



OFFICE OF THE EXECUTIVE VICE CHANCELLOR  
ACADEMIC AFFAIRS

9500 GILMAN DRIVE  
LA JOLLA, CALIFORNIA 92093-0001  
PHONE (858) 534-3130  
FAX: (858) 534-5355

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Farrell Ackerman  
Chair, Academic Senate

SUBJECT: Pre-Proposal for Seventh Undergraduate College

I respectfully submit this pre-proposal for a seventh undergraduate college (henceforth "7<sup>th</sup> College") to UC San Diego's Divisional Academic Senate.

This proposal is the product of over a year of deliberation, including an ad-hoc group, which met over Summer 2016, a Senate-Administration Seventh College Planning Task Force, which was charged in January 2017 and released its report in April, a campus-wide Idea Wave campaign during Spring 2017, and conversations between administrators and Senate leaders.<sup>1</sup> The following proposal synthesizes these deliberations.

If this pre-proposal is approved, the next step would be to flesh out details in the full proposal; this would be the product of a faculty leader and a faculty committee.

#### Background

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 SIO and the Medical School) are affiliated with a college; a faculty provost is the administrative leader and is advised by an 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 to accommodate anticipated undergraduate enrollment growth.

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<sup>1</sup> The IdeaWave campaign is a campus-wide on-line system that solicits feedback from campus constituencies. In this case, the Chair of the Academic Senate posted the Senate-Administration Seventh College Planning Task Force report and asked for faculty input. The results of this were incorporated in subsequent discussions and in this pre-proposal.

### A. 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 already offered in academic departments. The writing courses may be stand-alone college writing courses, or may be embedded in the college general education courses. This proposal leaves the actual configuration of 7<sup>th</sup> College general education and writing to a later body. However, under any configuration, academic rigor is ensured by the Senate vetting that is required for all courses and programs, including initial approval of curricula and courses and regular program reviews. The college requirements are held to WASC requirements, including the five competencies.

The colleges' general education requirements ensure that all students receive a liberal arts education. Therefore, to the extent that a college's intellectual theme is reflected in these requirements, it is essential that the 7<sup>th</sup> College focus be broad enough to bridge a wide range of academic areas, including those in Arts & Humanities and Social Sciences, as well as STEM fields. The interdisciplinary nature of our campus provides excellent opportunities to frame a theme that has these qualities. We propose that the faculty body preparing the full proposal ensure that the 7<sup>th</sup> College theme be appropriately interdisciplinary in a way that complements the foci of the existing colleges. The following represent two examples:<sup>2</sup>

#### i. Brain, Mind, and Consciousness

The motivation for this theme derives from the upsurge in research and professions in areas of brain research. The theme resonates with current interdisciplinary and international work, including UC San Diego's strategic research initiative of "Exploring the Basis of Human Knowledge and Creativity" and aligns well with the research focus of numerous academic departments and units (e.g., Cognitive Science, Psychology, Linguistics, Neuroscience, Philosophy, the Kavli Institute, the Qualcomm Institute, among others). An academically relevant and valuable new venture, not reflected in other college curricula, could emerge from an introductory, interdisciplinary exploration of the topic, fully integrating a humanities core-writing sequence.

#### ii. Information, Behavior, and Ethics

The accessibility of large quantities of information and the unprecedented increases in new media venues employed for data proliferation presents modern challenges to deliberative civic discourse and policy. This entails the need for students to critically evaluate and understand the

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<sup>2</sup> Both the ad hoc committee and the senate-administration task force discussed the possibility of a college dedicated to the needs of transfer students. However, because of IdeaWave comments and subsequent discussions, it was decided that this should not be part of the present proposal.

quantitative and qualitative means of information organization and the interpretation of information with respect to their socio-economic and cultural impact. A college that adopts the “Information, Behavior, and Ethics” theme could provide students with the cross-disciplinary resources crucial for making valuable contributions to the shape of civil society. This area is timely at UC San Diego with the establishment of the Halicioglu Data Science Institute and the Data Science major. Adopting this theme could draw in departments and programs from multiple divisions, facilitating new collaborative interactions between numerous units on campus. For example, synergies are easily imagined between History, Philosophy, Visual Arts, Political Science, Communication, Linguistics, Sociology, Computer Science and Engineering, the Data Sciences Institute and the proposed School of Public Health.

These two themes satisfy the desiderata mentioned above. They also reflect present and future areas of critical importance in society, further implement the campus’ strategic plan, provide opportunity for novel faculty initiatives and collaborations, enhance the campus public profile of interdisciplinarity, and provide a diverse student population with the knowledge and skills (both the critical and formal) to understand and shape an increasingly complex world.

## B. Financial Viability

### i. FTE Requirements

#### a. Faculty

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. The only new faculty FTE required to create the college would be related to 7<sup>th</sup> Colleges’ writing program; 7<sup>th</sup> College would hire a Teaching Professor to oversee the writing program. Unit 18 lecturers and Graduate Teaching Assistants would be hired as needed. 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.

In addition to a faculty director, each college writing program has an assistant director whose appointment is split between the academic coordinator and Unit 18 lecturer series (roughly 50-50). Beyond that, staffing depends on whether the writing program is a stand-alone curriculum or embedded in a general education core sequence:

#### Stand-alone model

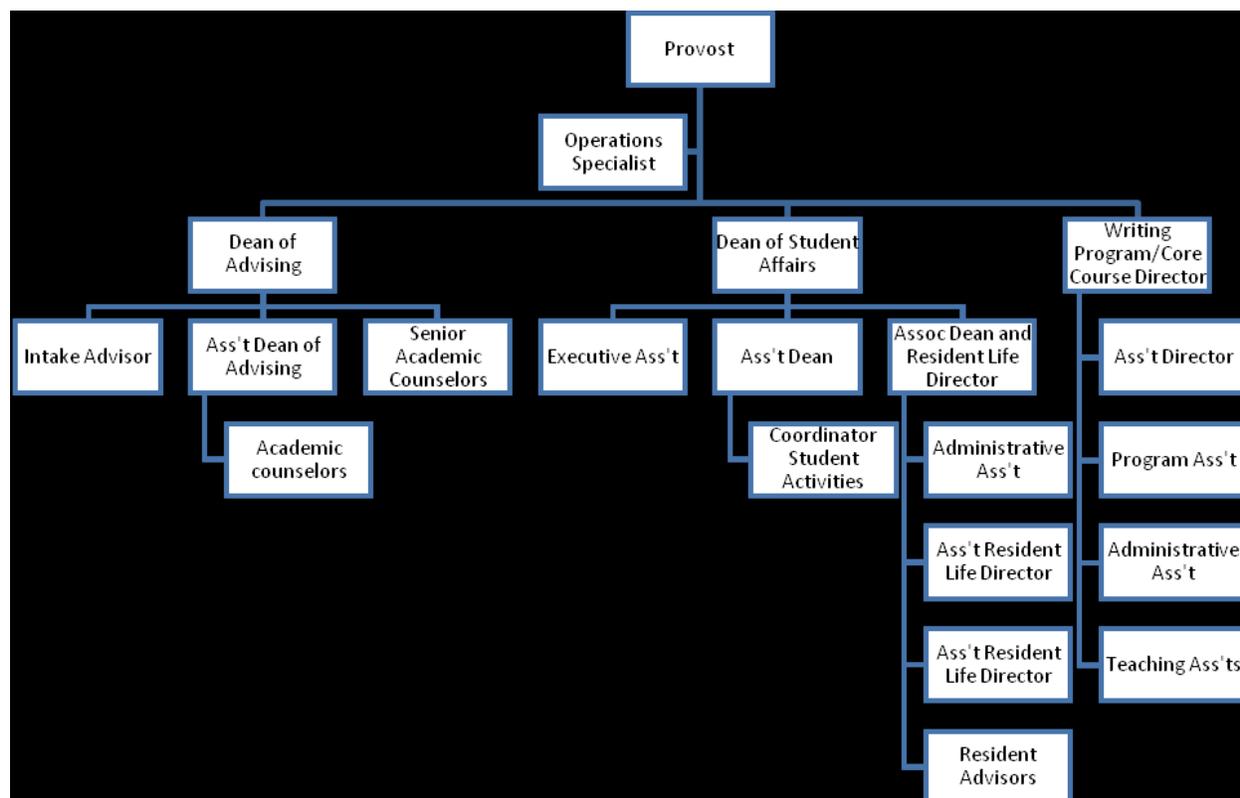
Under this model, currently employed at John Muir and Earl Warren colleges, the general education and writing requirements are disjoint. General education courses are satisfied by courses offered in the academic departments. Writing courses are provided by the colleges; syllabi are designed and overseen by the director and assistant director and courses are primarily staffed with graduate students (occasionally with Unit 18 lecturers and/or non-student tutors). Colleges using this model employed between about 5 and 10 TA FTE during the past academic year (2016/17). In 2016/17 the average compensation cost for the two stand-alone programs (including director, assistant director, TA, and other salaries, plus benefits) was about \$800,000.

Embedded writing programs

The remaining four colleges have college-specific core sequences that constitute part of their general education requirements. These are typically taught by senate faculty from academic departments, for which they receive a research stipend. In 2016/17 colleges employed between 16 and 27 faculty in this way for a total of 78 classes. Graduate students work as TAs in these programs. Unlike under the stand-alone model, they are not responsible for primary instruction. The 2016/17 TA FTE level for colleges using the embedded program ranged from about 10 to 20. The 2016/17 average compensation cost for the four embedded programs was about \$1,334,000.

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. The following is a typical organizational chart for an undergraduate college:



ii. Capital Requirements and space needs

a. Capital costs

7<sup>th</sup> College is anticipated to occupy the prior Sixth College site. Initial capital costs will be minimal as construction is not anticipated. The space needs only minor refreshing, i.e. paint and carpet.

## b. Space needs

Location options for a 7<sup>th</sup> College include using or redeveloping the existing Sixth College site, developing in the North Torrey Pines/Extension area, or developing on the Revelle parking lots, though the extensive capital plans for the campus may expand or contract the list of options. Given a possible 2020/21 or 2021/22 start date, the current Sixth College site is the most likely location in the short term. Sixth College is scheduled to move to the North Torrey Pines Living/Learning Community in Fall 2020. The current Sixth College site has the following profile:

### Short Term

#### Sixth College Site

- Capacity: 1,243 to 1,461 beds depending on configuration
- No dining facility
- Residence Life support spaces are in place
- Temporary provost administrative space would be available in Pepper Canyon Hall starting Fall 2020.

In the long term, one of the three possible sites would require (re)development:

### Long Term

#### Sixth College Site

- Housing, Dining and Hospitality proposes to develop a comprehensive plan to move the entire college to either east or west of the proposed Light Rail Transit station.
- Capacity: 2,000 beds
- Requires a permanent Provost administration building to be built (8-10K asf)

#### North Torrey Pines/Extension Area or Revelle Parking Lots

- Housing, Dining and Hospitality, in consultation with Campus Planning, proposes to develop a comprehensive development plan for further consideration.

## iii. Sources of Revenue

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). The residential life program is supported by student housing income. The current colleges average \$2.9M in core funding and \$0.6M in housing income funding for a total budget of \$3.5M. It is anticipated 7<sup>th</sup> College would have a similar budget and serve a similar sized student population as the current Colleges thus the total budget for all the Colleges would remain the same portion of campus funds.

## iv. 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 below. In preparation for enrolling students, the College would have a provost, a head academic for the writing program, a dean of academic advising, a dean student affairs and assistant along with the associated benefits and S&E costs. Other staffing would scale as the student population increases.

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<b>REVENUE</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
Core Funds from Campus	585,583	1,157,887	1,730,191	2,302,496	2,874,800
Non-Core Funds from Housing	-	147,475	294,950	442,425	589,900
<b>TOTAL REVENUE</b>	<b>585,583</b>	<b>1,305,362</b>	<b>2,025,141</b>	<b>2,744,921</b>	<b>3,464,700</b>
<b>EXPENSES</b>					
<b>CORE FUNDS</b>					
<b>PROVOST/ADVISING</b>					
Academic Salaries	154,100	154,100	154,100	154,100	154,100
General Assistance		10,600	21,200	31,800	42,400
Staff Salaries	46,000	151,325	256,650	361,975	467,300
Employee Benefits	108,054	170,341	232,627	294,914	357,200
Supplies & Expenses	<u>30,000</u>	<u>56,175</u>	<u>82,350</u>	<u>108,525</u>	<u>134,700</u>
<b>Subtotal</b>	<b>338,154</b>	<b>542,541</b>	<b>746,927</b>	<b>951,314</b>	<b>1,155,700</b>
<b>STUDENT AFFAIRS</b>					
Staff Salaries	58,440	116,880	175,320	233,760	292,200
General Assistance		4,825	9,650	14,475	19,300
Employee Benefits	30,389	61,617	92,844	124,072	155,300
Supplies & Expenses	<u>10,000</u>	<u>18,300</u>	<u>26,600</u>	<u>34,900</u>	<u>43,200</u>
<b>Subtotal</b>	<b>98,829</b>	<b>201,622</b>	<b>304,414</b>	<b>407,207</b>	<b>510,000</b>
<b>WRITING/CORE PROGRAM</b>					
Academic Salaries	90,000	297,200	504,400	711,600	918,800
Staff Salaries		15,875	31,750	47,625	63,500
General Assistance		2,125	4,250	6,375	8,500
Employee Benefits	48,600	77,900	107,200	136,500	165,800
Supplies & Expenses	<u>10,000</u>	<u>20,625</u>	<u>31,250</u>	<u>41,875</u>	<u>52,500</u>
<b>Subtotal</b>	<b>148,600</b>	<b>413,725</b>	<b>678,850</b>	<b>943,975</b>	<b>1,209,100</b>
<b>TOTAL CORE FUND EXPENSE</b>	<b>585,583</b>	<b>1,157,887</b>	<b>1,730,191</b>	<b>2,302,496</b>	<b>2,874,800</b>

**NON-CORE FUNDS EXPENSE****RESIDENCE LIFE**

Staff Salaries	53,975	107,950	161,925	215,900
General Assistance	11,625	23,250	34,875	46,500
Employee Benefits	37,600	75,200	112,800	150,400
Supplies & Expenses	44,275	88,550	132,825	177,100
<b>TOTAL NON-CORE FUNDS EXPENSE</b>	<b>-</b>	<b>147,475</b>	<b>294,950</b>	<b>442,425</b>
			<b>442,425</b>	<b>589,900</b>

<b>TOTAL CORE and NON-CORE FUNDS</b>	<b>585,583</b>	<b>1,305,362</b>	<b>2,025,141</b>	<b>2,744,921</b>	<b>3,464,700</b>
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**C. Need for the Program**

Both the ad-hoc group and the Seventh College Planning Task force recognized that there is a pressing need for a 7<sup>th</sup>, and likely an 8<sup>th</sup>, College. Enrollment pressures provide strong motivation for a 7<sup>th</sup> College (as well as an eventual 8<sup>th</sup> College). UC San Diego steady state is projected at 32,000 undergraduate students by 2035 and the number of students in each of our six colleges already exceeds 4,500. Without additional colleges, college enrollment would grow to over 5300, which would severely impact our ability to provide adequate services to our 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. 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 by via residence halls 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 freshman and sophomore years with a tapering of demand in subsequent years.

With our current undergraduate enrollment at over 28,000 students, our six colleges each serve over 4500 students. This is already putting a strain on resources 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 freshmen and sophomores. If the colleges grew to 5300 students, they would only be able to provide housing to freshmen. In other words, increasing the population of each of the existing colleges to accommodate the projected 32,000 students would diminish the student experience and burden the college staffs. Instead, a plan that explores smaller additions to existing college

housing and provides for two additional colleges would allow us to improve student services for all students.

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 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 nearly 4000 new undergraduates in the coming years. Given our undergraduate college system - crucial for our student-centered university – a 7<sup>th</sup> College would allow us to manage this growth in a way that ensures student success and allows us to contribute to system-wide efforts to make a UC education available to California's students. 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 should attract the same highly qualified undergraduates as the other colleges and as graduates of UC San Diego, they should enjoy the excellent post-graduate opportunities as all of our graduates.

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.

D. Fit within the UC system and within the segments

As mentioned above, 7<sup>th</sup> College would form part of UC San Diego's undergraduate college system; its 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 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 a student-centered campus, the 7<sup>th</sup> College will form an integral part of this strategic 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 the goals of the UC system. The strengths of our college system, which a 7<sup>th</sup> College will enhance, allows our campus to compete favorably with other universities - both within and outside of the UC system.

Sincerely,



Elizabeth H. Simmons  
Executive Vice Chancellor

cc: Chancellor Pradeep K. Khosla  
Academic Senate Vice Chair Robert B. Horwitz  
Assistant Chancellor/Chief of Staff Jeff Gattas  
Interim Dean of Undergraduate Education John Moore  
Assistant Vice Chancellor for Academic Affairs Ann Briggs Addo  
Academic Senate Director Ray Rodriguez