

# **APPLICATION FOR ACCREDITATION ELIGIBILITY**



**UNIVERSITY OF CALIFORNIA  
MERCED**

December 17, 2002

UNIVERSITY OF CALIFORNIA, MERCED  
APPLICATION FOR ACCREDITATION ELIGIBILITY  
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*The institution is authorized to operate as an educational institution and to award degrees by the appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. For law schools in California, the institution shall also demonstrate that it is accredited by the California Bar Association.*

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*The institution has a functioning governing board (or the equivalent) responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being carried out. The governing board is an independent policy-making body capable of reflecting constituent and public interest in its membership, activities, and decisions. A majority of the board members must not be employed by the institution; be family members related to the chief operating officers, shareholders or trustees of the institution; or have personal or financial interest in the institution. Its membership is of sufficient size and composition to fulfill board responsibilities. If a separate institutional governing board is not possible or appropriate, the Commission may approve alternative means by which this criterion may be met.*

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*The institution has adopted and adheres to admission policies consistent with its purposes that specify the qualifications of students appropriate to the degree levels offered.*

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*The institution holds or otherwise provides long-term access to sufficient information and learning resources to support its purposes and all of its educational programs. To supplement these resources beyond the core library of the institution, there may be specific long-term written arrangements for student access to readily available resources. Programs are in place to train students in the use of library and other information resources, and to develop informational literacy skills. The institution must also be able to demonstrate that library use is a fundamental part of all curricula.*

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*The institution documents a funding base, financial resources, and plans for financial development adequate to support its purposes and educational programs and to assure financial stability.*

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*The institution regularly undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit a copy of the current budget and a copy of the last two (2) years' audited financial statements prepared by an outside certified public accountant that has no other relationship to the institution. The audit must be certified and any exceptions explained.*

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*The institution actively engages in or has a plan in place to systematically evaluate how well and in what ways it is accomplishing its purposes, including assessment of student learning and documentation of its educational effectiveness.*

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*The institution publishes in its catalog, or other appropriate places, accurate and current information that describes its purposes and objectives, admission requirements and procedures, financial aid policies and procedures, rules and regulations directly affecting students, programs and courses,*

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*The governing board provides a formal statement as part of its Eligibility Application that the institution agrees to adhere to these Eligibility Criteria, describes itself in identical terms to all its accrediting agencies, communicates any changes in its status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Further, the institution agrees that in pursuing Candidacy and Accreditation that it is committed to abiding by the Standards, Policies and Procedures established by WASC.*

## UNIVERSITY OF CALIFORNIA, MERCED

# APPLICATION FOR ACCREDITATION ELIGIBILITY

### AUTHORITY

1. **THE INSTITUTION IS AUTHORIZED TO OPERATE AS AN EDUCATIONAL INSTITUTION AND TO AWARD DEGREES BY THE APPROPRIATE GOVERNMENTAL ORGANIZATION OR AGENCY AS REQUIRED BY EACH OF THE JURISDICTIONS OR REGIONS IN WHICH IT OPERATES. FOR LAW SCHOOLS IN CALIFORNIA, THE INSTITUTION SHALL ALSO DEMONSTRATE THAT IT IS ACCREDITED BY THE CALIFORNIA BAR ASSOCIATION.**

#### WASC DOCUMENTATION LIST:

- **DEGREE-GRANTING APPROVAL STATEMENT OR CERTIFICATE FROM AN APPROPRIATE BODY**

The authority for the University of California and its campuses stems from 1868 when UC was founded as a public, State-supported land-grant institution of higher education. It is defined in the State Constitution as a public trust to be administered under the authority of an independent governing board, The Regents of the University of California.

In 1960, further differentiation of authority among public institutions of higher education was defined by the **Master Plan for Higher Education in California** (<http://www.ucop.edu/acadinit/mastplan/welcome.html>) The Master Plan's recommendations on the mission of the University of California were incorporated in the State's Education Code through the Donahoe Act of 1960. The 1974 edition of the Education Code describes the University's mission as follows:

**2250.** The University of California may provide instruction in the liberal arts and sciences and in the professions, including the teaching professions. It shall have exclusive jurisdiction in public higher education over instruction in the profession of law and over graduate education in the professions of medicine, dentistry, and veterinary medicine. It has the sole authority in public higher education to award the doctoral degree in all fields of learning except that it may agree with the California State University and colleges to award joint doctoral degrees in selected fields. It shall be the primary state-supported academic agency for research

In 1997 and 1998, further authority for the tenth campus of the University of California at Merced was given when The Regents of the University of California voted to continue planning and program development for the tenth campus and when they agreed to seek additional funding for the campus. (<http://www.ucop.edu/regents/minutes/1998/fin1198.pdf>)

A year later, in 1998, the University of California Office of the President submitted its needs analysis, UC MERCED: THE RESEARCH UNIVERSITY ENTERS THE TWENTY-FIRST CENTURY, to the California Postsecondary Education Commission (CPEC). The Study and supplement may be viewed at the websites:

<http://www.ucmerced.edu/acadplan/archives/cpec/cpectoc.html>

<http://www.ucmerced.edu/acadplan/archives/cpec/needsupp.pdf>

Based on this study, the California Postsecondary Education Commission recommended approval of UC Merced at its meeting on Monday, June 14, 1999 in Sacramento. CPEC approval was forwarded to the Governor and the Legislature. CPEC considered this as an information item at its earlier April 12 meeting in San Diego. See the CPEC report website:

<http://www.cpec.ca.gov/Publications/ReportSummary.ASP?883>

Degree granting is approved by the Regents in the University of California system, through the Standing Orders of the Regents for each campus. UC Merced will seek approval for its Standing Orders in 2003. As each new degree title (e.g., MBA.) is submitted with a request for program approval (e.g., Master of Business Administration), the Regents will be asked to approve the degree title. Once a campus is approved to offer a degree, new degree program approvals are not submitted to the Regents but rather receive final approval by the President.

#### **ATTACHMENTS FOR SECTION ON AUTHORITY**

**Attachment 1.1:** UC MERCED: THE RESEARCH UNIVERSITY ENTERS THE TWENTY-FIRST CENTURY; NEEDS STUDY FOR UC MERCED, Prepared for the California Postsecondary Education Commission; November 1, 1998

**Attachment 1.2:** NEEDS STUDY FOR UC MERCED Supplementary Report Prepared for the California Postsecondary Commission, February 19, 1999

**Attachment 1.3:** OPENING THE CENTRAL VALLEY, California Postsecondary Education Commission, June 1999, Commission Report 99-2

#### **INSTITUTIONAL INTEGRITY**

- 2. THE INSTITUTION'S PURPOSES ARE CLEARLY DEFINED AND APPROPRIATE FOR HIGHER EDUCATION. THEY ARE FORMALLY ADOPTED AND PUBLISHED BY THE GOVERNING BOARD.**
  
- 3. THE INSTITUTION OFFERS PROGRAMS AND PROVIDES ADMINISTRATIVE SUPPORT IN ALIGNMENT WITH ITS PURPOSES, AND PROVIDES A CLIMATE OF OPENNESS AND ACADEMIC FREEDOM.**

**WASC DOCUMENTATION LIST:**

- **COPY OF MISSION STATEMENT/INSTITUTIONAL PURPOSES AS IT APPEARS IN A PUBLISHED CATALOG OR OTHER PUBLIC DOCUMENT**
- **STATEMENT OF ACADEMIC FREEDOM**

Institutional integrity is accomplished by a clear and appropriate mission statement that is then buttressed by academic programming and campus policies translating that statement into day-to-day activities. The university's mission is described succinctly in the **UNIVERSITY OF CALIFORNIA ACADEMIC PLANS, VOLUME I: THE UNIVERSITYWIDE PERSPECTIVE (1975)**, as follows:

The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active, working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central and pervasive mission of discovering and advancing knowledge.

This mission statement and attendant systemwide policies serve as a backdrop for academic excellence, which is then developed on each campus. For UC Merced, in its early stages, a University of California Academic Senate Task Force has helped define the academic programming and the developing culture of the campus. This Task Force is composed of faculty representatives from other UC campuses who will guide academic decisions until sufficient faculty at UC Merced are hired to carry forward UC's policy of shared governance. The Task Force has been in existence for over three years and is described at greater length in the section on Faculty, below.

Further systemwide policies speak to the ways in which faculty must conduct themselves. The **FACULTY CODE OF CONDUCT** outlines the privileges and protections that are available to faculty, including tenure and the guarantee of academic freedom. Balancing these privileges are the professional responsibilities of faculty members—preserving the highest standards of teaching and scholarship, and advancing the mission of the University as an institution of higher learning. The Universitywide Academic Senate has established the policy on the **FACULTY CODE OF CONDUCT: Code of Professional Rights, Responsibilities, and Conduct of University Faculty and University Disciplinary Procedures**, which includes academic freedom. The policy can be found on the following Academic Senate web site: <http://www.ucop.edu/acadadv/acadpers/apm/apm-015.pdf>.

Finally, a campus's culture is defined by the academic programming and day-to-day activities of the faculty and administration. A website documenting the history of UC Merced allows the interested reader to follow the annual reports to the legislature, agreements with the National Park Service and with Lawrence Livermore National Laboratory concerning academic interaction, and recommendations from the academic planning committees. The archive may be viewed at <http://www.ucmerced.edu/archive/>

## **GOVERNING BOARD**

- 4. THE INSTITUTION HAS A FUNCTIONING GOVERNING BOARD (OR THE EQUIVALENT) RESPONSIBLE FOR THE QUALITY AND INTEGRITY OF THE INSTITUTION AND FOR ENSURING THAT THE INSTITUTION'S MISSION IS BEING CARRIED OUT. THE GOVERNING BOARD IS AN INDEPENDENT POLICY-MAKING BODY CAPABLE OF REFLECTING CONSTITUENT AND PUBLIC INTEREST IN ITS MEMBERSHIP, ACTIVITIES, AND DECISIONS. A MAJORITY OF THE BOARD MEMBERS MUST NOT BE EMPLOYED BY THE INSTITUTION; BE FAMILY MEMBERS RELATED TO THE CHIEF OPERATING OFFICERS, SHAREHOLDERS OR TRUSTEES OF THE INSTITUTION; OR HAVE PERSONAL OR FINANCIAL INTEREST IN THE INSTITUTION. ITS MEMBERSHIP IS OF SUFFICIENT SIZE AND COMPOSITION TO FULFILL BOARD RESPONSIBILITIES. IF A SEPARATE INSTITUTIONAL GOVERNING BOARD IS NOT POSSIBLE OR APPROPRIATE, THE COMMISSION MAY APPROVE ALTERNATIVE MEANS BY WHICH THIS CRITERION MAY BE MET.**

### **WASC DOCUMENTATION LIST:**

- **A CURRENT LIST AND BIOGRAPHICAL INFORMATION, INCLUDING AFFILIATIONS, OF ALL GOVERNING BOARD MEMBERS**
- **COPY OF THE GOVERNING BOARD BYLAWS AND STATEMENTS OF BOARD RESPONSIBILITIES AND CONFLICT OF INTEREST**
- **CERTIFICATION THAT THE BOARD DOES NOT HAVE A MAJORITY OF PERSONS WITH EMPLOYMENT, FAMILY, OR PERSONAL INTEREST IN THE INSTITUTION, SIGNED BY THE CHIEF EXECUTIVE OFFICER AND GOVERNING BOARD CHAIR**
- **COPY OF THE BOARD'S CONFLICT OF INTEREST POLICY**
- **SIGNED STIPULATION: LETTER SIGNED BY THE CHAIR OF THE GOVERNING BOARD AND PRESIDENT THAT ALL INFORMATION PRESENTED TO THE COMMISSION IS ACCURATE, THAT THE INSTITUTION AGREES TO ADHERE TO THE REQUIREMENTS OF THE ELIGIBILITY IF GRANTED ELIGIBILITY, AND IN PURSUING CANDIDACY AND ACCREDITATION AGREES TO ABIDE BY THE STANDARDS, POLICIES, AND PROCEDURES OF WASC**

Extensive information is available concerning the University of California Board of Regents, which serves as the governing board for UC Merced as a campus of the University of California. Complete information regarding The Regents of the University of California may be found at the following website: <http://ucop.edu/regents/welcome.html> The bylaws may be found at <http://ucop.edu/regents/bylaws/bylaws.html> Biographical information of members of The Regents may be found at the following website: <http://ucop.edu/regents/regbios/welcome.html>

As public officials, each Regent of the University must file a Conflicts of Interest Form 700 Statement of Economic Interests with the Fair Political Practices Commission (FPPC) annually. Information on conflict of interest requirements can be found at <http://www.fppc.ca.gov/> All Regents are notified by the UCOP Office of the General Counsel that Form 700 must be filed with the General Counsel by April 2. The General

Counsel in turn submits the forms to the FPPC. As of September 2002, all Regents are in compliance.

**ATTACHMENT FOR SECTION ON GOVERNING BOARD:**

**Attachment 4.1:** University of California Regents' Secretary certification letter (signed stipulation, executed on behalf of the Board of Regents Chair and President) dated October 14, 2002.

**CHIEF EXECUTIVE OFFICER AND ADMINISTRATIVE CAPACITY**

- 5. THE INSTITUTION HAS A CHIEF EXECUTIVE OFFICER WHO IS APPOINTED BY THE GOVERNING BOARD AND WHOSE FULL-TIME OR PRIMARY RESPONSIBILITY IS TO THE INSTITUTION.**
  
- 6. THE INSTITUTION HAS SUFFICIENT STAFF WITH APPROPRIATE PREPARATION AND EXPERIENCE TO PROVIDE THE ADMINISTRATIVE SERVICES NECESSARY TO CONDUCT AND SUPPORT ITS AFFAIRS AND THE ACHIEVEMENT OF ITS PURPOSES.**

**WASC DOCUMENTATION LIST:**

- NAME, ADDRESS, AND BIOGRAPHICAL INFORMATION OF CHIEF EXECUTIVE OFFICER
- ORGANIZATIONAL CHART, INCLUDING NAMES OF THOSE IN KEY POSITIONS
- NAMES AND BIOGRAPHICAL INFORMATION OF KEY ADMINISTRATIVE STAFF
- CERTIFICATION OF CEO'S PRIMARY RESPONSIBILITY (INCLUDING, THOUGH NOT LIMITED TO, TIME SPENT ON CAMPUS PERFORMING ADMINISTRATIVE DUTIES, TEACHING RESPONSIBILITIES) TO THE INSTITUTION SIGNED BY CHIEF EXECUTIVE OFFICER AND GOVERNING BOARD CHAIR

The duties of the Chancellors are outlined in the Standing Orders of the Regents <http://ucop.edu/regents/bylaws/standing.html> and are excerpted below:

The chancellor of each campus shall be the chief campus officer thereof and shall be the executive head of all activities on that campus, except as herein otherwise provided...; and with reference to these on a particular campus the Chancellor shall be consulted. In all matters within the Chancellor's jurisdiction, the Chancellor shall have administrative authority within the budgeted items for the campus and in accordance with policies for the University as determined by the President of the University. The Chancellor shall be responsible for the organization and operation of the campus, its internal administration, and its discipline; and decisions made by the Chancellor in accordance with the provisions of the budget and with policies established by the Board or the President of the University shall be final. The chancellor of each campus shall nominate Officers, faculty members, and other employees on that campus in accordance with the provisions of these Standing Orders.

The Chancellor of each campus shall appoint all the members of the instructional staff deemed necessary for the conduct of instruction in any summer session on that campus, and may fix their remuneration in accordance with the provisions of the budget established by the Board and of the salary scales of the University.

The Chancellor of each campus shall preside at all formal functions on that campus...

The Regents Standing Orders Section 100.6 represents the certification of the CEO's primary responsibility.

Dr. Carol Tomlinson-Keasey was appointed Chancellor effective August 1, 1999. Chancellor Tomlinson-Keasey received her B.A. from Pennsylvania State University and her M.S. from Iowa State University, majoring in Psychology. She went on to earn a Ph.D. from the University of California, Berkeley in Developmental Psychology and did post-doctoral training at the Institute of Behavioral Genetics at the University of Colorado. She has authored and co-authored three books and dozens of articles dealing with education and psychological behavior. Her research has focused on cognitive skills and maximizing the cognitive potential of different populations.

Before her appointment as Chancellor of UC Merced, Dr. Tomlinson-Keasey served at the UC Office of the President as the Vice Provost for Academic Initiatives and Senior Associate to the President for UC Merced. From 1992-1997, she served as Vice Provost for Academic Planning and Personnel at the University of California, Davis. Prior to joining UC Davis, she was the Dean of Humanities, Social Sciences and Arts at UC Riverside.

As Vice Provost at UC Davis, she was instrumental in streamlining the personnel process, and instituted a five-year review of all faculties, extended programs for faculty development, and developed a program for chairs' training. As the Vice Provost for Academic Initiatives, she helped launch the California Digital Library. In addition, she helped plan the academic strategy and the building to house the U.C. Center in Washington, D.C.

Since her appointment, Chancellor Tomlinson-Keasey has built an administrative organization to lead the campus during its first years of operation. Each of the administrators has the experience and the temperament to begin a campus.

Contact information:  
Chancellor Carol Tomlinson-Keasey  
University of California, Merced  
P.O. Box 2039  
Merced, CA 95344

#### **ATTACHMENTS FOR SECTION ON CHIEF EXECUTIVE OFFICER AND ADMINISTRATIVE CAPACITY**

**Attachment 5.1:** Curriculum Vitae of Chancellor Carol Tomlinson-Keasey

**Attachment 5.2:** Organizational Charts:

Merced Organizational Chart as of October, 2002  
Chancellor’s Cabinet Organizational Chart as of October, 2002  
Executive Vice Chancellor’s Organizational Chart as of October, 2002

**Attachment 5.3:** Biographical Information of the Executive Administrative Staff:

Keith Alley, Vice Chancellor for Research, Dean of Graduate Studies;  
David B. Ashley, Executive Vice Chancellor and Provost;  
Lindsay A. Desrochers, Vice Chancellor for Administration;  
Richard Kogut, Chief Information Officer;  
Jane Fiori Lawrence, Vice Chancellor for Student Affairs;  
R. Bruce Miller, University Librarian;  
Maria Pallavicini, Dean of Natural Sciences;  
Esteban Soriano, Vice Chancellor for University Advancement;  
Jeff R. Wright, Dean of Engineering;  
Janet E. Young, Assistant Chancellor and Chief of Staff.

**OPERATIONAL STATUS**

**7. BY THE TIME OF CANDIDACY REVIEW, THE INSTITUTION IS OPERATIONAL WITH STUDENTS ACTIVELY PURSUING ITS DEGREE PROGRAMS.**

**WASC DOCUMENTATION LIST:**

- **CURRENT SCHEDULE OF CLASSES**
- **ENROLLMENT HISTORY OF THE INSTITUTION FOR A PERIOD OF A MINIMUM OF THREE YEARS**

The campus will open in Fall 2004 with a projected enrollment of 1,000 consisting of 900 undergraduate and 100 graduate students. The following chart is taken from the UC MERCED LONG RANGE DEVELOPMENT PLAN (Table 3-1, p. 3-6):

	YEARS												
Population	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11	2014/15	2024/25	2025/26	2026/27	2027/28	Full Dev.
Undergraduate	900	1,801	2,519	3,238	3,957	4,675	5,394	7,241	11,958	12,430	12,901	13,373	22,250
Graduate	100	208	291	374	457	539	622	895	1,478	1,536	1,595	1,653	2,750
<b>Total</b>	<b>1,000</b>	<b>2,009</b>	<b>2,810</b>	<b>3,612</b>	<b>4,414</b>	<b>5,214</b>	<b>6,016</b>	<b>8,136</b>	<b>13,436</b>	<b>13,966</b>	<b>14,496</b>	<b>15,026</b>	<b>25,000</b>

While the first catalogue of courses will not be completed until mid-2003, and the first schedule of classes will not be available until the 2003-04 academic year, UC Merced has developed a special relationship for delivery of credit courses prior to its official opening. In 2000, 2001, and 2002, UC Merced, in partnership with UC Davis, began offering a number of for-credit courses that students can take only during the summer at the off-campus UC Merced Centers in Merced, Fresno and Bakersfield. The courses were taught by UC faculty-approved instructors drawn from UC faculty and other institutions.

In 2000, 3 pilot courses were offered, serving 32 students. In 2001, the course offerings grew to 6 and the enrollment nearly doubled to 61 students. Additionally, a new scholarship program was launched to cover the cost of one course, including books. Thirty-four students were awarded scholarships in 2001. In 2002, the courses and enrollments remained relatively stable, with 5 courses serving 49 students. Eight students were awarded scholarships. Eligible students include high school students entering their senior year, new and continuing UC students, community college students, and others interested in taking a UC course. Students received UC Davis credit for the courses.

#### **ATTACHMENT FOR SECTION ON OPERATIONAL STATUS**

**Attachment 7.1: UC MERCED LONG RANGE DEVELOPMENT PLAN (CD-ROM)**

### **DEGREES, EDUCATIONAL PROGRAMS, AND OBJECTIVES**

- 8. SUBSTANTIAL PORTIONS OF THE INSTITUTION’S EDUCATIONAL OFFERINGS ARE PROGRAMS THAT LEAD TO DEGREES, AND SIGNIFICANT PROPORTIONS OF ITS STUDENTS ARE ENROLLED IN THEM.**
  
- 9. THE INSTITUTION’S DEGREE PROGRAMS ARE CONGRUENT WITH ITS PURPOSES, ARE BASED ON A RECOGNIZED HIGHER EDUCATION FIELD(S) OF STUDY, ARE OF SUFFICIENT CONTENT AND LENGTH, AND ARE CONDUCTED AT LEVELS OF QUALITY AND RIGOR APPROPRIATE TO THE DEGREES OFFERED. AT LEAST ONE DEGREE PROGRAM MUST LEAD TO THE BACCALAUREATE DEGREE OR BEYOND.**
  
- 10. THE INSTITUTION CLEARLY DEFINES AND PUBLISHES EDUCATIONAL OBJECTIVES FOR EACH PROGRAM AND IDENTIFIES THE MEANS FOR ACHIEVING THESE OBJECTIVES. PROCESSES FOR EVALUATING THE ACHIEVEMENT OF EDUCATIONAL OBJECTIVES, INCLUDING REVIEW OF STUDENT LEARNING OUTCOMES, ARE ALSO ESTABLISHED.**

#### **WASC DOCUMENTATION LIST:**

- **LIST OF DEGREES, COURSE, AND CREDIT REQUIREMENTS**
- **CATALOG DESIGNATION OF COLLEGE-LEVEL COURSES FOR WHICH DEGREE CREDIT IS GRANTED**
- **DOCUMENTATION FROM CATALOG OR OTHER PUBLIC DOCUMENT THAT DESCRIBES THE COURSES, UNITS, AND CURRICULAR SEQUENCE OF THE EDUCATIONAL PROGRAMS**
- **CATALOG STATEMENTS THAT DESCRIBE EDUCATIONAL OBJECTIVES FOR PROGRAMS**
- **NAMES OF DEGREES THAT REFLECT THE MISSION AND PURPOSES OF THE INSTITUTION**
- **OUTCOMES METHODOLOGY AND DATA FROM EDUCATIONAL PROGRAM REVIEWS**
- **DATA ON RETENTION, PERSISTENCE, AND NUMBERS AND DISCIPLINES OF GRADUATES**
- **SAMPLE SYLLABI, INCLUDING STATEMENT OF LEARNING OUTCOMES FOR THE COURSES SUBMITTED**

UC Merced's initial academic degree programs will be offered through three academic divisions—Engineering, Natural Sciences, and Social Sciences, Humanities and Arts. A key academic principle in curriculum design will be to emphasize links among disciplines and keep the barriers between academic areas as low as possible. Undergraduate and graduate degree programs will be built around core and cross-cutting fields, encouraging collaboration across traditional disciplinary lines and emphasizing both breadth and the connections between disciplines. UC Merced also expects to offer education in the professions, beginning with a School of Management.

In the first five years, the campus plans to initiate the following degrees: Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Science, Master of Business Administration, Doctor of Philosophy. The following degree programs are in the planning stages for 2004-2006:

- B.S. in Computer Science and Engineering
- B.S. in Environmental Engineering
- B.A./B.S. in Biological Sciences
- B.A./B.S. in Earth Systems Sciences
- B. A. in World Cultures and History
- B.A./B.S. in Social and Behavioral Sciences
- M.S./Ph.D. in Computer and Information Systems
- M.S./Ph.D. in Environmental Systems
- M.S./Ph.D. in Systems Biology
- M.A./Ph.D. in World Cultures
- M.S./Ph.D. in Social and Behavioral Sciences

Programs planned for 2005-06 include:

- School of Management—B.S.\*
- B.S. in Chemical Engineering
- B.S. in Chemistry/Biochemistry
- B.A. in Human Biology
- B.A. in Comparative Literature and Languages
- B.S. in Public Policy

\* The MBA and Ph.D. will be added by the School of Management at later dates.

Specific course and credit requirements are to be developed in 2002-2004. The University of California campuses use a uniform course numbering system as follows:

- 1-99 Lower division courses, including courses designated by a letter. Open to freshmen and sophomores; not acceptable for upper division credit.
- 100-196 Upper division courses ordinarily requiring completion of at least one lower division course in the given subject or two years of college work.

- 197-199 Upper division special studies courses, internships, directed reading courses; vary by campus.
- 200 Graduate courses.
- 300-600 Graduate or professional courses, vary by campus.

The first UC Merced catalog will be issued during 2003-2004 and will include initial information concerning educational objectives and courses, units and curricular sequences for campus educational programs. Sample syllabi and educational program review processes will be developed in 2003-04 and in subsequent years. A system that allows tracking of students to determine retention, persistence, and graduation by field will be in place by the Fall, 2004 opening date.

## **ACADEMIC CREDIT AND TRANSFER**

- 11. THE INSTITUTION AWARDS ACADEMIC CREDITS BASED ON GENERALLY ACCEPTED PRACTICES IN DEGREE-GRANTING INSTITUTIONS OF HIGHER EDUCATION.**
- 12. IF THE INSTITUTION ACCEPTS TRANSFER STUDENTS, IT HAS ESTABLISHED POLICIES FOR THE REVIEW AND ACCEPTANCE OF TRANSFER CREDITS.**

### **WASC DOCUMENTATION LIST:**

- **INSTITUTIONAL POLICIES ON TRANSFER AND AWARD OF CREDIT**

As part of its mission and commitment, UC Merced intends to enroll transfer students. UC Merced will follow the policies and procedures for review and acceptance of transfer credits as established by the University of California.

UC Merced transfer advisors provide assistance with academic planning, admissions, financial aid and any other questions that students may have regarding transferring to UC Merced or to another UC campus through its Transfer Support Services. The campus is currently working with regional community colleges on articulation agreements and will develop transfer programs similar to the Transfer Admission Guarantee (TAG) program at UC San Diego, the Transfer Alliance Program (TAP) at UCLA, the Cooperative Admissions Program (CAP) at UC Berkeley, and those of other UC campuses.

UC systemwide works closely with the community colleges and other California higher education institutions to facilitate the admission of transfer students. The Pathways program provides information regarding admission to the University for transfer and non-transfer applicants. The following web site contains the University's online undergraduate admission information and application network: <http://www.ucop.edu/pathways/>

TRANSFER GUIDE provides information specific to UC Merced and may be viewed at [http://www.ucmerced.edu/prospective\\_students/admissions.asp](http://www.ucmerced.edu/prospective_students/admissions.asp) ANSWERS FOR TRANSFERS is a planning guide for prospective transfer students to UC campuses from California Community Colleges as well as four-year colleges and universities. Its purpose is to indicate foundation courses necessary for transferring to majors at UC. It includes important information about admission and selection policies and it may also be viewed at the following website: <http://www.ucop.edu/pathways/infoctr/at/> The TRANSFER GUIDE contains advice on preparing for the three divisions at UC Merced including the necessary foundation courses.

Several websites provide information pertinent to transfer students. The principal pathways website directs applicants to specific sites that can answer their questions: <http://www.ucop.edu/pathways/infoctr/> From this site, students can access the following pertinent information. The systemwide Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses prospective transfer students may complete to satisfy the lower division breadth/general education requirements at both the University of California and the California State University. All courses used to satisfy the IGETC must be completed with a grade of C or better. The IGETC website can be found at [http://www.ucop.edu/pathways/infoctr/igetc\\_index.html](http://www.ucop.edu/pathways/infoctr/igetc_index.html) Other details about transferring from a community college can be found at [http://www.ucop.edu/pathways/infoctr/stairway\\_index.html](http://www.ucop.edu/pathways/infoctr/stairway_index.html) ASSIST is a computerized student-transfer information system web site. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. The ASSIST website is: <http://www.assist.org/>

UC Merced is the recipient of a \$192,500 planning grant from the Ford Foundation for the development of a Concurrent Admissions Program with three San Joaquin Valley community colleges. One hundred twenty students who entered Modesto Junior College, Merced College and Fresno City College in the fall of 2002 are admitted to UC Merced, contingent upon completion of their academic plan requirements.

#### **ATTACHMENTS FOR SECTION ON TRANSFER AND AWARD OF CREDIT**

**Attachment 12.1:** TRANSFER GUIDE TO UC MERCED

**Attachment 12.2:** UNIVERSITY OF CALIFORNIA, ANSWERS FOR TRANSFERS

**Attachment 12.3:** Press release announcing Ford Foundation Grant

### **GENERAL EDUCATION**

**13. THE INSTITUTION DEFINES AND INCORPORATES INTO ALL OF ITS UNDERGRADUATE DEGREE PROGRAMS A SUBSTANTIAL COMPONENT OF GENERAL EDUCATION DESIGNED TO ENSURE BASIC COLLEGIATE SKILLS,**

**BREADTH OF KNOWLEDGE, AND THE STRUCTURES OF INTELLECTUAL INQUIRY. EDUCATIONAL OBJECTIVES FOR THE GENERAL EDUCATION PROGRAM ARE ESTABLISHED AND PERIODICALLY REVIEWED, AND INCLUDE DEMONSTRATED COMPETENCE IN WRITING AND COMPUTATIONAL SKILLS, AND AN INTRODUCTION TO THE BROAD DOMAINS OF KNOWLEDGE. DEGREE CREDIT FOR GENERAL EDUCATION PROGRAMS SHOULD BE CONSISTENT WITH LEVELS OF QUALITY AND RIGOR APPROPRIATE TO HIGHER EDUCATION.**

**WASC DOCUMENTATION LIST:**

- **RATIONALE AND DESIGN OF THE GENERAL EDUCATION PROGRAM. LIST OF GENERAL EDUCATION COURSES, INCLUDING CATALOG DESCRIPTIONS**
- **SAMPLE COURSE SYLLABI FOR GENERAL EDUCATION COURSES (2-3 COURSES)**

UC Merced has set a goal of becoming the 21<sup>st</sup> century's premiere student-centered research University. The guiding principles include students and faculty engaging in general education in close interactions; faculty participation in curriculum development and in effective teaching groups; faculty structure stimulating curricular and pedagogical innovation; a general education structure to accommodate growth; and collaboration with other public higher education institutions in the region. The reports of the Academic Senate Task Force on UC Merced, from which these guiding principles resulted, may be viewed at <http://www.ucop.edu/senate/ucmerced/documents.html>

The campus has adopted a campus-based college system designed to engage all students including those in residence and commuters, first year and transfer students. In Spring 2002, the Academic Senate Task Force on UC Merced, which is described below in the section on Faculty, approved a non-residential college system for undergraduate students. Upon opening, one College will be in place and other Colleges would be developed as enrollment grows. Each College will be responsible for coordinating the delivery of the general education program in concert with the Divisions of Engineering, Natural Sciences and Social Sciences, Humanities and Arts. Additional responsibilities may include: lower division academic advising, academic programs for students who start their education at one of the off-campus UC Merced Centers, undergraduate research, freshman seminars, academic internships, and integration of transfer students into the College and the campus. Each College will provide an organizational structure and a meeting place for all students. The first College will have designated space, including offices and a lounge, in the Library/Student Services building.

Planning for general education and graduation requirements is governed by the Universitywide Academic Senate. Regulations 630-638 in Part III, Title II, Chapter 1, Article 1 "General Requirements" of the University of California Academic Senate state minimal "in residence" requirements, minimum standards for graduation, the Subject A (English reading and writing proficiency), and the American history and American institutions requirements. The full text of the systemwide requirements may be read at the Academic Senate web site: <http://www.ucop.edu/senate/manual/rpart3.html#rpart3-II> The Academic Senate of each University of California division establishes the campus' minimal requirements for the award of

a degree. These will be developed during the 2003-2004 academic year, as will catalog information and syllabi for the first general education courses.

## **FACULTY**

### **14. THE INSTITUTION HAS A SUBSTANTIAL CORE OF QUALIFIED FACULTY, SUFFICIENT IN SIZE, BACKGROUND, AND EXPERIENCE TO SUPPORT ALL OF THE INSTITUTION'S EDUCATIONAL PROGRAMS OFFERED, INCLUDING A CORE OF FACULTY WHOSE PRIMARY RESPONSIBILITY IS TO THE INSTITUTION. A CLEAR STATEMENT OF FACULTY RESPONSIBILITIES MUST EXIST.**

#### **WASC DOCUMENTATION LIST:**

- **FULL-TIME AND PART-TIME FACULTY ROSTER, INCLUDING DEGREES AND EXPERIENCE**
- **STATEMENT OF FACULTY RESPONSIBILITIES**
- **CURRENT SCHEDULE OF CLASSES IDENTIFYING FACULTY**
- **CURRENT CURRICULUM VITAE FOR EACH "CORE" FACULTY MEMBER (WHERE THE NUMBER OF FACULTY IS LARGE, A SAMPLE VITAE IS SUFFICIENT)**
- **DESCRIPTION OF THE STRUCTURE AND PROCESSES USED FOR FACULTY GOVERNANCE INVOLVEMENT IN CURRICULUM DEVELOPMENT, REVIEW, SETTING ACADEMIC STANDARDS AND INSTITUTIONAL GOVERNANCE**

University of California faculty carry out their responsibilities based on long-established delegations of authority, implemented through policies and procedures that will also be extended to the faculty of UC Merced. The faculty have organized a Universitywide Academic Senate, with divisional Senates on each campus, as their agency to address these responsibilities. Several UC Academic Senate and Regents documents specify the various faculty responsibilities. These include the Regents' STANDING ORDER 105.2 Duties, Powers, and Privileges of the Academic Senate found at <http://ucop.edu/regents/bylaws/so1052.html>; the University's Academic Personnel Manual APM 015 GENERAL UNIVERSITY POLICY REGARDING ACADEMIC APPOINTEES Faculty Code of Conduct found at <http://www.ucop.edu/acadadv/acadpers/apm/apm-015.pdf>; and APM 025 GENERAL UNIVERSITY POLICY REGARDING ACADEMIC APPOINTEES Conflict of Commitment and Outside Activities of Faculty Members at <http://www.ucop.edu/acadadv/acadpers/apm/apm-025-07-01.pdf> These documents address the structure and processes used for faculty involvement in curriculum development, review, setting of academic standards, and institutional governance.

Owing to the strong tradition of faculty governance in the University of California and the delegation of specific responsibilities to the faculty, a surrogate faculty governance structure was established until such time as UC Merced has sufficient faculty to establish its own division of the Academic Senate. In 1998, the Academic Senate established the Task Force on UC Merced as a Special Committee of both the Academic Council and the Universitywide Assembly of the Academic Senate, drawing its membership from all the campuses of the University. Full information regarding the Task Force Charge, Membership, and documents published by the Task Force, including annual reports to the Academic Senate since its inception, may be found at

the following web site: <http://www.ucop.edu/senate/ucmerced/> Following are the key elements of the original 1998 Charge:

The Task Force will serve as the Academic Council's primary advisory body on development of the UC Merced campus. It will commence as soon as the charge and membership are confirmed by the Academic Senate and continue until the Merced division of the Academic Senate is established...

The charge to the Task Force includes the following provisions:

- a. Coordinate policy issues which should be brought to relevant Senate committees for formal consideration by the Academic Council;
- b. Ensure that the faculty are significantly engaged in those UC Merced developments in which UC faculty are ordinarily involved (e.g., developing courses and curricula) and that the Academic Senate carries out the kinds of review, approval, and consultation activities it does for established divisions and systemwide;
- c. Formulate the process for development of an Academic Senate division for the Merced campus;...
- e. Serve as a liaison to other UC Merced planning committees on such matters as student services and physical development of the campus;
- f. Until such time as the UC Merced Academic Senate is established, the Universitywide Academic Senate Task Force on UC Merced shall provide Senate consultation to the UC Merced administration when there is the opportunity to accept an endowment in order to establish a proposed chair at UC Merced...

UC Merced is already well under way in recruiting its own faculty, with founding faculty appointments to be announced shortly. The founding deans' strategy for early faculty recruitment is opportunistic in order to realize the academic principle of excellence in teaching, research and service from the outset. Thus, early recruitment of faculty will benefit from the flexibility of cross-disciplinary collaboration and curricular flexibility.

## **STUDENT SERVICES AND ADMISSIONS**

- 15. THE INSTITUTION PROVIDES FOR ALL OF ITS STUDENTS APPROPRIATE STUDENT SERVICES AND DEVELOPMENTAL PROGRAMS CONSISTENT WITH STUDENT CHARACTERISTICS AND ITS INSTITUTIONAL PURPOSES.**
- 16. THE INSTITUTION HAS ADOPTED AND ADHERES TO ADMISSION POLICIES CONSISTENT WITH ITS PURPOSES THAT SPECIFY THE QUALIFICATIONS OF STUDENTS APPROPRIATE TO THE DEGREE LEVELS OFFERED.**

**WASC DOCUMENTATION LIST:**

- COPY OF ADMISSIONS POLICY FROM A PUBLISHED STATEMENT, INCLUDING CRITERIA FOR ADMISSION
- DEMOGRAPHIC CHARACTERISTICS OF STUDENTS
- COPY OF ENROLLMENT APPLICATION

UC Merced is committed to providing a full range of student services for all of its students. These services are being developed in the pre-opening years with the expectation that a range of services will be available when the campus accepts its first students. Services will be expanded and deepened as the student population increases.

The Vice Chancellor for Student Affairs, Jane Fiori Lawrence, was an early administrative appointment. The Directors of Admissions and Relations with Schools/Colleges, Financial Aid and Scholarships, Residence and Student Life, and Educational Partnerships (EAOP and school-centered outreach programs) have also been appointed.

Financial aid will be coordinated through an existing UC campus until UC Merced becomes eligible to offer financial aid on its own, after achieving WASC candidacy status. Students will work with a UC Merced-based financial aid staff.

In September 2002, the Regents approved designs for the Garden Suites and Dining Facilities. The project includes housing for undergraduate and graduate students, a community building, residence hall offices, dining facilities and surface parking for 340 vehicles. The suites are expected to house over half of the first 1,000 students.

The University of California has a common admission policy for new freshmen and transfer students, and uses a common admission form. Under California's Master Plan for Higher Education, the University of California admits students who are in the top 12-1/2% of California high school graduates. Students must meet GPA and test score requirements and complete a specified pattern of courses (the "A-G requirements") that includes two years of history/social science, four years of English, three years of mathematics, two years of laboratory science, two years of language other than English, one year of visual/performing arts, and one year of college preparatory electives. The following web site describes freshman admission requirements: <http://www.ucop.edu/pathways/impinfo/freshx.html> and the admission form can be viewed at <http://www.ucop.edu/pathways/appctr.html>. Transfer students from California Community Colleges must meet GPA requirements and complete courses that are appropriately articulated with the University of California. UC Merced has published its initial transfer student course requirements, based on courses already articulated with other UC campuses. Students who complete the Intersegmental General Education Transfer Curriculum, described in the section on Academic Transfer and Credit, above, plus two introductory social sciences or humanities courses in the field which they would like to emphasize, are eligible for transfer to the Division of Social Sciences, Humanities and Arts. For Engineering and Natural Sciences students, detailed introductory and breadth course requirements have been issued. Further information regarding transfer students is found in the Academic Credit and Transfer section, above. UC Merced is subject to the admissions policies of the University of California and will print these policies in its catalog when it is published during the 2003-2004 academic year. Each UC campus has a Statement of Intent to Register (SIR) sent to admitted applicants.

UC Merced will develop its SIR during 2002-2003.

Student recruitment materials also reflect systemwide admissions requirements. UC Merced is now included in the systemwide introduction to the University of California, available at the following web site: <http://www.ucop.edu/pathways/infoctr/introuc/> Prospective students can also find information on the UC Merced web site: [www.ucmerced.edu](http://www.ucmerced.edu)

University of California campuses are expected to attract undergraduate students from throughout the state. However, each also has a strong draw from its region. As the tenth campus of the University of California, the UC Merced site was chosen with a special goal of improving the participation rate of San Joaquin Valley students, bringing it closer to the statewide UC average. While a demographic profile of UC Merced students will not be forthcoming until the 2004-2005 academic year, a Universitywide profile is available and suggests some characteristics of the future student population at UC Merced. For example, in Fall 2001, California residents constituted 94% of total UC undergraduates, 93% were full-time, 54% were female, and 37% reported their ethnicity as white. The University report for Fall 2001 may be viewed at <http://www.ucop.edu/ucophome/uwnews/stat/fall2001/statsumm2001.pdf> Multi-year demographics may be viewed at <http://www.ucop.edu/ucophome/uwnews/stat>

In order to better understand future student needs, focus groups will continue to be held with San Joaquin Valley high school students during the coming year.

#### **ATTACHMENTS FOR SECTION ON STUDENT SERVICES AND ADMISSION**

**Attachment 16.1:** UNIVERSITY OF CALIFORNIA, MERCED FRESHMAN ADMISSION REQUIREMENTS

**Attachment 16.2:** UNIVERSITY OF CALIFORNIA, INTRODUCING THE UNIVERSITY 2002-2003

**Attachment 16.3:** A CAMPUS GUIDE TO UC MERCED

**Attachment 16.4:** Systemwide UC application form

**Attachment 16.5:** THE UNIVERSITY OF CALIFORNIA STATISTICAL SUMMARY OF STUDENTS AND STAFF, FALL, 2001

#### **INFORMATION AND LEARNING RESOURCES**

**17. THE INSTITUTION HOLDS OR OTHERWISE PROVIDES LONG-TERM ACCESS TO SUFFICIENT INFORMATION AND LEARNING RESOURCES TO SUPPORT ITS PURPOSES AND ALL OF ITS EDUCATIONAL PROGRAMS. TO SUPPLEMENT THESE RESOURCES BEYOND THE CORE LIBRARY OF THE INSTITUTION, THERE MAY BE SPECIFIC LONG-TERM WRITTEN ARRANGEMENTS FOR**

**STUDENT ACCESS TO READILY AVAILABLE RESOURCES. PROGRAMS ARE IN PLACE TO TRAIN STUDENTS IN THE USE OF LIBRARY AND OTHER INFORMATION RESOURCES, AND TO DEVELOP INFORMATIONAL LITERACY SKILLS. THE INSTITUTION MUST ALSO BE ABLE TO DEMONSTRATE THAT LIBRARY USE IS A FUNDAMENTAL PART OF ALL CURRICULA.**

**WASC DOCUMENTATION LIST:**

- **PROFILE OF HOLDINGS AND RESOURCES, INCLUDING DESCRIPTIONS OF COMPUTING FACILITIES AVAILABILITY AND USAGE**
- **COPIES OF AGREEMENTS FOR ACCESS TO EXTERNAL RESOURCES**
- **DOCUMENTATION OF STUDENT TRAINING FOR INSTITUTIONAL AND EXTERNAL LIBRARY AND COMPUTING FACILITIES (IF APPLICABLE)**
- **PLAN FOR LIBRARY AND COMPUTER DEVELOPMENT**

The University Librarians from the ten UC campuses and the California Digital Library (CDL) rely on UC's "One University, One Library" policy to guide their planning. Within this context, the UC Merced Library will open its doors in 2004 with complete access for UC Merced faculty and students to the combined collections of all of the University of California Libraries. In July 2001, the combined collections totaled 31,923,969 bound volumes and multiple millions of items in other formats including maps, sound recordings, and microfilm. Electronic access to extensive on-line information is available to all UC faculty and students through the California Digital Library, described on the following web page: <http://www.cdlib.org/about/overview/> In support of access to these myriad materials, the CDL Request service eliminates paperwork and ensures rapid delivery of requested items from the campuses to the individual.

As one of UC Merced's first three academic buildings, the Leo and Dottie Kolligian Library will be a university research library of the 21st century, integrating the physical and the digital. The resources and services available in the building will also be accessible from computers connected to the campus network and to the Internet. Some Library resources will be in physical packages such as books, paper archives, sound recordings, maps, and photographs. Others will be in digital packages, such as online journal articles, data sets, and geographic information systems, all accessible from personal computers in dorms, labs, offices, and homes. Computer labs are part of the library building plan.

The campus' commitment to establish and maintain an exceptional university research library is evidenced by the early appointment in 2001 of R. Bruce Miller as Founding University Librarian. In addition to guiding development of UC Merced's library services, he has been charged by the Chancellor to participate fully on the academic planning leadership team and with coordinating information strategies for the new campus.

Early collection development has focused on the acquisition of gift materials that will support planned research and instructional programs. Volume count to date is in the tens of thousands. Scholarly journals include those in life sciences (e.g., core journals such as *Science*, *Nature*, and the *Proceedings of the National Academy of Sciences of the United States of America*), geophysics, psychology, sociology, linguistics, and public administration. Monographic collections include 750 rare books and brochures about housing in developing countries, 4,500 volumes about Native Americans and natural history, 1,300 volumes of Russian history, 1,500

volumes of modern Spanish literature, and collections containing physics, history of science, sociology, geology, genetics, public policy, US and European history, and East Asian and Indian religious studies. Materials in other formats include a collection of rare Asian music recordings and books about Asian music and the complete set of *Early American Imprints* on microcard. The early Library partnerships with the National Park Service and the Ruth and Sherman Lee Institute for Japanese Art at the Clark Center are early indicators that digitization of unique material and provision of online access will be a vital strategy for the development of special collections in support of research needs.

The library materials allocation will be approximately \$500,000 during 2002-03. An Assistant University Librarian for public and instructional services and for digital initiatives was hired in August 2002 and hiring and training of staff in support of public and instructional services will be the primary personnel focus during 2003-04. The library materials allocation for that year will be approximately \$2,000,000. Beginning in 2004-05, allocations are expected to be commensurate with operations and collection development in support of campus research and instruction needs. Permanent supplementary funding in the form of endowments and one-time funding for book funds has begun to accrue in support of collections and services.

Additional information on UC Merced library development can be found at:

<http://www.ucmerced.edu/library/>

<http://www.ucmerced.edu/library/building.asp>

<http://www.ucmerced.edu/library/kolligian.asp>

#### **ATTACHMENT FOR SECTION ON INFORMATION AND LEARNING RESOURCES**

**Attachment 17.1:** CDL THE CALIFORNIA DIGITAL LIBRARY, an informational brochure.

### **FINANCIAL RESOURCES AND ACCOUNTABILITY**

- 18. THE INSTITUTION DOCUMENTS A FUNDING BASE, FINANCIAL RESOURCES, AND PLANS FOR FINANCIAL DEVELOPMENT ADEQUATE TO SUPPORT ITS PURPOSES AND EDUCATIONAL PROGRAMS AND TO ASSURE FINANCIAL STABILITY.**
  
- 19. THE INSTITUTION REGULARLY UNDERGOES AND MAKES AVAILABLE AN EXTERNAL FINANCIAL AUDIT BY A CERTIFIED PUBLIC ACCOUNTANT OR AN AUDIT BY AN APPROPRIATE PUBLIC AGENCY. THE INSTITUTION SHALL SUBMIT A COPY OF THE CURRENT BUDGET AND A COPY OF THE LAST TWO (2) YEARS' AUDITED FINANCIAL STATEMENTS PREPARED BY AN OUTSIDE CERTIFIED PUBLIC ACCOUNTANT THAT HAS NO OTHER RELATIONSHIP TO THE INSTITUTION. THE AUDIT MUST BE CERTIFIED AND ANY EXCEPTIONS EXPLAINED.**

**WASC DOCUMENTATION LIST:**

- **CURRENT AND PROPOSED BUDGETS FOR THE NEXT THREE YEARS**
- **DOCUMENTATION OF ANY EXTERNAL FOUNDATION OR OTHER FUNDING SUPPORT**
- **CERTIFIED INDEPENDENT AUDIT, INCLUDING MANAGEMENT LETTER(S), FOR THE PAST TWO YEARS**

As the tenth campus of the University of California, UC Merced is a state-assisted institution whose state funds are currently administered by the Chancellor's Office. The campus budget allocations derive from the Governor, the Legislature, and the Regents through allocations for the University and for UC Merced specifically.

The Governor's goal to open the campus in 2004 has been matched with a \$10 million budget base annual appropriation since 1998-1999. The state also provided significant funding for the initial physical planning of the campus site including environmental reviews and permits. In support of the initial development and campus opening, \$241 million was provided for the first four campus buildings. The Legislature has supported the Governor's pledge and has provided additional supplemental appropriations for off-campus UC Merced Centers and Outreach Programs in the San Joaquin Valley and for the first faculty.

The UC Regents have demonstrated their strong support for the new campus and for the Governor's goal and have requested funds for the operating needs of the campus as well as capital outlay needs. The Regents have provided significant initial investment of in-kind administrative support from the Office of the President in addition to particular assistance to launch special support services such as planning for student housing, dining and recreation, and for faculty and staff recruitment.

Over the next two years, a considerably greater proportion of fiscal resources will be directed toward full scale planning for faculty recruitment, development, and support services for faculty and students. The attached Legislative Report 2002 shows the requirements for state support for the next two years. The university will generate its first state workload funds for student support and its first regular session fee resources upon opening in Fall 2004.

The campus budget process is correspondent to the academic planning process. For the last two years the Executive Vice Chancellor David Ashley and Vice Chancellor for Administration Lindsay Desrochers have co-sponsored a budget planning process. The process encompasses budget planning for academic recruitment, capital projects, information technology, and campus operations. UC Merced's operating budget plan, along with a five-year State and Non-State Capital Outlay plan, are submitted annually to the Office of the President.

The University of California, Merced does not generate separate financial statements at this time. UC Merced's financial records are a part of the UC Office of the President and are managed through the UC Los Angeles accounting system. The University of California campuses' financial statements are consolidated into a systemwide financial statement. The System's financial statements are audited by Price Waterhouse Coopers.

UC Merced is attaining unparalleled levels of private support, receiving over \$30 million since 2000. This includes commitments for 14 endowed chairs and reflects the tremendous enthusiasm and support for the opening of the campus. An impressive group of Trustees for the UC Merced

Foundation has been instrumental in campus fundraising and overall support. The Trustees include business and professional, community, and educational leaders from throughout the Central Valley and elsewhere in California.

#### **ATTACHMENTS FOR SECTION ON FINANCIAL RESOURCES AND ACCOUNTABILITY**

**Attachment 18.1:** UC Merced Annual Legislative Reports 2001, 2002

**Attachment 18.2:** University of California Regents Budget Section on Merced- Current Operations and Capital Improvements for 2000-2001, 2001-2002, 2002-2003

**Attachment 18.3:** Governor's Budget Summary, including Sections on UC Merced, 2001-2002, 2002-2003

**Attachment 18.4:** Budget Bill sections on the University of California section, 2000-2001, 2001-2002

**Attachment 18.5.1:** University of California Annual Endowment Investment Reports, FY 2000, FY 2001

**Attachment 18.6:** UC Annual Financial Reports, 1999-2002

### **INSTITUTIONAL PLANNING AND EVALUATION**

- 20. THE INSTITUTION PROVIDES EVIDENCE OF BASIC PLANNING FOR THE DEVELOPMENT OF THE INSTITUTION, WHICH IDENTIFIES AND INTEGRATES PLANS FOR ACADEMIC PERSONNEL, LEARNING RESOURCES, FACILITIES, AND FINANCIAL DEVELOPMENT. THE INSTITUTION HAS ALSO ESTABLISHED PROCEDURES FOR PROGRAM REVIEW, INSTITUTIONAL RESEARCH AND IMPROVEMENT.**
  
- 21. THE INSTITUTION ACTIVELY ENGAGES IN OR HAS A PLAN IN PLACE TO SYSTEMATICALLY EVALUATE HOW WELL AND IN WHAT WAYS IT IS ACCOMPLISHING ITS PURPOSES, INCLUDING ASSESSMENT OF STUDENT LEARNING AND DOCUMENTATION OF ITS EDUCATIONAL EFFECTIVENESS.**

#### **WASC DOCUMENTATION LIST:**

- **CURRENT EDUCATIONAL, FISCAL, FACILITIES, AND DISTANCE EDUCATION PLANS THAT INCLUDE PROPOSED GROWTH AND CHANGES FOR THE NEXT THREE YEARS**
- **DOCUMENTATION OF APPROVAL AND FORMAL ADOPTION OF A PLANNING PROCESS BY THE INSTITUTION'S GOVERNING BOARD**
- **INSTITUTIONAL PLANS FOR EVALUATIONS OF STUDENT LEARNING, OUTCOMES ASSESSMENT AND PROGRAM REVIEW**

Planning for UC Merced is driven by academic planning. The guiding principles for the campus' academic plan include fulfilling the University of California's mission through excellent teaching, research, and public service; creating strong graduate and undergraduate programs; building an educational network in the San Joaquin Valley; linking the campus technologically to the world; cooperating with UC campuses and National Laboratories and the California State Universities, California Community Colleges, and the K-12 schools; integrating the University and community; and reflecting the poetry of the San Joaquin Valley.

The initial three academic divisions are overseen by deans. Dr. Jeff Wright has been appointed as Dean of Engineering and Dr. Maria Pallavicini has been appointed dean of Natural Sciences. Appointment of the Dean of Social Sciences, Humanities and Arts is expected by the beginning of 2003. Dr. Keith Alley has been named Dean of Graduate Studies/Vice Chancellor of Research and will coordinate graduate program development in both innovative and traditional areas. The first professional school will be a School of Management, to be developed during the first five years.

While research strength will be developed by individual faculty, research institutes will also contribute to realizing excellence in research from the outset. The Sierra Nevada Research Institute (SNRI) and World Cultures Institute (WCI) will be the cornerstones of research and education at UC Merced. The SNRI will carry out research on critical issues affecting the Sierra Nevada Range and San Joaquin Valley regions of California including air quality, water quality, population growth, and public policy. This research will have applicability to similar issues worldwide. The WCI will focus on the movements of peoples, their constituent cultures, and the intersections of culture that have occurred and are occurring in the San Joaquin Valley, California, and worldwide. Dr. Samuel Traina is the newly appointed SNRI director and a search is in progress for the director of the WCI. In addition to the SNRI and WCI, other research institutes will be planned to encourage innovative and traditional forms of interdisciplinary collaboration.

Partnerships with organizations that share kindred goals for research and education will strengthen and broaden research opportunities at UC Merced. Partnerships have been established with the Lawrence Livermore National Laboratory and the Sequoia/Kings Canyon and Yosemite National Parks. The Lawrence Livermore National Laboratory partnership will capitalize on interdisciplinary collaboration between scientists, faculty and students in engineering, computer science and environmental sciences. The Sequoia/Kings Canyon and Yosemite National Parks partnership for research, education and outreach will enable the use of the natural laboratories of the parks for field-based scientific and cultural resources study.

The campus' LONG RANGE DEVELOPMENT PLAN (LRDP) provides the physical resources to realize these academic goals. The Regents of the University of California approved the LRDP for UC Merced in January 2002; minutes of the January 17, 2002 meeting may be viewed at <http://www.ucop.edu/regents/aar/jan102.pdf> The LRDP is a comprehensive presentation of the extensive planning to date for the campus, which provides for the integration of academic and physical resources to realize the campus' academic goals. Physical development of the campus contributes to the additional educational goal of attention to sustainability that will infuse the teaching and research mission as well as the co-curricular program for students.

The LRDP includes enrollment projections; the planning principles on campus design and land use conforming to the philosophy of resource conservation and environmental stewardship to establish a sense of the place for the campus; and the facilities, building and campus design for the first phase, expected to be complete by 2007-2008. UC Merced will open in Fall, 2004 with a projected 1,000 students; 900 undergraduates and 100 graduate students, 60 faculty, 15-17 lecturers and about 400 staff. The campus is expected to grow rapidly, with an addition of about 1,000 students in 2005 and about 800 students per year thereafter. At full build-out, UC Merced will enroll 25,000 students. It is important to note that plans reported above for the initial number of faculty and staff may change, owing to State budgetary constraints. Fiscal plans have been discussed above, in the Financial Resources and Accountability section.

Distance education plans include the continued use of the UC Merced Centers in Bakersfield, Fresno, and Merced for K-12 outreach and professional development programming for working adults. Another center is anticipated for Modesto. Additional distance education plans will be considered by the faculty as the academic plan is more specifically developed in 2003-2004.

Campus plans for evaluations of student learning, outcomes assessment and programs review will be developed by the first group of faculty starting in the 2003-2004 academic year. The Academic Senate of each University of California campus sets campus requirements utilizing the minimal requirements as set by the Systemwide Academic Senate as a starting point. The UC System has prescribed methods for the establishment, disestablishment, and review of undergraduate and graduate programs and research units as set forth by the a document jointly prepared by the Academic Senate and the Office of the President. UNIVERSITYWIDE REVIEW PROCESSES FOR ACADEMIC PROGRAMS, ACADEMIC UNITS, AND RESEARCH UNITS may be viewed at <http://www.ucop.edu/acadaff/accomp/>.

#### **ATTACHMENT FOR SECTION ON INSTITUTIONAL PLANNING AND ANALYSIS**

**See Attachment 7.1: UNIVERSITY OF CALIFORNIA, MERCED LONG RANGE DEVELOPMENT PLAN (CD-ROM)**

### **PUBLIC INFORMATION**

- 22. THE INSTITUTION PUBLISHES IN ITS CATALOG, OR OTHER APPROPRIATE PLACES, ACCURATE AND CURRENT INFORMATION THAT DESCRIBES ITS PURPOSES AND OBJECTIVES, ADMISSION REQUIREMENTS AND PROCEDURES, FINANCIAL AID POLICIES AND PROCEDURES, RULES AND REGULATIONS DIRECTLY AFFECTING STUDENTS, PROGRAMS AND COURSES, DEGREES OFFERED AND THE DEGREE REQUIREMENTS, COSTS AND REFUND POLICIES, FORMAL AND INFORMAL GRIEVANCE PROCEDURES, FINANCIAL AID POLICIES, ACADEMIC CREDENTIALS OF FACULTY AND ADMINISTRATORS, AND OTHER ITEMS RELATIVE TO ATTENDING THE INSTITUTION AND WITHDRAWING FROM IT.**

**WASC DOCUMENTATION LIST:**

- **CATALOG OR OTHER PUBLIC DOCUMENT WHICH SERVES THAT PURPOSE**
- **LIST OF ALL TUITION, FEES, AND OTHER CHARGES**
- **POLICIES REGARDING PUBLIC DISCLOSURE**
- **RECENT PRINT AND OTHER MEDIA ADVERTISEMENTS**
- **REFUND POLICY**

All University of California campuses publish a General Catalog on an annual or bi-annual basis. The Catalog contains all of the information detailed above. The University of California, Merced catalog will be developed and published in 2003, prior to the November 2003 application period for admission for Fall 2004. The campus web site at [www.ucmerced.edu](http://www.ucmerced.edu) includes a description of the campus, academic and physical planning, staffing, administration and many related items. For example, the Home Page directs prospective and current students to links for professional development, Summer Session, the UC College Preparatory Initiative, and Summer Scholarships. Brochures, fliers, and newsletters are produced by the University and the campus to provide information about the programs, policies, and events at UC Merced, including those at its three Centers, and in and around the San Joaquin Valley. All UC systemwide publications include information about UC Merced. In addition, UC Merced has appointed James Grant as its Director of Communications and has had an active public information program since 2000.

Systemwide tuition and fees are set for each year by the Regents. The University's Office of the President web site <http://budget.ucop.edu/fees/200102/0102fees.html> provides comprehensive fee information as of the 2001-2002 academic year. The University combined undergraduate resident fee used for student budget planning 2002-03 was \$3429. Additional campus fees, which students have voted to institute in support specific projects, ranged from \$232 at the Los Angeles campus to \$684 at the Davis campus. Furthermore, the University is responsible for the systemwide refund policy. The Systemwide refund schedules, on which campuses base their own refund schedules, include the administrative fee that is assessed for processing and the level of refund according to when the student withdraws. The current policy and procedures are on the website, <http://budget.ucop.edu/Fees/200001/0001ref.html> In addition, each Catalog contains a complete statement regarding refunds.

The University of California has policies regarding disclosure of information in a variety of settings. These include the **POLICY ON DISCLOSURE OF FINANCIAL INTERESTS AND MANAGEMENT OF CONFLICTS OF INTEREST RELATED TO SPONSORED PROJECTS** on the web site [www.ucop.edu/research/disclosure.html](http://www.ucop.edu/research/disclosure.html) and in the **UNIVERSITY OF CALIFORNIA FACULTY HANDBOOK** and the **ACADEMIC PERSONNEL POLICY MANUAL**. Additional UC and governmental policies guide the release of information on students, students' records, financial records, personnel records, and the like.

**ATTACHMENTS FOR SECTION ON PUBLIC INFORMATION**

**See Attachment 12.1: TRANSFER GUIDE TO UC MERCED**

**See Attachment 12.2:** UNIVERSITY OF CALIFORNIA, ANSWERS FOR TRANSFERS

**See Attachment 16.1:** UNIVERSITY OF CALIFORNIA, MERCED FRESHMAN ADMISSION REQUIREMENTS

**See Attachment 16.2:** UNIVERSITY OF CALIFORNIA, INTRODUCING THE UNIVERSITY 2002-2003

**See Attachment 16.3:** A CAMPUS GUIDE TO UC MERCED

## **RELATIONS WITH THE ACCREDITING COMMISSION**

**23. THE GOVERNING BOARD PROVIDES A FORMAL STATEMENT AS PART OF ITS ELIGIBILITY APPLICATION THAT THE INSTITUTION AGREES TO ADHERE TO THESE ELIGIBILITY CRITERIA, DESCRIBES ITSELF IN IDENTICAL TERMS TO ALL ITS ACCREDITING AGENCIES, COMMUNICATES ANY CHANGES IN ITS STATUS, AND AGREES TO DISCLOSE INFORMATION REQUIRED BY THE COMMISSION TO CARRY OUT ITS ACCREDITING RESPONSIBILITIES. FURTHER, THE INSTITUTION AGREES THAT IN PURSUING CANDIDACY AND ACCREDITATION THAT IT IS COMMITTED TO ABIDING BY THE STANDARDS, POLICIES AND PROCEDURES ESTABLISHED BY WASC.**

### **WASC DOCUMENTATION LIST:**

- **COPY OF POLICY FORMALLY ADOPTED AND PUBLISHED BY THE GOVERNING BOARD ASSURING COMPLIANCE WITH COMMISSION STANDARDS, POLICIES, AND PROCEDURES**
- **LIST OF OTHER ACCREDITATIONS OR APPROVALS HELD BY THE INSTITUTION**
- **COPIES OF THE MOST RECENT ACTIONS TAKEN BY OTHER ACCREDITING OR APPROVED BODIES INCLUDING INFORMATION ABOUT CONDITIONS OF CONCERNS RAISED BY SUCH BODIES**
- **STATEMENT THAT DESCRIBES THE INSTITUTION'S REPRESENTATION BY THOSE ACCREDITING BODIES**

On behalf of the University of California Board of Regents, the Secretary of the Board has provided a letter of certification. Additional certification will be provided with the UC Merced application for Candidacy.

### **ATTACHMENTS FOR SECTION ON RELATIONS WITH ACCREDITING COMMISSION**

**See Attachment 4.1:** University of California Regents' Secretary certification letter dated October 14, 2002

**See Attachment 1.1:** The University's needs analysis UC MERCED: THE RESEARCH UNIVERSITY ENTERS THE TWENTY-FIRST CENTURY; NEEDS STUDY FOR UC MERCED presented to the California Postsecondary Education Commission (CPEC) and approval recommendation.