

Researchable questions involved in Theme 1 include determining (1) the degree to which exposure to diversity contributes to understanding of differences and ability to achieve broad success in a diverse environment, (2) the ways in which we can demonstrate that diversity serves as a pathway to excellence in individual and group performance, (3) determining if successful strategies for increasing the diversity with respect to one parameter (e.g., ethnicity) are applicable to increasing the diversity with respect to other parameters, (4) the role of experiential learning (tutoring, etc.) in expanding the understanding of diversity, (5) ways of encouraging cultural sensitivity in the teaching and learning process, and (6) the degree to which experience with and understanding of diversity increases the employment and educational outcomes of undergraduate and graduate students.

The methodology includes (1) a detailed review of the literature on diversity and excellence; (2) data collection and analysis to quantify the diversity of undergraduate students, graduate students, faculty, and staff in a number of the dimensions of diversity and then a comparison of the levels of diversity with those of other campuses and institutions; (3) surveys of attitudes and experiences before and after efforts to develop approaches to dealing with the challenges of diversity, increasing understanding of differences, and developing respect for others; and (4) experimentation with new approaches to recruiting and retaining a more diverse graduate student body, faculty, and staff.

## **(2) Growing and Improving Graduate and Professional Programs**

The campus has been attempting to increase the number and quality of its graduate and professional programs and students, but the percentage of graduate and professional students has declined because of the much greater increase in numbers of undergraduate students. The goal is to identify and promote best practices in graduate and professional program development and graduate and professional student success. Activities would include identifying the parameters and processes of successful graduate and professional programs and generalizing these to other programs, with special attention to interdepartmental graduate programs; identifying successful graduate and professional students and determining the reasons they are successful; and improving the recruiting of graduate and professional students.

Researchable questions involved in Theme 2 include (1) identifying and promoting best practices in graduate and professional program development and graduate and professional student success, (2) determining the strengths and weaknesses of interdepartmental and interdisciplinary graduate programs relative to departmental, more specialized programs, (3) devising ways of increasing the success of interdepartmental and interdisciplinary graduate programs, (4) discovering the best ways in which to expand professional education and programs on the campus, and (5) developing better strategies for graduate and professional student recruitment.

The methodology includes (1) a detailed review of the literature on graduate and professional student performance, (2) a detailed review and comparison of UCR's

graduate and professional program reviews and assessments, (3) detailed analysis of graduate and professional student performance at UCR, (4) surveys and other data collection efforts to identify financial and other challenges to more effective recruitment of graduate and professional students and development of strategies to overcome these challenges, and (5) development and testing of approaches to creating new graduate and professional programs and increasing the quality of students admitted to all graduate and professional programs.

The general procedure for review of graduate and professional programs is as follows: Information about the program, including a mission statement, program recruitment materials, program rules and regulations, faculty CVs, student statistics, degrees awarded statistics, and student placement data, is gathered by the Graduate Division in cooperation with the program under review. A three-member external review team is selected by the Graduate Council after consulting with the program under review and directors (e.g. Department Chairs) of comparable programs at other UC campuses. Typically, the external review team consists of eminent scholars in the discipline or profession under review, with at least one a member of the faculty at another UC campus. The information collected by the Graduate Division, along with the report of the previous external review team, is provided to the new external review team in advance of a three-day site visit. During this visit, the review team meets with students and faculty associated with the program, with College and Graduate Division Deans, and with the Graduate Council review committee. The external review team then provides a detailed evaluative report to the Graduate Council. The Graduate Council then issues a set of "findings and recommendations." The graduate program must then respond to this Graduate Council report, typically by proposing changes in program rules, procedures, or direction of development. When the Graduate Council is satisfied by the program's response, the review process is closed. Each graduate or professional degree program is reviewed via this process every five to seven years.

The above process normally involves the Educational Effectiveness indicators set forth in the document Required Data Exhibits to Support the Institutional Proposal, Special Visits, and Progress Reports, but those indicators may not be explicitly or separately identified.

### **(3) Improving Undergraduate Student Engagement, Experience, and Learning Outcomes**

The first part of this theme involves defining the faculty's aspirations for undergraduates at the level of individual programs as these relate to aspirations at the university and general education levels; developing means of measuring the degree to which undergraduates are meeting these aspirations; and devising curricular and co-curricular means of improving the degree to which undergraduates are achieving these aspirations. The goal is to have learning outcomes clearly defined, measured and evaluated at the level of the institution, general education requirements of