so resolve the situation cooperatively, and/or when a Formal Investigation is not likely to lead to a satisfactory outcome. Participation in the Early Resolution process is voluntary.~~

~~Early Resolution may include an inquiry into the facts, but typically does not include a formal investigation. Means for Early Resolution shallshould be flexible and encompassinclude a full range of possible possible, and appropriate, outcomes.~~

~~Early Resolution includes options such as: the following options:~~

- ~~— Mmediating an agreement between the parties,~~
- ~~— Sseparating the parties,~~
- ~~— Rreferring the parties to counseling programs,~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- ~~N~~negotiating an agreement for disciplinary action,
- ~~C~~conducting targeted preventive educational and training programs,
- ~~o~~r ~~p~~roviding remedies for the individual harmed by the offense,
- ~~d~~iscussions with the parties,
- ~~m~~aking recommendations for resolution, and
- ~~c~~onducting a follow-up review after a period of time to assure that the resolution has been implemented effectively.

~~Early Resolution also includes options such as~~ ~~D~~discussions with the parties,
~~M~~making recommendations for resolution,
~~a~~nd ~~C~~conducting a follow-up review after a period of time to assure ~~e~~nsure that the resolution has been implemented effectively.

~~Early Resolution might~~ be appropriate for responding to anonymous reports and/or third party reports. ~~All of the~~ ~~s~~Steps taken to encourage Early Resolution, and any agreements reached through Early Resolution efforts, should be documented.

~~While the University encourages Early Resolution of a complaint, again, it~~ ~~this option is~~ ~~voluntary. Thus~~ ~~herefore, t~~he University does not require that parties ~~attempt to~~ participate in Early Resolution ~~prior~~ ~~before~~ a to the University's decision to initiate a Formal Investigation is made. Some reports of sexual harassment or sexual violence may not be appropriate for mediation, but ~~and~~ may ~~first and foremost~~ require a Formal Investigation, at the discretion of the Title IX Officer (Sexual Harassment Officer) or other appropriate official designated to review and investigate sexual harassment complaints. ~~T~~he University will not compel a complainant to engage in mediation. Mediation, even if voluntary, may not be used in cases involving sexual violence.

4. Procedures for Formal Investigation

In cases where Early Resolution is inappropriate or ~~in cases where Early Resolution~~ is unsuccessful, ~~the~~ location may conduct a Formal Investigation.

In such cases, the individual making the report may be asked to file a written request for Formal Investigation. The wishes of the individual making the request will be considered, but will not solely determine whether a Formal Investigation into the report of sexual harassment or sexual violence is conducted.

~~In such cases, the individual making the report may be asked~~ ~~encouraged~~ to file a written request for Formal Investigation. ~~The wishes of the individual making the request shall~~ ~~will~~ be considered, but are not determinative, ~~in~~ ~~will not solely determine~~ the decision to ~~whether~~ ~~initiate~~ a Formal Investigation ~~of~~ ~~into~~ ~~at~~ the report of sexual harassment or sexual violence is made.

In cases where there is no written request, the Title IX Officer (Sexual Harassment Officer) or other appropriate, ~~designated~~ ~~officials~~ ~~designated to review and investigate sexual harassment complaints,~~ will make a preliminary inquiry into the facts. potentially in consultation with the administration, Such officials could then ~~may~~ initiate a Formal Investigation ~~after making a preliminary inquiry into the facts.~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

In cases where a complainant states that he or she does not want to pursue a Formal Investigation, the Title IX Officer (Sexual Harassment Officer) should inform the complainant that the ability to investigate may be limited. When determining whether to go forward with a Formal Investigation, the Title IX Officer (Sexual Harassment Officer) may consider:

~~In cases where a complainant states that he or she does not want to pursue a Formal Investigation, the Title IX Officer (Sexual Harassment Officer) should inform the complainant that the ability to investigate may be limited. When determining whether to go forward with a Formal Investigation, the Title IX Officer (Sexual Harassment Officer) may consider~~

⋮

- ~~1) T~~the seriousness of the allegation,
- ~~2) I~~n the case of a student complainant, the age of the student; in the case of a student complainant,
- ~~3) W~~whether if there have been other complaints or reports against the the
respondent, and _____
- ~~4) I~~f there will be a formal proceedings with sanctions, and
- whether if the accused _____ individual has the right to receive information about the complainant and/or the _____ allegations. the rights of the accused individual to receive information about the complainant and the allegations if formal proceedings with sanctions may result from the investigation.

Even if a complainant does not want to pursue an investigation, under some circumstances, the Title IX Officer (Sexual Harassment Officer) may have an obligation to investigate a complaint. For example, such as when there is could be a risk to the campus community if the respondent remains on campus. The complainant should be made aware of that there could be this independent obligation to investigate the complaint.

(a) To provide a prompt, fair, and impartial investigation and resolution, any Formal Investigation of reports of sexual harassment and/or sexual violence must incorporate the following standards:

The individual(s) accused of conduct violating the *Policy* must be provided with a copy of the written request for Formal Investigation or otherwise given a full and complete written statement of the allegations, and a copy of the *Policy*; and

The individual(s) conducting the investigation must:

- Be familiar with the *Policy*;
- Have training or experience in conducting investigations;

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- iii) Be familiar with the relevant policies and procedures specific to students, staff, faculty, academic appointees, and visitors; and,
- iv) For cases involving allegations of sexual violence, the individual(s) conducting the investigation must receive annual training on issues related to sexual violence. Such training includes how to conduct an investigation that protects the safety of the complainants and promotes accountability.

(a) In order to provide a prompt, fair, and impartial investigation and resolution, any Formal Investigation of reports of sexual harassment and/or sexual violence shall must incorporate the following standards:

- i. The individual(s) accused of conduct violating the *Policy* shall must be provided
 - with a copy of the written request for Formal Investigation or otherwise given a
 - full and complete written statement of the allegations, and a copy of the *Policy*; and
- ii. The individual(s) conducting the investigation shall must be
 - familiar with the *Policy*;
 - have training or experience in conducting investigations, and (if relevant);
 - and as relevant to the investigation, (if relevant) be familiar with policies and procedures specific to students, staff, faculty, academic appointees, and visitors.

For cases involving allegations of sexual violence, the individual(s) conducting the investigation must receive annual training on issues related to sexual violence. Such training includes how to conduct an investigation that protects the safety of the complainants and promotes accountability.

(b) If the alleged conduct is also the subject of a criminal investigation, the campus may not wait for the end of the criminal investigation to begin an investigation under to this *Policy*. However, a campus may need to coordinate its fact-finding efforts with the police investigation. Once notified that the police department has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any criminal charges), the campus must promptly resume and complete its fact-finding for the sexual harassment or sexual violence investigation. (b) If the alleged conduct is also the subject of a criminal investigation, the campus may does not have to wait for the conclusion end of of the criminal investigation in order to begin an investigation

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~pursuant to this Policy. However, a campus may need to coordinate its fact-finding efforts with the police investigation. Once notified that the police department has completed its gathering of evidence (not the ultimate outcome of the investigation or the filing of any criminal charges), the campus must promptly resume and complete its fact-finding for the sexual harassment or sexual violence investigation.~~

~~(c) In order to conduct a fair and thorough investigation, disclosing facts to parties and witnesses should be limited to what is reasonably necessary. Participants in an investigation should be advised to maintain that maintaining the confidentiality of an investigation if it is essential in order to protect the investigation's integrity of the investigation. The investigation generally shall include:~~

~~(c)~~

- ~~• interviews with the parties, if available,~~
- ~~• interviews with other witnesses as needed, and~~
- ~~• a review of relevant documents as appropriate. interviews with the parties if available, interviews with other witnesses as needed, and a review of relevant documents as appropriate. Disclosure of facts to parties and witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation shall be advised that maintaining confidentiality is essential to protect the integrity of the investigation.~~

~~(d) The investigator shall apply a preponderance of the evidence standard to determine shall use apply a preponderance of evidence standard as much evidence as possible in order to determine whether there has been a violation of this Policy.~~

~~(e) Upon request, The complainant and the respondent may each request to have a representative present when he or she is interviewed, and at any other proceeding or related meeting. Other witnesses may also have a representative present if approved by the investigator, or if required by University policy or a collective bargaining agreement. The complainant and the respondent may each request to have a representative present when he or she is interviewed, and at any subsequent other proceeding or related meeting. Other witnesses may also have a representative present at the discretion of if approved by the investigator, or as if it is required by applicable certain University policies or collective bargaining agreement, or a collective bargaining agreement.~~

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

(f) At any time during the investigation, the investigator can recommend that certain temporary protections or solutions be provided by appropriate University officials for the parties or witnesses. These protections or remedies may include:

~~— At any time during the investigation, the investigator may can recommend that interim certain temporary protections or remedies solutions for the parties or witnesses be provided by appropriate University officials for the parties or witnesses. These protections or remedies may include:~~

- separating the parties.
- placing limitations on the contact between the parties, or
- making alternative working or student housing arrangements.

Failure to comply with the terms of interim temporary protections may be considered a separate violation of this *Policy*.

(g) The investigation shall should be completed as promptly quickly as possible and in most cases within 60 working days offrom the date that the formal investigation was initiated started. This deadline may can be extended if the designated on approval by a designated University official approves. Extensions of timeframes Timeframe extensions will only be made for good cause, with written notification see to the complainant and the respondent of the delay, and including the reason for the delay.

(h) Generally, an investigation results in a written report. The report is submitted to a designated University official with the authority to implement the necessary actions that aim to resolve the complaint. The report can be used as evidence in other related procedures, for example: future complaints, grievances and/or disciplinary actions.

In accordance According to University policy (that governs privacy and access to personal information, ³), 1) the complainant and the respondent may request a copy of the investigative report. However, and 2) also in accordance with University policy, the report must be redacted to protect the privacy of any personal and confidential information regarding all individuals other than the individual requesting the report.

that at a minimum includes a statement of the allegations and issues, the positions of the parties, a summary of the evidence, findings of fact, and a determination by the investigator whether this Policy has been violated. The report also may contain a recommendation for actions to resolve the complaint, including preventive educational programs, remedies for the complainant, and a referral to disciplinary procedures as appropriate. The report is submitted to a

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~designated University official with authority to implement the actions necessary to resolve the complaint. The report may be used as evidence in other related procedures, such as subsequent complaints, grievances and/or disciplinary actions.~~

~~(h)–~~

~~(i) The complainant shall be informed if there were findings made that the Policy was or was not violated and of actions taken to resolve the complaint, if any. At the conclusion of any University disciplinary proceeding, the complainant and the respondent will be informed of the outcome of that proceeding, including the final determination with respect to the alleged offense, any sanction that is imposed against the respondent, and the rationale for the result and sanctions, consistent with Section V.E.~~

~~(j)–~~

~~(k) The complainant and the respondent may request a copy of the investigative report pursuant to University policy governing privacy and access to personal information.⁴ However, in accordance with University policy, the report shall be redacted to protect the privacy of personal and confidential information regarding all individuals other than the individual requesting the report.~~

~~(l)–~~

~~(i) At the conclusion of any disciplinary proceeding~~

(i) At the conclusion of any proceeding, the complainant and the respondent will simultaneously be informed of the following in writing:

i. The outcome of any University proceeding, including:

1. the final determination with respect to the alleged offense;
2. any sanction that is imposed against the respondent; and
3. the rationale for the result and the sanction;

ii. The right and the procedures for both the complainant and respondent to appeal the outcome of any University disciplinary proceeding;

iii. Any change to the results that occurs prior to the time that such results become final; and

iv. When results become final.

At the conclusion of any disciplinary hearing, the complainant and the respondent will be simultaneously be informed of the following, in writing or in the report:

(such information can also be found in the above mentioned report, available upon request):

of:

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

- The statement of the allegations and issues;
-
- The positions of the parties;
-
- A summary of evidence;
-
- A discovery of facts;
-
- A determination, by the investigator, whether this Policy has been violated;
-
- The outcome of any University disciplinary proceeding, including the final determination with respect to the alleged offense;
-
- A any actions taken to resolve the complaint. This can include including preventive educational programs, remedies for the complainant, and a referral to disciplinary procedures, as appropriate. i.e. any sanction that is imposed against the respondent; and
-
- The rationale for the result and the sanction, consistent with Section V.E.;
-
- The rights and the procedures for both the complainant and respondent to appeal the outcome of any University disciplinary proceeding; including 1) any change to the results that occur, and 2) when results become final.
-
- The University's procedures for appealing the results of the proceeding;
-
- Any change to the results that occur prior to the time that such results become final; and
-
- When results become final.

C. Complaints or Grievances Involving Allegations of Sexual Harassment or Sexual Violence

Instead of, or in addition to, reporting to a Title IX Officer (Sexual Harassment Officer) or other appropriate designated officials, an individual who believes he or she has been subjected to sexual harassment or sexual violence can file a complaint or grievance. A complaint or grievance alleging sexual harassment or sexual violence must meet all of the requirements under the applicable complaint resolution or grievance procedure, including time limits for filing, listed in Appendix I: University Complaint Resolution and Grievance Procedures.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

If a complaint or grievance is filed in addition to a report made to the Title IX Officer (Sexual Harassment Officer), the complaint or grievance must be put on temporary hold, subject to the requirements of any applicable complaint resolution or grievance procedure. It will remain suspended until there is an outcome reached from the Early Resolution or Formal Investigation procedures. If the individual wishes to proceed with the complaint or grievance, the Early Resolution or Formal Investigation will then become the first step or steps of the applicable complaint resolution or grievance procedure.

A complainant or respondent can also file a complaint or grievance stating that the actions taken in response to the report of sexual harassment or sexual violence did not follow *Policy*. Such a complaint or grievance cannot be used to address the disciplinary sanction, if any, that was imposed upon the respondent. Any complaint or grievance regarding the resolution of a report of sexual harassment or sexual violence must be filed in a timely manner. The time period for filing begins on the latest of the dates on which the individual was notified of:

An ~~Instead of, or in addition to, reporting to a Title IX Officer (Sexual Harassment Officer) or other appropriate designated officials, an individual who believes he or she has been subjected to sexual harassment or sexual violence can file a complaint or grievance.~~ may file a complaint or grievance pursuant to the applicable complaint resolution or grievance procedure. ~~A complaint or grievance alleging sexual harassment or sexual violence must meet all of the requirements under the applicable complaint resolution or grievance procedure, including time limits for filing, listed in Appendix I: University Complaint Resolution and Grievance Procedures.~~ Such complaint or grievance may be filed either instead of or in addition to making a report of sexual harassment to the Title IX Officer (Sexual Harassment Officer) or other appropriate official designated to review and investigate sexual harassment and sexual violence complaints under this *Policy*. ~~A complaint or grievance alleging sexual harassment or sexual violence must meet all the requirements under the applicable complaint resolution or grievance procedure, including time limits for filing.~~

~~If a complaint or grievance alleging sexual harassment or sexual violence is filed in addition to a report made to the Title IX Officer (Sexual Harassment Officer), or other appropriate official designated to review and investigate sexual harassment complaints under this *Policy*, the complaint or grievance shall must be put on temporary hold, held in abeyance subject to the requirements of any applicable complaint resolution or grievance procedure. It will remain suspended until, pending there is an outcome reached the outcome of the from the Early Resolution or Formal Investigation procedures. If the individual wishes to proceed with the complaint or grievance, the Early Resolution or Formal Investigation shall will then become constitute the first step or steps of the applicable complaint resolution or grievance procedure.~~

An individual who has made a report of sexual harassment or sexual violence also can also may file a complaint or grievance alleging stating that the actions taken in response to the report of sexual harassment or sexual violence did not follow *Policy*. Such a

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~complaint or grievance may not be used filed to address a the disciplinary sanction, if any, that was imposed upon the respondent. Any complaint or grievance regarding the resolution of a report of sexual harassment or sexual violence must be filed in a timely manner. The time period for filing begins on the date that the individual was notified of:~~

- ~~• It the outcome of the sexual harassment or sexual violence investigation,~~
- ~~• or Any other resolution process pursuant in accordance with according to ~~to~~ this *Policy*, and/or~~
- ~~• the actions that the administration took in response to the report of sexual harassment or sexual violence~~
~~— of Tt the actions that the taken by the administration took in response to the report of sexual~~
- ~~• harassment or sexual violence; whichever is later.~~

D. Remedies and Referral to Disciplinary Procedures

~~If it has been determined that the there were *Policy* violations was violated, and a report of sexual harassment or sexual violence results in a recommendation for disciplinary action, Findings of *Policy* violation there are applicable, disciplinary action procedures that should be followed (*Appendix II*). In addition, these procedures should be referred to when determining any guide any remedies for the complainant. may be considered to determine remedies for individuals harmed by the sexual harassment or sexual violence and shall be referred to applicable local disciplinary procedures (*Appendix II*).~~

Procedures under this *Policy* ~~shall~~ will be coordinated with all ~~applicable~~ local complaint resolution, grievance, and disciplinary procedures, in order to avoid any duplication in the fact-finding process whenever possible. ~~Violations of the *Policy* may include:~~

- ~~• Ee engaging in sexual harassment or sexual violence,~~
- ~~• Rr retaliating against a complainant reporting who reports sexual harassment or sexual violence, and,~~
- ~~• or Vv violating interim protections.~~

Investigative reports made pursuant in accordance ~~according~~ to this *Policy* ~~may~~ can be used as evidence in subsequent any future complaint resolution, grievance, and disciplinary proceedings as permitted by the applicable procedures.

E. Privacy

The University ~~shall~~ will protect the privacy of individuals involved in a report of sexual harassment or sexual violence to the extent permitted by law and by University *Policy*. A report of sexual harassment or sexual violence ~~may~~ can result in ~~the~~ gathering of extremely sensitive information about individuals in the University community.

While such information is considered confidential, University policy may also require the disclosure of certain information during an investigation. In such cases, every effort will be made to redact the records to protect the privacy of individuals.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~While such information is considered confidential, University policy regarding access to public records and disclosure of personal information may also require the disclosure of this personal information, or public records, certain information concerning during an investigation a report of sexual harassment or sexual violence. In such cases, every effort shall will be made to redact the records in order to protect the privacy of individuals.~~

~~The complainant will be informed of the results of a disciplinary proceeding against the respondent, in accordance with Section V.B.4.j., including information regarding disciplinary action taken against the respondent.~~

~~The complainant shall will be informed of the final results of a disciplinary proceeding against the respondent, including information regarding disciplinary action taken against the respondent.~~

F. Resources, Confidentiality of Reports Consultation and Reporting of Sexual Harassment and/or and Sexual Violence

~~For any member of the University community seeking resources, information, and/or advice about making a sexual harassment and/or sexual violence report, each location will offer confidential consultations with designated personnel. Each location shall identify confidential resources with whom members of the University community can consult for advice and information regarding making a report of sexual harassment or sexual violence. These resources~~

- ~~• provide individuals who may be interested in bringing a report of sexual harassment or sexual violence with a such individuals with a safe place to discuss their concerns and learn about the procedures and potential outcomes involved, and~~
- ~~• These resources shall will be posted on the each location's website.~~

~~Such cConfidential resources could include:~~

- ~~• thea survivor advocacy office,~~
- ~~• and/or licensed counselors in employee assistance programs, and~~
- ~~• licensed counselors in or student counseling centers.~~

Individuals who consult with confidential resources ~~shall will~~ be advised that their discussions in these settings are *not* considered actual reports of sexual harassment or sexual violence, ~~and that V~~ without additional action by the individual, ~~these~~ discussions will not result in any formal action by the University to resolve their concerns.

The locations ~~shall will~~ notify the University community that certain University employees, such as the Title IX Officer (Sexual Harassment Officer), managers, supervisors, and other designated employees, ~~have~~ have an obligation to respond to reports of sexual harassment or sexual violence, even if the individual making the report requests that no action be taken.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

~~While wethe University understands the desire for confidentiality, and the University will do its best to fulfill these requests when determining an appropriate response, wethe University also havehas a legal responsibility to the respondent. Depending on the situation, there are cases in which wethe University will need to inform him/herthe respondent of the source of the allegation. An individual's requests regarding the confidentiality of reports of sexual harassment or sexual violence will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the University's legal obligation to ensure a working and learning environment free from sexual harassment and sexual violence and the due process rights of the respondent to be informed of the allegations and their source. SomeThis level of disclosure may be necessary to ensure a complete and fair investigation, although the University will comply with requests for confidentiality to the extent possible.~~

G. Retention of Records Regarding Reports of Sexual Harassment and Sexual Violence

The office of the Title IX Officer (Sexual Harassment Officer) is responsible for maintaining records relating to sexual harassment and sexual violence reports, investigations, and resolutions. Records ~~shall~~will be maintained ~~in accordance~~according to ~~with~~ University records policies. Records that fall under the ~~purview~~scope of the Clery Act will be retained for 7 years, ~~in accordance with~~according to federal law. All records pertaining to pending litigation, or a request for records, will ~~shall~~ be maintained ~~in accordance with~~according to instructions from legal counsel.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

V.VI. RELATED INFORMATION

- A. [Violence Against Women Reauthorization Act \(VAWA\) of 2013](#)
- B. [University of California Statement of Ethical Values](#)
- C. [Standards of Ethical Conduct](#)
- D. [Academic Personnel Manual \(APM\) Section 015](#), The Faculty Code of Conduct (referenced in Section III.D, footnote 1)
- E. [Academic Personnel Manual \(APM\) Section 016, University Policy on Faculty Conduct and the Administration of Discipline](#) (referenced in Section III.D, footnote 1)
- F. [Academic Personnel Manual \(APM\) Section 035, Affirmative Action and Nondiscrimination in Employment](#) (referenced in Section III.D, footnote 2)
- G. [Academic Personnel Manual \(APM\) Section 150, Non-Senate Academic Appointees/Corrective Action and Dismissal](#)
- H. [Nondiscrimination and Affirmative Action Policy Statement for University of California Publications Regarding Employment Practices](#) (referenced in Section III.D, footnote 2)
- I. [Nondiscrimination Policy Statement for University of California Publications Regarding Student-Related Matters](#) (referenced in Section III.D, footnote 2)
- J. [Personnel Policies for Staff Members 12 \(Nondiscrimination in Employment\)](#) (referenced in Section III.D, footnote 2)
- K. [Policy on Student Conduct and Discipline](#)
- L. [Student-Related Policy Applying to Nondiscrimination on the Basis of Sex](#)
- M. [University of California Nondiscrimination and Affirmative Action Policy Regarding Academic and Staff Employment](#) (referenced in Section III.D, footnote 2)
- N. [UC Business and Finance Bulletin RMP-8, Legal Requirements on Privacy of and Access to Information](#)
- O. [University of California Policies Applying to Campus Activities, Organizations, and Students](#) (referenced in Section III.D, footnote 2)
- P. [Business and Finance Bulletin RMP-2: Records Retention and Disposition: Principles, Processes, and Guidelines](#)
- Q. [University of California Non-Discrimination Policy](#)
- R. [Guidelines on Sexual Harassment and Sexual Violence Outcome Reporting](#)
- ~~A. [Guidelines on Sexual Harassment and Sexual Violence Outcome Reporting](#)~~
- S. [Government Code 12950.1](#)

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

VII. FREQUENTLY ASKED QUESTIONS

1. Who can be considered a Representative as described in Section V (B)(4)(e)?

A representative includes any individual who provides the complainant or respondent support, guidance, or advice (including attorneys). The institution ~~may not~~ cannot limit the choice of an advisor, ~~but by~~ may establish certain restrictions regarding the extent to which the advisor ~~may~~ can participate in the proceedings, ~~as~~ as long as the restrictions apply equally to both parties.⁵

2. What is a “result” or “outcome” of a disciplinary proceeding?

A result or outcome includes any initial, ~~interim~~ temporary, and final decision made by any official, or ~~entity~~ authorized ~~person, that~~ aims to resolve a disciplinary matters within the institution. The result must include any **sanctions** imposed by the institution. The result must also include ~~-the rationale for the~~ **result and the sanctions**. For more information, please see the “Guidelines on Sexual Harassment and Sexual Violence outcome reporting”.

DRR

⁵ Proposed regulation 34 C.F.R. 668.46(k)(2)(iii)-(iv) provides: (k) *Procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking*. As required by paragraph (b)(11)(vi) of this section, an institution must include in its annual security report a clear statement of policy that addresses the procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking and that - ... (2) Provides that the proceedings will....

(iv) ***Not limit the choice of advisor*** or presence for either the accuser or the accused in any meeting or institutional disciplinary proceeding; however, the ***institution may establish restrictions regarding the extent to which the advisory any participate in the proceedings, as long as the restrictions apply equally to both parties.***

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

—

II. REVISION HISTORY

XX/XX/2015 –

02/25/104 - This policy was reformatted into the standard University of California policy template effective .

Future revisions to this policy will be circulated under standard procedures for Presidential Policies; in the case of this policy, the review will include circulation under the standard Academic Personnel Manual (APM) process, with final authority resting with the President.

As a result of the issuance of this policy, the following documents are rescinded as of the effective date of this policy and are no longer applicable:

- University of California Policy on Sexual Harassment, dated February 10, 2006
- University of California Procedures for Responding to Reports of Sexual Harassment, dated December 14, 2004
 - University of California Policy on Sexual Harassment and Complaint Resolution Procedures, dated April 23, 1992
 - University of California Policy on Sexual Harassment and complaint Resolution Procedures, dated March 10, 1986

~~This policy was reformatted into the standard University of California policy template effective 02/25/2014.~~

~~Future revisions to this policy will be circulated under standard procedures for Presidential Policies; in the case of this policy, the review will include circulation under the standard Academic Personnel Manual (APM) process, with final authority resting with the President.~~

~~As a result of the issuance of this policy, the following documents are rescinded as of the effective date of this policy and are no longer applicable:~~

- ~~University of California Policy on Sexual Harassment, dated February 10, 2006~~
- ~~University of California Procedures for Responding to Reports of Sexual Harassment, dated December 14, 2004~~

Sexual Harassment and Sexual Violence

~~University of California Policy – Sexual Harassment and Sexual Violence~~

~~DRAFT POLICY FOR REVIEW AND COMMENT ONLY~~

- ~~• University of California Policy on Sexual Harassment and Complaint Resolution Procedures, dated April 23, 1992~~
- ~~• University of California Policy on Sexual Harassment and complaint Resolution Procedures, dated March 10, 1986~~

DR

Sexual Harassment and Sexual Violence

~~University of California Policy – Sexual Harassment and Sexual Violence~~

~~DRAFT POLICY FOR REVIEW AND COMMENT ONLY~~

DR

Sexual Harassment and Sexual Violence

~~University of California Policy – Sexual Harassment and Sexual Violence~~

~~DRAFT POLICY FOR REVIEW AND COMMENT ONLY~~

APPENDIX I: University Complaint Resolution and Grievance Procedures

~~Applicable complaint~~ The following are the resolution and grievance procedures for members of the University community:

Academic Personnel:

Members of the Academic Senate

[Senate Bylaw 335](#)

Non-Senate Academic Appointees

[APM - 140](#)

Exclusively Represented Academic Appointees

Applicable collective bargaining agreement

Students:

[Policies Applying to Campus Activities, Organizations and Students, Section 110.00](#)

Staff Personnel:

Senior Managers

[PPSM II-70](#)

Managers and Senior Professionals,
Salary Grades VIII and IX

[PPSM 71](#)

Managers and Senior Professionals,
Salary Grades I – VII; and
Professional and Support Staff

[PPSM 70](#)

Exclusively Represented Staff Personnel

Applicable collective bargaining agreement

Lawrence Berkeley National Laboratory Employees

[Applicable Laboratory policy](#)

All:

The [University of California Policy on Reporting and Investigating Allegations of Suspected Improper Governmental Activities \(Whistleblower Policy\)](#) and the [University of California Policy for Protection of Whistleblowers from Retaliation and Guidelines for Reviewing Retaliation Complaints \(Whistleblower Protection Policy\)](#), which govern the reporting and investigation of violations of state or federal laws or regulations and University policy, including sexual harassment.

Sexual Harassment and Sexual Violence

University of California Policy – Sexual Harassment and Sexual Violence

DRAFT POLICY FOR REVIEW AND COMMENT ONLY

APPENDIX II: University Disciplinary Procedures

The following are the disciplinary procedures and policies ~~Applicable disciplinary action procedures~~ if a report of sexual harassment or sexual violence results in a recommendation for disciplinary action:

- A. [The Faculty Code of Conduct \(APM - 015\)](#) (as approved by the Assembly of the Academic Senate and by The Regents)
- outlines the ethical and professional standards which University faculty are expected to observe, ~~and it also~~
 - identifies various forms of unacceptable behavior which are applicable ~~apply~~ in cases of sexual harassment or sexual violence.

Because the forms of unacceptable behavior listed in *The Faculty Code of Conduct* ~~are interpreted to also~~ apply to sexual harassment or sexual violence, a violation of the University's *Policy on Sexual Harassment and Sexual Violence* ~~also~~ constitutes a violation of the *Faculty Code of Conduct*. The [University Policy on Faculty Conduct and the Administration of Discipline \(APM - 016\)](#), as approved by the Assembly of the Academic Senate and by The Regents, outlines sanctions and disciplinary procedures for faculty.

- B. Provisions of the policy on [Non-Senate Academic Appointees/Corrective Action and Dismissal \(APM - 150\)](#) (~~which are~~ applicable to non-exclusively represented academic appointees) and collective bargaining agreements ~~that (which are~~ applicable to exclusively represented academic appointees) ~~provide~~ allow for corrective action or dismissal for conduct which violates University policy.
- C. The [Policies Applying to Campus Activities, Organizations, and Students](#) sets forth in Section 100.00 the types of student misconduct that are subject to discipline and the types of disciplinary actions that ~~may~~ can be imposed for each of those ~~violations~~ of University policies or campus procedures.
- D. Provisions of the [Personnel Policies for Staff Members](#), and the Lawrence Berkeley National Laboratory personnel policies (applicable to non-exclusively represented staff employees), and collective bargaining agreements (applicable to exclusively represented staff employees) prohibit conduct ~~which that~~ violates University policy ~~with respect to~~ for sexual harassment or sexual violence and provide for disciplinary action for ~~violation of~~ violating University policy.
- [PPSM-62: Corrective Action](#)
 - [PPSM-63: Investigatory Leave](#)
 - [PPSM-64: Termination of Career Employees – Professional and Support Staff](#)
 - [PPSM-65: Termination of Career Employees - Managers & Senior Professionals, Salary Grades I through VII](#)

Sexual Harassment and Sexual Violence

~~University of California Policy – Sexual Harassment and Sexual Violence~~

~~DRAFT POLICY FOR REVIEW AND COMMENT ONLY~~

- PPSM-67: Termination of Career Employees – Managers & Senior Professionals, Salary Grades VIII and IX

DR

MODEL COMMUNICATION

The University invites comments on the proposed revisions to the Presidential Policy on Sexual Harassment and Sexual Violence.

The proposed revisions are intended to update the policy in accordance with Final Regulations implementing the requirements of the Violence Against Women Act (VAWA) that was reauthorized by President Obama in 2013. These Final Regulations were issued by the U.S. Department of Education on October 20, 2014 and become effective July 1, 2015. Additionally, proposed revisions address outstanding issues and questions dating from the original policy review process in fall 2013, assure that the policy is consistent with the efforts of the President's Task Force on Preventing and Responding to Sexual Violence and Sexual Assault, and improve clarity as requested by faculty, students, and staff.

The proposal is located on the UCOP Academic Personnel and Programs website, "Policies under review," under the "Systemwide Review" tab at <http://www.ucop.edu/academic-personnel-programs/academic-personnel-policy/policies-under-review/index.html>. It also may be viewed at (*e.g., the campus Academic Personnel Office*).

If you have any questions or if you wish to comment, please contact _____ at _____, no later than _____ 2015.



UNIVERSITY COMMITTEE ON RULES AND JURISDICTION (UCR&J)
Anne Slavotinek, Chair
slavotia@peds.ucsf.edu

Assembly of the Academic Senate
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200
Phone: (510) 987-9466
Fax: (510) 763-0309

January 26, 2015

EDWINA BARVOSA, CHAIR
UNIVERSITY COMMITTEE ON COMMITTEES

RE: Proposed Revisions to SBL 128.D.2 (Vice Chairs)

Dear Edwina,

The University Committee on Rules and Jurisdiction has evaluated the proposed revisions to SBL 128.D.2 (Vice Chairs), which would make the vice chairs of all standing systemwide committees at-large members. UCR&J finds the proposal consistent with the Code of the Academic Senate.

Please let us know if you have any questions or concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read "Anne Slavotinek".

Anne Slavotinek, UCR&J Chair

Copy: UCR&J
Mary Gilly, Chair, Academic Council
Hilary Baxter, Executive Director, Academic Senate

Justification for Revisions to Bylaw 128.D.2: Vice Chairs

The proposed revision to bylaw 128D.2 regularizes the standing committee Vice Chairs such that non-Council committees will now have Vice Chairs that serve at large in the same manner as the Council represented committees. This revision will directly affect six committees: UCAF, UCIE, UCOLASC, UCOPE, UCP&T, and UCACC.

In recent years, the University Committee on Committees (UCOC) has run into difficulty appointing non-Council vice chairs who are also members of their local corresponding Divisional committees. Bylaw 128.D.2 currently reads “for committees not represented on the Academic Council, with the exception of the University Committee on Committees, the Vice Chair shall be appointed from among the Divisional appointees.” This bylaw has proved problematic for both reasons of timing and principle. With respect to timing, UCOC’s chair and vice chair appointments are made synchronously with local appointments to standing committees. Therefore, it is sometimes difficult to know if a UCOC-appointed vice chair will indeed be a divisional representative for the following year. In recent memory, there have been at least three cases in which this bylaw has caused problems.

With respect to principle, it is in the best interest of the Divisions to have a regular rotation of Senate members through their divisional committees to bring in new talent and fresh perspectives. On the other hand, one of UCOC’s principal interests is to develop and maintain effective faculty leaders. As currently written, bylaw 128.D.2 restricts this, given that UCOC is limited to current divisional committee members in selecting vice chairs for the non-Council committees. A tangential issue involves the possible conflict when the vice chair must substitute for the chair at a committee meeting while still representing his or her division. Therefore, it is useful and desired to allow for a vice chair to serve as an at-large member.

UCOC therefore proposes to make all vice chairs at-large members, regardless of whether the committee sits on Academic Council or not.

Proposed Revised Bylaw 128.D.2: Vice Chairs (red-line)

128. Membership of Standing Committees of the Assembly (En 28 May 2003)

Unless otherwise specified in the establishing bylaws for a committee, the following shall govern the membership of all Assembly committees except the Academic Council.

- A. The Chair and Vice Chair of the Assembly shall serve as *ex officio* members of the University Committee on Committees and as non-voting *ex officio* members of all committees except for the Committee on Rules and Jurisdiction.

- B. Each Division of the Academic Senate shall nominate to UCOC one Division member to be appointed to the following committees to serve a two-year term. [See Bylaw 150]. This member shall normally be the chair or a member of the corresponding Divisional committee; otherwise, the Assembly committee member shall serve as an *ex officio* non-voting member of the corresponding Divisional committee.
 - Academic Freedom
 - Academic Personnel
 - Affirmative Action and Diversity
 - Board of Admissions and Relations with Schools
 - Committees
 - Educational Policy
 - Information Technology and Telecommunication Policy
 - International Education
 - Faculty Welfare
 - Graduate Affairs, Coordinating Committee on
 - Library and Scholarly Communication
 - Planning and Budget
 - Privilege and Tenure
 - Research Policy
 - Preparatory Education

- C. The Chair of each of the above committees shall be an at-large member, who is a former, but not a present member of the corresponding committee of any division. The Chair shall normally serve a one-year term. (Am 10 Apr 2013)

- D. Vice Chairs
 1. ~~For the University Committee on Committees and for committees represented on the Academic Council,~~ The Vice Chair shall be an at-large member who has experience as a member of the corresponding Divisional committee. The Vice Chair shall normally succeed the Chair subject to the approval of UCOC. [See Table 1]
 2. ~~For committees not represented on the Academic Council, with the exception of the University Committee on Committees, the Vice Chair shall be appointed from among the Divisional appointees. The Vice Chair shall normally succeed the Chair subject to the approval of UCOC. [See Table 2]~~
 3. The Vice Chair must be a Senate member from a Division other than that of the Chair.

- E. Students who sit with standing committees, as provided in these bylaws, are non-voting representatives and shall be nominated by the student organization recognized by the Academic Council for that purpose and appointed by the University Committee on Committees.

- F. Term: In no case shall members serve for more than four consecutive years with the exception of the Chair and Vice Chair who may serve no more than six years. A member is again eligible one year after leaving the committee. A partial term is counted as a full term.
- G. Quorum. Fifty percent of the voting members of the Committee shall constitute a quorum.
- H. Members holding an administrative position higher than department chair may not serve as members of Assembly committees. However, Department Chairs may serve on Assembly Committees, with the exception of the Committee on Academic Personnel, the Committee on Academic Freedom and the University Committee on Privilege and Tenure.
- I. A standing committee of the Assembly may appoint one or more subcommittees or task forces, which must always report back to the main committee, but the University Committee on Committees must appoint all subcommittee or task force members who are not already members of any standing committee of the Assembly. (En 11 May 2005)

Proposed Revised Bylaw 128.D.2: Vice Chairs (clean)

128. Membership of Standing Committees of the Assembly (En 28 May 2003)

Unless otherwise specified in the establishing bylaws for a committee, the following shall govern the membership of all Assembly committees except the Academic Council.

- C. The Chair and Vice Chair of the Assembly shall serve as *ex officio* members of the University Committee on Committees and as non-voting *ex officio* members of all committees except for the Committee on Rules and Jurisdiction.

- D. Each Division of the Academic Senate shall nominate to UCOC one Division member to be appointed to the following committees to serve a two-year term. [See Bylaw 150]. This member shall normally be the chair or a member of the corresponding Divisional committee; otherwise, the Assembly committee member shall serve as an *ex officio* non-voting member of the corresponding Divisional committee.
 - Academic Freedom
 - Academic Personnel
 - Affirmative Action and Diversity
 - Board of Admissions and Relations with Schools
 - Committees
 - Educational Policy
 - Information Technology and Telecommunication Policy
 - International Education
 - Faculty Welfare
 - Graduate Affairs, Coordinating Committee on
 - Library and Scholarly Communication
 - Planning and Budget
 - Privilege and Tenure
 - Research Policy
 - Preparatory Education

- E. The Chair of each of the above committees shall be an at-large member, who is a former, but not a present member of the corresponding committee of any division. The Chair shall normally serve a one-year term. (Am 10 Apr 2013)

- F. Vice Chairs
 1. The Vice Chair shall be an at-large member who has experience as a member of the corresponding Divisional committee. The Vice Chair shall normally succeed the Chair subject to the approval of UCOC. [See Table 1]
 2. The Vice Chair must be a Senate member from a Division other than that of the Chair.

- J. Students who sit with standing committees, as provided in these bylaws, are non-voting representatives and shall be nominated by the student organization recognized by the Academic Council for that purpose and appointed by the University Committee on Committees.

- K. Term: In no case shall members serve for more than four consecutive years with the exception of the Chair and Vice Chair who may serve no more than six years. A member is again eligible one year after leaving the committee. A partial term is counted as a full term.

- L. Quorum. Fifty percent of the voting members of the Committee shall constitute a quorum.
- M. Members holding an administrative position higher than department chair may not serve as members of Assembly committees. However, Department Chairs may serve on Assembly Committees, with the exception of the Committee on Academic Personnel, the Committee on Academic Freedom and the University Committee on Privilege and Tenure.
- N. A standing committee of the Assembly may appoint one or more subcommittees or task forces, which must always report back to the main committee, but the University Committee on Committees must appoint all subcommittee or task force members who are not already members of any standing committee of the Assembly. (En 11 May 2005)

Justification for Revisions to Bylaw 182: University Committee on International Education

The University Committee on International Education (UCIE), was initially established in 1965 to provide faculty Academic Senate governance over the university-wide study abroad program.¹ At that time and for many years thereafter, the University's principal systemwide activities in international education took the form of the education abroad program, which is now called the University of California Education Abroad Program (UCEAP).² Given this, UCIE's bylaws have only covered faculty governance of student exchange programs associated with UCEAP. Over time however, and especially in the last decade, the University has expanded both its formal and informal international activities. While UCEAP's activities in student exchanges remain significant part of UC's international portfolio of international activities, it is no longer the principal expression of this activity, which now includes the enrollment of significant numbers of international students, formal and informal international research collaborations, international service learning by undergraduates, an increasing number of MOUs and other international agreements between UC campuses and institutional partners, and even Presidential Initiatives. The increase in these activities necessitates an expansion in UCIE's purview from a committee that simply oversees student exchanges through UCEAP to one that has an advisory role in all of the University's systemwide international activities. With that in mind, the following justification will briefly describe UC expansion in international activities, the role of shared governance in such activities, and an explanation of the amendments being proposed.

Over the last decade, UC's international presence and engagement has expanded significantly. One example of this phenomenon is the growth in the enrollment of international students, which have risen from 9,576 in fall 2002 to 19,404 in fall 2012.³ Although the University does not keep records on the international research collaborations by its faculty, data from the National Science Foundation (NSF) show that such collaborations on a national basis are increasing significantly. From 1997 to 2012, the number of science and engineering (S&E) articles in peer-reviewed journals by co-authors from different countries increased from 14% to 25%. The NSF now reports that 35% of U.S. S&E co-authored articles are international in scope.⁴ In addition, more and more students are now taking part in independent research activities abroad (usually with faculty), which have increased by almost 47% between 2010-11 and 2011-12.⁵ At UC, a number of internationally-themed Presidential initiatives have recently been launched as well. These include the UC Mexico Initiative and the Global Food Initiative. These initiatives leverage the international activities already taking place on the campuses, such as UCSF's Global Health Sciences Group and UC Mexus to name only a few.

It is clear that a significant number of universities are internationalizing themselves, which necessitates the creation and maintenance of policy dedicated to international activities. For instance, a recent UC survey found that Harvard, MIT, Stanford, Yale, the University of Illinois, the University of Michigan, the University of New York at SUNY-Buffalo, and the University of Virginia have all instituted policies on international activities. Indeed, many of these universities have set up administrative committees to address such policy.⁶ Given that most international activity is driven by faculty interests and research, it is essential that the Academic Senate not only be consulted, but play an instrumental role in forming such policy. Towards that end, Academic Council endorsed and sent the UCIE-drafted [Vision Statement on International Engagement](#) to President Napolitano last summer. UCIE also has a representative on the Academic Planning Council's International Activities Working Group, which is drafting a Presidential Policy on International

¹ In its earliest form in the 1960s, UCIE was constituted as the "Committee on Education Abroad Program" under Bylaw 122. Originally the Senate shared responsibility with a separate administrative committee, until it gained complete control over courses taken abroad in 1971. UCIE took its current form in May 2003 under Bylaw 185.

² UCEAP should not be confused with the acronym for the original University Committee on Education Abroad Program or "UCEAP".

³ See Statistical Summaries and Data on UC Students, Faculty, and Staff, UC Institutional Research and Academic Planning, <http://legacy-its.ucop.edu/uwnews/stat/>.

⁴ See National Science Board (2014). Chapter 14. In Science and Engineering Indicators 2014. Arlington VA: National Science Foundation (NSB 14-01). Retrieved from <http://www.nsf.gov/statistics/seind14/>.

⁵ See Open Door 2013 Report, Institute for International Education, <http://www.iie.org/en/Research-and-Publications/Open-Doors>.

⁶ Harvard has set up one such policy committee, the University Committee on International Projects and Sites, which is mainly populated by a mix of faculty and administrators. See <http://provost.harvard.edu/university-committee-international-projects-and-sites>.

Activities. Therefore, the proposed amendments to these bylaws formalize faculty governance in this area, as well as laying out reporting relationships between both Senate agencies and Administrative entities. First, the following bylaw amendments expand the UCIE's purview from simply student exchange associated with UCEAP to international research collaborations, the welfare of international students and scholars, international engagement initiatives, UC educational centers abroad, and any experiential and service learning arrangements. Second, the new bylaws would allow UCIE to initiate policy proposals (the existing bylaws only allow UCIE to consider matters that are referred to it by the President of the University, the Academic Council, the Assembly, or a Divisional or any Senate Committee). Similarly, UCIE would now formally be designated as the liaising Senate agency between UCOP international policy working groups and Academic Senate leadership. Finally, the new bylaws formalize the consulting, reporting, and feedback mechanisms between UCIE and Administrative and Senate agencies.

In proposing changes to its bylaws, UCIE is also trying to make its bylaws conform to those bylaws already in place at a number of Senate Divisional Committees on International Education (or their equivalents), as indicated below:

- UCI's Subcommittee on International Education has the authority to opine on formal educational activities of UCI students abroad, faculty exchanges between UCI and foreign universities, and other academic issues involving international education.
- UCLA's Committee on International Education both provides consultation to the International Education Office (IEO) and the Vice Provost, International Institute and serves as liaison between the IEO and Academic Senate leadership, helping to ensure that policies and procedures are appropriately vetted by the Senate.
- UCR's Committee on International Education advises the Division on various aspects of international education, including the well-being of foreign students and faculty at UCR, the participation of UCR in international exchange agreements, and the participation of UCR faculty and students in international research and educational programs other than the EAP.
- UCSD's Executive Committee on the Committee on International Education formulates policies and programs that will serve to better integrate international education into the campus academic programs.
- UCSB's Committee on International Education formulates a bi-annual survey of international students that helps guide UCSB's policy concerning this growing portion of the student body. The committee consults with the Office of International Students and Scholars as well as the EAP Campus Office, and advises the Associate Vice Chancellor on International Affairs.

Tracked Changes:

182. International Education (Formerly 165 Education Abroad Program) (Am 28 May 2003)

- A. Membership shall be determined in accordance with Bylaw 128, except that the Chair shall normally serve a two-year term. One undergraduate student and one graduate student shall sit with the Committee. [See Bylaw 128.E.] The Vice Chair shall be chosen in accordance with Bylaw 128.D.2. and 3. On a campus that has no equivalent committee, a member shall be an at-large Senate member. (Am 28 May 2003)
- B. Duties. Consistent with Bylaw 40, the Committee shall: (Am 28 May 2003)
1. Consider and report on matters of international education **and research** referred to the Committee by the President of the University, the Academic Council, the Assembly, a Divisional or any Senate Committee (Am 28 May 2003).
 2. **Report to the Academic Council and other agencies of the Senate and confer with and advise the President and agencies of the University Administration on matters concerning international engagement, including:**
 - i. **International research in which UC students and/or faculty participate.**
 - ii. **Participation of UC faculty and/or students in international exchange agreements.**
 - iii. **The status and welfare of international students and scholars on the UC campuses.**
 - iv. **Educational Centers run by UC campuses abroad (other than UCEAP).**
 3. **Initiate policy recommendations regarding international engagement programs and the status and welfare of international students and scholars at UC, including policies that will better serve to integrate international education and research into UC academic programs.**
 4. **Serve as liaison between UCOP international policy working groups and Academic Senate leadership, helping to ensure that proposed policies and procedures are appropriately vetted by the Academic Senate.**
 5. **Evaluate and advise on UC's international service learning or experiential learning programs.**
 6. Provide continuing review of the Education Abroad Program and its policies. (EC 28 May 2003) Consult with the University Office of Education Abroad Program on future program development, including modification of the programs of existing Study Centers, establishment of new Study Centers, and disestablishment of EAP Programs. (Am 28 May 2003)
 - i. Represent the Senate in the selection of Study Center Directors. (Am 28 May 2003)
 - ii. Maintain liaison with the Council of Campus Directors. (Am 28 May 2003)
 - iii. Advise the University Office of Education Abroad Program Director on all matters of international education. (Am 28 May 2003)
 - iv. Have the responsibility for the final academic review of new Study Centers and Programs after the first three years, and for regular reviews of all centers and programs every ten years or as conditions may require. (En 4 May 89; Am 4 Jun 91; Am 28 May 2003)
 - v. Authorize and supervise all courses and curricula in the Education Abroad Program. (Am 2 Dec 71; Am 4 May 89; Am 28 May 2003)

182. International Education (Formerly 165 Education Abroad Program) (Am 28 May 2003)

- A. Membership shall be determined in accordance with Bylaw 128, except that the Chair shall normally serve a two-year term. One undergraduate student and one graduate student shall sit with the Committee. [See Bylaw 128.E.] The Vice Chair shall be chosen in accordance with Bylaw 128.D.2. and 3. On a campus that has no equivalent committee, a member shall be an at-large Senate member. (Am 28 May 2003)

- B. Duties. Consistent with Bylaw 40, the Committee shall: (Am 28 May 2003)
 - 1. Consider and report on matters of international education and research referred to the Committee by the President of the University, the Academic Council, the Assembly, a Divisional or any Senate Committee (Am 28 May 2003).
 - 2. Report to the Academic Council and other agencies of the Senate and confer with and advise the President and agencies of the University Administration on matters concerning international engagement, including:
 - i. International research in which UC students and/or faculty participate.
 - ii. Participation of UC faculty and/or students in international exchange agreements.
 - iii. The status and welfare of international students and scholars on the UC campuses.
 - iv. Educational Centers run by UC campuses abroad (other than UCEAP).
 - 3. Initiate policy recommendations regarding international engagement programs and the status and welfare of international students and scholars at UC, including policies that will better serve to integrate international education and research into UC academic programs.
 - 4. Serve as liaison between UCOP international policy working groups and Academic Senate leadership, helping to ensure that proposed policies and procedures are appropriately vetted by the Academic Senate.
 - 5. Evaluate and advise on UC's international service learning or experiential learning programs.
 - 6. Provide continuing review of the Education Abroad Program and its policies. (EC 28 May 2003) Consult with the University Office of Education Abroad Program on future program development, including modification of the programs of existing Study Centers, establishment of new Study Centers, and disestablishment of EAP Programs. (Am 28 May 2003)
 - i. Represent the Senate in the selection of Study Center Directors. (Am 28 May 2003)
 - ii. Maintain liaison with the Council of Campus Directors. (Am 28 May 2003)
 - iii. Advise the University Office of Education Abroad Program Director on all matters of international education. (Am 28 May 2003)
 - iv. Have the responsibility for the final academic review of new Study Centers and Programs after the first three years, and for regular reviews of all centers and programs every ten years or as conditions may require. (En 4 May 89; Am 4 Jun 91; Am 28 May 2003)
 - v. Authorize and supervise all courses and curricula in the Education Abroad Program. (Am 2 Dec 71; Am 4 May 89; Am 28 May 2003)

GRADUATE COUNCIL (GC)

Process for Establishing Concentrations and Designated Emphasis within Graduate Degree Programs

Approved on ?

1) Introduction

- a) Graduate programs may want formal acknowledgement on student transcripts of specific, focused coursework completed within the graduate program, or formal acknowledgement on the transcript of additional graduate coursework and other requirements met at the University of California, Merced within a specific field of study outside of a student's graduate program. For example, such acknowledgement may be necessary when applying for a teaching position at a community college, or may be desirable as a complement to information available in a letter of recommendation prepared by the student's advisor.
- b) Such formal acknowledgement is established by a graduate program for all students within the program, rather than on a case-by-case basis, via the mechanisms described herein. Such acknowledgement is only available for programs that have been subject to review and approval by Graduate Council and, as necessary, CCGA. There are two options (i.e., Concentrations and Designated Emphases). There is no option for a "custom" concentration or emphasis.

2) Definitions and Criteria

- a) **Concentration** - A subcurriculum such as a new method of inquiry or an important field of application that may be interdisciplinary and is applicable to an existing graduate program. It usually consists of a coordinated set of at least 4 courses (in addition to independent research/study) delivered by the graduate program faculty in conjunction with examinations and a thesis and/or dissertation, and is joined with established graduate program curricula in a manner such that the requirements of the graduate program and the concentration are met concurrently. Concentrations have significant research and teaching components and must be approved by the Graduate Council. The availability of concentrations is noted in each program's description in the *General Catalog*. Each concentration and its requirements are described, and a summary of all concentrations are provided. It is the responsibility of graduate group to review and update the catalog text pertaining to concentrations, so that current practice is officially recorded. Concentrations are usually reflected explicitly in the content and tenor of the thesis and/or dissertation. The graduate group is also responsible for tracking the concentration(s) of students in the program and providing that information to the Registrar upon the student's completion of all requirements for the degree.
 - i) **Primary Concentration** – A primary concentration is listed on a student's transcript and on the diploma

Comment [rev1]: Note that GC will have to update our guidelines for CCGA proposals to include these definitions and make it clear that these terms may not be used to describe anything other than what is defined herein

- ii) **Secondary Concentration** – A secondary concentration is available only to PhD students and is not listed on a student's transcript or on the diploma

Comment [MD2]: For emphasis? Or "concentrations" are available to anyone? (Sorry I don't know this!)
If yes, then OK.
If no, does it generate ambiguity in prior statement about primaries? Delete?

- b) **Designated Emphasis** - A program of study, often interdisciplinary, that focuses on a specific area of scholarship and does not reside in the student's graduate program. A designated emphasis exists as an external, free-standing graduate program, only open to PhD students already accepted into another graduate program at the University of California, Merced. It has a defined course of study (in addition to independent research/study) that is the same regardless of a student's primary program of study and provides somewhat less depth and expertise in a subject (usually three courses). The subject matter of the designated emphasis is integrated into the dissertation, but the coursework and other requirements are *in addition to* degree requirements for students who are not participating in a designated emphasis. Students do not apply to a designated emphasis as part of their admission to UC Merced, but may apply to one with the consent of their advisor during their course of study, usually prior to taking his/her Qualifying Examination. A designated emphasis is not required as part of any graduate degree. A designated emphasis must be approved by the Graduate Council. The designated emphasis is listed on the student's transcript and diploma. The offering of designated emphasis is noted in the *General Catalog*. The requirements are specified under the offering program's description. Programs other than the offering program may wish to include the option of pursuing a designated emphasis in their catalog descriptions, and point students towards suggested possible emphases, according to disciplinary affinity and program history.

3) **Process for Establishing a Concentration**

- a) Complete and submit a dated "Graduate Group Summary Form" describing the existing program. If officially establishing an existing concentration, the accompanying cover letter should reference the appropriate pages describing the requirements for the concentration(s) within the approved CCGA proposal (and date of approval).
- b) A request to revise an existing, or establish a new, concentration must also include the following appendices:
- (1) Request for Approval to Modify Graduate Degree Requirements Form, including a letter describing the revised or new concentration, the rationale for revision or addition, the need, and the potential resource implications. Please note that WSCUC Substantive Change review may be required if the proposed alterations would result in a "significantly different degree program."
 - (2) Revised and Dated Graduate Group Summary Form
 - (3) Revised Graduate Group Catalog Copy
 - (4) Revised Graduate Group Website Copy
 - (5) Revised/New and Complete Course Request Form Packet(s)
 - (6) Letter(s) of Support from the Lead Dean and affected graduate groups, if appropriate.

Comment [rev3]: Let's discuss at GC

c) Routing Process

- i) For concentration(s) as described in the original, approved CCGA proposal:
 - (1) Graduate Group submits the dated Graduate Group Summary Form and cover letter to the Graduate Council
 - (2) Graduate Council conducts a preliminary review and sends the form and cover letter to the Office of Institutional Assessment, Vice Provost and Dean of Graduate Education, and the Office of the Registrar for comment.
 - (3) Once comments are received, the Graduate Council reviews comments and approves or rejects the Graduate Group's request to acknowledge an existing concentration. Graduate Council's decision is communicated to the Graduate Group and a copy of the decision is sent to the Office of Institutional Assessment, Vice Provost and Dean of Graduate Education, and the Office of the Registrar.
- ii) For revised or new concentration(s):
 - (1) Graduate Group submits the dated Graduate Group Summary Form, cover letter, and all required appendices to the Graduate Council
 - (2) Graduate Council conducts a preliminary review and sends the form, cover letter, and appendices to the Office of Institutional Assessment, Vice Provost and Dean of Graduate Education, Office of the Registrar, and the Committee on Academic Planning and Resource Allocation for comment
 - (3) Once comments are received, the Graduate Council reviews comments and approves or rejects the Graduate Group's request to acknowledge a revised or new concentration. Graduate Council's decision is communicated to the Graduate Group and a copy of the decision is sent to the Office of Institutional Assessment, Vice Provost and Dean of Graduate Education, Office of the Registrar, and the Committee on Academic Planning and Resource Allocation

4) **Process for Establishing a Designated Emphasis**

- a) Faculty considering creation of a new DE should agree on a definition and description of the DE and meet with the Vice Provost and Dean of Graduate Education and the Lead Dean to discuss the nature of the DE, the faculty affiliated with the proposal, the proposed timeline for program implementation, and the potential impact on current graduate degree programs.
 - i) Interested faculty must prepare a DE proposal for the designated emphasis following guidelines and meeting requirements below. Description of the Designated Emphasis
Provide a description of the academic rationale for the Designated Emphasis, including recent developments in the field and the Designated Emphasis' importance to students and faculty at UC Merced.
 - ii) Requirements for the Designated Emphasis
Describe the criteria used to determine admission. Describe the curriculum, qualifying examination requirements (if any), dissertation requirements (if any), and the Designated Emphasis conferral process. Provide course descriptions for core

- courses and electives. Describe the Designated Emphasis' potential impact on time to degree completion.
- iii) Graduate Group Administration
Provide a description of how the Designated Emphasis will be administered. List the Chair and Executive Committee of the Graduate Group. Describe the structure for student advising and the appointment of faculty to the qualifying examination and the dissertation committees.
 - iv) Resources
The proposal should address the resources available, such as staff support, student support, and available facilities, and the issue of resources required to administer the Designated Emphasis. If no additional resources are required, this should be stated. If additional resources are required, they should be described and the source of support should be identified.
 - v) Appendices
 - (a) A completed and dated "Designated Emphasis Degree Requirements" form
 - (b) Bylaws of the Designated Emphasis Graduate Group (following the template for Graduate Group Bylaws)
 - (c) The proposal should include letters of support from the Lead Dean and Vice Provost and Dean of Graduate Education regarding the resources and implications of support for the proposed Designated Emphasis.
 - (d) Letter of endorsement from the Graduate Group Chair of the doctoral program with which the majority of participating faculty are affiliated and selected letters from faculty who agree to participate in the Designated Emphasis.
 - (e) Roster of participating faculty (participating faculty must be Academic Senate members eligible to serve on higher degree committees).
- b) Requests to revise the curriculum and/or admission requirements for an existing Designated Emphasis must be submitted to, and approved by, the Graduate Council. The following information should be included in the request:
- i) A Graduate Group Summary Form, a Request for Approval to Modify Graduate Degree Requirements Form, and cover letter from the chair of the Designated Emphasis that outlines the reasons for the changes requested and includes any justification necessary. Of particular concern to the Graduate Council is the impact of the changes on the time to degree in the affiliated graduate programs.
 - (a) Please note that letters of support from affiliated Graduate Groups chairs may be necessary if the proposed revisions might impact the normative time to degree.
 - ii) A letter support from the Lead Dean regarding resources and implications of support for the changes requested must also accompany the cover letter.
 - iii) A revised and dated "Designated Emphasis Degree Requirements" form. The last approved version of the Designated Emphasis requirements approved by Graduate Council should be included as Appendix A.

c) Routing Process:

i) Graduate Division Preview

Proposals for new Designated Emphasis programs should be “previewed” by the Graduate Division to ensure that the proposal contains required information. The purpose of this step is to identify problems that may slow the formal proposal review process.

ii) Graduate Council Approval

Proposals are then reviewed by the Graduate Council. The council’s Policy Subcommittee will review the entire proposal. Final approval is by the Graduate Council. No further review is required on or off campus.

iii) Off campus notification

Graduate Council will notify the Coordinating Committee on Graduate Affairs (CCGA), the relevant UC systemwide committee, of the approval of a new Designated Emphasis program.

DRAFT

Graduate Group Summary Form

Date: _____

Degree Program: _____

Degree Objective: _____

Degree (Diploma) Title: _____

Degree Program Code: _____

Concentration: _____

Concentration (Diploma) Annotation: _____

Concentration Code: _____

Affiliated Designated Emphasis: _____

Designated Emphasis Diploma Annotation: _____

Designated Emphasis Code: _____

Date Authorized: _____

Last Updated: _____

Last Program Review: _____

Normative Time: _____

Application Deadlines: _____

Admission Requirements: _____

Advising: _____

Residence Requirement: _____

Language/Alternate Skills Requirement: _____

Teaching Requirement: _____

Coursework and Examination Requirements:

Required Courses, Elective Courses: _____

Advancement to Candidacy: _____

M.S. Plan I Thesis: _____

M.S. Plan II Comprehensive Exam: _____

Dissertation: _____

Concentration Requirements: _____

DRAFT

**Request for Approval to Modify Graduate
Degree Requirements**

Program: School: Date: Proposed Effective Date: Faculty Contact Person _____ tel _____ email _____

Prepared by _____ Telephone _____ E-Mail _____

Proposed Modification(s) (please check all that apply)

- ___ Admission requirements
- ___ Course requirements
- ___ Unit requirements
- ___ Examination requirements
- ___ Time-to-degree
- ___ Other (please describe) _____

1. **In a cover letter from the Lead Dean and Chair as appropriate, briefly describe the proposed modifications and provide a justification for the request.**

2. **Existing Program Requirements** **Proposed Revisions**

Existing	Proposed: <u>Underline the additions</u> and strike the deletions.
----------	-------------------------------------------------------------------------------

3. **Relationship to competitive programs:**

4. **Impact on Time To Degree:**

5. **Expected impact on quality of the program:**

6. **Expected impact on employment prospects:**

7. **Expected impact on recruitment:**

8. **Will current students be permitted to switch to take advantage of the revisions? If so, what will be the approval process?**

9. **Faculty vote ---- Include total number of eligible faculty, number voting, and date**

Signatures (as appropriate)- Please type name(s), sign, and date

Program Director _____
 Graduate Group Chair _____
 Lead Dean _____

Required Appendices:

1. Revised and Dated Graduate Group Summary Form
2. Revised Catalog Copy
3. Revised Website Copy

4. Revised/New Course Request Form(s)
5. Letter(s) of Support

DRAFT

Designated Emphasis in XX
Degree Requirements
Revised: _____
Approved by Graduate Council: _____

A. Admissions Criteria

Describe the criteria used to determine admission of students to the DE. For example:

Any student admitted to a participating doctoral program is eligible for admission, provided that:

- a) *The candidate has begun the study of either X and X; and*
- b) *The candidate intends to complete a dissertation in which the topic relates to, and incorporates some aspect of X or X.*

B. Curriculum (include the existing requirements as Appendix A)

1. Required courses:

List required courses and the unit value of each, as well as total units required. For example:

- GC 200A – 4 units
- GC 200B – 4 units
- One (1) additional course to be selected in consultation with the student's DE advisor. This course may be another course in X or a course in another department which emphasizes the connection of X and X with the student's field of study. – 4 units

TOTAL REQUIRED UNITS: 12

2. Elective courses:

List allowable elective courses by name and number, and include their unit value.

3. Qualifying Examination

List any QE requirements, and the following:

The student's Qualifying Examination Committee must include at least one member of the DE. The DE member of the Qualifying Exam Committee shall be recommended by the Executive Committee of the DE. The Chair of the DE and the student's Ph.D. program Graduate Adviser must co-sign the Qualifying Examination Committee form, which is submitted to the Graduate Division for approval by the Vice Provost and Dean of Graduate Education.

The Qualifying Examination will assess the student's depth and breadth of knowledge within the area of the DE, as well as the Ph.D. program area. Satisfactory performance on the Qualifying Examination for the Ph.D. will be judged independently from performance on the DE. Thus, an allowable outcome of the Qualifying Examination is that the student's performance may be "passing" for the Ph.D. but "not passing" for the DE. In the event that a student passes the PhD qualifying exam, but receives a "not pass" for the DE, the Executive Committee of the DE will define a plan for remediation. The plan may include, but is not limited to re-examination by the DE Executive Committee, coursework, teaching, or preparation of a paper. If the student is re-examined, the outcome is limited to "pass" or "fail". If the student receives a "fail", the student is disqualified from the DE.

4. Dissertation Requirements

List any dissertation requirements, and the following:

The student's Dissertation Committee shall be selected in accordance with the regulations of the Ph.D. program, but must include at least one member of the DE. The DE member may be the Dissertation Committee Chair. The dissertation topic will be relevant to the area of the DE.

5. Degree Conferral Process:

The Designated Emphasis will be awarded solely in conjunction with the Ph.D. and will be signified by the degree designation "Ph.D. in X with Emphasis in (name of DE)" where X is the Ph.D. program.

C. Student Advising

Include a description of the method by which the DE will oversee the academic progress of students in the DE.

D. Impact on Time to Degree

Include any projected impact on the time to degree for the student's home program. If necessary, include letters from the Chairs of affiliated programs specifying the impact on time to degree, and their support for the proposed revisions.

E. Relation to Existing UCM Programs

Include information on relation with other graduate programs and projected impact of proposed changes to the graduate groups at UC Merced.



ACADEMIC SENATE, MERCED DIVISION
GRADUATE COUNCIL (GC)
VALERIE LEPPERT, CHAIR

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

GRADUATE COURSE APPROVAL AND CRF PROCESS

Requests for new graduate courses and course modifications are transmitted using the existing Course Request Form (CRF) in Excel spreadsheet format. Transition to a web-based format is foreseen in the near future.

Notes: Throughout this document, the term “Graduate Program” refers to either a CCGA approved Interdepartmental/Departmental Program or to a Graduate Emphasis under UC Merced’s Interim Individual Graduate Program (IIGP). A checklist for CRF submission appears at the bottom of this document to aid in preparing the CRF packet.

Procedure for CRF submission for graduate courses:

1. All CRFs must be approved by a vote of the faculty of the submitting graduate program or by a committee to which that authority has been delegated. Documentation of approval by the graduate program, usually in the form of a cover letter from the group chair, must accompany submission of the CRF. Beginning in Spring 2013, all CRFs should also be accompanied by documentation of review ~~from by each school’s~~ the relevant graduate assessment coordinator, usually in the form of a cover letter, providing his/her evaluation of WSCUC requirements ~~perspective~~ when syllabi are initially developed or revised for CRF submission. All CRFs must also be signed by the faculty member proposing the course or course change, and by the lead dean for the submitting graduate program. Draft catalog copy should also be provided. It is the responsibility of the graduate program faculty to review course content, programmatic contribution, overlap with other courses, and resource implications within the context of the relevant graduate program(s). Program faculty should also determine if the addition of the course might necessitate WSCUC Substantive Change Review of the program, and meets WASC WSCUC compliance requirements, and need for submission of a Substantive Change Proposal to WASC WSCUC. The campus Accreditation Liaison Officer (ALO) will assist faculty in determining if a Substantive Change Proposal to WASC WSCUC is necessary. Program faculty should also confirm that the syllabus addresses WSCUC requirements.
2. New courses should be indicated as such on the CRF, include a preliminary new course number and should have attached a WASC-compliant syllabus providing the course goals/objectives, student-course learning outcomes, program learning outcomes, contact information, class policies, academic integrity policy, disability services information, a brief course schedule and the number and types ~~/readings/assignments/assessments/resources,~~ the number of units earned, and assessment/grading policy. As per WSCUC requirements, ~~t~~he syllabus should also explicitly explain the connections between course learning outcomes and program learning outcomes so that a course’s contribution to the student’s overall education is clear. ~~—~~GC approved CLO and PLO Guidelines for the development of course learning outcomes, including for courses/units like independent research, are available through the Senate Website. The course schedule required by Graduate Council should be sufficient to justify the number of units for the course. Resources for formulating a WASC-compliant syllabus with required

Comment [LEM1]: There is only one graduate assessment coordinator. Less confusion if we just say “the”

information are available through the Center for Research on Teaching Excellence at <http://crte.ucmerced.edu>.

3. Modifications to an existing course should be indicated as such on the CRF. The explanation box should explain briefly the reason for the proposed change and should have an accompanying ~~WASC-compliant~~ syllabus with all required information. A clean copy of the syllabus and an edited copy (using track changes or the equivalent) should be provided.
4. Cross-listed courses are graduate courses that have different prefixes, names, and/or course numbers; but are intended to be offered as the same course with the same meeting time, and with the same requirements and units. Cross-listed courses must have identical course descriptions and prerequisites. Each course that is cross-listed with another course must have its own CRF that indicates the corresponding cross-listed course. If cross-listed courses originate within different schools each graduate program and lead dean of each school must approve the CRF. In addition, ~~each school's~~ the relevant assessment coordinator must review the CRF and provide documentation.
5. Conjoined courses are graduate courses that share one or more elements (e.g. lecture, lab, fieldwork) with an undergraduate course. If a graduate course is to be conjoined, details must be provided about what parts of the course will be shared and how the requirements of [Senate Regulation 762](#) will be met. Each course that is conjoined with another course must have its own CRF that indicates the corresponding conjoined course. The undergraduate version of the course must be reviewed and approved by UGC. The Undergraduate Council (UGC) [CRF Procedures and Approval Policy](#) are available through the Academic Senate.
6. Distance or blended courses are graduate courses that are hybrid or distance education elements (e.g. web-based, audio conferencing, satellite). Distance or blended course CRFs must be submitted by a completed [Supplemental Questionnaire](#).
7. Completed CRFs should be submitted by the graduate program to the Registrar's Office (to RegistrarSecure@ucmerced.edu). Upon receipt of the CRF, the Registrar will check the form for completeness, dean's signature, graduate program approval, and review documentation from the school assessment coordinator, check for consistency between cross-listed courses if relevant, and ~~a-~~verify the preliminary course number if a new course. Forms submitted without required authorizations and incomplete forms will be returned to the originating graduate program.
8. Completed CRFs will be transmitted to GC for review. The following criteria will be used by GC in its review:
 - Are the standards and prerequisites of the proposed course consistent with those of related courses taught at UCM and similar courses taught at other UC campuses?
 - Is the instructional format justified (e.g. lecture, lab)? Is the unit value for the course consistent with the [credit hour policy](#) (each unit should correspond to three hours of student effort per week) as indicated by the course schedule and number/types of readings/assignments/assessments?
 - Does the course appear to fit within the graduate group's subject area?
 - Has the assessment coordinator confirmed that the syllabus contains information required by WSCUC? ~~Is the syllabus WASC-compliant?~~
 - Does the subject matter of the course substantially overlap with that of another course? If so, does the CRF or course outline explain why the new course is needed?
 - If the course is to be conjoined with an undergraduate course, are the subject matter and proposed format consistent with the credit hour, which requires that graduate and undergraduate courses "must have clearly differentiated and unique performance criteria, requirements, and goals." Do conjoined courses have sufficient overlap in course structure to facilitate concurrent instruction of

Comment [LEM2]: The CRTE link to the WSCUC syllabus is currently not available. Angela and I can talk to them about getting it back on-line again
http://crte.ucmerced.edu/syllabus_and_course_development_resources

both advanced undergraduates and graduate students? Are performance criteria, requirements, and goals of the undergraduate and graduate versions of the course clear and distinct?

- If the course is a distance or blended course have the supplemental questions been clearly defined and answered.

9. If GC requires further information or indicates that modification of the CRF is needed, the senate analyst on behalf of GC will notify the graduate program of the request. It is the responsibility of the graduate program and/or submitting instructor to provide the requested information or modification to GC in a timely fashion via the senate analyst.

10. Once a course is approved by GC, the CRF in its final form will be transmitted to the Registrar. The Registrar will notify the originating graduate program of approval, usually in the form of an email notification, and the course will be entered into the catalog.

Checklist for graduate CRF submission:

- ✓ Completed CRF form, signed by submitting instructor and school dean
- ✓ ~~WASC compliant A~~ syllabus with all required information required (clean copy and “track changes or the equivalent” copy for revised CRFs are requested)
- ✓ Draft catalog copy
- ✓ Graduate program cover letter, documenting CRF vote and compliance with SR 762 (conjoined courses only)
- ✓ ~~School a~~Graduate assessment coordinator cover letter, documenting review
- ✓ For cross-listed courses - accompanying CRF, syllabus, catalog copy, and documentation for all courses to be cross-listed with submitted CRF
- ✓ For conjoined courses - simultaneous submission of undergraduate CRF to UGC
- ✓ For distance or blended courses- supplemental questionnaire

Rev. August 2013

University of California Merced Graduate Course Request Form

Group Submitting Request

Interdisciplinary Humanities

1. Course Number

Full Course Title:

Abbreviated Course Title:

(Limited to 30 characters including spaces)

Effective Term:

Discontinue Date:

Number of Units:

(Each unit should correspond to an average of 3 hours of student effort per week. For courses with nonstandard formats, justification for the number of units should be provided. If course is variable unit, please include the range. Ex: This is a 1 to 6 variable unit course.)

2. Pre-requisites:

Is this course to be taken concurrently with another course?

If "yes" please list:

3. Are there co-requisites for the course?

If "yes" please list:

4. Is this course restricted to certain graduate groups?

If "yes" please list:

6. Course Description

(Limited to 50 words)

7. Reason for request

New Course: Suggested #: {Attach syllabus}

Course Modification:
{Brief explanation of change(s)}

8. Total Contact/Non-Contact Hours Per Week [\(policy\)](#)

	<u>Contact Hours</u>		<u>Non-Contact Hours</u>
Lecture:	<input type="text"/>	Lecture:	<input type="text"/>
Seminar:	<input type="text"/>	Seminar:	<input type="text"/>
Discussion:	<input type="text"/>	Discussion:	<input type="text"/>
Lab:	<input type="text"/>	Lab:	<input type="text"/>
Tutorial:	<input type="text"/>	Tutorial:	<input type="text"/>
Field:	<input type="text"/>	Field:	<input type="text"/>
Studio:	<input type="text"/>	Studio:	<input type="text"/>

9. Grading Option:

10. May this course be repeated for credit? If so how many times?

11. Maximum course enrollment: Explanation:

12. Is this course cross listed with another course?

If so, please list that course:

13. Is this course to be co-listed with an undergraduate course?

If so, please list that course and provide justification in cover letter:

14. Is this a distance or blended course? [If so please attach the supplemental questions.](#)

15. List the expected resource requirements, including personnel (TA's, etc.) library, classroom and lab space, supplies and equipment, IT requirements and transportation.

Course submitted by: _____
Instructor proposing course Date

Approved by: _____
School Dean Date

CRF Review Worksheet

Overall Review Criteria	Revisions Required		If yes, please provide comments
	Yes	No	
Are the standards and prerequisites of the proposed course consistent with those of related courses taught at UCM and similar courses taught at other UC campuses?			
Is the instructional format justified (e.g. lecture, lab)? Is the unit value for the course consistent with the credit hour policy (each unit should correspond to three hours of student effort per week)?			
Does the course appear to fit within the graduate group's subject area?			
Is the syllabus WASC compliant?			
Does the subject matter of the course substantially overlap with that of another course? If so, does the CRF or course outline explain why the new course is needed?			
If the course is to be conjoined with an undergraduate course, are the subject matter and proposed format consistent with the credit hour, which requires that graduate and undergraduate courses “must have clearly differentiated and unique performance criteria, requirements, and goals.” Do conjoined courses have sufficient overlap in course structure to facilitate concurrent instruction of both advanced undergraduates and graduate students? Are performance criteria, requirements, and goals of the undergraduate and graduate versions of the course clear and distinct?			
If the course is a distance or blended course have the supplemental questions been clearly defined and answered.			
Syllabus Review Criteria	Revisions Required		If yes, please provide comments
	Yes	No	
UNIVERSITY OF CALIFORNIA, MERCED [Course Title] [Semester/Year] [Class location] [Class Meeting time(s)] Instructor: [Name] [Office, e-mail, phone] Office Hours: [scheduled + by appointment? Virtual Office Hours?]			
I. Course Description and Course Goals Written from the instructor's perspective, course goals describe what the instructor intends the students to learn. Often course goals are articulated in the course description.			
II. Alignment of Course and Program Learning Outcomes¹ A. Course Learning Outcomes (CLO): Learning outcomes describe what students will demonstrably know and/or be able to do at the end of the course in a measurable way and, in doing			

¹ From the GRC approved [Graduate Guidelines for Course Learning Outcomes](#)

<p>so, describe specifically how course goals are met. They involve specific, active verbs that describe how students will demonstrate learning. For example, upon reading a CLO, a student or faculty member should be able to imagine the kind of assignment that might be used to evaluate student abilities.</p> <p>B. Program Learning Outcomes (PLO): Do the CLOs support the overarching PLO development at a level appropriate to the course's position in the program's curriculum?</p>			
<p>III. Format and Procedures How is the course structured and how will classes be carried out? What behavioral expectations does the instructor have for the students in class? This is where specifications for attendance, participation, respect for others, etc. should be spelled out to act as a behavioral guide. If the course has multiple formats (like lecture & recitation, lab and discussion, group learning projects and/or presentations) these should be explained clearly.</p>			
<p>IV. Assumptions This is a section where the instructor can communicate his or her personal assumptions and/or biases regarding the course content to set it off from other similar courses and other instructors (i.e. does the instructor have a unique operational definition for some of the core course concepts?)</p>			
<p>V. Course Requirements:</p> <ul style="list-style-type: none"> a. Class attendance and participation policy: b. Course readings: c. Required and supplemental readings: d. Course assignments and projects: 			
<p>VI. Grading Procedures Includes description of the relative contributions assignments, assessments, and other course activities to overall grade.</p>			
<p>VII. Academic Integrity: Language should state that each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. Optional: If there are any exceptions and/or students are allowed to collaborate they should be listed here.</p>			
<p>VIII. Accommodations for Students with Disabilities Campus policy provided with language making clear that course is inclusive of all students. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.</p>			
<p>IX. Tentative Weekly/Course Schedule Should include a list or table indicating assignments, key topics, and assessments articulated by date.</p>			

Course Request Form Style Guide

CRSE 000: Example Course

Course Title:

Also known as the “long course title.” Has no character limit in Banner. Used in the academic catalog.

Abbreviated Course Title:

Also known as the “short course title.” Must be limited to 30 characters including spaces, but try to make the title as full and clear as possible within that limit (e.g. “Intro to Object Orient Program” is preferable to “Int Ob Or Prog”). Used in the online schedule and student registration.

Course Subject:

Must be a valid three or four-letter subject code.

Course Number:

Must be three digits. Allows for one valid suffix letter in some instances (e.g. “H” designates Honors version of a course).

School Submitting Request:

The School to which the course subject code belongs, regardless of faculty affiliation or funding (e.g. indicate Natural Sciences for a BIO course, even if submitted by an Engineering professor). If the course is crosslisted/conjoined, use the appropriate fields below for the crosslisted/conjoined courses and their corresponding Schools.

Division:

Undergraduate:

Select “Lower” for course numbers 001-099 or “Upper” for course numbers 100-199.

Graduate:

Select “Graduate” for course numbers 200 and above.

Effective Term:

The term the new course or course changes will go into effect. Adhere to the deadlines for term enforcement set by UGC and GC. Leave this field blank if the course is being deactivated and the discontinuance term is listed below.

Discontinuance Term:

The term the course deactivation will go into effect. If the course is being replaced by a new or existing course, the replacement course must be clearly noted in the “Brief Explanation of Changes” section below. Leave this field blank if the effective term field is used above.

Lower Unit Limit:

If course units are not variable, then enter the units here and leave “Upper Unit Limit” blank. If course units are variable, enter the minimum unit limit here.

Upper Unit Limit:

If course units are variable, then enter maximum unit limit here.

Prerequisites:

Enter all prerequisite courses and any equivalent prerequisites. If you would like all equivalents to be added by default, add “and all equivalents” after the prerequisite

courses. “Equivalents” include competency exams, crosslisted or conjoined courses, and equivalent courses (but do not include mutually exclusive courses). C- is the default minimum grade for prerequisite courses. If you would like a higher minimum grade for certain prerequisites, specify the course and the minimum grade.

Use “and,” “or,” and parentheses to delimit the prerequisites [e.g. (HIST 016 and HIST 017) or (HIST 010 and HIST 011)].

*What **not** to do (items listed below):*

- Do not use commas or other ambiguous punctuation as the only delimiters. If commas are used, they are usually interpreted as “and” unless they are part of a list ending with an “or” connector.*
- Do not list prerequisites with a concurrent option, as this is intended for the next field.*
- Do not include major or class level restrictions here, since these also have their own designated fields.*
- Do not add “Or instructor consent” as a prerequisite. This option is assumed of every course.*

Prerequisites with a Concurrent Option:

*The same guidelines as the “Prerequisite” section apply here, the only distinction being that these are prerequisites students can complete before **or** concurrent with the course in question.*

Corequisites:

Courses that students are required to take during the same term as the course in question. Any course listed here will be required for all students, not optional for some. Corequisites may be set up as one-sided (e.g. enrolling in BIO 001L also requires enrollment in BIO 001, but not the vice versa). If the corequisite is double-sided, then the CRF for both courses must reflect each other.

Major Restrictions:

Can be as specific as major, minor, and even degree program (e.g. limited to Ph.D. Physics students). The default interpretation is that anything listed here is inclusive, that the course should be limited only to these majors. If the restriction is intended to be exclusive, then note it clearly (e.g. “BIO, CHEM, and PHYS majors may not enroll”).

*The SIS (Banner) reads major/minor/program restrictions as “and” requirements in relation to other prerequisites and restrictions (e.g. prerequisite of MATH 021 **and** MATH major). Statements like “MATH 021 **or** MATH major” cannot be setup in Banner. Like prerequisites, the “instructor consent” option is always assumed.*

Class Level Restrictions (Undergraduate Only):

Limits the course to students within a specified class level (i.e. Freshman, Sophomore, etc.) The default interpretation is that the restriction is inclusive and encompasses the class level specified plus those above it (e.g. if “Sophomore standing” is listed, then it will be assumed that Juniors and Seniors should also be allowed to enroll). If only particular levels are permitted, then note clearly (e.g. “Sophomore standing only”). Like major restrictions, “or” statements are not possible in class level restrictions and the “instructor consent” option is assumed.

Course Description:

Should be as succinct as possible. Avoid filler words or phrases like “This course will” or “In this course, we will focus.” Do not include administrative notes or information unrelated to course content, as there are other, more suitable fields for these details (e.g. ending the description with “Course offered every Fall semester” or “Not intended for Engineering majors”). This description is used in the academic catalog and online schedule.

TIE Code:

Select the appropriate code from the list based on the course’s instructional activity type. For a list of types and their definitions: http://registrar.ucmerced.edu/sites/registrar.ucmerced.edu/files/page/documents/definitions_of_instructional_activity_types_2.pdf

Reasons for Request:

Explain briefly why the new course is being introduced or the existing course modified. Do not use this field for administrative notes or course details.

Brief Explanation of Change(s):

List all changes being made throughout the CRF, accounting for not only additions to the course but also deletions (e.g. if removing a class level restriction, delete it from the restriction field above and also note here). If the course is new, simply indicate “New Course.” You may use this field for miscellaneous notes and administrative details.

Total Contact/Non-contact Hours Per Week:

Per Academic Senate Regulation (SR) 760, “the value of a course in units shall be reckoned at the rate of one unit for three hours’ work per week per term on the part of a student, or the equivalent.” Enter the course’s distribution of contact/non-contact hours by instruction type in the fields below. The fields used should correspond to the TIE code selected in the TIE code field above (e.g. if Seminar-Topical is selected as the TIE code, then ensure that hours are inputted for Seminar). Contact hours in particular are used by curriculum staff and the Office of the Registrar to determine the length and frequency of class meetings for scheduling purposes.

Lecture: 0 contact, 0 non-contact
Lab: 0 contact, 0 non-contact
Seminar: 0 contact, 0 non-contact
Discussion: 0 contact, 0 non-contact
Tutorial: 0 contact, 0 non-contact
Field: 0 contact, 0 non-contact
Studio: 0 contact, 0 non-contact

Total Hours Per Week:

The contact and non-contact hours totaled from the table above. Should calculate in multiples of three at the rate of three hours per one unit (e.g. a 4-unit course totals to 12 hours).

Grading Options:

If the course is limited to one grade mode, specify only that one. Courses with multiple grading options will be set to “Normal Letter Grade” as the default mode and “P/NP” or “S/U” as the non-default, unless otherwise specified.

Undergraduate:

Valid grading options are “Letter Grade Only,” “Pass/No Pass Only,” and “Pass/No Pass Option for Everyone.” Please note that Banner does not have the capability of controlling automatically for student-specific grade options at the time of registration (i.e. “Pass/No Pass Option for non-majors only”). This must instead be coordinated manually through MyAudit, a student’s academic advisor, and the individual registration record in Banner.

Graduate:

Valid grading options are “Letter Grade Only,” “Satisfactory/Unsatisfactory Only,” and “Satisfactory/Unsatisfactory Option.”

In Progress Grading:

Field is not used currently.

Maximum Enrollment:

Specify the maximum number of students allowed to enroll in a primary section of the course (e.g. the lecture, not the supplementary discussions or labs).

Maximum Enrollment Reason:

Elaborate on reasons for max enrollment number.

Cross-listing:

Crosslisting refers to courses within the same academic level, with different subject prefixes and/or course numbers, that meet together with the same instructor(s) as one class. Each crosslisted course must have its own CRF to match to its corresponding crosslisted course(s). Effective terms should be consistent for each CRF. Crosslisted courses must have the same requirements, number of units, requisites, title, course description and anticipated resources. If the courses originate within different Schools, each School’s curriculum committee and dean must approve their own course.

Conjoined:

Conjoining indicates courses across different academic levels (i.e. UG and GR), with different subject prefixes, titles, and/or course numbers, that meet together with the same instructor(s) as one class. Similar to crosslisting, conjoined courses must each have their own CRFs with consistent effective terms and must be reviewed and approved through the regular procedure for their own academic levels (i.e. through UGC for undergraduate and GC for graduate). Aspects like course description, units, requirements, etc. do not necessarily have to be identical between the conjoined courses, but details must be provided about which parts will be shared and how courses of the higher academic level will differ from those of the lower, per Academic Senate Regulation (SR) 762.

Cross-listed Schools:

The School to which the crosslisted/conjoined course subject code belongs, regardless of faculty affiliation, funding, or the School of the course in the CRF title (e.g. indicate Natural Sciences for a BIO course, even if the course is submitted by an Engineering professor and the course in the CRF title belongs to SSHA).

Can this course be repeated?

Mark “Yes” or “No” whether the course may be repeated for credit (e.g. special topics courses and independent studies often fall into this category). Repeating for credit is

distinct from repeating after failing a course. For policies related to the latter, see <http://registrar.ucmerced.edu/policies/course-repetition>.

How many times?

If “Yes” above, note how many times a student may retake the course for credit. Repeats are in addition to the first instance of the student completing the course (e.g. if three repeats are allowed, then student will be allowed to take the course four times total). If there is no limit to repeats, say “unlimited.”

Resource Requirements:

List all resources needed to successfully teach the course. Resources include classroom requirements, equipment, software needs, media, field trips, transportation, consumables, TA support, etc.

Does this satisfy a General Education Requirement? (Undergraduate only):

Mark “Yes” or “No.” If yes, UGC requires explanation, noted in the syllabus, of how the course fulfills one or more of the eight guiding principles for General Education at UC Merced: <http://catalog.ucmerced.edu/content.php?catoid=3&navoid=295>.

Course Outline and/or Additional Documentation:

Attach a WSCUC-compliant syllabus/course outline here. If the course is crosslisted or conjoined, the CRFs and syllabi for the corresponding courses must also be included.

Further considerations:

- *CRFs are taken in their entirety as submitted; they do not build upon previously-approved CRFs. Make sure to begin with the most recent version of the CRF, the course as it currently exists, and then make edits from there. Changes and omissions will be interpreted as intentional and at face value (e.g. if a course originally included a major restriction that is omitted from the new CRF, the assumption is that the School and faculty wish to remove the restriction to the course going forward).*
- *Do not include details in the CRF about course cycles (e.g. “Spring semester only,” “Every Fall semester”), especially not in the course description. Please submit this information to School Curriculum staff, who will then communicate with the Office of the Registrar.*



GRADUATE STUDENT ASSOCIATION
gsa@ucmerced.edu
gsa.ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
5200 NORTH LAKE ROAD
MERCED, CA 95343

March 9th, 2015

Memo To: Karin Groth, *Director of Transportation and Parking Services*
Michael Reese, *Vice Chancellor for Business and Administrative Services*

From: Brandon Stark, *President, Graduate Student Association*

Re: Proposed Parking Permit Renewal Policy

The Graduate Student Association is opposed to the current Proposed Parking Permit Renewal Policy introduced by the Academic Senate Committee on Faculty Welfare, Diversity and Academic Freedom.

We find the concept of a hierarchal tiered parking system based on seniority to be against the Principles of Community that UC Merced strives to achieve. This proposal continues to propagate tension that is counter to the campus's goal to create a harmonious culture rooted in mutual respect. We respect the Academic Senate's authority to address issues on parking amongst its members, but we believe that the proposal devalues the graduate student contribution to UC Merced by relegating their parking availability at the mercy of faculty and permanent employees. We empathize with issues related to parking availability faced by faculty and permanent employees, but we would like to iterate that their challenges are not unique as graduate students suffer from many of the same challenges.

We alternatively propose that we address the issue of parking availability in a manner that does not put our communities in direct competition, as found in the best practices at many of our sister UC campuses. We propose a separate allocation of parking permits for graduate students, proportional to the population of the graduate students. The Academic Senate may then propose a procedure to address parking permit renewal that does not impact our graduate students. We feel that this proposal will alleviate the tension and competitiveness of parking pass availability, while providing a suitable plan for parking availability during our next several years of campus growth.

The Graduate Student Association proposes

- Transportation and Parking Services sets aside and allocates Preferred and North Campus Commuter permits specifically for graduate students.
- Allocation of parking permits is proportional to the population of graduate students and permanent employees.
- Graduate students are tasked with the responsibility to determine priority and availability amongst its allocation in a manner to be determined.

Respectfully,
Graduate Student Association

UNIVERSITY OF CALIFORNIA, MERCED

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

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

December 8, 2014

To: Gregg Camfield, Vice Provost for Faculty

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: Proposed Parking Permit Renewal Policy

At the November 5 Division Council meeting, Senate Chair Sun requested that FWDAF draft a proposed procedure for your review pertaining to the renewal of parking permits. We submit the following recommendations:

1. All permanent employees including postdoctoral fellows with multiple-year contracts shall have automatic renewal of their current permit in August, unless the employee opts out by informing the parking service after being notified of the automatic renewal by email.
2. Anyone can opt out the parking permit any time.
3. Establish a waiting list of permanent employees for the parking lots with high demand, but priority should be given based on seniority for both faculty and staff. Founding faculty and staff should be given highest priority in recognition for their years of service.
4. The employees with annual or temporary appointment such as GSIs, GSRs, undergraduate interns and other temps will not have automatic renewal of the parking permit. Upon confirmation of the appointment in August, they will have higher priority for parking permit than the students without employment.
5. The students without campus employment will be given the parking permit on the first-come first-served basis.

cc: FWDAF members
Division Council members
Senate office