

# PROPOSAL FOR A SEVENTH UNDERGRADUATE COLLEGE AT UC SAN DIEGO

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## Table of Contents

Background and Process .....	3
A. Need for a 7 <sup>th</sup> College and fit within the UC system and within the segments.....	5
B. Academic Rigor .....	8
i. Approaches to General Education .....	9
ii. Structuring General Education .....	10
iii. UC San Diego General Education Guidelines .....	11
iv. Proposed Framework: Alternatives and Capstones .....	12
v. College Theme.....	18
vi. Sample Curricula and 4-year Completion Plans .....	19
vii. Conclusion .....	22
C. Financial Viability .....	22
i. FTE Requirements .....	22
ii. College Facilities .....	23
iii. Capital costs .....	25
iv. Budget .....	25
v. Multi-year plan.....	25
Conclusion.....	27
Appendix A.....	28
Appendix B .....	29
Appendix C .....	38
Appendix D.....	41
Appendix E .....	42
Appendix F .....	44

## Background and Process

UC San Diego currently has a system of six residential 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 which, 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 may pursue majors in any of UC San Diego's courses of undergraduate study in any college. All general campus faculty (as well as some faculty from Scripps Institution of Oceanography 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 faculty. While affiliated with a college, faculty hold appointments in their home departments. Furthermore, each college has faculty from the full range of academic disciplines. Again, the colleges, despite emphasizing particular over-arching themes, are not tied to any particular academic field or area. In the context of this system we propose a seventh college ("7<sup>th</sup> College") to accommodate anticipated undergraduate enrollment growth.

The 7<sup>th</sup> College pre-proposal was approved in Winter-Spring 2018 by the UC San Diego Divisional Senate, the Academic Council, and the UCOP Provost. Provost Brown and several Senate committees provided valuable feedback, which we have incorporated into this proposal. This feedback is summarized in Appendix A.

Following approval of the pre-proposal, a workgroup was convened in Summer 2018 to discuss the general education framework for 7<sup>th</sup> College and to explore possible themes. **This proposal puts forth the workgroup's recommendations as guidelines for the college's Academic Plan.** Thus, while this document does not propose a full academic plan, the proposed general education framework is 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 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 includes a college theme; this was arrived at through campus-wide discussions and town hall meetings.

The proposal presented here is slightly modified from a full proposal that was submitted to the UC San Diego Divisional Senate in December 2018. The earlier proposal was distributed to several senate committees and discussed in Senate Council, who endorsed it with a caveat. The proposal was presented to the UC San Diego Representative Assembly on February 19, 2019, where it passed unanimously. The notice of the results of the Representative Assembly vote,

the Senate Council letter, and feedback from senate committees is included in Appendix B. The current, revised, proposal incorporates Divisional Senate feedback, which is summarized in Appendix C.

The earlier proposal was also sent to two external reviewers for comment: Michael Dennin, Vice Provost of Teaching and Learning and Dean, Division of Undergraduate Education, UC Irvine, and the Council of Provosts, UC Santa Cruz. Dean Dennin’s letter is included in Appendix D and the UC Santa Cruz feedback is in Appendix E.

Given a projected start date of Fall 2020, we propose that the process for developing and approving the detailed academic plan run in parallel with the approval process of this proposal (which includes an academic framework). Indeed an academic plan workgroup is meeting now and should submit a plan to the UC San Diego Divisional Senate in mid-March. The following timeline summarizes the elements that are independent of the Compendium approval process:

<b>January 2019</b>	Admissions submits changes for the layout of the Fall 2020 application
<b>January-February 2019</b>	Academic Plan Workgroup meets to develop an academic plan
<b>March 2019</b>	7 <sup>th</sup> College’s academic plan is submitted to the UC San Diego Divisional Senate. The academic plan includes the educational philosophy and theme, organizational structure, general education and distribution requirements, degree requirements, and deployment of faculty. Undergraduate Council submits its findings to the Divisional Senate Chair. Other senate committees are invited to provide feedback.
<b>May 2019</b>	Administration establishes 7 <sup>th</sup> College faculty organization and begins to recruit faculty.
<b>May 6, 2019</b>	Senate Council places the academic plan on a Representative Assembly meeting agenda.
<b>June 4, 2019</b>	Representative Assembly reviews Undergraduate Council’s findings and approves 7 <sup>th</sup> College’s academic plan.
<b>April-June 2019</b>	7 <sup>th</sup> College develops proposal to implement the academic plan for submission to Undergraduate Council. <ul style="list-style-type: none"> <li>• Designate courses suitable to satisfy college requirements.</li> <li>• Develop curricula and syllabi for writing program.</li> <li>• Develop catalog copy.</li> </ul> Develop advising plans (four-year plans).
<b>June 14, 2019</b>	Undergraduate Council approves the implementation details of the academic plan.
<b>July 2019</b>	Admissions updates webpage to include 7 <sup>th</sup> College; Registrar creates necessary infrastructure
<b>Summer 2019</b>	<ul style="list-style-type: none"> <li>• Upon Regents approval, 7<sup>th</sup> College faculty formally appointed</li> </ul>
<b>Fall 2019</b>	Search for 7 <sup>th</sup> College Provost begins

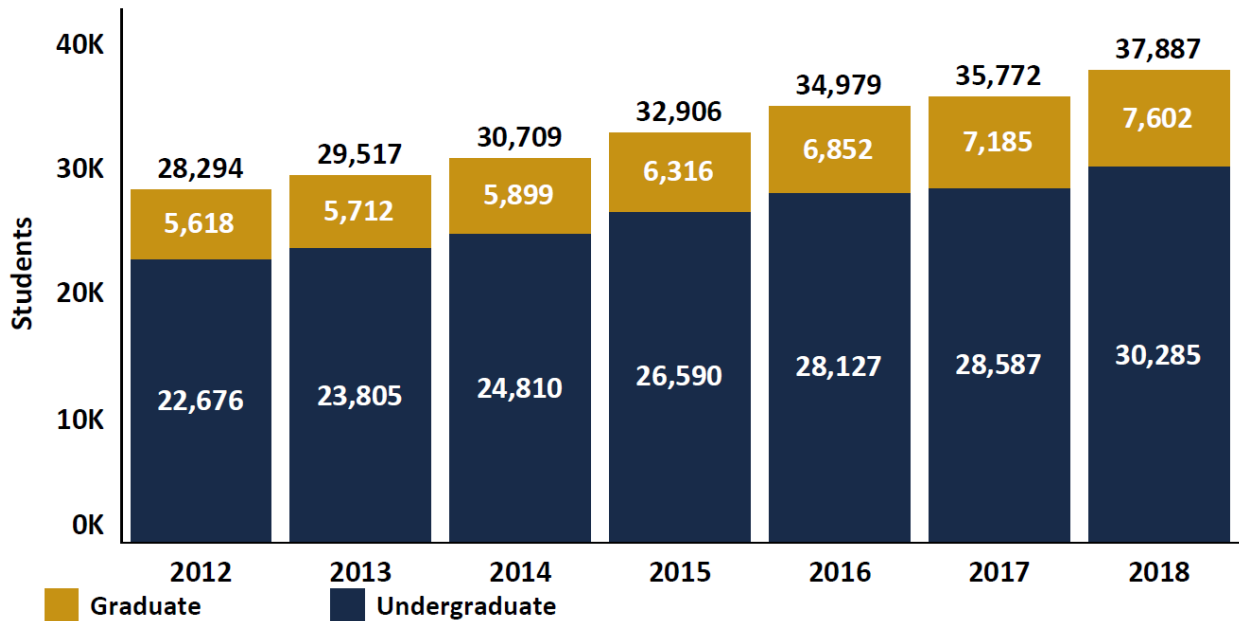
<b>Fall 2019-Winter 2020</b>	Students rank 7 <sup>th</sup> College in applications for Fall 2020
<b>September 2019</b>	7 <sup>th</sup> College faculty draft and approve the Faculty Bylaws and new Senate Regulation defining the Academic Requirements for 7 <sup>th</sup> College (to be numbered 635).
<b>September 2019</b>	7 <sup>th</sup> College submits the Faculty Bylaws and Senate Regulation to the Divisional Senate Chair.
<b>October 2019</b>	Undergraduate Council reviews the Regulation and the Committee on Rules and Jurisdiction reviews the proposed Faculty Bylaws and Senate Regulation for consonance with the Code of the Academic Senate. The committees submit their recommendations to the Divisional Senate Chair.
<b>November 2019</b>	Senate Council places the Faculty Bylaws and Senate Regulation on a Representative Assembly meeting agenda.
<b>December 2019</b>	Representative Assembly approves the Faculty Bylaws and Senate Regulation.
<b>Winter-Spring 2020</b>	7 <sup>th</sup> College Provost appointed; executive committee elected; college staff recruited; faculty recruited for college courses
<b>Fall 2020</b>	First class arrives

### A. Need for a 7<sup>th</sup> College and fit within the UC system and within the segments

Enrollment pressures provide strong motivation for a 7th College (as well as an eventual 8th College). While UC San Diego’s steady state has been projected at 32,000 undergraduate students by 2035, unprecedented yield in the past several years has our campus currently at over 30,000 undergraduates. Thus, the 2035 target is almost a reality in 2018. Each of our six colleges has enrollments of around 5,000. Without additional colleges, each college’s enrollment would grow to over 5,300, which would severely impact our ability to serve our students. Indeed, at 5,000 per college, resources are severely taxed and this affects the student experience. Figure 1 shows the increase in enrollment over the past seven years:

**Figure 1**

## Total UC San Diego Campus Fall Enrollment Headcount (2012-2018)



**Note:** The number of graduate students excludes medical and pharmacy residents

**Source:** UC San Diego Campus Office of the Registrar

<http://ir.ucsd.edu/third-week/index.html>

Colleges feel the strain of enrollment pressures in all areas: advising, student affairs, and housing. 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 deans of advising and of student affairs positions. In terms of housing, even at 4000 students, the existing colleges cannot fully accommodate all lower-division students. If the colleges grew to 5,300 students, they would only be able to guarantee one year of housing. In other words, increasing the population of each of the existing colleges to accommodate the projected 32,000 students would inevitably diminish the student experience. Instead, a plan that explores smaller additions to existing college housing and provides for two additional colleges would allow us to improve services for all 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. A 7<sup>th</sup>, and eventual 8<sup>th</sup>, college 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; new colleges are essential to achieve 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 which 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. The campus currently houses 11,593 undergraduate students (9,329 in colleges and 2,264 in non-college transfer student housing). The design capacity of the residential areas in the six colleges is 7,520, leading to an over-capacity variance of 1,809. Furthermore, 2210 lower-division students are housed outside their colleges – either in the transfer student housing facility or in other colleges. This clearly undermines the goals of a residential college 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 a new college is based both on enrollment growth and our strategic plan's commitment to being a student-centered public university. UC San Diego is one of the UC campuses that has growth capacity, which is why we expect to add at least 2,000 new undergraduates in the coming years. Given that our undergraduate college system is a key framework through which we support students' learning and development, adding a 7<sup>th</sup> College would allow us to manage this enrollment growth in a way that ensures student success. It will not only enable us to admit more students but 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 even as our enrollment grows.

Because the increased enrollments reflect increases in UC-eligible Californians, there is a clear unmet societal need and student demand for a 7<sup>th</sup> 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, 7<sup>th</sup> 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 a 7<sup>th</sup> 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, 7<sup>th</sup> 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 for being a student-centered campus, the 7<sup>th</sup> College will likewise be a core part of this initiative.

Again, UC San Diego is a growth campus and as societal demand for UC access grows, so will our enrollments. In this way, the addition of a new college contributes to meeting fundamental goals of the UC system. The strengths of our college system, which a 7<sup>th</sup> College will enhance, allow our campus to compete favorably with other universities - both within and outside of the UC system.

## 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 7<sup>th</sup> College, the campus creatively reimagine general education requirements (see Appendix A). To this end, a workgroup was charged with developing a framework for the intellectual focus and academic mission of the college. The workgroup met Spring through Summer 2018. As charged, the workgroup 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. We summarize these here and provide a framework for a general education scheme. We also summarize the workgroup's discussion on the idea of a college theme.

### i. 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 training. 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 assets 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 21<sup>st</sup> Century 2007).

Under the required course approach, students are required to take prescribed courses as at least part of their general education. Four of the six 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), and Sixth (Culture, Art, and Technology) are taken by all students who enter as first time full-time 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, 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 four 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, the four 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. It is likely that Muir's flexible requirements contribute to its status as the most popular college (in terms of applications). 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 pre-requisite 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.

## ii. 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. 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-based projects, internships, study abroad, and the like
- Employ inclusive pedagogical practices in recognition of a more diverse student population

The challenge before us is to scale a program to serve the approximately 4,000 students in 7<sup>th</sup> College. Furthermore, if general education is to be included throughout the academic career, all 7<sup>th</sup> 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.

### iii. 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

<b>Requirement:</b>	<b>BA/BS in Arts and Sciences</b>	<b>BS in Engineering</b>
<b>Minimum Number of Courses for a college's general education (GE) requirement</b>	At least 14 4-unit courses	At least 12 4 –unit courses
<b>Limit on Overlapping Courses with a Major</b>	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
<b>Breadth Requirement</b>	<ul style="list-style-type: none"> <li>At least 11 of the 14 GE courses must be taken from a minimum of four departments or programs.</li> <li>Courses required by the student's major will not count toward the breadth requirement</li> <li>Writing program sequence will count as one area outside the student's major to fulfill this requirement</li> <li>Must require graduates to meet minimal requirements in Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences</li> </ul>	<ul style="list-style-type: none"> <li>At least 9 of the 12 GE courses must be taken from a minimum of four departments or programs.</li> <li>Courses required by the student's major will not count toward the breadth requirement</li> <li>Writing program sequence will count as one area outside the student's major to fulfill this requirement</li> <li>Must require graduates to meet minimal requirements in Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences</li> </ul>
<b>Writing Requirement</b>	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.
<b>College Requirements</b>	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

### **iv. Proposed Framework: Alternatives and Capstones**

The framework described here 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 capstone courses. In addition, both the alternatives and the capstone 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.

#### **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 – e.g., Arts, Humanities, Social Sciences, Natural Sciences, and Quantitative Reasoning. To ensure intellectual coherence and depth, while retaining sufficient selection to guarantee course availability, these courses will be carefully curated, possibly around the college’s intellectual theme. If 10 out of the 14 general education courses were structured as alternatives, students might take two courses in each of the above five fields. 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 required to take alternatives courses throughout their academic careers – at a rate of 2-3 per year.

We emphasize the importance of curating these courses so they connect meaningfully to each other and to the capstone courses. One possibility would be to invite departments 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, foreign language and cultures, and historical and multicultural understanding. 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. Capstone Courses

Capstone courses will 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 will provide a mix of individual and group work that entails significant writing and oral presentations. Students will be required to bring modes and content from their general education, Diversity, Equity, and Inclusion course, and major coursework. Some courses focus more on writing, others on community-based projects, and others on group work. Regardless, the theme of each course will be collaborative, interdisciplinary work confronting difficult problems. Such a structure is designed to accomplish all of the best practices detailed above. Finally, because these are organized according to entering classes, the capstone courses help form a feeling of shared experience and cohort.

The capstone courses might be organized into two writing-intensive first-year and second-year courses, followed by one upper-division course that emphasizes collaborative work followed by poster or oral presentations.

The full academic plan will prescribe more detailed structure for the capstone 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 and relevant within the student's overall academic pathway. Putting together both the curated alternatives and the capstones, the framework is designed to form a coherent liberal arts general education that has advantages of both required courses and alternatives.

#### c. High Impact Course

To round out the general education curriculum – ten alternatives and three capstones – a final, high impact course will allow students to pursue their interests, selecting from a variety of high impact educational venues, e.g., a departmental capstone, internship, practicum, or study abroad. Thus, while the three capstones engage major and other coursework, the high-impact course allows for experiential work in the major or in other areas.

#### d. Writing and Design

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, two of the 7<sup>th</sup> College capstone courses (those for the first and second years) should include an intensive writing curriculum. The writing assignments will include interdisciplinary projects and may emphasize

writing both within and across disciplines. The third capstone would focus on collaborative projects and culminate in research presentations.

The workgroup's review of other institutions' curricula revealed that the Sweet Briar general education program, which has helped revitalize their undergraduate curriculum, includes a 'design thinking' course. Our new college has the opportunity to leverage UC San Diego's Design Lab, which already offers courses and minors for undergraduates, by incorporating a broadly-conceived design component into the general education program. We propose to approach design as a holistic, interdisciplinary and collaborative process that hinges on iteration, testing, feedback, and learning in the process of making. While design is often associated with commodities like furniture or technological systems, we instead propose to teach students iterative, holistic methods for producing a wider range of humanistic interventions, including writing, film, and policy. Indeed, design offers a process for tackling the very interdisciplinary complex problems that we want students to attain experience in addressing.

This notion of design will challenge students to draw on their alternatives coursework in making sense of complex problems, and learning how to engage communities to make imagined futures that can exist in the social dynamics of a global world.

Writing, then, has two modes in this approach to general education. One mode is writing to think, synthesize, reflect, and critique. In the second, design-oriented mode, writing produces textual and multimodal artifacts to circulate and produce effects on reader-users, whether investigative journalism, scientific reports, or presentations. Both forms are important and will be incorporated into the capstone curricula – the former prevalent in the first two, writing-intensive courses, while the last capstone will be more design-oriented, providing a vehicle for students to engage in complex, interdisciplinary problem solving with wider communities and public. In addition, department alternatives can be curated with these goals and modes in mind.

#### e. Competencies and Skills

Oftentimes the goal of a liberal arts education is cast in terms of gaining competencies and skills. In recent years there has been increased discussion of how universities prepare students for their future lives as active members of the workforce and thoughtfully engaged citizens of a global society. The UC San Diego Education Initiative Workgroup has identified 12 competencies to promote student success and development:

- Critical Thinking and Problem Solving
- Research Ability
- Oral, Written, and Digital Communication
- Teamwork and Cross-Cultural Collaboration
- Understanding Global Context

- Leadership
- Innovation and Entrepreneurial Thinking
- Self-Reflection
- Civic Engagement and Social Responsibility
- Digital Information Fluency
- Career Development
- Professionalism and Integrity

Several of these may be incorporated in capstone learning goals.

#### f. Transfer Students

The above Alternatives and Capstones framework is structured around a four-year college experience – it assumes students enter as first time full-time 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 and two capstones. 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 the one upper-division capstone course.

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 7<sup>th</sup> 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.

#### g. Staffing

The campus will need to provide resources to accommodate increasing enrollments. This is true regardless of whether there are additional colleges and regardless of 7<sup>th</sup> 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. If 7<sup>th</sup> College adopted one of the existing general education frameworks, there would be increased faculty and Teaching Assistant requirements to cover additional writing classes, departmental alternatives, and, possibly, core sequences. Thus, the creation of 7<sup>th</sup> College and adopting the alternatives and capstones framework does not pose additional staffing pressure that the campus is not already facing. 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 enough Teaching Assistant support. The problem is exacerbated by the fact that both faculty and TAs tend to come from Arts & Humanities and some Social Sciences departments in fields with limited graduate programs. It is particularly important that 7<sup>th</sup> College (as well as existing colleges) maintain quality teaching staffs and well trained and qualified Teaching Assistants. There 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 alternatives 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.
- 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 – eventually 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.

To scale the capstone courses, 7<sup>th</sup> College will need to serve about 2600 students each year. This assumes that two-thirds of the 4000 students enter as first time full-time students and take capstone courses during their first two years (about 1300 lower-division students); 2600 upper-division students - including those who enter as first time full-time students and transfer students - would spread their upper-division capstone over two years, yielding approximately 1300 per year. These capstones should be organized as distinct small courses, led by graduate students with teaching assistant or associate-in appointments that meet periodically as larger faculty-led lectures (led by a combination of senate and non-senate faculty). This model, with significant graduate student support, will provide students with the high touch necessary for successful implementation. Faculty instructors would focus on the multi-disciplinary work, while graduate students would supervise individual and group projects. The faculty and teaching assistant (or associate-in) staffing needed for this arrangement is similar to that found in other colleges. This includes a Teaching Professor (L[P]SOE) who serves as director of the



capstone program, other senate faculty and/or Unit 18 Lecturers who teach capstone courses, and graduate teaching assistants/associate-ins.

The capstone program director will be appointed to the college; this is the only Senate faculty appointment in the college (the provost retains departmental affiliation, with an administrative position in the college). Other faculty, whose primary appointment is in another unit (e.g. a department), nevertheless have college affiliations. Every General Campus faculty member, and some in Health Sciences and the Scripps Institution of Oceanography, is associated with one of the undergraduate colleges. As new faculty are recruited to campus, the Council of Provosts (currently the six college provosts) assigns them to 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 existing faculty to join 7<sup>th</sup> College; we will also begin to assign new faculty to the college. These affiliations will be contingent on approval of the college's proposal and will become official once the college is approved.

We project that a search for the 7<sup>th</sup> College provost will take place in Fall 2019 (again, contingent on approval); this will be a campus-internal search limited to tenured senate faculty. The provost will assemble a faculty Executive Committee from the 7<sup>th</sup> College-affiliated faculty to draft the Senate Regulation and college by laws. These will require ratification by the college faculty and the Divisional Academic Senate.

#### **h. Equity, Diversity, and inclusion**

UC San Diego has made significant progress in creating 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. 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, including increasing recruitment of African-American and Native-American students; continuing efforts to diversify the faculty cohort; and addressing attainment gaps that exist between underrepresented students and others. The six 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.

7<sup>th</sup> College will similarly be expected to make equity, diversity, and inclusion a significant priority.

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 the 7<sup>th</sup> College 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 – 7<sup>th</sup> College will be no exception.

#### v. College Theme

The UC San Diego undergraduate college system is characterized by unique intellectual themes; examples include 'sustainability' (John Muir College) and 'social justice' (Thurgood Marshall College). The college theme serves as an important aspect of its identity. In some cases, the theme forms the basis for curating alternatives in the general education program and leads to the character of co-curricular programs. Discussion of possible themes for 7<sup>th</sup> college has consistently emphasized the need to select an enduring and broadly meaningful theme. Appendix F surveys some of the themes mentioned in previous discussions.

From more recent discussions, based on input from town hall meetings and discussions between the 7<sup>th</sup> College Workgroup, administrators, and senate leadership, it is clear that the theme should have real intellectual content and be sufficiently focused. However, the theme also should connect with multiple academic areas. Given the need to curate the alternative courses and the interdisciplinary nature of the capstone courses, the college theme should allow both college-specific alternatives courses and interdisciplinary projects that potentially engage arts, humanities, social sciences, natural sciences, and quantitative reasoning.

One theme has emerged from discussions between the workgroup and the Academic Senate that meets these criteria: "A Changing Planet." Not only is this clearly aligned with the Strategic Plan's research theme "Understanding and Protecting the Planet," but it also connects deeply with at least two others ("Enhancing Human Life and Society" and "Understanding Cultures and Addressing Disparities in Society"). While there may be some overlap with Muir's sustainability theme, this is broader; furthermore, Muir's theme is not reflected directly in its general education requirements.

The notion "A Changing Planet" has obvious connections to climate change and other environmental issues. However, it might also refer to political and social change as well as changing technologies and artifacts.

There have been various suggestions regarding prefixing a verb (or other phrase) to the "changing planet" concept, e.g. "Addressing a Changing Planet", "Understanding a Changing

Planet”, “Designing for a Changing Planet”, “Equity in a Changing Planet”, among others. Refinements may depend on, among other considerations, the types of courses departments propose for alternatives. It is easy to envision how all divisions on campus could contribute courses related to such a theme. From Arts (UC San Diego’s strength in border art), Humanities (historical, ethical, and literary responses to change), Social Sciences (multiculturalism, economic change, environmental economics, political systems, migration studies, foreign language, language change), Natural Sciences (including public health and disease prevalence; ocean warming and rise, geographic distribution of species; new technologies, materials, and medicines), and quantitative skills (quantitative tools for analyzing change, use of data).

A theme like this needs further focus – this is best left to the committee that develops the academic plan in consultation with the departments. Nevertheless, it has potential to clearly structure the general education curriculum in a way that involves all areas and promotes interdisciplinary work.

#### vi. Sample Curricula and 4-year Completion Plans

The following summarizes the alternatives and capstones framework sample general education curricula for incoming first time full-time students and transfer students.

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##### **Incoming first-time full-time students**

Alternatives -Two courses each from pre-curated selections from:

- Arts
- Humanities
- Social Sciences
- Natural Sciences
- Quantitative Reasoning

Capstones – three capstone courses

One high-impact course

Year 1: 2-3 alternatives, one capstone

Year 2: 2-3 alternatives, one capstone

Year 3 and 4: remaining 4-6 alternatives, one capstone, one high-impact course

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##### **Incoming transfer students**

Alternatives – completed through IGETC; otherwise by petition or taken at UC San Diego

Capstones – one capstone course

One high-impact course

Years 1-2: alternatives, as needed, one capstone, one high-impact course

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Four-year completion plans are available for all majors and colleges. To test the feasibility of the proposed framework, a mock college was set up, allowing testing of various majors. The following is a sample four-year plan for the general Linguistics major:

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

Year 1	<b>Fall (13 units)</b> Language Req. (5) GE Alternative (4) Elective (4)	<b>Winter (13 units)</b> Language Req. (5) GE Alternative (4) Elective (4)	<b>Spring (13 units)</b> Language Req. (5) GE Alternative (4) Capstone (4)
Year 2	<b>Fall (13 units)</b> Language Req. (5) LIGN 101 (4) GE Alternative (4)	<b>Winter (16 units)</b> LIGN Elective (4) GE Alternative (4) Elective (4) Elective (4)	<b>Spring (16 units)</b> LIGN Elective (4) GE Alternative (4) Capstone (4) Elective (4)
Year 3	<b>Fall (16 units)</b> LIGN Elective (4) LIGN 110 (4) GE Alternative/DEI (4) Elective (4)	<b>Winter (16 units)</b> LIGN 111 (4) GE Alternative (4) Elective (4) Elective (4)	<b>Spring (16 units)</b> LIGN 120 (4) LIGN Elective (4) High Impact (4) Elective (4)
Year 4	<b>Fall (16 units)</b> LIGN Elective (4) GE Alternative (4) Elective (4) Elective (4)	<b>Winter (16 units)</b> LIGN 121 (4) GE Alternative (4) Elective (4) Elective (4)	<b>Spring (16 units)</b> LIGN 130 (4) LIGN Elective (4) Capstone (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 86 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 seven separate GE alternative courses (one of which could overlap with the campus DEI requirement) and the four capstones:

**Bioengineering (Biotechnology) – Four-Year Plan (194 total units):**

Year 1	<b>Fall (16 units)</b> MATH 20A (4) CHEM 6A (4) GE Alternative (4) GE Alternative (4)	<b>Winter (18 units)</b> MATH 20B (4) CHEM 6B (4) PHYS 2A (4) BENG 1 (2) GE Alternative (4)	<b>Spring (20 units)</b> MATH 20C or 31BH (4) CHEM 6C (4) CHEM 7L (4) PHYS 2B (4) Capstone (4)
Year 2	<b>Fall (16 units)</b> MATH 20D (4) CHEM 40A (4) BILD 1 (4) GE Alternative/DEI (4)	<b>Winter (14 units)</b> MATH 18 or 31AH (4) PHYS 2C (4) PHYS 2CL (2) CHEM 10B (4)	<b>Spring (16 units)</b> MATH 20E or 31CH (4) BENG 100 (4) MAE 8 (4) Capstone (4)
Year 3	<b>Fall (16 units)</b> CENG 101A (4) MAE 170 (4) BICD 100 (4) GE Alternative (4)	<b>Winter (16 units)</b> BENG 123 (4) BENG 130 (4) BENG 168 (4) GE Alternative (4)	<b>Spring (17 units)</b> BENG 187A (1) BENG 103B (4) BENG 186A (4) BENG 160 (4) Capstone (4)
Year 4	<b>Fall (16 units)</b> BENG 187B (1) BENG 161A (4) BENG 162 (4) BENG DE (3) BENG 166A (4)	<b>Winter (16 units)</b> BENG 187C (1) BENG 161B (4) Tech Elective (4) BENG DE (3) GE Alternative (4)	<b>Spring (13 units)</b> BENG 187C (1) BENG 125 (4) Tech Elective (4) High-Impact (4)

Due to greater required lower- and upper-division units, this is a more challenging plan to finish in four years. There are three quarters with more than 16 units (18, 20, and 17). However, if we compare this with other colleges, we find that the same major is, overall, similarly challenging:

<b>College</b>	<b>Total Units</b>	<b>Quarters with &gt; 16 Units</b>
Revelle	206	7 (20, 22, 18, 17, 17, 18, 21)
Muir	194	3 (18, 18, 17)
Marshall	194	3 (20, 22, 18)
Warren	190	2 (18, 17)
Roosevelt	206	4 (20, 22, 18, 17)
Sixth	194	2 (20, 22)

## vii. Conclusion

The framework proposed here combines aspects of both the required course and alternatives models, but frames the required courses into capstones that promote interaction between the alternatives, major, DEI, and other coursework. The capstone courses are unified in their emphasis on using interdisciplinary perspectives to address difficult problems, focusing on the twelve competencies.

## C. Financial Viability

### 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.

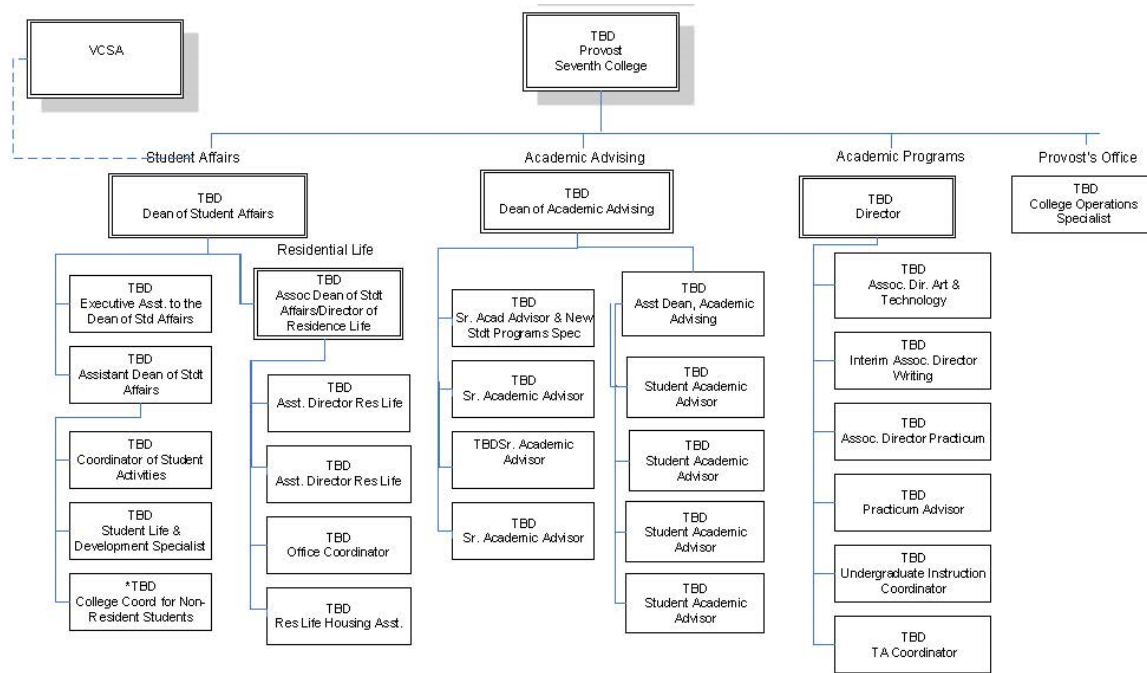
The capstone program will be led by a Teaching Professor (L[P]SOE) appointee. The instruction will be supported by the Teaching Professor, Unit 18 lecturers (estimated at 1 FTE), Senate faculty assigned from current departments (~12 courses) and Graduate Teaching Assistants (estimated at 20 FTE) would be hired as needed for the capstone program.

The budget for these positions is reflected in the capstone section of the multi-year budget plan. Note that the Senate Council expressed concern that this might not be sufficient staffing for the capstone program – these concerns are addressed in more detail in Appendix C; nonetheless, the campus is committed to funding at the level that is needed to staff the college's general education program.

#### b. Staff

While new staff FTEs would be required, the need for an increase in advising staff and student services staff actually arises from our campus' enrollment growth, rather than from the advent of a new college. At steady state we expect approximately 30 staff 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. College Facilities

The location for 7<sup>th</sup> College is part of the campus long-range development plan – one that will significantly increase undergraduate housing availability. As discussed in section A, undergraduate housing is severely impacted – nearly 2,000 beds over design capacity and with significant numbers of lower-division students living outside their colleges. Figures 3 and 4 show the current and projected distributions of college housing:

Figure 3

Location	2018-19 Enrolled	2018-19 Housed	Percent Housed	Design Capacity	Variance	2027-28 Enrolled	2027-28 Housed	Percent Housed
Revelle	5,100	1,811	36%	1,400	411	4,000	1,700	43%
Muir	5,040	1,466	29%	1,230	236	4,000	1,630	41%
Marshall	4,910	1,229	25%	1,060	169	4,000	1,745	44%
Warren	5,070	1,743	34%	1,300	443	4,000	1,780	45%
Roosevelt	5,020	1,531	30%	1,230	301	4,000	1,680	42%
Sixth	5,140	1,549	30%	1,300	249	4,000	1,600	40%
<b>Seventh</b>						4,000	1,750	44%
<b>Eight</b>						4,000	1,700	43%
	30,280	9,329	31%	7,520	1,809	32,000	13,585	42%
<b>Non-College Beds</b>		2,264					6,300	
<b>TOTAL:</b>		11,593	38%				19,885	62%







- The current Sixth College housing will be remodeled for upper-division housing in two phases (2022 – 1,400 beds and 2028 – 2,000 beds).

These changes will free space in the Village, beginning in 2020, to become the new home of 7<sup>th</sup> College. Relatively minor renovations will create the necessary administrative space.

### iii. Capital costs

The conversion of the Village to 7th College housing requires no additional capital costs for the housing portion. The Village currently has a residential life space that is equivalent to the other colleges; thus, the conversion 7th College to residential life space also requires no additional funding.

The only capital cost will be a renovation to create academic support spaces for the provost, student affairs, and advising functions. A Housing Dining and Hospitality unit team will relocate to another space thereby releasing ample space for the Provost and student support offices. The 2nd floor gallery space in Village East, Building 6 is 4,114sf; the Village West, Building 2 second floor has existing offices at 2,807sf; the 1st floor spaces, after conversion will be 2,949sf. This provides for a total turnover of 9,870sf which will make it similar in size to the other colleges administration and advising spaces. The renovation cost is estimated to not exceed \$1 million.

### iv. Budget

Two sources of revenue support the colleges at UC San Diego. The administration, academic program, and student affairs staffing are supported by the campus core funds (state, tuition and student service fees). At a steady state of ~4,000 students, the students in the college will generate approximately \$50M in resident tuition, non-resident supplemental tuition, and state support (net of financial aid) to the campus. Roughly 7% of that revenue will be needed to support the core funded portion of College. The residential life program is supported by student housing income, and is included in the housing fees charged to residents of campus housing.

### v. Multi-year plan

Assuming the College is approved for its first students in Fall 2020 we would expect the steady state budget to be reached in 2023-24. 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 Capstone Program are based on the following staffing:

- Program director (Teaching Professor)
- 6-12 senate faculty (paid by stipend)
- 1 Unit 18 FTE

Proposal for a Seventh Undergraduate College at UC San Diego

- 40 Graduate students (Teaching Assistants or Associate-Ins) – 20 FTEs
- 40 Undergraduate Discussion Leaders – 10 FTEs

	FY 20-21	FY 21-22	FY 22-23	FY 23-24
<b>REVENUE</b>				
Core Funds from Campus	942,045	1,716,086	2,534,457	3,399,103
Student Housing Funds	161,771	332,290	511,922	701,046
<b>TOTAL REVENUE</b>	<b>1,103,815</b>	<b>2,048,376</b>	<b>3,046,379</b>	<b>4,100,149</b>
<b>EXPENSES</b>				
<b>PROVOST/ADVISING</b>				
Academic Salaries	169,992	175,092	180,345	185,755
General Assistance	46,785	48,188	49,634	51,123
Staff Salaries	128,885	265,502	410,201	563,343
Employee Benefits	98,527	202,966	313,583	430,654
Supplies & Expenses	36,428	74,313	113,698	154,630
<b>Subtotal</b>	<b>480,616</b>	<b>766,061</b>	<b>1,067,461</b>	<b>1,385,504</b>
<b>STUDENT AFFAIRS</b>				
Staff Salaries	80,611	166,059	256,562	352,345
General Assistance	5,330	10,979	16,963	23,295
Employee Benefits	42,839	88,248	136,343	187,245
Supplies & Expenses	11,680	23,827	36,455	49,579
<b>Subtotal</b>	<b>140,460</b>	<b>289,113</b>	<b>446,323</b>	<b>612,464</b>
<b>CAPSTONE PROGRAM</b>				
Academic Salaries	267,686	551,434	851,965	1,170,032
Staff Salaries	17,526	36,103	55,780	76,604
General Assistance	2,354	4,849	7,492	10,289
Employee Benefits	19,214	39,581	61,153	83,983
Supplies & Expenses	14,188	28,944	44,284	60,227
<b>Subtotal</b>	<b>320,968</b>	<b>660,911</b>	<b>1,020,674</b>	<b>1,401,135</b>
<b>RESIDENCE LIFE</b>				
Staff Salaries	59,564	122,702	189,574	260,349
General Assistance	12,826	26,421	40,820	56,059
Employee Benefits	41,481	85,451	132,022	181,311
Supplies & Expenses	47,900	97,716	149,506	203,328
<b>Subtotal</b>	<b>161,771</b>	<b>332,290</b>	<b>511,922</b>	<b>701,046</b>
<b>TOTAL EXPENSE</b>	<b>1,103,815</b>	<b>2,048,376</b>	<b>3,046,379</b>	<b>4,100,149</b>

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**BALANCE**

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A start-up phase for the College will precede Fall 2020 with the hiring of a Provost; deans of student affairs and advising; administrative support; and the Teaching Professor to establish the capstone program. We expect the budget for this will be \$668,000, supported by campus core funding.

## 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 have resulted in over-enrolled colleges, with negative consequences in a number of areas (e.g. residential, academic, and co-curricular). The establishment of 7<sup>th</sup> College is critical to meet our obligations to our students and allow our campus to best serve the State through increased UC accessibility and degree attainment. New colleges are also integral to the campus' long-range development plan, which is poised to provide increased residential opportunities for all students. 7<sup>th</sup> College represents an early phase that will begin to decompress current housing and build to an eventual four-year housing guarantee. 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.

## Appendix A

The UC San Diego Divisional Senate, the System-Wide Senate, and Provost Michael Brown provided feedback on the 7<sup>th</sup> College pre-proposal. This feedback is summarized here, along with how it is addressed in this proposal.

### **Divisional Senate Committees:**

Undergraduate Council:

- Ensure department from which the Provost is hired receives funds to cover the faculty replacement. - addressed in Section C.

Planning and Budget:

- Ensure general education develops common skill sets in liberal arts areas. – addressed in Section B.
- Carefully monitor residential life costs. – addressed in Section C.

Education Policy:

- Creatively reimagine general education requirements. – addressed in Section B.
- College themes referenced in the pre-proposal were narrow. – addressed Appendix F.

### **Academic Council Committees:**

Coordinating Committee on Graduate Affairs:

- Address effect of enrollment growth on faculty and student body. – addressed in Sections A and B.

The Planning and Budget and Educational Policy committees also reviewed the pre-proposal, but had no recommendations other than support.

Provost Brown requested an explicit discussion of diversity and inclusion; in particular, he asked that we address 7<sup>th</sup> College's role in UC San Diego's outreach and academic preparation efforts with respect to underrepresented groups. This is discussed in Section B.

## Appendix B

ACADEMIC SENATE: SAN DIEGO DIVISION, 0002  
UCSD, LA JOLLA, CA 92093-0002  
(858) 534-3640  
FAX (858) 534-4528

February 22, 2019

**ELIZABETH SIMMONS**  
**Executive Vice Chancellor**

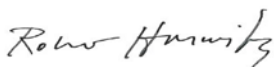
SUBJECT: Approval of the Seventh Undergraduate College Full Proposal

Dear Executive Vice Chancellor Simmons:

The full proposal to establish a seventh undergraduate college was approved by Representative Assembly on February 19, 2019, 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. You may modify the proposal to reflect the feedback that you received during the Divisional Senate review, and indicate in the transmittal that the proposal that you are submitting reflects that feedback. This 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 Robert May, and UC Senate Executive Director Hilary Baxter on the transmittal. Thank you.

Sincerely,



Robert Horwitz, Chair  
Academic Senate, San Diego Division

cc: P. Khosla – Chancellor  
A. Briggs Addo – Assistant Vice Chancellor, Academic Affairs  
R. Continetti – Senior Associate Vice Chancellor, Academic Affairs  
M. Corr – Vice Chair, Academic Senate  
J. Gattas – Associate Chancellor/Chief of Staff  
K. Johnson – Assistant Dean, Undergraduate Education  
J. Moore – Dean, Undergraduate Education  
P. Ouillet – Vice Chancellor and Chief Financial Officer  
R. Rodriguez – Director, Academic Senate Office

February 7, 2019

ELIZABETH H. SIMMONS  
Executive Vice Chancellor

SUBJECT: Seventh College Full Proposal

Dear EVC Simmons,

The proposal for Seventh College was distributed to standing Senate committees for review, and responses were submitted by the Educational Policy Committee, the Committee on Planning and Budget, Undergraduate Council, and the Committee on Academic Freedom. Senate Council discussed the proposal at its meeting on February 4, 2019. Senate Council endorsed the proposal with a caveat that the current funding model is unlikely to support the curricular innovations presented. Senate Council's comments are summarized below and the committee responses are attached.

Members were supportive of the academic components of the proposal, noting that the proposed framework of "Alternative & Capstones" is innovative, emphasizing a design theme and project-based educational experience. However, members expressed concern that there may not be sufficient staffing of Teaching Professors, Senate faculty, Unit 18 lecturers, and Graduate Teaching Assistants to offer the capstone courses, particularly considering the proposal requires incoming freshmen to complete three capstone courses. During the pre-proposal review, faculty reviewers encouraged the proposal developers to be innovative and pioneering and this proposal meets that ambition, but there is no requisite funding mechanism to accompany such innovations.

A member noted that the general education requirements need to take into account major requirements, particularly majors with significant unit requirements such as engineering majors, because of the impact on time-to-degree. Another member commented that spreading the general education requirements throughout the four-year degree is a positive modification and could help with the programming of some of the majors.

The next step in this process is to present the proposal to the Representative Assembly at their meeting on February 19, 2019.

Sincerely,



Robert Horwitz, Chair  
Academic Senate, San Diego Division

Attachments

cc: P. Khosla  
A. Briggs Addo  
R. Continetti  
M. Corr  
J. Gattas  
J. Moore  
R. Rodriguez

January 22, 2019

**ROBERT HORWITZ**

Chair, San Diego Divisional Academic Senate

Dear Chair Horwitz,

The Committee on Academic Freedom (CAF) discussed the 7<sup>th</sup> College Full Proposal and has the following comments.

**B(i) Approaches to General Education.**

In the list of things that Gen Ed does, it would be appropriate to mention that it also introduces students to the importance of Academic Freedom for faculty, and freedom of intellectual inquiry for students. These two values are at the heart of the university endeavor, yet incoming students rarely understand them. Specifically, the two values are critical for students in participating in discussion not only by speaking but by listening respectfully to others; in selecting paper topics and research topics; in assessing scholarly work they are assigned to read by the standards of what the writer was trying to do rather than by the standards of what others might think the writer should be doing; and in understanding the role of the professor as both a teacher and a researcher, with the responsibility to pursue truth in his or her discipline, wherever it might lead. To “recognize and take advantage of the value of general education” includes understanding Academic Freedom and free intellectual inquiry.

**B(ii) Structuring General Education.**

These best practices also highlight the centrality of the freedom of intellectual inquiry. Effective interdisciplinary work and collaboration to solve difficult problems require that students (and teachers) recognize that diverse views on what constitutes a “problem” (this also relates to the section on “design”) and on what might constitute a “solution” are inevitable in a vibrant and diverse community, and must be respected. Relatedly, insufficient diversity among students and faculty diminishes the freedom of inquiry by potentially silencing minority voices, even inadvertently, or by forcing those in the minority to speak for their group rather than to develop their own individual opinions. It is also essential that diverse voices (writers, researchers, artists) be built into the General Education curriculum for the new college, to serve a new generation of students. The new curriculum should go beyond the US- and Euro-centrism to teach about and learn from cultures and ways of life around the world, all now affected by changes to our planet. The centrality of the freedom of inquiry and Academic Freedom should also be mentioned in this section.

Additionally, a Committee member pointed out that the contrast between 7<sup>th</sup> College and a “small liberal arts college” in this section on page nine might not have the intended impact, given that 4,000 students is not an unusual size for a small liberal arts college. For example, UNC Asheville has roughly 4,000 students.

**B(iv)(b) Capstone Courses**

As we understand them, capstone courses are intended to build on, and integrate students’ entire prior coursework; so they are typically taken in senior year. It is not clear how such courses can be designed for a student’s first or second year. The number of faculty members involved in overseeing these massive courses (broken into sections) would be high; careful planning is required.

**B(iv)(g) Staffing**

Regarding the issue of supporting teaching in the colleges, a Committee member noted that the issue is that most faculty come from Departments, many of which are severely impacted, which have their own teaching needs and are not eager to release faculty to teach for the colleges instead. This problem also affects interdisciplinary programs. There should be some general solution to this problem, involving funds that can be used to buy faculty out of departmental teaching occasionally to make them available for college or interdisciplinary teaching. The Committee believes it would be more advantageous to push for this general solution before accepting a model where graduate students and LSOEs do the college teaching.

In addition to these comments, the diligent Committee member noted the following typos:

Page 5: Line 3, “by via residence halls” is a typo.

2nd line of next paragraph, “on-campus” needs the hyphen.

Page 6: Line 2, “the excellent post-graduate opportunities”, insert “same” after “the”.

2 lines above section B, “allows our campus” should say “allow our campus”.

Page 8: Line 4 from bottom, it is not clear what “the above liabilities” refers to.

Page 11: Bottom paragraph, the three dashes should be removed.

Page 18: Line 7 from bottom, “the potentially engage arts”; “the” should read “that”.

Page 25: Line 3, “increase percentage” should read “increase the percentage”.

Line 10, “Three aspects of the plan that make this possible”, delete “that”.

2nd bullet, “Living Learning” should read “Living and Learning”.

Footnote, “will renovated” should read “will be renovated”.

Page 26: Line 3 under “Capital costs”, “conversion 7th College”, insert “to”

Line 7, “teams will relocate”, “teams” should read “team”.

Last line under Budget section, “is included IN the housing fees...”

Thank you for the opportunity to comment on this matter.

Sincerely,

Professor Sarah Schneewind  
Chair, San Diego Divisional Committee on Academic Freedom

cc: M. Corr, San Diego Divisional Senate Vice Chair  
R. Rodriguez, Academic Senate Office Director



January 22, 2019

**PROFESSOR ROBERT HORWITZ, Chair**  
**Academic Senate, San Diego Division**

SUBJECT: Seventh College Full Proposal

Dear Chair Horwitz,

The Undergraduate Council reviewed the proposal to establish a Seventh College at its January 11, 2019 meeting. The Council is supportive of the establishment of the Seventh College, and had no specific concerns or objections.

Sincerely,

John Eggers, Chair  
Undergraduate Council

cc: A. Burr  
M. Corr  
H. Flocke  
R. Rodriguez

January 22, 2019

ROBERT HORWITZ, CHAIR  
Academic Senate, San Diego Division

SUBJECT: 7<sup>th</sup> College Full Proposal Review

The Committee on Planning and Budget (CPB) discussed the 7<sup>th</sup> College Full Proposal at their January 15, 2019 meeting. Committee members agreed there's a need to establish a 7th college to address the expanding undergraduate population.

The members in general liked the theme "A Changing Planet." It speaks to the growing concern about climate change and environmental issues and it also connects with other related themes.

The members discussed at length the proposed general education sequence of the new college. The proposed framework of "Alternative & Capstones" is innovative; it combines elements of both while emphasizing a design theme and project-based educational experience. Spreading the sequence through the four years of undergraduate education (with a final high impact course) is a good idea in particular, the capstone sequence (two writing-intensive capstones + one that emphasizes collaborative work) is ambitious.

CPB is most concerned whether a Teaching Professor (L[P]SOE) as program director, plus other Senate faculty, Unit 18 Lecturers, and graduate Teaching Assistants, are enough to offer quality capstone courses, particularly when you consider numbers of more than 2,300 students each year for the three capstones combined. In the context of graduate education, capstone courses are usually offered at the end or towards the end of a program, in lieu of a comprehensive exam or thesis. Capstone projects are synthetic, tying together several areas of specific content, it can be demanding for freshmen of different majors to engage in complex, synthetic projects so early. Capstone projects can be individual or group-based. If group-based, individual achievements and contributions should be assessed through robust means. Recruitment of Senate faculty to teach capstone courses might be difficult. If the first two capstones in Year 1 and 2 are going to be writing-intensive, doesn't it make more sense to call them writing courses, while leaving the third collaboration-oriented capstone as the one true capstone course?

Leveraging the resources of UCSD's design lab, incorporating a broadly-conceived "design" component into the general education program is a promising idea, and one CPB member suggested that the first two capstones can be set up as "Fundamentals of Collaborative Design" that focus on how to promote creativity, idea presentation, and ways to promote collaboration. Another member warned that both design-oriented courses and capstone courses required intensive mentoring and quality supervision for them to be rewarding educational experience for undergrads. Some are concerned that the proposed level of staffing would put extra burden on TAs who are more familiar with big lecture courses and pure writing courses but not this new design-theme, project-based sequence

The notion of "high impact course" that will be offered in the fourth year is eclectic and vague. It includes many different things - e.g., a departmental capstone, internship, practicum, or study abroad. The term "high impact" sounds more like a marketing term than a pedagogical concept.

Sincerely,

Steven Constable, Chair  
Committee on Planning & Budget

cc: M. Corr

January 28, 2019

**PROFESSOR ROBERT HORWITZ, Chair**  
**Academic Senate, San Diego Division**

SUBJECT: Seventh College Full Proposal

The Educational Policy Committee (EPC) reviewed the full proposal to establish Seventh College at UC San Diego at its January 28, 2019 meeting. The Committee endorses the establishment of Seventh College, noting there is a well-justified need for the college.

The Committee appreciates the Seventh College planning committee's substantial and productive effort to respond to our prior recommendation to creatively reimagine general education requirements. We support the guidelines for the general education framework put forth in the proposal. Committee members had some questions and comments for consideration that relate to the development of the detailed academic plan, which are included as Appendix A.

Sincerely,

Timothy Rickard, Chair  
Educational Policy Committee

cc: M. Corr  
H. Flocke  
R. Rodriguez

## Appendix A. EPC Comments for the Academic Plan

1. EPC members like the potential theme of “A Changing Planet”. It is timely and relevant to many areas of campus.
  - In EPC’s response to the pre-proposal, it was suggested that consultation with undergraduate representatives be performed and surveys be collected to determine whether students resonate with the college theme. We continue to recommend including student consultation as part of the process to select the theme.
2. The Committee is supportive of the proposed alternatives and capstone framework described in the proposal.
  - Members appreciate the flexibility of an alternative-oriented general education program. Having a more flexible set of options could be an asset to attracting students to the college.
  - Strong advising and course curation will be important to ensure that the alternatives really serve the students. It will be important for the academic plan to include details about the process for selecting coursework that fulfills the alternatives requirement.
    - The proposal specifies one approach, namely to “invite departments to develop courses tailored to the [college] requirements.” It is unclear how successful that effort would be for existing faculty. Is there precedent for this in the other colleges?
    - Will incentives, such as FTEs with an explicit, part-time commitment to the college, be available?
3. The Committee also likes the inclusion of capstone courses, and the multidisciplinary emphasis in those courses.
  - The academic plan should provide more detail on the process for selecting capstone projects. Are students given project themes by the instructor? Do they select one from an approved list? Do they propose their own idea? If a student is enthusiastic about pursuing a good project idea that is within a discipline, would they be forced to abandon it in favor of a multidisciplinary project? Examples of what would count as a multidisciplinary project would be helpful, and reasonable accommodations for student preference should be considered.
  - It will be important to articulate the plan for supervising student projects.

## Appendix C

### Response to Academic Senate Feedback – 7<sup>th</sup> College Full Proposal

The Senate Council and several standing committees have provided valuable feedback on the 7<sup>th</sup> College full proposal. The administration is very grateful for this input and welcomes the opportunity to address it in ongoing discussions. In fact, many of the questions raised are already slated to be discussed in the senate-administration workgroup that has just convened to develop the 7<sup>th</sup> College academic plan. This document responds to some of the most pressing points raised.

#### Staffing concerns

The Senate Council, the Committee on Planning and Budget, and the Committee on Academic Freedom questioned whether the proposed staffing levels for the capstone courses would be sufficient to deliver the college's innovative pedagogy. There seem to be two related concerns:

1. Is the proposed level of staffing sufficient?
2. Will it be possible to recruit sufficient staff?

The proposal recommends and budgets staffing at the following level:

- Program director (Teaching Professor)
- 6-12 senate faculty (paid by stipend)
- 1 Unit 18 FTE

Assuming a total steady-state enrollment of 4000, and a 2:1 first-time full-time to transfer ratio, in any given year, there will be two lower-division cohorts of 666 (first and second year first-time full-time students) and two upper-division cohorts of 1333 students (first-time full-time and transfers). The lower-division students will all need capstones each year, while the upper-division students will divide their last capstone between junior and senior years. This means that, on average, we should require capstone courses to serve the following numbers of students each year:

- |                       |  |
|-----------------------|--|
| 1. Year 1 Capstone:   | 666 students (first-time full-time)                |
| Year 2 Capstone:      | 666 students (first-time full-time)                |
| Year 3 or 4 Capstone: | 1333 students (first-time full-time and transfers) |
| Total:                | 2665 students                                      |

A possible model to serve these students is given in (2), and staffed as in (3):

2. 5 freshman capstone cohorts (133 each)  
5 sophomore capstone cohorts (133 each)  
10 upper-division capstone cohorts (133 each)

- 3. Director: 2 courses (salary subsumed by the college appointment)
- Other senate faculty: 12 courses (stipend)
- Unit 18: 6 courses (1 FTE)

This staffing is similar to what we find in other colleges, for example, in 2015-16, 15 faculty covered 20 sections in Eleanor Roosevelt's Making of the Modern World core sequence.

Of course, if this model proves insufficient to adequately serve the students, the administration is committed to adjusting the model appropriately.

The second concern has to do with recruiting faculty and graduate students to staff the courses. As discussed in the proposal, this is part of a more general challenge of staffing campus courses in light of increased undergraduate enrollments. Our campus will have to face this challenge regardless of whether there is a new college. We are not adding a new college in order to enroll more students; rather, we are adding a new college in order to better serve our already-growing student population.

Possible solutions for staffing the capstone courses are discussed on page 16 of the proposal. In addition, the administration will explicitly factor campus needs for college general education instruction into the next three-year faculty hiring plan.

#### Departmental Alternative courses

The Educational Policy Committee wonders whether there is a precedent for inviting departments to propose courses. There is: many of Muir College general education sequences were designed by departments to fulfil its requirements. Nevertheless, it is likely that 7<sup>th</sup> college alternative courses will include both new and existing courses. This is already a topic of discussion in the senate-administration academic plan workgroup.

#### Structure of capstone courses

EPC also wonders how student projects will be developed and supervised in the capstone courses. This is also a matter that will be developed in the academic plan, where the details of the capstones will be described. There is already precedent on campus for course-based student projects that range from projects that students select from a menu of options to projects that the students design more independently. Such existing arrangements will be considered by the academic plan workgroup as part of their deliberations.

#### Student Input

EPC notes the importance of student input in selecting the college theme. The theme – A Changing Planet - came out of a number of discussions that included students and has also been presented in a student town hall meeting. There will be continued active student participation as the theme is refined in the academic plan workgroup.

Lower-Division Capstone Courses

Both the Committee on Planning and Budget and the Committee on Academic Freedom wondered how lower-division students might be able to participate in a cumulative capstone course. Since these are designed to be writing-intensive, it was suggested that perhaps they should be writing courses. Again, the academic plan workgroup is addressing the structure of these courses and how writing will be integrated and how lower- and upper-division courses should be structured.

Academic Freedom

The Committee on Academic Freedom notes the importance of freedom of inquiry and intellectual diversity. These questions are central to research and will be integrated into the capstone curriculum.

Major Requirements

The Senate Council letter noted that general education requirements should be designed with major requirements in mind. The proposal presents detailed sample four-year plans, including one for a demanding engineering major. The academic plan will include further extensive four-year planning.

Again, the administration thanks the Academic Senate for their serious review of the 7<sup>th</sup> College proposal; these comments and questions will help focus discussions as the academic plan is developed and the college is staffed.





MICHAEL DENNIN  
OFFICE OF THE VICE PROVOST FOR TEACHING AND LEARNING

IRVINE, CALIFORNIA 92697-4575  
Phone (949) 824-7761

### Review of UC San Diego Proposed 7<sup>th</sup> College

It is my pleasure to provide comments on the proposed 7<sup>th</sup> College at UC San Diego. As I understand the criteria of need, academic rigor, and fit within the system, the creation of a 7<sup>th</sup> College is clearly justified and provides an exciting opportunity for UCSD to better serve their students.

The proposal clearly establishes the need for a 7<sup>th</sup> College. The enrollment growth at UCSD is well documented, and they provide clear evidence for the ideal size of a given College. It is particularly important at this juncture to preserve the success of the small College model within a large R1 university.

I especially appreciated the carefully articulated academic program and approach to the general education experience of the students. The proposal pays close attention to best practices around general education and the lessons learned from equivalent programs in the existing colleges.

Finally, the fit within the system stems from the existing College system and the clear leveraging of the existing expertise. The UCSD faculty and administration demonstrate a deep understanding of the benefits and design of the existing Colleges and how to seamlessly implement a 7<sup>th</sup> College into the overall ecosystem.

In summary, I strongly support the establishment of this 7<sup>th</sup> College and look forward to the positive impact it will have on UCSD students moving forward.

Yours,

A handwritten signature in black ink that reads "Michael Dennin".

Michael Dennin  
Vice Provost of Teaching and Learning  
Dean, Division of Undergraduate Education  
Professor of Physics and Astronomy



February 25, 2019

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 a seventh undergraduate college at UC San Diego. I reviewed the proposal along with Prof. Sean Keilen, Provost of Porter College, and this following report is based on both of our notes. To lead with an executive summary, we find this to be an exciting, even bold, proposal that is responsive to clear needs and deeply grounded in the latest research on student learning and success. It is also a challenging proposal in certain respects and we look forward to seeing how our colleagues at UCSD will meet those challenges.

The recitation of facts regarding the current size of the student body and the strained capacities of the existing six colleges speaks starkly to the dire need for improving the ability of the university to address student needs, from housing to advising, programming and administration. The proposal invokes both the Strategic Academic Plan and the long-range development plan to argue that the college system is the most appropriate and effective structure to deliver the intended results. 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 one more college (eventually two), 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 our colleges as enviously 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 believe 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 strongly applaud 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. What most piqued our interest is the intention of the plan to structure the general education of students in a way that builds iteratively and coherently upon earlier classes, that moves from general preparatory writing classes to capstones and the emphasizes high impact learning. We are impressed by the plans to have these capstone courses merge the general education coursework to the students’ courses in the major. It strikes us as one of the more powerful articulations of the value of a liberal arts education and, therefore, of the value of the colleges to the broader university. We recognize as well that the composition and management of these classes will be a challenge. 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.

Both the college theme, “A Changing Planet,” and the proposal for a Sweet Briar-style “design thinking” approach to the coursework are capacious enough to serve all students—regardless of

major and, again, perfectly suited to the liberal arts mission. This may be the most innovative and pedagogically compelling part of the proposal.

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 seventh 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 seventh college is viable.

Obviously, this is resource-intensive undertaking. The reuse of the Village for the physical plant of the seventh college will save money, but the staffing costs will be substantial. The alignment of the costs with the dictates of the Strategic Academic Plan is the best argument that can be made.

In sum, we are excited by the vision of the seventh college at UC San Diego and we believe the case is compelling. 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. We were, frankly, inspired.

Yours,

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

## Appendix F

Because there have been several groups discussing 7<sup>th</sup> College over the past three years, several ideas for a college theme have been proposed and discussed. This appendix summarizes these.

One strand of discussion has proposed themes related to specific areas of intellectual inquiry, such as the pair mentioned in the 7<sup>th</sup> College pre-proposal (Data and Ethics, Mind and Consciousness). These were mentioned as example themes in the pre-proposal; as mentioned in Appendix A, the Education Policy Committee felt they were narrow in scope.

Another has suggested themes related to how one approaches studies or life:

- Interdisciplinary solutions to complex problems
- Solving problems in a complex world - change makers
- Design and Transformation
- Adapting to change/the future
- Promote self-care, balance and teamwork (Metacognition)

These were discussed at the faculty town hall meeting and at other venues, where they did not receive much support.

Another approach has suggested modeling the college theme according to one or more of the Four Grand Research Themes, as articulated in UC San Diego's Strategic Plan (<https://plan.ucsd.edu/report/appendices#appendix>). These include:

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

Again, subsequent discussions suggested that these, while appropriate for research foci, were not as appropriate for general education themes. Nonetheless, the Changing Planet them, presented in Section B, does intersect with a few of these.