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Joshua Kohn, Professor, Ecology, Behavior & Evolution
Dana Murillo, Associate Professor, History
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Colleges:

Leslie Carver, Provost, Marshall College
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Douglas Easterly, Dean of Advising, Muir College
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Gerardo Arellano, Director of the Raza Resource Center, VC-EDI

Associated Students:

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Adarsh Parthasarathy, Associate Vice-President of Academic Affairs

Undergraduate Education:

Karen Aceves, Executive Assistant
Kathleen D. Johnson, Assistant Dean of Undergraduate Education

Subject: Eighth College Proposal Workgroup Charge

Dear Colleagues,

Thank you for your commitment to serve as members of the Eighth College Proposal Workgroup. Dean John Moore will serve as chair of this workgroup and the Office of the Dean of Undergraduate Education will provide administrative staff support.

The college system is an essential component of UC San Diego's mission and values. Each college is a welcoming community with comprehensive academic and support services to help students succeed and thrive. This

Workgroup will play a crucial role in the planning of this important institution and will inform the process for college planning more broadly.

The Eighth College Proposal Workgroup is charged with overseeing the process that will establish the Eighth College theme and general education sequence and produce the full proposal for Eighth College. This will involve researching successful general educational models, consulting with campus constituencies, and making concrete recommendations to the Executive Vice Chancellor. Once a theme and curriculum are established, members of the workgroup will prepare the full proposal for local and system-wide approval.

The following description of the process will guide the workgroup's approach to this task.

Principles

- General Education sequence should:
 - Draw upon contemporary issues and intellectual directions
 - Articulate how it is preparing students as future scholars and citizens
 - Focus on immersing students in multiple modes of thinking characteristic of different disciplines (e.g., historical, computational, design-oriented – rather than on “delivering” specific content)
 - Complement existing general education sequences without replicating them
 - Connect students to existing areas of intellectual strength on campus
- Proximate characteristics of process
 - Build broad campus interest in the nascent college
 - Draw together interdisciplinary teams of faculty
 - Encourage students to participate
 - Be timed to dovetail with the governance approval process
 - Feed naturally into the timing of the formation of the college leadership team
- Additional institutional goals of process
 - Be a leadership development opportunity for those involved
 - Potentially aid in identification of some candidates for Provost
 - Encourage faculty to engage with the new college as it is forming
 - Improve connection between colleges and general campus divisions/schools

Principles for the Theme and General Education Sequence of New Colleges

Each of UC San Diego's residential undergraduate colleges offers advising, general education, co-curricular programming, and student support in relatively small communities where each student is known as an individual. Moreover, each college is defined by an interdisciplinary intellectual theme that is typically reflected in their college-specific general education requirements. Themes are designed so as not to limit students or faculty affiliated with the college to focusing on particular disciplines. Rather, they support the colleges' mission

of ensuring that all students receive a liberal arts education and therefore bridge a wide range of academic areas, from the Arts & Humanities to the Social Sciences, to STEM fields.

In planning for the founding of each future college of UC San Diego, it will be important to identify a college theme and general education sequence that complement those of the existing colleges, without replicating them. The theme should connect students to areas of intellectual strength on campus, in order to draw them into academic and leadership opportunities throughout the university. The general education sequence should draw upon contemporary issues and intellectual directions to help students understand the evolving nature of academic inquiry and the ways in which advancing knowledge can transform society.

A complete description of a new college theme and general education sequence will need to articulate how they will prepare students for their roles as future scholars and global citizens. It should encourage students to engage with unfamiliar ideas, approaches, and cultures – and discover how these connect, in a broad sense, to the field of their major. Above all, the general education sequence should immerse students in multiple modes of thinking (e.g. computational, design-based, artistic, historical); acquaint them with contrasting approaches to analyzing our physical world and the human condition; and enable them to experience how multi-disciplinary approaches involving diverse teams can be crucial for addressing complex problems.

Throughout the process, it is important that workgroup members consult their constituents regarding appropriate themes and general education structures.

Timeline for Establishing Eighth College

Winter 2020

- Eighth College Proposal Workgroup is charged.
- The workgroup submits an Eighth College full proposal to the EVC (by March 20, 2020).

Spring 2020

- The EVC submits the proposal to the Senate Chair for Divisional Senate Review (by April 3, 2020). The proposal is reviewed by the Educational Policy Committee, the Committee on Planning and Budget, and the Undergraduate Council (and, perhaps, others); comments are conveyed to the Senate Chair.
- Senate Council discusses proposal and, if endorsed, places it on the next Representative Assembly meeting agenda.
- Representative Assembly considers proposal.
- The Committee on Committee panels a workgroup to develop the Eighth College Academic Plan.
- The Chancellor submits the Eighth College full proposal to UC Provost.

Summer/Fall 2020

- The Academic Plan workgroup prepares the Eighth College Academic Plan.
- The full proposal is reviewed by UC Senate standing committees and is approved by the UC Academic Council.
- The UC President approves the proposal.
- The UC Regents approve the proposal.

Winter 2021

- The Eighth College Academic Plan, which details the college's theme, philosophy, organizational structure, general education/degree requirements, and faculty deployment, is submitted to the Senate Chair.
- The Educational Policy Committee and the Committee on Planning and Budget review the plan and submit their comments to the Undergraduate Council, which serves as the lead reviewer of the Academic Plan.

Spring 2021

- The Senate Council discusses the Academic Plan and, if endorsed, places it on the Representative Assembly meeting agenda.
- The Representative Assembly approves the Academic Plan.
- The administration establishes Eighth College.

Summer 2021

- The Eighth College faculty develop a proposal for the implementation of the Academic Plan.
- The faculty also draft the college by-laws and senate regulation.

Fall 2021

- The Undergraduate Council approves the implementation proposal.
- The Undergraduate Council reviews the Eighth College senate regulation.
- The Committee on Rules and Jurisdiction reviews the by-laws and senate regulation.
- The Senate Council places the by-laws and senate regulation on the Representative Assembly meeting agenda.
- The Representative Assembly approves the Eighth College bylaws and Senate regulation.

2020-2023

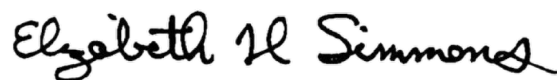
- Eighth College provost is appointed.
- Eighth College staff is hired.
- Students apply for admission to Eighth College (for Fall 2023).

Fall 2023

- Eighth College inaugural class arrives.

I appreciate your willingness to participate in this endeavor and look forward to receiving your full proposal for Eighth College. Please direct any questions or comments to Karen Aceves (kaaceves@ucsd.edu).

With best regards,



Elizabeth H. Simmons
Executive Vice Chancellor