PROPOSAL FOR AN EIGHTH UNDERGRADUATE COLLEGE AT UC SAN DIEGO

MAY 11, 2020
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Background and Process

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

The Board of Regents approved the establishment of Seventh College in June 2019. Over the past several months, the Seventh College staff and faculty structures have been under development. There is now a founding provost, college faculty, an executive committee, deans of academic advising and student affairs, among other staff. Searches are underway for other key staff. Seventh College is well situated to welcome its inaugural class in Fall 2020. The process for establishing Seventh College was guided by the Compendium: Universitywide Review Processes for Academic Programs, Academic Units, & Research Units. This process included both pre-proposal and full proposal stages – each vetted by the Divisional Senate, System-wide Senate, and the Office of the President. In a letter dated November 30, 2018, Provost Michael Brown granted a request to waive the pre-proposal stage for Eighth College because such a proposal – which establishes the need for a new college – would be very similar to the Seventh College pre-proposal. Provost Brown had several comments on the Seventh College pre-proposal, which were addressed in the full proposal. The letter waiving the pre-proposal is included in Appendix A.

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

In addition to the general education framework, the proposal includes the workgroup’s recommendation for a college theme.
Given a projected start date of Fall 2023, the workgroup charge outlines a tentative timeline, summarized here:

Timeline for Establishing Eighth College

Winter 2020
- Eighth College Proposal Workgroup is charged.
- The workgroup submits an Eighth College full proposal to the EVC.

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

Summer/Fall 2020
- The Academic Plan workgroup prepares the Eighth College Academic Plan.
- The full proposal is reviewed by UC Senate standing committees and is approved by the UC Academic Council.
- The UC President approves the proposal.
- The UC Regents approve the proposal.

Winter 2021
- The Eighth College Academic Plan, which details the college’s theme, philosophy, organizational structure, general education/degree requirements, and faculty deployment, is submitted to the Senate Chair.
- The Educational Policy Committee and the Committee on Planning and Budget review the plan and submit their comments to the Undergraduate Council, which serves as the lead reviewer of the Academic Plan.

Spring 2021
- The Senate Council discusses the Academic Plan and, if endorsed, places it on the Representative Assembly meeting agenda.
- The Representative Assembly approves the Academic Plan.
• The administration establishes Eighth College.

Summer 2021
• The Eighth College faculty develops a proposal for the implementation of the Academic Plan.
• The faculty drafts the college by-laws and senate regulation.

Fall 2021
• The Undergraduate Council approves the implementation proposal.
• The Undergraduate Council reviews the Eighth College senate regulation.
• The Committee on Rules and Jurisdiction reviews the by-laws and senate regulation.
• The Senate Council places the by-laws and senate regulation on the Representative Assembly meeting agenda.
• The Representative Assembly approves the Eighth College bylaws and Senate regulation.

2021-2023
• Eighth College provost is appointed.
• Eighth College staff is hired.
• Students apply for admission to Eighth College (for Fall 2023).

Fall 2023
• Eighth College inaugural class arrives.

A. Need for an eighth college and fit within the UC system and within the segments
The enrollment pressures that provided strong motivation for a Seventh College are also behind the need for an eighth college. While UC San Diego’s steady state has been projected at 32,000 undergraduate students by 2035, unprecedented yield in the past several years has our campus currently at over 30,000 undergraduates. Thus, the 2035 target is almost a reality in 2020. Each of our current six colleges has enrollments over 5,000. Without additional colleges, college enrollments would grow to over 5,300 students apiece, which would severely impact our ability to serve student needs. Indeed, at 5,000 per college, resources are severely taxed and this affects the student experience. Figure 1 shows the increase in enrollment over the past eight years:
Figure 1

Total UC San Diego Campus Fall Enrollment Headcount (2012-2019)

Note: The number of graduate students excludes medical and pharmacy residents
Source: UC San Diego Campus Office of the Registrar
http://ir.ucsd.edu/third-week/index.html

Colleges feel the strain of enrollment pressures in all areas: advising, student affairs, housing, and in the delivery of their general education programs. Furthermore, the colleges have maximally used available space. This means that even if we were to devote more staff resources to the existing colleges, we would have to produce additional space – either off-site, leading to a diminished student experience, or by building new office space. Furthermore, new staff would add to the already considerable supervisory duties associated with the deans of advising and of student affairs positions. In terms of housing, even at 4000 students, the existing colleges cannot fully accommodate all lower-division students. If the colleges grew to 5,300 students, they would only be able to guarantee one year of housing. In other words, increasing the population of each of the existing colleges to accommodate the projected 32,000 students would inevitably diminish the student experience. Instead, a plan that explores smaller additions to existing college housing and follows the establishment of Seventh College with an eighth college would allow us to improve services for all students.

Operational experience related to the realities of accomplishing administrative functions, academic advising, student affairs advising, student programming, housing, and dining within a college’s physical footprint all point to 4,000 as a goal for the number of students per college. The establishment of Seventh and Eighth Colleges represents an essential feature of the campus’ long-range development plan to create a unique residential and academic experience for our
undergraduates. Our campus Strategic Plan includes a commitment to create a student-centered university; new colleges are essential to achieve this.

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

As a result of rapid student growth and unprecedented housing demand, creative measures have been necessary to provide additional student on-campus housing. The campus currently houses 11,749 undergraduate students (9,420 in colleges and 2,329 in non-college transfer student housing). The design capacity of the residential areas in the six colleges is 7,515, leading to an over-capacity variance of 1,905. Furthermore, 2210 lower-division students are housed outside their colleges – either in the transfer student housing facility or in other colleges. This clearly undermines the goals of a residential college experience. The long-term goal is to allow for decompression of existing housing while balancing out total student enrollment to about 4,000 per college; this allows for increasing the percentage of students housed per college and allows almost all lower-division students to be housed in their own college, with minor spill over to contiguous colleges. Details of this plan are discussed in Section C.

From the above it should be clear that the need for an eighth college is based both on enrollment growth and our Strategic Plan’s commitment to being a student-centered public university. UC San Diego is one of the UC campuses that has growth capacity, which is why we expect to add at least 2,000 new undergraduates in the coming years. Given that our undergraduate college system is a key framework through which we support students’ learning and development, adding a eighth college would allow us to manage this enrollment growth in a way that ensures student success. It will not only enable us to admit more students but to contribute to system-wide efforts to make the full benefits of a UC education available to California’s students and boost degree attainment. In other words, the college system at UC San Diego is one of the signature ingredients for the quality of the overall undergraduate educational experience on campus and the development of additional colleges will preserve and enhance that experience even as our enrollment grows.

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

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

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

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

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

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

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

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

In this context, the notion of ‘engagement’ entails that students will develop an understanding of their own identities vis à vis broader communities. Through the program’s interdisciplinary content, students will be able to engage in areas that are of community relevance. Here, ‘community’ is broadly construed, ranging from dimensions intrinsic to a student’s own experience and then expanding to much broader and new connections beyond.

Areas of engagement may be multi- and inter-disciplinary and potentially align with social sciences, arts, humanities, and STEM fields. As detailed below, the general education curriculum is designed to lead to significant experiential, community-based inquiry. Importantly, the curriculum equips students with the tools to conduct community-based inquiry in an equitable manner; we emphasize that the goal is to partner with communities.

**ii. Approaches to General Education**

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

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

Under the required course approach, students are required to take prescribed courses as 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 year students; these combine two quarters of intensive writing with specific thematic content, as well as subsequent quarters with specific content. In several cases, the core sequences are closely aligned with the college theme.

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

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

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

iii. Structuring General Education

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

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

The challenge before us is to scale a program to serve the approximately 4,000 students in Eighth College. Furthermore, if general education is to be included throughout the academic career, all Eighth College students will be simultaneously engaged in some form of general education at any given time. Since UC San Diego often cites our college system as embedding liberal arts
colleges in a large R1 research university – we should embrace the challenge of designing the above practices into a college’s general education program. The following section describes our proposed framework for accomplishing this ambitious goal.

iv. UC San Diego General Education Guidelines
We begin with general education guidelines that have been approved by the Divisional Academic Senate. All current colleges’ general education curricula are consistent with this framework:

Guidelines for College General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>BA/BS in Arts and Sciences</th>
<th>BS in Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Number of Courses for a college’s general education (GE) requirement</strong></td>
<td>At least 14 4-unit courses</td>
<td>At least 12 4-unit courses</td>
</tr>
<tr>
<td><strong>Limit on Overlapping Courses with a Major</strong></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><strong>Breadth Requirement</strong></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 to fulfill this requirement</td>
<td>• Writing program sequence will count as one area outside the student’s major to fulfill this requirement</td>
</tr>
<tr>
<td></td>
<td>• Must require graduates to meet minimal requirements in Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences</td>
<td>• Must require graduates to meet minimal requirements in Humanities/Fine Arts, Social Sciences, and Mathematics/Natural Sciences</td>
</tr>
<tr>
<td><strong>Writing Requirement</strong></td>
<td>At least 5 courses (including GE and courses in the major) must require writing a paper or papers.</td>
<td>At least 5 courses (including GE and courses in the major) must require writing a paper or papers.</td>
</tr>
<tr>
<td><strong>College Requirements</strong></td>
<td>Optional: Specify more than these minimum requirements and/or require certain course sequences or course distributions, as long as they are consistent with the above four requirements</td>
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</tr>
</tbody>
</table>
General Requirements for an undergraduate degree:

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

v. Seventh College: Alternatives and Synthesis

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

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

vi. Eighth College: Engagement & Community

The general education framework for Eighth College follows the basic outline of the Seventh College curriculum. Based on a college theme of Engagement & Community (see College Theme, above), the Eighth College curriculum engages students through a series of four college engagement courses: three lower-division and one upper division experiential, project-based course. These courses emphasize engagement in interdisciplinary approaches to areas of relevance to the local communities and beyond. These four college-based courses are supplemented with nine curated alternative courses from arts, humanities, social sciences, natural, sciences, and quantitative reasoning.

a. Alternatives

As in many alternatives-oriented general education programs, the diverse modes of inquiry and liberal arts content will come from courses taken in academic departments and chosen from a variety of fields – e.g., Arts, Humanities, Social Sciences, Natural Sciences, and Quantitative Reasoning. To ensure intellectual coherence and depth, while retaining sufficient selection to guarantee course availability, these courses will be carefully curated around the college’s intellectual theme. These are distributed as two courses in the first four fields and one in quantitative reasoning. As is currently the case in other colleges, some overlap between alternatives courses and courses taken in the major can effectively reduce the number of alternatives students take beyond other coursework. It is worth emphasizing that this would
apply equally for all students, regardless of major, and all students would achieve similar breadth, regardless of whether some of the breadth comes from the major versus general education alternatives. An additional benefit of allowing some overlap comes from students who branch into new majors due to their alternatives exploration. Finally, students will be encouraged to take alternatives courses throughout their academic careers – at a rate of approximately two per year.

We emphasize the importance of curating these courses so they connect meaningfully to each other and to the engagement courses. As was the case with Seventh College alternative courses, departments are invited to develop courses tailored to these requirements, allowing the college to design a coherent inter-departmental curriculum that emphasizes, among other things, writing, critical thinking, foreign language and cultures, and historical and multicultural understanding. While students may explore these areas through a variety of alternatives curricula, it is important that these curricula be structured and coherent. It is also important to create sufficient courses and availability to accommodate all participating students.

b. Engagement Courses

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

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

Year 1, Fall Quarter: Engagement 1, Foundations of Engagement. This course introduces interdisciplinary approaches to engagement in community-based work. It will emphasize critical reading and use of sources.

Year 1, Winter or Spring Quarter: Engagement 2, Challenges in Community Engagement. This writing-intensive course will survey a number of community-based areas of inquiry with an eye to interdisciplinary approaches to meeting specific challenges. The curriculum will emphasize a variety of approaches that bring together aspects of STEM, Humanities, Arts (in particular, ‘Art as Action’), Social Sciences, and Systems Theory. Students will engage in a variety of writing activities in which they critically make use of source materials.

Year 2, Multiple Quarters: Engagement 3, Challenges in Working for Change. This writing-intensive course is preparation for the upper-division project. It allows students to examine their role in society, in their communities, and in the campus and surrounding areas. Topics will
include self-awareness, wellness, empathy, and community work. The goal is that students, upon completion, will have the necessary background to engage in a community-based project, which will be the topic of a research paper.

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

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

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

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

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

The concept of well-being is motivated by a growing need in students (as well as faculty/staff) to understand who they are, as well as their relationship to others. The past decade has seen a marked increase in the number of students experiencing loneliness, depression, and anxiety. A World Health Organization study of 19 colleges and universities between 2014 and 2017 found that 35% of students screened positive for a common lifetime disorder (Auerbach, et. al. 2018). An even more recent study surveyed 177,000 U.S. undergraduates between 2007 and 2018, finding a 77% increase in moderate to severe depression (from 23.2% to 41.1%) and a 92% increase in moderate to severe anxiety (from 17.9% to 34.4%) (Duffy, Twenge, and Joiner, 2019).

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

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

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

- Specific courses treating well-being can be included in the list of alternatives courses, satisfying general education requirements.
- The engagement courses can incorporate well-being it the curricula. This ties in with the scaffolding that these courses provide that leads to the community projects.
The college theme not only informs the nature of general education, but also provides an ethos that underpins co-curricular programming. Given the crucial connection between well-being and the Engagement & Community theme, co-curricular programming, including student organizations, can provide further focus on the notion of self, community, and service. In addition, the newly formed Sanford Institute for Empathy and Compassion is eager to partner with Eighth College in this important area.

e. Transfer Students

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

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

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

vii. Equity, Diversity, and Inclusion

UC San Diego has made significant progress in creating an equitable, diverse, and inclusive campus. Our campus is an emerging Hispanic Serving Institution; we expect to achieve Hispanic Serving Institution status in a few years. A Vice Chancellor’s office for Equity, Diversity, and Inclusion was established in 2012 and has been instrumental in leading efforts related to the student experience and faculty recruitment. Student Affairs has established an Office for Student Retention and Success. Nevertheless, there is still considerable work to be done, including increasing recruitment of African-American and Native-American students; continuing efforts to diversify the faculty cohort; and addressing attainment gaps that exist between underrepresented students and others. The undergraduate colleges have collaborated with other campus units in several efforts related to equity, diversity, and inclusion; for example:
• Resident Assistants undergo equity-minded training.
• Colleges partner with Student Affairs in the Success Coach Program and in advising Chancellor’s Associates Scholars (this latter is a scholarship program designed to increase diversity).
• Several of the colleges have identity-based living and learning communities
• All of the colleges contribute to the Summer Bridge Program.
• The colleges are adopting equity-informed recruitment processes for staff positions.

Eighth College will similarly be expected to make equity, diversity, and inclusion a significant priority.

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

viii. Sample Curricula and Four-Year Completion Plans
The following summarizes the proposed Eighth College general education framework, consisting of alternatives and engagement courses.

Incoming first-year students

Alternatives

Two courses each from pre-curated selections from:
• Arts
• Humanities
• Social Sciences
• Natural Sciences

One course in:
• Quantitative Reasoning

Engagement Courses:
• Engagement 1 - Foundations of Engagement
• Engagement 2 - Challenges in Community Engagement (writing intensive)
• Engagement 3 - Challenges in Working for Change (writing intensive)
• Engagement 120 - Community Project
Year 1: 2-3 alternatives, Engagement 1 & Engagement 2

Year 2: 2-3 alternatives, Engagement 3

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

**Incoming transfer students**

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

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

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall (13 units)</th>
<th>Winter (13 units)</th>
<th>Spring (13 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
</tr>
<tr>
<td></td>
<td>Engagement 1 (4)</td>
<td>Engagement 2 (4)</td>
<td>Elective (4)</td>
</tr>
<tr>
<td>Year 2</td>
<td><strong>Fall (13 units)</strong></td>
<td><strong>Winter (16 units)</strong></td>
<td><strong>Spring (16 units)</strong></td>
</tr>
<tr>
<td></td>
<td>Language Req. (5)</td>
<td>LIGN Elective (4)</td>
<td>LIGN Elective (4)</td>
</tr>
<tr>
<td></td>
<td>LIGN 101 (4)</td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
</tr>
<tr>
<td></td>
<td>Elective (4)</td>
<td>Elective (4)</td>
<td>Engagement 3 (4)</td>
</tr>
<tr>
<td></td>
<td>Elective (4)</td>
<td>Elective (4)</td>
<td>Elective (4)</td>
</tr>
<tr>
<td>Year 3</td>
<td><strong>Fall (16 units)</strong></td>
<td><strong>Winter (16 units)</strong></td>
<td><strong>Spring (16 units)</strong></td>
</tr>
<tr>
<td></td>
<td>LIGN Elective (4)</td>
<td>LIGN 111 (4)</td>
<td>LIGN 120 (4)</td>
</tr>
<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>Engagement 120 (4)</td>
</tr>
<tr>
<td></td>
<td>Elective (4)</td>
<td>Elective (4)</td>
<td>Elective (4)</td>
</tr>
<tr>
<td>Year 4</td>
<td><strong>Fall (16 units)</strong></td>
<td><strong>Winter (16 units)</strong></td>
<td><strong>Spring (16 units)</strong></td>
</tr>
<tr>
<td></td>
<td>LIGN Elective (4)</td>
<td>LIGN 121 (4)</td>
<td>LIGN 130 (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
<td>LIGN Elective (4)</td>
</tr>
<tr>
<td></td>
<td>Elective (4)</td>
<td>Elective (4)</td>
<td>Elective (4)</td>
</tr>
<tr>
<td></td>
<td>Elective (4)</td>
<td>Elective (4)</td>
<td>Elective (4)</td>
</tr>
</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 Alternatives and Capstones general education framework, with room for both major requirements and a significant number of electives (which could be used for a minor or towards a double major).

On the other extreme, we created a four-year plan for Bioengineering, which has significant lower-division requirements and 82 units of upper-division requirements. By allowing overlap between major requirements and GE alternatives in quantitative and natural science areas, these students would take only six separate GE alternative courses (one of which could overlap with the campus DEI requirement) and the four engagement courses:

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall (16 units)</th>
<th>Winter (18 units)</th>
<th>Spring (18 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 20A (4)</td>
<td>MATH 20B (4)</td>
<td>MATH 20C (4)</td>
</tr>
<tr>
<td></td>
<td>CHEM 6A (4)</td>
<td>CHEM 6B (4)</td>
<td>PHYS 2B (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>PHYS 2A (4)</td>
<td>PHYS 2BL (2)</td>
</tr>
<tr>
<td></td>
<td>Engagement 1 (4)</td>
<td>BENG 1 (2)</td>
<td>BILD 1 (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>Engagement 2 (4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall (18 units)</th>
<th>Winter (20 units)</th>
<th>Spring (16 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 20D (4)</td>
<td>MATH 18 (4)</td>
<td>MATH 20E (4)</td>
</tr>
<tr>
<td></td>
<td>PHYS 2C (4)</td>
<td>BENG 140A (4)</td>
<td>MAE 3 (4)</td>
</tr>
<tr>
<td></td>
<td>PHYS 2CL (2)</td>
<td>MAE 140 (4)</td>
<td>BENG 100 (4)</td>
</tr>
<tr>
<td></td>
<td>CHEM 7L (4)</td>
<td>MAE 8 (4)</td>
<td>BENG 140B (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative/DEI (4)</td>
<td>Engagement 3 (4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall (16 units)</th>
<th>Winter (16 units)</th>
<th>Spring (13 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MAE 107 (4)</td>
<td>BENG 112A (4)</td>
<td>BENG 187A (1)</td>
</tr>
<tr>
<td></td>
<td>BENG 110 (4)</td>
<td>BENG 130 (4)</td>
<td>BENG 103B (4)</td>
</tr>
<tr>
<td></td>
<td>MAE 170 (4)</td>
<td>BENG 186B (4)</td>
<td>BENG 112B (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td>GE Alternative (4)</td>
<td>BENG 172 (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall (16 units)</th>
<th>Winter (12 units)</th>
<th>Spring (13 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BENG 187B (1)</td>
<td>BENG 187C (1)</td>
<td>BENG 187D (1)</td>
</tr>
<tr>
<td></td>
<td>BENG 122A (4)</td>
<td>BENG DE (3)</td>
<td>BENG 125 (4)</td>
</tr>
<tr>
<td></td>
<td>MAE 150 (4)</td>
<td>Tech Elective (4)</td>
<td>Tech Elective (4)</td>
</tr>
<tr>
<td></td>
<td>BENG DE (3)</td>
<td>Engagement 120 (4)</td>
<td>BENG 186A (4)</td>
</tr>
<tr>
<td></td>
<td>GE Alternative (4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Due to greater required lower- and upper-division units, this is a more challenging plan to finish in four years. There are four quarters with more than 16 units (18, 18, 18, and 20). However, if we compare this with other colleges, we find that the same major is, overall, similarly challenging:
ix. Conclusion
The framework proposed here combines aspects of both the required course and alternatives models, but frames the required courses into engagement courses that promote interaction between the alternatives, major, DEI, and other coursework. The engagement courses are unified in their emphasis on using interdisciplinary perspectives to provide scaffolding towards a final community-based project; these include two writing-intensive courses. This framework is aligned with the college theme (Engagement & Community) and incorporates aspects of sustainable well-being as part of the scaffolding that promotes awareness of identity with respect to community.

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

The general education program will be led by a Teaching Professor (L[P]SOE) appointee. The instruction will be supported by this Teaching Professor, an academic coordinator/Unit 18 lecturer (1 FTE), Senate faculty assigned from current departments (~10 courses), and Graduate Teaching Assistants (estimated at 13.25 FTE). The budget for these positions is reflected in the college program section of the multi-year budget plan. More detail regarding instructional staff, including faculty and teaching assistants, is presented in Appendix C; the campus is committed to funding at the level that is needed to staff the college’s general education program.

The college program director is the only Senate faculty appointment in the college (the provost retains departmental affiliation, with an administrative position in the college). Other faculty, whose primary appointment is in another unit (e.g. a department), nevertheless have college affiliations. Every General Campus faculty member, and some in Health Sciences and the Scripps Institution of Oceanography, is associated with one of the undergraduate colleges. As new faculty are recruited to campus, the Council of Provosts (currently the seven college provosts) assigns them to one of the colleges, balancing various factors – e.g., diversity,
disciplinary breadth, and alignment with the college theme. Over the next two academic years, we will invite existing faculty to join Eighth College; we will also begin to assign new faculty to the college.

b. Staff

Outside of the Dean of Student Affairs and the Dean of Academic Advising, no additional staff FTE are required due to the creation of the College. The staff resources from the current Colleges will shift to Eight College in proportion to the students as the workload shifts. At steady state we expect approximately 30 staff FTE in Eight College. The staff would be phased in as the incoming students are added reaching a steady state in four years. The following is a typical organizational chart for an undergraduate college:

Figure 2

ii. College Facilities

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

**Figure 3**

<table>
<thead>
<tr>
<th>Location</th>
<th>2019-20 Enrolled</th>
<th>2019-20 Housed</th>
<th>Percentage</th>
<th>Design Capacity</th>
<th>Variance</th>
<th>Future Enrolled</th>
<th>Future Housed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revelle</td>
<td>5,168</td>
<td>1,774</td>
<td>34%</td>
<td>1,400</td>
<td>372</td>
<td>4,000</td>
<td>1,700</td>
<td>43%</td>
</tr>
<tr>
<td>Muir</td>
<td>5,250</td>
<td>1,441</td>
<td>27%</td>
<td>1,230</td>
<td>214</td>
<td>4,000</td>
<td>1,630</td>
<td>41%</td>
</tr>
<tr>
<td>Warren</td>
<td>5,251</td>
<td>1,797</td>
<td>34%</td>
<td>1,300</td>
<td>497</td>
<td>4,000</td>
<td>1,600</td>
<td>40%</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>5,000</td>
<td>1,503</td>
<td>30%</td>
<td>1,230</td>
<td>271</td>
<td>4,000</td>
<td>1,630</td>
<td>41%</td>
</tr>
<tr>
<td>Marshall</td>
<td>5,014</td>
<td>1,203</td>
<td>24%</td>
<td>1,060</td>
<td>147</td>
<td>4,000</td>
<td>1,645</td>
<td>41%</td>
</tr>
<tr>
<td>Sixth</td>
<td>5,111</td>
<td>1,523</td>
<td>30%</td>
<td>1,300</td>
<td>223</td>
<td>4,000</td>
<td>1,600</td>
<td>40%</td>
</tr>
<tr>
<td>Seventh</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>4,000</td>
<td>1,650</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Eighth</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
<td>n/a</td>
<td>4,000</td>
<td>1,700</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td><strong>30,794</strong></td>
<td><strong>9,241</strong></td>
<td><strong>30%</strong></td>
<td><strong>7,520</strong></td>
<td><strong>1,724</strong></td>
<td><strong>32,000</strong></td>
<td><strong>13,155</strong></td>
<td><strong>60%</strong></td>
</tr>
</tbody>
</table>
With the construction of a significant number of new undergraduate beds, combined with renovations and strategic conversions, this plan would increase the percentage of all undergraduate students housed from 39% to 62% by 2028, enabling campus to provide a four-year housing guarantee, with pricing arranged at 20% below market rate. Also included in the 2028 plan are four areas devoted to upper-division housing (both transfer and non-transfer).

iii. Capital costs
The Future College Living and Learning Neighborhood (Future College) would include five buildings ranging in height from 9 to 21 stories to provide approximately 2,050 new beds for undergraduate students, offices for residential life and administrative staff supporting a new college, general assignment classrooms, a 480-seat lecture hall, a conference/meeting center, restaurants and retail, totaling approximately 904,000 gross square feet (GSF). The 11.8-acre site is located at the southwestern edge of the La Jolla campus and includes 5.5 buildable acres, for a proposed density of 364 beds per acre (69 units per acre). The remaining 6.3 acres would be public realm including: an updated campus entry at the Revelle College Drive intersection; partial realignment of Scholars Drive South (campus loop road); a valet/drop-off zone for the adjacent Theatre District; a transit hub for campus shuttles and city transit buses; an extension of Ridge Walk (a primary north-south pedestrian spine) to the southern campus boundary; and recreation/outdoor wellness spaces located strategically throughout the site. Currently, the proposed site provides 840 surface parking spaces in two lots that are bisected by Scholars Drive. The proposed project would include replacement parking in a below-grade configuration for approximately 1,135 cars (295 net new spaces).
Sustained enrollment growth has resulted in a shortage of teaching spaces on the campus, in particular, spaces that are designed for active learning and allow for flexible configurations. Technologically-enhanced, flexible, active learning spaces that allow tables and chairs to be rearranged are needed to enable student-teacher and student-student collaboration. The proposed project will include four active learning classrooms (50-seats each). In addition, the campus has a shortage of large lecture halls (over 200 seats). For example, in Fall 2018 lecture halls with greater than 300 seats had a utilization rate of 142 percent of standard. With the number of undergraduate students expected to grow, the need for large teaching spaces will also increase. To address these needs, the proposed project would include: one 480-seat lecture hall, one 100-seat classroom, and four 50-seat active learning classrooms.

The project would also include a Provost Office, consisting of offices for the Deans of Student Affairs and Academic Advising, as well as the professional student affairs and advising staff. Included also are UC San Diego Counseling and Psychological Services (CAPS) offices, as well as a commuter lounge, training/tutorial room, and a large lecture hall. Writing Program space is also proposed for the project, including office space, a conference room and a 40-seat classroom. Meal-plan dining for students living at the Future College would be served by the existing 64 Degrees in Revelle College which is located just north of the site; 64 Degrees has capacity to serve the population of an additional college.

iv. Budget
Two sources of revenue support the colleges at UC San Diego. The administration, academic program, and student affairs staffing are supported by the campus core funds (state, tuition and student service fees). At a steady state of ~4,000 students, the students in the college will generate approximately $70M in resident tuition, non-resident supplemental tuition, and state support (net of financial aid) to the campus. Roughly 6% of that revenue will be needed to support the core funded portion of College.

The residential life program is supported by student housing income, and is included in the housing fees charged to residents of campus housing.

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

The expenses associated with the salaries in Provost/Advising and Student Affairs areas correspond to the staffing detailed in the organizational chart in Figure 2.

The academic salaries in the college program are based on the following staffing:

- Program director (Teaching Professor)
- 5-10 senate faculty (paid by stipend)
- 1 Academic Coordinator/Unit 18 FTE
- 26.5 Graduate students (Teaching Assistants or Associate-Ins) – 13.25 FTEs
<table>
<thead>
<tr>
<th>REVENUE*</th>
<th>FY 23-24</th>
<th>FY 24-25</th>
<th>FY 25-26</th>
<th>FY 26-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Funds from Campus</td>
<td>1,134,294</td>
<td>2,091,340</td>
<td>3,103,446</td>
<td>4,173,033</td>
</tr>
<tr>
<td>Student Housing Funds</td>
<td>175,262</td>
<td>360,022</td>
<td>554,679</td>
<td>759,643</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td><strong>1,309,556</strong></td>
<td><strong>2,451,362</strong></td>
<td><strong>3,658,124</strong></td>
<td><strong>4,932,677</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROVOST/ADVISING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salaries</td>
<td>185,755</td>
<td>191,328</td>
<td>197,068</td>
<td>202,980</td>
</tr>
<tr>
<td>General Assistance</td>
<td>51,123</td>
<td>52,656</td>
<td>54,236</td>
<td>55,863</td>
</tr>
<tr>
<td>Staff Salaries</td>
<td>140,836</td>
<td>290,121</td>
<td>448,238</td>
<td>615,580</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>107,663</td>
<td>221,787</td>
<td>342,660</td>
<td>470,587</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td>38,657</td>
<td>78,861</td>
<td>120,657</td>
<td>164,094</td>
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<td><strong>Subtotal</strong></td>
<td><strong>524,034</strong></td>
<td><strong>834,754</strong></td>
<td><strong>1,162,859</strong></td>
<td><strong>1,509,104</strong></td>
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<td><strong>STUDENT AFFAIRS</strong></td>
<td></td>
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<tr>
<td>Staff Salaries</td>
<td>88,086</td>
<td>181,458</td>
<td>280,352</td>
<td>385,017</td>
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<tr>
<td>General Assistance</td>
<td>5,824</td>
<td>11,997</td>
<td>18,536</td>
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<td>Employee Benefits</td>
<td>46,811</td>
<td>96,431</td>
<td>148,986</td>
<td>204,607</td>
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<td>Supplies &amp; Expenses</td>
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<td>25,285</td>
<td>38,687</td>
<td>52,614</td>
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<td><strong>Subtotal</strong></td>
<td><strong>153,116</strong></td>
<td><strong>315,171</strong></td>
<td><strong>486,560</strong></td>
<td><strong>667,693</strong></td>
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<td><strong>CAPSTONE PROGRAM</strong></td>
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<td>Academic Salaries</td>
<td>262,014</td>
<td>539,749</td>
<td>833,913</td>
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<td>Staff Salaries</td>
<td>19,151</td>
<td>39,451</td>
<td>60,952</td>
<td>83,707</td>
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<td>General Assistance</td>
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<td>5,299</td>
<td>8,187</td>
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<td>Employee Benefits</td>
<td>158,350</td>
<td>326,201</td>
<td>503,980</td>
<td>692,133</td>
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<td>Supplies &amp; Expenses</td>
<td>15,057</td>
<td>30,716</td>
<td>46,995</td>
<td>63,913</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<td><strong>941,415</strong></td>
<td><strong>1,454,026</strong></td>
<td><strong>1,996,236</strong></td>
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<td><strong>RESIDENCE LIFE</strong> (fully funded from Student Housing Funds)</td>
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<tr>
<td>Staff Salaries</td>
<td>65,087</td>
<td>134,080</td>
<td>207,153</td>
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<td>93,375</td>
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<td>Supplies &amp; Expenses</td>
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<td><strong>TOTAL EXPENSE</strong></td>
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<td><strong>4,932,677</strong></td>
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<td><strong>BALANCE</strong></td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*The budget reflects all costs to be accounted for under the College. Budgetarily, it reflects student housing revenue generated by the Eighth College housing and core funds that are already included in the university budget for students now being served by the other seven colleges. Incremental new core funds will be only $725,000.
A start-up phase for the College will precede Fall 2023 with the hiring of a Provost; deans of student affairs and advising; administrative support; and the Teaching Professor to establish the college’s academic program. We expect the budget for this will be $725,000, supported by campus core funding.

**Conclusion**

UC San Diego’s undergraduate colleges are designed to provide a high-touch, high-impact experience for our students; they form a key component of our student-centered university and are, therefore, closely aligned with the Campus Strategic Plan. However, recent increases in undergraduate enrollments have resulted in over-enrolled colleges, with negative consequences in a number of areas (e.g. residential, academic, and co-curricular). The establishment of Seventh College, beginning in 2020, and now Eighth College, is critical to meet our obligations to our students and allow our campus to best serve the State through increased UC accessibility and degree attainment. New colleges are also integral to the campus’ long-range development plan, which is poised to provide increased residential opportunities for all students. Eighth College follows the establishment of Seventh College in a plan to decompress current housing and build to an eventual four-year housing guarantee. Finally, we believe that the general education framework, which builds on recent best practices for engaged liberal arts curricula, will present an innovative and exciting academic environment and a new general education option for our students.
References


November 30, 2018

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

Dear Chair Horwitz and Executive Vice Chancellor Simmons:

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

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

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

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

Sincerely,

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

cc: Academic Senate Chair May
Vice President Brown
Executive Director Baxter
Committee Membership:
John Moore, Chair, Dean of Undergraduate Education
Karen Dobkins, Professor, Psychology
Joshua Figueroa, Professor, Chemistry & Biochemistry
William Hodgkiss, Professor Emeritus, SIO & JSOE
Joshua Kohn, Professor, Ecology, Behavior & Evolution
Dana Murillo, Associate Professor, History
Shahrokh Yadegari, Professor, Music

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

Equity, Diversity, and Inclusion:
Gerardo Arellano, Director of the Raza Resource Center, VC-EDI

Associated Students:
Hunter Kirby, Associate Vice-President of College Affairs
Melina Reynoso, Vice President, Campus Affairs
Adarsh Parthasarathy, Associate Vice-President of Academic Affairs

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

Subject: Eighth College Proposal Workgroup Charge

Dear Colleagues,

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

The college system is an essential component of UC San Diego’s mission and values. Each college is a welcoming community with comprehensive academic and support services to help students succeed and thrive. This
Workgroup will play a crucial role in the planning of this important institution and will inform the process for college planning more broadly.

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

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

Principles

- **General Education sequence should:**
  - Draw upon contemporary issues and intellectual directions
  - Articulate how it is preparing students as future scholars and citizens
  - Focus on immersing students in multiple modes of thinking characteristic of different disciplines (e.g., historical, computational, design-oriented – rather than on “delivering” specific content)
  - Complement existing general education sequences without replicating them
  - Connect students to existing areas of intellectual strength on campus

- **Proximate characteristics of process**
  - Build broad campus interest in the nascent college
  - Draw together interdisciplinary teams of faculty
  - Encourage students to participate
  - Be timed to dovetail with the governance approval process
  - Feed naturally into the timing of the formation of the college leadership team

- **Additional institutional goals of process**
  - Be a leadership development opportunity for those involved
  - Potentially aid in identification of some candidates for Provost
  - Encourage faculty to engage with the new college as it is forming
  - Improve connection between colleges and general campus divisions/schools

Principles for the Theme and General Education Sequence of New Colleges

Each of UC San Diego’s residential undergraduate colleges offers advising, general education, co-curricular programming, and student support in relatively small communities where each student is known as an individual. Moreover, each college is defined by an interdisciplinary intellectual theme that is typically reflected in their college-specific general education requirements. Themes are designed so as not to limit students or faculty affiliated with the college to focusing on particular disciplines. Rather, they support the colleges’ mission
of ensuring that all students receive a liberal arts education and therefore bridge a wide range of academic areas, from the Arts & Humanities to the Social Sciences, to STEM fields.

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

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

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

Timeline for Establishing Eighth College

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

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

Summer/Fall 2020
- The Academic Plan workgroup prepares the Eighth College Academic Plan.
- The full proposal is reviewed by UC Senate standing committees and is approved by the UC Academic Council.
- The UC President approves the proposal.
- The UC Regents approve the proposal.
Winter 2021
- The Eighth College Academic Plan, which details the college’s theme, philosophy, organizational structure, general education/degree requirements, and faculty deployment, is submitted to the Senate Chair.
- The Educational Policy Committee and the Committee on Planning and Budget review the plan and submit their comments to the Undergraduate Council, which serves as the lead reviewer of the Academic Plan.

Spring 2021
- The Senate Council discusses the Academic Plan and, if endorsed, places it on the Representative Assembly meeting agenda.
- The Representative Assembly approves the Academic Plan.
- The administration establishes Eighth College.

Summer 2021
- The Eighth College faculty develop a proposal for the implementation of the Academic Plan.
- The faculty also draft the college by-laws and senate regulation.

Fall 2021
- The Undergraduate Council approves the implementation proposal.
- The Undergraduate Council reviews the Eighth College senate regulation.
- The Committee on Rules and Jurisdiction reviews the by-laws and senate regulation.
- The Senate Council places the by-laws and senate regulation on the Representative Assembly meeting agenda.
- The Representative Assembly approves the Eighth College bylaws and Senate regulation.

2020-2023
- Eighth College provost is appointed.
- Eighth College staff is hired.
- Students apply for admission to Eighth College (for Fall 2023).

Fall 2023
- Eighth College inaugural class arrives.

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

With best regards,

Elizabeth H. Simmons
Executive Vice Chancellor
Appendix C - Staffing Eighth College’s General Education Program

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

- Increase the number of FTEs in departments that provide teaching support to the colleges. This might be in the form of Teaching Professor (L[P]SOE) positions that are responsible for both department-based alternatives courses and capstone courses. The Campus Multi-Year Faculty Growth Plan calls for 150-200 new ladder-rank FTEs over the next several years; staffing the general education courses should be a consideration in this FTE growth.

- Diversify the faculty and Teaching Assistant pools. The interdisciplinary nature of the capstone courses raises the possibility that faculty and Teaching Assistants from multiple divisions may be well suited to the program.

- Develop Teaching Assistant guarantees between the colleges and departments to simultaneously provide Teaching Assistants for the colleges and funding for departments – enabling departments to reliably grow their graduate programs. A committee created such a plan a few years ago and is currently meeting to work on next steps.

Despite these challenges, it is important to note that the addition of Eighth College is motivated more to decompress current colleges and less about growth. The campus remains committed to capping undergraduate enrollment at 32,000 – this is only about 1000 students more than our current number. Thus, the faculty and TA resources used by Eighth College should be off-set by reductions in resources needed by the other colleges. If we succeed in dropping enrollments to 4000 per college, there should be a significant redistribution of instructional resource needs.

Assuming a steady state enrollment of about 4000 students, a 2:1 first-year : transfer student ratio, and idealized four- and two-year graduation rate (for first year and transfer students, respectively), the student population would be broken down as follows in any given year:
- Year 1 students: 660 first years
- Year 2 students: 660 first years
- Year 3 students: 660 first years, 330 transfers
- Year 4 students: 660 first years, 330 transfers

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

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

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

**Fall:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Students</th>
<th>Track(s)</th>
<th>Sections</th>
<th>Faculty</th>
<th>TAs</th>
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<tbody>
<tr>
<td>Engagement 1</td>
<td>660 first-years</td>
<td>3 lecture tracks</td>
<td>22 sections</td>
<td>3 faculty</td>
<td>11 TAs</td>
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<td>Engagement 3</td>
<td>220 first-years</td>
<td>1 lecture track</td>
<td>15 sections</td>
<td>1 faculty</td>
<td>7.5 TAs</td>
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<td>Engagement 110</td>
<td>110 transfers</td>
<td>1 lecture track</td>
<td>4 sections</td>
<td>1 faculty</td>
<td>2 TAs</td>
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<td>Engagement 120</td>
<td>440 first-years, 220 transfers</td>
<td>No lecture track</td>
<td>12 sections</td>
<td>0 faculty</td>
<td>6 TAs</td>
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</table>
Winter:

<table>
<thead>
<tr>
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<th>First-years</th>
<th>Lecture Tracks</th>
<th>Sections</th>
<th>Faculty</th>
<th>TAs</th>
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</thead>
<tbody>
<tr>
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<td>330</td>
<td>2</td>
<td>22</td>
<td>2</td>
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<tr>
<td>Engagement 110</td>
<td>110</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Engagement 120</td>
<td>440</td>
<td>No</td>
<td>12</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

Spring:

<table>
<thead>
<tr>
<th>Engagement</th>
<th>First-years</th>
<th>Lecture Tracks</th>
<th>Sections</th>
<th>Faculty</th>
<th>TAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement 2</td>
<td>330</td>
<td>2</td>
<td>22</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
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<td>7.5</td>
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<tr>
<td>Engagement 110</td>
<td>110</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Engagement 120</td>
<td>440</td>
<td>No</td>
<td>12</td>
<td>0</td>
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</table>

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