NOTICE OF MEETING
Tuesday, June 4, 2019, 3:30 p.m.
Garren Auditorium, Biomedical Sciences Building, 1st Floor

ORDER OF BUSINESS

(1) Minutes of Meeting of April 16, 2019

(2-7) Announcements
(a) Chair Robert Horwitz
(b) Chancellor Pradeep Khosla
(c) NSF Harassment Reporting
   Cherie Scricca, Interim Director & Title IX Officer
   Office for the Prevention of Harassment and Discrimination (OPHD)
(d) Grievances and Disciplinary Hearings
   Judith Varner, Chair, Committee on Privilege and Tenure (CPT)

(8) Special Orders
(a) Consent Calendar \[none\]

(9) Reports of Special Committees \[none\]

(10) Reports of Standing Committees
(a) Undergraduate Council, Anthony Burr, Chair; and John Moore, Dean,
    Undergraduate Education
    • 7th College Academic Plan
(b) Senate Council, Maripat Corr, Vice Chair; Isaac Martin, Professor,
    Department of Sociology
    • Urban Studies & Planning Department Proposal
(c) Graduate Council, Sorin Lerner, Chair; and Yu Hwa Lo, Professor,
    Department of Electrical & Computer Engineering
    • Proposed MS & PhD Degrees in Electrical & Computer Engineering
      (Medical Imaging)
(d) Graduate Council, Sorin Lerner, Chair; and Sara Clarke Kaplan,
    Associate Professor, Department of Ethnic Studies, and Director,
    Critical Gender Studies Program
• Proposed PhD Specialization in Critical Gender Studies; Departments of Education Studies, Music and Visual Arts

(e) Committee on Senate Awards, David Brink, Committee Member
• Faculty Research Lecture Awards Nominations

(11) Reports of Faculties [none]

(12) Petitions of Students [none]

(13) Unfinished Business [none]

(14) New Business
Representative Assembly 2018-2019 Membership

Ex Officio Members:

- Chair of Division: Robert Horwitz
- Chancellor: Pradeep Khosla
- Vice Chair of Division: Mary Corr
- 2017-18 Chair of Division: Farrell Ackerman
- Chair, Committee on Academic Personnel: Guillermo Algaze
- Chair, Committee on Admissions: Nancy Kwak
- Chair, Campus Community Environment: Charles Sprenger
- Chair, Committee on Committees: Stefan Llewellyn Smith
- Chair, Committee on Diversity and Equity: Michael Trigilio
- Chair, Educational Policy Committee: Timothy Rickard
- Chair, Committee on Faculty Welfare: Shelley Halpain
- Chair, Graduate Council: Sorin Lerner
- Chair, Committee on Planning and Budget: Steven Constable
- Chair, Committee on Privilege and Tenure: Judith Varner
- Chair, Committee on Research: Adam Engler
- Chair, Undergraduate Council: John Eggers
- Chair, Univ. Committee on Research Policy: Andrew Baird
- Member, Academic Assembly: Robert Kluender
- Member, Academic Assembly: Elizabeth Komives
- Member, Academic Assembly: Joseph Pogliano
- Executive Vice Chancellor, Academic Affairs: Elizabeth Simmons
- Vice Chancellor, Health Sciences: David Brenner
- Vice Chancellor, Marine Sciences: Margaret Leinen
- Vice Chancellor, Health Sciences: Sandra Brown

Representatives:

- Divisional Representative (at-large):
  - Amy Bridges: (20)
  - Seth Cohen: (20)
  - David Kleinfeld: (20)
  - Vlado Lubarda: (19)
  - Joshua Figueroa: (19)
  - Elana Zilberg: (20)
  - Christine Hunefeldt: (20)
  - Angela Booker: (20)
  - Mark Dresser: (19)
  - Jerry Yang: (19)
  - Harvey Goldman: (20)
  - Padmini Rangamani: (20)
  - Christine Alvarado: (20)
  - Robert Castro: (20)
  - Morton Printz: (19)
  - Hemal Patel: (20)
  - David Pedersen: (20)
  - Gert Cauwenberghs: (19)
  - Li-Fan Lu: (19)
  - Eduard Macagno: (19)
  - Wendy Huang: (19)
  - Patricia Jennings: (19)
  - Mark Thiemens: (20)
  - Lera Boroditsky: (FA)
  - Angela Yu: (WUSP)
  - Morana Alac: (FA)
  - Lilly Irani: (WUSP)
  - Rajesh Gupta: (19)
  - Victor Viana: (20)
  - Bryan Sun: (19)
  - Mark Machina: (19)
  - Yixiao Sun: (20)
  - Mica Pollock: (20)
  - Ian Galton: (20)
  - Bhaskar Rao: (20)
  - Christopher Kahn: (19)
  - Kamala Visveswaran: (20)
  - Suzi Hong: (20)

Alternate Representatives:

- Shaya Fainman: (19)
- Kim Barrett: (20)
- Darren Lipomi: (19)
- Lelli Van Den Einde: (19)
- Michael Todd: (20)
- Jonathan Cohen: (20)
- Stephanie Mel: (20)
- Shlomo Dubnov: (20)
- Mark Applebaum: (19)
- Saiba Varma: (20)
- Prashant Mali: (19)
- Nan Hao: (19)
- James Wilhelm: (19)
- Pradipta Ghosh: (19)
- Katja Lindenberg: (19)
- Anna Di Nardo: (19)
- Jim Andreoni: (19)
- Alex Gelber: (20)
- Makeba Jones: (20)
- Shayan Mookherjea: (20)
- Joseph Ford: (20)
- Christian Tomaszewski: (19)
- Kirstie Dorr: (20)
- Cinnamon Bloss: (20)
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<th>Wesley Thompson (19)</th>
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**Advisors:**

- **Research - General Campus**: Harinath Garudadri (20), Amarnath Gupta (20)
- **Research - Health Sciences**: Charles King (20), Sheng Li (20)
- **Research - Marine Sciences**: Jennifer Haase (20), T.M. Shaun Johnston (20)
- **Undergraduate Student**: Snehith Maddula (19), (90)
- **Undergraduate Student**: Kiara Gomez (19), (90)
- **Graduate Student**: (19), (90)
- **Graduate Student**: (19), (90)

**Parliamentarian**: Gerry Mackie
Chair Horwitz called the meeting to order. A quorum was present (see attached attendance sheet), along with other Academic Senate members and guests. Chair Horwitz welcomed everyone to the fourth Representative Assembly meeting of the academic year, and introduced Vice Chair Maripat Corr and Professor Gerry Mackie, Parliamentarian. Chair Horwitz introduced the Academic Senate staff present: Ray Rodriguez (Director); Tara Mallis (Assembly Recorder); Trevor Buchanan (technical support); Lori Hullings and Andrew Flores. Chair Horwitz reviewed the Academic Senate Bylaws governing membership, privileges of the floor, and voting.

MINUTES OF THE MEETING OF FEBRUARY 19, 2019
There were no objections and the minutes of the February 19, 2019 meeting were approved as submitted.

ANNOUNCEMENTS BY THE CHAIR OF THE DIVISION
Divisional Update
Chair Horwitz shared that the Institutional Reference Checks Pilot Program proposal and the Proposed Mandatory Training Policy were posted to the Senate website. Senate members were invited to submit responses through the website.

In response to ongoing issues regarding Health Sciences faculty morale, Chair Horwitz and Vice Chair Maripat Corr submitted a letter regarding these issues to the Chancellor. The report will be shared with Health Sciences leadership to address these issues.

Systemwide Update
The systemwide Academic Council recently discussed the use of research information management systems for use by the University to assess faculty, and sent a letter to UC President Napolitano to express their significant concerns.

Negotiations with Elsevier are ongoing, but the University of California now has an open access agreement with Cambridge Publishing.

There is a proposed affiliation agreement between UCSF and Dignity Health, a Catholic hospital that limits the type of reproductive health care it provides. A number of faculty members have spoken out against this affiliation on the grounds that it conflicts with University values. The San Diego Divisional Senate Council will discuss this matter on April 22nd, and the systemwide Academic Council will discuss this matter at their next meeting.

At the close of the announcements, Chair Horwitz invited Chancellor Pradeep Khosla to address the Assembly.

ANNOUNCEMENTS BY CHANCELLOR PRADEEP KHOSLA
Chancellor Khosla thanked Chair Horwitz and greeted the Assembly. Chancellor Khosla shared that the Seventh College proposal will be presented to the UC Regents in May, and he is confident the proposal will be approved. Chancellor Khosla thanked the faculty for their support during the proposal process. The process for the proposal for Eighth College will start shortly.

In response to ongoing concerns about the welfare of graduate students, particularly those not making a living wage, the Administration has empaneled a Senate-Administration task force to address this issue. Feedback can be sent to the EVC (evc@ucsd.edu). Chancellor Khosla invited attendees to provide input to the workgroup.
Another workgroup has is examining how to structure the number of TAs per student, taking into account the complexity of the course.

At the close of the Chancellor’s announcements, Chair Horwitz opened the floor to questions.

An attendee asked for an update on graduate student housing. Chancellor Khosla shared that the campus is working on guaranteeing four years of housing for PhD students and two years of housing for Masters students, at 20% below market rates. Currently there are over 2,000 units currently under construction, with 1,300 new units already open. The housing is being built on Regents Road. The campus is on track to have 28,000 more beds at the end of six or seven years. In addition to providing a needed resource for students, the housing guarantees are also intended to make the campus more competitive in terms of recruiting graduate students. Another attendee asked if there was any sense of the impact the completion of the trolley project would have on housing. Chancellor Khosla explained that given the rental rates that will be offered by the campus, students would likely have to commute over an hour to find less expensive housing, so it is anticipated that most students will not opt to commute via trolley.

At the close of questions, Chair Horwitz invited Vice Chancellor for Research Sandy Brown to address the Assembly.

**RESEARCH MISCONDUCT PRESENTATION BY VICE CHANCELLOR FOR RESEARCH SANDY BROWN**

Vice Chancellor Brown shared an update on the status of research misconduct at UC San Diego. Vice Chancellor Brown noted that per Federal rules, research misconduct refers to three things: fabrication, falsification, and plagiarism. Not all bad behavior necessarily rises to the level of research misconduct. VC Brown shared a slide outlining the research misconduct review process. At the conclusion of the internal process, the Vice Chancellor for Research’s Office works with Deans and department Chairs to develop remediation plans to determine how to proceed. Last year the Integrity of Research Policy was updated to update policy language and align the campus with national standards.

VC Brown noted that nationally, the number of research misconduct allegations has increased. To help raise awareness, the Office of Research Affairs (ORA) has launched an FAQ on research misconduct and has delivered presentations on this issue. VC Brown directed attendees to the handout summarizing research misconduct data from UC San Diego from 2009-2019. There have been 13 research misconduct findings on campus in the last 10 years, with 8 findings from a single case. It was explained that a single case could involve multiple investigators and result in a number of charges. In the absence of a finding of deliberate or purposeful misconduct, the campus will still engage in remediation efforts to correct careless or inadvertent misconduct to ensure that such behavior does not continue. Such mitigation efforts include having other faculty provide oversight over such certain activities, including the submission of grant applications. In closing, VC Brown noted that the increase of work in this area is also due to increased scrutiny at the federal level and pointed out the resources available listed on the handout.

At the close of VC Brown’s presentation, the Chair opened the floor to questions. An attendee asked when faculty are informed of research misconduct allegations against them. VC Brown explained that faculty members are notified during the inquiry stage. Another attendee asked whether ORA also deals with the issue of misuse of federal funds. VC Brown explained that anything having to do with federal research funds goes through ORA, and further clarified that there are a number of types of misconduct that don’t fall into the categories covered by research misconduct that are also handled by ORA. All misconduct is investigated very carefully.

An attendee questioned what there is a distinction between falsification and fabrication, and noted the possibility for such behavior to overlap. VC Brown clarified that falsification and fabrication are the official federal labels for these specific types of misconduct, and noted that such misconduct could occur independently or in conjunction with one another.

An attendee pointed out that having other faculty members review their peer’s grants and proposals would require a large time commitment, and questioned whether and how a faculty member would get “credit” for such activities, including whether such activity could be listed in an academic file. VC Brown acknowledged that faculty who play a role in remediation efforts are doing important service for the University, and explained that the faculty member performing the service, and their department Chair should discuss how credit is given/recorded. VC Brown also explained that
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department Chairs and divisional Deans provide input into what remediation efforts will ultimately entail, and depending on the nature of the findings, consequences have ranged from probation plus a reprimand, all the way up to expulsion. Ultimately, the outcome will depend on the egregiousness of the behavior, and the overall pattern of the behavior.

At the close of VC Brown’s presentation, Chair Horwitz invited Pearl Trinidad-Charfauros, Executive Director of Business & Financial Services – Business Transformation & Optimization, to address the Assembly.

[The slides and handout provided for this presentation are included with these minutes as Enclosure A]

UCPATH UPDATE BY EXECUTIVE DIRECTOR PEARL TRIIDAD-CHARFAUROS, BUSINESS & FINANCIAL SERVICES – BUSINESS TRANSFORMATION & OPTIMIZATION

Executive Director Trinidad shared an update on the implementation of UCPATH. Director Trinidad explained that UC Path involves a standardization of UC-wide processes “to implement a single payroll, benefits, human resources and academic personnel solution for all UC Employees.” Director Trinidad shared slides outlining the deployment sequence across the UC system, and the training timeline. UCPATH is currently scheduled to deploy at UC San Diego in 2020. Her presentation also outlined key changes for academics and academic units, that include a new self-service portal to enroll in benefits, view paychecks, and obtain payroll information, along with new employee ID numbers. Director Trinidad also explained that composite benefit rates will be implemented in conjunction with the deployment of UCPATH.

At the close of Director Trinidad’s presentation, Chair Horwitz opened the floor to questions. There being no questions, Chair Horwitz invited Assistant Vice Chancellor Sylvia Lepe to address the Assembly concerning composite benefit rates.

[The slides for this presentation are included with these minutes as Enclosure B.]

COMPOSITE BENEFIT RATES PRESENTATION BY ASSISTANT VICE CHANCELLOR SYLVIA LEPE, CAMPUS BUDGET OFFICE

AVC Lepe shared an outline on composite benefit rates (CBR) and their implementation as part of UCPATH. AVC Lepe explained that once UCPATH is implemented on campus, the institutional payment of benefits will shift from multiple individual rates to a consolidated composite average approach. She explained that the change to CBRs is occurring across the UC system. The decision to implement CBRs involved consultation with faculty, administrators, Chancellors, and the UC President. The move to CBRs is intended to make planning and financial monitoring less variable, but AVC Lepe acknowledged there will be challenges during the transition, and work is being done to mitigate those issues. At UC San Diego, the campus will be moving from thousands of individual rates to nine composite rates. AVC Lepe shared a slide showing UC San Diego’s nine rate categories, and a slide outlining the methodology used to arrive at these rates. The methodology, used across the UC system, included some flexibility within the given parameters to allow each campus some degree of customization while keeping each campus within the guidelines. Work is being done now to align budgets for multi-year proposals with CBRs. Going forward, the Campus Budget Office will work with various funding officers, MSOs, and department business officers to examine the budgets, mitigate impacts as much as possible, and potentially realign benefit budgets as more information becomes available. A website will be available to help develop budgets for grants factoring in CBRs to minimize the impact of implementation. The UC Office of the President will be negotiating on behalf of the campuses to get these rates approved, and the rates will be implemented once approved by the Federal Government.

At the close of AVC Lepe’s presentation, Chair Horwitz opened the floor to questions. Attendees questioned why the rate chart reflected different categories across different campuses and questioned the rationale behind why UC San Diego grouped certain types of employees together. AVC Lepe explained that the UC Office of the President provided initial categories as starting points for the campuses, and UC San Diego determined how best to group employees within categories after two years of analysis with campuses and members of the Academic Senate. Ultimately, the categories represent groupings of title codes with similar benefits costs. AVC Lepe explained that the placement of certain title codes within each category will not impact how such individuals are hired.
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At the close of AVC Lepe’s presentation, Chair Horwitz encouraged attendees to check the CBR website: https://blink.ucsd.edu/finance/costing-analysis/cbrs/index.html for additional information.

[The slides for this presentation are included with these minutes as Enclosure C.]

SPECIAL ORDERS
Consent Calendar

Senate Election – Nominations for Committee on Committees
Chair Horwitz introduced Vice Chair Maripat Corr to discuss Senate elections and introduce the slate of nominees for the Committee on Committees (ConC) for Representative Assembly’s approval. Vice Chair Corr explained that although Senate Council is charged with generating a list of candidates, nominations could also be made from the floor. However, an individual making a nomination should have already verified that the potential nominee is willing to run and serve the specified term. This year there are five vacancies to be filled, each with a three-year term. Vice Chair Corr read out the list of nominees.

- **Engineering Department**
  - (1) James Friend (Professor, Mechanical & Aerospace Engineering)
  - (2) Tajana Rosing (Professor, Computer Science & Engineering)

- **Health Sciences Department**
  *Nominees cannot be from the Department of Anesthesiology nor the Department of Medicine.*
  - (1) Brian Eliceiri (Professor IR, Surgery)
  - (2) Tamara Wall (Professor IR, Psychiatry)

- **Science Department**
  - (1) Elsa Cleland (Professor, Ecology, Behavior & Evolution)
  - (2) James Nieh (Professor, Ecology, Behavior & Evolution)

- **Social Sciences Department**
  - (1) Mary Blair-Loy (Professor, Sociology)
  - (2) J. Lawrence Broz (Professor, Political Science)

- **At-Large Member**
  - (1) Andrew McCulloch (Professor, Bioengineering)
  - (2) Rossen Valkanov (Professor, Rady School of Management)

Chair Horwitz called for any nominations from the floor. There being none, he called for a voice vote to approve the slate as presented. The slate was approved unanimously.

Vice Chair Corr also read out the list of candidates for the Senate Vice Chair and Divisional Representative positions for informational purposes only, no action was needed from the Assembly.

Vice Chair (Chair Designate) of the Division for a two-year term, effective September 1, 2019 through August 31, 2020. The incumbent serves as Vice Chair the first year and as Chair the second year.

- Steven Constable (Professor, SIO-IGPP)
- Akos Rona-Tas (Professor, Sociology)

Divisional Representative to the systemwide Assembly of the Academic Senate. There are three vacancies. The term is two years, effective September 1, 2019 through August 31, 2021.

- Seana Coulson (Professor, Cognitive Science)
- Tara Javidi (Professor, Electrical and Computer Engineering)
- Stephanie Mel (Associate Teaching Professor, Molecular Biology)
- David Sandwell (Professor, SIO-IGPP)
- Daniel Widener (Associate Professor, History)
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- Shahrokh Yadegari (Professor, Music)

REPORTS OF SPECIAL COMMITTEES
[None]

REPORTS OF STANDING COMMITTEES

Senate Council: Maripat Corr, Senate Vice Chair – UC San Francisco Fossil Fuel Divestment Memorial
Chair Horwitz invited Vice Chair Corr to discuss the UC San Francisco (UCSF) Fossil Fuel Divestment Memorial. Vice Chair Corr explained that the UCSF has submitted a memorial regarding fossil fuel divestment for UC systemwide Senate consideration. UC San Diego and UC Santa Cruz passed separate but similar divestment resolutions within the past several years, and the intent of the UCSF memorial is to simplify the language to provide one common memorial for systemwide consideration. Vice Chair Corr explained that two rounds of review and approval will be required to obtain UC systemwide Senate approval of the UCSF memorial, and this is the first round. All 10 divisions are currently reviewing the memorial, and if three Divisions representing 35% of the UC Academic Senate membership approve it, there will be a second round, at which time all Senate members at all 10 Divisions will be asked to vote on it. The UCSF memorial reads as follows:

_The UC Academic Senate petitions the Regents to divest the University’s endowment portfolio of all investments in the 200 publicly traded fossil fuel companies with the largest carbon reserves._

Chair Horwitz invited a motion to consider the UCSF memorial from a Senate member. A Senate member who was also a Representative Assembly member made a motion to consider the memorial. Chair Horwitz invited a Representative Assembly member to second the motion. The motion was seconded and Chair Horwitz opened the floor to discussion.

The members agreed that climate change is a significant issue, and further agreed that the negative consequences of inaction on this issue will be realized in a relatively short period of time. Members noted the complicated relationship we have with fossil fuels and the important role that UC San Diego in particular has played in proving the existence and impact of climate change. Some questioned whether the memorial would have any actual impact, or if it would be more symbolic. Members argued that even if the memorial is symbolic, there is value in such a gesture that could lead to real impacts.

At the close of the discussion, Chair Horwitz called the question to approve the UCSF memorial, and called for a voice vote. The memorial was approved by a majority.

Committee on Committees: Stefan Llewellyn Smith, Chair – Proposed Amendment to San Diego Divisional Senate Bylaw 185. Committee on Committees
Chair Horwitz invited Committee on Committees Chair Stefan Llewellyn Smith to discuss the proposed revision to _San Diego Divisional Senate Bylaw 185. Committee on Committees_. Professor Llewellyn Smith explained that the revision would provide a process through which Senate faculty members could be removed from Senate committees for cause. The proposed language requires notice to the committee member, and provides the opportunity for the faculty member to discuss the proposed removal with the committee.

Professor Llewellyn Smith made a motion on behalf of the Committee on Committees to approve the proposed amendment to _San Diego Divisional Senate Bylaw 185. Committee on Committees_. Since the motion was made on behalf of a Senate committee, no second was needed. The floor was opened to questions. A member asked for clarification regarding when such a proposal could be proposed by the committee, and asked for assurance that proposals for removal would take place at regularly scheduled meetings with a quorum present. Professor Llewellyn Smith confirmed that such proposals, which would require approval by 2/3 of the members present, would take place at regularly scheduled meetings with a quorum present, and noted that ConC meets frequently.

At the close of questions, Chair Horwitz called for a voice vote to approve the proposed amendment to _San Diego Divisional Senate Bylaw 185. Committee on Committees_. The motion to approve the amendment was passed unanimously.

[The slide for this presentation is included with these minutes as Enclosure D.]
Chair Horwitz invited Committee on Senate Awards Chair Barbara Walter to present the nominees for the 2018-2019 Distinguished Teaching Awards. Professor Walter explained that up to five members of the Academic Senate, three non-Senate members, and three graduate students are nominated to receive awards each spring. Awards for Senate members are $1,500 each, awards for non-Senate members are $1,000 each, and awards for graduate students are $500 each. The Academic Senate partners with the Chancellor and the Barbara and Paul Saltman Endowment funds to provide funds for the awards the reception. Professor Walter read the list of nominees.

(1) Distinguished Teaching Award, Senate Members
   - Alison Coil, Physics
   - Maureen Feeley, Political Science
   - Joseph Hankins, Anthropology
   - Rebecca Plant, History
   - Joel Watson, Economics

(2) Barbara and Paul Saltman Distinguished Teaching Award, Non-Senate Members
   - Antony Lyon, Writing Program/Revelle College
   - Jennifer Namba, Skaggs School of Pharmacy
   - Malcolm Stokes, MPL/SIO

(3) Barbara and Paul Saltman Excellent Teaching Award, Graduate Students
   - Lauren Ferry, Political Science
   - Raymond Mak, Biology
   - Alex Meill, Physics

Professor Walter made a motion on behalf of the Committee on Senate Awards to approve the nominees. Chair Horwitz explained that no second is required for a motion made on behalf of a Senate committee. He opened the floor to questions and comments, there being none, Chair Horwtiz called for a voice vote. The nominees were approved unanimously.

REPORTS OF FACULTIES [None]

PETITIONS OF STUDENTS [None]

UNFINISHED BUSINESS [None]

NEW BUSINESS [None]

Chair Horwitz called for any new business, there being none, the meeting was adjourned at 5:01 p.m.

Tara A. Mallis, Senior Senate Analyst
### REPRESENTATIVE ASSEMBLY 2018-2019 MEMBERSHIP

#### Ex Officio Members:
- Robert Horwitz (Chair of Division)
- Pradeep Khosla (Chancellor)
- Mary Corr (Vice Chair of Division)
- Farrell Ackerman (2017-18 Chair of Division)
- Guillermo Algaze (Chair, Committee on Academic Personnel)
- Nancy Kwak (Chair, Committee on Admissions)
- Charles Sprenger (Chair, Campus Community Environment)
- Stefan Llewellyn Smith (Chair, Committee on Committees)
- Michael Trigilio (Chair, Committee on Diversity and Equity)
- Timothy Rickard (Chair, Educational Policy Committee)
- Shelley Halpain (Chair, Committee on Faculty Welfare)
- Sorin Lerner (Chair, Graduate Council)
- Steven Constable (Chair, Committee on Planning and Budget)
- Judith Varner (Chair, Committee on Privilege and Tenure)
- Adam Engler (Chair, Committee on Research)
- John Eggers (Chair, Undergraduate Council)
- Andrew Baird (Chair, Univ. Committee on Research Policy)
- Robert Kluender (Member, Academic Assembly)
- Elizabeth Komives (Member, Academic Assembly)
- Joseph Pogliano (Member, Academic Assembly)
- Elizabeth Simmons (Executive Vice Chancellor, Academic Affairs)
- David Brenner (Vice Chancellor, Health Sciences)
- Margaret Leinen (Vice Chancellor, Marine Sciences)
- Sandra Brown (Vice Chancellor, Research)

#### Elected Members [Alternates in square brackets]
- Amy Bridges / [] (Divisional Representative (at-large))
- Seth Cohen / [] (Divisional Representative (at-large))
- David Kleinfeld / [KimBarrett] (Revelle College)
- Vlado Lubarda / [DarrenLipomi] (Revelle College)
- Joshua Figueroa / [LelliVan Den Einde] (John Muir College)
- Elana Zilberg / [MichaelTodd] (John Muir College)
- Christine Hunefeldt / [JonathanCohen] (Thurgood Marshall College)
- Angela Booker / [StephanieMel] (Thurgood Marshall College)
- Mark Dresser / [] (Earl Warren College)
- Jerry Yang / [ShayaFainman] (Earl Warren College)
- Harvey Goldman / [HasanKayali] (Roosevelt College)
- Elad Hadar / [AlexSnoeren] (Roosevelt College)
- Christine Alvarado / [GeoffreyCook] (Sixth College)
- Robert Castro / [ShlomoDubnov] (Sixth College)
- Morton Printz / [MarkApplebaum] (Emeritus Faculty)
- Hemal Patel / [] (Anesthesiology)
- David Pedersen / [Saiba Varma] (Anthropology)
- Gert Cauwenberghs / [PrashantMali] (Bioengineering)
- Li-Fan Lu / [NanHao] (Biological Sciences)
- Eduardo Macagno / [JamesWilhelm] (Biological Sciences)
- Wendy Huang / [PradiptaGhosh] (Cellular & Molecular Med.)
- Patricia Jennings / [KatjaLindenberg] (Chemistry & Biochemistry)
- Mark Thiemens / [] (Chemistry & Biochemistry)
- Lera Boroditsky (FA) / [DougNitz] (Cognitive Science)
- Angela Yu (WI/SP) / [] (Cognitive Science)
- Morana Alac (FA) / [KeithPezzoli] (Communication)
- Lilly Irani (WI/SP) / [] (Communication)

**Key:** + representative present; [+ ] alternate present; - not member or advisor at the time of meeting

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Key: + representative present; [+ ] alternate present; - not member or advisor at the time of meeting
### REPRESENTATIVE ASSEMBLY 2018-2019 MEMBERSHIP

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**Key:** + representative present; [+ alternate present; - not member or advisor at the time of meeting
RESEARCH MISCONDUCT

- Research misconduct per federal regulations:
  - **Fabrication**: Making up data or results and recording or reporting them
  - **Falsification**: Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record
  - **Plagiarism**: The appropriation of another person's words, ideas, processes or research results without acknowledgement, and passing them off as one's own

- Questionable research practices should be resolved by the appropriate department/research group. Examples include good clinical practices violations, authorship disputes, attribution of credit, data access and use, differences of opinion or honest error. The VCR will provide assistance if necessary.
UCSD Research Misconduct Review Process

Allegation of research misconduct

Department or Unit Head / Whistleblower Hotline / Research Integrity Officer (RIO)

Refers to VCR/RIO

VCR/RIO reviews and determines type of concern

Other Complaints:
- Authorship dispute
- Data ownership/use
- Copyright infringement
- Collaboration or supervisory issues

Potential Research Misconduct:
- Fabrication
- Falsification
- Plagiarism

Review (credible and specific)

YES
- Initiate Faculty Inquiry Committee per PPM 100-4

NO
- Allegation lacks substance
- Finding that research misconduct may have occurred

Initiate Investigation per PPM 100-4

Provide Feedback

Refer to Department Chair, Dean, Ombudsperson or appropriate office(s) and assist as needed

END

END
The Policy was revised (2018)

Revisions align campus practices with national standards and updates to confusing and inconsistent language

Substantive changes included:

- Clarified details of the Assessment, Inquiry, Investigation and Reporting processes
- Inclusion of Standing Faculty Inquiry Committee
- Provided clarification on notification processes
- For Questionable Research Practices, RIO will provide assistance if necessary
Office of Research Integrity 2008 – 2017
- Receives on average of 278 allegations per year
- Opens on average 32 cases per year
- There were 115 Research Misconduct findings (41%):
  - 49% Fabrication and Falsification
  - 38% Falsification
  - 4% Fabrication
  - 3% Plagiarism
  - 2% Other combinations
  - 3% Null
Research Misconduct Findings by Rank:
- 26% Postdoctoral Scholar
- 17% Assistant Professor
- 15% Principal Investigators (not defined)
- 10% Students
- 10% Research Technician/Associate/Assistant
- 8% Professor
- 8% Unknown
- 6% Associate Professor
- 27% female, 67% male and 6% unknown
NEW SERVICES TO FACULTY AND STUDENTS

- New webpage inclusive of FAQs: http://blink.ucsd.edu/research/policies-compliance-ethics/ethics/index.html

- Outreach:
  - New Faculty Orientation
  - Graduate Student and Postdoctoral Scholar Orientations
  - New Employee Orientation
  - Leadership and Department Meetings
  - Newsletters and Hot Topics
Notes:
1. Allegations are assessed to determine if they meet the definition of Research Misconduct and are credible and specific.
2. Inquiries and Investigations: The number of individual cases (each case however may contain multiple allegations and respondents)
3. Research Misconduct Data: ORI receives approximately 280 allegations per year and opens on average of 32 cases per year (data from 2008 – 2017). In 36% of the cases, there are Research Misconduct findings.
4. Findings: Findings by UC San Diego and/or ORI may occur in later years and may have multiple findings per case

Research Misconduct is defined as:
- Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the Research is not accurately represented in the Research Record.
- Fabrication is making up data or results and recording or reporting them.
- Plagiarism is the appropriation of another person's words, ideas or research results without acknowledgement, and passing them off as one's own.
Office of Research Affairs
UC San Diego Research Integrity Summary

FY 18 Investigation/Example
One investigation opened (Health Sciences faculty member). The finding was “careless” rather than Research Misconduct. This finding was accepted by ORI. Corrective actions included:

I. For three years, all submissions for funding or other forms of support made by the faculty member are required to be reviewed and approved by the Chair or designee.

II. Submit corrections to grant applications to funding agencies.

III. Attend research ethics training to address the issues identified in the investigation.

IV. Complete the National Center of Leadership in Academic Medicine Program and a grant writing course.

FY 2019 Updates in Integrity of Research Management:

- UC San Diego’s Integrity of Research Policy 100-4 was updated in 2018 with input from the Academic Senate, the Chancellor’s Cabinet and campus comments
- The Integrity of Research Standing Inquiry Committee membership expanded to seven faculty members in February 2017. Ad hoc members are added as necessary (for specific expertise).
- The Allegations that do not meet the definition of research misconduct (e.g. “questionable research practices” such as authorship disputes, data use and/or ownership, etc.) are referred to the Department Chair and/or appropriate area for assistance and resolution. If after due diligence by the responsible leader the Allegation cannot be resolved, the Allegation may be referred to the Vice Chancellor for Research to facilitate a resolution.
- The Office of Research Compliance and Integrity (RCI) participates in the campus and Health Sciences new faculty orientation and postdoctoral scholar orientation (RCI video)
- A new RCI webpage was developed inclusive of Research Misconduct process flow and FAQs (https://blink.ucsd.edu/research/policies-compliance-ethics/ethics/index.html)
- RCI provides Newsletters and Hot Topics to faculty and research community (every other month)

Useful Contacts:

- Research Compliance and Integrity: http://rci.ucsd.edu
  - Email: rci@ucsd.edu
  - Phone: (858) 822-4939
- UCSD Whistleblower Hotline: (877) 319-0265
  - For reporting possible fraud such as misuse of assets, potential false billings, conflict of interest, or other compliance issues
- Graduation Division: http://grad.ucsd.edu
- Office of Postdoctoral and Visiting Scholars: http://postdoc.ucsd.edu
- Office of the Ombuds: https://ombuds.ucsd.edu
The University of California’s Program to implement a single payroll, benefits, human resources and academic personnel solution for all UC Employees

-10 UC Campuses  -5 Medical Centers  -5 Entities : ~200,000 employees

UCPath Deployment Sequence

All UC employees will transition to UCPath

<table>
<thead>
<tr>
<th>Production</th>
<th>Target Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles</td>
<td>Davis 10/19</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>33,292</td>
</tr>
<tr>
<td>Riverside</td>
<td>Berkeley 10/19</td>
</tr>
<tr>
<td>Merced</td>
<td>23,440</td>
</tr>
<tr>
<td>Office of the President</td>
<td>ANR 10/19</td>
</tr>
<tr>
<td>ASUCLA</td>
<td>1,454</td>
</tr>
<tr>
<td>Total 77310</td>
<td>San Diego 5/20</td>
</tr>
<tr>
<td></td>
<td>San Francisco 3/20</td>
</tr>
<tr>
<td></td>
<td>Irvine 1/20</td>
</tr>
<tr>
<td></td>
<td>Santa Cruz 1/20</td>
</tr>
<tr>
<td></td>
<td>Lawrence Berkeley National Laboratory 3/20</td>
</tr>
<tr>
<td></td>
<td>Hastings 3/20</td>
</tr>
<tr>
<td></td>
<td>29,744</td>
</tr>
<tr>
<td></td>
<td>27,128</td>
</tr>
<tr>
<td></td>
<td>8,454</td>
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<tr>
<td></td>
<td>3,384</td>
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<tr>
<td></td>
<td>430</td>
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</table>
### Engagement and Training Timeline

<table>
<thead>
<tr>
<th>Phase</th>
<th>Duration</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Jun-Dec 2018</td>
<td>• 37 Roadshows-Campus, Health &amp; Satellite Locals, English &amp; Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Converted to 10 min video, uploaded to UCPath website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• COMPLETE</td>
</tr>
<tr>
<td><strong>Familiarization</strong></td>
<td>Jan-Mar 2019</td>
<td>• Recurring UCPath VC Council Mtgs – new terminology &amp; functionality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify individuals and their UCPath roles; identify “master trainers”</td>
</tr>
<tr>
<td><strong>Acclimation</strong></td>
<td>Apr-Jun 2019</td>
<td>• Populate Training Environment (sandbox) for practice exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exploration of Sandbox w. UCPath VC Council &amp; HR Contacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “Master Trainers” training</td>
</tr>
<tr>
<td><strong>User Training</strong></td>
<td>Jul-Dec 2019</td>
<td>• Outreach to role-based audience; distribute curriculum guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide Instruction Options &amp; Practice Training Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implement accountability process to ensure adequate preparation</td>
</tr>
</tbody>
</table>
Student Pay: Prevention and Mitigation: Courses of Action

1. Dedicated Cross Functional Student Pay Team: 100% Validation during Conversion and Testing
2. Student Communication and Training Channel
3. Stand Up Emergency/Response Operations Center
4. Develop UCPC / UC San Diego Partnership

Conversion

Service
Key Changes and New Concepts
Key Changes for Academics and Academic Units

- Paper paychecks are mailed to home address on payday. Direct deposit will be strongly encouraged to ensure timely receipt of pay.

- Cycle time will increase due to approval workflows and UC Path Center review. This will mean tighter deadlines.

- Funding Transaction is separate from a Personnel Transaction.

- Employee ID number is changing.
Key Changes for Academics

- New Self Service Portal to enroll in benefits, view your check and obtain your payroll information.
- Directly deposit funds to multiple financial institutions.
- UCPath will track Sabbatical Credits with balances on line for viewing.
- Composite Benefit Rate (CBR): A new methodology for assessing employer benefits will take affect with UCPath Implementation.
Questions
Composite Benefit Rates
Academic Senate
Representative Assembly Brief

April 16, 2019
What is Composite Benefit Rates?

• **Composite Benefit Rates** (CBRs) are established to cover the **Employer Costs** of fringe benefits offered by the University.

• **CBRs** base benefit rates on a percentage of an employee’s salary, according to their employee group association, and do not vary by individual employee benefit selections.

• When deployed UC San Diego will join a long list of large research universities that utilize the CBR methodology for charging benefits to funds.

• No Impact to employee paid benefits.
Why use Composite Benefit Rates (CBRs)?

• UC and Campus is moving to CBRs to **simplify** personnel planning management and **eliminate volatility** attributable to individual personal circumstances changes.

• CBRs are a part of a Systemwide change and will **go live with UC Path**.

• CBRs will be charged in a consistent method as a % to all components of pay except for certain bonuses, incentives and Z payments.

**Current State**
Benefit Rate Varies by Employee, Determined by Benefit Elections and Employee Status.

Thousands of Individual Rates

**Future State**
Benefit Rates Vary by Grouping, Determined by Job title and Employee Status.

9 Distinct Rates at UC San Diego

*Employer paid benefits will be pooled and charged at a consolidated rate. NO IMPACT TO EMPLOYEE PAID BENEFITS
Systemwide Guidelines*

• 10 pre-determined categories.
• Campus can create up to 4 additional categories to mitigate cost shifts.
• Campus categories creation are defined by **Job Code (title code)**, and **Employee Status only**.
• Categories cannot be made using Earn/DOS Code, Salary Bands, and Fund Source.
• For Health Sciences Faculty there will be no splitting of X & Y salaries. Z payments will be excluded.

**OP Categories**

1- Faculty  
2- HCOMP Faculty  
3- Other Academics  
4- Faculty Summer Salary  
5- Post Doc Scholars  
6- Staff Exempt  
7- Staff Non-Exempt  
8- Students  
9- Partial Eligibility  
10- No Eligibility

*This guidance was outcome of much early work done at campuses, led by Chancellor and Senate Leaders. Initial framework started with a single rate per campus.*
## Composite Benefit Rates Across the UCs

<table>
<thead>
<tr>
<th>UCOP</th>
<th>UCLA</th>
<th>UC Riverside</th>
<th>UC Berkley</th>
<th>UC Merced</th>
<th>UC San Diego</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 rates</td>
<td>9 rates</td>
<td>11 rates</td>
<td>5 rates</td>
<td>4 rates</td>
<td>9 rates</td>
</tr>
<tr>
<td>1</td>
<td>HCOMP</td>
<td>HCOMP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Faculty</td>
<td>Faculty</td>
<td></td>
<td>Academic</td>
<td>Fac. &amp; Post Docs.</td>
</tr>
<tr>
<td>3</td>
<td>Other Acad.</td>
<td>Other Acad.</td>
<td>Other Acad.</td>
<td></td>
<td>Other Acad. &amp; Exempt Staff</td>
</tr>
<tr>
<td>4</td>
<td>Staff Exempt</td>
<td>Staff Exempt</td>
<td>Staff Exempt</td>
<td>Staff</td>
<td>Staff Non- Expt.</td>
</tr>
<tr>
<td>5</td>
<td>Staff Non-Expt.</td>
<td>Staff Non-Expt.</td>
<td>Staff Non-Expt.</td>
<td></td>
<td>Staff Non- Expt.</td>
</tr>
<tr>
<td>6</td>
<td>Post Docs</td>
<td>Post Docs</td>
<td>Post Docs</td>
<td>Post Doc</td>
<td>Fac. &amp; Post Docs.</td>
</tr>
<tr>
<td>7</td>
<td>Summer Sal.</td>
<td>Summer Sal.</td>
<td>Summer Sal.</td>
<td>Summer Sal.</td>
<td>Summer Salary</td>
</tr>
<tr>
<td>8</td>
<td>Partial Benefits</td>
<td>Employees &amp;</td>
<td>Partial Benefits</td>
<td>Limited</td>
<td>Partial Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with</td>
<td></td>
<td></td>
<td>Limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limited Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students</td>
<td>Students</td>
<td></td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>No Benefits</td>
<td>No Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>HCOMP Senior</td>
<td>Food Custodian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>&amp; Grounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Food, Custodian,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- UC San Diego is proceeding with a total of 9 campus rates using all available campus determined slots.
When do CBRs go into effect?

- CBRs are part of a Systemwide change that transitions the University to a unified payroll system.
- UC San Diego CBRs will go live with UC Path.
- New rates will be automatically assigned to employees based on Job Code and Employee Status.

<table>
<thead>
<tr>
<th>Fiscal Year 2020</th>
<th>Fiscal Year 2021</th>
<th>Fiscal Year 2022</th>
<th>Fiscal Year 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul- Dec</td>
<td>UCPATH and CBR Rates LIVE</td>
<td>2 Year Federally Approved CBR Applied</td>
<td>Year 3 New Rates with Adjustments</td>
</tr>
<tr>
<td>Jan- June</td>
<td>Benefits ‘Charged’ at Actuals per Employee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planned Multi-Prong Mitigation Strategy

- Early communication of CBRs and use in budget plans impacting external funds is critical to reduce impact.

<table>
<thead>
<tr>
<th>Proposed Strategy and Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Funds</td>
</tr>
<tr>
<td>Rebalancing core benefit budgets at the VC level.</td>
</tr>
<tr>
<td>Auxiliaries</td>
</tr>
<tr>
<td>Recalibrating administrative assessment.</td>
</tr>
<tr>
<td>Sales &amp; Services Education (Recharge Activities)</td>
</tr>
<tr>
<td>Develop a timeline for a review and recalculation of high volume, high risk recharge rates. Advise gradual rate changes as necessary.</td>
</tr>
<tr>
<td>Health Science</td>
</tr>
<tr>
<td>Plan in development within Health.</td>
</tr>
<tr>
<td>Sponsored Research</td>
</tr>
<tr>
<td>Short term mitigation for multi-year sponsored research grants experiencing hardship due to this change. Funding requests considered by divisional Dean then Vice Chancellor, prior to any campus level requests.</td>
</tr>
</tbody>
</table>
Tools and Resources

• CBR Webpages
• Sharepoint and Budget and Planning Website
• Contact the CBR workgroup at cbr@ucsd.edu
Composite Benefit Rates (CBR)* Workgroup

Workgroup is charged with preparing and implementing campus CBRs, building on prior work done by a 2014 CBR task force. CBRs will be established to cover the Employer Costs of fringe benefits offered by the University. Employer paid benefits will be pooled and charged at a consolidated rate.

Workgroup Members include:
Pearl Trinidad and Sylvia Jeung, Business Transformation and Optimization, BFS
Sylvia Lepe-Askari, Campus Budget Office
Nilo Mia, Financial Analysis Office, BFS
Kristen Fernandez, Campus Budget Office
Danielle Powers, Financial Analysis Office, BFS
Deston Halverson, Office of Controller, BFS
Jake Guss and Atosa Ghassemi, VC Health Sciences
Laura Osante, Finance and Budget, BFS

*Workgroup is focused on Campus CBRs which must be approved by Federal agency at least 6 months before go live to UCPath - a UC unified payroll system. Campus CBRs are on a slightly different timeline than CBRs for Medical Center which do not need Federal approval.
The Committee on Committees may remove any appointed member of a standing or special committee of the Division for cause before the end of that member’s appointment by a two-thirds (2/3) vote, provided that a statement of the reason or reasons is sent to the member proposed for removal at least fourteen (14) days before the vote is taken. The member proposed for removal shall be given an opportunity to be heard by the Committee on Committees before the vote is taken.
Dear Robert and Mary Pat,

Please find the attached 7th College Academic plan, which we respectfully submit to UC San Diego’s Divisional Senate for consideration.

Best,

John C. Moore  
Dean of Undergraduate Education  
University of California, San Diego  
9500 Gilman Drive  
La Jolla, California 92093-0001  
Telephone: 858 822 4358
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1. The 7th College Theme

The UC San Diego undergraduate college system is characterized by having a unique intellectual theme associated with each college and underpinning the college’s identity. The theme typically informs the basic aspects of the general education program and shapes the character of co-curricular programs. As discussions of the 7th College theme evolved, four criteria emerged:

- The theme must have intellectual depth
- The theme should be sufficiently focused to provide clarity and guidance
- The theme should lend itself to work in multiple disciplines
- The theme should be likely to remain relevant to future generations

The theme “A Changing Planet” meets these criteria. In addition, it clearly aligns with research strengths already articulated in the UC San Diego Strategic Plan’s research theme “Understanding and Protecting the Planet,” and connects deeply with at least two others (“Enhancing Human Life and Society” and “Understanding Cultures and Addressing Disparities in Society”).

The notion “A Changing Planet” has obvious connections to climate change and other environmental issues. However, it can also refer to political and social change as well as changing technologies and artifacts. One area that has gained recent prominence is the movements of people instantiated by various migrations. While these often have been in response to regional conditions, including conflict, violence, and economic hardship, they may, in the future result from environmental changes or be impacted by technological innovation – issues likely to be of sustained relevance. Similarly, changes in technology and society go hand in hand with the advent of increased access to data and social media.

All divisions on campus teach and conduct research in areas that resonate with “A Changing Planet”. The following shows this with respect to the five academic areas every UC San Diego general education program is expected to address; this is intended as illustrative, rather than exhaustive.

Art
UC San Diego has a long tradition of engaging in the intersection of artistic expression and fluctuating conditions at the US-Mexico border. A recent exposition has featured collaboration between SIO and visual arts in the area of climate change. Theater and Dance and Music can examine the evolving expressions associated with migration and globalization.
**Humanities**  
Responses to change in the physical and sociocultural spheres and a suite of accompanying historical, ethical, and literary questions might be addressed from a variety of perspectives in the Humanities.

**Social Science**  
All Social Science departments could address the theme – e.g. migrations, multiculturalism, economics of climate change, impacts on language and culture, urban planning, educational systems, income inequality, and global health.

**Natural Sciences**  
There are clear connections in all areas, including Health Sciences (public health), SIO (climate change), Physical Sciences (physical and chemical processes underlying change), Biological Sciences (ecology and evolution), and Engineering (changing technologies and their interplay with sociocultural institutions).

**Quantitative Reasoning**  
A variety of areas - from statistics to data science - provide quantitative tools that intersect with other areas.

As we discuss below, inter-disciplinary inquiry is central to the 7th College academic plan; the “Changing Planet” theme is relevant, flexible, but also provides focus to this type of work.

2. Academic Plan

UC San Diego’s Academic Senate Educational Policy Committee recommended that, as part of the planning process for 7th College, the campus creatively reimagine general education requirements. To this end, a workgroup was charged with developing a framework for the intellectual focus and academic mission of the college. 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.

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.

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, Natural Sciences & Engineering, and Social Sciences). At UC San Diego, all colleges use this approach to some degree. For example, in Muir and Warren, while all students take two prescribed writing intensive courses, these are stand-alone, and not theme-based. The remainder of the general education requirements come from an array of choices offered in the academic departments. 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. Each approach has its advantages. The core courses often serve to introduce students to the college culture and can result in bonding and a sense of cohort. The alternatives approach allows students to explore outside their initial interests, sometimes leading to a new choice of major.

In addition to breadth of content, general education demonstrates diversity of thought: It provides students with exposure to the different intellectual traditions that make up the academy. This may be even more important than content, as it potentially prepares students to view the world and challenges from diverse points of view.
ii. Structuring General Education

Over the past decade there has emerged a body of literature that emphasizes the need to structure general education in new ways. 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 sustained 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

iii. Proposed General Education Framework: Alternatives and Synthesis

The framework proposed here brings together required courses and alternatives – much like four of the current six colleges. However, this framework replaces the required core sequence used in the other colleges with a set of three project-based synthesis courses through which students engage with interdisciplinary material – both from their alternatives courses and their majors. In addition, both the alternatives and the synthesis courses are spread out throughout the academic career. This framework assumes 14 courses (some of which may overlap with major coursework). This adheres to the Divisional Academic Senate-approved general education guidelines (see Appendix A).

a. Alternatives [10 courses]

As in many alternatives-oriented general education programs, the diverse modes of inquiry and liberal arts content 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 curated around the college’s intellectual theme. In particular, students will take 10 alternatives courses in the following distribution:
Alternatives - Two courses each from pre-curated selections from:

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

As is currently the case in other colleges, and allowed by the Academic Senate’s general education guidelines, 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. Finally, students are encouraged to take alternatives courses throughout their academic careers – at a rate of 2-3 per year.

A list of examples of courses that may satisfy these alternative requirements in each of the five areas is presented in Appendix C. These courses are curated to align with the “Changing Planet” theme. Thus, while the subject matter and modes of inquiry varies – both within and across categories, the breadth nature of the alternatives courses is anchored to the college theme such that any combination will create a coherent curriculum. Furthermore, these courses form the basis of the interdisciplinary synthesis projects (see below).

While 7th College does not have an explicit foreign language requirement, language classes – at the third quarter level or higher – can be used to satisfy one or two of the humanities selections. Given the importance of language and culture in societal change, this is closely aligned with the college theme. Language study also prepares students for study abroad (see High Impact Course requirement, below).

b. Synthesis Courses [3 courses]

Synthesis courses bring together modes of thought and content from both alternatives courses and other coursework, including major courses, the campus-wide Diversity, Equity, and Inclusion (DEI) requirement, and electives. These courses focus on interdisciplinary 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 classes, DEI course, and major coursework. Students are required to take three synthesis courses: two lower-division writing-intensive courses (Synthesis 1-2, taken in the first and second
A more detailed structure for the synthesis courses is presented in Appendix D. The guiding principle is 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 synthesis courses, the general education framework is designed to form a coherent liberal arts general education that has advantages of both required courses and alternatives.

c. High Impact Course [1 course]

To round out the general education curriculum – ten alternatives and three synthesis courses – 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, mentored research, or study abroad. Thus, while the three synthesis courses 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 and Warren) or embedded in the core sequences. Similarly, 7th College’s lower-division synthesis courses include an intensive writing curriculum. The writing assignments will include interdisciplinary projects that emphasize writing both within and across disciplines. The upper-division synthesis course focuses on collaborative projects and culminates in research presentations.
7th College presents an 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. The college’s curriculum approaches 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, the emphasis here is 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. The former mode is prevalent in the first two, writing-intensive synthesis courses, while the upper-division synthesis course will be more design-oriented, providing a vehicle for students to engage in complex, interdisciplinary problem solving with wider communities and public.

iv. Co-curricular Experiences

A particular strength of the UC San Diego college system is the way academic and student affairs combine in relatively small learning communities. The student affairs staff fosters growth by promoting co-curricular activities that include student government, organizations, leadership opportunities, and cultural events. A number of these typically draw inspiration from the college theme. UC San Diego has instituted the Co-Curricular Record, which allows students to document many of these activities. Recognizing that student development and growth happens both within and outside of academic programs, the college will provide staff dedicated to this important aspect of the college experience.
v. Equity, Diversity, and inclusion

UC San Diego continues to work to create a campus environment that all students will experience as equitable, diverse, and inclusive. The six undergraduate colleges have been collaborating with other campus units in several significant efforts promoting equity, diversity, and inclusion; for example:

- Resident Assistants undergo equity-minded training.
- Colleges partner with Student Affairs in the Student Success Coaching Program and in advising Chancellor’s Associates Scholars (the latter is a scholarship program designed to increase diversity and access).
- Several of the colleges host identity-based living and learning communities.
- All of the colleges contribute to the Summer Bridge Program.
- Colleges regularly sponsor multi-cultural events.
- While not specific to the College’s curriculum, all students are required to take a course that addresses topics related to diversity, equity, and inclusion.

7th College will similarly make equity, diversity, and inclusion a significant priority. The alternatives and synthesis courses framework lends itself particularly well to academic explorations of issues pertaining to diverse cultures, inequities, and societal challenges in the face of a changing planet.

vi. Campus Partners

7th College will collaborate with a wide range of departments, programs, research units, and others to implement its curriculum and engage its students in UC San Diego’s exciting intellectual milieu. Departments already offer a number of relevant courses and, in some cases, have committed to create new courses that align with the college theme. Furthermore, there is interest in collaboration with the Qualcomm Institute, the Design Lab, the Institute of Arts and Humanities, and SIO in creating and staffing synthesis courses. Letters from potential campus partners are included in Appendix I.

3. Summary of 7th College Graduation Requirements

This section briefly states 7th College’s graduation requirements in the format of the Academic Senate Regulations for the other six colleges. Detailed information is provided in the appendices.
A. Degrees

7th College will recommend candidates for the degree of Bachelor Arts or Bachelor of Science, with designation as to major. Double majors will be permitted, consonant with regulations of the Educational Policy Committee (EPC).

B. General Education Requirements

See Appendices A and B.

C. Additional Graduation Requirements

1. The minimum requirement for graduation with the degrees of Bachelor of Arts or Bachelor of Science will be completion of 180 units with a cumulative grade point average of 2.0 (C) or higher. At least 60 of these units must be completed at the upper-division level.

2. At least nine of the last eleven courses passed (or 36 of the last 44 units passed) must be taken as a 7th College student.

3. A departmental or interdisciplinary major must be completed.

4. Transfer Students

The Alternatives and Synthesis 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, approximately 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. We propose that transfer students who have completed IGETC use the experience from their previous institution to cover the alternatives portion of general education and take the one upper-division synthesis course and the high-impact course at UC San Diego.

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. We leave this question to the implementation stage where a faculty committee will
determine which lower-division alternatives might be impacted and how the coherence of the synthesis sequences will be preserved.

Submitted by the Senate-Administration 7th College Academic Plan Workgroup:

John Moore, Dean of Undergraduate Education- Chair
Lucy Allais, Professor, Philosophy
Mira Balberg, Professor, History
Phoebe Bronstein, Lecturer, Sixth College
Stacey Brydges, Associate Teaching professor, Chemistry & Biochemistry
Samuel Buss, Professor, Mathematics
Ivan Evans, Provost, Eleanor Roosevelt College
Diane Forbes Berthoud, Assistant Vice Chancellor, Equity, Diversity and Inclusion
Grant Goodall, Professor, Linguistics
Mark Guirguis, Lecturer, Theatre and Dance
Lilly Irani, Assistant Professor, Communication
Kathleen D. Johnson, Assistant Dean of Undergraduate Education
Lisa Lampert-Weissig, Professor, Literature
Shannon O'Brien, Dean of Academic Advising, Revelle College
Kaustuv Roy, Professor, Ecology, Behavior and Evolution
Emily Roxworthy, Provost, Warren College
Curt Schurgers, Associate Professor, Electrical/Computer Engineering
Jane Teranes, Lecturer, Scripps Institution of Oceanography
Kyler Vaughn, Undergraduate Student
Appendix A - Conformity to Academic Senate Regulations for College General Education Requirements

The following summarizes the Divisional Academic Senate’s approved general education guidelines:

Guidelines for College General Education Requirements

<table>
<thead>
<tr>
<th>Requirement:</th>
<th>BA/BS in Arts and Sciences</th>
<th>BS in Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of Courses for a college’s general education (GE) requirement</td>
<td>At least 14 4-unit courses</td>
<td>At least 12 4–unit courses</td>
</tr>
<tr>
<td>Limit on Overlapping Courses with a Major</td>
<td>At least 11 GE courses outside the requirements specified by student’s major</td>
<td>At least 9 GE outside the requirements specified by student’s major</td>
</tr>
<tr>
<td>Breadth Requirement</td>
<td>• At least 11 of the 14 GE courses must be taken from a minimum of four departments or programs.</td>
<td>• At least 9 of the 12 GE courses must be taken from a minimum of four departments or programs.</td>
</tr>
<tr>
<td></td>
<td>• Courses required by the student’s major will not count toward the breadth requirement.</td>
<td>• Courses required by the student’s major will not count toward the breadth requirement.</td>
</tr>
<tr>
<td></td>
<td>• Writing program sequence will count as one area outside the student’s major</td>
<td>• Writing program sequence will count as one area outside the student’s major</td>
</tr>
</tbody>
</table>
The proposed academic plan meets these guidelines as follows:

i. Minimum number of courses:

Ten alternatives, three synthesis courses (two lower-division and one upper-division), and one high-impact course = 14 courses.

ii. Limit on overlapping:

At most three courses can overlap with major courses. That is, three courses taken to fulfill major requirements may be used to also satisfy alternatives requirements. These courses do not need to be in the list of approved alternatives courses, but each should be in one of the five alternatives areas.
iii. Breadth requirement:

- Because the alternatives courses must cover five areas (Arts, Humanities, Natural Sciences & Engineering, Social Sciences, and Quantificational Reasoning), they will be necessarily in at least four departments or programs.
- Aside from the permitted three-course overlap, major requirements will not count towards breadth requirements (alternatives).
- The synthesis courses will be housed in the college and outside the major.
- Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences are all represented in the alternatives requirements.

iv. Writing requirement

The two lower-division synthesis courses will include writing papers. Three of the alternative courses or course work in the student’s major must include significant writing. The Provost's Office will maintain an updated list of courses taught across the curriculum that include an appropriate amount of writing.

v. College requirements

Two courses are required from each of the following areas: Arts, Humanities, Natural Sciences & Engineering, Social Sciences, and Quantificational Reasoning. Students must complete two lower-division synthesis courses, one upper-division synthesis course, and one high-impact course.
## Appendix B: 7th College General Education Requirements - Summary

<table>
<thead>
<tr>
<th>Alternatives</th>
<th># Units per course</th>
<th>Units</th>
<th># Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>4-4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Humanities¹</td>
<td>4-4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Natural Sciences &amp; Engineering</td>
<td>4-4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4-4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td>4-4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td><strong>Alternatives Subtotal</strong></td>
<td></td>
<td><strong>40</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Synthesis 1-2</td>
<td>4-4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Synthesis 100</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>High-Impact Course</strong></td>
<td>2-4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>General Education Total</strong></td>
<td></td>
<td><strong>56</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

¹ Foreign language courses (third quarter or beyond) may apply to the Humanities alternatives; some of these may be 5 units.
Appendix C: 7th College Alternatives – Examples

The following are examples of courses that may satisfy the Alternatives requirements in each of the five categories. A final curated list will be developed by the 7th College Academic Plan Workgroup and submitted to Undergraduate Council for approval. Note that some of the proposed alternatives courses are being proposed by units to serve the specific needs of 7th College students. The courses are generally chosen based on alignment with the college theme, although some of the courses are more foundational (e.g. those in quantitative reasoning).

i. Arts

MUS 13   Worlds of Music
TDGE 12   Topics in Cinema and Race
TDGE 134  Disability and Performative Exploration: Struggle for Inclusion

ii. Humanities

HILD 7A-C Race and Ethnicity in the United States
HILD 7GS Race and Ethnicity in the Global World
HILD 30   History of Public Health
HILD XXX  Global Environmental History (new course)
HINE 145  Islam and Science: The History of Science in the Middle East (600-1950)
HISC 106  The Scientific Revolution
HIUS 143  The Built Environment in the Twentieth Century
LTCS 102  Practicing Cultural Studies
LTCS 125  Cultural Perspectives on Immigration and Citizenship
LTCS 133  Globalization and Culture
LTCS 134  Culture and Revolution
LTCS 155  Health, Illness, and Global Culture
PHIL 26   Science, Society, and Values
PHIL 27   Ethics and Society
PHIL 32   Philosophy and the Rise of Modern Science
PHIL 148  Philosophy and the Environment

In addition, foreign language courses - from third-quarter level or beyond – may be used to satisfy Humanities alternatives, regardless of the home division (e.g. Linguistics, Literature, or the Institute of Arts and Humanities).
iii. Natural Sciences & Engineering
COGS 10  Cognitive Consequences of Technology
PHYS 8   Physics of Everyday Life
PHYS 12  Energy and the Environment
SIO 10   The Earth
SIO 12   History of the Earth and Evolution
SIO 25   Climate Change and Society
SIO 117  The Physical Basis of Global Warming

iv. Social Sciences
ANTH 21  Race and Racisms
COGS 102B Cognitive Ethnography
COMM 103E History of Electronic Media
COMM 111C Communication and Cultural Production: Cities and Space
EDS 117  Language, Culture, and Education
EDS 135  Working with Newcomer Communities in San Diego
ETHN 3   Introduction to Ethnic Studies: Making Culture
ETHN 103 Environmental Racism
ETHN 117 Organic Social Movements
ETHN 118 Contemporary Immigration Issues
GLBH 20  Introduction to Global Health
HMNR 100 Human Rights I: Introduction to Human Rights and Global Justice
LIGN 8   Languages and Cultures in America
SOCI 20  Social Change in the Modern World
SOCI 125 Sociology of Immigration
SOCI 137 Sociology of Food
SOCI 149 Sociology of the Environment
SOCI 179 Social Change
USP 1    History of US Urban Communities
USP 106  The History of Race and Ethnicity in American Cities

v. Quantitative Reasoning
COGS 14B Introduction to Statistical Analysis
COGS 18  Introduction to Python
DSC 10   Principles of Data Science
ECON 5   Data Analytics for the Social Sciences
LIGN 17  Making and Breaking Codes
MATH 11  Calculus-Based Introductory Probability and Statistics
MATH 18  Linear Algebra
Appendix D: Synthesis Courses

The synthesis courses – both the lower-division interdisciplinary inquiry and the upper-division project-based courses – provide an opportunity for students to engage with material from alternatives, Diversity, Equity, and Inclusion, and major coursework in the context of interdisciplinary projects. Enrollment projections suggest the need for approximately 20 synthesis courses per year (10 lower-division and 10 upper-division – see Appendix G). Each course might have an enrollment of approximately 133 students. These courses would consist of smaller courses taught by graduate teaching assistants or associate-ins, combined with a larger, co-requisite lecture, taught by senate faculty or Unit 18 lecturers. The synthesis courses are divided into two categories – the lower-division, writing-intensive courses, designed to introduce students to interdisciplinary work, and an upper-division course, offering the opportunity to synthesize earlier work in a project-oriented course.

i. Lower-Division Synthesis: Interdisciplinary Inquiry

Lower-division students will take two 4-unit courses, one in each of the first two years, that will be offered uniquely and exclusively to 7th College students. These courses will function as a common core insofar as they will provide a shared experience that will help create an intellectual community among the students of the college. However, these courses will vary widely in content based on the preferences and interests of available and interested faculty. In each of those courses, the instructor will introduce students to a subject related to the greater theme of “A Changing Planet” while modeling interdisciplinary thinking – that is, by bringing together different areas of expertise and different skill sets that inform and propel their engagement with the topic. These courses will introduce students to the kinds of questions, methods, challenges and rewards of working across disciplines, and will give them (through course assignments) an opportunity to engage in interdisciplinary thinking on a small scale by themselves. These initial experimentations with interdisciplinary work are expected to come to a fuller fruition in the upper-division synthesis course that students will take in their third or fourth year.

These lower-division synthesis courses will be writing-intensive and will put significant emphasis on the development of academic composition skills: structure, style, coherence, argumentation, working with and citing from secondary sources, etc. The primary setting for developing those skills will be the graduate student-led courses that are co-requisite with the larger lecture.
These two courses will form a sequence: Synthesis 1 and Synthesis 2. The first course will emphasize critical reading and argumentation in the context of the course topic and interdisciplinary inquiry. A series of writing assignments will culminate in a final paper that demonstrates academic argumentation that takes into account the different perspectives discussed in the lectures. The second synthesis course will build on the skills developed in Synthesis 1 and will introduce research methods, culminating in an interdisciplinary research paper that the student designs around areas addressed in other coursework (e.g. alternatives and major coursework). Since a goal of these courses is to give students a broad range of experiences with different kinds of interdisciplinary work, students will take the two lower-division synthesis courses from different instructors and will be exposed to different topics (but all aligned with the greater theme of “A Changing Planet”). While lower-division students will have completed relatively fewer alternatives courses (particularly during the first year), multiple offerings of these synthesis courses will offer the possibility of aligning topics from alternatives courses and the interdisciplinary inquiry introductions.

Because much of the writing and project mentoring will be done in smaller the graduate student-led courses, graduate student instructors will receive training in writing pedagogy (as is the current practice in the other college writing programs).

By not determining in advance what the content of these courses, and by allowing each instructor to develop their own syllabus, 7th College will be able to both guarantee a reliably robust selection of courses each year (which will accommodate both students’ schedules and student interests) and to ensure that the instructors are motivated, and committed to the course. However, all courses will meet the following criteria:

a. Engage with the theme of “A Changing Planet” in a meaningful way
b. Demonstrate interdisciplinarity (in the materials used, methods of inquiry applied, areas of interest that inform each other, etc.)
c. Propose significant and sustained opportunities for writing

Two examples for possible Directions of Interdisciplinary Inquiry courses:

The examples below do not describe courses that have already been proposed and approved for 7th College. Rather, they serve to demonstrate how a single course can incorporate perspectives from multiple disciplines in presenting a compelling and coherent picture of a topic. Note also that each of these can be designed around the different technical goals of Synthesis 1 and Synthesis 2.
Example 1: Climate, Disease, and the End of the Roman Empire

Interweaving a historical narrative with climate science and genetic discoveries, this course traces how the fate of Rome was decided not just by emperors, soldiers, and barbarians but also by volcanic eruptions, solar cycles, climate instability, and devastating viruses and bacteria. The empire’s very strength, built on travel, trade, and migration, also enabled the spread of tuberculosis, leprosy, smallpox, plague, and other diseases. The climate played a large part in the expansion of the empire, especially agriculturally, but the close proximity of humans and animals brought new parasites and diseases. Furthermore, the high level and density of urbanization in over 1,000 cities facilitated the widespread transmission of germs. The empire survived a pandemic in the age of Marcus Aurelius, then a mix of drought, pestilence, and political upheaval called the “Crisis of the Third Century,” or the first fall of Rome, beginning in the 230s. The course will cover the 2nd through the 7th centuries with special emphasis on the interweaving of politics, environment, economics, and religion.

Example 2: Hawai‘i: People, Land, and Food

Offering diverse perspectives on Hawai‘i’s food system, this course addresses themes of place and identity across time. From early Western contact to the present day, the way in which people in Hawai‘i grow, import, and consume their food has shifted in response to the pressures of colonialism, migration, new technologies, and globalization. Because of Hawai‘i’s history of agricultural abundance, its geographic isolation in the Pacific Ocean, and its heavy reliance on imported foods today, it serves as an interesting case study for how food systems develop in particular places. With topics spanning GMO activism, agricultural land use trends, fishing rights, poi production, and the dairy industry, this course examines the relations between food, society, and environmental change.
(Description based on Hi‘ilei Hobart’s book *The Foodways of Hawai‘i*, Routledge, 2018)

Learning Outcomes:

- **Written Communication**
  - Identify, evaluate, and develop claims and arguments, evaluate sources, and be able to write an academic research paper
- **Oral Communication**
  - Ability to discuss readings and progress in their writing both in regular discussion in small workshop contexts
• Information Literacy
  o Ability to use library and internet tools to identify academic sources, to document those sources in an annotated bibliography, and to evaluate the worth of those resources

• Critical Thinking & Problem Solving
  o Basic mastery inductive reasoning, critical thinking, and argumentation, using multi-disciplinary sources

• Research Ability
  o Ability to conduct a medium-scale research project

ii. Upper-Division Synthesis Course

The upper division synthesis course – Synthesis 100 – builds on work from Synthesis 1-2, as well as alternatives, major, and other coursework. This course puts this previous work into practice around a general topic in the form of group projects. A possible model for such courses is *Bending the Curve* – named for a multi-campus UC course on climate change solutions, developed by Fonna Forman (Political Science) and V. Ram Ramanathan (SIO). This course is centered around the idea that the students’ project work would be changing conditions to result in a better outcome to a problem, resulting in the “curve” of conditions over time being “bent” towards a more positive outcome. This expression is used in business and is becoming more common in climate change policy, international sustainability goals, health care, among other areas. This upper-division course will be offered in different versions, from which students could choose. Different instantiations of the course will be based around different topics (aligned with the college theme) and offered with several possible project modes. Examples of possible topics and modes are as follows:

Possible Topics:
• Climate Action
• Reducing Inequalities
• Social Migrations
• Preserving Biodiversity
• Changing Technology
• Artistic Expressions
• Urbanization

Possible Modes:
• Design projects
• Community projects
• Research projects
• Video or Film projects
In any given quarter there would be multiple selections for students to choose from which will combine a topic and mode, according to faculty interest.

This course may be structured as a partially flipped course, where class time is discussion-heavy, with preparatory videos and/or readings. Short video lectures might be produced by expert faculty who complement the expertise of the instructor. Alternatively, guest lecturers may provide interdisciplinary content. These videos and lectures combine with key readings to serve as the subject content around the topic.

Class lecture time serves the following two purposes: (i) extensive class discussion on the content lectures and readings, and (ii) lectures on the tools of the project area (i.e. the tools of the course mode).

In lieu of discussion sections, the larger lecture course would be broken into several small, co-requisite, courses led by teaching assistants or associate-ins from a variety of disciplines (and aligned with the topic and mode). These represent the workspace for students to choose their project ideas and engage with their other group members. The instructors help students identify and refine group projects over the quarter and determine personal contribution by assigning roles to each member. This is where students bring in their own backgrounds and interests, and where the content from the lower division courses and the alternatives comes into play.

The final projects will vary based on the course topic and mode; they might include community events, data collection and analysis, a design project, a poster/conference presentation, a film, or artwork. The products will be shared with the other students and presented to a wider audience in a college-themed event, inviting participants such as faculty, community leaders, industry members, and others. UC San Diego’s Design Lab can be involved in aiding students as they create deliverables and content for their projects. Final projects would also include a written report, allowing for publication of especially successful projects.

The upper-division synthesis course will also introduce elements of design-oriented investigation and writing, where students produce textual and multimodal artifacts, including investigative journalism, scientific reports, and presentations. These courses, therefore, allow students to engage in complex, interdisciplinary problem solving with wider communities. The design element will be common to all instantiations of Synthesis 100, as all will tackle difficult problems and use design thinking to develop solutions. Some may be more fully design oriented than others (see below).

**Two examples for possible upper-division synthesis courses:**

Again, the course content for Synthesis 100 will vary according to topic and mode. This allows faculty to build the course around their own areas of expertise, while
incorporating interdisciplinary content (perhaps in the form of videos, readings, and/or guest lectures). The following outlines two illustrative examples:

**Example 1: Bending the Curve: Climate Change Solutions**

**Topic:** Climate change solutions  
**Mode:** Interdisciplinary approach to complex problems; written group project

This course will focus on scalable solutions for carbon neutrality and climate stability across different disciplines—Science, Technology, Governance, Social Sciences, Economics, and Ecosystem. It leverages expertise across the UC system to showcase how mitigating climate change is relatable in every discipline and challenges students to lead this change. Students will learn examples of projects actively “bending the curve” of climate change on a local and international scale, and will have the opportunity to plan and execute a project of their own. … This course will require students to review lecture material and complete readings at home prior to class. Class time will focus on in-class discussions of the concept and the questions in the lecture notes as well as group project work. Interdisciplinary discussions will take place both online and in-person, with groups encompassing students from at least 3 different disciplines.  
(From POLI 117/SIO 109 Spring 2017 syllabus)

**Example 2: Designing Immigration Policy**

**Topic:** Immigration  
**Mode:** Design

This course will delve deeply into design skills and practices in the context of crafting immigration policy. In particular, the course explores how the design literature can provide a perspective that allows the difficult problem of immigration policy to be addressed through policy construction. Topics include building on the “Engineering Experience,” identifying problems, prototype policy, scaling and scoping, and anticipating unintended consequences. The course will engage the social science literature on immigration and migration, in particular, economic, cultural, demographic, and political impacts of immigration, as well as laws and government policies for controlling immigration and refugee flows. These aspects of immigration, as well as the associated policies will be examined through a design lens. Group work will culminate in presentations and a co-authored white paper on immigration policy.

Learning Outcomes:

- **Written Communication**  
  - Identify, evaluate, and develop claims and arguments, evaluate sources, and be able to write an academic research paper
• Oral Communication
  o Ability to discuss readings and progress in their writing both in regular
discussion in small workshop contexts
• Information Literacy
  o Ability to use library and internet tools to identify academic sources, to
document those sources in an annotated bibliography, and to evaluate the
worth of those resources
• Critical Thinking
  o Basic mastery inductive reasoning, critical thinking, and argumentation,
using multi-disciplinary sources
• Design Thinking
  o Understanding of the design process: iteration, testing, feedback, and
learning in the process of making
• Research Ability
  o Ability to conduct a medium-scale research project
• Teamwork & Cross Cultural Collaboration
  o Conduct group project in diverse teams
• Understanding Global Context
  o Situate problem in a real-world context
• Civic Engagement and Social Responsibility
  o Address civic/social dimensions of problem
Appendix E: High-Impact Course

Literature on general education notes the value of several high-impact experiential learning opportunities. This last requirement ensures that students avail themselves of at least one of these impactful experiences. While the synthesis courses promote interdisciplinary inquiry, the high-impact course is less constrained. It could, for example, involve research and/or projects in the student’s major area of study. The college will monitor and curate a range of high-impact experiential learning opportunities for this requirement, which include:

- Major-based capstone or project courses
- Mentored research
- Internships
- Study abroad
Appendix F: Projected Sample Programs

The following summarizes the 7th College general education curricula for incoming first time full-time students and transfer students.

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

Alternatives - Two courses each from pre-curated selections from:
- Arts
- Humanities
- Social Sciences
- Natural Sciences & Engineering
- Quantitative Reasoning

Synthesis – two lower-division and one upper-division
One high-impact course

Year 1: 2-3 alternatives, Synthesis 1
Year 2: 2-3 alternatives, Synthesis 2
Year 3 and 4: remaining 4-6 alternatives, Synthesis 100, one high-impact course

**Incoming transfer students**

Alternatives – completed through IGETC; otherwise by petition or taken at UC San Diego
Synthesis – Synthesis 100
One high-impact course

Years 1-2: alternatives, as needed, Synthesis 100, one high-impact course

Four-year completion plans are available for all majors and colleges. To test the feasibility of the proposed framework, a mock 7th 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):

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall (13 units)</th>
<th>Winter (13 units)</th>
<th>Spring (13 units)</th>
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<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
<td>Elective (4)</td>
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<tr>
<td></td>
<td>Elective (4)</td>
<td>Elective (4)</td>
<td>Synthesis 1 (4)</td>
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</table>

<table>
<thead>
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<th>Year 2</th>
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<th>Winter (16 units)</th>
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<td>GE Alternative (4)</td>
<td>Synthesis 2 (4)</td>
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<table>
<thead>
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<th>Fall (16 units)</th>
<th>Winter (16 units)</th>
<th>Spring (16 units)</th>
</tr>
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<tr>
<td></td>
<td>LIGN Elective (4)</td>
<td>LIGN 111 (4)</td>
<td>LIGN 120 (4)</td>
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<tr>
<td></td>
<td>LIGN 110 (4)</td>
<td>GE Alternative (4)</td>
<td>LIGN Elective (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative/DEI (4)</td>
<td>Elective (4)</td>
<td>Synthesis 100 (4)</td>
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<td>Elective (4)</td>
<td>Elective (4)</td>
<td>Elective (4)</td>
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<tr>
<th>Year 4</th>
<th>Fall (16 units)</th>
<th>Winter (16 units)</th>
<th>Spring (16 units)</th>
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<td></td>
<td>LIGN Elective (4)</td>
<td>LIGN 121 (4)</td>
<td>LIGN 130 (4)</td>
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<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
<td>LIGN Elective (4)</td>
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<td>Elective (4)</td>
<td>High Impact (4)</td>
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<td></td>
<td>Elective (4)</td>
<td>Elective (4)</td>
<td>Elective (4)</td>
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</tbody>
</table>

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 7th College general education requirements, 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, Bioengineering has significant lower-division and upper-division requirements (the most of all majors). By allowing overlap between major requirements and GE alternatives in quantitative and natural science areas, these students would take only eight separate GE alternative courses (one of which could overlap with the campus DEI requirement), Synthesis 1-2, and Synthesis 100. Note that the high-impact course is satisfied through the major’s 187 series (Bioengineering Project – four 1-unit courses); combined with overlap between the major and two alternatives, leaves 11 general education courses disjoint from the major.
**Bioengineering – Four-Year Plan (196 total units):**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall (16 units)</th>
<th>Winter (14 units)</th>
<th>Spring (18 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>MATH 20A (4)</td>
<td>PHYS 2A (4)</td>
<td>BILD 1 (4)</td>
</tr>
<tr>
<td></td>
<td>CHEM 6A (4)</td>
<td>MATH 20B (4)</td>
<td>PHYS 2B (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>CHEM 6B (4)</td>
<td>PHYS 2BL (2)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>BENG 1 (2)</td>
<td>MATH 20C</td>
</tr>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td></td>
<td>Synthesis 1 (4)</td>
</tr>
<tr>
<td>Year 2</td>
<td>CHEM 7L (4)</td>
<td>MAE 8 (4)</td>
<td>MATH 20E (4)</td>
</tr>
<tr>
<td></td>
<td>PHYS 2C (4)</td>
<td>MAE 140 (4)</td>
<td>BENG 140B (4)</td>
</tr>
<tr>
<td></td>
<td>PHYS 2CL (4)</td>
<td>BENG 140A (4)</td>
<td>MAE 3 (4)</td>
</tr>
<tr>
<td></td>
<td>MATH 20D (4)</td>
<td>MATH 18 (4)</td>
<td>BENG 100 (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative/DEI (4)</td>
<td></td>
<td>Synthesis 2 (4)</td>
</tr>
<tr>
<td>Year 3</td>
<td>MAE 107 (4)</td>
<td>BENG 186B (4)</td>
<td>BENG 172 (4)</td>
</tr>
<tr>
<td></td>
<td>BENG 110 (4)</td>
<td>BENG 112A (4)</td>
<td>BENG 112B (4)</td>
</tr>
<tr>
<td></td>
<td>MAE 170 (4)</td>
<td>BENG 130 (4)</td>
<td>BENG 103B (4)</td>
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<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>Synthesis 100 (4)</td>
<td>BENG 187A (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GE Alternative (4)</td>
</tr>
<tr>
<td>Year 4</td>
<td>BENG 122A (4)</td>
<td>Tech Elective (4)</td>
<td>Tech Elective (4)</td>
</tr>
<tr>
<td></td>
<td>MAE 150 (4)</td>
<td>BENG DE (3)</td>
<td>BENG 125 (4)</td>
</tr>
<tr>
<td></td>
<td>BENG DE (3)</td>
<td>BENG 187C (1)</td>
<td>BENG 186A (4)</td>
</tr>
<tr>
<td></td>
<td>BENG 187B (1)</td>
<td>GE Alternative (4)</td>
<td>BENG 187D (1)</td>
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<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
</tr>
</tbody>
</table>

Due to greater required lower- and upper-division units, it is a more challenging plan to finish the Bioengineering major in four years. There are four quarters with more than 16 units (18, 18, 20, and 17). However, if we compare this with other colleges, we find that the same major is, overall, similarly challenging; indeed, 7th College is on par with Muir and Marshall in both total units and number of high-unit quarters:
Four-year plans have been developed for all majors ([https://goo.gl/dmYsd8](https://goo.gl/dmYsd8), pdf files arranged by major code). These plans assume an overlap of two alternatives for non-STEM majors and three for STEM majors (because the latter typically have lower division requirements that count towards both quantitative reasoning and natural science & engineering areas). Some majors have required courses that satisfy the high impact requirement – these are mentioned in the plan’s college notes. Other courses may also satisfy this requirement; again, the college will keep track of a full range of high impact courses.

A comparison of the four year plans across all departments and programs is given in [https://goo.gl/dmYsd8](https://goo.gl/dmYsd8) (Four Year Plan Data.xlsx). This chart shows the total number of units required to meet both the major and GE requirements, as well as the number of quarters where the plan requires more than 16 units. These data are presented by department or program; the numbers are averaged in cases where there are more than one major in a unit. For most majors, the major/GE unit total comes to fewer than 180 units; this is reflected in the individual plans, but listed as 180 in the comparison chart. In order to meet the 180 unit graduation requirement, students in these majors will take electives and could possibly include minors or second majors.

Only seven departments have 7th College four-year plan averaging units greater than 180; as seen below, 7th College generally compares favorably with the other colleges according to this measure:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Revelle</th>
<th>Muir</th>
<th>TMC</th>
<th>Warr</th>
<th>ERC</th>
<th>6th</th>
<th>7th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioengineering</td>
<td>204.5</td>
<td>191.5</td>
<td>192.5</td>
<td>187.5</td>
<td>203.5</td>
<td>194.5</td>
<td>190.5</td>
</tr>
<tr>
<td>Chemical Eng</td>
<td>199</td>
<td>183</td>
<td>187</td>
<td>183</td>
<td>195</td>
<td>183</td>
<td>183</td>
</tr>
<tr>
<td>ECE</td>
<td>202.5</td>
<td>185.5</td>
<td>190.5</td>
<td>188.5</td>
<td>197.5</td>
<td>184.5</td>
<td>185.5</td>
</tr>
<tr>
<td>MAE</td>
<td>204</td>
<td>188</td>
<td>192</td>
<td>184</td>
<td>202</td>
<td>189.33</td>
<td>188</td>
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<tr>
<td>Nano</td>
<td>193</td>
<td>181</td>
<td>181</td>
<td>181</td>
<td>193</td>
<td>185</td>
<td>181</td>
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<tr>
<td>Physics</td>
<td>182.87</td>
<td>181</td>
<td>180.37</td>
<td>186.75</td>
<td>182.25</td>
<td>181</td>
<td>181</td>
</tr>
<tr>
<td>St. Engineering</td>
<td>205</td>
<td>189</td>
<td>193</td>
<td>185</td>
<td>203</td>
<td>193</td>
<td>189</td>
</tr>
</tbody>
</table>

Similarly only eight departments have 7th College four-year plans that show at least one quarter with greater than 16 units; again, 7th College compares favorably:
These two data points – total four-year plan units and four-year plan quarters greater than 16 units – provide a way to compare curricula across the colleges and majors. However, it is not clear that they represent a particularly strong proxy measure for time to degree. In an analysis of time to degree for the 2017-18 graduating class, only a weak correlation was found between number of >16 unit quarters and time to degree ($r=.27$); the correlation between total units and time to degree is only moderate ($r=.41$).² Interestingly, if the analysis is restricted to engineering majors, the correlations is much weaker (>16 unit quarters to time to degree, $r=.15$; total units to time to degree, $r=.13$). These low correlations may be because of a discrepancy between the four-year plans, which assume all requirements are met by taking courses at UC San Diego, and students’ actual curricula, which will often include credit for AP exams and other means of satisfying requirements.

---

² This analysis was limited to college/major department combinations where the total number of graduates was greater than 10 – only 36% of the college/major combinations.
Appendix G: Response to Senate Comments on Staffing

The Senate Council and several standing committees provided valuable feedback on the 7th College full proposal. The most widespread concern had to do with staffing concerns – expressed by the Senate Council, the Committee on Planning and Budget, and the Committee on Academic Freedom. In particular, these committees wondered whether the proposed staffing levels for the synthesis 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
- 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 synthesis courses each year, while the upper-division students will divide their upper-division synthesis courses between junior and senior years. This means that, on average, we should require synthesis courses to serve the following numbers of students each year:

(1) Year 1 Synthesis 1: 666 students (first-time full-time)
   Year 2 Synthesis 2: 666 students (first-time full-time)
   Year 3 or 4 Synthesis 100: 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 Synthesis 1 cohorts (133 each)
    5 Synthesis 2 cohorts (133 each)
    10 Synthesis 100 cohorts (133 each)
(3) Director: 2 courses (salary subsumed by the college appointment)  
Other senate faculty: 12 courses  
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. While this model is based on specific assumptions (number of students, first-time, full-time:transfer ratio, etc.), colleges need to monitor demand and schedule courses accordingly; this will be the case for 7th College as well. The administration is committed to adjusting resources 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 and how general education is structured. 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 elements of a solution for staffing the synthesis courses include:

- 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 synthesis courses. The current Campus Multi-Year Faculty Growth Plan calls for 150-200 new ladder-rank FTEs over the next several years; the administration has stated that staffing the general education courses will be a consideration in this FTE growth.
- Diversify the faculty and Teaching Assistant pools. The interdisciplinary nature of the synthesis 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, allowing departments to eventually reliably grow their graduate programs. A committee created such a plan a few years ago and is currently meeting to work on next steps.
- Identify promising undergraduates who have successfully completed the synthesis courses and who plan to continue to a Masters’ program as part of a 4+1 curriculum. They may be mentored to assume teaching assistant positions once they transition to graduate status.
In addition, the administration has confirmed that it will explicitly factor campus needs for college general education instruction into the next multi-year faculty hiring plan.
Appendix H: College Leadership, Staff, Faculty and Operating Resources

As is the case with other colleges, 7th College will be led by a faculty provost who manages a team of professionals in the college writing program, academic advising, student affairs, and residential life.

All general campus faculty (as well as some faculty from Scripps Institution of Oceanography and Health Sciences) are affiliated with a college (while holding appointments in their home departments or other academic units). Furthermore, each college has faculty from the full range of academic disciplines. Beginning in Spring 2019, the campus will recruit existing faculty to form the founding faculty of 7th College, pending Regent’s approval (expected in June 2019). The size of the 7th College faculty will increase as new faculty are hired to campus and should, eventually, grow to the level found in the other colleges.

A search for the 7th College provost will take place in Fall 2019; this will be a campus-internal search limited to tenured senate faculty. The provost will nominate a faculty Executive Committee from the 7th College-affiliated faculty, who are elected by the college faculty. The provost and executive committee will draft the Senate Regulation and college by laws. These will require ratification by the college faculty and the Divisional Academic Senate.

The provost will also begin to recruit college staff, including a writing program director, a dean of academic advising, a dean of student affairs, and a director of residential life. 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:
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.
Appendix I: Letters of Support from UC San Diego Academic Departments, Programs, Institutes, and Research Units

Letters – both from UC San Diego units and other UC campuses – are available at https://goo.gl/CZyZg6.
May 9, 2019

ELIZABETH H. SIMMONS
Executive Vice Chancellor

SUBJECT: Seventh College – Detailed Academic Plan

Dear EVC Simmons,

The Undergraduate Council reviewed the Seventh College Detailed Academic Plan and recommended that the San Diego Division approve the plan, as proposed. As part of their review, the Undergraduate Council considered comments from the Educational Policy Committee and the Committee on Planning and Budget. Senate Council discussed the proposal at its May 6, 2019 meeting. Senate Council endorsed Undergraduate Council’s recommendation that the San Diego Division approve the Detailed Academic Plan. Senate Council’s comments are summarized below and the Undergraduate Council’s response is attached.

Members were supportive of the proposed general education framework and the timely academic theme of “A Changing Planet”. However, it was noted that the structure of the Synthesis courses requires significant engagement from faculty. To encourage participation from ladder-rank faculty and Teaching Professors, Senate Council recommends that clear and transparent guidelines are developed by the Administration explaining how faculty teaching outside of their home department is credited and counted towards a faculty member’s teaching load. It is important that these guidelines are uniformly applied across campus. In addition, members recommend that the Administration clearly articulate how instruction in college general education courses is factored into the campus faculty hiring plan in the coming years.

The next step in this process is to present the proposal to the Representative Assembly at their meeting on June 4, 2019.

Sincerely,

Robert Horwitz, Chair
Academic Senate, San Diego Division

Attachments

cc: P. Khosla
A. Burr
R. Continetti
M. Corr
J. Gattas
L. Hullings
K. Johnson
J. Moore
R. Rodriguez
L. Vong
April 26, 2019

PROFESSOR ROBERT HORWITZ, Chair
Academic Senate, San Diego Division

SUBJECT: Seventh College Academic Plan

Dear Chair Horwitz,

The Undergraduate Council reviewed the academic plan for Seventh College at its April 12, 2019 meeting. The Council recommends that the Academic Senate approve the proposed Seventh College Academic Plan. The Undergraduate Council commends the Seventh College planning group for its work in creating an innovative and ambitious curriculum around a timely academic theme.

During the Council’s review, the discussion generally focused on potential issues around implementation of the curriculum, for the most part echoing existing responses from academic departments. Of particular concern were:

- The need to develop tools to encourage participation of faculty in the Synthesis courses, especially Synthesis 100.
- The potentially high level of faculty involvement needed to deliver the Synthesis 100 courses as proposed. We were excited by the hands-on orientation and the strong interdisciplinary focus, but both often require significant additional effort.
- A sense of general confusion that exists around how the Administration credits departments for teaching done by their faculty outside of their home department.
- The Administration’s confirmation of factoring college general education instruction needs into the campus faculty hiring plan in the coming years.
- The plan to hire L(P)SOE to teach in the Synthesis courses.

It is UGC’s hope that clear and transparent guidelines will be developed by the Dean of Undergraduate Education and the Administration that explain how faculty teaching outside of their department will be credited and acknowledged as part of a faculty member’s teaching load. The Council believes that transparency around participation in non-departmental teaching will encourage faculty participation in the Synthesis courses.

UGC is forwarding you the academic plan and recommends that it be placed on the June Representative Assembly meeting for Divisional approval. As the faculty of the College implement the academic plan, the Council encourages continued consultation with the Administration to ensure that clear definitions around faculty participation are established in order to ensure the quality of the Synthesis courses.

Sincerely,
Anthony Burr, Chair
Undergraduate Council

c: J. Teranes
S. Constable
M. Corr
L. Hullings
T. Mallis
T. Rickard
R. Rodriguez
D. Salmon
May 23, 2019

Dear Chair Horwitz,

The Senate Council and the Undergraduate Council support the proposed 7th College Academic Plan and provide valuable feedback. The administration is very grateful for both the support and feedback; we welcome the opportunity comment on some of the points raised.

**Hiring Plan for a Teaching Professor**

The Undergraduate Council asked about the hiring plan for a teaching professor to teach proposed synthesis courses. As with most other college writing programs, we plan to hire a faculty director in the teaching professor series. This director will oversee the operations and curricula in the program, provide TA training, and teach in the program. A typical arrangement would involve three courses in the program and three TA training (500) courses, one of each in each quarter. In addition, an assistant director or directors will be hired in combined academic coordinator/Unit 18 positions, each teaching three courses a year in the program. Between the director and assistant directors, approximately half of the 20 projected synthesis courses would be staffed.

**Encouraging Other Senate Faculty Participation**

Both Senate and Undergraduate Councils stress the importance of encouraging senate faculty from departments to teach synthesis courses and to provide transparency around potential benefits to departments.

The interdisciplinary character of the synthesis courses has already garnered enthusiasm from a number of areas that have not traditionally been involved in college writing programs, including SIO, the Design Lab, and the Qualcomm Institute. While not all involved are senate faculty, we hope that arrangements can be made to allow members of these communities to contribute to the 7th College curriculum. We also expect that colleagues from other departments will be attracted to the 7th College curriculum, as it affords opportunities for faculty to teach in areas of interest in novel ways. Of course, the 7th College provost and writing program director will actively engage departments to encourage participation.

Nonetheless, there are three specific concerns expressed by the Undergraduate and Senate Council:

(i) “Senate Council recommends that clear and transparent guidelines are developed by the Administration explaining how faculty teaching outside of their home department is credited and counted towards a faculty member’s teaching load.”

A senate-administration workgroup on faculty workload has recently conducted a survey of departments on precisely this question. It turns out that there is a good deal of variation in whether teaching outside the department counts towards the faculty workload or is considered off-load. This is determined at the departmental level. Nevertheless, it is probably the case that most departments count outside teaching in the workload; this is certainly the case in the departments that have traditionally taught in college writing programs. Note that the question whether a department counts teaching outside the department towards an individual faculty’s workload is orthogonal to how departments are credited for such teaching; this later issue is discussed below.
“In addition, members recommend that the Administration clearly articulate how instruction in college general education courses is factored into the campus faculty hiring plan in the coming years.”

The Executive Vice Chancellor has recently sent the following to General Campus deans:

Dear General Campus Deans,

I’m writing to ask that you share the information below directly with your chairs and program directors. If a unit’s leadership is about to turn over, please share with both the incumbent and the person about to assume the role. During 2019-20 we will start designing the next multi-year faculty hiring plan.

Among the factors to be weighed will be [in no particular order]:

- Plans for continuing to build strength in research and creative activities, including interdisciplinary and cross-divisional collaborations
- Divisional achievements in enhancing faculty diversity and inclusion and concrete strategies for further improvements
- Teaching needs related to improving graduation rates and time to degree – including closing gaps among different demographic groups
- Progress on enhancing the student experience through the quality of teaching, advising, mentoring, and high-impact experiences
- Teaching needs associated with providing general education courses in residential colleges.

In particular, please emphasize the last bullet. It is essential for chairs and directors to understand that [a] the teaching their faculty do in the colleges is already counted in the budget model, [b] this will continue to be the case, and [c] general education teaching will also be part of the basis for future allocation of FTE.

Related to this last point, there have been questions about how teaching in the colleges figures into the departments Temp FTE and TA FTE allocations. To clarify:

a. The Temp FTE allocation is determined by a formula that calculates a department’s unmet course load, based on scheduled undergraduate courses minus the number of courses senate faculty are expected to teach. The scheduled undergraduate courses include all courses taught by the department faculty, including those taught outside the department by senate faculty. Thus, teaching in the colleges does figure into the Temp FTE allocation.

b. The TA FTE allocation is based on courses taught in the department only. Courses taught in the colleges are figured into the TA allocation for the colleges.

Again, the administration thanks the senate for thoughtful discussion of the 7th College Academic Plan and looks forward to partnering with the senate on its implementation.
February 15, 2019

Robert Horwitz  
Academic Senate, San Diego Division  
0002

SUBJECT: Proposal to Convert the Urban Studies & Planning (USP) Program into an Academic Department within the Division of Social Sciences

Dear Robert:

I am writing to transmit the proposal submitted by Professor Isaac Martin for the conversion of the Urban Studies & Planning (USP) Program into an academic department within the Division of Social Sciences. Academic Affairs has analyzed the estimated resource requirements for establishing USP as a department and concluded that resource requirements, as outlined, are within the normal expected allocations that would accrue to the Division of Social Sciences to accommodate anticipated student growth. I support this conversion to department status.

I would appreciate your passing the proposal on for review by the appropriate standing committees of the Academic Senate. I hope that the Senate will be able to complete its review of the proposal by the end of Spring Quarter 2019. In the interim, Academic Affairs would appreciate being kept informed of any feedback sent from the Senate committees to the Division of Social Sciences or other campus units.

Please contact Senior Associate Vice Chancellor Robert Continetti (savcaa@ucsd.edu) with any questions. I look forward to receiving the Senate’s comments and advice. Thank you for your consideration.

With best regards,

Elizabeth H. Simmons  
Executive Vice Chancellor

Attachment

cc: Asst. Vice Chancellor Briggs Addo  
Senior Assoc. Vice Chancellor Continetti  
Director Martin  
Dean Padden  
Director Rodriguez  
Assoc. Vice Chancellor Ross
A Proposal for the Establishment of a
Department of Urban Studies and Planning
at UC San Diego

Submitted by

Keith Pezzoli, Department of Communication
Isaac Martin, Department of Sociology
and Nancy Kwak, Department of History

on behalf of the Urban Studies and Planning program

January 14, 2019
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A Proposal for the Establishment of a
Department of Urban Studies and Planning
at UC San Diego

Executive Summary

This document provides a proposal and justification for the establishment of a new academic Department of Urban Studies and Planning within the Division of Social Sciences at UC San Diego. The proposed Department of Urban Studies and Planning would build on the foundation of UC San Diego’s existing Urban Studies and Planning Program, and it would consolidate UC San Diego’s position as a center of innovative research and teaching in the field of city and regional planning. We outline the mission and programmatic structure of the current Urban Studies and Planning program (USP), describe its contributions to the University and the region, and explain why the establishment of a department is the appropriate next step for Urban Studies and Planning at UC San Diego.

Now is the time to establish a department of Urban Studies and Planning at UC San Diego. The majority of humans now live in urban places, and migration to the city will continue in the coming decades. The scale of urbanization in our time creates unprecedented strains on the built environment, on ecosystems, on human sociability, and on the use of common space; but it also creates new opportunities to meet these challenges with innovative ways of planning, building, and living together in dense human settlements. Many of the central problems of our time are also the central intellectual and scientific problems of urban studies and planning.

We are in a position to leapfrog past our competitors in this field. Our comparator institutions, including formidable competitors such as Harvard and the University of Michigan, have long-established departments of city planning—but with legacy curricula that were developed to meet the urban challenges of the twentieth century. The topics that are now becoming central to the field include planning for environmental sustainability; planning transportation and the built environment for an aging society; and planning in the context of cultural diversity. These are closely related to core areas of faculty research at UC San Diego and to the strategic emphases of our campus, and they have long been the core competencies of our undergraduate USP degree program. The field of planning also is being transformed by a spatial data revolution, and we have a brief window of time to get UC San Diego to the cutting edge with a timely institutional investment in spatial analytics—including geographic information systems, spatial statistics, and related techniques that are at the heart of 21st-century planning and related professions.

Unique resources at UC San Diego already position us well to compete with leading departments of planning. Although we have no department of planning yet, we have many allied faculty in adjacent fields whose work has helped to put our campus on the map for urban scholars. Our unusual location in a binational metropolitan area positions us well to study challenges of urbanization in the developing world. A Department of Urban Studies and Planning could compete effectively for the best scholars in the field,
and also could complement our university’s existing strengths in climate science, health sciences, engineering, and social sciences.

The proposed Department of Urban Studies and Planning would put our existing undergraduate programs on stronger footing and lay the foundation for the eventual development of graduate programs in urban planning. Urban planning is an established field, and USP is older than many departments at UC San Diego. Since the program was founded in 1971, it has graduated almost 2,000 majors, many of whom have entered careers in city planning, real estate development, housing advocacy, transportation, and other related fields. USP currently offers two undergraduate degrees, the BA in Urban Studies and Planning and the BS in Real Estate and Development. The core faculty include four senate faculty with appointments in other departments and four Unit 18 lecturers appointed within the program. The program also relies on ten lecturers, many of whom are distinguished scholars and practitioners in planning, real estate, and transportation. The program has never offered graduate degrees, and department status would allow us to consider the development of appropriate graduate programs.

By establishing a Department of Urban Studies and Planning, UC San Diego would:

- Attract and retain the best faculty with Ph.D.’s in urban planning and allied fields;
- Increase the visibility within the community and our peer institutions of cutting-edge urban research at UC San Diego;
- Attract additional resources to support faculty research on urban planning, urban affairs, and related topics;
- Provide an academic unit to house full-time senate faculty with Ph.D.’s in urban planning and allied disciplines, for whom there is currently no other obvious departmental home on campus;
- Provide an opportunity for those academic senate faculty who teach the core courses in USP to have formal voting rights in matters of curriculum and hiring;
- Increase the perceived value to students and employers of our existing bachelor’s degrees in Urban Studies and Planning and in Real Estate and Development;
- Increase the stability of course offerings in urban studies and planning by housing a core of faculty with full-time appointments in the department; and
- Improve our ability to sustain a successful educational program that raises the profile of the university to governmental, not-for-profit, and private sector partners in our binational region.

The Department of Urban Studies and Planning would strengthen our existing undergraduate degree programs. Although we would like to be in a position to consider offering graduate degrees in urban and regional planning in the future, we think it is premature to propose any graduate degrees before we establish a department.
I. History, Mission, and Contributions to UC San Diego

The Urban Studies and Planning Program (USP) was founded in 1971 as an interdisciplinary program in “urban and rural studies.” In 1982, the program took its present name and adopted a new mission statement that emphasized instruction in “those theoretical concepts and practical applications of various academic disciplines which relate to the understanding and solution of problems experienced in urban societies” (UC San Diego General Catalog, 1982-1983, p. 321). At this time, USP also instituted a new capstone sequence for all seniors in the major—the so-called senior sequence—that included a practicum course in field research, a supervised internship placement, and a final thesis.

The new program became an important part of the public face that the university presents to the region. In 1987, USP held its first annual regional Urban Expo to exhibit the work of graduating seniors. Since then, the Urban Expo has been featured regularly in the Union Tribune. It attracts real estate professionals and planning directors from municipal and regional government agencies in the area, who come to meet the students and learn from cutting edge research on urban issues. The Urban Expo is both a capstone of the undergraduate major and an important outreach event on campus.

USP has also acquired the national and international profile that might be expected of a department. USP graduates have gone on to study at top-tier Master of Urban Planning programs at institutions such as UCLA, UC Berkeley, Cornell University, University of Pennsylvania, Carnegie Mellon, MIT, and USC. In 2015, USP began an ongoing exchange relationship with a peer department the Bauhaus University, an institution with an internationally famous legacy of innovation in architecture and urban design in Weimar, Germany. Through this relationship, leading scholars of urban planning in Germany have visited UC San Diego, and UC San Diego faculty and students have pursued their education in urban planning and design with Bauhaus faculty. The exchange agreement has been used as a model for academic units at UC San Diego interested in developing department-to-department exchange programs. USP also has served as a model for departments at peer institutions, such as the Price School of Public Policy at USC, that wish to establish or strengthen their undergraduate training in urban studies and planning.

USP has a tradition of curricular innovation. In 2001, USP offered UC San Diego’s first course in geographic information systems (GIS), which has been a regular part of the curriculum since then. In 2018, USP launched a new major in Real Estate and Development. That major, approved by the Academic Senate in 2017, is the first such undergraduate degree in the UC system. It was designed to emphasize themes that will be central to real estate development in our century, integrating real estate finance, data analysis, urban planning and design, environmental sustainability, and new technologies. It builds on USP’s experience supplementing classroom instruction with real-world engagement, and it uses the San Diego-Tijuana city-region as a living laboratory for hands-on, project-based learning.
Today, the mission of the USP program includes training students to improve the physical, social and economic conditions of our neighborhoods, cities and regions in a just and equitable manner. The training in the program emphasizes (1) urban analytics, physical and land use planning, urban development and design, (2) focused on sustainably coupling built, human and natural systems, (3) in ways that foster diverse, healthy, and economically vibrant places, (4) while encouraging civic engagement. USP’s mission is aligned with campus priorities. In AY 2017-18, for example, 38% of our undergraduate USP students were first-generation college students, compared to 30% for the campus as a whole, and 38% of USP students were underrepresented minority students, compared to 23% for the campus as a whole. A required introductory course in the urban studies and planning major meets the Diversity, Equity and Inclusion requirement, and much of our curriculum is aligned with the campus strategic plan’s emphases on enhancing human life and society, addressing disparities, and understanding and protecting the planet.

USP retains its emphasis on combining rigorous theoretical instruction with urban design and civic problem-solving. It has also maintained deep involvement in the region, with a curriculum that requires students to complete internships; several practicum courses in planning and design that allow students to test their knowledge against real problems; strong advisory relationships with local planning professionals; and a large teaching pool of distinguished practitioners with expertise in city planning, architecture, real estate, transportation, and housing.

II. The Need for a Department

A Department of Urban Studies and Planning would serve an important need. Most humans now live in urban areas, and the ongoing urbanization of our species creates scientific and practical challenges related to land use, transportation, ecological sustainability, and social conflict. Planners address these challenges by developing land use plans and facilitating planning for community and economic development. Planners require a great variety of kinds of specialized knowledge, and they rely, sometimes quite heavily, on the cutting-edge planning research produced by university faculty in departments and schools of urban planning. A UC San Diego Department of Urban Studies and Planning would be particularly well positioned to advance the field, given the special strength of our campus in research on the core challenges of 21st century planning, from climate change to cultural diversity.

A Department of Urban Studies and Planning would also provide training to meet an important labor market need. Planners work in a wide variety of settings in the public and private sectors. The Bureau of Labor Statistics projects that employment of urban and regional planners is growing at almost double the national employment growth rate, and related occupations in fields such as real estate development are also growing rapidly. USP already serves the educational needs of this growing workforce with the BA degree program in Urban Studies and Planning and the BS degree program in Real Estate and
Development. A Department of Urban Studies and Planning could serve these needs even more effectively by attracting and retaining the best faculty to teach in these degree programs; sustaining consistency in the quality of the curriculum with dedicated, permanent faculty; adding value to these existing UC San Diego credentials; and strengthening our university’s existing relationships in the planning and development fields in the region and beyond.

Within the university, the establishment of a Department of Urban Studies and Planning is important for faculty governance. Several Academic Senate faculty were hired into other departments under lines provided for the purpose of teaching in USP; such faculty provide core instruction in the program, and constitute the core senate faculty of the program, but they do not have well-defined voting rights or responsibilities within USP. Faculty participation in collective decision-making has relied on the collaborative style of the director and on the generosity of everyone involved. After the last undergraduate review of USP, the review committee reported that the USP-affiliated faculty, staff, and students they spoke to generally expressed support for converting the program to department status. The Dean of Social Sciences, Carol Padden, supports the establishment of a Department of Urban Studies and Planning within the division. Our preliminary discussions with the campus leadership and a number of faculty across divisions have met with support for our goals. We are in the process of meeting with additional senior leaders on campus, and are collecting input from affiliated faculty on how the transition to department status should be achieved.

A Department of Urban Studies and Planning would support faculty research in this field. Many UC San Diego faculty and students already conduct research on urban topics. A department would help to attract more extramural resources, would support ongoing research seminar programming, and would provide a central hub for faculty and students in other departments who are seeking collaborators with state-of-the-art training in spatial analytics, urban design, and sustainable community development. In the absence of an urban studies and planning department, UC San Diego will continue to have difficulty recruiting and retaining top faculty with PhDs in planning and adjacent fields who can contribute to collaborative research on the urban challenges of our time.

The establishment of a Department of Urban Studies and Planning is also important for external relations. Every other institution in our peer group that offers an undergraduate degree in urban studies and planning does so within the framework of a department. Within the UC system, for example, only UC Berkeley’s Department of City and Regional Planning, UCLA’s Department of Planning, and UC Irvine’s Department of Planning and Public Policy offer undergraduate degrees in urban studies and planning; and no other campus offers an equivalent to our BS in Real Estate and Development. Senate faculty who were hired to teach for USP sometimes find that the nature of their affiliation with the program—neither a true joint appointment, nor a courtesy appointment—is confusing to colleagues, to external funders, and to peers at other institutions. The establishment of a Department will aid in our alumni relations and development efforts. It will also help us to attract the best faculty and students.
III. The Fit of a Department within UC San Diego

UC San Diego is the perfect home for a new urban studies and planning department that is unencumbered by faculty hiring decisions made in the twentieth century. The field has changed rapidly in the last fifteen years. The most difficult challenges facing the urban planning and real estate development professions in our century—as reflected in the 2017 core curriculum standards approved by the Planning Accreditation Board—include the development of environmentally sustainable cities, the challenge of planning in the context of unprecedented cultural diversity, planning for resilience in the face of climate change, and the problem of building healthy communities for an aging society. These topics are already central to our Urban Studies and Planning BA degree curriculum, and they are closely related to the goals of the UC San Diego Strategic Plan. But they were not part of the standard Ph.D. training in urban and regional planning at the time that our competitor departments were established in the twentieth century. Students who wish to address these challenges may be ill-served by legacy planning departments whose faculty were recruited in an earlier era. Such students would be well served at UC San Diego, and a new Department of Urban Studies and Planning on our campus could hope to attract talented faculty at the cutting edge of the field.

The proposed Department of Urban Studies and Planning would be at home on the general campus, where urban studies and planning already is an active, interdisciplinary research area. Here are just a few illustrative examples, with asterisks by the names of core senate faculty in USP (those who were hired to teach in USP and currently teach core courses in the program).

The Bioregional Center for Sustainability Science, Planning and Design (BRC) (PIs: Keith Pezzoli* and Robert Tukey). This is a Frontiers of Innovation Center established by UC San Diego to study and improve how neighborhoods, cities, and regions function. The BRC’s research portfolio includes various projects (e.g., community gardens) that aim to increase food security and ecological resilience in disadvantaged neighborhoods. Research projects address sustainability challenges linking local and regional food-energy-water systems; housing and green infrastructure; and the development of new information and communication technology infrastructure to improve planning, learning, and decision support systems—especially in economically disadvantaged communities.

The Fiscal Democracy Project (PI: Isaac Martin*). This is a multi-year project to study municipal finance in California with funding from the Spencer Foundation and the National Science Foundation. Under the direction of PI Isaac Martin, researchers have collected, digitized, and classified thousands of documents describing local government revenue measures presented to the voters in jurisdictions throughout California. They are now applying machine learning techniques to discover methods for financing urban infrastructure and municipal services that are acceptable to voters in a diverse society.

Claiming the City: Urban Citizenship, Hybrid Cultures, and Governance in the Modern Era (PIs Nancy Postero, Pamela Radcliffe, Nancy Kwak*, and Sharon Rose). This is a
Sawyer Seminar funded by the Mellon Foundation to examine the political dimension of urbanism—including such questions as who makes claims on the city, how those claims are made effective, and how they shape local, national, and global politics. The seminar supports one postdoctoral fellow and two advanced graduate students, and it will convene UC San Diego faculty and graduate students with distinguished guest scholars for a series of workshops during the 2018-19 academic year.

Many other senate faculty on the general campus are involved in urban research activities and interdisciplinary graduate training in urban studies. Other examples include the faculty group in “Cities, Space, and Politics” convened by the International Institute in 2017-2018 (with Matilde Córdoba Azcárate, Elana Zilberg, Nancy Postero, Pamela Radcliffe, Nancy Kwak*, Todd Henry, Sharon Rose, Isaac Martin*, Wayne Yang, and Ameeth Vijay) and the 2017-18 colloquium series sponsored by the Southern California Urbanism Group (including UC San Diego faculty Nancy Kwak*, Isaac Martin*, and Danny Widener).

Planning as a field is oriented towards the integration of research and practice. USP instructional faculty with training in planning and architecture have also led the way in the integration of research and teaching. Recent examples include the Life Course Scholars Program directed by USP lecturers Leslie Lewis and Mirle Rabinowitz Bussell, a selective, six month program that combines place-based, experiential, and traditional classroom-based learning methods and field research to help students learn about the diversity of the aging experience in an urban context; and the Alleys in Action demonstration project led by USP lecturer Sue Peerson, in which USP students worked with community partners and city staff to study San Diego’s system of alleys, and then to plan and transform an urban alleyway south of Adams Avenue, in order to demonstrate the potential of neglected and misused urban spaces to capitalize on local assets and promote healthy cities.

The creation of a Department of Urban Studies and Planning on the general campus would support urban research and elevate the prominence of activities like these across the university. The relationships fostered by USP (including relationships among faculty, and relationships forged by common advising relationships to graduate students who have worked as TAs in the program) have been among the factors that have helped to incubate a community of urban researchers at UC San Diego. A Department of Urban Studies and Planning could provide a hub to support ongoing research and programming in urban studies and planning-related topics.

The Division of Social Sciences is the appropriate home for a Department of Urban Studies and Planning at UC San Diego. USP has been housed in the Division of Social Sciences since the beginning; the directors of the program have been senate faculty with appointments in the Division of Social Sciences; and the overwhelming majority of senate faculty lines that have carried teaching responsibility in USP have been housed in this division.
IV. Faculty governance and voting rights

The creation of a Department of Urban Studies and Planning would clarify faculty rights and responsibilities. The Department of Urban Studies and Planning would adopt bylaws consistent with Senate Bylaw 55 to govern voting on academic personnel matters. We propose to adopt voting bylaws patterned closely on the bylaws of the Education Studies Department. These were approved by the Academic Senate at the time that the Education Studies Department was created, and we believe they are also appropriate for the Department of Urban Studies and Planning, which, like Education Studies, is likely to have a relatively high ratio of LSOE-series to ladder rank faculty in its early years. These bylaws will permit voting rights for LSOE-series faculty on academic personnel actions for ladder-rank faculty, which is critical to provide adequate senate faculty leadership during the early years when LSOE-series faculty will be needed to participate in ladder-rank faculty recruitment.

Faculty participation in the governance of USP is informal because the program is not an academic unit. The program is directed by Keith Pezzoli, who is appointed in the Department of Communication. The Real Estate Development major is directed by Mirle Bussell, who is an academic coordinator and a Unit 18 lecturer in USP. Dr. Pezzoli and Dr. Bussell regularly consult with core faculty on curriculum issues. Although the program relies heavily on the cooperation of all of its faculty to coordinate their course offerings and to provide a coherent curriculum, there is no formal mechanism for faculty governance of the program, nor do any faculty have formal voting rights on matters of curriculum, hiring, or general governance within USP.

V. Academic Programs and Plans for the Future

The Department of Urban Studies and Planning would provide an appropriate academic environment for sustaining and growing the undergraduate degree programs in Urban Studies and Planning and in Real Estate and Development. A capsule description of our curriculum follows. No changes in this curriculum are proposed; it has been approved by the Senate already, and the purpose of this section is simply to describe the curricular assets that would be housed in the proposed Department of Urban Studies and Planning.

a. The Urban Studies and Planning major and minor. The major requirements include an introductory sequence that covers U.S. urban history, a survey of world urbanization, and a course in urban social theory; lower- and upper-division research methods requirements; upper division foundation courses in urban studies and planning, urban history, and urban topics in social science; and the senior sequence, which incorporates field research, an internship, and a senior thesis paper. At the time of this writing, there are 119 students majoring in Urban Studies and Planning, and 22 students minoring in Urban Studies and Planning.

USP graduates are a distinguished group. Some of them have gone on to graduate programs in urban planning at institutions such as UCLA, UC Berkeley, Cornell
University, University of Pennsylvania, Carnegie Mellon, MIT, and USC. Others have pursued advanced degrees in architecture from the most selective programs in the country, including UC Berkeley, the Harvard Graduate School of Design, University of Pennsylvania, and Columbia University. We have had an alumnus serve as the Director of Planning for the City of San Diego and for the City of Los Angeles. Other alumni work as senior level planners at the San Diego Association of Governments, the City of San Diego, and other municipalities and professional organizations in Southern California and elsewhere.

b. The Real Estate and Development major and minor. The major requirements include an introductory sequence that covers urban studies, real estate, and applied urban economics; required lower division courses in mathematics, microeconomics, and finance; upper division foundation courses in real estate and development; and a two-quarter capstone studio course. At the time of this writing, the new major has 47 students, and the minor has 26 students.

UC San Diego has not yet graduated any Real Estate and Development majors, but we expect they will be successful. USP alumni have received graduate degrees in real estate from the top programs in the country including USC and MIT. Since 2012, the USP Program has allocated faculty resources (three faculty members) to mentor a student team in the prestigious NAIOP University Real Estate Challenge, which presents students with the opportunity to create a complete real estate and development plan for an actual site in four months. Competing against students from two local real estate programs (San Diego State University and University of San Diego), the USP team has won the competition twice, and several of our students from these teams have subsequently pursued careers in real estate and development.

Both majors would be strengthened by the establishment of a Department of Urban Studies and Planning. Although the core curricular requirements of the Urban Studies and Planning major include courses in city planning, for example, it is difficult to recruit senate faculty who are qualified to teach these courses in the absence of a planning department.

c. Plans for the future.

i. First, the proposed department would continue to grow its undergraduate programs. The number of Urban Studies and Planning majors increased from 91 in the third week of spring 2017 to 111 in the third week of spring 2018, and we expect it to increase again by as much in 2019. With the addition of the new major in Real Estate and Development for academic year 2018-19, we expect the number of majors to grow rapidly. (With only a few Academic Senate faculty in the program, USP so far has sought to manage growth by advertising the new program on a limited basis; fall 2018 headcount enrollment across all USP courses is up 28% from fall 2017, and we expect rapid growth to continue as the new degree program builds word of mouth.) Based on projections undertaken for the purpose of planning the new major in 2017, we anticipate growth to 300 majors in 2021-22. This is ambitious but achievable. We project a steady state
headcount enrollment of 4,385 students, which is achievable in 2021-22 at our current rate of growth.

ii. Second, we would like to pursue accreditation of our existing undergraduate urban studies and planning BA degree by the Planning Accreditation Board (PAB), which is the accrediting body of the American Planning Association, the American Institute of City Planners (AICP), and the Association of Collegiate Schools of Planning (ACSP). The AICP is the independent credentialing body for the planning profession, and accreditation of the BA in Urban Studies and Planning would allow graduates of our degree program to achieve AICP certification after three years of professional experience instead of four. We would become the first accredited bachelor’s degree program in planning within the UC system, and one of only 18 accredited planning bachelor’s degree programs in the country. Accreditation would increase the value of our undergraduate degree program relative to our peer institutions. Our undergraduate urban studies and planning degree already meets many of the preconditions to be considered for accreditation, but USP is ineligible for accreditation because it is not an academic unit with a permanent faculty of its own.

iii. Third, although we are not proposing any new degree programs at this time, we would eventually like to explore the possibility of offering graduate degrees in planning, beginning with a master’s in city and regional planning, and perhaps eventually including the Ph.D. in city and regional planning. Although the Department of Urban Studies and Planning would include faculty from multiple disciplines, as USP does at present, the emphasis on urban and regional planning would remain a distinguishing feature of the department, and the ability to attract faculty with Ph.D. training in this field would be a key advantage of department status. The focus on city planning and planners most clearly distinguishes USP from other academic units at UC San Diego. Establishment of an accredited masters’ degree in urban and regional planning would put us on par with our peers at UC Berkeley, UC Irvine, and UCLA, and it would set us apart from competing planning programs in our metropolitan region. We believe that establishment of a Department of Urban Studies and Planning is a first step, without which it makes little sense to develop plans for graduate degree offerings in planning.

iv. Fourth, we would like to pursue opportunities for partnership with other academic units and divisions on the UC San Diego campus. We have no plans to compete with other UC San Diego divisions or academic units that offer (or may in the future offer) masters’ degrees in related fields such as e.g. real estate, public policy, or applied data science. But a Department of Urban Studies and Planning may add value to such programs by helping to attract the best faculty and students. We expect that some or our best graduating Real Estate and Development major might be particularly interested in pursuing graduate work in real estate at the Rady School of Management, for example, particularly if it establishes a masters’ program in real estate. Other divisions have expressed interest in partnering with USP in areas relating to policy (GPS), conservation and water use (SIO), building innovations (JSOE), and urban health care (SOM). We think a Department of Urban Studies and Planning will be best positioned to pursue such partnerships.
VI. Faculty FTE

The Department of Urban Studies and Planning would require a commitment of new faculty FTE, but it would also incorporate some existing senate faculty, and would create the possibility of adjunct appointments for senate faculty who specialize in urban studies, planning, and design and who currently have no formal affiliation with USP.

a. Start-up and steady state faculty size

We anticipate a startup department size of four senate faculty FTE in AY 2019-2020, including two current senate faculty and two new LSOEs to be recruited in Spring 2019 or Summer 2019 (that recruitment will require the input and assistance of at least two other senate faculty with expertise in urban studies from allied departments). It is important for initial teaching needs that the startup faculty include LSOE-series faculty, but the founding bylaws will extend the appropriate voting rights to enable these LSOE faculty to participate in the rest of the initial ladder-rank faculty hiring. With a skeleton crew of four senate faculty, the department would have sufficient faculty of its own to conduct the rest of the initial hiring. We would like to grow by 2022-2023 to a baseline size of at least eight permanent faculty FTE. This is the minimum that would be necessary to meet the faculty-to-student ratio required for accreditation of our undergraduate planning degree by the PAB, assuming enrollments were to remain constant at our most recent (Academic Year 2017-18) three-quarter undergraduate student enrollment. Eight faculty is also a number sufficient to cover the full range of courses required for our existing undergraduate degrees.

At steady state, we anticipate remaining a relatively small department, with the number of faculty depending on enrollment growth; a minimum feasible number at steady state is ten to twelve. Undergraduate enrollment growth in courses in urban studies and planning would require additional senate faculty FTE growth to meet the Planning Accreditation Board (PAB) standard for accredited bachelor’s programs in planning. Given the current campus method for computation of student instructional FTE, the PAB standard is equivalent to one additional permanent faculty FTE for each additional 225 in headcount enrollment in USP courses.1 At this ratio, the proposed Department of Urban Studies and Planning still would be a comparatively efficient instructional unit, with a higher undergraduate-student-to-faculty ratio than all but the most impacted departments in the

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1 The current (2017) PAB Accreditation Standards and Criteria include a standard for “Faculty Size” that requires “a faculty of such size that the full-time faculty are able to teach required courses and direct all areas of specialization” and dictates a ratio of “no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE” (p. 8). The UC San Diego Office of Institutional Research computes undergraduate student FTE as a function of headcount enrollment on the assumption of “15 quarterly units per undergraduate (45 per year),” a unit for the purposes of this calculation refers to a weekly hour of classroom instruction, and USP’s courses are reckoned at three hours per week.
Division of Social Sciences. We think a relatively high student-to-faculty ratio is appropriate for a Department that will have a relatively high ratio of LSOE-series to ladder-rank faculty FTE for the division, and that will not, at start-up, house any graduate degree programs.

We anticipate growing rapidly to our steady-state size. The proposed 2018 Long Range Development Plan for UC San Diego assumes a growth rate of total campus undergraduate enrollment of 20% from Academic Year 2015-2016 to Academic Year 2035-2036. Much of this growth will be front-loaded—we are feeling the effects of rapid growth already this academic year—and we expect that USP will grow even more rapidly than the average department.

b. New FTE commitments

On the assumption that two current senate faculty transfer their lines to the new department in its startup period, the initial contribution of new faculty FTE required to achieve our baseline, with the target recruitment timeline, is as follows. The initial starting date is conditional on senate approval of this proposal for department status and may be delayed as necessary, but the pace of growth should be approximately as follows.

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<th>New faculty</th>
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<tr>
<td>i. 1 FTE LSOE in urban studies and planning (LSOE)</td>
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<td>FA 19</td>
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<tr>
<td>ii. 1 FTE LSOE in real estate and development (LSOE)</td>
<td>SP 19</td>
<td>FA 19</td>
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<tr>
<td>iii. 1 FTE associate professor of planning</td>
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<tr>
<td>iv. 0.5 FTE joint assistant professor of planning and data science</td>
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i. and ii. *Two Lecturers with Security of Employment.* Two of the initial hires should be in the teaching professor (LSOE) series, in order to permit the small new department to cover required core courses in its two undergraduate degree programs (Urban Studies and Planning and Real Estate and Development, respectively). These hires are at the LSOE rank because founding faculty will be required to provide substantial departmental leadership, including participation in recruitment of additional senate faculty. The founding Department voting policy and bylaws will permit LSOE faculty to vote on ladder-rank recruitments. These positions will be provided by the Division of Social Sciences and the EVC.

iii. *One associate professor.* The first external ladder-rank hire should be in urban and regional planning in order to anchor the core curriculum in planning theory and research. A mid-career associate-level hire is appropriate to provide departmental leadership at the outset, while helping to build the research profile of the department in a cutting-edge area
of planning research. This position will be provided by the Division of Social Sciences and the EVC.

**iv. and v. Two assistant professors (1.5 FTE).** The Department of Urban Studies and Planning will pursue two hires at the assistant professor level in the fields, respectively, of (1) urban data and spatial analytics and (2) urban and regional planning. The first will be a joint position, with support from the Division of Social Sciences and its hiring partner; we hope to partner with HDSI for this position. Support for the second position will come from the Division of Social Sciences; we also would be open to structuring this as a joint hire with a suitable partner.

**vi. and vii. Two assistant professors.** The Department of Urban Studies and Planning will pursue two additional full-time assistant professor hires, at least one with expertise in real estate and at least one to build on department curriculum in sustainability planning. Support for these positions will be requested from the EVC, with the Division of Social Sciences to provide the support as necessary.

c. Current senate faculty

We estimate conservatively that two FTE in the startup phase may come from current senate faculty who opt to transfer their existing lines to the new department. The core faculty who teach core courses in the USP program currently include four senate faculty with 100% appointments in other departments, but who were appointed with lines that were intended to support teaching in USP: Assistant Professor Abigail Andrews (Sociology), Associate Professor Nancy Kwak (History), Professor Isaac Martin (Sociology), and Associate Teaching Professor Keith Pezzoli (Communication). We refer to this group as the “core senate faculty.” The three tenured/SOE faculty in this group will have the option of transferring all or part of their lines to the new Department of Urban Studies and Planning at startup. In addition to these faculty, there are other senate faculty on campus who are informally affiliated with USP, or who have taught cross-listed courses with USP. Once a startup voting faculty exists, the faculty of the Department may vote on additional 0% appointments or transfers.

No senate faculty will be asked for a decision about whether to transfer into a new Department of Urban Studies and Planning until the establishment of such a department has been approved.

VII. Staff FTE

The following staff FTE will be necessary to start the new department:

- 1 departmental manager (MSO)
- 1 student affairs officer
- 1 administrative staff position for academic personnel, human resources, financial transactions, and events planning
These administrative positions will be funded by the divisional support model.

Future administrative staff FTE growth will be funded through the divisional support model. It is to be anticipated that the academic personnel, HR, and fund manager functions will be separated into discrete positions, as the growth of the department warrants.

In addition to these staffing needs, the curriculum of the Department of Urban Studies and Planning requires several lab courses with specialized space and instructional needs, including capstone courses, geographic information systems (GIS) courses, and design lab courses, and the Department will require instructional support accordingly.

- 1 instructional support (GIS/Design Lab Manager).

The GIS/Design Lab Manager will assist students with fabrication techniques, materials, and processes, and will provide technical consultation to students in the creation and presentation of their work and projects. The staff person in this position will be responsible for the overall safety, security, and maintenance of the USP Flex Studio and GIS Visualization Lab. These facilities will support the required courses in GIS (offered 3X year + summer), design-based courses and the required capstone courses for both majors including, but not limited to, the following courses - USP 140, USP 172, USP 175, USP 177, USP 179, USP 185A, USP 185B, USP 186, USP 187, USP 191, USP 193. Some of these courses (USP 191 and USP 177) are offered every quarter.

At steady state, the combined faculty, staff and student inputs will derive sufficient funding from the divisional support model to support permanent funding for all staff except the GIS/Design Lab Manager. Instructional support salary for the GIS/Design Lab Manager are requested from the EVC through the divisional support model as a Instructional Lab Support line item. This position will provide direct instructional facilitation, and manage a lab space and resources that are required for courses across the curriculum in urban studies and planning.

VIII. Space and capital

a. Space

The Department of Urban Studies and Planning would be housed in the space that is currently assigned to USP on the first three floors of the new Social Sciences Building in the North Torrey Pines Living and Learning Neighborhood (NTPLLN), opening September 2020.

The assigned space includes:
- The GIS Visualization Lab (instructional space)
- The USP Flex Studio (instructional space)
- 16 professional offices (1 – 2 occupants)
- 1 graduate researcher/TA office (3 occupants)
- Conference room
- Kitchenette
- Storage room

The 16 professional offices will be assigned as follows:
- 6 faculty offices
- 5 staff offices (may be shared)
- 2 non-senate lecturers (shared)
- 3 unassigned (faculty growth)

During the one-year period leading up to the completion of construction on NTPLLN (AY 2019-20), the Department of Urban Studies and Planning will continue to use the space currently assigned to USP. The program director’s office and staff offices are in the Media Center and Communication building; the director of the Real Estate and Development major, the core Unit 18 faculty offices, and the program’s dedicated seminar room space, are in the Social Sciences Building. Short term renovations will include converting a small meeting room in SSB to staff office space and temporarily housing research staff with non-senate faculty. Newly hired ladder rank faculty are expected to come on board when space is available in NTPLLN.

**b. Other capital equipment and startup needs**

The GIS Visualization Lab and the USP Flex Studio will also require initial investment in capital equipment and software to support the educational mission of the Department.

**i. GIS Visualization Lab**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laser cutter</td>
<td>1</td>
<td>$10,000</td>
</tr>
<tr>
<td>Printer</td>
<td>1</td>
<td>$2,000</td>
</tr>
<tr>
<td>3D Printer</td>
<td>3</td>
<td>$12,000</td>
</tr>
<tr>
<td>36” Plotter</td>
<td>1</td>
<td>$10,000</td>
</tr>
<tr>
<td>Workstations</td>
<td>7</td>
<td>$28,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$62,000</td>
</tr>
</tbody>
</table>

**ii. USP Flex Studio**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projectors</td>
<td>2</td>
<td>$1,500</td>
</tr>
<tr>
<td>Flat screens</td>
<td>2</td>
<td>$5,000</td>
</tr>
<tr>
<td>Workstations</td>
<td>4</td>
<td>$16,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$22,500</td>
</tr>
</tbody>
</table>

The total cost of this capital equipment is estimated at $84,500.
A design studio suitable for a competitive Department of Urban Studies and Planning also has substantial, specialized software needs. Software licenses for GIS and design software for the 11 workstations (including Adobe Creative Suite, Autodesk, ESRI ArcGIS, SketchUp, and Rhino 3D) is estimated at an additional $5,340 for the first-year installation, and annual costs of $4,365 thereafter.

The investment in instructional equipment and support, including lab and studio equipment and software, will be provided from funds associated with the NTPLLN, the EVC, and the Division of Social Sciences.

IX. Conclusion

Urban studies and planning is an important intellectual field. Our leading competitors, from Harvard to the University of Michigan to UCLA, have schools and departments of urban and regional planning. And for good reason: the field poses unique intellectual and scientific challenges. The majority of humans now live in urban places, and migration to the city will continue in the coming decades. Urbanization creates strains on the built environment, on ecosystems, on human sociability, and on the use of common space. It creates both challenges and opportunities for environmental sustainability.

UC San Diego is poised to address these challenges by taking a leading role in urban studies and planning research and education. Many of the challenges and opportunities associated with urbanization are visible in our own region. Urban studies and planning addresses the research themes identified in our strategic plan—enriching human life and society, understanding cultures and addressing disparities in society, understanding and protecting the planet. Our university has done very well at stretching the limited resources of an interdisciplinary program to provide a very successful program in urban studies and planning.

We can do even more, and even better, by establishing a department.

The establishment of a Department of Urban Studies and Planning within the Division of Social Sciences would elevate the profile of urban studies and planning research at UC San Diego; place our existing undergraduate degree programs on a firmer footing; provide clear and appropriate mechanisms for faculty governance in a longstanding and successful UC San Diego degree program; and help to attract and retain the best faculty in this field. It is a good time to create such a department. Urban research on campus has never been stronger. The ongoing challenges of urbanization for our region and our world have never been clearer. We have a dedicated and engaged core of alumni who are motivated by our plans for a department. A Department of Urban Studies and Planning would help position our university to best meet the challenges of its own city and region.

We look forward to discussing this proposal with faculty colleagues and campus leaders. We think that the creation of such a department would only benefit the campus.
## URBAN STUDIES AND PLANNING
### Core Fund Operating Budget Projections
#### FY 17/18 - FY 21/22

<table>
<thead>
<tr>
<th>PROGRAM CODE</th>
<th>FY 17/18 YEAR END BALANCE</th>
<th>FY 18/19 Projected Revenue</th>
<th>FY 18/19 Projected Expenses</th>
<th>FY 18/19 YEAR END BALANCE</th>
<th>FY 19/20 Projected Revenue</th>
<th>FY 19/20 Projected Expenses</th>
<th>FY 19/20 YEAR END BALANCE</th>
<th>FY 20/21 Projected Revenue</th>
<th>FY 20/21 Projected Expenses</th>
<th>FY 20/21 YEAR END BALANCE</th>
<th>FY 21/22 Projected Revenue</th>
<th>FY 21/22 Projected Expenses</th>
<th>FY 21/22 YEAR END BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Operations</td>
<td>9611</td>
<td>128,568</td>
<td>342,485</td>
<td>381,194</td>
<td>30,712</td>
<td>1,200,024</td>
<td>$1,156,795</td>
<td>75,564</td>
<td>1,480,737</td>
<td>$1,414,615</td>
<td>120,018</td>
<td>$1,694,775</td>
<td>$1,659,659</td>
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<td>Internal Activities</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
</tr>
<tr>
<td>Total General Department Operations</td>
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<td>$381,194</td>
<td>$30,712</td>
<td>$1,200,024</td>
<td>$1,156,795</td>
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<td>1,480,737</td>
<td>$1,414,615</td>
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<td>842,749</td>
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<td>$0</td>
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<tr>
<td>Graduate Support (Inbound &amp; Outbound)</td>
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<td>381,194</td>
<td>30,712</td>
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<td>1,480,737</td>
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<td>120,018</td>
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<tr>
<td>Total Academic Programs</td>
<td>$51,443</td>
<td>$772,918</td>
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<td>681,986</td>
<td>710,167</td>
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<td>$0</td>
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<tr>
<td>Total Research Support</td>
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<td>$0</td>
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<td><strong>SUBTOTAL</strong></td>
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<td>Inventions</td>
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<td>$90,000</td>
<td>$110,000</td>
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<td><strong>TOTAL FACULTY ALLOCATIONS</strong></td>
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<td><strong>$16,500</strong></td>
<td><strong>$3,494</strong></td>
<td><strong>$125,000</strong></td>
<td><strong>$125,000</strong></td>
<td><strong>$125,000</strong></td>
<td><strong>$125,000</strong></td>
<td><strong>$125,000</strong></td>
<td><strong>$125,000</strong></td>
<td><strong>$125,000</strong></td>
<td><strong>$125,000</strong></td>
<td><strong>$125,000</strong></td>
</tr>
<tr>
<td>Program Codes Outside 96 and 78 Hierarchies</td>
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<td>$-</td>
<td>$20,000</td>
<td>$3,246</td>
<td>$-</td>
<td>$3,246</td>
<td>$-</td>
<td>$3,246</td>
<td>$-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Core Funds (All Program Codes, incl. Concurrent Enrollment)</td>
<td>$85,122</td>
<td>$1,335,423</td>
<td>$1,094,940</td>
<td>$88,360</td>
<td>$2,098,190</td>
<td>$2,192,492</td>
<td>$294,540</td>
<td>$2,420,409</td>
<td>$2,392,899</td>
<td>$202,129</td>
<td>$2,792,667</td>
<td>$2,792,792</td>
<td>$276,936</td>
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</tbody>
</table>


The Department of Urban Studies and Planning (USP) Academic Personnel Policy

The Department of Urban Studies and Planning adopts the following as departmental voting rights for all academic appointments, advancements and reappointments. This policy is written to conform to Senate By-Law 55, Departmental Voting Rights, and is very closely modeled on the policy of the Education Studies Department.

Voting Rights

All tenured and tenure-track faculty and those in the LSOE track in USP have the right to vote on all new departmental appointments that confer membership in the Academic Senate. Prior to such a vote, all the non-emeriti departmental Senate and non-Senate members of the faculty must be afforded an opportunity to make their opinions known to the voters.

Full Professors and Senior Lecturers with Security of Employment (Senior LSOE) have the right to vote on all cases of promotion to the rank of Full Professor.

Full Professors, Associate Professors, Senior Lecturers with Security of Employment (Senior LSOE), and Lecturers with Security of Employment (LSOE) have the right to vote on all cases of promotion to the rank of Associate Professor.

Full Professors and Senior Lecturers with Security of Employment (Senior LSOE) have the right to vote on all cases of appointment or promotion to the rank of Senior Lecturer with Security of Employment (Senior LSOE).

Full Professors, Associate Professors, Senior Lecturers with Security of Employment (Senior LSOE) and Lecturers with Security of Employment (LSOE) have the right to vote on all cases of appointment to the rank of Lecturer with Security of Employment (LSOE).

Full Professors, Associate Professors, Senior Lecturers with Security of Employment (Senior LSOE) and Lecturers with Security of Employment (LSOE) have the right to vote on all cases of appointment to the rank of Lecturer with Potential Security of Employment (LPSOE).

All cases of non-reappointment or termination of Assistant Professors shall be voted upon by those faculty eligible to vote on promotions to the ranks of Associate Professor.

All cases of non-reappointment or termination of Lecturers with Potential Security of Employment (LPSOE), Lecturers (SOE) and Senior Lecturers (SOE) shall be voted upon by those faculty eligible to vote on appointments to the titles Lecturer (PSOE) Lecturer (SOE) and Senior Lecturer (SOE), respectively.

Senior Lecturers (Senior LSOE) will be accorded the same voting rights as Full Professors. Lecturers with Security of Employment (LSOE) will be accorded the same voting rights as Associate Professors. Lecturers with Potential for Security of Employment (LPSOE) will be accorded the same voting rights as Assistant Professors.

For Unit 18 Initial and Continuing Lecturer appointments and reviews, all Senate faculty and Continuing Lecturers will vote on any personnel matters that require a vote.

For Unit 18 2-year Lecturer appointments and reviews, all Senate faculty, Continuing Lecturers and 2-year Lecturers will vote on any personnel matters that require a vote.
Voting policy

For Academic Coordinator reviews, all Senate faculty, Academic Coordinators, Academic Administrators, and Continuing Lecturers will vote on any personnel matters that require a vote.

For Academic Administrator reviews, all Senate faculty Academic Administrators, and Continuing Lecturers will vote on any personnel matters that require a vote.

USP Review Process by Title

Ladder Rank Faculty

A departmental ad hoc committee will review all Academic Personnel actions for Ladder Rank Faculty and make a recommendation to the eligible voting members (when appropriate) and the USP Department Chair. The ad hoc committee will be chaired by a member of USP’s tenured or Security of Employment faculty, or a USP-affiliated tenured faculty member.

<table>
<thead>
<tr>
<th>Personnel Action</th>
<th>Dept Ad Hoc?</th>
<th>Dept Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment to Assistant</td>
<td>Yes *</td>
<td>Yes</td>
</tr>
<tr>
<td>Appointment to Tenure</td>
<td>Yes *</td>
<td>Yes</td>
</tr>
<tr>
<td>Normal Merit</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Accelerated Merit</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Cross-over Merit</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-Reappointment of an Assistant</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Promotion to Associate Professor</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Promotion to Full Professor</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Advancement to Step VI</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Advancement to Above-Scale</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>* Search Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Senior Lecturer with Security of Employment

A departmental ad hoc committee will review Academic Personnel actions for Senior LSOEs and make a recommendation to the USP Department Chair. The ad hoc committee will be chaired by a member of USP’s tenured or Security of Employment faculty, or a USP-affiliated tenured faculty member.

<table>
<thead>
<tr>
<th>Personnel Action</th>
<th>Dept Ad Hoc?</th>
<th>Dept Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment</td>
<td>Yes *</td>
<td>Yes</td>
</tr>
<tr>
<td>Normal Merit</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Accelerated Merit</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>* Search Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lecturer with Security of Employment

A departmental ad hoc committee will review Academic Personnel actions for LSOEs and make a recommendation to the USP Department Chair. The ad hoc committee will be chaired by a member of USP’s tenured or Security of Employment faculty, or a USP-affiliated tenured faculty member.

<table>
<thead>
<tr>
<th>Personnel Action</th>
<th>Dept Ad Hoc?</th>
<th>Dept Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment</td>
<td>Yes *</td>
<td>Yes</td>
</tr>
<tr>
<td>Normal Merit</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Accelerated Merit</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Promotion to Sr. LSOE</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Voting policy

* Search Committee

Lecturer with Potential Security of Employment

A departmental ad hoc committee will review Academic Personnel actions for LPSOE s and make a recommendation to the USP Department Chair. The ad hoc committee will be chaired by a member of USP’s tenured or Security of Employment faculty, or a USP-affiliated tenured faculty member.

<table>
<thead>
<tr>
<th>Personnel Action</th>
<th>Dept Ad Hoc?</th>
<th>Dept Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment</td>
<td>Yes *</td>
<td>Yes</td>
</tr>
<tr>
<td>Normal Merit</td>
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<td>No</td>
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<td>Accelerated Merit</td>
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<td>Promotion to LSOE</td>
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<td>Yes</td>
</tr>
<tr>
<td>Non-Reappointment/Termination</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* Search Committee

Unit 18 Appointments with a Continuing Three Year contract

A departmental ad hoc committee will review Academic Personnel actions for Continuing Lecturers and make a recommendation to the USP Department Chair. The ad hoc committee will be chaired by a member of USP’s tenured or security of employment faculty, or a Continuing Lecturer.

<table>
<thead>
<tr>
<th>Personnel Action</th>
<th>Dept Ad Hoc?</th>
<th>Dept Vote</th>
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</thead>
<tbody>
<tr>
<td>Initial Continuing Appointment</td>
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<td>Yes</td>
</tr>
<tr>
<td>Non-Reappointment</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Continuing Appointment Normal Merit</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Unit 18 Appointments with a Two Year contract

A departmental ad hoc committee will review Academic Personnel actions for two-year Lecturers and make a recommendation to the USP Department Chair. The ad hoc committee will be chaired by a member of USP’s tenured or security of employment faculty, or a two-year or Continuing Lecturer.

<table>
<thead>
<tr>
<th>Personnel Action</th>
<th>Dept Ad Hoc?</th>
<th>Dept Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Reappointment</td>
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<td>Yes</td>
</tr>
<tr>
<td>Lecturer Normal Merit</td>
<td>Yes</td>
<td>No</td>
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</table>

Unit 18 Appointments with contracts for One Year or Less

Proposed appointments in this category will require the recommendation from a USP faculty member as well as the recommendation from the USP Department Chair.

<table>
<thead>
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<th>Personnel Action</th>
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<tr>
<td>Appointment</td>
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<td>Reappointment</td>
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Academic Coordinator

A departmental ad hoc committee will review Academic Personnel actions for Academic Coordinators and make a recommendation to the USP Department Chair. The ad hoc committee will be chaired by a member of USP’s tenured or security of employment faculty, a Continuing Lecturer, or a USP Academic Coordinator or Academic Administrator.

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<td>Appointment</td>
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<td>Non-Reappointment</td>
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* Search committee

Academic Administrator

A departmental ad hoc committee will review Academic Personnel actions for Academic Administrators and make a recommendation to the USP Department Chair. The ad hoc committee will be chaired by a member of USP’s tenured or security of employment faculty, or a USP Academic Coordinator.

For an Academic Administrator, USP academic personnel with Sr. LSOE, LSOE, and Unit 18 with Continuing appointments, and the personnel committee chair will vote on any personnel matters.

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* Search committee

All USP Department ad hoc committees will be appointed by the USP Department Chair.
Urban Studies and Planning (undergraduate curriculum)

Urban Studies and Planning

Cities are now home to more than half of the people on earth—and this proportion is increasing rapidly. The number of city dwellers is projected to grow to 6.4 billion by 2050, making the planet’s population two-thirds urban. Global urbanization is one of the twenty-first century’s most complex and transformative trends worldwide. Accordingly, the United Nations adopted a New Urban Agenda in 2016 to set global standards for sustainable urban development, addressing how cities, their neighborhoods and the regions in which they are situated are planned, designed, financed, developed, governed, and managed. Sustainable urban development will require a significant change in the ways in which we plan, build, and live in human settlements. Cities across the world will need to balance population growth, land scarcity, social and economic equity, and demographic shifts—while also mitigating and adapting to climate change. The Department of Urban Studies and Planning recognizes the critical importance of educating the next generation of urban problem solvers and offers two undergraduate degrees: the B.A. in Urban Studies and Planning and the B.S. in Real Estate and Development.

The Department of Urban Studies and Planning (formerly the Urban Studies and Planning Program), has a rich history dating back to 1971. It is a diverse community of students, faculty and staff with a broad range of interests and goals. The department has three undergraduate student clubs, and student chapters or affiliations with prominent organizations such as NAIOP, the Urban Land Institute, the American Planning Association, the Association of Environmental Professionals, and the Construction Management Association of America. The Department of Urban Studies and Planning provides students with the opportunity to engage in experiential learning, place-based research, internships and practicum experiences focused on issues such as community economic development, physical planning, urban design, affordable housing, real estate development, sustainable development, transportation policy, healthy placemaking, and active living. The Department of Urban Studies and Planning provides students with a solid foundation for graduate study or for professional work in a number of fields in the public, private and nonprofit sectors both domestically and internationally. After graduation, some alumni pursue graduate work in social science disciplines. Others pursue graduate studies in urban planning, real estate development, public policy, law, landscape architecture or architecture. Urban Studies and Planning also attracts students interested in medicine and public health issues who continue to study in these areas at schools of medicine or public health. Many students find employment opportunities through internship placements. More generally, graduates of the Department of Urban Studies and Planning will have the analytic skills to think clearly and act creatively about the problems and prospects of neighborhoods, cities and metropolitan regions.

The Urban Studies and Planning Major

The Urban Studies and Planning major provides students with a variety of perspectives for understanding the development, growth, and culture of cities and the communities within them. Course work introduces students to the ways different disciplines understand cities and the societies of which they are a part. Upper-division requirements educate students about the parameters within which urban choices are made. The Urban Studies and Planning major is the oldest and most comprehensive undergraduate urban planning degree program in the University of California system.

One of the outstanding features of the Urban Studies and Planning major is the upper-division senior sequence—an integrated research, internship, and writing requirement. During the two-quarter senior sequence, designed to be taken in the fall and winter of the senior year, all USP majors learn how to write a research proposal, carry out the proposed research, and share the results in the form of a scholarly thesis, poster, and video. The posters go on display at USP’s well-attended annual Urban Expo. The senior sequence allows students to self-select a topic of...
Proposed revisions to 2017–18 UC SAN DIEGO GENERAL CATALOG

Urban Studies and Planning (undergraduate curriculum)

interest and work on specific planning, policy, urban design, and development projects in San Diego and the surrounding region, including sites across the international border in Mexico. Eligible students may choose to enroll in USP 190 in the spring to write an honors thesis. The honors option is an opportunity to do advanced research and writing that builds on work already completed in the senior sequence.

A bachelor of arts degree in urban studies and planning will be given to students who satisfactorily complete the general-education requirements of Muir, Revelle, Marshall, Warren, Roosevelt, or Sixth College in addition to the urban studies and planning courses described below. The undergraduate program in urban studies and planning requires a three-quarter lower-division sequence in urban studies (USP 1-2-3), Political Science 30, and twelve courses in upper-division urban studies and planning. Students are encouraged to complete the lower-division prerequisites before they enroll in the upper-division courses.

In accordance with campus academic regulations, courses used to satisfy the major cannot be applied toward a minor, although some overlap is allowed for double majors. All lower-division and upper-division requirements must be taken for a letter grade. A 2.0 grade point average is required in the major, and students must earn at least C– in each course used for the major. Transfer students should see the USP major affairs adviser to determine whether courses taken elsewhere satisfy USP major requirements. No more than one special studies course, USP 198 or USP 199, will be accepted to count toward the major.

Lower-Division Requirements

Students majoring in urban studies and planning must complete the introductory sequence:

USP 1. History of US Urban Communities (4)
USP 2. Urban World System (4)
USP 3. The City and Social Theory (4)

and

Political Science 30. Political Inquiry (4)

(Psychology 60, Introduction to Statistics, or Sociology 60, The Practice of Social Research, may be substituted for Political Science 30.)

Upper-Division Requirements

The upper-division requirements in urban studies and planning are

1. two foundation courses
2. one research methods course to be taken junior year
3. two senior sequence courses
4. seven upper-division elective courses

Foundation Courses

Foundation courses provide the conceptual tools for the major. Students are to choose two of

USP 100. Introduction to Urban Planning (4)
USP 102. Urban Economics (Economics 135) (4)
USP 104. Ethnic Diversity and the City (Ethnic Studies 105) (4)
USP 105. Urban Sociology (Sociology 153) (4)
USP 106/HIUS 129. The History of Race and Ethnicity in American Cities (4)
USP 107. Urban Politics (Political Science 102E) (4)
USP 124. Land Use Planning (4)
USP 173. History of Urban Planning and Design (4)
Urban Studies and Planning (undergraduate curriculum)

Research Methods Courses

Students are to choose one course of:

USP 110/Political Science 102J. Advanced Topics in Urban Politics (4)
USP 125. The Design of Social Research (4)
USP 129. Research Methods: Studying Racial and Ethnic Communities (Ethnic Studies 190) (4)
USP 130. Fieldwork in Racial and Ethnic Communities (Ethnic Studies 107) (4)
USP 146. Research Methods for Built Environment and Active Living (4)
USP 174. Regional Governance and Planning Reconsidered (4)
USP 191. GIS for Urban Community Planning (4)
USP 193. San Diego Community Research (4)

Senior Sequence Requirement

In their senior year, all students must complete the senior sequence: USP 186 in the fall, and USP 187 in the winter. These courses must be taken in order. The sequence develops each student’s ability to (1) critically review research literature; (2) formulate interesting research questions of their own; (3) design an original research project and investigative strategy; (4) conduct research; and (5) analyze, interpret, and write up findings. The final requirement of USP 186 is a research proposal. By the end of USP 187, each student must complete a Senior Research Project that includes a scholarly thesis coupled with a poster and video designed to share the research with select audiences.

Because the senior sequence includes an internship, no other internship or field placement will be counted toward the major.

Honors in Urban Studies and Planning

Candidates for Honors in Urban Studies and Planning are required to take USP 190, Senior Honors Seminar, in which students write a senior thesis. Prerequisites for enrolling in USP 190, are a minimum 3.5 GPA in the major, senior standing, USP 186 and USP 187, and consent of instructor. Majors who plan to enroll in USP 190 must declare their intent fall quarter in USP 186.

USP 190. Senior Honors Seminar (4)

Upper-Division Elective Courses

Students are encouraged to pick an area of concentration, and choose upper-division electives listed under that cluster. Students may also define their own area of concentration and design an appropriate curriculum drawn from courses offered by USP and other related departments. USP 199, Independent Study, taken for Pass/Not Pass counts for one USP upper-division elective course.

Urban/Regional Policy and Planning

USP 100. Introduction to Urban Planning
USP 101/Political Science 160AA. Introduction to Policy Analysis
USP 102/Economics 135. Urban Economics
USP 107/Political Science 102E. Urban Politics
USP 109/Political Science 103A. California Government and Politics
USP 110/Political Science 102J. Advanced Topics in Urban Politics
USP 111/Political Science 102JJ. Field Research in Urban Politics
USP 113/Political Science 103B. Politics and Policymaking in Los Angeles
USP 115/Political Science 103C. Politics and Policymaking in San Diego
USP 116. California Local Government: Finance and Administration
Urban Studies and Planning (undergraduate curriculum)

USP 120. Urban Planning, Infrastructure, and Real Estate
USP 121. Real Estate Law and Regulation
USP 122. Redevelopment Planning, Policymaking, and Law
USP 123. Law, Planning, and Public Policy
USP 124. Land Use Planning
USP 126. Comparative Land Use and Resource Management
USP 132/Sociology 152. Social Inequality and Public Policy
USP 136. Collaborative Community Leadership
USP 137. Housing and Community Development Policy and Practice
USP 138. Urban Economic Development
USP 139. Urban Design and Economic Development
USP 146. Research Methods for Built Environment and Active Living
USP 154. Global Justice in Theory and Action
USP 170. Sustainable Planning
USP 171. Sustainable Development
USP 173. History of Urban Planning and Design
USP 174. Regional Governance and Planning Reconsidered
USP 175. Site Analysis: Opportunities and Constraints
USP 176. Binational Regional Governance
USP 180. Transportation Planning
USP 181. Public Transportation
USP 189. Special Topics in Urban Planning
USP 191. GIS for Urban and Community Planning
USP 193. San Diego Community Research
Anthropology (ANBI) 132/Biology (BIEB) 176. Conservation and the Human Predicament
Economics 116. Economic Development
Economics 118. Law and Economics: Torts, Property, and Crime
Economics 130. Public Policy
Economics 131. Economics of the Environment
Economics 139. Labor Economics
Economics 150. Economics of the Public Sector: Taxation
Economics 151. Economics of the Public Sector: Expenditures
Economics 155. Political Economics
Envi. 102. Selected Topics in Environmental Studies
Envi. 130. Environmental Issues: Social Sciences
Political Science 160AB. Introduction to Policy Analysis
Political Science 162. Environmental Policy
Political Science 168. Policy Assessment
Sociology 121. Economy and Society
Sociology 146. Law Enforcement in America
Sociology 155. The City of San Diego
Sociology 169. Citizenship, Community, and Culture
Sociology 179. Social Change
Sociology 180. Social Movements and Social Protest
**Urban Design/Built Environment**

- USP 124. Land Use Planning
- USP 137. Housing and Community Development Policy and Practice
- USP 139. Urban Design and Economic Development
- USP 170. Sustainable Planning
- USP 171. Sustainable Development
- USP 173. History of Urban Planning and Design
- USP 174. Regional Governance and Planning Reconsidered
- USP 175. Site Analysis: Opportunities and Constraints
- USP 177. Urban Design Practicum
- USP 178. Urban Design for Redevelopment
- USP 179. Urban Design, Theory, and Practice
- USP 180. Transportation Planning
- USP 191. GIS for Urban and Community Planning
- USP 193. San Diego Community Research

**ENVR 102. Selected Topics in Environmental Studies**

**ENVR 110. Environmental Law**

**ENVR 130. Environmental Issues: Social Sciences**

**Ethnic Studies 103. Environmental Racism**

**Ethnic Studies 104. Race, Space, and Segregation**

**History (HISC) 172/272. Building America: Technology, Culture, and the Built Environment in the United States**

**Political Science 125A. Communities and the Environment**

**Political Science 162. Environmental Policy**

**Visual Arts 110G. The Natural and Altered Environment**

**Visual Arts 111. Structure of Art**

**Health, Social Services, and Education**

- USP 101/Political Science 160AA. Introduction to Policy Analysis
- USP 133/Sociology 152. Social Inequality and Public Policy
- USP 134. Community Youth Development
- USP 136. Collaborative Community Leadership
- USP 143. The US Health-Care System
- USP 144. Environmental and Preventive Health Issues
- USP 145. Aging—Social and Health Policy Issues
- USP 146. Research Methods for Built Environment and Active Living
- USP 147. Case Studies in Health Care Programs/Poor and Underserved Populations
- USP 154/Political Science 111B. Global Justice in Theory and Action

**Economics 130. Public Policy**

**Economics 139. Labor Economics**

**Economics 150. Economics of the Public Sector: Taxation**

**Economics 151. Economics of the Public Sector: Expenditures**

**Economics 155. Political Economics**

**Education Studies 130. Introduction to Academic Mentoring of Elementary School Students**
Ethnic Studies 142. Medicine, Race, and the Global Politics of Inequality
Philosophy 163. Biomedical Ethics
Political Science 168. Policy Assessment
Psychology 104. Introduction in Social Psychology
Sociology 112. Social Psychology
Sociology 117/EDS 117. Language, Culture, and Education
Sociology 123. Sociology of Work
Sociology 126/EDS 126. Social Organization of Education
Sociology 132. Gender and Work
Sociology 135. Medical Sociology
Sociology 136E. Sociology of Mental Illness: A Historical Approach
Sociology 136F. Sociology of Mental Illness in Contemporary Society
Sociology 141. Crime and Society
Sociology 159. Special Topics in Social Organizations and Institutions

Urban Diversity
USP 104/Ethnic Studies 105. Ethnic Diversity and the City
USP 106/History (HIUS) 129. History of Race and Ethnicity in American Cities
USP 129/Ethnic Studies 190. Research Methods: Studying Racial and Ethnic Communities
USP 130/Ethnic Studies 107. Fieldwork in Racial and Ethnic Communities
USP 132/Ethnic Studies 188. African Americans, Religion, and the City
USP 135/Ethnic Studies 129. Asian and Latina Immigrant Workers in the Global Economy
USP 149. Madness and Urbanization
USP 154/Political Science 111B. Global Justice in Theory and Action
Anthropology (ANSC) 131. Urban Cultures in Latin America
Ethnic Studies 118. Contemporary Immigration Issues
Ethnic Studies 121. Contemporary Asian American History
Ethnic Studies 123. Asian American Politics
Ethnic Studies 131/History (HIUS) 159. Social and Economic History of the Southwest II
Ethnic Studies 151. Ethnic Politics in America
Ethnic Studies 161. Black Politics and Protest Since 1941
Ethnic Studies 184. Black Intellectuals in the Twentieth Century
History (HILA) 115. The Latin American City, a History
History (HILA) 121. History of Brazil
History (HITO) 180. Housing in the Developing World
History (HIUS) 114. California History
History (HIUS) 117. History of Los Angeles
History (HIUS) 180/Ethnic Studies 134. Immigration and Ethnicity in Modern American Society
Political Science 100H. Race and Ethnicity in American Politics
Political Science 105A. Latino Politics in the U.S.
Political Science 100J. Race in American Political Development
Political Science 150A. Politics of Immigration
Sociology 100. Classical Sociological Theory
Sociology 125. Sociology of Immigration
Urban Studies and Planning (undergraduate curriculum)

Sociology 139. Social Inequality: Class, Race, and Gender
Sociology 144. Forms of Social Control
Sociology 148. Political Sociology
Sociology 148E. Inequality and Jobs
Sociology 151. Comparative Race and Ethnic Relations

Cities in Historical and Comparative Perspectives

USP 105/Sociology 153. Urban Sociology
USP 106/History (HIUS) 129. The History of Race and Ethnicity in American Cities
USP 107/Political Science 102E. Urban Politics
USP 167/History (HIUS) 123. History of New York City
USP 168/History (HIUS) 117. History of Los Angeles
USP 173. History of Urban Planning and Design
Anthropology (ANSC) 131. Urban Cultures in Latin America
Economics 116. Economic Development
Ethnic Studies 121. Contemporary Asian American History
Ethnic Studies 131/History (HIUS) 159. Social and Economic History of the Southwest II
History (HIEU) 129. Paris, Past and Present
History (HILA) 115. The Latin American City, a History
History (HILA) 121. History of Brazil
History (HIUS) 114. California History
History (HIUS) 117. History of Los Angeles
History (HIUS) 124/ETHN 125. Asian American History
History (HIUS) 139. African American History in the Twentieth Century
History (HIUS) 140/Economics 158A. Economic History
History (HIUS) 141/Economics 158B. Economic History of the United States II
History (HIUS) 154. Western Environmental History

The Minor Program

The Urban Studies and Planning Minor

The urban studies and planning minor consists of seven courses in urban studies and planning, selected with the prior approval of the USP student affairs adviser. Students who wish to minor in urban studies may do so by taking any two courses from among the lower-division sequence and the upper-division foundation courses, and five upper-division courses from among those that serve the USP major. All courses must be taken for a letter grade not lower than a C–. Courses selected need approval from the USP undergraduate adviser. Students can declare the minor online.

The Real Estate and Development Major at UC San Diego

The real estate and development major at UC San Diego is one of the most comprehensive undergraduate programs of its kind in the country. It recognizes that the next generation of real estate development innovators will need to understand the nexus between real estate finance and development, data analysis, urban planning and design, environmental regulations, and new technologies. It also emphasizes the importance of public-private partnerships and knowledge of the role and function of the public, private, and nonprofit sectors at the neighborhood, city, and regional level. It recognizes the importance of supplementing classroom instruction with professional development opportunities and uses the San Diego-Tijuana city-region as a living laboratory for hands-on, project-based learning.
Urban Studies and Planning (undergraduate curriculum)

The curriculum for the Bachelor of Science in Real Estate and Development is broad and interdisciplinary in response to the diverse ways in which real estate impacts the ways people live, work, and enrich their lives. Required courses include economics, business management, urban planning, real estate finance, real estate law, sustainable development, and urban design. All coursework is designed to facilitate qualitative, quantitative, analytical, strategic, design, and problem-solving, solutions-oriented skills. Majors are encouraged to pair their degree with a minor degree in urban studies and planning or one of the many minor degrees offered at UC San Diego, particularly those offered by the Rady School of Management including the minor in business and the minor in entrepreneurship and innovation.

One of the outstanding features of the real estate and development major is the upper-division capstone studio requirement. During a two-quarter “Capstone Studio Sequence” designed to be taken in the fall and winter of the senior year, all real estate and development majors are guided through a hands-on, actual real estate finance and development project. Through project-based learning, students work in teams culminating with the presentation of their findings at the annual Urban Expo hosted by the Department of Urban Studies and Planning.

A Bachelor of Science degree in real estate and development (RED) will be given to students who satisfactorily complete the general education requirements of Muir, Revelle, Marshall, Warren, Roosevelt, or Sixth College in addition to the real estate and sustainable development courses described below. The undergraduate RED major requires seven lower division courses, ten upper-division courses and the required two-quarter Capstone Studio Sequence. Students are strongly encouraged to complete the lower-division requirements before they enroll in the upper-division courses.

**Lower-Division Requirements**

Students majoring in real estate and development must complete:

- USP 1: History of US Urban Communities OR USP 2: Urban World System
- USP 5: Introduction to the Real Estate and Development Process
- USP 15: Applied Urban Economics for Planning and Development (to be taken after completion of ECON 1)
- MATH 10A: Calculus 1 OR MATH 20A Calculus for Science and Engineering OR MGT 3 Quantitative Methods
- ECON 1: Principles of Microeconomics
- ECON 4/MGT 4: Financial Accounting
- MGT 5: (ECON4/MGT4 and MGT 5 may be replaced with MGT 45)

**Upper-Division Requirements**

The upper-division requirements in real estate and development are:

1. seven foundation courses (28 units)
2. one technical elective (4 units)
3. two upper division electives (8 units)
4. two real estate finance and development Capstone Studio Sequence courses (12 units)

**Foundation Courses**

Foundation courses provide the conceptual tools for the major. Students are to complete the following:

- USP 124: Land Use Planning
- USP 150: Real Estate and Development Law and Regulation
Urban Studies and Planning (undergraduate curriculum)

USP 151: Real Estate Planning and Development
USP 152: Real Estate Development Finance and Investment
USP 153: Real Estate and Development Market Analysis
USP 171: Sustainable Development
MGT 172: Business Project Management

Technical Elective
Students are to choose one course (4 units) of
USP 172: Graphics, Visual Communication, and Urban Information
USP 175: Site Analysis
USP 177: Urban Design Practicum
USP 191: GIS for Urban and Community Planning

Upper Division Electives
Students are to choose two courses (or 8 units) from
ECON 116: Economic Development
ECON 125: Demographic Analysis and Forecasting
ECON 131: Economics of the Environment
USP 120: Urban Planning, Infrastructure, and Real Estate
USP 137: Housing and Community Development Policy and Practice
USP 155: Real Estate Development in Global and Comparative Perspective
USP 170: Sustainable Planning
USP 173: History of Urban Planning and Design
USP 179: Urban Design, Theory, and Practice
USP 180: Transportation Planning
USP 181: Public Transportation
MGT 112: Global Business Strategy
MGT 153: Business Analytics
MGT 157: Real Estate Securitization
MGT 158: Real Estate and the Tech Sector
MGT 162: Negotiation
MGT 164: Business and Organizational Leadership
MGT 166: Business Ethics and Corporate Social Responsibility

Real Estate and Development Capstone Studio
In their senior year, all RED majors must complete the Capstone Studio Sequence: USP 185A in the fall, and USP 185B in the winter. These courses must be taken in order. Working in teams, the real estate and development studio develops each student’s ability to (1) critically approach the real estate finance, development and design process; (2) gather and manage complex sources of research and knowledge as part of an integrated team approach; (3) prepare a
detailed pro forma financial analysis; (4) evaluate all site constraints and opportunities; (5) evaluate all market constraints and opportunities; (6) develop a complete urban design program; (7) develop a plan to market, lease, and/or sell the development; and (8) analyze, interpret, and write up the findings. Each team will prepare a final written report and presentation drawings. The studio will culminate with a public presentation of the students’ work at the USP Program’s annual Urban Expo held every March to showcase undergraduate research.

The Minor Program

The real estate and development minor (RED) consists of seven courses (28 units). Students who wish to minor in real estate and development may do so by taking two required lower-division courses, four required upper-division courses, and one upper-division elective. All courses must be taken for a letter grade not lower than a C-. Courses selected need approval from the USP program adviser. Students can declare the minor online.

Lower-Division Requirements

Students minoring in real estate development must complete
USP 5: Introduction to the Real Estate and Development Process
USP 15: Applied Urban Economics for Planning and Development

Upper-Division Requirements

The upper-division requirements in real estate and development are
1. four foundation courses
2. one upper division elective

Foundation Courses

Foundation courses provide the conceptual tools for the major. Students are required to complete the following
USP 124: Land Use Planning
USP 150: Real Estate and Development Law and Regulation
USP 151: Real Estate Planning and Development
USP 152: Real Estate Development Finance and Investment
MGT 181: Enterprise Finance

Upper Division Electives

Students are to choose one of
USP 120: Urban Planning, Infrastructure, and Real Estate
USP 137: Housing and Community Development Policy and Practice
USP 152: Real Estate Development Finance and Investment
USP 153: Real Estate and Development Market Analysis
USP 155: Real Estate Development in Global and Comparative Perspective
USP 170: Sustainable Planning
USP 171: Sustainable Development
USP 172: Graphics, Visual Communication, and Urban Information
Urban Studies and Planning (undergraduate curriculum)

- USP 173: History of Urban Planning and Design
- USP 175: Site Analysis
- USP 177: Urban Design Practicum
- USP 179: Urban Design, Theory, and Practice
- USP 180: Transportation Planning
- USP 181: Public Transportation
- USP 191: GIS for Urban and Community Planning
- MGT 112: Global Business Strategy
- MGT 153: Business Analytics
- MGT 157: Real Estate Securitization
- MGT 158: Real Estate and the Tech Sector
- MGT 162: Negotiation
- MGT 164: Business and Organizational Leadership
- MGT 166: Business Ethics and Corporate Social Responsibility
- MGT 172: Business Project Management

**Education Abroad Program**

Students are encouraged to participate in the UC Education Abroad Program (EAP) or Opportunities Abroad Program (OAP) while still making progress toward completing their real estate development major. For more information on EAP, see the section of this catalog on the Education Abroad Program or visit [http://programsabroad.ucsd.edu](http://programsabroad.ucsd.edu). Students considering this option are advised to discuss their plans with the USP student affairs adviser before going abroad.
EDUCATION
PhD – May 2006 | Columbia University, Department of History
MAT – May 1996 | Harvard University, Teaching & Curriculum, United States history
BA – December 1994 | University of California, Berkeley, History

UNIVERSITY AFFILIATIONS
2015 | Associate Professor, History, University of California, San Diego
2008 | Assistant Professor, History, University of California, San Diego
2006-2008 | Assistant Professor, History, NYU Polytechnic School of Engineering

INDIVIDUAL PRIZES & AWARDS
2016 Urban History Association Kenneth Jackson Best Book Award (North American) in Urban History
2016 Society for Historians of American Foreign Relations Stuart L. Bernath Book Prize
2014 Distinguished Teaching Award, Academic Senate, UC San Diego

INDIVIDUAL RESEARCH GRANTS & FELLOWSHIPS
2015 Collaboration grant, Nederlandse Organisatie voor Wetenschappelijk Onderzoek, the Netherlands
2014 General Campus Research Grant, UC San Diego
2014 Faculty Career Development Grant, UC San Diego
2014 UC Humanities Research Initiative Fellow – Urban Ecologies, University of California
2014 Center for the Humanities Faculty Fellow, UC San Diego
2013 Graham Foundation for Advanced Studies in the Fine Arts – Research & Development Grant
2012 Social Science Research Council Postdoctoral Fellowship for Transregional Research
2012 Hellman Faculty Fellow, UC San Diego
2012 Society of Historians of American Foreign Relations Diversity-International Grant
2011 Arts and Humanities Initiative Grant, UC San Diego
2010 Faculty Career Development Grant, UC San Diego
2009 Arts and Humanities Fund for Innovation Faculty Fellowship, UC San Diego
2009 Hellman Faculty Fellow, UC San Diego
2006 Doris Quinn Fellow, Columbia University
2005 Herbert H. Lehman Center for American History Fellow, Columbia University
2004 Teaching Fellow, Graduate School of Arts & Sciences, Columbia University
2001- University
2000 Presidential Fellow, Department of History at Columbia University

INSTITUTIONAL FELLOWSHIPS & GRANTS
2017 Co-PI for Sawyer Seminar, Andrew W. Mellon Foundation (for academic year 2018-2019)
2016- Interim director (2018-19) and faculty board member (2016-17) in PATH Program, Andrew W. Mellon Foundation
2016- Center for Humanities Research Group Level 2 funding, UC San Diego

PUBLICATIONS

Books

Articles and book chapters (Peer reviewed)
5. “Understanding urban from the disciplinary viewpoint of history,” in Deljana Iossifova, Alexandros Gasparatos and Christopher Doll, eds., Defining the Urban: Perspectives Across the Academic Disciplines and Professional Fields (Routledge, 2017). {PR}
8. “Myth: Public Housing is Only for Poor People,” in Nicholas Bloom and Lawrence Vale, eds., Public Housing Myths: Beyond Victims and Villains (Cornell UP, 2015). {PR}

In progress
REVIEWs & OTHER PUBLICATIONs

INVITED PRESENTATIONS
Roundtable presenter, panel on housing segregation sponsored by the National History Center, American Historical Association, 2019.
Seminar speaker, American Political History Seminar, UC Berkeley Institute of Governmental Studies, 2018.
Lecture, Pacific Worlds and the Development Agenda, Institute for Arts and Humanities and UC Pacific Worlds Initiative, October 2017.
Guest speaker, “Selling American Homeownership in the Global South,” University of Buffalo, October 2016.
Guest speaker, Development aid and homeownership in the global South, Chicago History Museum – Urban History Seminar, April 2016.
Guest speaker, Homeownership on the fringes: Understanding tenure security as a tool of slum clearance in modern Manila, sponsored by the Joint Center for Housing Studies and the Graduate School of Design, Harvard University, February 2015.
Lectures, American urban planning history and How cities recruit foreign investment, two talks for visiting city officials from Zhejiang Province, China, School of International Relations and Pacific Studies, UCSD, 2013.
Lectures, *History of American urban communities with an emphasis on federal aid for homeownership*, for visiting mayors and city officials from Brazil, hosted by the Global Leadership Institute, School of International Relations and Pacific Studies, UCSD, 2012.


Lectures, *The historical evolution of American community development*, multiple talks for visiting city officials from Beijing’s Chongwen District, hosted by the Global Leadership Institute, School of International Relations and Pacific Studies, UCSD, 2012.


*I have also presented regularly in conferences of various professional organizations including the American Historical Association, the Organization of American Historians, the Society of American City and Regional Planning History, the Society of Historians of American Foreign Relations, the Urban History Association, and the International Planning History Society.*

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**PROFESSIONAL SERVICE & COLLABORATION**

2018-2019  Associate Director, Institute of Arts and Humanities, UCSD  
2018-2019  President-elect, Society of American City and Regional Planning History  
2018-2019  UC Board of Admissions and Relations with Schools divisional representative  
2018-2019  Chair, Committee on Undergraduate Admissions, UCSD  
2017-ongoing  Vice Chair, Committee on Undergraduate Admissions, UCSD  
2015-2016  Editor for the Americas and Editorial Board member, *Planning Perspectives*  
2016-ongoing  Southern California Urban Group lead member  
2016-2018  Koos Bosma Prize in Planning History Innovation Committee  
2015-2017  Campus and Community Environment Committee, UCSD (Vice Chair, 2016-17)  
2015-2016  Race, Space, and Infrastructure Research Group, Center for Humanities, UCSD  
2015-2016  Global Advisory Committee and Anthony Sutcliffe Dissertation Award Committee, International Planning History Society  
2014-2015  Program Committee, Society of Historians of American Foreign Relations  
2014  Transnational Urbanism Conference co-organizer with Andrew Sandoval-Strausz, University of New Mexico  
2013-2014  Search Committee, Asian American History, UCSD  
2013  American Planning Association Scholarship Committee, Urban Studies and Planning Program, UCSD  
2012-2013  Co-chair, Program Committee, Society of American City and Regional Planning History (SACRPH)  
2010-2012  Board of Directors, SACRPH  
2010-2012  Muir Faculty Executive Committee, UCSD  
2009-2010  Local Arrangements Committee, American Historical Association
2008-10 Board of Directors, Urban History Association
2008-09 Conference Program Committee, SACRPH
2008-09 Search Committee – US Labor and Capitalism, UCSD
2007-2016 H-Urban list editor and Editorial Board member

COURSES / TEACHING at UCSD
I also organized and taught the pilot global seminar in Seoul, South Korea in 2016 and I will be leading a global seminar in Berlin in summer 2019.

1. CAT 1: Telling stories about the past (Introduction to historical methods)
2. CAT 1: Fictions of History (Introduction to history as a discipline)
3. CAT 2: Designing Equality (Introduction to the history of American urban design)
4. HIGR 209: Historical Pedagogy
5. HIGR 265C: US in the 20th century, Historiography
6. HIGR 267 A-B: Graduate Research Seminar
7. HILD 78: History of Race and Ethnicity in the US
8. HITO 87: History of American capitalism
9. HITO 180: Global Urbanism
10. HITO 192: Photographing atrocities
11. HIUS 123: History of New York City
12. HIUS 142B: History of the United States post-1945
13. HIUS 143: Histories of the Built Environment in the Twentieth Century
14. HIUS 148/USP 103: History of the American City in the 20th century
15. HIUS 181: Twentieth-century American architecture and urbanism
16. INTL 190/HITO 180: Housing in the Developing World
17. INTL 190: Urban Poverty in Historical Context
18. HIUS 181: US in the World
20. USP 1: History of US Urban Communities
21. USP 190: Senior Honors Thesis

GRADUATE STUDENTS
In progress
1. Kevan Malone, chair
2. Felicitas Hartung, co-chair with Rebecca Plant
3. Stacey Livingstone, dissertation committee (Sociology)
4. Jazmin Martinez, MA committee (Latin American Studies)
5. Geoffrey West, dissertation committee
6. Russell Peck, dissertation committee
7. Kevin Beck, dissertation committee (Sociology)
8. Jael Vizcarra, dissertation committee (Ethnic Studies)

Completed
2018 Jorge Leal, “Ephemeral Forums, Enduring Communities: Latina/o community building and belonging in 1990s South East Los Angeles” (Chairs: Luis Alvarez, David Gutierrez)
2018 Teresa Walch, “Degenerate Spaces: The Coordination of Space in Nazi Germany” (Chair: Frank Biess)
2016 Mary Klann, “Citizens with Reservations: Race, Wardship, and Native American Citizenship in the Mid-Twentieth Century American West”
2015 April Peletta, MA, Literature.
2014 Elizabeth Sine, “Grassroots Surrealism: The Culture of Opposition and the Crisis of Development in 1930s California” (Chairs Danny Widener, Luis Alvarez)
2010  Kelli Ann McCoy, “Claiming Victims: The Mann Act, Gender, and Class in the American West, 1910-1930s” (Chair Rebecca Plant)
Isaac William Martin

curriculum vitae updated 30 October 2018

Department of Sociology
University of California, San Diego
9500 Gilman Drive #0533
La Jolla, CA 92093-0533
iwmartin@ucsd.edu

Academic Employment

July 2017- Chair, Department of Sociology, UC San Diego
2013- Professor, Department of Sociology, UC San Diego
2009-13 Associate Professor, Department of Sociology, UC San Diego
2004-09 Assistant Professor, Department of Sociology, UC San Diego

Visiting appointments

Jan. 2016 Visiting Scholar, École des Hautes Études en Sciences Sociales
2010-11 Visiting Scholar, Department of Political Science, MIT
2003-04 Postdoctoral Fellow, Institute for Labor and Employment, UC Berkeley

Education

2003 Ph.D., UC Berkeley, Sociology.

Books


Peer-reviewed research articles and chapters

2018 “How the Great American Tax Revolt Crossed the Atlantic.” Modern American History. Published online before print, October 9, 2018.

Reviews, essays, policy briefs, and reports
2016 “Why Don’t We Have a Piketty Tax Already?” Policy Trajectories, 27 January.


**Invited Presentations, last 10 years only**
2016  “Why Taxpayers Rebel.” UC Irvine Department of Sociology, March 11; Stanford University Department of Sociology, March 28; Pomona College Department of College, April 4; UCLA Department of Public Policy, April 25.
2015  “Public Policy as a Cultural Object.” University of Pennsylvania Department of Sociology, September 11.
2013  “Rich People’s Movements.” University of Southern California Department of Sociology, August 30; La Mesa Democratic Club, September 4.
2013  “Does the Invisible Welfare State Exist?” Tax Matters workshop, Emory University, April 4-6.
2010  “Tea Parties of the Early Twentieth Century.” Distinguished Lecture, University of Wisconsin, Milwaukee Department of Sociology, November 16.
2010  “Fiscal Sociology and the California Budget Crisis.” UC Santa Barbara Department of Sociology, May 18.
2009  “Bankers into Populists: The Texas Tax Clubs and the Mellon Plan.” UC Irvine Department of Anthropology, October 20; University of Arizona Department of Sociology, October 23; Northwestern University Comparative Historical Social Science Workshop, October 30.
2009  “Are We Stuck with Proposition 13?” University of Southern California School of Policy, Planning and Development, September 29.

Conference Presentations, last 10 years only

2016  “Public Policy as a Cultural Object.” Conference of the Comparative Historical Sociology Section of the American Sociological Association, University of Washington, August 19.
2011 “From Tax Limitation to the Balanced Budget Amendment.” Annual meetings of the Social Science History Association, Boston, November 18; Conference on “Two Political Economies in Crisis,” Keio University, Tokyo, December 10.

Selected Interviews and Media

2018 Interviewed by Megan Burks for “Fifty Years Later, Proposition 13 is Proof Your Vote Matters,” KPBS, June 5.
2017 Interviewed by Laura McCrystal for “The Property Tax is Likely to Stay Here in PA,” Philadelphia Inquirer, November 19.
2017 Interviewed by Stephannie Stokes for Marketplace on NPR, October 27.

Grants, last 10 years only

2016  Isaac William Martin. “How are voters willing to pay for social policy? A computational analysis of California ballot measures.” Yankelovich Center for Social Science Research. $16,512.
2015  Isaac William Martin (as co-PI with dissertation advisee Kevin R. Beck), National Science Foundation, Dissertation Improvement Grant, no. 1519024. $11,843.
2015  Isaac William Martin (as supervising PI on behalf of dissertation advisee Kevin R. Beck). UC San Diego Frontiers of Innovation Scholars Program for “How Does Affordable Housing Structure Access to Aid?” $25,000.
2014  Isaac William Martin and Kevin R. Beck. UC San Diego Sociology Department student-faculty collaborative research grant for “Gentrification, Property Tax Limitation, and Displacement.” $5,000.
2012  Amy Binder, Nayan Shah, Robert Horwitz and Isaac William Martin. UC San Diego Chancellor’s Interdisciplinary Collaboratory grant for “The Diversity of American Conservatism.” $60,000.
2010  Isaac William Martin (as co-PI with dissertation advisee Katherine Kenny). National Science Foundation, Dissertation improvement grant (SES-1059102). $15,000.
2009  Isaac William Martin (as co-PI with dissertation advisee Kathleen Marker). National Science Foundation, Dissertation improvement grant (SES-0902354). $10,000.

Awards and Honors

2015  Graduate Mentor of the Year Award, UC San Diego Sociology Department.
2014  Charles Tilly Award for Best Book, Collective Behavior and Social Movements Section, American Sociological Association (for Rich People's Movements).
2012  David R. Maines Narrative Research Award, Carl Couch Center for Social and Internet Research (for “What We Talk about When We Talk about Taxes”).
2009  Honorable mention, Distinguished Scholarship Award, Pacific Sociological Association (for The Permanent Tax Revolt).
2008  Outstanding Faculty Teaching Award, Graduate Student Association, UC San Diego.
2007  President’s Book Award, Social Science History Association (for The Permanent Tax Revolt).
2007  Hellman Faculty Fellow, UC San Diego.
2007  Outstanding Faculty Award, Thurgood Marshall College, UC San Diego.

Selected Professional Activities

2017- Consulting editor, Sociological Science
2016- Advisory committee, Social Science Research Council Dissertation Proposal Development Program
2015-16 Co-chair, Public Finance Network, Social Science History Association
2015-18 Associate editor, Social Problems
2015-16 Selection committee member and workshop facilitator, Dissertation Proposal Development Fellowship Program, Social Science Research Council.
2008-16 Member, advisory board for the National Suburban Poll, National Center for Suburban Studies, Hofstra University.
2008-16 Co-convener, Annual Workshop on the History and Politics of Public Finance (from 2008-2014, the Annual Workshop in Fiscal Sociology)
2015  Session organizer and discussant, “The State in the Twenty-First Century” (Political Sociology Section panel), Annual Meetings of the American Sociological Association, Toronto, August.
2014-15 Chair, Section on Political Sociology, American Sociological Association.
2013-15 Editorial Board member, Contemporary Sociology
2013-14 Chair-elect, Section on Political Sociology, American Sociological Association
2013       Session organizer, “Historical Sociology” (regular session), Annual Meetings of the American Sociological Association, New York, August.
2010-13  Council Member, Pacific Sociological Association.
2010-13  Council Member, Section on Political Sociology, American Sociological Association.
2010-12  Consulting Editor, American Journal of Sociology.
2009-12  Council Member, Section on Comparative Historical Sociology, American Sociological Association.

Teaching

Graduate courses:


Undergraduate courses:


University and Department Service

2017-     Chair, Department of Sociology, University of California - San Diego
2016-17  Chair, University Committee on Research Policy
          Member, University of California Academic Council
          Member, University of California Academic Planning Council
2016-17  Dean’s oversight committee, Recruitment Initiative in Human Knowledge, Learning and Creativity
2016       Portfolio Review Panel, Multicampus Research Programs and Initiatives, University of California
2015-16  Member, University Committee on Research Policy
2015-17  Vice-chair, UC San Diego Sociology Department
2015-     Diversity committee, UC San Diego Sociology Department
2015-16  Curriculum review committee, UC San Diego Urban Studies and Planning Program
2015       Selection committee, Frontiers of Innovation Scholars Program, UC San Diego
2015-16  UC San Diego Social Science Graduate Student Fellowship and Travel Awards committee
2014-15  UC San Diego Hellman Faculty Fellowship selection committee
2013-15  UC San Diego Senate-Administration Work Group on Multidisciplinary Research
2013-14  Faculty search committee, UC San Diego Urban Studies and Planning Program
2012-14  UC San Diego Academic Senate Council
2012-14  Chair, UC San Diego Academic Senate Committee on Research
2011-14  UC San Diego Academic Senate Committee on Research
2012     Chair, faculty search committee, UC San Diego Sociology Department and UC San Diego Urban Studies and Planning Program
2011     Faculty search committee, UC San Diego Sociology Department
2011-12  Curriculum review committee, UC San Diego Urban Studies and Planning Program
2011-12  Organizer, UC San Diego Sociology Department colloquium series
2010     UC San Diego Academic Senate Task Force on Budget Transparency
2008-09  Graduate Program Committee, UC San Diego Sociology Department
2008-09  Faculty search committee, UC San Diego Sociology Department
2007-08  Graduate Admissions Committee, UC San Diego Sociology Department
2006-07  Undergraduate Program Committee, UC San Diego Sociology Department
2005-06  Faculty search committee, UC San Diego Sociology Department

Memberships

2000- American Sociological Association
2004- American Political Science Association
2005- Social Science History Association
References available on request
KEITH PEZZOLI, Ph.D.
Associate Teaching Professor, Department of Communication
Director, Urban Studies and Planning Program
Director, Bioregional Center for Sustainability Science, Planning and Design

University of California, San Diego
9500 Gilman Drive, Mail Code 0517
La Jolla, California 92093-0517
Office: (858) 822-2228 / Cell (858) 735-3012
E-mail: kpezzoli@ucsd.edu

CAREER CHALLENGE: Understand and improve ways we humans can live together sustainably in healthy, just and rooted communities guided by a regenerative land ethic.

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Degree</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>UCLA</td>
<td>Ph.D.</td>
<td>Urban &amp; Regional Planning</td>
</tr>
<tr>
<td>1985</td>
<td>UCLA</td>
<td>MA</td>
<td>Urban &amp; Regional Planning</td>
</tr>
<tr>
<td>1979</td>
<td>SUNY</td>
<td>BA</td>
<td>Psychology/Environmental Design</td>
</tr>
</tbody>
</table>

ACADEMIC EXPERIENCE

University of California, San Diego
2014 – present: Associate Teaching Professor, Department of Communication
Director, Urban Studies and Planning Program
Founding Director, Bioregional Center for Sustainability Science, Planning and Design

1989 – 2014: Continuing Lecturer, Academic Coordinator

LANGUAGES

English, Spanish

CAREER AIMS AND STRATEGIES

I collaborate with diverse partners on and off UC San Diego’s campus to make progress on three interconnected aims—each of which has a research-to-action strategy.

1. Democratizing Science and Technology (by elevating values of justice, equity and inclusion in action research and appropriate technology);

2. Advancing the Sustainability Transition (by creating narrative frameworks and strategies to help make human settlements and bioregions regeneratively resilient and healthy in the face of climate change and socio-ecological problems); and

3. Creating Civic and Cyber-Infrastructure (by building knowledge-action networks and digital resources to inspire and support university-community collaboration in planning and solutions-oriented research for the common good.)
COURSES OFFERED: At UC San Diego in the Urban Studies and Planning Program and Department of Communication.

- Urban World System
- Sustainable Development
- Sustainable Planning
- Science Communication
- Politics of the Environment
- Field Research Methods
- Crafting Research Proposals
- Food Justice

CURRENT AND RECENTLY COMPLETED GRANTS (serving as PI or co-PI)

<table>
<thead>
<tr>
<th>Title</th>
<th>Granting Agency</th>
<th>Amount (direct costs)</th>
<th>Time period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Engagement</strong>, at the intersection of healthy living and neighborhood planning. UCSD Superfund Research Center.</td>
<td>National Institute of Environmental Health Sciences (NIEHS)</td>
<td>$100,000 per yr. ($2.2 million total)</td>
<td>2000-2022</td>
</tr>
<tr>
<td><strong>Research Translation</strong>, bringing biomedical science and engineering into policy-making, planning and development. UCSD Superfund Research Center.</td>
<td>National Institute of Environmental Health Sciences (NIEHS)</td>
<td>$100,000 per yr. ($1.7 million total)</td>
<td>2005-2022</td>
</tr>
<tr>
<td><strong>MetroLab Network</strong>: Homelessness, Environmental Public Health and Planning</td>
<td>UC San Diego and the City of San Diego</td>
<td>$40,000</td>
<td>2017-2019</td>
</tr>
<tr>
<td><strong>Bioregional Center</strong> for Sustainability Science, Planning and Design -- A Frontiers of Innovation Center Start Up</td>
<td>UC San Diego, Office of Research</td>
<td>$75,000</td>
<td>2016-2019</td>
</tr>
<tr>
<td><strong>Urban Agriculture and Food Disparities Research</strong>, Phase 1 with UCB and UCLA; Phase 2 UCSD and Global ARC</td>
<td>UC Global Food Initiative (UC GFI)</td>
<td>$635,000</td>
<td>2015-2019</td>
</tr>
<tr>
<td><strong>Greening the UCSD Campus</strong> --connecting researchers and staff to improve infrastructure and the Public Realm thru Long Range Dev Planning (LRDP).</td>
<td>UC San Diego Campus Resources Management and Planning (RM&amp;P)</td>
<td>$180,000</td>
<td>2016-2019</td>
</tr>
<tr>
<td><strong>Undergraduate and Graduate Fellowships</strong> in Urban Agriculture and Food Disparities</td>
<td>UC Global Food Initiative</td>
<td>$68,000</td>
<td>2014-2019</td>
</tr>
<tr>
<td><strong>Undergraduate Fellowships and Summer Research</strong> Positions in Food-Energy-Water Science and Technology Innovation</td>
<td>Frontiers of Innovation Scholarship Program; Office of Financial Aid</td>
<td>$25,000</td>
<td>2014-2019</td>
</tr>
<tr>
<td><strong>Innovations in Planning and Public Engagement for Community Resilience</strong> -- scenario planning for flood management</td>
<td>American Planning Association and FEMA</td>
<td>$40,000</td>
<td>2016-2018</td>
</tr>
</tbody>
</table>
**Science Communication** Postdoc and travel funds for investigation of Science Communication at UC San Diego

| UC San Diego, Frontiers of Innovation Scholarship Program, Dean of Graduate Studies | $58,000 | 2016-2017 |

**Digital Information Integration** Transformational Grant, Big Data and Geographical Information Systems (GIS)

| Qualcomm Institute (Calit2); Research IT Services | $40,000 | 2015-2017 |

**Communication, Literacy, Education** for Agricultural Research (CLEAR), UCSD with UCB and UCD.

| UC Global Food Initiative | $456,000 | 2015-2017 |

**RESEARCH CENTERS**

**The Bioregional Center for Sustainability Science, Planning and Design** (2015-present) Founding Director: Keith Pezzoli, Associate Director, Mirle Bussell, Associate Director, RobertTukey). This is a competitively funded Frontiers of Innovation Center Start Up established by UC San Diego to study and improve how neighborhoods, cities, and regions function. We are joining theory and practice thru participatory approaches with an ongoing commitment to:

- Improve our understanding of the urban-rural continuum by reframing how we value/plan rural places, working landscapes and wildlands in relationship to urban and metropolitan values/plans and needs;
- Create participatory planning and decision-support tools, knowledge networks and transformational narrative frameworks (countervailing storylines) to power changes needed for equality and justice;
- Draw attention to underserved and vulnerable communities where the combined impacts of environmental health disparities, ecosystem degradation, poverty and climate disruption hit especially hard.
- Cultivate well designed healthy places and public realms by coupling human and natural systems in our built environments such that life and livelihood are regeneratively embedded (rooted) in local and bioregional culture, watersheds and ecosystems;
- Democratize science and technology, and communication systems (quality, access and control) to improve public reasoning in planning, policy-making and design.

BRC Web site: [http://bioregionalcenter.ucsd.edu/](http://bioregionalcenter.ucsd.edu/)

**MetroLab Network Project:** Homelessness, Environmental Public Health and Planning (2018-present). Co-PIs Juli Beth Hinds, Keith Pezzoli, Mirle Bussell

The City of San Diego-UC San Diego MetroLab Partnership is in the formative stages of a collaborative multiagency initiative to improve conditions faced by the homeless where water quality and environmental public health have become a major source of concern. The National MetroLab Network is a City + University Collaborative for Urban Innovation. The Network includes 44 cities, 6 counties and 60 universities. The Partners focus on “research, development, and deployment (RD&D) projects that offer technological and analytically-based solutions to challenges facing urban areas including: inequality in income, health, mobility, security and opportunity; aging infrastructure; and environmental sustainability and resiliency” ([https://metrolabnetwork.org/#](https://metrolabnetwork.org/#)).
UC San Diego’s Superfund Research Center brings together investigators with complimentary expertise from 10 academic departments, Organized Research Units and Institutes spanning several campus divisions. Dr. Robert Tukey is the PI of the Center as a whole. I am the PI of two core components: Community Engagement and Research Translation. The National Institute of Environmental Health Sciences (NIEHS) has awarded the Center as a whole approximately $50 million (2000-2022) about 10% of which is dedicated to Community Engagement and Research Translation.

- The Community Engagement team shares knowledge and tools with environmental justice communities in the U.S.-Mexican Border region, affected by hazardous waste and toxicants. We create trusted community-university partnerships that bring science to the people through place-based, problem-solving, solutions-oriented research, leadership development and technical capacity building.
- The Research Translation team concentrates on improving environmental monitoring, risk assessment and remediation of toxicants. We communicate complex research findings to government, industry and broader audiences through periodic workshops; symposia; participation in regional, national and international conferences; publications, and Web-based systems.

SERVICE TO UC SAN DIEGO AND THE UC OFFICE OF THE PRESIDENT (UCOP)

- **Campus/Community Planning Committee (member 2017-2019)**
  The C/CPC advises the Chancellor of University California, San Diego through the Vice Chancellor – Resource Management & Planning regarding the physical development of the La Jolla campus, Elliott Field Station and the surrounding community.

- **Campus and Community Environment Committee (member 2017-2019).** This committee advises the UC San Diego Academic Senate and administration on all physical planning and land-use issues. The CCCE studies and makes recommendations regarding development and utilization of buildings, land, transportation, and parking facilities on the campus and in the general vicinity of the campus.

- **Teaching and Learning Commons (member 2018-present, Senior Advisory Council)**
  The Commons provides leadership and support for the university’s teaching and learning initiatives, and its commitment to academic success for all students. My role is to help develop opportunities for experiential learning that links pedagogy, research and public service.

- **UC Global Food Initiative (UC Office of the President/ UCOP) (member 2018-present, Senior Advisory Council).** Work with the UC President’s GFI leadership, the UC system’s ten campuses, National Labs and Agriculture and Natural Resources (ANR) Extension to align university research, outreach and operations in a coordinated and sustained effort to develop, demonstrate and export solutions — throughout California, the United States and the world — for food security, health and sustainability.

- **UC Carbon Neutrality Initiative: Bending the Curve (UC Office of the President/ UCOP) (member 2015-present).** A UCOP system-wide effort to identify and broadly communicate/share solutions to problems and risks that stem from climate change. Service includes collaborative authorship of reports and book chapters, video production and the creation of online open access climate change impacts/mitigation/adaptation course.
PUBLIC ENGAGEMENT PANELS (sample list)

“Soil Matters” panel recorded as part of UCSD-TV’s UC Climate Solutions Channel. Examines how soil's ability to absorb carbon from the atmosphere can help environmental problems caused by climate change. (#30529)


**The Regional Workbench**  [http://www.uctv.tv/shows/The-Regional-Workbench-7244](http://www.uctv.tv/shows/The-Regional-Workbench-7244)

Vision for a multi-disciplinary approach to sustainable development is explored in this tour of the Regional Workbench Consortium, a collaborative partnership directed by Keith Pezzoli that allows users to share the tools they need to improve quality of life and environmental stewardship in the Southern California-Northern Baja California region. (#7244)

**Farm to School**  [https://www.youtube.com/watch?v=CjHGRo0cVF0](https://www.youtube.com/watch?v=CjHGRo0cVF0)

Results of a carbon footprint assessment of locally grown organic oranges, in San Diego, CA (compared to imported oranges from Florida) that are provided as a part of a local Farm-to-School program in San Diego.

**Food Justice**  [https://www.youtube.com/watch?v=mGE8kPHymNM](https://www.youtube.com/watch?v=mGE8kPHymNM)

Panel organized by Keith Pezzoli of UCSD researchers, community gardeners, farmers, planners and others who are working together to improve food systems for environmental and public health.

BINATIONAL PUBLIC SERVICE

![Image: San Diego-Tijuana Transborder City-Region](image)

**Good Neighbor Environmental Board (GNEB)**  [http://www2.epa.gov/faca/gneb](http://www2.epa.gov/faca/gneb)  *(Appointed by the EPA Secretary under President Obama, 2013-2017).* The GNEB is a federal advisory group that advises the President and Congress on matters of concern along the US-Mexico border. Board membership includes representatives from a dozen U.S Government agencies; the governments of Arizona, California, New Mexico, and Texas; and private organizations, including community development, academic, health, environmental, and other non-governmental entities with experience and expertise on environmental and infrastructure problems along the southwest border.

My four years of service on the GNEB included meetings, significant research and writing that produced three GNEB reports: one in 2015 on ecological restoration, one in 2016 on climate change, and one in 2017 on border security).
CIVIC ENGAGEMENT VIDEOS
https://www.youtube.com/user/CivicEngagement1/videos

• Doing Civically Engaged Research – Overview, by Keith Pezzoli
  http://youtu.be/iCxTApfyXiU?list=UU-dR_FsGn89u3Y_nq-M_h0Q
  A broad overview of the meaning and practice of "Civically Engaged Research" addressed to undergraduate seniors at UC San Diego about to start a field research practicum (capstone thesis course) at UC San Diego.


• Coupled Human-Natural Systems and the Spatial Turn in Urban and Regional Planning

  Principles and Challenges

BIOREGIONAL CENTER WEBSITE
http://bioregionalcenter.ucsd.edu/

The Bioregional Center website features research projects, programs and pedagogical theory that is incorporated into the teachings of USP faculty. The Bioregional Center co-founded by Keith Pezzoli is spearheading a Rooted University Initiative, providing UC San Diego students, staff, and faculty with opportunities to become rooted in their surrounding community through diverse, engaged forms of experiential learning. Citizen science is an important part of this work; linked with university-community efforts to bring new voices to planning and decision-making tables, and to democratizing science, technology and urban communication.

The Bioregional Center’s website is connected to the Bioregional gateway; it will utilize the gateway as a data repository for all project-based and student-based research. The data layers that are currently present come from a mix of student-based research, grant funded research, and community interest. Community partnerships are key.
The Bioregional Gateway
https://bioregional.ucsd.edu/portal/home/
co-developed by Keith Pezzoli and collaborators from the Bioregional Center and San Diego Supercomputer Center provides a transboundary, interactive mapping/data visualization and communication tool for use in civically engaged research and planning. The territorial focus is Southern California – Northern Baja California, including the San Diego-Tijuana binational city-region. The goal is to establish an open access mapping and visualization resource that researchers and their community partners can use to help design and carry out problem-solving, solutions-oriented projects that require geographic information and spatial analytics (e.g., environmental justice, economic inequality, housing, green infrastructure, renewable energy, food-water-soil vulnerabilities).

The Bioregional Gateway is a website that allows users to share maps, apps, and other geographic information with other people. The gateway brings together all the geographic information in our GIS platform and shares it on the web. With it, we can:

- Create, save, and share web maps.
- Create and host web mapping apps.
- Search for GIS content we’ve published.
- Create groups to share GIS information with colleagues and students.
- Share map and layer packages to use in ArcGIS Desktop.

MULTIMEDIA

Multimedia Production: Over the past decade I’ve worked with many people and organizations to create collections containing free publicly available (open access) multimedia featuring a diverse trove of stories, research highlights, events and meritorious strategies involving civic engagement of diverse sorts.

Examples: Video vignettes featuring sustainability success stories. Keith Pezzoli led the production of this Global ARC collection as part of publicized bicycle journey Pezzoli did with a team of colleagues marking the beginning (roll out) of a new nonprofit organization (formally certified as a 501c3 in 2009) called The Global Action Research Center (The Global ARC).

The Journey of the Global ARC 2010
https://vimeo.com/album/1644900 (27 videos, 2010): Starts in Vancouver, Canada and ends in Tijuana, Mexico (spanning three countries and roughly 2000 miles). The collection draws attention to entrepreneurial and community-based solutions (urban and rural projects focused on water, food and energy/transportation) as part of a larger effort to inspire sustainability action research and healthy placemaking.
Global ARC Video Archive: https://vimeo.com/theglobalarc/collections Other collections in the vimeo archive include videos featuring bioregional initiatives, the San Diego Urban-Rural Roundtable, and the World Planning Schools Congress.

Story based Communication Portal for Engaged Research (SCOPE), http://www.food-justice.net/projects/project-videos A website featuring student produced video projects in courses taken with Keith Pezzoli

Los Laureles Canyon: Research in Action https://www.ucsd.tv/loslaureles/ (a 28-minute UCSD-TV documentary (2009) focused on the water/climate/poverty nexus in human settlements along the U.S.-Mexico Border, script and DVD). The documentary has been viewed over 100,000 times from the UCSD-TV web site. It was translated into Spanish; and has been picked up by the NSF for re-broadcast on their Frontier program as part of the Research Channel (a consortium of leading research and academic institutions established to share the fruits of research with the public).

ART AND STORYTELLING

Storybased Communication Portal for Engaged Research (SCOPE) http://www.food-justice.net/ Researchers in all disciplines must not only communicate their research to the public, they must also work with the public to develop an impactful research agenda that authentically addresses the concerns and needs of communities. Storytelling has a crucial role to play in this context. Storytelling is a good way to approach framing issues and articulate narratives for meaningful communication.

This site contains stories and associated resources as part of an effort at UC San Diego to guide students in learning the craft of storytelling --including the skills needed to effectively communicate with funders, media, public audiences, and to work in deep engagement with the needs of local communities; especially where efforts are underway to eradicate root causes of poverty, environmental degradation and unhealthy living conditions.
Creating Artful Research for Visioning and Engagement

The CARVE initiative, founded by Keith Pezzoli, is another form of storytelling through artwork. The image to the left is a painting Pezzoli created of a Kelp forest, it is being used as a template to create a stained-glass mosaic. The mosaic will be part of an exhibit drawing attention to the Kelp forest off the coast of CA as an important source of ecosystem benefits for human and non-human life.

AWARDS

2018: University of California, San Diego, Sustainability Resource Center. Sustainability Award for Departments. As Director of the Urban Studies and Planning Program at UC San Diego, I accepted this honor along with other USP leaders for our efforts promoting sustainable development on and off campus.

2015: University of California, Office of the President Outstanding Faculty Leadership in Presidential Initiatives Award for UC systemwide work linking President Napolitano’s UC initiatives focused on food, science communication and climate.

2015: Metropolitan Water District of Southern California Eco Innovators Award of Excellence. Award presented to the University of California, San Diego (citing a scholarly case study completed by one of my students in a field research practicum I teach in Urban Studies and Planning) in recognition of “Innovative Teaching Philosophy that Inspires Students to Develop Sustainable Environmental Solutions.”

2007: San Diego Environmental Professionals Association Outstanding Environmental Research Project. For building the Regional Ecology Network and Environmental Workbench for Sustainable Development (RE-SD).

2006: University of California, San Diego The Barbara J. and Paul D. Saltman Distinguished Teaching Award. Campus-wide competitive award for consistent excellence in teaching.

2006: American Planning Association, National Information Technology Division Best Use of Technology for a University Urban and Regional Planning Program. Award for "the most effective use of teaching with technology in preparing future planner for professional work". Award presented at the national APA conference, April 22-26, 2006 (San Antonio, Texas).
2004: **American Planning Association, San Diego Chapter**
**Academic Leadership Award** presented to the Regional Workbench Consortium (RWBC), which I founded and led, for building university-community relationships, June 3, 2004 (Hyatt Pavilion, San Diego, CA).

2003: **Economic and Social Research Institute (ESRI)**
**Grand Showcase Award for Best Poster.** This award was for a Superfund Basic Research Program Poster. Poster layout by Dan Henderson. Keith Pezzoli provided the scientific content, text and images.

2003 **SIGKIDS, San Diego professional chapter.**
**Award for the Colonia 10 de Mayo (Tijuana, Mexico), Community Development Project Story.** Best Spanish Language Internet application for young people and adults presented at San Diego's Computer Museum of America. Story about using computer graphics and interactive techniques for community education and communication.

1985: **University of California, Los Angeles, Graduate School of Architecture and Urban Planning**
**The Hortense Fishbaugh Memorial Scholarship.** Award granted for Outstanding Community Service—among graduating MA students in Urban and Regional Planning.

1985: **University of California, Los Angeles, Graduate School of Architecture and Urban Planning**
**Harvey Perloff Academic Distinction Award**
Award granted for Academic Excellence—among graduating MA students in Urban and Regional Planning.

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**PUBLICATIONS**

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**BOOKS**


**Book in Progress:** *Bioregional Imagination and Justice.* This book (3/4 complete) provides a state-of-the-art review of bioregional imagination, ethics, theory, research and action. The thematic structure of the book includes: (1) the power of a 21st century bioregional framework (countervailing narrative) in the face of globalizing neoliberalism, (2) the political ecology of “localization” as an unfolding process that has the potential (by no means guaranteed) to bring about progressive socio-cultural, economic and ecological change needed for sustainable and regenerative development, and (3) the role of universities in democratizing science and technology needed for what the book defines as alternative development in the making: “a bioregional transition.”

**JOURNAL ARTICLES**


BOOK CHAPTERS


Pezzoli, Keith, and Mirle Rabinowitz Busset. 2012. Action Oriented Research and the Scholarship of Engagement: Lessons learned from the Urban Studies and Planning Program at UC San Diego. In D.


**CONFERENCE PROCEEDINGS**


NEWSLETTERS, POSITION PAPERS, PRESS


**GOVERNMENT REPORTS**

**Good Neighbor Environmental Board (GNEB) [http://www2.epa.gov/faca/gneb](http://www2.epa.gov/faca/gneb) (Appointed by the EPA Secretary under President Obama, 2013-2017).** The GNEB is a federal advisory group that advises the President and Congress on matters of concern along the US-Mexico border. My four years of service on the GNEB included significant research and writing that produced the three GNEB reports listed below.


January 8, 2019

TO: Elizabeth Simmons, EVC  
    Academic Affairs  

RE: Support for proposed department status for Urban Studies & Planning

I am pleased to support the proposal for Urban Studies and Planning (USP) to become an academic unit and acquire department status. This is a goal I have worked on since I began my position as Dean of Social Sciences. Moving ahead with becoming a department will bring multiple benefits to UC San Diego and San Diego.

USP already has broad recognition in San Diego because of its long history at UC San Diego training city planners, real estate brokers, and land planners. Their alumni are among the strongest proponents for growing the program into a full-fledged department as they are represented in each of these training areas. Our alumni view all of UC San Diego’s strengths, in oceanography, engineering, medicine, entrepreneurship and management, as uniquely positioning it to be an ideal location for a department in urban issues. USP offers courses that addresses the key issues of our region – transportation, real estate, conservation, healthy communities, and personal well-being. Nationwide, schools of urban policy and planning around the country (at NYU, USC and UC Berkeley, to name three of the most well-known) have shifted their resources to focus more on conservation, healthy aging and vibrant living communities –areas which we already do, and which are well-represented at UC San Diego.

USP does not need to be built from the ground up. It has a strong core of faculty-practitioners who have supported a robust teaching curriculum for nearly 40 years. Its research faculty are members of various departments across campus: Sociology, History, and Political Science. Prof. Isaac Martin, an urban sociologist who has taught introductory courses in the program, has been the lead on preparing the proposal for department status. The growth plan upon receiving department status is to immediately hire 2 full time ladder rank faculty who will join the existing core of research faculty who hold appointments in other departments. We will add 2 LP/SOE positions to provide stability in the lecturer/practitioner ranks. Within the next year or two, we expect to pursue joint hires with the Halıcıoğlu Data Science Institute to build strength in urban metrics. We hope also to partner with GPS, in hiring a ladder rank assistant professor in urban policy. As the department acquires its own ladder rank and teaching professors, we expect enrollments to increase, which will in turn provide justification for more ladder rank faculty hires.

The future health and viability of our region will benefit from UC San Diego playing a substantial role in training the next generation of planners and policy makers. The active involvement of our USP alumni has been one of the drivers for the new department. They are the ones who have invited us to partner with them to make the department a reality. Becoming a department will expand and strengthen this valuable relationship, including a number of alumni donors who are currently in commercial real estate, city planning and non-profit housing advocacy.

The future may lead to a larger structure such as a School or an Institute which would mirror what now exists at other UC campuses (UC Berkeley has a College of Environmental Design) but the correct
path forward now, I believe, is to pursue department status, and then in time, and with its own faculty, to grow to the next level of engagement.

USP has always been deeply connected with our local communities, and their presence throughout the city and county has been important for promoting awareness about the university throughout the region. We are gaining philanthropic support from our alumni and friends of USP who want leadership for this region. We have a good foundation on which to build a new department and the time is right.

Sincerely,

[Signature]

Carol Padden  
Dean, Division of Social Sciences
December 11, 2018

To: Keith Pezzoli, Director
   Urban Studies and Planning Program

From: Paul Yu, Interim Dean
   Graduate Division

Re: Proposal to establish a Department of Urban Studies and Planning

I would like to express my enthusiastic support for the proposed establishment of a Department of Urban Studies and Planning at UC San Diego. This is a very timely transformation for the program to become a department and it will strengthen existing research and educational programs that connect our campus to the greater San Diego region and beyond. It will also provide a firm foundation for future faculty research and further academic program development, at both undergraduate and graduate levels, in urban studies and planning. We look forward to participate in future discussions of new graduate programs for the Department.

Please let us know how we can help further.

Cc. Mary Allen
    Robert Continetti
January 13, 2019

Dear Executive Vice Chancellor Simmons:

I am writing in support of the proposed establishment of a Department of Urban Studies and Planning at UC San Diego.

As a program, Urban Studies and Planning has been a model for engaging undergraduates in high impact practices and research; this is institutionalized in their capstone requirement. Both their majors – Urban Studies and Planning and Real Estate and Development – are well designed and executed. This has been achieved with a very small faculty. Furthermore, the faculty, despite lacking ladder-rank positions, has been involved in significant research and community engagement. My hope is that departmental status will bolster this by adding ladder-rank and additional teaching professor lines. If the program does not become a department, there is a danger that the current excellence may not be sustainable.

Therefore, I believe that departmental status is a logical next step – one that would potentially lead to a graduate program and could well result in a top-ranked department. The challenge will be to continue to provide the high-touch undergraduate experience, while developing a top research faculty. Nonetheless, I am optimistic that this is achievable and that departmental status will further strengthen existing research and educational programs. Thus, I am pleased to support this change.

Please feel free to contact me with any questions.

Sincerely,

John C. Moore
Dean, Undergraduate Education
January 2, 2019

Elizabeth Simmons
Executive Vice Chancellor
Academic Affairs
UC San Diego

Dear Elizabeth,

I am writing this letter to endorse the proposal for Establishment of a Department of Urban Studies and Planning (USP). Urban Planning has seen a renewal as a subject area driven by a number of long-term trends. The most important of which, from our perspective at the HDSI, is rise of data-driven design and planning methodologies. Data provides an accurate, fine-grain causal connection to important design and operational choices in Urban Planning. As I write this, the Institute is currently leading a large-scale teaming effort with over 20 faculty members in the engineering of Urban Spaces. Most interestingly, our biggest challenge problems are at the interfaces of human and engineered systems, and considerations that related to individuals and us as a society. For instance, our expectations of societal obligations, expectations of privacy and resource availability. As a consequence, we are very aware of the state of the art in urban planning and engage with researchers across campus with interests that intersect the rise of a digital society. Urban analytics, an important research area of HDSI, will be an important component in the rise of urban planning. We already work with the division of social sciences faculty at multiple levels, including associate director Virginia De Sa who leads our institutional engagements. We look forward to working with the faculty and researchers organized under USP and DSS to promote support for necessary data infrastructure and analytics.

If you have any questions, please do feel free to contact me.

Sincerely,

Rajesh Gupta, PhD
Director, Halıcıoğlu Data Science Institute
Professor and Qualcomm Endowed Chair
Department of Computer Science and Engineering

cc:
Carol Padden
Dean of Social Sciences
UC San Diego

Robert Continetti
Sr. AVC Academic Affairs
UC San Diego
December 5th, 2018

Dr. Elizabeth Simmons
Executive Vice Chancellor, Academic Affairs
University of California, San Diego
9500 Gilman Drive #0001
La Jolla, CA 92093-0001

Dear Executive Vice Chancellor Simmons:

I wish to express my strong support for the proposed establishment of a Department of Urban Studies and Planning at UC San Diego. I have reviewed the proposal and find this to be outstanding with great evidence and rational for the need for a new academic Department of Urban Studies and Planning within the Division of Social Sciences at UC San Diego. The proposed department builds on an excellent foundation of UC San Diego’s existing Urban Studies and Planning Program and will consolidate UC San Diego’s position as a major center of innovative research and teaching in the field of city and regional planning. The topics of focus are particularly interesting to faculty and students in Health Sciences (School of Medicine, School of Pharmacy and Pharmaceutical Science, and the proposed School of Public Health), including planning in environmental sustainability, transportation, the built environment for an aging society, and the context of cultural diversity. The transition to a Department will clearly strengthen existing research and educational programs that connect with Health Sciences, across our campus, and other UC systems. I anticipate that there will be excellent opportunities for cross-department joint faculty research and further academic program development partnerships with urban studies and planning. The faculty in this program engaged very well with others in the School of Public Health proposal development. There are likely to be opportunities to consider joint hires in the future and joint appointments. I am pleased to support this change to a Department. There will be new opportunities to co-develop initiatives with our Public Health faculty and students, especially around the challenges of linking public health with physical planning, place qualities and spatial justice (e.g. building cities for active living, aging in community, climate change adaptation).

Please feel free to contact me with any questions.

Sincerely,

Douglas Ziedonis
December 7, 2018

Dear Elizabeth:

I wish to express support for the proposed establishment of a Department of Urban Studies and Planning at UC San Diego. This move will strengthen existing research and educational programs that connect our campus to our region, and it will provide a firm foundation for future faculty research and further academic program development in urban studies and planning.

Additionally, this will help develop initiatives that bring Health Sciences and physical planning together to collaborate on programs such as healthy placemaking, nutrition and urban agriculture, design for active living, design for aging in community, and green infrastructure to deal with coupled environmental and health impacts of climate change.

I am pleased to support this change.

Please feel free to contact me with any questions.

Sincerely,

David A. Brenner, M.D.
Dear Executive Vice Chancellor Simmons:

We wish to express our support for the proposed establishment of a Department of Urban Studies and Planning at UC San Diego. This move will strengthen existing research and educational programs that connect our campus to our region, and it will provide a firm foundation for future faculty research and further academic program development in urban studies and planning. We are pleased to support this change.

Please feel free to contact me with any questions.

Sincerely,

Rafael Fernández de Castro, Ph.D.
Director, Center for U.S.-Mexican Studies
Professor, School of Global Policy & Strategy
December 13, 2018

Dear Executive Vice Chancellor Simmons:

The purpose of this letter is to address the proposal to establish a Department of Urban Studies and Planning at UC San Diego.

I am writing on behalf of the Board of Directors of the San Diego Section of the American Planning Association. The American Planning Association a national organization of professionals who are active in working together for better-planned communities. The San Diego Section of APA has over 700 members and is one of the most active Sections in the Nation. Our Section hosts a variety of activities directed to both new and experienced planners, providing members with the opportunity to expand their professional knowledge and connect with their peers. Many of our members are also members of the American Institute of Certified Planners (AICP), a unit of APA concerned with professional development, planning, education, standards of practice, and requirements for the certification of professional planners.

On behalf of the Board of Directors of the San Diego Section of the American Planning Association, I wish to express our support for the proposed establishment of a Department of Urban Studies and Planning at UC San Diego. This move will strengthen existing research and educational programs that connect UC San Diego to our region, and it will provide a firm foundation for future faculty research and further academic program development in urban studies and planning. It will also benefit future regional growth and development by placing UC San Diego at the forefront of addressing our compelling land use and built environment challenges by creating entrepreneurs and creative problem solvers to address important societal problems. We are pleased to support this change.

Please feel free to contact me with any questions.

Sincerely,

Rachel A. Hurst
Section Director
San Diego Section, American Planning Association
December 7, 2018

Dear Executive Vice Chancellor Simmons:

As members of the Urban Studies and Planning Program’s Real Estate and Development Advisory Board, we wish to express our great enthusiasm and support for the proposed establishment of a Department of Urban Studies and Planning at UC San Diego.

As a group, we represent a broad range of professional experts in the fields of real estate, architecture, planning, law, finance, and development. As such, we understand that this move will benefit future regional workforce development by placing UC San Diego at the forefront of addressing our compelling land use and built environment challenges by creating entrepreneurs and creative problem solvers to address important societal problems. We stand behind the Urban Studies and Planning and Real Estate and Development majors, and enrollment numbers show that students are eager to join the new real estate and development degree program. We anticipate that interest from the business and student communities will continue to grow with time, and we want to ensure that staff and faculty have the resources they need to become one of the premier Departments in the country.

This move will strengthen existing research and educational programs that connect UC San Diego to our region, and it will provide a firm foundation for future faculty research and further academic program development in urban studies, planning, real estate, and development.

We are pleased to support this change.

Sincerely,

Michael Johnson, AIA, NCARB
Design Principal, Carrier Johnson + CULTURE

William Ayyad
President & CEO, United Development Group Inc.

Paul Barnes ‘86
Division President, Shea Homes San Diego

Jerry Brand
Senior Managing Director - Development, Greystar
Marc Brutten '79  
*Founder and Executive Chairman, Westcore Properties*

Daniel Epstein  
*Founder and Chairman of the Board, ConAm Group*

Dan Feder  
*Founder and President, F & F Income Properties LLC*

Uri Feldman '92  
*President, Sunroad Holding Corporation*

Mark Gleiberman  
*CEO and President, MG Properties Group*

Jeffrey Graham  
*Executive Director - Real Estate, UC San Diego*

Alan Nevin  
*Director of Economic and Market Research, Xpera Group*

Dene Oliver  
*Chief Executive Officer, OliverMcMillan*

David Osias  
*Managing Partner, Allen Matkins*

Daniel Ryan  
*Co-Chief Investment Officer & Regional Market Director San Diego, Alexandria Real Estate Equities, Inc.*

Sue Reynolds  
*President and CEO, Community HousingWorks*

Roberto Walz  
*Founder and CEO, Walz Properties*
December 3, 2018

Dear Executive Vice Chancellor Simmons:

It is with great pleasure and enthusiasm that ULI San Diego – Tijuana offers support for the establishment of a Department of Urban Studies and Planning at the University of California at San Diego. UC San Diego is one of the most important education and research institutions in our region. The establishment will strengthen existing research and educational programs that connect UC San Diego to our region, and it will provide a firm foundation for future faculty research and further academic program development in urban studies and planning. It will also benefit future regional growth and development by placing UC San Diego at the forefront of addressing our compelling land use and built environment challenges by creating entrepreneurs and creative problem solvers to address important societal problems. We are pleased to support this change.

Please feel free to contact me with any questions.

Sincerely,

Heather Foley
Executive Director, ULI San Diego – Tijuana
December 3, 2018

Dr. Elizabeth Simmons  
Executive Vice Chancellor  
University of California, San Diego

Dear Executive Vice Chancellor Simmons:

We wish to express our support for the proposed establishment of a Department of Urban Studies and Planning at UC San Diego. This move will strengthen existing research and educational programs that connect UC San Diego to our region, and it will provide a firm foundation for future faculty research and further academic program development in urban studies and planning. It will also benefit future regional growth and development by placing UC San Diego at the forefront of addressing our compelling land use and built environment challenges by creating entrepreneurs and creative problem solvers to address important societal problems. We are pleased to support this change.

Please feel free to contact me with any questions.

Sincerely,

Karen Burges  
Executive Director  
NAIOP San Diego
Dean Padden has asked me to comment on the proposal to grant departmental status for Urban Studies and Planning. The proposal makes a cogent case that a leading UC campus, like UCSD, should have a program of research and teaching on the challenges of urbanization in the 21st Century. For a variety of reasons I doubt that a comparative late comer to this field, as we would be, is a good candidate for a School of City and Regional Planning, such as those at many of our top peers. These Schools have been undergoing frequent crises of identities (they have many varied parts) and financial stability that accompany programs at the scale of a full-blown school. However, a moderately sized department with a clear intellectual focus on how to differentiate its program has a good chance for success. The proposal for the UCSD department outlines a very interesting plan for differentiation.

A key part of the plan is to make two joint appointments –one with HDSI on data analytics and one with GPS on urban policy—at the Assistant Professor level to provide added credibility and resources for these thrusts of the department. This seems well advised. For our part I have discussed this possibility with GPS faculty at our fall retreat and the faculty endorsed the idea because they saw urban policy as a sound complement to our specializations in environmental policy and social policy. (While our MPP curriculum and faculty engage with several overlapping issues GPS does not think that it could provide a full substitute for the proposed Department’s offerings.) However, the faculty cautioned that it would want to look carefully at the search process, the plan for achieving tenure acceptable to both units, and the mentoring process. These are issues in any joint appointment, especially at the junior level. However, the special source of concern for my faculty is one that Dean Padden and the founding faculty will have to manage carefully. In the absence of a core set of tenured professors other than LSOEs it can be difficult to recruit and mentor new assistant professors with great potential. I know that Dean Padden is fully aware of this challenge and is taking steps to address it.

In short, the plan for departmental status is worthy. I endorse it. But, as with so many things, it requires careful oversight to assure proper implementation.
May 2, 2019

ELIZABETH SIMMONS
Executive Vice Chancellor

SUBJECT: Proposal to Convert the Urban Studies & Planning (USP) Program into an Academic Department within the Division of Social Sciences

Dear EVC Simmons,

The proposal to convert the Urban Studies & Planning Program into an academic department was distributed to standing Senate committees for review, and responses were received from the Educational Policy Committee, the Committee on Planning and Budget, Undergraduate Council, Graduate Council, and the Committee on Research. Senate Council discussed the proposal at its meeting on April 22, 2019, and unanimously endorsed the proposal. The proposal will be placed on the June 4th Representative Assembly agenda. Senate staff will follow up to identify a faculty member to present the proposal to the Representative Assembly.

Sincerely,

Robert Horwitz, Chair
Academic Senate, San Diego Division

Enclosures

cc: Maripat Corr, Vice Chair, San Diego Divisional Academic Senate
    Robert Continetti, Senior Associate Vice Chancellor
    Isaac Martin, Chair, Department of Sociology
    Carol Padden, Dean, Division of Social Sciences
    Ray Rodriguez, Director, Academic Senate Office
    Steve Ross, Associate Vice Chancellor – Resource Administration
April 15, 2019

ROBERT HORWITZ, Chair
Academic Senate, San Diego Division

SUBJECT: Response to COR questions on Proposal to Convert USP into an Academic Department

At its April 15, 2019, the Committee on Research (COR) discussed the response to COR’s concerns about how research within USP and across the university would benefit from this conversion.

The response adequately addressed our concerns and we now endorse the proposal to convert USP into an Academic Department.

Sincerely yours,
Adam Engler, Chair
Committee on Research

cc: M. Corr
A. Kehler
R. Rodriguez
March 18, 2019

ROBERT HORWITZ, Chair
Academic Senate, San Diego Division

SUBJECT: Proposal to Convert USP into an Academic Department

The Committee on Research (COR) discussed the proposal at our March 18th meeting. A summary of our discussion is provided below.

We noted that USP faculty currently span multiple departments, which we felt established its interdisciplinary nature in terms of research.

Beyond that conclusion, we found that there was insufficient information provided from a research perspective to determine whether or not to support the establishment of USP as an academic department. COR members agreed that the committee should request some input from potential USP departmental faculty as well as faculty from other departments on how research within USP and across the university would benefit from this conversion. A short response with the pros and cons on research would be sufficient; with that additional information, we would be happy to formulate a response on this conversion.

We thank you for the opportunity to review this proposal.

Sincerely yours,
Adam Engler, Chair
Committee on Research

cc: M. Corr
    A. Kehler
    R. Rodriguez
March 19, 2019

PROFESSOR ROBERT HORWITZ, Chair
Academic Senate, San Diego Division

SUBJECT: Proposal to Convert USP into an Academic Department

Dear Chair Horwitz,

The Undergraduate Council reviewed the proposal to convert the Urban Studies and Planning (USP) Program into an academic department at its March 8, 2019 meeting. The Council is supportive of the proposal. If the proposal to become an academic department is approved, there is likely to be an inevitable shift in research goals and demands for Urban Studies and Planning. We encourage USP to not lose the student-centered focus that the Program has been lauded for, even as research interests increase.

Sincerely,

John Eggers, Chair
Undergraduate Council

cc: A. Burr
    M. Corr
    T. Mallis
    R. Rodriguez
March 21, 2019

PROFESSOR ROBERT HORWITZ, Chair
Academic Senate, San Diego Division

SUBJECT: Proposal to Convert USP into an Academic Department

The Educational Policy Committee (EPC) reviewed the proposal to convert the Urban Studies and Planning Program (USP) into an academic department at its March 18, 2019 meeting. EPC supports the proposed establishment of a Department of Urban Studies and Planning, noting the expanded opportunities department-status would afford given the growth achieved as a program. If USP becomes a department, EPC encourages its faculty to engage other departments to further innovation in curriculum and research. For example, USP could explore topics related to urban education with the Department of Education Studies.

Sincerely,

Timothy Rickard, Chair
Educational Policy Committee

cc: M. Corr
    T. Mallis
    R. Rodriguez
March 22, 2019

ROBERT HORWITZ, CHAIR
Academic Senate, San Diego Division

SUBJECT: Proposal to Convert the Urban Studies & Planning (USP) Program into an Academic Department within the Division of Social Sciences

The Committee on Planning and Budget discussed the proposal to convert the USP Program into an academic department. The committee found the rationale for turning USP into a department to be persuasive, and plans for supporting it in terms of staff, faculty FTE and space are reasonable given the number of students they can be expected to draw.

In their plans for hiring, it makes sense for them to front-load the hiring of faculty 100 percent in USP and go a little slower on joint hires. One of the main reasons for the shift to department status is to make it possible to build strong connections to the discipline of City and Regional Planning, and that could be undercut by an early emphasis on joint hiring. The committee also suggested the creation of an advisory board once the department is created.

The committee endorsed the proposal to convert the USP Program into an academic department within the Division of Social Sciences.

Sincerely,

Steven Constable, Chair
Committee on Planning & Budget

cc: M. Carr
March 25, 2019

PROFESSOR ROBERT HORWITZ, Chair  
Academic Senate, San Diego Division

SUBJECT: Proposal to Establish Department of Urban Studies and Planning

At its March 11, 2019 meeting, the Graduate Council discussed the proposal to convert the Urban Studies and Planning Program (USP) into an academic department. As a program, Urban Studies and Planning has thrived with an innovative curriculum, a distinguished body of alumni, featured leading scholars, and contributions to interdisciplinary initiatives on campus and between UCs. Based on the success of the Program, the proposal makes a compelling case to convert USP to an academic department.

Council members did note that the commitment of resources seems open-ended. To ensure that USP has sufficient resources for conversion to a department, it would be helpful to articulate a more concrete plan specifying how resources for FTEs are allocated. In addition, it is not clear if there is an impact on departments whose faculty transfer their lines to USP.

Sincerely,

Sorin Lerner, Chair  
Graduate Council

cc: M. Corr  
T. Mallis  
R. Rodriguez
In response to a request of the Academic Senate Committee on Research, here is a brief list of outcomes for faculty research that may be expected from the conversion of the Urban Studies and Planning program to a Department of Urban Studies and Planning. We anticipate that the creation of a Department of Urban Studies and Planning will help UC San Diego do all of the following:

- **Recruit and retain a critical mass of faculty colleagues with expertise in planning and allied disciplines (such as architecture, geography, and urban policy).** The recruitment and retention of more senate faculty in urban studies and planning and allied disciplines is a matter of importance for many urbanists currently on faculty, who would value more potential collaborators with expertise and research qualifications in these fields. It is also an opportunity to expand the university’s research portfolio in an important field of scholarship. Urban studies and planning is a field with substantial scholarly impact. The following table reports the most recent H-5 index for the top peer-reviewed journals classified by Google Scholar as "urban studies and planning," alongside comparable statistics from Google Scholar's social science database for five other fields that are represented by departments at UC San Diego.

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Average H-5 index, top 5 journals indexed by Google Scholar</th>
<th>Average H-5 index, top 10 journals indexed by Google Scholar</th>
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<tr>
<td>History</td>
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<tr>
<td>Anthropology</td>
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<td>30.6</td>
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<td>Sociology</td>
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<td>Education</td>
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<td>Political Science</td>
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<td>48.4</td>
</tr>
<tr>
<td><strong>Urban Studies and Planning</strong></td>
<td><strong>58.8</strong></td>
<td><strong>51.5</strong></td>
</tr>
</tbody>
</table>
- **Provide operational support for research grants.** Over the past four years alone, faculty affiliated with the Urban Studies and Planning program have been Principal Investigators on research grants totaling more than $2 million. This is a larger research grant portfolio than many departments on campus. Because there is no Department of Urban Studies and Planning, faculty affiliated with the Urban Studies and Planning program have run these grants through a variety of other units—which is one reason why urban studies and planning is less visible as a research enterprise on campus than our collective track record would warrant.

- **Further increase our competitiveness for research funding in planning and closely related fields.** Major funders with research grantmaking portfolios in this area include the Annie E. Casey Foundation, the Department of Housing and Urban Development, the Environmental Protection Agency, the Ford Foundation, Freddie Mac, the MacArthur Foundation, the National Apartment Association, the National Association of Home Builders, the National Multifamily Housing Council, and the Robert Wood Johnson Foundation, among others. Many of these grantmakers explicitly favor university-community research partnerships. Faculty housed in a Department of Urban Studies and Planning may be expected to have an advantage over faculty proposing housing- or planning-related research grants from, say, a department of sociology, history, or communication. The establishment of a department would not only increase our research capacity, it would also *signal* our research capacity to funders.

- **Support faculty research with colloquia, seminars, and workshops.** A department would convene faculty in ways that stimulate research and increase opportunities for collaboration. A particularly important example of the value of such programming is the 2018-2019 Sawyer Seminar on “Claiming the City.” This Mellon-Foundation funded seminar has made clear just how many faculty across UC San Diego work on issues related to urbanism, design, architecture, and planning—with meetings drawing the participation of at least fourteen senate faculty, from departments including Anthropology, Communication, History, Linguistics, Literature, and Sociology. It has introduced UC San Diego faculty to each other, has created opportunities for them to present their research in progress, and has welcomed leading urbanists from other universities to present cutting-edge scholarship. The seminar expires at the end of this academic year; but a Department of Urban Studies and Planning would provide ongoing support for speaker series, workshops, and other forms of intellectual exchange that could fulfill similar functions. Such programming sustains the research productivity of the urbanists on our faculty.

- **Support international research collaborations.** Faculty members affiliated with the Urban Studies and Planning program have numerous professional relationships and strategic partnerships with institutions and colleagues in Canada, Mexico, England, France, Germany, Italy, Switzerland, Taiwan, and Japan. These are relationships that could be further expanded, and could subsequently evolve into research agendas and opportunities to secure grants from international sources. The
operational support of a department would be a very helpful anchor for such partnerships.

- **Create the possibility of developing graduate programs.** The research capacity of faculty in the field of urban studies and planning would be enhanced by opportunities to work with graduate students who are trained in the field. The creation of a Department of Urban Studies and Planning would make it possible to propose graduate programs that could, in turn, enhance the reach of faculty research.

- **Advance the field of planning by enhancing research on the San Diego-Tijuana metropolitan region.** Faculty affiliated with the Urban Studies and Planning program already receive many research requests from local jurisdictions and community-based organizations in our region—including many more requests to collaborate on grants and research projects than our campus currently has capacity to meet. A Department of Urban Studies and Planning would increase our capacity to respond to these opportunities, and would allow our research faculty to contribute in substantive ways to regional problem-solving in areas such as housing policy and homelessness, transportation infrastructure, urban design and healthy placemaking, resilience planning, and local community development. Our cross-border metropolitan region also poses unique intellectual and scientific challenges that other metro areas are only beginning to face, and we anticipate that investing in research on the planning challenges of our region will also create an opportunity for our university to advance the field of urban studies and planning as a whole.

Many of the things that this department would do for research are the same things that any department does for research. Departments bring faculty together, and enable us to achieve more collectively than we could do in isolation.

There is no directly competing department already on our campus. Many UC San Diego faculty are already attracting research resources to the university for research in urban studies and planning. Faculty could attract even more resources and do that research even better if we had the support of a dedicated Department of Urban Studies and Planning.
April 2, 2019

TO: Robert Horwitz, Chair
    Academic Senate

VIA: Elizabeth Simmons, EVC
    Academic Affairs

RE: Additional information regarding faculty appointments in the proposed Urban Studies and Planning Department

The Graduate Council has asked for clarification regarding faculty resources for the proposed Urban Studies and Planning Department. I have prepared below an answer, in response to the following:

*Council members did note that the commitment of resources seems open-ended. To ensure that USP has sufficient resources for conversion to a department, it would be helpful to articulate a more concrete plan specifying how resources for FTEs are allocated. In addition, it is not clear if there is an impact on departments whose faculty transfer their lines to USP.*

This is a matter to which we have devoted considerable attention and planning. There are at least two ways of acquiring faculty in a new department; there are models for both within the Social Sciences. Cognitive Science was formed by a core of ladder rank faculty from several departments who moved their appointments to the new entity. My predecessor, Prof. Jeff Elman moved his appointment from Linguistics to Cognitive Science, along with other faculty who moved from Psychology, Sociology and Anthropology. A different group of faculty maintained their appointments but became affiliates in the department. These were faculty from Computer Science, Philosophy, Electrical Engineering, Neurosciences and Psychiatry.

The model we are following for USP’s conversion is modeled on Education Studies. EDS was first a program for awarding teaching certificates in the state of California. It had a number of lecturers and LSOEs along with affiliate faculty from different departments including Anthropology, Sociology, Economics and Communication. It was an apprentice-based training program supported by education researchers across campus who kept their appointments in their respective departments. A long-time Director of the program was a Senior LSOE (Randy Souviniey). As the program started to expand, it became clear it needed to convert to department status. They were able to hire ladder-rank faculty at 100% in Education Studies even though they were still a program. Professors Amanda Datnow and Alan Daly were both hired before EDS became a department. Prof. Datnow led the program’s proposal for conversion to department status, which was granted in 2011, and then became its first Chair.

We cannot hire any LRF into USP now, since Bylaw 55 requires Academic Senate approval for programs to hire ladder-rank faculty of their own. Unlike Cognitive Science, EDS did not staff their current faculty from affiliate LRF who had transferred their appointments to EDS. The current LRF in the department are all new hires made internally.
We have a commitment from a senior faculty member to transfer their appointment to USP once department status is awarded; this person will be the proposed department’s inaugural chair. We also expect the current director of USP who holds a LSOE appointment in the Communication Department to transfer his appointment to USP. We may have other transfers, but at this time, no one else has informed me they would like to transfer. We will grow the department similarly to EDS: starting with a transferred senior LRF appointment, a transferred LSOE, 2 new LRF positions (provided by the Dean), and 2 new LSOE appointments. One of the new LRF positions will be split in half, one-half to be shared with Data Science and another half with Global Policy and Strategy. The latter joint hires will bring expertise and buy-in from partners most closely aligned with the goals of the new department: to train students in data science for urban metrics, and in urban policy. Additional faculty lines will be added commensurate with the growth of the department. I have always put resources behind (rather than in front of) growth in the division, a practice I use for all departments and programs in the division. It is my expectation that as USP adds majors, additional faculty lines will come to the department. For those departments that have faculty transferring into USP, if they are stable or growing, then they will have growth FTE.

I am advising steady growth for the new department, modeled after EDS which added a Ph.D program 4 years after the department was established, and this fall, an undergraduate program, fully 8 years later. After steady hiring over 8 years, they now have enough LRF to support an undergraduate program, a stand-alone state-supported masters’ in Teaching and Learning, an educational leadership Ed.D program and a research-based Ph.D program.

I would be pleased to answer more questions if you wish.

Sincerely,

Carol Padden
Dean, Division of Social Sciences

Cc: Robert Continetti
Steve Ross
At its April 8, 2019 meeting, the Graduate Council approved a proposal from the Department of Electrical and Computer Engineering for the establishment of a new major field of study leading to a M.S. or Ph.D. degree in Electrical Engineering (Medical Imaging). Students pursuing the Medical Imaging major field must satisfy all degree requirements for an M.S. or Ph.D. in Electrical Engineering and complete required coursework in medical imaging.

The Council is supportive of this academic endeavor and recommends that the Representative Assembly approve the proposal.

Sorin Lerner, Chair
Graduate Council

The complete proposal is available for review: https://senate.ucsd.edu/media/360364/ece-proposed-ms-and-phd-program-area-in-medical-imaging.pdf

Executive Summary

The Department of Electrical and Computer Engineering in the Jacobs School of Engineering proposes to add a new major field of graduate study for M.S. and Ph.D. students in Medical Imaging implemented through collaborations between the Department of Electrical and Computer Engineering (ECE) and the Department of Radiology. This major will be available to graduate students enrolled in the ECE Department. The Department has also been working collaboratively on course offerings with the Bioengineering Department where a graduate major in Medical Imaging between the Bioengineering Department and the Radiology Department will be offered to bioengineering students.

The Department proposes to create this graduate major in the ECE Department for M.S. and Ph.D. students because imaging techniques have been playing an increasingly important role in medicine, for both research and clinics. New and sophisticated imaging modalities for in-vitro and in-vivo applications have been transferred from research laboratories to clinics rapidly to transform medicine. Such developments are fueled by the emerging fields of data sciences, machine learning, and artificial intelligence, making medical imaging an increasingly important area with growing job opportunities and economic significance, especially to students in electrical and computer engineering.

Today dozens of medical imaging techniques are used to allow high resolution visualization of cells, tissues and organs to help diagnosis and guide treatments. The field is progressing rapidly and creating many job and career opportunities for our students. However, our current academic programs do not offer the optimal training to prepare our graduate students for the growing opportunities in medical imaging. Although the ECE Department has multidisciplinary curricula tailored to biomedical imaging under the umbrella of medical devices and systems, the scope is rather limited and unable to provide the depth and breadth of domain knowledge we would like our students to possess.
REPORT OF THE GRADUATE COUNCIL

At its May 13, 2019 meeting, the Graduate Council approved a proposal for the establishment of the PhD specialization in Critical Gender Studies in the Departments of Education Studies, Music, and Visual Arts. Students in this specialization must satisfy all degree requirements for a PhD in their home program and complete a series of courses related to critical gender studies. The PhD Specialization in Critical Gender Studies was approved in 2016 and there are currently eight participating programs. The Council is supportive of expanding the specialization to include students from the PhD programs in Education Studies, Music, and Visual Arts and recommends that the Representative Assembly approve the proposal. The following degree titles will be established:

- PhD in Music with a Specialization in Critical Gender Studies
- PhD in Education with a Specialization in Critical Gender Studies
- PhD in Art, Theory and Criticism with a Specialization in Critical Gender Studies
- PhD in Art, Theory and Criticism with a Concentration in Art Practice and a Specialization in Critical Gender Studies

Sorin Lerner, Chair
Graduate Council

The complete proposal is available for review: https://senate.ucsd.edu/media/361876/cgs-proposal-to-add-participating-departments-to-cgs-phd-specialization.pdf

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Executive Summary

The Critical Gender Studies Program (CGS) proposes to add three additional Ph.D.-granting departments—Education Studies, Music, and Visual Arts—to the eight departments currently participating in the graduate specialization offered through the Critical Gender Studies Program.

The reasons for making the graduate specialization available to Ph.D. students in Education Studies, Music, and Visual Arts include 1) both Ph.D. students and faculty in these departments have expressed strong interest in participating in the CGS graduate specialization; 2) Each of these departments include areas of research in which gender and sexuality studies play an important critical and methodological role, and students in these departments would greatly benefit from advanced, specialized training; 3) there are faculty in each of these departments who are already active contributors to the Critical Gender Studies Program, and these faculty would benefit from stronger intellectual and pedagogical connections between their home departments and CGS.

The proposed changes are minimal:

1. The CGS graduate specialization currently is available to Ph.D. students already admitted to UCSD and enrolled in the following departments: Anthropology, Communication, Ethnic Studies, History, Literature, Psychology, Sociology, and Theater and Dance. These departments would remain participants in the CGS graduate specialization, and would be joined by the departments of Education Studies, Music, and Visual Arts. Students enrolled in the Ph.D. program in Education, the Ph.D. program in Music (all emphases), the Ph.D. program in Visual Arts—Art
History Theory and Criticism and the Ph.D. program in Visual Arts—Art Practice would now be able to apply and be admitted to the graduate specialization.

2. Selected graduate courses in the departments of Education Studies, Music, and Visual Arts will be added to the list of affiliate seminars that can be taken to fulfill the specialization’s requirement of three graduate electives. A provisional list of these courses appears in the “Curricular Requirements” section of this proposal. At the time of the CGS graduate specialization’s creation, each participating department submitted a letter or statement of support with our original proposal, agreeing that their Ph.D. students would be able to pursue a specialization in Critical Gender Studies. A written statement from each of the proposed additional departments is included among the supplementary materials of this proposal.

With the approval of the Graduate Council, we anticipate these changes being in place and effective by Fall Quarter, 2019.