

PROPOSAL FOR AN EIGHTH UNDERGRADUATE COLLEGE AT UC SAN DIEGO

NOVEMBER 1, 2021

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Executive summary

UC San Diego currently has a system of seven undergraduate colleges. Each college brings together aspects of academics, student affairs, and residential life to deliver advising, general education, co-curricular programming, and student support in relatively small undergraduate communities. Each college is defined by an intellectual theme that, for most of them, is reflected in their college-specific general education requirements. Despite these themes, the colleges are not limited to particular disciplines or areas; students in each college may pursue majors in any of UC San Diego's courses of undergraduate study.

The process for establishing a new college is detailed in the *Compendium: Universitywide Review Processes for Academic Programs, Academic Units, & Research Units*. This process includes both pre-proposal and full proposal stages – each vetted by the Divisional Senate, System-wide Senate, and the Office of the President. In a letter dated November 30, 2018, Provost Michael Brown granted a request to waive the pre-proposal stage for Eighth College.

The Eighth College Proposal Workgroup was charged on January 31, 2020 (see *Appendix B*). It produced a proposal in May 2020, which was submitted to the UC San Diego Divisional Academic Senate. The Senate Council responded on July 1, 2020 with a request for clarification on several questions (see Background and Process and *Appendix C*). One overall query had to do with the fact that the original proposal was developed pre-COVID-19; Senate Council questioned whether a permanent entity like a college should be approved while we are in the midst of understanding the pandemic's long-term effects on higher education. Senate Council also asked that a revised proposal address several additional questions. This revised proposal amplifies many aspects of the previous proposal in order to address the issues raised by Senate Council. The Divisional Senate approved this proposal on June 1, 2021 (*Appendix F*).

i. Need for an eighth college

An eighth college is needed to enable us to appropriately serve our undergraduate cohort at its present size. While UC San Diego's steady state has been projected as "32,000 undergraduate students by 2035," unprecedented yield in the past several years has our campus at over 33,000 undergraduates as of Fall 2021; each of the six long-established colleges each has enrollments over 5,000 (ranging from 5,181 to 5,431. Seventh College, in its second year of operations, has fewer students (1,586). Operational experience related to the realities of accomplishing administrative functions, academic advising, student affairs advising, student programming, housing, and dining within a college's physical footprint all point to 4,000 as a goal for the number of students per college, so that an undergraduate cohort of 32,000 corresponds to eight colleges. The establishment of Seventh and Eighth Colleges thus represents an essential feature of the campus' long-range development plan to provide a unique residential and academic experience for our undergraduates. Our campus Strategic Plan includes a commitment to create a student-centered university; adding an eighth college is essential to achieving this.

ii. Academic rigor

At UC San Diego, general education is provided by the undergraduate colleges. In addition, each college requires college-level writing courses (which may or may not be disjoint from the general education courses). These requirements follow AAC&U guidelines and provide necessary overlap of college and major requirements:

- Approximately 1/3 units (60) college requirements, including general education
- Approximately 2/3 units (120) major requirements and electives

The workgroup that was charged with developing a framework for the intellectual focus and academic mission of Seventh College began by looking at innovations and best practices in the field of general education. This included a survey of about a dozen institutions and a review of recent general education literature. Several desiderata emerged from these discussions. The Eighth College Academic Plan Workgroup took the results of the Seventh College workgroup study as a point of departure and embraced their conclusions. Subsection *B ii.* summarizes approaches to general education and the best practices we believe to be fundamental to the Eighth College framework.

The UC San Diego undergraduate college system is characterized by unique intellectual themes; examples include ‘sustainability’ (John Muir College), ‘social justice’ (Thurgood Marshall College), and ‘a changing planet’ (Seventh College). The college theme serves as an important aspect of its identity. In some cases, the theme forms the basis for the general education program and leads to the character of co-curricular programs. Discussion of possible themes for Eighth College has consistently emphasized the need to select an enduring and broadly meaningful theme. The theme also should connect with multiple academic areas. Given the need to curate general education and college courses, the theme should allow for courses and interdisciplinary projects that potentially engage arts, humanities, social sciences, natural sciences & engineering, and quantitative reasoning. The theme that emerged for Eighth College was ‘Engagement & Community.’

The Engagement & Community theme is both timely and persistent. It is at the heart of some of the most difficult challenges that humanity faces, worldwide: structural racism; widening disparities in economic wealth, health and wellbeing; climate disruption; ecological degradation; the globalization of chronic and infectious disease types and vectors; and the declining resilience in the capacity of human settlements and working lands to adaptively respond to increasingly frequent and devastating shocks happening worldwide. Importantly, the Engagement & Community theme leverages and is aligned with campus-wide efforts to combat structural racism and anti-Blackness. This is detailed in section *B vi. e.*

The general education framework for Eighth College follows the basic outline of the Seventh College curriculum: alternatives courses, curated from departmental offerings, provide breadth and introduction to diverse intellectual traditions, while four college-specific

engagement courses emphasize engagement in interdisciplinary approaches to areas of relevance to the local communities and beyond. The final engagement course includes the opportunity to participate in a community-based inter-disciplinary research project. Two of the engagement courses will be writing-intensive, and all will emphasize community, wellness, anti-racism and social justice. The Engagement Program will be staffed by a faculty director (teaching professor) and two associate directors (academic coordinators/Unit-18 lecturers). The program will be further staffed with three staff coordinator/advisors. The courses will be taught by a combination of Senate faculty, Unit-18 lecturers, and teaching assistants (see *Appendix G*). The Engagement Program is designed to be completed in a timely manner, both for first-time-full-time and transfer students. The curriculum will include a transfer-specific engagement course that is geared to the transfer student experience.

While we do not yet know all of the ways the experience with COVID may affect the university in the long term, the following should remain constant:

- UC San Diego will remain a major, selective, public R1 university.
- The college system will be an integral part of the university's identity and a significant aspect of how we serve all of our undergraduates.
- The campus will be financially strong, although budgets may be tighter in the immediate future.

The need for an eighth college stems from the commitment to students in the context of the college system. The college system has several advantages – smaller size, higher-touch services, targeted curricula, and sense of belonging. These advantages become hard to deliver if colleges grow too large. Adding an eighth college will ensure we can serve our current and planned long-term enrollment of 32,000 undergraduates well.

iii. Financial viability

Eighth College is proposed to have a staffing level on par with the other colleges. This will include some net new positions, as well as positions shifted from existing colleges (in light of having existing colleges adjust to serving fewer students). While this proposal is for the establishment of a new academic unit and is not required to be tied to a particular physical location, the Theater District Living and Learning Neighborhood project was approved by the Board of Regents in January 2021; it is anticipated that this will be the site of Eighth College.

Two sources of revenue support the colleges at UC San Diego: core funds and housing revenues. The academic and general operating expenses (administration, academic program, and student affairs staffing) are supported by campus core funds (state, tuition and student service fees). At a steady state of ~4,000 students, the students in Eighth College will generate approximately \$70M in resident tuition, non-resident supplemental tuition, and state support (net of financial aid) to the campus. Roughly 5.6% of that

revenue will be needed to support the core-funded portion of Eighth College. Given the current undergraduate enrollment, nearly all of these students, and the associated revenue, already exist within the university; the present cost of supporting these students within the existing seven colleges is already being drawn from that revenue. As detailed below, the difference between that present cost and our future cost of supporting these students in Eighth College is about \$953,750.

Residence life staffing and programs will be supported by housing revenues paid by the students living in Eighth College housing. The cost of building and maintaining Eighth College housing will also be fully supported by the housing revenues paid by its residents, as is true for each of our student housing facilities.

At steady state, with the appointment of a provost and the hiring of the Engagement Program director, academic coordinators and additional new staff, the net new academic and general operating expenses associated with opening Eighth College will be about \$953,750, supported by campus core funding. The rest of the academic and general operating expenses will represent gradual shifts of resources from the existing colleges, in parallel with a net shift of student numbers to bring each college's size to 4000 students. To put this net new cost into perspective, it represents about 1.4% of the tuition and other revenues associated with the college. The motivation for this investment is an improved campus-wide student experience that comes from decompressing enrollments in each college. We believe that by the time Eighth College is scheduled to come on-line, the university's fiscal situation will have re-stabilized. Some of the cuts in State funding have been restored in July 2021 and, unlike many universities, UC San Diego's applications are strong and continue to grow; we do not envision a decrease in enrollments. Nonetheless, once approved, the launch of the college could be delayed if the fiscal picture warranted.

The location for Eighth College is part of the campus long-range development plan – one that will significantly increase undergraduate housing availability. In recent years, undergraduate housing has been severely impacted – we were operating nearly 2,000 beds over design capacity and had significant numbers of lower-division students living outside their colleges during the pre-COVID period. As students returned to campus in Fall 2021, campus housing no longer includes triple rooms and has returned to double-occupancy per design capacity. Because transfer housing has moved from The Village (which now houses Seventh College) to Rita-Atkinson and because the North Torrey Pines Living Learning Community has come on-line, the shift to doubles has not significantly affected the number of beds. First- and many second-year students live on campus. Nonetheless, the shift away from triple rooms currently prevents our issuing a two-year housing guarantee; rather, housing is allocated according to a number of priorities. The addition of Eighth College, and its corresponding housing will allow all first- and second-year students to once again have a guaranteed housing slot in or near their home college.

In November 2020 the UC Regents approved the budget, scope, design, and environmental analysis for the proposed future home of Eighth College, the Theatre District Living and Learning Neighborhood. Project construction began in January 2021. This project will provide approximately 2,000 undergraduate student beds, plus 50 beds for resident advisors and live-in staff, for a total of 324

total units (574,000 assignable square feet). The project will also provide 71,000 square feet of non-residential space including flexible classrooms, offices, campus meeting spaces, a student dining hall, and a restaurant for the campus community and Theater District patrons. The new teaching spaces with flexible configurations designed for active learning, will help alleviate a campus classroom shortage caused by recent enrollment growth. Additionally, there will be 1,500 square feet for convenience retailers that focus on student needs. Together with the housing, the project will total approximately 645,000 assignable square feet and 929,000 outside gross square feet. The project includes five buildings on 5.5 buildable acres. An additional 6.3 acres will be public realm and site improvements. Currently, the proposed site provides 840 surface parking spaces in two lots that are bisected by Scholars Drive; the proposed project will include replacement parking in a below-grade configuration for approximately 1,165 cars (325 net new spaces).

The increase in student housing, including the construction of the Theater District Living and learning Neighborhood, potentially decreases the community's carbon footprint: with less student housing, students must live off campus and commute. Moreover, as rents in the surrounding University Towne Center area continue to increase, off-campus students will need to live ever further from campus. Thus, lower cost campus housing provides equitable housing options for our students. The building plan includes a number of green practices and features, related to water use, fixtures, landscaping, carbon-free electricity, and off-site building.

Experiences in the North Torrey Pines Living and Learning Community have already revealed an important synergy between the residential and academic aspects of the college; we foresee the Theater District project's doing the same because the neighborhood includes not only housing, but also office/classroom space, and community facing services.

Background and Process

UC San Diego currently has a system of seven undergraduate colleges. Each college brings together aspects of academics, student affairs, and residential life to deliver advising, general education, co-curricular programming, and student support in relatively small undergraduate communities. Each college is defined by an intellectual theme that, for most of them, is reflected in their college-specific general education requirements. Despite these themes, the colleges are not limited to particular disciplines or areas; students in each college may pursue majors in any of UC San Diego's courses of undergraduate study. All general campus Senate faculty (as well as some Senate faculty from Scripps Institution of Oceanography, Rady School of Management, and Health Sciences) are affiliated with a college; a faculty provost is the administrative leader and is advised by a faculty executive committee that is elected by the college's affiliated faculty. Affiliation with a college is distinct from the academic appointment that each Senate faculty member holds in their home department. Note also that the colleges, despite emphasizing particular over-arching themes, are not tied to any particular academic field or area; each college has faculty affiliates from the full range of academic disciplines. In the context of this system of colleges, we propose an eighth college ("Eighth College") to accommodate our long-term target undergraduate enrollment of 32,000 students.

The Board of Regents approved the establishment of Seventh College in June 2019. Since then, a provost and founding faculty have been appointed, and staff have been recruited. Seventh College welcomed its inaugural class in Fall 2020. The process for establishing Seventh College was guided by the *Compendium: Universitywide Review Processes for Academic Programs, Academic Units, & Research Units*. This process included both pre-proposal and full proposal stages – each vetted by the Divisional Senate, System-wide Senate, and the Office of the President. In a letter dated November 30, 2018, Provost Michael Brown granted a request to waive the pre-proposal stage for Eighth College because such a proposal – which establishes the need for a new college – would be so similar to the Seventh College pre-proposal. Provost Brown had several comments on the Seventh College pre-proposal, which were addressed in the full proposal. The letter waiving the Eighth College pre-proposal is included in *Appendix A*.

The Eighth College Proposal Workgroup was charged on January 31, 2020 (see *Appendix B*). It produced a proposal in May 2020, which was submitted to the UC San Diego Divisional Academic Senate. This proposal put forth the workgroup’s recommendations as guidelines for the college’s academic plan. Thus, while this document did not propose a full academic plan, the proposed general education framework was sufficiently articulated to address academic rigor. Indeed, academic rigor is ensured by the Senate vetting that is required for all courses and programs, including Senate approval of the detailed academic plan and curriculum, and Senate ratification of the college’s Senate Regulation (which encapsulates the general education curriculum), as well as the college’s by-laws. The college requirements are held to WASC requirements, including the five core competencies, learning outcomes, and assessment. Finally, like all academic programs, the college’s curriculum will undergo regular program reviews.

In addition to the general education framework, the proposal included the workgroup’s recommendation for a college theme.

The Senate Council responded on July 1, 2020 with a request for clarification on several questions (see *Appendix C*). One overall query had to do with the fact that the original proposal was developed pre-COVID 19; Senate Council questioned whether a permanent entity like a college should be approved while we are in the midst of understanding the pandemic’s long-term effects on higher education. This is addressed in section *B viii*. Senate Council also asked that a revised proposal address the following points:

- Address the level of faculty and staff support needed to implement the general education program. (see section *C* and *Appendix G*)
- Make a stronger connection between the college theme/general education program and diversity, equity, and inclusion (see sections *B vi. e.* and *B vii.*)
- Address the long-term budget implications of establishing the college, particularly in the context of recent budget cuts. (see section *C*)
- Address the environmental impact of the college and increased student growth. (see section *C*)

A reconstituted Eighth College Proposal Revision Workgroup was charged in January 2021 (see *Appendix D*). In what follows we present a revised proposal that incorporates discussion of the above issues. The UC San Diego divisional Senate reviewed the revised proposal. The Senate Council voted to approve the proposal on May 18, 2021 (*Appendix E*); The Representative Assembly approved the proposal on June 9, 2021 (*Appendix F*).

The proposal presented here has not changed substantively from the one approved by UC San Diego's divisional Senate. Some enrollment figures and dates have been updated to reflect the current submission date. We have also solicited two internal reviews from UC experts. One, from UC Santa Cruz's Council of Provosts, is included in *Appendix H*; the other, from UC Riverside, is in *Appendix I*. The UC Santa Cruz review is enthusiastically supportive of the proposal; it notes the pressing need for an eighth college, commends the research-based approach to general education design, the importance of the anti-racist curriculum, and the need for additional undergraduate housing. This review does bring up the question of staffing, but notes that these resources would be needed with or without an additional college. The UC Riverside review is supportive of the proposal; it also raises a few questions:

- How has the number of students and limited staff resources diminished the student experience?
 - This is discussed in the next section, where the enrollment pressures have strained all aspects of our student support services: general education, housing, advising, and student well-being.
- If the proposal is denied, how would UC San Diego handle increasing enrollment?
 - We very much hope the proposal will move forward. If it does not, we will serve our students with current resources (as we are doing now), with a negative effect on the student experience.
- Expound on why the Eighth College is distinct and the value it can add to partnerships with communities as well as repairing or addressing ongoing injustices.
 - Eighth College's proposed theme and curriculum complements those of other colleges. Its focus on social justice overlaps that of Thurgood Marshall College to some extent; however, the focus on community engagement is unique. The structure of its curriculum resembles that of Seventh College, but, again, with a unique perspective. Sections *B.vi.e-f* detail partnerships with communities and the addressing of ongoing injustices.

Timeline

Given a projected start date of Fall 2023, the workgroup charge outlines a tentative timeline, summarized here:

Timeline for Establishing Eighth College:

Winter 2021

- Eighth College Proposal Revision Workgroup is charged.
- The workgroup submits an Eighth College full proposal to the EVC.

Spring 2021

- The EVC submits the proposal to the Senate Chair for Divisional Senate Review. 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 and approves the proposal.

Fall2021/Winter 2022

- A Senate-administration workgroup is empaneled to develop the Eighth College Academic Plan.
- The Chancellor submits the Eighth College full proposal to UC Provost.
- 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
- 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 2022

- 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 and appoints an Interim Provost of Eighth College.

Summer 2022

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

Fall 2022

- The Administration undertakes a search for the Provost of Eighth College; the Eighth College Provost is appointed.
- Students apply for admission to Eighth College (for Fall 2023).
- 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.

2022-2023

- Eighth College staff is hired.

Fall 2023

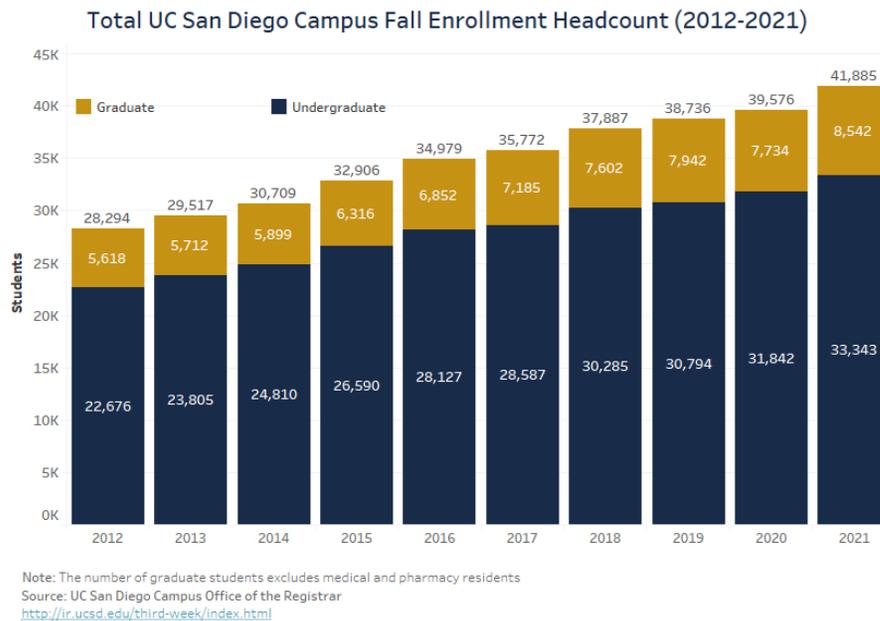
- Eighth College inaugural class arrives.

A. Need for an eighth college and fit within the UC system and within the segments

An eighth college is needed to enable us to appropriately serve our undergraduate cohort at its present size. While UC San Diego's steady state has been projected as "32,000 undergraduate students by 2035," unprecedented yield in the past several years has our campus at over 33,000 undergraduates as of Fall 2021 we hope to bring this down a bit in the coming years, plateauing at this 32,000.

As of Fall 2021, the six long-established colleges each has enrollments over 5,000 (ranging from 5,181 to 5,431. Seventh College, in its second year of operations, has fewer students (1,586). Assuming no net growth, the colleges will begin to decompress as Seventh grows to its steady state. However, without an eighth college, the colleges will, at best, average over 4,500 students. Even at this level, student numbers severely impact our ability to serve student needs; staff resources are severely taxed, and this affects the student experience. Figure 1 shows the increase in enrollment over the past eight years:

Figure 1:



Colleges feel the strain of enrollment pressures in all areas: advising, student affairs, housing, and in the delivery of their general education programs. Furthermore, the colleges have maximally used available space. This means that even if we were to devote more staff resources to the existing colleges, we would have to produce additional space – either off-site, leading to a diminished student experience, or by building new office space. Furthermore, new staff would add to the already considerable supervisory duties associated with the dean of advising and dean of student affairs positions. The ratios of college advising staff:students range from over 500:1 to over 700:1 (excluding Seventh College which is not at steady state). While students are served by both college and departmental advisors, these still represent very high ratios and are considerably more than what is found at most other UC campuses.

The colleges' student affairs staff work with students of concern; these numbers have also been on the rise – a 55% increase between Fall 2019 and Fall 2020. While some of the increase is COVID-related, the trend matches national trends. In terms of housing, the existing colleges cannot fully accommodate all lower-division students. In other words, accommodating nearly 32,000 students on our campus in the context of only seven colleges has inevitably diminished the student experience. Instead, a plan that follows the establishment of Seventh College with an eighth college would allow us to improve services for all of our existing students.

Operational experience related to the realities of accomplishing administrative functions, academic advising, student affairs advising, student programming, housing, and dining within a college's physical footprint all point to 4,000 as a goal for the number of students per college, so that an undergraduate cohort of 32,000 corresponds to eight colleges. The establishment of Seventh and Eighth Colleges thus represents an essential feature of the campus' long-range development plan to create a unique residential and academic experience for our undergraduates. Our campus Strategic Plan includes a commitment to create a student-centered university; adding an eighth college is essential to achieving this.

An important consequence associated with the development of successful colleges is the need to develop housing capacity to accommodate approximately half of a college's students: this is best done via residence halls and apartments that integrate the students into the college. This need is supported by historical evidence, including attested patterns of housing demand, which suggest desirability for on-campus housing for the lower-division years with a tapering of demand in subsequent years. Nevertheless, UC San Diego's long-range development plan is based on an ambitious goal of guaranteeing housing for four years to all students. This includes college-based lower division housing, as well as on-campus upper-division housing. Again, this plan is in the service of a student-centered university.

As a result of rapid student growth and unprecedented housing demand, creative measures have been necessary to provide additional student on-campus housing. There are both pre- and post-COVID dimensions to this.

Before the COVID 19 pandemic, in 2019-2020, the campus housed 11,528 undergraduate students (9,241 in colleges and 2,287 in non-college transfer student housing). The design capacity of the residential areas in the six colleges is 7,520 and 1851 in transfer housing. This resulted in an over-capacity variance of 2,157; necessitating the conversion of most double rooms to triples. Furthermore, 2210 lower-division students were housed outside their colleges – either in the transfer student housing facility or in other colleges. That clearly undermined the goals of a residential college experience.

Due to the COVID 19 pandemic, 2020-2021 student housing was limited to single rooms. This has worked out well, as demand for on-campus housing has been similarly limited. With the Fall 2021 return to in-person instruction, the campus limited housing to single and double rooms, staying within design capacity. While this improves the experience and safety for student residents, it also

necessitated abandoning the housing guarantee (currently students are guaranteed two years of on-campus housing). The consequence is that a number of lower-division students do not have the full benefits of the residential experience.

The long-term goal is to allow for decompression of existing housing while balancing out total student enrollment to about 4,000 per college; this allows for increasing the percentage of students housed per college and allows almost all lower-division students to be housed in their own college, with minor spill over to contiguous colleges. Details of this plan are discussed in Section C.

From the above it should be clear that the need for an eighth college is based both on the present size of our student cohort and our Strategic Plan's commitment to being a student-centered public university. Given that our undergraduate college system is a key framework through which we support students' learning and development, adding a eighth college would allow us to manage the enrollment growth we have already experienced in a way that ensures student success. It will also enable us to contribute to system-wide efforts to make the full benefits of a UC education available to California's students and boost degree attainment. In other words, the college system at UC San Diego is one of the signature ingredients for the quality of the overall undergraduate educational experience on campus and the development of additional colleges will preserve and enhance that experience at current enrollment levels.

Because the increased enrollment we have already experienced reflects increases in UC-eligible Californians, there is a clear unmet societal need for an eighth college. The new college is expected to attract the same highly qualified undergraduates as the other colleges and as graduates of UC San Diego, they should enjoy the same excellent post-graduate opportunities as all of our graduates.

As part of UC San Diego's undergraduate college system, Eighth College's structure and administration would be similar to that of the other colleges and its academic theme would be complementary. While each college has its individual academic profile and unique traditions, all colleges, including Eighth College, share a commitment to holistically serving undergraduates in a relatively intimate environment. Furthermore, college leaders collaborate closely to ensure all UC San Diego undergraduates are effectively served in a uniform fashion. Thus, Eighth College's leaders (e.g., provost, dean of academic advising, dean of student affairs, and director of residence life) would participate in pan-college councils and campus-wide committees. Because the college system is integral to UC San Diego's Strategic Plan's goal of being a student-centered campus, Eighth College will likewise be a core part of this initiative.

Again, the addition of a new college contributes to meeting fundamental goals of the UC system. The strengths of our college system, which Eighth College will enhance, allow our campus to compete favorably with other universities - both within and outside of the UC system.

Finally, Eighth College presents an unprecedented opportunity to address the most persistent social and cultural issues that affect communities — both in geography (including virtual spaces) and in the persons that create and embody these spaces. As discussed

further below, Eighth College will help inform and develop the next generation of leaders that will have a clear understanding of communities – both their needs and the power they hold in creating solutions to solve the most difficult challenges of our time.

B. Academic rigor

At UC San Diego, general education is provided by the undergraduate colleges. In addition, each college requires college-level writing courses (which may or may not be disjoint from the general education courses). These requirements follow AAC&U guidelines and provide necessary overlap of college and major requirements:

- Approximately 1/3 units (60) college requirements, including general education
- Approximately 2/3 units (120) major requirements and electives

The general education courses may consist of courses developed within the college or may be chosen from courses offered in academic departments. The writing courses may be stand-alone college writing courses or may be embedded in the college general education courses.

The Divisional Senate Educational Policy Committee recommended that, as part of the planning process for Seventh College, the campus creatively reimagine general education requirements. To this end, the workgroup that was charged with developing a framework for the intellectual focus and academic mission of Seventh College began by looking at innovations and best practices in the field of general education (see References). This included a survey of about a dozen institutions and a review of recent general education literature. Several desiderata emerged from these discussions. The Eighth College Proposal workgroup took the results of the Seventh College workgroup study as a point of departure and embraced their conclusions. Subsection *B ii.* summarizes approaches to general education and the best practices we believe to be fundamental to the Eighth College framework.

i. College theme

The UC San Diego undergraduate college system is characterized by unique intellectual themes; examples include ‘sustainability’ (John Muir College), ‘social justice’ (Thurgood Marshall College), and ‘a changing planet’ (Seventh College). The college theme serves as an important aspect of its identity. In some cases, the theme forms the basis for the general education program and leads to the character of co-curricular programs. Discussion of possible themes for Eighth College has consistently emphasized the need to select an enduring and broadly meaningful theme. The theme also should connect with multiple academic areas. Given the need to curate general education and college courses, the theme should allow for courses and interdisciplinary projects that potentially engage arts, humanities, social sciences, natural sciences & engineering, and quantitative reasoning. In addition, the Eighth College Proposal workgroup recommended that the college theme be outward facing, suggesting that community-engaged projects form a fundamental aspect of the Eighth College curriculum. Hence, the theme that emerged was ‘Engagement & Community.’ In this context, the notion

of ‘engagement’ entails that students will develop an understanding of their own identities vis à vis broader communities. The Carnegie Foundation defines ‘community engagement’ as follows (<https://compact.org/initiatives/carnegie-community-engagement-classification>):

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

This is very relevant to the goals of the Eighth College curriculum - through the program’s interdisciplinary content, students will be able to engage in priority areas for the community. Following Chaskin 2013, the concept of ‘community’ can have social, special, and political dimensions. Students may engage with communities both within and external to UC San Diego (see also McCloskey, et al. 2011).

Areas of engagement may be multi- and inter-disciplinary and potentially align with social sciences, arts, humanities, and STEM fields. As detailed below, the general education curriculum is designed to lead to significant experiential, community-engaged inquiry. Importantly, the curriculum equips students with the tools to conduct community-engaged inquiry in an equitable manner that prioritizes and respects community partners’ human, social and cultural capital; we emphasize that the goal is to partner with communities in work toward a mutually agreed upon goal. As the college’s academic plan is developed, it will be useful to review the work of universities that have the Carnegie Community Engagement designation. Similarly, community-engaged work sponsored by the Corella & Bertram F. Bonner Foundation, particularly through its Racial Justice Community Fund, should provide models.

This theme is both timely and persistent. It is at the heart of some of the most difficult challenges that humanity faces, worldwide: structural racism; widening disparities in economic wealth, health and wellbeing; climate disruption; ecological degradation; the globalization of chronic and infectious disease types and vectors; and the declining resilience in the capacity of human settlements and working lands to adaptively respond to increasingly frequent and devastating shocks happening worldwide. The COVID-19 pandemic gave a preview of such a crisis on a global scale – we need to train students to understand and respond to these challenges. By developing new approaches to civically engaged pedagogy and experiential learning, we propose to inspire and equip future leaders. The Engagement & Community theme places an emphasis on this challenge.

Importantly, the Engagement & Community theme leverages and is aligned with campus-wide efforts to combat structural racism and anti-Blackness. This is detailed in section *B vi. e.*

We recognize that academic connections with communities requires long term and durable commitments to equitably and collaboratively establishing new rules of engagement –rules that depend upon strong relationships, characterized by trust, respectful listening, and mutual regard. We recognize that our partner communities – many of whom have been subject to structural racism and other forms of oppression - have long histories of trauma, neglect and marginalization, but they also have resilience, vibrancy and creativity. We acknowledge that community engagement must begin by taking a good hard look at our own personal histories, hopes, biases and blind spots. And that engagement with community partners should aim to repair the harms and injustices of the past, which continue into the present.

Accomplishing this requires valuing and honoring the voices and contributions of all participants, especially those of community members and students. We remind our students, our partners, and ourselves that each individual brings a rich body of knowledge and experience to any group endeavor. This lesson is not commonly taught in schools or even in life, as we are all oriented to hierarchies of knowledge and authority which devalue many forms and sources of wisdom. Through its Engagement & Community theme, Eighth College aims to advance a new pedagogy and engagement with diverse communities that embraces the above principles. The establishment of this college – particularly in this post-COVID environment – presents an exciting opportunity.

ii. Approaches to general education

General Education provides a cornerstone to a liberal arts education. It exposes students to diverse manners of thought and inquiry; it introduces multi-disciplinary content and provides writing-intensive instruction. It also provides training in skills that allow for productive careers and engaged citizenship. While, in many cases, the discipline-specific content of one’s major will be crucial for post-graduate study and careers, a liberal arts education embeds this training in a broader perspective and develops many skills that may be absent from major coursework.

Traditionally, there have been two approaches to general education: required courses or alternatives (see Commission on General Education in the 21st Century 2007).

Under the required course approach, students are required to take prescribed courses as part of their general education. Five of the seven undergraduate colleges at UC San Diego instantiate this approach: the core sequences at Revelle (Humanities), Marshall (Dimensions of Culture), Roosevelt (Making of the Modern World), Sixth (Culture, Art, and Technology), Seventh (Synthesis Program) are taken by all students who enter as first year students; these combine two quarters of intensive writing with specific thematic content, as well as subsequent quarters with specific content. In several cases, the core sequences are closely aligned with the college theme.

The alternatives approach to general education represents a move away from prescribed courses in favor of a designated menu of breadth requirements. Students choose from a variety of options within various categories (e.g., arts, humanities, physical sciences & engineering, and social sciences). At UC San Diego, all colleges use this approach to some degree. For example, in Muir and Warren, while all students take two prescribed writing intensive courses, these are stand-alone, and not theme-based. The remainder of the general education requirements come from an array of choices offered in the academic departments. Consequently, Muir's intellectual theme of sustainability has no formal reflection in its general education. Warren does require two courses reflecting their ethics and society theme. Even the colleges with core sequences employ the alternatives approach to round out their general education requirements, requiring a variety of breadth courses from various departments.

Either approach – prescribed courses or alternatives - provides breadth of academic content. At UC San Diego, four of the colleges with required courses include aspects of humanities and/or social sciences in the core sequences and all colleges use the alternatives model for additional breadth. Each approach has its advantages. The core courses often serve to introduce students to the college culture and can result in bonding and a sense of cohort. The alternatives approach allows students to explore outside their initial interests, sometimes leading to a new choice of major. In addition to breadth of content, general education demonstrates diversity of thought: It provides students with exposure to the different intellectual traditions that make up the academy. This may be even more important than content, as it potentially prepares students to view the world and challenges from diverse points of view.

Of course, only if students recognize and take advantage of the value of general education will they obtain the above benefits. Much of the recent literature stresses the importance of making general education relevant and sustained. In particular, students should have the opportunity to engage with material from general education courses beyond the courses themselves. This is on par with many major requirements, which often use prerequisite structures to achieve depth in the discipline. In the case of general education, not only should there be the opportunity for depth, but subsequent coursework should engage its multi-disciplinary material. Finally, students should remain engaged in this material throughout their academic careers; general education should not be confined to the lower-division level.

iii. Structuring general education

Over the past decade there has emerged a body of literature – much in the form of American Association of Colleges and Universities (AAC&U) publications - that emphasizes the need to structure general education in a way that addresses the issues raised in the last section (see References). While diverse modes of inquiry and liberal arts content continue to be important goals, it is also important to structure a program in a way that favors student engagement in general education. To that end, the literature identifies several best practices:

- Interweave general education through the academic career
- Engage students in interdisciplinary work that brings modes of inquiry and content from several areas (including students’ majors)
- Focus on solving difficult problems through capstone (or ‘signature’) projects
- Provide tools for written and oral communication and collaborative projects
- Incorporate high-impact practices, including community-engaged projects, internships, study abroad, and the like
- Employ inclusive pedagogical practices in recognition of a more diverse student population

Adopting these practices is in service of our campus aspirational strategic plan – “to be a student-centered, research-focused, service-oriented public university;” it brings together pedagogy, research, and service in the undergraduate experience in a holistic manner. The challenge before us is to scale a program to serve the approximately 4,000 students in Eighth College. Furthermore, if general education is to be included throughout the academic career, all Eighth College students will be simultaneously engaged in some form of general education at any given time. Since UC San Diego often cites our college system as embedding liberal arts colleges in a large R1 research university – we should embrace the challenge of designing the above practices into a college’s general education program. The following section describes our proposed framework for accomplishing this ambitious goal.

iv. UC San Diego general education guidelines

We begin with general education guidelines that have been approved by the Divisional Academic Senate. All current colleges’ general education curricula are consistent with this framework:

Guidelines for College General Education Requirements

Requirement:	BA/BS in Arts and Sciences	BS in Engineering
Minimum Number of Courses for a college’s general education (GE) requirement	At least 14 4-unit courses	At least 12 4 –unit courses
Limit on Overlapping Courses with a Major	At least 11 GE courses outside the requirements specified by student’s major	At least 9 GE outside the requirements specified by student’s major
Breadth Requirement	<ul style="list-style-type: none"> • At least 11 of the 14 GE courses must be taken from a minimum of four departments or programs. 	<ul style="list-style-type: none"> • At least 9 of the 12 GE courses must be taken from a minimum of four departments or programs.

	<ul style="list-style-type: none"> • Courses required by the student’s major will not count toward the breadth requirement • Writing program sequence will count as one area outside the student’s major to fulfill this requirement • Must require graduates to meet minimal requirements in Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences 	<ul style="list-style-type: none"> • Courses required by the student’s major will not count toward the breadth requirement • Writing program sequence will count as one area outside the student’s major to fulfill this requirement • Must require graduates to meet minimal requirements in Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences
Writing Requirement	At least 5 courses (including GE and courses in the major) must require writing a paper or papers.	At least 5 courses (including GE and courses in the major) must require writing a paper or papers.
College Requirements	Optional: Specify more than these minimum requirements and/or require certain course sequences or course distributions, as long as they are consistent with the above four requirements	Optional: Specify more than these minimum requirements and/or require certain course sequences or course distributions, as long as they are consistent with the above four requirements

General Requirements for an undergraduate degree:

- Satisfactory completion of at least 180 units, including 60 upper-division units
- A major consisting of at least 12 four-unit upper division courses (48 units)
- Fulfillment of GE requirements
- Fulfillment of Entry Level Writing Requirement (ELWR), American History and Institutions requirement, Diversity, Equity, and Inclusion (DEI) requirement
- Meet residence requirements
- At least a 2.0 grade point average

v. Seventh College: Alternatives and Synthesis

The general education framework for Seventh College brings together required courses and alternatives – much like four of the current six colleges. However, this framework replaces the required core sequence with a series of synthesis courses. In addition, both the alternatives and the synthesis courses are spread out throughout the academic career. This framework assumes 14 four-unit courses (some of which may overlap with major coursework). This is roughly in line with the 1/3 ratio between general education and other coursework (i.e., 60 units out of 180) and adheres to the Divisional Academic Senate-approved general education guidelines.

Under this framework, ten alternatives courses come from a variety of fields: arts, humanities, social sciences, natural sciences, and quantitative reasoning. Synthesis courses (two lower-division and one upper-division) bring together modes of thought and content from both alternatives courses and other coursework, including major courses, the campus-wide Diversity, Equity, and Inclusion requirement, and electives. These courses focus on inter-disciplinary approaches to complex problems. They provide a mix of individual and group work that entails significant writing and oral presentations.

vi. Eighth College: Engagement & Community

The general education framework for Eighth College follows the basic outline of the Seventh College curriculum: alternatives courses, curated from departmental offerings, provide breadth and introduction to diverse intellectual traditions, while four college-specific engagement courses emphasize engagement in interdisciplinary approaches to areas of relevance to the local communities and beyond. The final engagement course includes the opportunity to engage in a community-based inter-disciplinary research project. Two of the engagement courses will be writing-intensive, and all will emphasize community, wellness, anti-racism and social justice. As mentioned above, recent events – the COVID-19 pandemic and its concurrent racial disparities, as well as more urgent need to address structural racism – underscore the importance of this type of inquiry. Indeed, there is a body of literature that emphasizes the importance of this type of community-based experiential learning (e.g., Jach and Trolan 2019 and Rabinowitz Bussell, et al. 2021, see References). These four college-based courses are supplemented with nine curated alternative courses from arts, humanities, social sciences, natural, sciences, and quantitative reasoning.

a. Alternatives

As in many alternatives-oriented general education programs, the diverse modes of inquiry and liberal arts content will come from courses taken in academic departments and chosen from a variety of fields. To ensure intellectual coherence and depth, while retaining sufficient selection to guarantee course availability, these courses will be carefully curated around the college's intellectual theme. These are distributed as two courses in arts, humanities, natural sciences & engineering, and social sciences; and one in quantitative reasoning. Given the Engagement & Community theme, training in qualitative research is particularly important. We suggest that this be incorporated in the social science alternatives. As is currently the case in other colleges, some overlap between alternatives courses and courses taken in the major can effectively reduce the number of alternatives students take beyond other

coursework. It is worth emphasizing that this would apply equally for all students, regardless of major, and all students would achieve similar breadth, regardless of whether some of the breadth comes from the major versus general education alternatives. An additional benefit of allowing some overlap comes from students who branch into new majors due to their alternatives exploration. Finally, students will be encouraged to take alternatives courses throughout their academic careers – at a rate of approximately two per year.

We emphasize the importance of curating these courses, so they connect meaningfully to each other and to the engagement courses. As was the case with Seventh College alternatives courses, departments are invited to develop courses tailored to these requirements, allowing the college to design a coherent inter-departmental curriculum that emphasizes, among other things, writing; critical thinking; social justice; foreign language and cultures; historical and multicultural understanding; design thinking; and business elements (e.g., project management, financing projects through grant development, budgeting and resource allocation, leadership/building teams). While students may explore these areas through a variety of alternatives curricula, it is important that these curricula be structured and coherent. It is also important to create sufficient courses and availability to accommodate all participating students.

b. Engagement courses

Eighth College’s proposed Engagement Program provides the backbone training for engaged future leaders to face the intersecting challenges discussed above. The program should inspire knowledge-seeking and promote equitable, just, and interdisciplinary approaches to wicked problems. Thus, the Engagement Program has both theoretical and practical orientations. Eighth College has the potential to lead these efforts both on and off campus.

Engagement courses provide training in interdisciplinary inquiry and community engagement. They bring together modes of thought and content from both alternatives courses and other coursework, including major courses, the campus-wide Diversity, Equity, and Inclusion requirement, and electives. These courses focus on inter-disciplinary approaches to complex problems and successful solutions. Two of the lower-division courses focus on writing and preparation for community-engaged projects; the upper-division capstone course is project based. Such a structure is designed to accomplish all of the best practices detailed above; the interdisciplinary nature of the courses allows students to engage with material from the alternatives course. Finally, because these are aligned with entering classes, the engagement courses help form a feeling of shared experience and cohort.

The engagement courses are organized into two first-year courses (the second one being writing-intensive), one second-year course (writing-intensive), followed by one upper-division project-based course that emphasizes collaborative work. The following describes the college curriculum for first-year students:

Year 1, Fall Quarter: Engagement 1, Foundations of Engagement. This course introduces interdisciplinary approaches to community-engaged work. It will emphasize critical reading and use of sources, as well as ethical considerations of community engagement, particularly as it affects structurally vulnerable sub-groups. The materials will be focused through a social justice and anti-racist lens.

Year 1, Winter or Spring Quarter: Engagement 2, Challenges and Opportunities in Community Engagement. This writing-intensive course will survey a number of community-engaged areas of inquiry with an eye to interdisciplinary approaches. The curriculum will emphasize a variety of approaches that bring together aspects of STEM, humanities, arts (in particular, ‘art as action’), social sciences, and systems theory. Students will engage in a variety of writing activities in which they critically make use of source materials. The first year will incorporate social justice and anti-racist work as a fundamental aspect of the curriculum.

Year 2, Multiple Quarters: Engagement 3, Working for Change. This writing-intensive course is preparation for the upper-division project. It allows students to examine their role in society, in their communities, and in the campus and surrounding areas. Topics will include self-awareness, wellness, empathy, and community work. In addition, students will learn strategies for identifying and leveraging the strengths of persons, institutions, as well as the natural and built environments. The goal is that students, upon completion, will have the necessary background to engage in a community-engaged project, which will be the topic of a research paper.

Year 3 or 4: Engagement 120, Community Project. This project-based capstone course will require a community-engaged project. The result could be either an individual or group project, presented in a variety of media types (e.g., written, performed, film, exhibition, etc.).

It is possible that topics vary in the engagement courses, depending on the instructor, or that the early courses have set syllabi. In the evolution of the planning for Seventh College, the original idea of multiple topics gave way to a set curriculum. Both approaches have advantages; the academic plan will flesh this out, providing more detailed structure for the engagement courses. However, the guiding principle will be to require students to engage in material they have studied in their alternatives and other courses. This is the glue that binds the general education framework and helps keep the alternatives connected within the student’s overall academic pathway. Putting together both the curated alternatives and the engagement courses, the framework is designed to form a coherent liberal arts general education that has advantages of both required courses and alternatives.

Just as overlap is allowed between alternatives courses and other coursework, students may substitute an appropriate project-based capstone course from their major for Engagement 120. The academic plan will provide more detail regarding the criteria for this substitution.

c. Writing

Each of the current six colleges requires two writing intensive courses. These are either stand-alone (Muir or Warren) or embedded in the core sequences. Similarly, the Eighth College curriculum features two engagement courses with an intensive engagement writing curriculum. The writing assignments will include interdisciplinary projects and may emphasize writing both within and across disciplines. Rather than beginning the writing intensive courses during the first (Fall Quarter) Engagement 1 course, the proposal is to shift writing to the second and third courses. There are several advantages to this: (i) it allows students a quarter to acclimatize to the university and form a cohort with their peers in Engagement 1 before launching into a writing curriculum; (ii) Engagement 1 can introduce critical reading and interdisciplinary topics; this continues in Engagement 2, where students will be better prepared to begin the writing curriculum; (iii) students who must enroll in the Analytical Writing Program to satisfy the Entry Level Writing Requirement will often be able to continue to Engagement 2 with their peers.

d. Well-being and community

The Engagement & Community theme presents an opportunity to explore the wellness of communities as it relates to the wellness of individuals. As communities are comprised of individuals, they create systems that relate to overall wellness and the wellness of their members; the synergy between the community and individual contributions in this context can inform content in the college's general education curriculum.

With an aim of orienting students toward engagement, the college can promote a process of self-engagement and self-awareness to strengthen their own well-being as a pre-requisite for contributing to healthy communities. On the individual level, this academic process of self-discovery will include topics of physical and mental health, understanding and exploring identity, and core skills of equitable communication, interaction, and connection. Self-awareness of one's position with respect to privilege, power, and identity forms the basis of the campus' Diversity, Equity, and Inclusion graduation requirement; these goals can be further explored in the context of individual and community well-being. On the community level, inquiry into the nature of structural racism; civic engagement; policy- and institutional-based social exclusion and marginalization; loneliness and social networks; healthcare; food and housing security; and environmental justice bear on community wellness. This academic work will address what it means to be healthy – on both levels - in the contemporary, multi-cultural context.

The concept of well-being is motivated by a growing need in students (as well as faculty and staff) to understand who they are, as well as their relationship to others. The past decade has seen a marked increase in the number of students experiencing loneliness, depression, and anxiety. A World Health Organization study of 19 colleges and universities between 2014 and 2017 found that 35% of students screened positive for a common lifetime disorder (Auerbach, et al. 2018). An even more recent study surveyed 177,000 U.S. undergraduates between 2007 and 2018, finding a 77% increase in moderate to severe depression (from 23.2% to 41.1%) and a

92% increase in moderate to severe anxiety (from 17.9% to 34.4%) (Duffy, Twenge, and Joiner, 2019). Of course, the COVID-19 pandemic has likely exacerbated these trends and universities will need to address lingering effects.

While the professional staff in the university's Counseling and Psychological Services regularly addresses these challenges, there is also the possibility of having academic courses promote well-being as well. Our campus currently has a number of courses that attempt, modestly or in more intensive fashion, to do this. These include nature seminars (ENVR87, ERC87), meditation seminars (ERC192), and classes specifically on well-being (Psych 88), which explore one's relationship with self and others, from the perspective of neuroscience, psychology, and contemplative practices. Through practices and exercises, students are provided with the tools to approach their academic experience less clouded by anxiety, worry, and depression. There is empirical evidence that student well-being benefits from these types of courses.

Both services and the above courses concentrate on individual well-being. Through its Engagement & Community theme, Eighth College provides an opportunity to take advantage of our undergraduate college system to address this aspect of the student experience in a larger social context – through both curriculum and co-curricular activities. Incorporating well-being practices into their lives and understanding how individual identities and communities interact will both help individual students and provide necessary scaffolding for students' community-engaged projects. These elements will be incorporated within the Eighth College core curriculum and additional programming (e.g., First-Year and Transfer-Year Experience courses, as well as college-based Freshman, Senior, and TRELS Seminars).

We propose to include a well-being component in the general education curriculum. In particular, as students engage in projects that bear on communities, a framework of well-being and self-awareness can provide a deeper understanding of one's place in the world. Well-being may be incorporated into the Eighth College curriculum in two ways:

- Specific courses treating well-being can be included in the list of alternatives courses, satisfying general education requirements.
- The engagement courses can incorporate well-being in the curricula. This ties in with the scaffolding that these courses provide that leads to the community projects.

The college theme not only informs the nature of general education, but also provides an ethos that underpins co-curricular programming. Given the crucial connection between well-being and the Engagement & Community theme, co-curricular programming, including student organizations, can provide further focus on the notion of self, community, and service. In addition, the newly formed Sanford Institute for Empathy and Compassion is eager to partner with Eighth College in this important area.

e. Addressing structural racism and anti-Blackness

In Spring 2020, the murder of George Floyd, Breonna Taylor, Daniel Prude, and countless other African American people, as well as Black Lives Matter activism, has caused the university to examine how structural racism and anti-Blackness is woven into the fabric of the institution. While Black people and other people of color have always been aware of institutional barriers, many members of our campus community who benefit from unearned privilege have come to realize the importance addressing this challenge. Our students have been leaders in this area: The Black Student Union and the Black Graduate Student Association issued a list of demands that focus on ways to address structural racism on our campus. This has prompted the Associated Students, the Graduate and Professional Student Association, the Academic Senate, academic divisions, the undergraduate colleges, and other campus units to self-evaluate and ask what changes might address these demands and the underlying problems they address.

One demand focuses on creating a college that is “dedicated to the celebration, education, and history of Black culture in a safe space offering humanities programming, African Diaspora courses, and Black centered events.” This should be true of all colleges and each college is now examining its curriculum and programming with this demand in mind. However, with Eighth College, we have a unique opportunity to build an academic unit where the confrontation of structural racism and anti-Blackness, as well as the celebration of the cultures of Black people and other people of color, is part of the original design. The Engagement & Community theme is well-aligned with this goal; the Eighth College Engagement Program curriculum can be a vehicle for addressing structural racism and anti-Blackness, while creating an environment where Black scholars and other scholars of color thrive. It is important to note that this is intended to complement the anti-racist work in the other colleges, leading to a pan-college synergy in addressing structural racism and anti-Blackness.

Bailey, et al. (2017:144) define ‘structural racism’ as follows:

The totality of ways in which societies foster racial discrimination, through mutually reinforcing, inequitable systems . . . (e.g., in housing, education, employment, earnings, benefits, credit, media, health care, criminal justice, etc.) that in turn reinforce discriminatory beliefs, values, and distribution of resources . . . and is reflected in history, culture, and interconnected institutions.

Similarly, Kendi (2019) note that concepts such as ‘structural’ and ‘systemic’ racism are based in racist actions, which, in turn, stem from participating in racist policies. Thus, we propose that the Engagement Program include an interdisciplinary curricular focus that examines these policies, as well as work on Blackness and Indigeneity across the Americas and the diaspora including, but not limited to, relevant work in history, psychology, medicine, political science, education, and ethnic/decolonial studies. We noted above that Engagement courses might vary in topics – if this is the case, different academic areas might be represented in different instantiations, but always with the social justice and anti-racist content.

Community engagement projects can focus on California's low-income communities of color (e.g., Alameda, Los Angeles, and San Diego Counties). As we discuss in the next subsection, the college's community engagement work will benefit from partnerships across campus; these may include the proposed new Black Diaspora and African American Studies major, Public Health, Urban Studies and Planning, Education Studies, the proposed Ethnic Studies pre-med program, the Changemaker Institute, and University Extension, among others. There are clear synergies that could lead to engagement projects partnerships with clinics in low-income and impoverished neighborhoods and neighborhoods with documented health disparities. Issues of food justice are also central to much of the work in Urban Studies and Planning, including the Bioregional Center for Sustainability Science, Planning and Design, with its emphasis on equitable community development. Again, the academic plan will need to flesh out the details of the Engagement curriculum, but we propose that anti-racist and decolonial approaches to community form the backbone of the program. Several examples from the anti-racist and community engagement literature are provided in the References section.

All general campus faculty, as well as some faculty from Health Sciences, Scripps Institution of Oceanography, and the Rady School of Management, are assigned college affiliations. As new faculty are recruited, the Council of Provosts determines college assignments. Only one Senate faculty member is formally appointed within a college – e.g., the Engagement Program director – in the teaching professor series. Colleges sometimes struggle engaging affiliated faculty in college affairs. There are opportunities to serve on the faculty executive committee and teach in the core program, but many faculty have little contact with their college. Through the Engagement & Community theme and the corresponding anti-racist curriculum, there may be additional opportunities to create an active community of affiliated scholars: Eighth College can function as a meeting place for faculty and students committed to ending structural racism, anti-Blackness, and colonialism. In addition to those affiliated with Eighth College, faculty from across the campus could be invited to participate: affiliated faculty would be linked in through the college's faculty executive committee and a faculty advisory committee for the Engagement Program; faculty from across campus might teach general education courses and participate in the broader community of anti-racist scholars. Formal connections between the college and the Black Academic Excellence Initiative and related inter-disciplinary programs, and organized research units might also be explored.

In addition to the academic program and the community of scholars, the advising, student affairs, and residential life aspects of the college should adopt inclusive practices and recruitment strategies to promote diverse leadership that is in alignment with combating structural racism. Co-curricular programming forms an important aspect of creating community, as will any art installations. Given that retail and dining are part of the college capital project, engagement with Black- and Latinx-owned businesses, as well as incorporation of food options and merchandise of interest to Black students and other students of color, can further the college's anti-racist climate through intentional inclusivity.

It is of utmost important that the college not lose sight of these commitments; the governing structures, including faculty executive and advisory committees, as well as the student college council, should be charged with monitoring and scrutinizing curricula, programming, infrastructure, and climate to ensure that the college's anti-racist and pro-Black character remains fundamental.

f. Structuring community engagement

The Engagement Program will be staffed by a faculty director (teaching professor) and two associate directors (academic coordinators/Unit-18 lecturers). The program will be further staffed with three staff coordinator/advisors. The courses will be taught by a combination of Senate faculty, Unit-18 lecturers, and teaching assistants (see *Appendix G*).

The Engagement Program requires a community-engaged project. This has the potential to provide meaningful experiential learning to Eighth College students and prepare them for a variety of post-graduate pursuits. It is also an ambitious program that will require infrastructure to manage student projects. This will need to take the form of college staffing, as well as campus and community collaborations.

Community engagement can take many forms. There are both on- and off-campus communities; we recommend a broad definition in order to allow for diverse projects and venues. For example, engagement could address social and racial justice, environmental improvement, public health and educational disparities, etc. The engagement could be organized in alignment with the campus' four overarching research initiatives:

- a. Enriching Human Life and Society
- b. Understanding and Protecting the Planet
- c. Exploring the Basis of Human Knowledge, Learning, and Creativity
- d. Understanding Cultures and Addressing Disparities in Society.

In order to bring the program to scale, it will be important that Eighth College develop partnerships with campus offices, departments, and programs and community organizations. Because all Eighth College students must complete an engagement project, developing an array of projects to meet the scale of demand will be facilitated through these partnerships. This requires identifying and building relationships with those core partners and articulating the specific engagement opportunities. This will be facilitated through the Eighth College program professional staff and with help by a faculty advisory committee. Engagement represents a bi-directional commitment between the college and community partners; this must be achieved with respect and sensitivity. UC San Diego already has a vibrant and expansive ecosystem that should be utilized in the strategic partnership development, which will help to ensure sustainability.

Eighth College should develop a website through which community members can reach out to proactively seek to develop partnerships. This e-portal will require time to nurture and grow but has the possibility of helping to develop new community partnerships and projects and could become a model for the university as a whole. The college might also explore engaging community members in mentorship roles.

Most students will pursue engagement through a track that the college has established. Most commonly this will be through the upper-division Engagement course, but also through other approved major capstone courses. In either case, it will be easier for the college to manage pre-determined tracks, particularly with limited staff managing large numbers of students. Some groups of students, or even an individual student, may wish to pursue an independent community engagement project which the college would need to approve. Such approvals should be contingent on demonstrating how the project would be sustainable, among other pre-requisites for approval. Regardless of how the requirement is fulfilled, the Academic Plan should detail the expected learning outcomes, engaging with units that that already developed these for similar projects (e.g. Public Health or Urban Studies and Planning).

Ensuring sufficient staff for Eight College to set up and manage the projects is essential. Teaching assistants can help manage groups of students in the way that writing programs use TAs to lead discussion sections. This requires training, which Eighth College must provide (just as the other colleges provide training for their TAs). Note that TAs would not set up projects, as that should be the responsibility of the program.

g. Transfer students

The above general education framework is structured around a four-year college experience – it assumes students enter as first year students and stay in the college for four years. However, one-third of our undergraduates enter UC San Diego as transfer students – either from community colleges or other four-year institutions. Transfer students often complete a program of study – Intersegmental General Education Transfer Curriculum (IGETC) - that allows them to complete most general education requirements at a California community college. How might transfer students benefit from the Alternatives and Capstone framework without having to take a significant number of additional general education courses?

Because the framework is structured to require general education throughout the academic career, transfer students, as upper-division students could simply take the upper division portion – that is, about five alternatives, one upper-division engagement course, and the capstone. However, at seven courses, it is unlikely that transfer students would want to enroll in a college with this steep a requirement. This suggests that IGETC transfer students might use the experience from their previous institution to cover the alternatives portion of general education and take Engagement 3 and Engagement 120 (or its equivalent). However, since Engagement 3 is lower-division, it makes more sense to create an upper-division course for transfer students – Engagement 110 – that

both covers the material in Engagement 3 and is tailored to the specific needs of transfer students. Given that all existing colleges and many majors stress community-based experiential learning, it is possible that both of these courses, but particularly Engagement 110, could be open to any interested UC San Diego students, staffing permitting. It is also possible that the campus might explore a general version of Engagement 3 to be offered in community colleges – this could help with time to degree for students who transfer to Eighth College, but could also prepare other transfer students for experiential learning in other units.

Because transfer students have a compressed campus experience, it is particularly important that they have a range of options with respect to their capstone project. As mentioned above, Engagement 120 is one out of several ways to complete this.

A related question arises when considering whether some alternatives might be waived based on AP (or IB/A-Level) credit. The current six colleges differ in their approaches – often allowing students to skip the first course in some sequences based on AP scores. The detailed academic plan for Eighth College will need to outline which lower-division alternatives will be impacted and how the coherence of the course and capstone sequences will be preserved.

vii. Equity, diversity, and inclusion

Section *B vi. e.* discussed how Eighth College might incorporate anti-racism as a core value in all aspects of its operations. Therefore, promotion of equity, diversity, and inclusion will be at the heart of the college and its Engagement & Community theme. In addition, the college will collaborate with other campus units to reinforce and complement existing efforts and practices. UC San Diego strives to create an equitable, diverse, and inclusive campus. Our campus is an emerging Hispanic Serving Institution; we expect to achieve Hispanic Serving Institution status in a few years. Both Latinx/Chicanx and Black Academic Excellence Initiatives have been established. A Vice Chancellor's office for Equity, Diversity, and Inclusion was established in 2012 and has been instrumental in leading efforts related to the student experience and faculty recruitment. Student Affairs has established an Office for Student Retention and Success.

Nevertheless, there is still considerable work to be done to address the structural racism that persists on our campus, including increasing recruitment of African-American and Native-American students; continuing efforts to diversify the faculty cohort; and addressing opportunity gaps that exist between underrepresented students and others. The undergraduate colleges have collaborated with other campus units in several efforts related to equity, diversity, and inclusion; for example:

- Resident assistants undergo equity-minded training.
- Colleges partner with Student Affairs in the Success Coach Program and in advising Chancellor's Associates Scholars (this latter is a scholarship program designed to increase diversity).
- Several of the colleges have identity-based living and learning communities

- All of the colleges contribute to the Summer Bridge Program.
- The colleges are adopting equity-informed recruitment processes for staff positions.
- All colleges are re-examining their curricula to address structural racism and anti-Blackness.

Eighth College will similarly make equity, diversity, and inclusion a significant priority through these, and other, initiatives.

Note that the colleges do not participate directly in the university's admissions process and do not have college-specific outreach programs. Rather, applicants rank their college preferences when applying to UC San Diego. Admitted students are assigned to colleges based on a variety of factors; these include applicant preference, holistic admissions scores, diversity, and space availability. Thus, the diversity of Eighth College's student body will be determined by this procedure. The overall diversity of UC San Diego's applicant pool results from the efforts of the central Office of Enrollment Management (reporting directly to the EVC), which undertakes outreach to local, state, national, and international communities to encourage diverse students to apply. This is a campus-wide priority and all colleges are aligned with these goals – Eighth College will be no exception.

viii. A post-COVID college

In its response to the previous Eighth College proposal, Senate Council asked whether the campus should embark on a major permanent college project, given uncertainties associated with the post-COVID university. These uncertainties are both structural and fiscal. The latter are discussed in section C.

While we do not yet know all of the ways the experience with COVID may affect the university in the long term, the following should remain constant:

- UC San Diego will remain a major, selective, public R1 university.
- The college system will be an integral part of the university's identity and a significant aspect of how we serve all of our undergraduates.
- The campus will be financially strong, although budgets may be tighter in the immediate future.

The need for an eighth college stems from the commitment to students in the context of the college system. The college system has several advantages – smaller size, higher-touch services, targeted curricula, and sense of belonging. These advantages become hard to deliver if colleges grow too large. Adding an eighth college will ensure we can serve our current and planned long-term enrollment of 32,000 undergraduates well.

We can also expect that the experience with remote instruction during the COVID period will have an effect on how instruction is delivered in the future. Currently, a Senate-Administration workgroup (Workgroup on Distance Education for Academic Excellence and Resilience) is looking into how we might leverage lessons learned from COVID instruction in the service of both academic excellence and institutional resilience in the face of future emergencies. This may result in expanded modalities (e.g., more distance learning) and more inclusive pedagogical practices (e.g., flipped classrooms, hybrid learning, and fewer high-stake exams). This presents Eight College with several opportunities:

- Students are eager to return to campus for meaningful interactions; the community engagement aspect of the curriculum supports this.
- However, the use of multiple modalities, including more on-line and/or hybrid instruction, presents opportunities to engage students who live off-campus, transfer students, and non-traditional students.
- Faculty explorations in teaching methodology – e.g., inclusive assessment and depth over breadth – can inform the structure of the Engagement Program.
- Students are now comfortable with multiple modalities; the engagement program should support this.
- Digital learning and technology, combined with community engagement, might lead to creative approaches to addressing digital divides.
- Work in teams, including virtual teams, is an important skill.

In addition, COVID has exposed significant inequities that will remain after the pandemic has subsided. These include health and health care inequities, as well as inequities in the way students can navigate remote instruction. The Eighth College theme and curriculum is poised to address these very directly. The engagement aspect of the college is also deliberately aligned with efforts to address mental health challenges, including feelings of isolation and alienation. The anti-racist focus discussed above will create an intellectual and cultural environment that empowers students and college-affiliated faculty to address these inequities and the structures that have tended to perpetuate them.

ix. Sample curricula and four-year completion plans

The following summarizes the proposed Eighth College general education framework, consisting of alternatives and engagement courses.

Incoming first-year students

Alternatives

Two courses each from pre-curated selections from:

- Arts
- Humanities
- Social Sciences
- Natural Sciences & Engineering

One course in:

- Quantitative Reasoning

Engagement Courses:

- Engagement 1 - Foundations of Engagement
- Engagement 2 - Challenges in Community Engagement (writing intensive)
- Engagement 3 - Challenges in Working for Change (writing intensive)
- Engagement 120 - Community Project

Year 1: 2-3 alternatives, Engagement 1 & Engagement 2

Year 2: 2-3 alternatives, Engagement 3

Year 3 and 4: remaining 3-5 alternatives, Engagement 120

Incoming transfer students

Alternatives:

- Completed through IGETC; otherwise by petition or taken at UC San Diego

Engagement Courses:

- Engagement 110 - Challenges in Working for Change (for transfers)
- Engagement 120 - Community Project

Years 1-2: alternatives, as needed, Engagement 100 & 120

Four-year completion plans are available for all majors and colleges. To test the feasibility of the proposed framework, four-year plans were created for majors with flexible curricula (and relatively few requirements) and those with more articulated curricula (and more required classes). The following is a sample four-year plans for the general Linguistics and the Bioengineering majors represent these categories respectively:

Linguistics – Four-Year Plan (180 total units):

Year 1	Fall (13 units) Language Req. (5) GE Alternative (4) Engagement 1 (4)	Winter (13 units) Language Req. (5) GE Alternative (4) Engagement 2 (4)	Spring (13 units) Language Req. (5) GE Alternative (4) Elective (4)
Year 2	Fall (13 units) Language Req. (5) LIGN 101 (4) Elective (4)	Winter (16 units) LIGN Elective (4) GE Alternative (4) Elective (4) Elective (4)	Spring (16 units) LIGN Elective (4) GE Alternative (4) Engagement 3 (4) Elective (4)
Year 3	Fall (16 units) LIGN Elective (4) LIGN 110 (4) GE Alternative/DEI (4) Elective (4)	Winter (16 units) LIGN 111 (4) GE Alternative (4) Elective (4) Elective (4)	Spring (16 units) LIGN 120 (4) LIGN Elective (4) Engagement 120 (4) Elective (4)
Year 4	Fall (16 units) LIGN Elective (4) GE Alternative (4) Elective (4) Elective (4)	Winter (16 units) LIGN 121 (4) GE Alternative (4) Elective (4) Elective (4)	Spring (16 units) LIGN 130 (4) LIGN Elective (4) Elective (4) Elective (4)

This demonstrates that a major like Linguistics, with the minimum of 48 upper-division units (and relatively few lower-division requirements), can easily accommodate the Alternatives and Capstones general education framework, with room for both major requirements and a significant number of electives (which could be used for a minor or towards a double major).

On the other extreme, we created a four-year plan for Bioengineering, which has significant lower-division requirements and 82 units of upper-division requirements. By allowing overlap between major requirements and GE alternatives in quantitative and natural

science areas, these students would take only six separate GE alternative courses (one of which could overlap with the campus DEI requirement) and the four engagement courses:

Bioengineering (BE25) – Four-Year Plan (192 total units):

Year 1	Fall (16 units) MATH 20A (4) CHEM 6A (4) GE Alternative (4) Engagement 1 (4)	Winter (18 units) MATH 20B (4) CHEM 6B (4) PHYS 2A (4) BENG 1 (2) GE Alternative (4)	Spring (18 units) MATH 20C (4) PHYS 2B (4) PHYS 2BL (2) BILD 1 (4) Engagement 2 (4)
Year 2	Fall (18 units) MATH 20D (4) PHYS 2C (4) PHYS 2CL (2) CHEM 7L (4) GE Alternative/DEI (4)	Winter (20 units) MATH 18 (4) BENG 140A (4) MAE 140 (4) MAE 8 (4) Engagement 3 (4)	Spring (16 units) MATH 20E (4) MAE 3 (4) BENG 100 (4) BENG 140B (4)
Year 3	Fall (16 units) MAE 107 (4) BENG 110 (4) MAE 170 (4) GE Alternative (4)	Winter (16 units) BENG 112A (4) BENG 130 (4) BENG 186B (4) GE Alternative (4)	Spring (13 units) BENG 187A (1) BENG 103B (4) BENG 112B (4) BENG 172 (4)
Year 4	Fall (16 units) BENG 187B (1) BENG 122A (4) MAE 150 (4) BENG DE (3) GE Alternative (4)	Winter (12 units) BENG 187C (1) BENG DE (3) Tech Elective (4) Engagement 120 (4)	Spring (13 units) BENG 187D (1) BENG 125 (4) Tech Elective (4) BENG 186 A (4)

Due to greater required lower- and upper-division units, this is a more challenging plan to finish in four years. There are four quarters with more than 16 units (18, 18, 18, and 20). However, if we compare this with other colleges, we find that the same major is, overall, similarly challenging:

College	Total Units	Quarters with > 16 Units
Revelle	208	9 (20, 20, 18, 20, 20, 17, 17, 18, 17)
Muir	196	4 (18, 18, 18, 17)
Marshall	196	4 (20, 20, 18, 17)
Warren	192	3 (20, 17, 17)
Roosevelt	208	6 (20, 20, 18, 20, 20, 17)
Sixth	196	3 (20, 20, 17)
Seventh	188	4 (18, 18, 20, 17)
Eighth	192	4 (18, 18, 18, 20)

x. Conclusion

The framework proposed here, like that of Seventh College, combines aspects of both the required course and alternatives models, but frames the required courses into engagement courses that promote interaction between the alternatives, major, DEI, and other coursework. The engagement courses are unified in their emphasis on using interdisciplinary perspectives to provide scaffolding towards a final community-engaged project; these engagement courses specifically include two writing-intensive courses. This framework is aligned with the college theme (Engagement & Community) and incorporates aspects of sustainable well-being as part of the scaffolding that promotes awareness of identity with respect to community.

While we do not know all of the long-term effects of COVID may have on our university, we may safely assume that the university will continue to thrive and to have a college system at its core. To make both the university and the college system work effectively for our students, we will need an eighth college. Furthermore, the structure and focus of the college will help the university navigate what will surely be a period of change.

C. Financial viability

Eighth College is proposed to have a staffing level on par with the other colleges. This will include some net new positions, as well as positions shifted from existing colleges (in light of having existing colleges adjust to having fewer students). Subsections *i-iii* provide details. While this proposal is for the establishment of a new academic unit and is not required to be tied to a particular physical location, the Theater District Living and Learning Neighborhood project was approved by the Board of Regents in January 2021; it is anticipated that this will be the site of Eighth College.

i. FTE requirements

a. Academic

The undergraduate college system at UC San Diego calls for the instructional faculty to be drawn primarily from the Senate faculty appointed in the academic departments and divisions. Because the provost is recruited from current UC San Diego faculty, this position does not require a new FTE. There is compensation associated with the position above the provost's faculty salary (and some small compensation to the provost's department for course relief). The budget for the provost is reflected in multi-year budget plan.

The general education program will be directed by a teaching professor (L[P]SOE) appointed in the college. The instruction will be supported by this teaching professor, two academic coordinators/Unit 18 lecturers (2 FTE), Senate faculty assigned by their home departments (~10 courses), and graduate teaching assistants (estimated at 13.25 FTE). The budget for these positions is reflected in the college program section of the multi-year budget plan. More detail regarding instructional staff, including faculty and teaching assistants, is presented in *Appendix G*; the campus is committed to funding at the level that is needed to staff the college's general education program.

The importance of the Engagement Program director's role should be emphasized; this will be the academic and thought leader of an innovative and impactful program. Two associate directors will share tasks such as curriculum planning, teaching assistant training, hiring, and community interface. Three staff positions (below) will support these efforts.

The Engagement Program director is the only Senate faculty member with an appointment in the college (the provost retains their underlying departmental appointment, with an administrative position in the college). Other Senate faculty who participate in the intellectual life of the college have their primary academic appointment in another unit (e.g., a department). Every General Campus faculty member, and some in Health Sciences and the Scripps Institution of Oceanography, and the Rady School of Management, is affiliated with one of the undergraduate colleges. As new faculty are recruited to campus, the Council of Provosts (currently the seven college provosts) assigns them to an affiliation with one of the colleges, balancing various factors – e.g., diversity, disciplinary breadth, and alignment with the college theme. Over the next two academic years, we will invite some existing faculty to affiliate with Eighth College; we will also begin to assign new faculty to the college as they are hired.

b. Staff

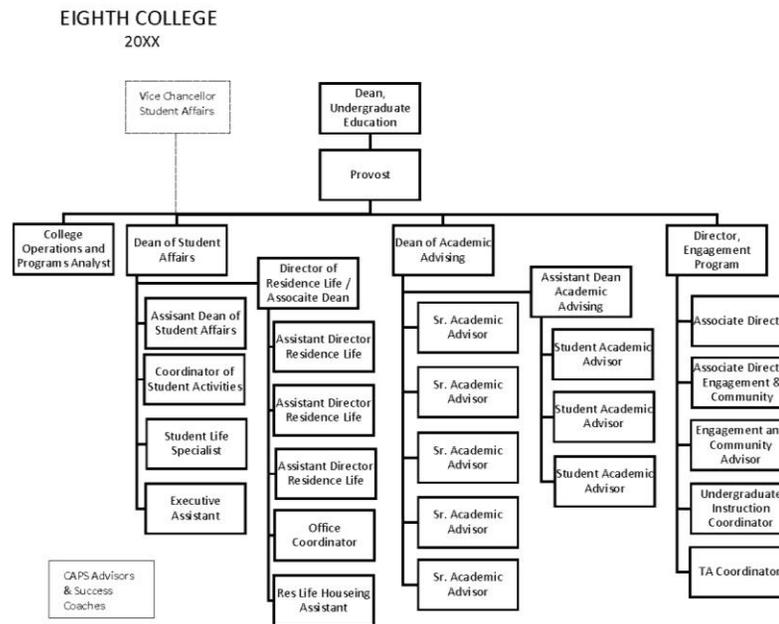
The net increase in staff positions include the following:

- Dean of Student Affairs
- Dean of Academic Advising
- Director of Residential Life

- Operations and Programs Analyst
- Executive Assistant to Dean of Student Affairs
- Engagement Program Staff:
 - Engagement Advisor
 - Undergraduate Instruction Coordinator
 - TA Coordinator

The remaining staff resources will derive from the current Colleges; they will gradually shift to Eighth College in proportion to the students, as the workload shifts. We expect staff to eventually cap at around 29 FTE. The staff would be phased in as the incoming students are added reaching a steady state in four years. The following is a typical organizational chart for an undergraduate college:

Figure 2:



ii. Budget

Two sources of revenue support the colleges at UC San Diego: core funds and housing revenues. The academic and general operating expenses (administration, academic program, and student affairs staffing) are supported by campus core funds (state, tuition and student service fees). At a steady state of ~4,000 students, the students in Eighth College will generate approximately \$70M in resident tuition, non-resident supplemental tuition, and state support (net of financial aid) to the campus. Roughly 5.6% of that revenue will be needed to support the core-funded portion of Eighth College. Given the current undergraduate enrollment, nearly all of these students, and the associated revenue, already exist within the university; the present cost of supporting these students within the existing seven colleges is already being drawn from that revenue. As detailed below, the difference between that present cost and our future cost of supporting these students in Eighth College is about \$953,750. Residence life staffing and programs will be supported by housing revenues paid by the students living in Eighth College housing. The cost of building and maintaining Eighth College housing will also be fully supported by the housing revenues paid by its residents, as is true for each of our student housing facilities.

iii. Multi-year plan

Assuming that Eighth College is approved for its first students in Fall 2023 we would expect the steady state budget to be reached in 2026-27. A phased budget plan is presented below.

The expenses associated with the salaries in Provost/Advising and Student Affairs areas correspond to the staffing detailed in the organizational chart in Figure 2. The academic salaries in the college program are based on the following staffing:

- Engagement Program director (teaching professor)
- 5-10 Senate faculty (paid by stipend)
- 2 academic coordinators/Units 18 FTE
- 26.5 Graduate students (teaching assistants or associate-ins) – 13.25 FTEs

	FY23-24	FY24-25	FY25-26	FY26-27
Revenue				
Core Funds (used strictly for academic and general operations expenses)	1,059,607	2,069,214	3,078,820	4,088,427
Housing Funds (used strictly for residence life expenses)	186,925	373,850	560,775	747,700
Total Revenue	1,246,532	2,443,064	3,639,595	4,836,127

Expenses				
Academic and General Operations Expenses (supported strictly by core funds)				
Provost/Advising				
Academic Salary	65,000	65,000	65,000	65,000
Staff Salary	185,00	370,000	555,000	740,000
General Assistance	12,500	25,000	37,500	50,000
Benefits	88,938	177,875	266,813	355,750
Supplies & Expenses	12,500	25,000	37,500	50,000
Student Affairs				
Staff Salary	86,000	172,000	258,000	344,000
General Assistance	6,250	12,500	18,750	25,000
Benefits	38,700	77,400	116,100	154,800
Supplies & Expenses	6,250	12,500	18,750	25,000
Engagement Program				
Academic Salary	202,263	404,526	606,789	809,053
Staff Salary	78,750	157,500	236,250	315,000
General Assistance	3,750	7,500	11,250	15,000
Benefits	235,144	470,287	705,431	940,575
Supplies & Expenses	15,000	30,000	45,000	60,000
Total of Academic and General Operations Expenses	1,036,044	2,007,089	2,978,133	3,949,177
Residence Life Expenses (funded strictly from Housing Funds)				

Staff Salary	81,500	163,000	244,500	326,000
General Assistance	15,000	30,000	45,000	60,000
Benefits	36,675	73,350	110,025	146,700
Supplies & Expenses	53,750	107,500	161,250	215,000
Total of Residence Life Expenses	186,925	373,850	560,775	747,700
Total College Expenses	1,222,969	2,380,939	3,538,908	4,696,877

** The budget reflects all costs to be accounted for under the College. Budgetarily, it reflects student housing revenue generated by the Eighth College housing and core funds that are already included in the university budget for students now being served by the other seven colleges. Incremental new core funds will be about \$953,750*

A start-up phase for the College will precede Fall 2023 with the hiring of a Provost; deans of student affairs and advising; administrative support; and the Engagement Program director. At steady state, with the appointment of a provost and the hiring of the Engagement Program director, academic coordinators and additional net new staff, the net new academic and general operating expenses associated with opening Eighth College will be about \$953,750, supported by campus core funding. The rest of the academic and general operating expenses will represent gradual shifts of resources from the existing colleges, in parallel with a net shift of student numbers to bring each college’s size to 4000 students. To put this net new cost into perspective, it represents about 1.4% of the tuition and other revenues associated with the college. The motivation for this investment is an improved campus-wide student experience that comes from decompressing enrollments in each college.

In 2019-2020, due to the COVID-19 pandemic, the UC system had to implement budget cuts. The existing colleges have proven to be excellent stewards of campus resources, achieving budget cuts of 8.5%. This has put a strain on existing staff, however, and the addition of Eighth College will provide relief in the form of student decompression. The reassignment of existing staff will be accomplished without further increasing staff workload; staff redistribution should yield roughly equal staff sizes across the colleges, assuming similar enrollment numbers.

We believe that by the time Eighth College is scheduled to come on-line, the university’s fiscal situation will have stabilized. Some of the cuts in State funding have been restored, beginning in July 2021 and, unlike many universities, UC San Diego’s applications are strong and continue to grow; we do not envision a decrease in enrollments. Nonetheless, once approved, the launch of the college could be delayed if the fiscal picture warranted.

iv. College facilities

The location for Eighth College is part of the campus long-range development plan – one that will significantly increase undergraduate housing availability. In recent years, undergraduate housing has been severely impacted – we were operating nearly 2,000 beds over design capacity and had significant numbers of lower-division students living outside their colleges during the pre-COVID period. As more students returned to campus in Fall 2021, campus housing no longer included triple rooms and returned to double-occupancy per design capacity. Because transfer housing has moved from The Village (which now houses Seventh College) to Rita-Atkinson and because the North Torrey Pines Living Learning Community has come on-line, the shift to doubles did not significantly affect the number of beds. Nonetheless, the shift away from triple rooms currently prevents our issuing a two-year housing guarantee; rather, housing is allocated according to a number of priorities. The addition of Eighth College, and its corresponding housing will allow all first- and second-year students to once again have a guaranteed housing slot in or near their home college. Figure 3 shows the pre-COVID situation, as well as 2021 and 2030 projections.

Figure 3

Location	Fall 2019 First and Second Year Enrollment	Fall 2019 Students Housed by College (Triple, Double and Single Units)	Variance Over Design Capacity	Percentage of First and Second Year Students Housed	Fall 2021 Estimated First and Second Year Enrollment	Fall 2021 Estimated Housing Supply for First and Second Year Students by College (Single and Double Units Only)	Percentage of First and Second Year Students Housed	Projected First and Second Year Enrollment (Fall 2030)	Fall 2030 Projected Housing Supply for First and Second Year Students by College (Single and Double Units Only)	Percentage of First and Second Year Students Housed
Revelle	1,814	1,756	372	97%	1,600	1,384	87%	1,400	1,400	100%
Muir	1,904	1,398	192	73%	1,750	1,206	69%	1,400	1,400	100%
Warren	1,721	1,743	265	101%	1,700	1,478	87%	1,400	1,400	100%
Roosevelt	1,781	1,353	152	76%	1,600	1,201	75%	1,400	1,400	100%
Marshall	1,655	1,167	111	71%	1,450	1,056	73%	1,400	1,400	100%
Sixth	1,656	1,493	223	90%	1,400	1,999	143%	1,400	1,400	100%
Seventh		0		0	1,400	1,050	75%	1,400	1,400	100%
Eighth		0		0	0			1,400	1,400	100%
TOTALS:	10,531	8,909		85%	10,900	9,374	86%	11,200	11,200	100%

Notes:

- 1) Fall 2019 First and Second Enrollments from Institutional Research (<https://ir.ucsd.edu/third-week/index.html>)
- 2) Fall 2021 enrollment projections an estimate based on Fall 2020 numbers.
- 3) In addition to housing first and second year students, college housing supply supports other transfer/upper division and living-learning community housing needs.
- 4) Fall 2030 project assumes 35 percent of total college enrollment is comprised of first and second year students (with 4,000 enrollment per college a goal base on 2018 LRDP).
- 5) Fall 2030 Projection anticipates a balancing of College enrollments, however actual enrollments by College may vary.
- 6) Sixth College moved to NTPLL in Fall 2020, students housed in NTPLL include other College overflow.

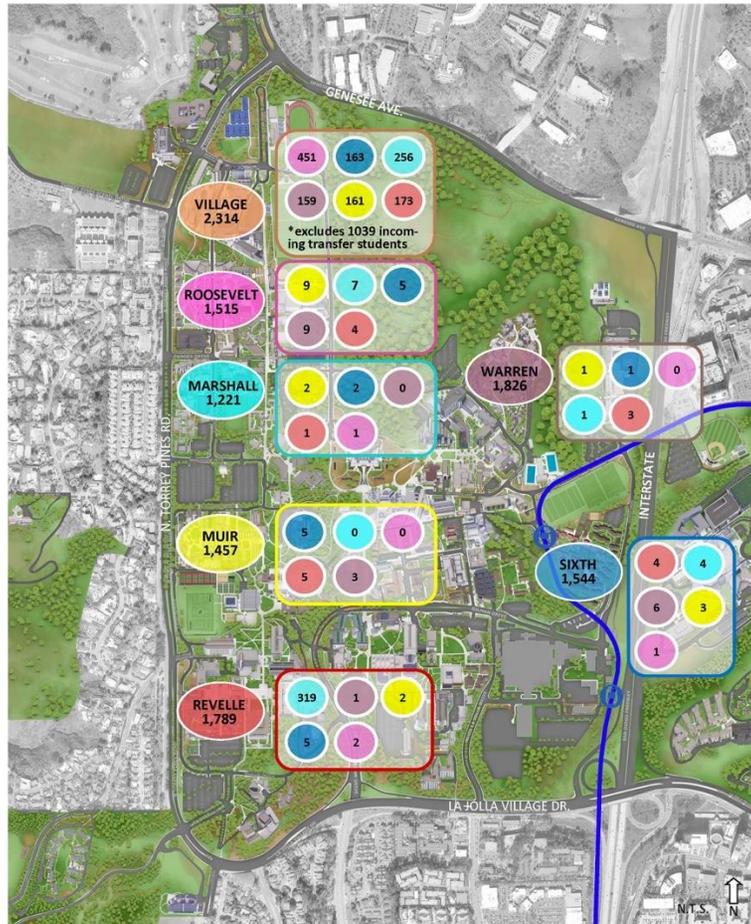
While Figure 3 focuses on first- and second-year students, other students – upper-division students (including transfer students) live on campus. In the colleges, these might be associated with living-learning communities (e.g., the LGBTQIA+ community at Muir, the Raza community at Roosevelt and the African Black Diaspora community at Sixth). Furthermore, there is housing dedicated to transfer students (formerly at the Village, now at the Rita Atkinson Apartments. The long-range plan calls for increased upper-division housing – extending offers to both transfer and first-time full-time upper-division students. Figure 4 shows the total current and projected undergraduate housing capacities.

Figure 4

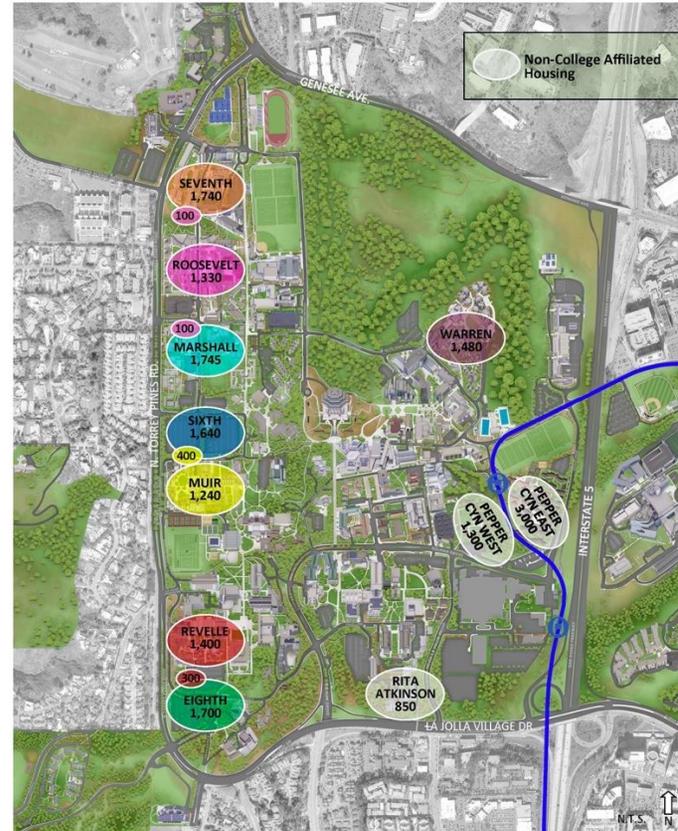
Location	Estimated Fall 2021 Beds	Estimated Fall 2030 Beds	Notes:
Revelle	1,400	1,400	
Muir	1,240	1,240	
Warren	1,480	1,480	
Roosevelt	1,330	1,330	
Marshall	1,070	1,845	Redevelopment of Extension site and removal of Marshall Lowers
Sixth	2,040	2,040	
Seventh	1,840	1,840	
Eighth	0	2,000	Addition of Theatre District Living and Learning in Fall 2023
	10,400	13,175	
<i>Non-College Locations</i>			
Pepper Canyon West	430	1,300	Redevelopment of "Camp Snoopy" housing
Pepper Canyon East	1,120	3,000	Redevelopment of existing housing east of Pepper Canyon
Rita Atkinson Housing	850	850	
TOTALS:	12,800	18,325	1) House 40 percent of undergraduates in Fall 2021 2) House 57 percent of undergraduates in Fall 2030.

Finally, Figure 5 shows the locations of campus housing – both in the pre-COVID period and the 2030 projections. Note that there were significant numbers of students living outside their colleges in Fall 2019. While this continues to be the case in 2021-2022, it should be rectified by 2030, with only minor spill-over between adjacent colleges.

Figure 5 – boxes indicate housing outside of colleges (color coded)



Undergraduate Student Housing Supply Fall 2019



Undergraduate Housing Plan 2030
(Bed Counts Approximate)

With the anticipated construction of a significant number of new undergraduate beds, combined with renovations and strategic conversions, this plan would increase the percentage of all undergraduate students housed from 40% to 57% by 2030, enabling campus to potentially offer a four-year housing guarantee, with pricing arranged at 20% below market rate.

v. Capital infrastructure

a. Theater District Living Learning Neighborhood

In November 2020 the UC Regents approved the budget, scope, design, and environmental analysis for the future home of Eighth College, the Theatre District Living and Learning Neighborhood. Project construction began in January 2021. This project will provide approximately 2,000 undergraduate student beds, plus 50 beds for resident advisors and live-in staff, for a total of 324 total units (574,000 assignable square feet). The project will also provide 71,000 square feet of non-residential space including flexible classrooms, offices, campus meeting spaces, a student dining hall, and a restaurant for the campus community and Theater District patrons. The new teaching spaces with flexible configurations designed for active learning, will help alleviate a campus classroom shortage caused by recent enrollment growth. Additionally, there will be 1,500 square feet for convenience retailers that focusing on student needs. Together with the housing, the project would total approximately 645,000 assignable square feet and 929,000 outside gross square feet. The project includes five buildings on 5.5 buildable acres. An additional 6.3 acres will be public realm and site improvements, including:

- An updated campus entry at the Revelle College Drive intersection
- Partial realignment of Scholars Drive South (campus loop road), a valet/drop-off zone for the adjacent Theatre District
- A transit hub (for campus shuttles and MTS buses)
- An extension of Ridge Walk (the primary north-south pedestrian spine) to the southern campus boundary
- Recreation/outdoor wellness spaces located strategically throughout the site.

These improvements will enhance the public realm and improve vehicular circulation.

Currently, the proposed site provides 840 surface parking spaces in two lots that are bisected by Scholars Drive; the proposed project will include replacement parking in a below-grade configuration for approximately 1,165 cars (325 net new spaces).

The project would also include a provost office, consisting of offices for the deans of student affairs and academic advising, as well as the professional student affairs and advising staff. Included also are UC San Diego Counseling and Psychological Services (CAPS) offices, as well as a commuter lounge, and training/tutorial rooms. Writing Program space is also proposed for the project.

The Theatre District Living and Learning Neighborhood project budget of \$565 million will be funded from external financing (\$564 million) and Housing Auxiliary Reserves (\$1 million).

b. Sustainability and benefits

The increase in student housing, including the construction of the Theater District Living and learning Neighborhood, potentially decreases the community's carbon footprint: with less student housing, students must live off campus and commute. Moreover, as rents in the surrounding University Towne Center area continue to increase, off-campus students will need to live ever further from campus. The light rail might make some of this feasible, but, realistically, students would have to live as far away as National City in order to see lower rents and have access to a direct light rail line. Thus, lower cost campus housing provides equitable housing options for our students. The building plan includes a number of green practices and features:

- The project's amenities (e.g., retail and dining) reduce the need for off-campus travel.
- The project encourages multi-modal connectivity:
 - 1,200 shaded and well-lit bicycle and micromobility storage spaces to encourage active transportation
 - Situated at the terminus of the Ridge Walk, a dedicated promenade providing north-south pedestrian connectivity throughout the West Campus
 - A transit hub, connecting campus shuttles and MTS buses
- The Project will have a robust landscape program, with several outdoor recreation and wellness spaces, planted with native and adapted plant species that would be low-water users and provide for stormwater infiltration. The landscaping will incorporate rain gardens, bioswales, and other treatment methods to filter, capture, or infiltrate water extending and connecting to existing rainwater treatment systems on the campus. Note that all of this future open green space is currently occupied by paved parking lots.
- Low-flow fixtures in kitchens and bathrooms and water saving appliances will reduce indoor water use. Outdoor water use would be reduced through the selection of native and adapted plant species; irrigation will be via a connection to San Diego's reclaimed water system.
- The Project's electricity use will be 100% carbon-free via the UC Regents Energy Services Unit Direct Access Program. This will be achieved, in part, through passive heating and cooling, low-energy heating, ventilation, and air conditioning systems, such as radiant cooling.
- Interior and exterior materials will be evaluated for their health, durability, and maintenance requirements. Recycled materials and materials from regional sources will be utilized where possible.

- Off-site methods of construction, for some building components, will decrease construction waste and provide a quieter, safer, less-congested Project site.

Finally, we note that experiences in the North Torrey Pines Living and Learning Community have already revealed an important synergy between the residential and academic aspects of the college; we foresee the Theater District project doing the same because the neighborhood includes not only housing, but also office/classroom space, and community facing services (e.g., retail, dining, programming, etc.).

Conclusion

UC San Diego's undergraduate colleges are designed to provide a high-touch, high-impact experience for our students; they form a key component of our student-centered university and are, therefore, closely aligned with the Campus Strategic Plan. However, recent increases in undergraduate enrollments, to nearly our desired size of 32,000, have resulted in over enrollment of the six long-standing colleges, with negative consequences in a number of areas (e.g. residential, academic, and co-curricular). The establishment of Seventh College, beginning in 2020, and now of Eighth College, is critical to meet our obligations to our current students and allow our campus to best serve the State through increased UC accessibility and degree attainment. Having a total of eight colleges for our 32,000 students is also integral to the campus' long-range development plan, which is poised to provide increased residential opportunities for all students. Eighth College follows the establishment of Seventh College in a plan to decompress current housing and build to an eventual four-year housing guarantee. With the permanent decompression of triple occupancy housing in 2020, the urgency for additional bed space to meet current needs is even more pressing. Finally, we believe that the general education framework, which builds on recent best practices for engaged liberal arts curricula, will present an innovative and exciting academic environment and a new general education option for our students. The focus on community and engagement and the anti-racist curriculum meets a pressing societal need.

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OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

November 30, 2018

ACADEMIC SEANTE CHAIR ROBERT HORWITZ
EXECUTIVE VICE CHANCELLOR ELIZABETH SIMMONS
UC SAN DIEGO

Dear Chair Horwitz and Executive Vice Chancellor Simmons:

Thank you for your October 31, 2018 letter that requests waiving the pre-proposal stage for an Eighth Undergraduate College at UCSD. I appreciate your attention to the *Compendium* process for the review and approval of new schools and colleges, just as I appreciate the complexity—and urgency—of UCSD’s plans for anticipated growth and related thinking about how to streamline the review and approval process.

Your letter referenced the recent pre-proposal for a Seventh Undergraduate College and makes the case that the pre-proposal for the Eighth College would be similar and repetitious. I agree and am granting your request to waive the pre-proposal stage for an Eighth Undergraduate College.

As you develop a full proposal for an Eighth College, I would ask that you keep in mind my review of the pre-proposal for a Seventh College in which I indicated areas in need of attention. In my May 30, 2018 letter to Chancellor Khosla, I noted that multiple, key aspects of the plan for a Seventh College were still under discussion, including the exact structure of the College, how the College will be staffed, and how students will meet general education and writing requirements. I also suggested the Seventh College pre-proposal was incomplete in that your commitment to diversity and inclusion, such as the outreach and academic preparation efforts intended to provide additional opportunities to underrepresented groups, was neither made explicit nor integrated throughout the proposal. I approved the pre-proposal because I am confident that you will address those issues in the full proposal for the Seventh College and, by extension, in the full proposal for an Eighth College.

I wish UC San Diego the best as it develops full proposals for Seventh and Eighth Colleges.

Sincerely,

Michael T. Brown, Ph.D.
Provost and
Executive Vice President for Academic Affairs

cc: Academic Senate Chair May
Vice President Brown
Executive Director Baxter

UNIVERSITY OF CALIFORNIA SAN DIEGO



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OFFICE OF THE EXECUTIVE VICE CHANCELLOR
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January 31, 2020

Committee Membership:

John Moore, Chair, Dean of Undergraduate Education
Karen Dobkins, Professor, Psychology
Joshua Figueroa, Professor, Chemistry & Biochemistry
William Hodgkiss, Professor Emeritus, SIO & JSOE
Joshua Kohn, Professor, Ecology, Behavior & Evolution
Dana Murillo, Associate Professor, History
Shahrokh Yadegari, Professor, Music

Colleges:

Leslie Carver, Provost, Marshall College
Lakshmi Chilukuri, Provost, Sixth College
Douglas Easterly, Dean of Advising, Muir College
Matthew Herbst, Director of Making of the Modern World, Roosevelt College
Kafele Khalfani, Dean of Student Affairs, Warren College

Equity, Diversity, and Inclusion:

Gerardo Arellano, Director of the Raza Resource Center, VC-EDI

Associated Students:

~~Hunter Kirby, Associate Vice-President of College Affairs~~ Melina Reynoso, Vice President, Campus Affairs
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.

Appendix C - Senate Council Response

July 1, 2020

ELIZABETH H. SIMMONS
Executive Vice Chancellor

SUBJECT: Review of Full Proposal for Eighth College

Dear EVC Simmons,

The Eighth College full proposal was distributed to Senate standing committees to review and discussed at Senate Council on June 29, 2020. Senate Council declined to endorse the proposal at this time. The consensus was that the proposal was drafted prior to COVID-19 and higher education may change in ways that we do not yet fully understand. Given that a new college would be a permanent entity, Council felt it would be prudent to pause the development of Eighth College until we better understand what long-term changes to higher education might develop as we emerge from the current pandemic.

In addition to the general sentiment above, reviewers had the following specific comments regarding the proposal as currently written.

- There was concern about sufficient resources, specifically with respect to whether one Teaching Professor functioning as a Program Director and working with graduate Teaching Assistants would be adequate support for the engagement requirement.
- The theme is well suited to advance diversity, equity and inclusion, and reviewers would like to see a stronger connection articulated in the proposal.
- What are the COVID-19 long-term budget implications and how does an Eighth College proposal fit into the long-term campus budget plan? Given the budget reductions, how will adequate funding for a new college be provided? Will resources be diverted from other campus functions?
- Concerns were raised regarding the environmental impact of continued growth.

The Senate looks forward to continued discussion on this important topic.

Sincerely,



Maripat Corr
Chair
San Diego Divisional Academic Senate

cc: Pradeep Khosla, Chancellor
John Moore, Dean of Undergraduate Education
Steven Constable, Senate Vice Chair
Ray Rodriguez, Senate Director

Appendix D – Eighth College Proposal Revision Workgroup charge

In Winter and Spring 2020, the Eighth College Proposal workgroup – with representatives from the administration, Academic Senate, and Associated Students – met to draft a proposal for Eighth College (attached). This proposal was submitted to the UC San Diego Divisional Academic Senate in May, 2020. Senate Council discussed the proposal and asked for clarification on several questions before considering it further (letter from July 1, 2020, attached). Because the Divisional Senate and the Office of the President agreed to waive the requirement for a pre-proposal (as normally required under the terms of the *Compendium: Universitywide Review Processes for Academic Programs, Academic Units, & Research Units*), the May 2020 proposal was to be the full proposal; the finality of this step was one the reason Senate Council wished to use this opportunity for clarification. In addition, the proposal was drafted in a pre-COVID-19 environment and therefore could not take the effects of the pandemic into account. Finally, there is an opportunity to strengthen the proposal’s approach to diversity issues; in particular, adding emphasis on anti-racism and combating anti-Blackness. The proposed ‘Engagement & Community’ theme is well-suited to achieving this, but more detail is needed.

After discussions between the administration and the Academic Senate leadership, it has been decided to convene an Eighth College Proposal Revision workgroup including some members of the original workgroup and also new members who will bring additional relevant perspectives. The workgroup is requested to modify the proposal to explicitly address the following Senate comments:

- There was concern about sufficient resources, specifically with respect to whether one Teaching Professor functioning as a Program Director and working with graduate Teaching Assistants would be adequate support for the engagement requirement.
- The theme is well suited to advance diversity, equity and inclusion, and reviewers would like to see a stronger connection articulated in the proposal.
- How does an Eighth College proposal fit into the long-term campus budget plan, in light of the financial impact of COVID-19? Given the budget reductions, how will adequate funding for a new college be provided? Will resources be diverted from other campus functions?
- Clarification regarding the relationship of Eighth College to the university’s plans for undergraduate enrollment and for environmental stewardship.

I would appreciate a revised proposal by December 1, 2020. Please structure the revised proposal so that responses to the Senate comments are addressed in the Executive Summary and also called out in the main body of the proposal.

Committee Membership:

John Moore, Chair, Dean of Undergraduate Education

Faculty:

Adam Burgasser, Professor, Physics

William Hodgkiss, Professor Emeritus, SIO & JSOE

Victoria Ojeda, Professor, The Herbert Wertheim School of Public Health and Human Longevity Science

Keith Pezzoli, Teaching Professor, Urban Studies and Planning

Daphne Taylor-Garcia, Associate Professor, Ethnic Studies

Shahrokh Yadegari, Professor, Music

Colleges:

Leslie Carver, Provost, Thurgood Marshall College

Lakshmi Chilukuri, Provost, Sixth College

Douglas Easterly, Dean of Advising, John Muir College

Ivan Evans, Provost, Eleanor Roosevelt College

Matthew Herbst, Director of Making of the Modern World, Eleanor Roosevelt College

Kafele Khalfani, Dean of Student Affairs, Earl Warren College

Equity, Diversity, and Inclusion:

Porsia Curry, Director, Black Resource Center, VC-EDI

Students:

Malik Gilbert, Black Student at Large, Black Resource Center and Director of External Affairs, SPACES

Hannah Kreitman, Vice-President of Campus Affairs, Associated Students

Undergraduate Education:

Hailey Caraballo, Analyst

Appendix E - Revised Proposal - Senate Council Response

May 18, 2021

ELIZABETH H. SIMMONS
Executive Vice Chancellor, Academic Affairs

SUBJECT: Review of Revised Eighth College Proposal

Dear EVC Simmons,

The revised Eighth College proposal was distributed to San Diego Divisional Senate standing committees and discussed at the May 17, 2021 Divisional Senate Council meeting. Undergraduate Council (UGC) reviewed the revised proposal, and had the following comment. UGC strongly recommends that the long-range plan for 32,000 undergraduate students at steady-state is upheld so the colleges are able to deliver the student-centered experience to undergraduate students articulated in the campus Strategic Plan.

Senate Council voted to approve the proposal, and place it on the June 1, 2021 Representative Assembly meeting agenda for a vote. Senate staff will be following-up regarding the Representative Assembly meeting.

Sincerely,



Steven Constable
Chair
San Diego Divisional Academic Senate

cc: Robert Continetti, Senior Associate Vice Chancellor, Academic Affairs
Lori Hullings, Associate Senate Director
Tara Javidi, Senate Vice Chair
Pradeep Khosla, Chancellor
John C. Moore, Dean of Undergraduate Education
Ray Rodriguez, Senate Director

Appendix F – Divisional Senate approval

June 9, 2021

ELIZABETH H. SIMMONS
Executive Vice Chancellor, Academic Affairs

SUBJECT: Proposal to Establish an Eighth College at UC San Diego

Dear EVC Simmons,

The full proposal to establish an eighth undergraduate college was approved by Representative Assembly at its meeting on June 1, 2021, following review by Divisional Senate standing committees and Senate Council. This completes the review of the full proposal at the campus/Divisional level. The next step in the process is for the Chancellor to submit the proposal to UCOP Provost Michael Brown. The transmittal to Provost Brown should state that the San Diego Divisional Senate has approved the full proposal and should include the November 30, 2018 approval of the waiver of the pre-proposal stage (for the benefit of systemwide reviewers). The proposal must ultimately be approved by the systemwide Academic Council before it can be submitted by the UC President to the UC Board of Regents for final approval. Please copy me, San Diego Divisional Senate Director Ray Rodriguez, UC Academic Council Chair Mary Gauvain, and UC Senate Executive Director Hilary Baxter on the transmittal.

Sincerely,



Steven Constable, Chair
San Diego Divisional Academic Senate

cc: P. Khosla, Chancellor
R. Continetti, Senior Associate Vice Chancellor, Academic Affairs
J. Gattas, Associate Vice Chancellor/Chief of Staff
L. Hullings, Senate Associate Director
T. Javidi, Senate Vice Chair
J. Moore, Dean of Undergraduate Education
P. Ouillet, Vice Chancellor and Chief Financial Officer
R. Rodriguez, Senate Director
A. Sanders, Assistant Vice Chancellor, Academic Affairs

Appendix G - Staffing Eighth College's general education program

The campus will need to provide resources to accommodate undergraduate enrollments. This is true regardless of whether there are additional colleges and regardless of Eighth College's general education framework. Under any scenario, there need to be sufficient faculty to provide general education courses to serve all of our undergraduates. In the absence of additional colleges, staffing increase will be necessary to offer more sections – both in college core sequences and in departmental alternatives. Thus, the creation of Eighth College, regardless of how its general education is structured, will require faculty and TA resources. Adopting the interdisciplinary external engagement framework does not pose additional staffing pressure that the campus is not already facing, other than the director, two associate directors, and support staff. This said, it is the case that the existing colleges struggle to staff core courses, writing courses, and find sufficient teaching assistant support. These difficulties fall into two categories: recruiting Senate faculty to teach in college core sequences and finding sufficient numbers of teaching assistants. The problem is exacerbated by the fact that both faculty and teaching assistants tend to come from Arts & Humanities and some Social Sciences departments in fields with limited graduate programs. It is particularly important that Eighth College (as well as existing colleges) maintain quality teaching staffs and well trained and qualified teaching assistants. There are several ways to address this:

- Increase the number of FTEs in departments that provide teaching support to the colleges. This might be in the form of teaching professor (L[P]SOE) positions that are responsible for both department-based alternative courses and capstone courses. The Campus Multi-Year Faculty Growth Plan calls for 150-200 new ladder-rank FTEs over the next several years; staffing the general education courses should be a consideration in this FTE growth. Although there is currently a freeze on most new faculty positions, we expect this to be lifted by the time Eighth College comes on-line.
- Diversify the faculty and teaching assistant pools. The interdisciplinary nature of the capstone courses raises the possibility that faculty and teaching assistants from multiple divisions may be well suited to the program.
- Develop teaching assistant guarantees between the colleges and departments to simultaneously provide teaching assistants for the colleges and funding for departments – enabling departments to reliably grow their graduate programs. A committee created such a plan a few years ago and is currently meeting to work on next steps.
- Make increased use of Unit-18 lecturer positions.

Despite these challenges, it is important to note that the addition of Eighth College is motivated by the need to decompress current colleges, not by growth – the campus remains committed to capping undergraduate enrollment at 32,000. Thus, the faculty and TA resources used by Eighth College should be off-set by reductions in resources needed by the other colleges. If we succeed in dropping enrollments to 4000 per college, there should be a significant redistribution of instructional resource needs.

Assuming a steady state enrollment of about 4000 students, a 2:1 first-year : transfer student ratio, and idealized four- and two-year graduation rate (for first year and transfer students, respectively), the student population would be broken down as follows in any given year:

- Year 1 students: 660 first years
- Year 2 students: 660 first years
- Year 3 students: 660 first years, 330 transfers
- Year 4 students: 660 first years, 330 transfers

Eighth college would have to offer sufficient sections to cover the following courses each year:

- Fall: Engagement 1, 660 first year students
- Winter and Spring: Engagement 2, 660 first year students
- Throughout year: Engagement 3, 660 first year students
- Throughout year: Engagement 110, 330 transfer students
- Throughout year: Engagement 120, 330 first year and 330 transfer students

There are a number of options for staffing these courses. The model used with core sequence colleges involves faculty (Senate or Unit 18) teaching lecture courses with graduate student TAs leading smaller sections. An alternative, adopted by Muir, Warren, and Seventh College for lower-division synthesis courses, has TAs as sole instructors, implementing a common curriculum; this dispenses with the need for faculty instructors. Finally, it is possible to staff several courses with Unit-18 lecturers. One possibility would be to use the TA/Unit-18-only model for the project-based Engagement 120 course, and the faculty model for the other courses. Under this assumption, a possible steady-state model, with staffing needs is outlined as follows (assuming TAs – an equivalent model with some mix of Unit-18 lecturers is also possible):

Fall:

Engagement 1	660 first-years	3 lecture tracks	22 sections	3 faculty	11 TAs
Engagement 3	220 first-years	1 lecture track	15 sections	1 faculty	7.5 TAs
Engagement 110	110 transfers	1 lecture track	4 sections	1 faculty	2 TAs
Engagement 120	440 first-years, 220 transfers	No lecture track	12 sections	0 faculty	6 TAs

Winter:

Engagement 2	330 first-years	2 lecture tracks	22 sections	2 faculty	11 TAs
Engagement 3	220 first-years	1 lecture track	15 sections	1 faculty	7.5 TAs
Engagement 110	110 transfers	1 lecture track	4 sections	1 faculty	2 TAs
Engagement 120	440 first-years, 220 transfers	No lecture track	12 sections	0 faculty	6 TAs

Spring:

Engagement 2	330 first-years	2 lecture tracks	22 sections	2 faculty	11 TAs
Engagement 3	220 first-years	1 lecture track	15 sections	1 faculty	7.5 TAs
Engagement 110	110 transfers	1 lecture track	4 sections	1 faculty	2 TAs
Engagement 120	440 first-years, 220 transfers	No lecture track	12 sections	0 faculty	6 TAs

This model shows a need for 13 faculty-led sections per year (the Engagement Program director generally teaches 3, leaving a need for 10 additional senate or non-senate faculty sections) and 26.5 50% TAs per quarter (13.25 annual TA FTE). This is in line with the faculty and TA levels found in other college programs. Again, it is important to bear in mind that these appointments should off-set resource needs in other colleges, as enrollments are evened out.



Appendix H – UC Santa Cruz Council of Provosts Review

October 25, 2021

Dear Colleagues,

As Chair of the Council of Provosts at UC Santa Cruz, I would like to thank you for the opportunity to review your proposal for an eighth undergraduate college at UC San Diego. To start with an executive summary, we find this to be a compelling proposal that is unquestionably responsive to clear needs and deeply grounded in the latest research on student learning and success. The proposal for the eighth college builds upon and is consistent with the high standard set in the proposal for a seventh college which we reviewed two years ago. Given the successful record for launching the seventh college last fall, we have comparable confidence in this proposal as well. We are also deeply impressed with the mission expressed in this college’s proposed theme, “Engagement & Community.”

The recitation of facts regarding the current size of the student body and the strained capacities of the existing seven colleges continues to speak starkly to the dire need for improving the ability of the university to address student needs, from housing to advising, programming and administration that we saw in the proposal for the seventh college. The fact that UC San Diego has already hit the 31,800 undergraduate student mark of a long range projection of 32,000 by 2035 is shocking and we strongly concur that the per-college student numbers at the moment are detrimental to the mission of the colleges. The “student-centered university” imperative is clearly most likely to be met in the structure of the colleges, especially given the extraordinary growth in size of the UCSD campus in recent years. We believe that given the way your college system works, with differences in theme and management of general education requirements in particular, the addition of another college that is distinctive—as this proposal manifests—will enhance the ability of the university to attract highly qualified undergraduate students. Moreover, we read the administrative structure of your colleges as especially well designed to deliver high quality support to students, as long as the colleges are not over-stretched or under-sourced. In short, we believe this proposal successfully argues that a college is the best, most comprehensive approach to address the enrollment challenges at UCSD today.

We note that the system for managing the general education of undergraduate students differs at UCSC and UCSD and we confirm, as we did two years ago, that the fact that GE requirements are managed differently by each college, rather than uniformly via campus-wide regulations, offers admirable flexibility to the campus for innovation in undergraduate education that is founded upon the latest empirical research. We are pleased to see that the approach to general education at the eighth college is founded upon the thorough review of the most recent literature on general education that was produced by the seventh college working group. We strongly agree with the full-throated assertion of the importance of the liberal arts dimensions of a student’s education and agree that the colleges stand as the best steward of that mandate. We are especially intrigued by the eighth college’s Engagement Program. The vision of a general education curriculum that continually engages the students, with interdisciplinary approaches interweaved throughout their undergraduate career, culminating in a community-engaged project provides an exciting model for all of us in the University of California system. The proposal’s

evocation of cohort-making and the resonance of community well-being for both on and off-campus communities attractively addresses difficult questions that have plagued higher education in recent years. It also provides a powerful focus for aligning curricular and co-curricular programming. Likewise, we agree that the theme of “Engagement & Community” is well suited to making the eighth college a leader of the broader imperative for all the colleges to address structural racism and anti-Blackness. Like our colleagues at UC San Diego, we are challenged to find ways to increase meaningful engagement of faculty with the colleges. Yet again, we see the logic of this proposal’s view that the “Engagement & Community” theme may be powerfully attractive to potential affiliated faculty. The hiring of a full time teaching professor to manage the program makes sense, but we also look forward to hearing how easy or difficult the negotiations with the academic departments may be. There are significant resources to be committed here and we recognize that the interests of the departments and divisions may not always be in easy alignment with the college.

The proposal calls for staffing levels that are both entirely appropriate and would be challenging on our campus. We applaud the stipulated staffing levels and believe that the argument that these resources must be generated by the campus regardless, due to student growth, reinforces the foundational argument that the eighth college is not just desirable, but necessary. The plan for efforts related to equity, diversity and inclusion is sound and consistent with the educational vision. Finally, the sample major plans convince us that the approach to general education at the eighth college is viable.

The use of the Theater District Living and Learning Neighborhood for the physical plant of the eighth college addresses the stark challenges for housing faced at UC San Diego and, indeed, most of her sister campuses. The argument that this can reduce the campus’s carbon footprint and we applaud the plans for sustainable and attractive physical plant and an attractive environment. We also note, with approval, the considerations given here to the needs of a post-COVID campus.

In sum, we are truly excited by the vision of the eighth college at UC San Diego and we are convinced by the case presented in the proposal. There are challenges to be sure, especially in our experience, in the relations with the academic divisions and departments. But we think this proposal is the right plan at the right time. Yet again, as with the proposal for the seventh college, we are inspired by this proposal.

Yours,

Alan Christy
Chair, Council of Provosts
University of California Santa Cruz



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Appendix I - UC Riverside Review

Date: August 20, 2021

To: Dr. John Moore, Professor and Dean of Undergraduate Education
University of California San Diego

From: Dr. Jennifer Brown, Vice Provost and Dean Undergraduate Education
University of California Riverside

Re: Proposal for Eighth College

I am writing with enthusiastic support for the establishment of UC San Diego's Eighth College. The proposed Eighth College is poised to respond to the enrollment pressure and the curricula needs and rigor of the institution. More importantly, the Eighth College proposal focuses on "engagement and community" as a theme and will engage students in tackling grand challenges such as: structural racism; widening disparities in economic wealth, health and wellbeing; climate disruption; ecological degradation; the globalization of chronic and infectious disease types and vectors; and the declining resilience in the capacity of human settlements and working lands to adaptively respond to increasingly frequent and devastating shocks happening worldwide.

UC San Diego has the growth capacity, infrastructure, capital and workforce to engage and sustain an Eighth College. I applaud UC San Diego's commitment to equity, diversity, and inclusion as these values were stated as a key priority.

Notwithstanding my support, the Eighth College proposal could be improved by addressing the following considerations:

- How has the number of students and limited staff resources diminished the student experience?
- If the proposal is denied, how would UC San Diego handle increasing enrollment?
- Expound on why the Eighth College is distinct and the value it can add to partnerships with communities as well as repairing or addressing ongoing injustices.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Jennifer Brown".

Jennifer Brown, Ph.D.
Vice Provost and Dean of Undergraduate Education
Professor in School of Public Policy