UC Merced CAPRA (Committee on Academic Planning and Resource Allocation)
Guiding Criteria for Evaluating Schools' 1-year Academic Resource Plans and School and Graduate Group 5-year Strategic Plans

Guiding Criteria

CAPRA expects that yearly academic planning decisions will be done primarily by faculty in schools, graduate groups, and institutes through an update of their Strategic Plans and submission of an annual Academic Resource Plan from the schools. CAPRA requests that the Academic Resource Plan be concise and focused on specific requests and their justification. For example, relatively established academic areas, tied to a major, are not expected to submit long, general descriptions of their disciplines to CAPRA, nor is it necessary to describe very long-term strategic aims not related to current resource requests. Note that each school and graduate group should continue to update and refine their full Strategic Plans, and these plans should be provided to CAPRA in support of, and as justification for, the Academic Resource Plan.

To improve focus and consistency, CAPRA requests that each school submit three tables: one with prioritized FTE requests, one with a list of current and planned majors for the next two years, and one with their proposed space needs. (See Appendices 1-3 for examples.) The tables should be consistent with each other and the text of the plans. Note that multiple positions may be assigned to the same priority level (e.g., 1st, 2nd, 3rd tier).

Each school may format its Academic Resource Plan in whatever style is suited to its needs, as long as it provides CAPRA with the necessary information to ensure effective allocation of FTEs and space across the campus. It is expected that schools' planning documents will address realistic resources needed to attract and accommodate new FTEs and the future growth of their activities, including estimates of: cost of startup packages; laboratory space requirements; office space needs of associated research staff and graduate students; special infrastructure needs (library holdings, IT, central facilities, animal room, clean room, fume hoods, heating/cooling, electrical, regulatory compliance staff, etc.)

In addition, the Academic Resource Plan should include text addressing the following issues related to faculty, research programs/graduate groups and undergraduate majors (or have links to the appropriate sections of the school Strategic Plans).

Justification for Prioritization

Explain concisely how the prioritization of requested FTEs reflects the aims, goals, and demands of programs discussed in the Strategic Plan of the school, and of graduate groups associated with faculty in the school, in particular:

1. Support of undergraduate majors, referring to estimated student demand (both majors and courses provided to non-majors), plans to achieve excellence and how this will be assessed (including accreditation issues, if any).
2. Support of graduate groups and research, referring to balance of critical mass in specific areas versus the need for broadening coverage, plans to achieve international excellence and how this will be assessed, estimated student demand for graduate programs.
3. If applicable, development of new or incipient research and/or graduate or undergraduate degree programs

4. If applicable, support of or synergy with cross-school or interdisciplinary programs or research.

Faculty and Space Resources

1. Overview of faculty workload issues, including current and anticipated shortfalls or imbalances, as well as the school workload policy, including the likely extent of reliance on lecturer appointments. Note that permanently required lecturer lines should be requested as such by schools.
2. Balance of tenured and untenured faculty, and opportunities for mentoring.
3. An updated description of the school's space planning and allocation procedures.
4. Special resource issues related to faculty hiring, e.g. plans to hire faculty cohorts or special facilities needs for new hires.
5. Special issues relevant to achieving diversity of UC Merced's faculty.

How this information will be used. CAPRA will place heavy emphasis on prioritized FTE requests voted on by the faculty and justified by the Strategic Plans of the school and associated graduate groups. In addition, CAPRA will consider other information, such as availability of resources; consistency of a school's plan with the plans of other schools, graduate groups, and institutes; other campus-wide strategic initiatives; status of ongoing searches, balance of tenured and untenured faculty and balance of faculty across schools; student enrollment information; other information from school deans. Using this information, CAPRA will make recommendations to the EVC/Provost regarding categories of new faculty lines (e.g., 1st, 2nd, 3rd tier).

Revised September 29, 2008

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Appendix 1**: Sample Table of Requested FTEs**

Table of Requested FTEs

Priority	Name of Position	Level (Lecturer/Assistant/ Associate/Full)	Primary Major Contribution (current or planned)	Secondary Major Contribution (optional)	Primary Graduate Group	Secondary Graduate Group (optional)	Estimated start-up costs	Estimated Space needs	Special needs and strategic considerations, if any
examples									
=1	Latin American History	Associate/Full	History	Literature	World Cultures		$XX-YYK	office	
=1	Biological Anthropology (cross-unit with Nat Sci)	Assistant	Anthropology	Biology	World Cultures	QSB	$XX-YYK	office + XYZ sq ft lab	needs vivarium space
=1	Health Psychology	Full	Psychology		SCS		$YYK	office + XYZ sq ft lab	could contribute to medical school planning
=4	Applied Microeconomics (Health)	Associate/Full	Economics		SCS	Applied Math	$YY-YYK	office	
=4	Languages	Lecturer						office	must be on campus
=4	Sociology (Organizational)	Associate/Full	Sociology	Management	SCS		$YY-YYK	office	
=7	Political Science (International Relations)	Assistant/ Associate/Full	Political Science	History	SCS	World Cultures	$YY-YYK	office	

This table was approved by a vote of the School of _____ faculty on (date).

Notes: This table should reflect school priorities, although it is possible that multiple positions will be assigned to the same priority level. Additional considerations such as opportunity hires, spousal hires, diversity issues, should be noted where relevant, with further description in the text of the plan.

Appendix 2: **Sample Table of Majors**

Table of Majors

Name	Established or Planned Start Date	Number of Majors (08-09)	Student Credit Hours (08-09)	Number of Current Faculty (and Names)	Number of Current Searches (and Names)	Requested FTEs (and Names)
Examples						
Anthropology	9/08	n/a	100	3 (Anderson, Smith, Jones)	1 (Cultural Anthropology)	1 (Biological Anthropology)
Economics	Established	33	400	4 (Johnson, Rogers, Lopez, Stein)	2 (Applied Microeconomics, tenured + untenured)	1 (Applied Microeconomics-health)
History	Established	35	350	2 (Randall, Walker)	1 (US History)	1 (Latin American History)

Appendix 3**: Space Needs and Planning**

Name	Offices on campus (number)	Lab space on campus (sq ft)	Total campus space (sq ft)	Space at Castle (sq ft)	Space at other location (specify)
Current total (7/2008)					
New space for AY09-10 hires					
Total for AY09-10					