NOTICE OF MEETING
Tuesday, June 1, 2021, 3:30 to 5:00 p.m.
Email Ashley Welch at awelch@ucsd.edu to obtain the Zoom link.

ORDER OF BUSINESS

(1) Minutes of Meeting of April 13, 2021 10

(2-7) Announcements

(a) Chair Steven Constable
(b) Chancellor Pradeep Khosla
   Executive Vice Chancellor Elizabeth Simmons
(c) Commenced Academic Activity
   Adele Brumfield, Associate Vice Chancellor-Enrollment Management
(d) Bookstore’s New Pilot Textbook Distribution System
   Thomas Bonetati, Director, Auxiliary Business Services

(8) Special Orders

(a) Consent Calendar
   2020-2021 Distinguished Research Awards

(9) Reports of Special Committees [none]

(10) Reports of Standing Committees

(a) Graduate Council, Lynn Russell, Chair
   • Proposal to Amend Regulation 715, Requirements for the PhD Degree
     at San Diego, and Regulation 717, Requirements for the Doctor of Musical Arts
     Degree

(b) Graduate Council, Lynn Russell, Chair; Elizabeth Komives, Professor, Department of Chemistry and Biochemistry
   • Proposal to Establish a PhD in Biochemistry and Molecular Biophysics in the
     Department of Chemistry and Biochemistry, with a Terminal MS Degree Option

(c) Graduate Council, Lynn Russell, Chair; Georgios Tsampras, Assistant Professor, Department of Structural Engineering
   • Proposal to Discontinue the Master of Advanced Studies in Simulation-Based
     Engineering (SE79) and the Master of Advanced Studies in Structural Health
     Monitoring (SE78) in the Department of Structural Engineering
(d) Committee on Academic Freedom, Farrell Ackerman, Chair
   • Proposal to Amend San Diego Divisional Bylaw 170, Committee on Academic Freedom

(e) Senate Council, Tara Javidi, Vice Chair; and John Moore, Dean of Undergraduate Education
   • Proposal to Establish Eighth College

(f) Senate Council, Tara Javidi, Vice Chair; and Robert Continetti, Senior Associate Vice Chancellor-Academic Affairs
   • Proposal to Reorganize the General Campus into Schools and Establish the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences at UC San Diego

(g) Committee on Campus Climate Change, Ramanathan Veerabhadran, Chair
   • Resolution: Fossil Free Power Generation at UCSD Campus

(11) Reports of Faculties

(a) Sixth College Faculty, Tal Golan, Associate Professor, History
   • Proposal to Amend San Diego Senate Manual Appendix 5.6, Bylaws of the Faculty of Sixth College

(b) Cathy Gere, Associate Professor, History
   • Resolution: Senate Oversight of Housing & Other Planning Decisions
   • Resolution: Housing Affordability Reference
   • Resolution: Graduate Student Housing Budgeting Principle

(12) Petitions of Students [none]

(13) Unfinished Business [none]

(14) New Business
SAN DIEGO DIVISIONAL REPRESENTATIVE ASSEMBLY MEETING ZOOM ATTENDANCE INSTRUCTIONS

A  Logging into the Meeting

1  Senate Members who are not Representative Assembly Members & Invited Guests

RSVP prior to the start of the meeting to obtain the meeting link: email Ashley Welch at awelch@ucsd.edu.

2  Representative Assembly Members

Representative Assembly members are not required to RSVP for the meeting. The Senate Office will distribute a meeting link to all members via email. Contact Ashley Welch at awelch@ucsd.edu if you are an Assembly Representative and you did not receive the meeting link.

B  Meeting Participation

When you join the meeting, you will be placed in a waiting room until the meeting host admits you into the meeting. Please log in 15 minutes early (at 3:15) to ensure that you are admitted to the meeting before it starts (at 3:30).

Your audio will be disabled by default when you enter the meeting; please refrain from turning on your microphone unless called upon by the Chair.

During the meeting, the Chair will call for questions and comments at the appropriate intervals, as usual, and you may raise your electronic hand in Zoom to request to speak. However, discussion may be limited due to the Zoom format of the meeting. Thus, participants are strongly encouraged to review the meeting materials in advance of the meeting and send questions to academicsenateoffice@ucsd.edu with the agenda topic number or proposal title in the subject line of the email, by Friday, May 28th. Your questions will be shared with the presenters so that they may address them in their presentations, and thus help to mitigate the challenge presented by a large Zoom meeting.

Following discussion of items that require a vote, a poll will pop-up on your screen to vote. As with in-person meetings, only Representative Assembly members may vote. Primary Representatives and Alternate Representatives should coordinate their attendance and voting for this meeting. Both may attend; however, Alternate Representatives may only vote in the absence of the Primary Representative. Please coordinate who will attend and cast votes in advance of the meeting.

C  Additional Zoom Meeting Note

Please use your actual first and last name with your Zoom account; the Senate Office must be able to establish your identity in order to admit you into a Representative Assembly meeting.

Instructions on how to manage your Zoom profile can be found here: https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile.
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<td>PLANT, REBECCA JO</td>
<td>PRIMARY REPRESENTATIVE - MUIR COLLEGE</td>
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<td>POLITIS, DIMITRIS</td>
<td>ALTERNATE REPRESENTATIVE - HALICIIOGLU DATA SCIENCE INST</td>
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<td>POMEROY, ROBERT S</td>
<td>ALTERNATE REPRESENTATIVE - SEVENTH COLLEGE</td>
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<td>PORTER, GEORGE M</td>
<td>PRIMARY REPRESENTATIVE - SEVENTH COLLEGE</td>
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<td>POSAKONY, JAMES WILLIAM</td>
<td>CHAIR, PRIVILEGE &amp; TENURE</td>
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<td>POWELL, LORA</td>
<td>ALTERNATE REPRESENTATIVE - THEATRE &amp; DANCE</td>
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<td>PRATHER, LAUREN R</td>
<td>ALTERNATE REPRESENTATIVE - GLOBAL POLICY AND STRATEGY</td>
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<td>RADIC, STOJAN</td>
<td>PRIMARY REPRESENTATIVE - ECE</td>
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<td>RISSMAN, ROBERT A</td>
<td>ALTERNATE REPRESENTATIVE - NEUROSCIENCES</td>
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<td>ROBBINS, SHIRA L</td>
<td>ALTERNATE REPRESENTATIVE - OPHTHALMOLOGY</td>
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<tr>
<td>RONA-TAS, AKOS</td>
<td>PRIMARY REPRESENTATIVE - SOCIOLOGY</td>
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<tr>
<td>ROSE, JORDAN M</td>
<td>PRIMARY REPRESENTATIVE - VISUAL ARTS</td>
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<tr>
<td>RUSSELL, LYNN MONICA</td>
<td>CHAIR, GRADUATE COUNCIL</td>
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<td>2020/2021 Representative Assembly</td>
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<tr>
<td>SCHNABL, BERND</td>
<td>PRIMARY REPRESENTATIVE - MEDICINE</td>
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<td>SCHUCKIT, MARC A</td>
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<td>SEBAT, JONATHAN LADD</td>
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<td>SEIBERT, TYLER MICHAEL</td>
<td>PRIMARY REPRESENTATIVE - RADIATION MEDICINE &amp; APPLIED SCIENCES</td>
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<td>SEN, GEORGE L</td>
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<td>SESHADRI, KALYANASUNDARAM</td>
<td>PRIMARY REPRESENTATIVE - MARSHALL COLLEGE</td>
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<td>SHEIKH, FARAH</td>
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<td>SHER, GILA</td>
<td>PRIMARY REPRESENTATIVE - PHILOSOPHY</td>
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<td>SHUBAYEV, VERONICA I</td>
<td>PRIMARY REPRESENTATIVE - ANESTHESIOLOGY</td>
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<td>SIGURDSON, CHRISTINA J</td>
<td>ALTERNATE REPRESENTATIVE - PATHOLOGY</td>
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<td>SIMMONS, ELIZABETH H</td>
<td>EXECUTIVE VICE CHANCELLOR - ACADEMIC AFFAIRS</td>
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<td>SINHA, SHANTANU</td>
<td>CHAIR, FACULTY WELFARE</td>
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<td>STRASSER, ULRIKE</td>
<td>PRIMARY REPRESENTATIVE - ROOSEVELT COLLEGE</td>
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<td>SUAREZ, JOSE R</td>
<td>ALTERNATE REPRESENTATIVE - FAMILY &amp; PREVENTIVE MEDICINE</td>
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<td>TALKE, FRANK E</td>
<td>ALTERNATE REPRESENTATIVE - MAE</td>
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<td>TAPERT, SUSAN FRANCES</td>
<td>MEMBER, ACADEMIC COUNCIL</td>
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<td>TAUBER, MICHAEL J</td>
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<td>TAUR, YUAN</td>
<td>ALTERNATE REPRESENTATIVE - ECE</td>
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<td>TERANES, JANE L</td>
<td>CHAIR, UNDERGRADUATE COUNCIL</td>
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<td>THOMPSON, WESLEY KURT</td>
<td>PRIMARY REPRESENTATIVE - FAMILY &amp; PREVENTIVE MEDICINE</td>
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<td>TOLLEY, CLINTON R</td>
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<td>TOOR, NAVTEJ SINGH</td>
<td>ALTERNATE REPRESENTATIVE - CHEMISTRY &amp; BIOCHEMISTRY</td>
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<td>TRONZO, WILLIAM L</td>
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<td>TSAMPRAS, GEORGIOS</td>
<td>ALTERNATE REPRESENTATIVE - STRUCTURAL ENGINEERING</td>
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<td>VAN ALLEN, EMILY JOYCE</td>
<td>PRIMARY REPRESENTATIVE - SIO</td>
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<td>VARNER, JUDITH A</td>
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<td>VILKE, GARY MICHAEL</td>
<td>PRIMARY REPRESENTATIVE - EMERGENCY MEDICINE</td>
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<td>VOGL, TOM SAUL</td>
<td>PRIMARY REPRESENTATIVE - SEVENTH COLLEGE</td>
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<td>WANG, EDWARD J</td>
<td>ALTERNATE REPRESENTATIVE - SEVENTH COLLEGE</td>
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<td>WANG, SHIZHEN</td>
<td>PRIMARY REPRESENTATIVE - PATHOLOGY</td>
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<td>WANG, VICTOR</td>
<td>PRIMARY GRADUATE STUDENT ADVISOR</td>
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<td>WASTAL, CARRIE KING</td>
<td>CHAIR, ADMISSIONS</td>
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<td>WATSON, DEBORAH</td>
<td>ALTERNATE REPRESENTATIVE - SURGERY</td>
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<td>WIDENER, DANIEL L</td>
<td>MEMBER, ACADEMIC ASSEMBLY</td>
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<td>WILKINSON, MILES FROME</td>
<td>PRIMARY REPRESENTATIVE - OBSTETRICS, GYNECOLOGY, &amp; REPRODUCTIVE SCIENCES</td>
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<td>WUTHRICH, KASPAR</td>
<td>ALTERNATE REPRESENTATIVE - ECONOMICS</td>
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<td>XIA, HAIJUN</td>
<td>ALTERNATE REPRESENTATIVE - COGNITIVE SCIENCE</td>
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<td>ZEIDAN, FADEL</td>
<td>ALTERNATE REPRESENTATIVE - ANESTHESIOLOGY</td>
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<td>ZHONG, SHENG</td>
<td>ALTERNATE REPRESENTATIVE - BIOENGINEERING</td>
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<td>Name</td>
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<td>ZILBERMAN, NATHALIE</td>
<td>PRIMARY RESEARCH ADVISOR - SIO</td>
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<td>ZLATOS, ANDREJ</td>
<td>ALTERNATE REPRESENTATIVE - MATHEMATICS</td>
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Chair Constable called the meeting to order. A quorum was present (see attached attendance sheet), along with other Academic Senate members and guests. Chair Constable welcomed everyone to the fifth Representative Assembly meeting of the 2020-2021 academic year. Chair Constable reviewed the Academic Senate Bylaws governing membership, privileges of the floor, and voting.

MINUTES OF THE MEETING ON MARCH 2, 2021

The March 2, 2021 meeting minutes were approved as submitted.

ANNOUNCEMENTS BY THE CHAIR OF THE DIVISION

Chair Constable shared that the Senate has been working with the Administration to create a plan for Fall instruction that will hopefully allow predominantly in-person teaching at or near full capacity, while recognizing that there will still be a residual need for remote instruction.

Chair Constable reported that the announcement of new rates for on-campus graduate housing caught the Senate by surprise in early March. Senate Leadership and Senate Council were vocal in representing the concerns of the faculty, resulting in some changes to the original plan. The Senate continues to engage with the Administration on this issue, and in particular, in advocating for broader community input into this, and other campus policies, going forward.

Chair Constable noted that the Senate co-hosted an ESR Town Hall on March 22nd that addressed the continuing issues with the Oracle Financial Information System (FIS), and it was attended by over 800 faculty and staff. A link to access the recording of the Town Hall, the slide deck and a Q&A document, which includes all questions submitted prior or during the meeting, is now posted on the Academic Senate website.

[For more information on the FIS Town Hall, please visit the Academic Senate website: https://senate.ucsd.edu/current-affairs/news-announcements/fis-implementation-reviewing-key-issues-and-assessing-solutions-townhall/]

CHANCELLOR PRADEEP KHOSLA REMARKS

Chancellor Khosla announced that UCSD will hold separate in-person ceremonies for each undergraduate college as well as the Graduate Division, Rady School of Management and the School of Global Policy and Strategy. The all-campus commencement will be virtual and Alicia
Garza, UCSD alumna and co-founder of Black Lives Matter Global Network, will deliver the keynote address. Students can invite two family members to attend.

[For more information, please visit the Commencement 2021 website: https://commencement.ucsd.edu/]

Chancellor Khosla reported that UCSD is in a strong balanced financial situation heading into the next fiscal year, especially since the incoming student class has continued to grow each year. Faculty hiring will continue in the new fiscal year starting July 2021. UCOP has not made any announcements regarding annual salary increases but more information should be available soon.

Ebonee Williams, Director, Virtual Experience and Peer Engagement Initiatives, Office of the Vice Chancellor, Student Affairs

Chancellor Khosla introduced Dr. Williams. Dr. Williams provided information for the first-ever Black Student Experience Symposium at UCSD that was held April 16-23, 2021. Over the past several months, UCSD campus leaders have had ongoing dialog with representatives from the Black Student Union (BSU) and Black Graduate and Professional Student Association (BGPSA) on how to better meet their needs and how to drive action to make the campus a more inclusive and welcoming environment for Black students. Representatives from the BSU, BGPSA, Student Affairs, and the Office of Equity, Diversity, and Inclusion collaborated to create a shared learning experience – via a symposium – that better equips the campus to respond to the concerns voiced by Black students. The goal of the symposium is to increase awareness of the Black student experience at UCSD, by fostering intentional and sustained action to enhance their experience and promote pro-Blackness at UCSD. Each hosted session focused on different topics and areas of student support.

See page 1 of the presentation slides.

[For more details about the Black Student Experience Symposium and other upcoming events, please see the Enhancing the Black Student Experience website: https://vcsa.ucsd.edu/student-centeredness/enhancing-the-black-student-experience.html]

**UC OPEN ACCESS AGREEMENTS PRESENTATION BY JOHN HILDEBRAND, CHAIR, COMMITTEE ON LIBRARY; AND ERIK MITCHELL, UNIVERSITY LIBRARIAN**

Chair Constable introduced COL Chair Hildebrand and University Librarian Mitchell. They provided an update on Open Access (OA) at UCSD.

COL Chair Hildebrand reported that library subscriptions are costly so coupling it with OA makes sense, especially when this is being done UC-systemwide. Governments, universities, and funding agencies are increasingly requiring that publications derived from grant-funded research be made available so OA is fulfilling that mandate.
University Librarian Mitchell reported that there are three OA approaches. The “Green OA” (author-archived open access) is the approach that is currently in use, but UCSD is negotiating with publishers to agree to “Gold APC-based” or “Gold Non-APC based” approach. The goal is to transform library subscription dollars to OA subscription support by providing discounts on OA publishing fees. If an author does not have the funds to over the OA fee, then the library will cover it; this funding comes from a combination of funding from grant fees and library fees. In April 2021, the agreement with Elsevier went live and it covers over 2,500 journals, with *Cell* and *Lancet* journal families integrated midway through the four-year agreement. UC Library Search, a unified discovery and borrowing system, will go live on July 27, 2021. This system will allow access to the library collections of all ten UC libraries and provides a streamlined process to request these materials.

A member asked if the discounted OA fees offered by the Library will be enough to publish in journals with expensive publishing fees, such as *Cell* and *Lancet*. *Cell* and *Lancet* are included in the UC agreement. OA fees are bundled into an UC-negotiated amount so it will not cost as much to the faculty member/author.

[For more information regarding Open Access, please visit the Office of Scholarly Communications website: https://osc.universityofcalifornia.edu/for-authors/]

See page 7 of the presentation slides.

**SPECIAL ORDERS**

Consent Calendar

a. Senate Election- Nominations for Committee on Committees

Chair Constable introduced Vice Chair Javidi. Vice Chair Javidi provided an overview of the nomination process, and presented the Senate Council nominations to run for election to the Committee on Committees.

Senate Council nominated the following candidates to serve on the Committee on Committees, for three-year terms, effective September 1, 2021 through August 31, 2024.

- **Health Sciences department** (excluding the Department of Psychiatry and the Department of Surgery): Atul Malhotra (Professor, Medicine) and Nicholas Webster (Professor-IR, Medicine)
- **Arts department**: Anya Gallaccio (Professor, Visual Arts)
- **Humanities department**: Lisa Lampert-Weissig (Professor, Literature) and Oumelbanine (Nina) Zhirri (Professor, Literature)
- **Science department**: Rommie Amaro (Professor, Chemistry & Biochemistry)
The following candidates were nominated by petition.

- **Arts department:** Naomi Iizuka (Professor, Theatre and Dance)
- **Science department:** Patrick Fitzsimmons (Professor, Mathematics)

The election slate was approved.

The following Senate members were nominated by the Committee on Committees and were announced at the meeting.

- **Vice Chair (Chair Designate)** of the Division for a two-year term, effective September 1, 2021 through August 31, 2023. The incumbent serves as Vice Chair the first year and as Chair the second year: Nancy Postero (Professor, Anthropology) and Judith Varner (Professor, Pathology)
- **Divisional Representative** to the systemwide Assembly of the Academic Senate. The term is for two-year terms, effective September 1, 2021 through August 31, 2023: Paola Cessi (Professor, SIO): Virginia de Sa (Professor, Cognitive Science): Alin Deutsch (Professor, Computer Science & Engineering): Camille F. Forbes (Associate Professor, Literature): Christina Gremel (Associate Professor, Psychology): Kamau Kenyatta (Teaching Professor, Music)
- **Divisional Representative** vacancy for a one-year term, effective September 1, 2021 through August 31, 2022: Douglass Forbes (Professor, Cell & Developmental Biology) and Benjamin Grinstein (Professor, Physics)

See page 84 of the meeting materials.

b. **2020-2021 Distinguished Teaching Awards**

Chair Constable introduced Committee on Senate Awards Chair Mercier to present the nominations for the Distinguished Teaching Awards. CSA Chair Mercier 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. UCSD gives these awards to recognize the importance of excellent teaching on our campus. 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 Fund to provide funds for the awards and reception, which will be held virtually this year.

**Distinguished Teaching Award, Senate Members**

- Phoebe Bronstein (Sixth College Writing Program)
- James Friend (Mechanical/Aerospace Engineering)
- Emma Geller (Psychology)
- Brian Leigh (Chemistry & Biochemistry)
- Joseph Politz (Computer Science Engineering)
Barbara and Paul Saltman Distinguished Teaching Award, Non-Senate Members

- Chris Cannavino (Pediatrics)
- Ekaterina Evdokimenko (Mechanical/Aerospace Engineering)
- Jayseon Kim Lee (Literature)

Barbara and Paul Saltman Excellent Teaching Award, Graduate Students

- Danbi Ahn (Psychology)
- Dang Do (Political Science)
- Jim Short (Theatre & Dance)

The nominations were approved.

c. Non-Substantive Changes to San Diego Divisional Senate Regulation 600.F.7, Campus Graduation Requirements, proposed by Educational Policy Committee

Chair Constable presented the proposed non-substantive editorial changes by the Education Policy Committee (EPC) to Divisional Regulation 600.F.7. EPC proposed rephrasing the first part of F.7 to remove the outdated reference to international students as “alien” and to remove the gendered pronouns of “his or her”.

The proposed changes were approved.

See page 85 of the meeting materials

REPORTS OF SPECIAL COMMITTEES  [None]

REPORTS OF STANDING COMMITTEES

Graduate Council, Lynn Russell, Chair; and Janet Becker, Teaching Professor, Scripps Institution of Oceanography Department. Proposal to Establish Contiguous BS-MS Program in Oceanography in SIO Department

Chair Constable introduced GC Chair Russell and Professor Becker. Professor Becker provided a brief overview of the proposal.

The Oceanic and Atmospheric Sciences (OAS) BS-MS Program will allow students to further enhance their academic foundation and research experience at UCSD/SIO. The focus of the OAS BS-MS will be the physics and chemistry of the oceans and atmosphere, and students will have access to research projects carried out by SIO faculty in classes, in honors and independent studies, and as laboratory and field assistants. The OAS BS-MS program closely parallels existing SIO BS-MS programs, and it is anticipated that 2-3 students per year will participate in the new degree.
GC Chair Russell made the following motion. Because the motion was made on behalf of a Senate Committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of each motion.

Motion: Proposal to Establish Contiguous BS-MS Program in Oceanography in SIO Department
  • Questions & Discussion: None
  • Vote: The proposal was approved by a majority vote.

See page 87 of the meeting materials, and page 15 of the presentation slides.

Graduate Council, Lynn Russell, Chair; and Shelley Wright, Associate Professor, Department of Physics. Proposal to Establish MS and PhD in Astronomy in Department of Physics

Chair Constable introduced GC Chair Russell and Professor Wright. Professor Wright provided a brief overview of the proposal.

The objective of a new Astronomy Graduate Program is to establish UCSD as a national center for Astronomy & Astrophysics research and graduate education, address a national need for Astronomy graduate programs, raise the profile of UCSD by enabling national ranking in the Astronomy discipline, and increase the diversity and representation among graduate students in the Division of Physical Sciences at UCSD. UCSD is a world-leader in Astronomy, but the Astronomy research program is not ranked since it is currently housed within the Physics PhD program. The Physics Department is expecting a significant increase in student applications if a separate Astronomy degree program is established.

GC Chair Russell made the following motion. Because the motion was made on behalf of a Senate Committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of each motion.

Motion: Proposal to Establish MS and PhD in Astronomy in Department of Physics
  • Questions & Discussion: None
  • Vote: The proposal was approved by a unanimous vote.

See page 89 of the meeting materials, and page 18 of the presentation slides.

Graduate Council, Lynn Russell, Chair; and Stephan Haggard, Professor, School of Global Policy & Strategy. Proposal to Establish Dual Degree Program with School of Global Policy & Strategy and Seoul National University (GPS MAS in International Affairs and SNU Master of Public Administration)

Chair Constable introduced GC Chair Russell and Professor Haggard. Professor Haggard
provided a brief overview of the proposal.

The proposal is for a reciprocal dual Master’s degree program: Master of Advanced Studies-International Affairs (MAS-IA) at UCSD and Global Master of Public Administration at Seoul National University (SNU). SNU was chosen as a partner because it is a top-ranked institution in Korea and Asia, and their School of Public Administration is strong in international relations and political economy. GPS has a strong interest in maintaining and increasing presence in the Asia Pacific region. Networking with peer professional schools is becoming increasingly common in cooperative degree programs, as it allows partner schools to share degrees, pool resources, and share alumni and career networks. The SNU curriculum is complementary to the GPS curriculum, and there will be an opportunity to further develop the career tracks for international students studying in the U.S. Individual admission to both programs is required.

GC Chair Russell made the following motion. Because the motion was made on behalf of a Senate Committee, no second was required. Senate Chair Constable opened the floor to questions and discussion of each motion.

Motion: Proposal to Establish Dual Degree Program with School of Global Policy & Strategy and Seoul National University (GPS MAS in International Affairs and SNU Master of Public Administration)

- Questions & Discussion:

A member asked if the students studying at SNU will be required to learn Korean. Given that the language of instruction in the SNU program is in English, Korean proficiency is not required for admission. However, GPS students must either pass an SNU test in oral and written Korean or agree to take a non-credit course in Korean Language and Culture. Students taking courses at UCSD will be taught in English and will need to meet the standard language test admissions criteria set by GPS and the Graduate Division.

- Vote: The proposal was approved by a majority vote.

See page 90 of the meeting materials, and page 33 of the presentation slides.

**REPORTS OF FACULTIES**

Health Sciences Faculty Council, Elizabeth Winzeler, Chair

Chair Constable introduced Chair Winzeler. Chair Winzeler provided an overview of each proposal.

1. Proposal to Amend San Diego Divisional Senate Manual Appendix 5.7, Bylaws of the Faculty of the School of Medicine (SOM)

This proposal is to increase the number of members on the School of Medicine
Committee on Academic Personnel (SOMCAP) from five to seven members. SOMCAP reviews HS Clinical and Prof of Clinical ‘X’ faculty files. Since the SOM has grown and the workload has increased, additional committee members are needed to review files. The majority of SOMCAP committee members will remain Senate faculty.

Chair Winzeler made a formal motion for the approval of the proposal to amend San Diego Divisional Senate Manual Appendix 5.7, Bylaws of the Faculty of the School of Medicine. Because the motion was made on behalf of a Senate Committee, no second was required. Senate Chair Constable opened the floor to questions and discussion. There being none, Chair Constable called for a vote on the proposal. The proposal was approved by a majority vote.

See page 92 of the meeting materials.

2. Proposal to Amend San Diego Divisional Senate Manual Appendix 5.8, Bylaws of the Health Sciences Faculty

This proposal includes revisions to incorporate the new Wertheim School of Public Health and Human Longevity Science (HWSPH) throughout the bylaws.

Chair Winzeler made a formal motion for the approval of the proposal to amend San Diego Divisional Senate Manual Appendix 5.8, Bylaws of the Health Sciences Faculty. Because the motion was made on behalf of a Senate Committee, no second was required. Senate Chair Constable opened the floor to questions and discussion. There being none, Chair Constable called for a vote on the proposal. The proposal was approved by a majority vote.

See page 104 of the meeting materials.

3. Proposal to Amend San Diego Divisional Senate Regulation 503, Grading Policy – School of Medicine

This proposal is to revise the SOM Grading Policy (Divisional Regulation 503), to add the Near Honors (NH) grading option for fourth-year elective clerkships and courses, unless the SOM Electives Committee has designated another grading scale for a course. The NH grading option will be added to the current three grading options: H (honors), P (pass) or F (fail). It is proposed that this grading option be effective beginning in summer quarter of the 2021-2022 academic year.

A member asked what the NH grade means. It is expected that the addition of the NH grade will help to better distinguish the academic performance of medical students in their fourth year, and will allow the course/clerkship directors to more precisely describe the performance of students. The NH grade may be advantageous to a number of students in the residency application process.
Chair Winzeler made a formal motion for the approval of the proposal to amend San Diego Divisional Senate Regulation 503, Grading Policy- School of Medicine. Because the motion was made on behalf of a Senate Committee, no second was required. Chair Constable called for a vote on the proposal. The proposal was approved by a majority vote.

See page 111 of the meeting materials.

**PETITIONS OF STUDENTS** [None]

**UNFINISHED BUSINESS** [None]

**NEW BUSINESS** [None]

Chair Constable called for any new business. There being none, the meeting was adjourned at 4:40 p.m.

Recorded by Jenna Lucius, Senior Senate Analyst.
REPRESENTATIVE ASSEMBLY MEMBERSHIP – APRIL 13, 2021
Meeting Attendance

EX OFFICIO MEMBERS

☒ CONSTABLE, STEVEN C  CHAIR, SAN DIEGO DIVISION
☒ JAVIDI, TARA  VICE CHAIR, SAN DIEGO DIVISION
☐ MACKIE, GERALD LEE  PARLIAMENTARIAN, SAN DIEGO DIVISION
☒ KHOSLA, PRADEEP K  CHANCELLOR, UC SAN DIEGO
☒ SIMMONS, ELIZABETH H  EXECUTIVE VICE CHANCELLOR, ACADEMIC AFFAIRS
☐ BRENNER, DAVID ALLEN  VICE CHANCELLOR, HEALTH SCIENCES
☐ LEINEN, MARGARET S  VICE CHANCELLOR, MARINE SCIENCES
☒ BROWN, SANDRA A  VICE CHANCELLOR, RESEARCH AFFAIRS
☐ CORR, MARIPAT  IMMEDIATE PAST CHAIR, SAN DIEGO DIVISION
☐ KARIS, ALECK  CHAIR, ACADEMIC PERSONNEL
☒ COOK, GEOFFREY WILLIAM  CHAIR, EDUCATIONAL POLICY
☒ SINHA, SHANTANU  CHAIR, FACULTY WELFARE
☐ TERANES, JANE  CHAIR, UNDERGRADUATE COUNCIL
☒ LIANG, LEI  CHAIR, COMMITTEE ON COMMITTEES
☒ FERREIRA, VICTOR S  CHAIR, RESEARCH
☒ NG, KWAI HANG  CHAIR, PLANNING & BUDGET
☐ JENKINS, JANIS H  CHAIR, CAMPUS & COMMUNITY ENVIRONMENT
☐ WASTAL, CARRIE KING  CHAIR, ADMISSIONS
☐ BURNEY, JENNIFER A  CHAIR, DIVERSITY & EQUIT
☒ RUSSELL, LYNN MONICA  CHAIR, GRADUATE COUNCIL
☒ POSAKONY, JAMES WILLIAM  CHAIR, PRIVILEGE & TENURE
☐ HALPAIN, SHELLEY L  MEMBER, ACADEMIC COUNCIL
☒ TAPERT, SUSAN FRANCES  MEMBER, ACADEMIC COUNCIL
☐ COULSON, SEANA  SENIOR REPRESENTATIVE, ACADEMIC ASSEMBLY
☒ MEL, STEPHANIE  SENIOR REPRESENTATIVE, ACADEMIC ASSEMBLY
ELECTED MEMBERS & ALTERNATES

SAN DIEGO DIVISION
☐ COULSON, SEANA  
Primary Representative
☐ WIDENER, DANIEL L  
Primary Representative
☒ MEL, STEPHANIE  
Primary Representative

MARSHALL COLLEGE
☐ DEAK, GEDEON O  
Primary Representative
☐ HOPKINS, MEGAN BETH  
Alternate Representative
☒ SESHAUDRI, KALYANASUNDARAM  
Primary Representative
☐ TAUBER, MICHAEL J  
Alternate Representative

MUIR COLLEGE
☐ BLANCO, JOHN D  
Primary Representative
☒ PLANT, REBECCA JO  
Alternate Representative
☒ COOKE, JAMES  
Primary Representative
☐ MUSEAU, SAM  
Alternate Representative

REVELLE COLLEGE
☐ CLANCY, LIAM P  
Primary Representative
☒ TRONZO, WILLIAM L  
Alternate Representative
☒ LAUBERTH, SHANNON MARIE  
Primary Representative
☐ NELLIS, GARETH HB  
Alternate Representative

ROOSEVELT COLLEGE
☒ MARTINEZ DIAZ, SONIA  
Primary Representative
☐ COHEN, SHANA R  
Alternate Representative
☒ STRASSER, ULRICK  
Primary Representative
☐ PATEL, SHAISTA  
Alternate Representative

SIXTH COLLEGE
☒ PITT, RICHARD  
Primary Representative
☐ DUBNOV, SHLOMO  
Alternate Representative
☒ GOLAN, TAL  
Primary Representative
☐ HERMANN, THOMAS  
Alternate Representative

WARREN COLLEGE
☒ GOODALL, GRANT  
Primary Representative
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☐ ALGAZE, GUILLERMO
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☐ LO, YU-HWA
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☐ MOOKHERJEA, SHAYAN
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☐ RADIC, STOJAN
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☐ TAUR, YUAN
  Alternate Representative
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☒ DU, SONGZI
Primary Representative
☐ FADLON, YIZHAK
Primary Representative
☒ BOOMHOWER, JUDSON P
Alternate Representative
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☐ VI LIKE, GARY MICHAEL
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Alternate Representative

ETHNIC STUDIES
☒ FRANK, ROSS H
Primary Representative
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☐ BLOSS, CINNAMON SUE
Primary Representative
☐ GARFEIN, RICHARD S
Alternate Representative
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Primary Representative
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☐ LYONS, ELIZABETH DEIRDRE
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Primary Representative

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☒ KEHLER, ANDREW SCOTT
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☐ ALI, MOHAMMAD KAZIM
Primary Representative
☐ EL-TAYEB, FATIMA
Alternate Representative
☐ BLANCO, JOHN D
Primary Representative

MAE
☐ LAL, RATNESHWAR
Primary Representative
☒ MCENEaney, WILLIAM MICHAEL
Alternate Representative
☐ TALKE, FRANK E
Alternate Representative
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<td>Meyers, Marc Andre</td>
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<td>Riessman, Robert A</td>
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<td>Cook-Andersen, Heidi Leigh</td>
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<td>Hargens, Alan R</td>
<td>Masuda, Koichi</td>
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<td>Fadare, Oluwole</td>
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PHYSICS
- KLEINFELD, DAVID
  Primary Representative
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  Primary Representative
- KERES, SUSAN, NI, KAIXUAN
  Alternate Representative
- INTRILIGATOR, KENNETH A
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   Alternate Representative

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   Alternate Representative

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☐ BURELLE, JULIE SARA
   Alternate Representative
☒ POWELL, LORA
   Alternate Representative

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   Primary Representative

UROLOGY
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   Primary Representative
☐ BUCKLEY, JILL CHRISTINE
   Alternate Representative

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☐ CHO, ERICA R
   Primary Representative
☐ MANGOLTE, BABETTE MARIE
   Alternate Representative
☒ ROSE, JORDAN M
   Primary Representative
☐ NEWSOME, ELIZABETH ANN
   Alternate Representative
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☐ Primary Advisor
☐ Alternate Advisor

RESEARCH ADVISOR - HS
☐ Primary Advisor
☐ Alternate Advisor

RESEARCH ADVISOR - SIO
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☐ Alternate Advisor

GRADUATE STUDENT ADVISOR
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Primary Advisor

UNDERGRADUATE STUDENT ADVISOR
☒ HICKMAN, DAVID
Primary Advisor
☒ GHARIBIAN, DEENA
Primary Advisor
Enhancing the Black Student Experience UC San Diego

Chairs:
Ebonee Williams, Director, Virtual Experience & Peer Engagement Initiatives
Glynda Davis, Senior Diversity Officer, Equity, Diversity, and Inclusion
Kennedy Cofield, BSU representative
James Crawford, BGPSA Representative
Goal & Themes

Goal
To increase awareness of the Black Student Experience at UC San Diego with the goal of fostering intentional and sustained action to enhance their experience and promote pro-blackness at UC San Diego.

Themes
★ Pre-Matriculation
★ Current Student
★ Graduation and Beyond
Activity Timeline

April 16, 2021 - Spring Quarter Week 3
- Kickoff: Workshop: noon - 2:00 pm

April 19-23, 2021 - Spring Quarter Week 4
- Monday: April 19, Keynotes Event: 9:00 - 10:30 am
- Daily Session noon - 2:00 pm
- Monday, April 19, 2021: Pre-Matriculation
- Tuesday, April 20, 2021: Current Students, Campus Safety and Well Being
- Wednesday, April 21, 2021: Current Students, Retention & Campus Climate
- Thursday, April 22, 2021: Current Students, Academics
- Friday, April 23, 2021: Graduation and Beyond
- Daily Debrief Sessions: 4:00 - 4:30 pm

June 2021
- Celebrate Achievements and Accomplishments - Juneteenth
# Keynote Session - Student Experience

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 am</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Keynote - Undergraduate Experience</td>
</tr>
<tr>
<td></td>
<td>Keynote - Graduate Experience</td>
</tr>
<tr>
<td></td>
<td>Q&amp;A</td>
</tr>
<tr>
<td></td>
<td>Logistic Review for Symposium</td>
</tr>
<tr>
<td>Day 12:00 - 2:00 pm</td>
<td>Theme/Area</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Monday</td>
<td>Pre-Matriculation</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Current/ Campus Safety and Well Being</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Current/Retention and Campus Culture</td>
</tr>
<tr>
<td>Thursday</td>
<td>Current/Academics</td>
</tr>
<tr>
<td>Friday</td>
<td>Graduation/Beyond</td>
</tr>
</tbody>
</table>
SAVE THE DATE
Enhancing The Black Student Experience At UCSD
April 19-23 | 12PM-2PM
UC San Diego
Open Access update

John Hildebrand  Chair, Committee on the Library, UCOLASC representative

Erik Mitchell  The Audrey Geisel University Librarian

April 18, 2021
Open Access Policies

National Institutes of Health (NIH) has had public access policy since 2008.

White House Office of Science and Technology Policy (OSTP) issued a memo in 2013 requiring agencies with more than $100M in R&D expenditures – to develop a plan to require public access to both publications and data arising from the grants they award.

UC Academic Senate adopted an Open Access Policy on July 24, 2013, research articles authored by faculty made available to the public.

Presidential Open Access Policy of October 23, 2015 expanded open access to all other authors who write scholarly articles while employed at UC, including non-senate researchers, lecturers, post-doctoral scholars, administrative staff, librarians, and graduate students.

California state agency grants, after January 1, 2019, must deposit the author’s final version of their manuscript in an open access repository within 12 months of publication.

UC San Diego joins OA 2020 - a commitment to transform subscription dollars to Library dollars.
## Open Access Approaches

<table>
<thead>
<tr>
<th>Green OA</th>
<th>Gold APC-based</th>
<th>Gold Non-APC-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors and/or institutions make otherwise toll-access works freely available in repositories. The right to deposit such works depends on publisher and institutional policy, and any rights that the author or institution retains under both. Copies uploaded to a repository are free to read. They may or may not carry re-use licenses for downstream use.</td>
<td>Author pays a fee to the publisher to cover production costs, and publications are made free to readers, potentially but not necessarily with downstream reuse licenses. The author fees may be covered in part or full from a variety of sources, and may be in addition to subscription fees already paid by the Library. Libraries may also negotiate for discounts/reductions in or waivers of those author fees through memberships or other arrangements.</td>
<td>Publisher provides permanent and free access to readers with neither author fees nor reader fees, and potentially but not necessarily with downstream reuse licenses. [Sometimes called Platinum OA, or Diamond OA.]</td>
</tr>
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</table>
# Open access agreements

<table>
<thead>
<tr>
<th>Publisher</th>
<th>Resources Included</th>
<th>Discount Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Association for the Advancement of Scien</td>
<td>Science Advances</td>
<td>10% (additional 4% discount available for AAAS members)</td>
</tr>
<tr>
<td>American Chemical Society</td>
<td>All ACS subscription journals</td>
<td>$250 (in addition to membership discount)</td>
</tr>
<tr>
<td>Association for Computing Machinery</td>
<td>Research articles in all ACM journals, proceedings and conference proceedings</td>
<td>100% (no cost to author)</td>
</tr>
<tr>
<td>BioMed Central</td>
<td>All BioMed Central Journals</td>
<td>First $1000 covered. Remainder covered for unfunded authors.</td>
</tr>
<tr>
<td>Cambridge University Press</td>
<td>All CUP Journals with an OA option</td>
<td>First $1000 covered. Remainder covered for unfunded authors.</td>
</tr>
<tr>
<td>Electrochemical Society</td>
<td>ECS Digital Library</td>
<td>100%</td>
</tr>
<tr>
<td>Elsevier</td>
<td>2,500 Elsevier Journals</td>
<td>First $1000 covered. Remainder covered for unfunded authors.</td>
</tr>
<tr>
<td>JMRI</td>
<td>All JMRI Journals</td>
<td>First $1000 covered. Remainder covered for unfunded authors.</td>
</tr>
<tr>
<td>Karger</td>
<td>Karger Open Access Journals</td>
<td>50%</td>
</tr>
<tr>
<td>National Academy of Sciences</td>
<td>PNAS</td>
<td>25%</td>
</tr>
<tr>
<td>Oxford University Press</td>
<td>Nucleic Acids Research</td>
<td>50%</td>
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<tr>
<td>PLOS</td>
<td>All PLOS journals</td>
<td>First $1000 covered. Remainder covered for unfunded authors.</td>
</tr>
<tr>
<td>The Royal Society</td>
<td>All Royal Society journals</td>
<td>25%</td>
</tr>
<tr>
<td>Royal Society of Chemistry</td>
<td>All RSC subscription journals</td>
<td>15%</td>
</tr>
<tr>
<td>SPIE (the international society for optics and photonics)</td>
<td>Journal of Biomedical Optics and Neurophotonics</td>
<td>25%</td>
</tr>
<tr>
<td>Springer Nature</td>
<td>SpringerOpen and Subscription Journals</td>
<td>First $1000 covered. Remainder covered for unfunded authors.</td>
</tr>
<tr>
<td>Taylor &amp; Francis</td>
<td>T&amp;F Open and Open Select journals</td>
<td>75% for hybrid OA journals.</td>
</tr>
<tr>
<td>University of California Press</td>
<td>Collabra: Psychology and Elementa</td>
<td>100%</td>
</tr>
</tbody>
</table>
Elsevier

- Our transformative agreement covers over 2,500 journals with Cell Press and Lancet families integrated midway through the four-year agreement.
- UC has reading access to all articles published in Elsevier journals the libraries subscribed to before, plus additional journals to which UC previously did not subscribe.
- Multi-payer workflow provides discount and first $1,000 support as well as full support for those without funding.
- No provision for ‘retrospective’ inclusion of articles accepted in March prior to 4/1 go-live, as agreement and launch essentially coincide.
- Open to all UC corresponding authors (faculty, researchers, graduate students).

Get help @ https://ucsd.libanswers.com/
UC’s model for a “level funded OA model

Fixed
at start of agreement

Variable total
based on author choices

Base set
at start of agreement

Control
by restricting variance to +/- X%

Reading Fee

Publishing (APC) (~90%)

Total Contract Cost
(upper limit capped)

Library subvention
(on every article)

Grant-paid remainders
(where grant available)

Library-paid remainders
(where grant unavailable)

For help: Allegra Swift, Scholarly Communication Librarian or https://ucsd.libanswers.com/
On July 27, 2021, the libraries on all 10 University of California campuses will be connected through UC Library Search, a unified discovery and borrowing system. UC Library Search features the following enhancements:

- Search your home campus library collection as well as the collections of all 10 UC libraries
- Locate the full text of millions of print and online books, journal articles, and other content
- Borrow and renew materials from any library in the UC system through one interface
The physics and chemistry of the oceans and atmosphere is the focus of the OAS BS. Students in the major have access to research projects carried out by SIO faculty in classes (e.g. SIO 175,176), in honors and independent studies (SIO 196,199), and as laboratory and field assistants.

The OAS BS/MS will allow students to further enhance their academic foundation and research experience at UCSD/SIO.

Undergraduate students in the oceanic and atmospheric sciences major learn how to use a CTD instrument aboard the R/V Robert Gordon Sproul, which measures conductivity, temperature and depth. In the class, Experiences in Oceanic and Atmospheric Sciences, students also do experiential learning on Ellen Browning Scripps Memorial Pier, the Scripps Hydraulics Lab, Birch Aquarium and more. Photo by Debbie Meyer.
SIO currently has BS/MS programs in Marine Biology and Earth Sciences.

The OAS BS/MS closely parallels the existing SIO BS/MS programs, and follows UCSD protocols.

The OAS BS/MS degree will be completed in three quarters, and includes at least 24 credits of coursework (12 units of graduate coursework, 6 units of research seminar, and the remaining 6 units of graduate or upper division courses), and 12 units of 299 research credits.

The new MS degree in Oceanography includes the completion of a thesis with an oral presentation to a three member committee. The thesis research typically will follow from an undergraduate research project that will be described in the application’s research proposal.

We anticipate 2-3 students/year will participate in the OAS BS/MS degree program.

EDI best practices in graduate admissions will be followed in the evaluation of applicants to the OAS BS/MS program using more holistic rubrics that value a diversity of experiences and that have been implemented across SIO. SIO also has a number of ongoing EDI activities that OAS BS/MS students will benefit from while in residence.

The OAS BS/MS will prepare students for careers in national laboratories, industry, and for Ph.D. programs (importantly, overseas programs that often require MS equivalent coursework).
Questions?
Astronomy M.S. & Ph.D. Program at UC San Diego

On behalf of the Physics Department

Academic Senate - April 13, 2021
Objectives of New Astronomy Graduate Program

1. Establish UC San Diego as a national center for Astronomy & Astrophysics research and graduate education

2. Address a national need for Astronomy graduate programs, as demonstrated by the growth in the last 2 decades

3. Raise the profile of UC San Diego by enabling national ranking in the Astronomy discipline.

4. Increase diversity and representation among graduate students in the Division of Physical Sciences at UC San Diego
University of California is a world-leader in Astronomy

- UC owns and operates Lick Observatory and W.M. Keck Observatory
  - W. M. Keck Observatory leads all ground-based observatories in metrics of productivity and impact of publications (Crabtree 2018).
- Today, there are nearly 100+ faculty in the Astrophysics field across UC campuses, representing nearly 15% of astronomy faculty nationally.
Astronomy in the National & California Context

- Astronomy is recognized as a distinct area defined by the National Science Foundation and the National Academy of Sciences.

- While nine UC campuses host astronomy research programs, only UC Berkeley, UC Santa Cruz and UCLA are ranked because of their existing Ph.D. programs.

- UC San Diego astronomy research portfolio is comparable in size with both faculty (16) and graduate students in astronomy-related field (>35)

<table>
<thead>
<tr>
<th>UC Campus</th>
<th>Number of Astronomy &amp; Astrophysics Faculty</th>
<th>Ph.D. Degree Programs</th>
<th>Astrophysics &amp; Astronomy NRC S-rank (2010)</th>
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<tr>
<td>San Diego</td>
<td>16</td>
<td>Physics</td>
<td>...</td>
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<tr>
<td>Berkeley</td>
<td>10 (+6 joint)</td>
<td>Astronomy</td>
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<tr>
<td>Davis</td>
<td>13</td>
<td>Physics</td>
<td>...</td>
</tr>
<tr>
<td>Irvine</td>
<td>15</td>
<td>Physics with astrophysics emphasis</td>
<td>...</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>18 (+4 joint)</td>
<td>Astronomy</td>
<td>19</td>
</tr>
<tr>
<td>Merced</td>
<td>2</td>
<td>Physics</td>
<td>...</td>
</tr>
<tr>
<td>Riverside</td>
<td>11</td>
<td>Physics with astrophysics track</td>
<td>...</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>14</td>
<td>Physics with astrophysics emphasis</td>
<td>...</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>18</td>
<td>Astronomy</td>
<td>5</td>
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</table>
The need for an Astronomy Degree Program at UCSD

- Nationally, a rise in the number of Astronomy Bachelor’s degrees has not been matched with PhD programs.
- The UCSD Physics program receives 100-150 applicants each year with specific interest in Astrophysics Experiment or Theory (⅔ domestic, ⅓ foreign).
- Comparable institutions with separate Astronomy degree programs receive twice as many applications.

Career Opportunities for Astronomy Ph.D. Recipients

- Astronomy Ph.D. recipients are among the highest employed individuals in domestic & international job markets.
- The overall employment rate of both Physicists and Astronomers is projected to grow 14% from 2016 to 2026, faster than the average for all occupations.
- In 2019, the median salary of an Astronomer nationwide is $114,590 ($147,110 for Federal employees).

Courses for the Astronomy degree program are based on the standard curriculum of Astronomy Ph.D. programs at comparable institutions (see Appendix C) and recommendations from American Astronomical Society.

Focus on preparing students for a career in astronomy & related fields, while highlighting the strengths of the Physics Department, Center for Astrophysics & Space Sciences, UC Observatories, and San Diego Computing Facilities.

Governance for the degree program will include an Astronomy Graduate Program Committee, Admissions Committee, and Vice Chair of Astronomy.

Staffing resources will be provided by the Physics department.
Ph.D. Program Requirements: Courses

- Core A (foundations) required:
  - PHYA 200: Survey of Astronomy
  - PHYA 201: Radiative Processes in Astrophysics
  - PHYA 202: Astrophysical Fluid Dynamics
  - PHYA 500/PHYS 500: Teaching Instruction (at least 1 quarter as TA)

- Core B (astronomical sciences) 3 courses selected from:
  - PHYA 222: Planets and Exoplanets
  - PHYA 223: Stellar Structure and Evolution
  - PHYA 224: Physics of the Interstellar Medium
  - PHYA 226: Galaxies,
  - PHYA 227/PHYS 227: Cosmology

- Electives
  - 3 additional elective courses selected from broader list (including new courses)

- 2 quarters of PHYA 296 (Second Year Independent Research)

Total course load: 38 units
Ph.D. Program Requirements: Qualification & Candidacy

- Qualifying Exam (before end of 2nd year)
  - At least two quarters of directed research through PHYA 296
  - Journal-style Written report
  - Oral Qualifying Examination
  - Preparation: PHYA/PHYS 258: Astrophysics and Space Physics Special Topics Seminar

- Candidacy Exam (before end of 3rd year; PCTL = 4 years)
  - Written research proposal detailing context, preparation, plan, and timeline
  - Committee: Advisor, 2 Astro faculty, 1 Physics faculty, 1 outside department

- Dissertation & Dissertation Defense (normative before end of 5th year; SUTL/TRTL = 7 years)
  - Yearly updates on dissertation progress
  - Regular presentations in PHYA/PHYS 258
  - Public presentation of dissertation
  - Defense examination by committee
Principal and Participating Faculty (16)

Principal and Participating faculty will both contribute to Astronomy graduate course instruction, and it is anticipated that Principal faculty will accept and mentor Astronomy program graduate students.

Principal Faculty
- Associate Professor Kam Arnold
- Professor Adam Burgasser
- Professor Alison Coil
- Professor Brian Keating
- Associate Professor Dusan Keres
- Assistant Professor Quinn Konopacky
- Distinguished Professor Michael Norman
- Assistant Professor Karin Sandstrom
- Professor David Tytler
- Associate Professor Shelley Wright

Participating Faculty
- Professor Steven Boggs
- Distinguished Professor Pat Diamond
- Associate Professor Raphael Flauger
- Distinguished Professor George Fuller
- Assistant Professor Dan Green
- Assistant Professor Tongyan Lin
EXTRA SLIDES
Contributions to Diversity

- Participating faculty have a demonstrated commitment to diversity (6 EDI award recipients, LEAD Fellow, UC-HBCU program, engagement with NSBP/NSHP/SACNAS)
- Astronomy has ≈60% higher participation of women at Bachelor’s & PhD levels compared to Physics
- Opportunity to implement best equity practices in graduate admissions, evaluation, and retention (e.g., 2018 AAS Task Force on Diversity and Inclusion in Astronomy Graduate Education)

Ph.D. Program Requirements: Courses

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*PHYA 200: Survey</td>
<td>*PHYA 202: Fluids</td>
<td>**PHYA 226: Galaxies</td>
</tr>
<tr>
<td>*PHYA 201: Radiation</td>
<td>**PHYA 223: Stellar</td>
<td>§PHYA 227: Cosmology</td>
</tr>
<tr>
<td>*PHYS 500: Teaching</td>
<td>§PHYA 229: Observational Techniques</td>
<td></td>
</tr>
<tr>
<td>2nd year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>§PHYA 232: Astrostatistics</td>
<td>**PHYA 224: Interstellar Medium</td>
<td>PHYA 296: 2nd Year Research</td>
</tr>
<tr>
<td>PHYA 296: 2nd Year Research</td>
<td>PHYA 296: 2nd Year Research</td>
<td></td>
</tr>
</tbody>
</table>

Notation: * = Core A, ** = Core B, § = Elective

Note: The Core A courses will be offered annually; Core B courses every other year, and Elective courses every 2-3 years. The impact on teaching loads to implement new courses is minimal.
Student Advising

- Physics Education Staff
  - Academic requirements, logistical support, tutoring and other Department resources
- Faculty Academic Advisor
  - Assigned on matriculation
  - Tracks and advises on student progress through first two (2) years
- Faculty Qualifying Exam Research Advisor
  - Responsible for research training and progression for Qualifying Exam project
  - Student-faculty match-ups in 1st year
  - Member of Qualifying Exam Committee
- Faculty Dissertation Advisor
  - Responsible for research training and progression toward dissertation
  - Member of Dissertation Committee
- Astronomy Graduate Program Committee
  - Collects and evaluates annual and as-needed student assessments (grades, evaluations)
  - Intervenes proactively as needed in coordination with Vice Chair for Astronomy
Career Opportunities for Astronomy Ph.D. Recipients

- At UC San Diego, we award 4-6 Physics Ph.Ds per year with an Astronomy-focused dissertation
- All recent graduates have gone on to new positions in academia or industry. We anticipate similar success in employment for Astronomy Ph.D. recipients.
Reciprocal Dual Masters Degree
School of Global Policy and Strategy, UCSD
and
Graduate School of Public Administration, Seoul National University

Stephan Haggard, Presenter
April 13th, 2021
Proposal and Rationale

• Proposal
  • GPS-SNU Reciprocal Dual Masters
  • Degrees Earned: Master of Advanced Studies-International Affairs (MAS-IA) at UCSD; Global Master of Public Administration at SNU

• Rationale
  • At GPS, our two-year Masters of International Affairs and Masters of Public Policy students are integrated with MAS-IA professionals
  • MAS-IA students bring professional experience in the public, private and NGO sectors into the classroom...
  • ...and provide opportunities for professional networking
  • Foreign MAS-IA students are complementary to regional requirements for the MIA (Latin America, China, Japan, Southeast Asia and Korea)
Why Seoul National University?

- Seoul National University (SNU) ranked 1st in Korea, 60th in the world (Center for World University Rankings) and 9th in Asia (Times Higher Education).
  - School of Public Administration is also strong in international relations and political economy
- SNU GMPA students add intellectual and professional diversity to our classrooms
  - The MAS-IA is successful in attracting students interested in career tracks in security, international politics, and international political economy,
  - SNU students come from diverse professional experience in government from national ministries to state and local governments, but from different fields.
  - The SNU collaboration offers the possibility of building out the Public Policy cohort in the MAS degree
Why a Collaborative Program?

• Networking with peer professional schools is increasingly embedded in cooperative degree programs.
  • Partner (and competitor) schools are making it clear that they are exploring options beyond simply sending their students abroad.
  • Partner (and competitor) schools want networks of cooperation that include not just shared degrees, but the pooling of financial resources for the support of students, sharing alumni and career networks, and laying the groundwork for advancing faculty as well as student connections.

• Professional schools are increasingly pursuing such collaboration as part of their efforts to internationalize.
Seoul National Curriculum

- 28 Semester Units
- Masters Thesis, includes proposal and final defenses
- Fall Courses:
  - Theories of Global Public Administration
  - Theories of Public Policy Institutions
  - Social Science Research Methods for Public Administration
  - Statistical Analysis for Public Administration
- Spring Courses: Advanced Course Work in a Chosen Specialization
  - Organization Management
  - Personnel Management
  - Finance Management
  - Local Governance
  - Policy Processes
MAS-IA Curriculum for Dual Degree

• 44 Units
• Fall Core Courses and Spring Capstone Class (12 units)
  • GPCO 481: The Politics of National and International Policy Making
  • GPCO 482: The Economies of the Pacific Rim
  • GPCO 483: Workshop on Policy Issues in the Pacific Rim
• Regional Specialization: Two Courses (8 units)
  • China
  • Japan
  • Korea
  • Latin America
  • Southeast Asia
• Career Track Specialization: Three Courses (12 units)
  • International Relations, International Political Economy, International Public Policy,
    Environmental Policy/Sustainability, Security in the Asia Pacific
Admissions Requirements for the MAS-IA
(Uniform for all MAS Applicants)

- Demonstrated interest/experience in the field of international affairs
- Five years (minimum) of relevant, full-time professional work experience
- Bachelor’s degree from accredited university with minimum GPA of 3.0
- For foreign students, strong language requirements
  - SNU masters is taught in English: Korean not required for admission
  - Proficiency in English as demonstrated with a minimum acceptable score for the TOEFL iBT of 85, TOEFL Paper-delivered Test of 64, or IELTS overall band score of 7.0. Applicants with borderline scores on the TOEFL or IELTS will be required to enroll in the GPS Global Leadership Institute’s summer intensive Academic English and Analytic Writing program.
  - GPS students seeking entry to program must either pass an SNU GSPA test in oral and written Korean or agree to take a three (3) credit course in Korean Language and Culture (not counted toward GMPA degree).
- Requirements for SNU (and other partner) students
  - Dual Degree students must apply separately to each program
  - Successful completion of the first year curriculum for the GMPA, including successful defense of the master’s proposal.
Diversity at GPS

• Growth in self-supporting programs increases revenue available for the financial support of URM students

• Degrees of this sort do not crowd out the under-represented.
  • MAS-IA typically hovers around 70% domestic and 30% international
  • In the past three years, the percentage of domestic MAS-IA students who are URM has grown from approximately 14% to 24% to 32% in 2020-21 respectively.

• URMs are notably under-represented in careers in international affairs, including in the Asia Pacific.
  • Domestic URMs interested in careers in international affairs want to attend schools where they will interact with international students.
  • Domestic URMs want to attend programs with mentor and alumni networks abroad.
Diversity Programming At GPS

• Increased Admissions outreach to CSU campuses and UC campuses where the UG population is notably diverse

• Fellowship criteria to specifically incentivize underserved students. We remain committed to using at least $200,000 a year of revenue from our self-supporting programs for fellowships.

• In instances where GPS is the principle gatekeeper for programming, we waive fees when they were a barrier of entry.
  • For example, for our summer preparatory ‘boot camp.’

• The Public Service Weekend with the Partnership for Public Policy and International Affairs (PPIA). PPIA’s mission is “to promote the inclusion and full participation of underrepresented groups in public service and advance their leadership roles throughout civic institutions serving domestic and international affairs.”

• Ongoing review of the curriculum to add both diverse content and authorship on syllabi, and to expand course work that focuses on EDI-related policy issues:
  • Sustainability and Environmental Justice
  • The Politics of Diversity in Public Policy
  • Immigration Policy
  • The Politics of Economic Inequality
  • Gender and Conflict
REPORT OF THE GRADUATE COUNCIL

The Graduate Council proposes amendments to San Diego Senate Regulation 715. *Requirements for the PhD Degree at San Diego,* with a corresponding amendment to San Diego Senate Regulation 717. *Requirements for the Doctoral of Music Arts (DMA) Degree.* The primary focus of the changes is updating the rules for doctoral committee composition. The justifications for all of the proposed changes are below. The Graduate Council consulted with the Graduate Division, the Educational Policy Committee, the Committee on Diversity and Equity, and the Department of Music during the development of this proposal. The Committee on Rules and Jurisdiction found the proposed amendments consonant with the Code of the Academic Senate. The Graduate Council recommends that the Division approve the proposed amendments to San Diego Senate Regulations 715 and 717.

Background
San Diego Senate Regulation 715 was enacted in 1965 and the rules for doctoral committee composition have not changed substantively since. In the past few years, the Graduate Council has received feedback from departments, programs and faculty that it can be cumbersome to find five members for a committee, as currently required, and the increasingly interdisciplinary nature of graduate programs, research, and faculty appointments make it challenging to adhere to and interpret the current rules regarding department representation and academic specialties. The Graduate Council proposes these changes in response to this feedback.

Summary of Proposed Changes
1. **Removed Section B. Language Requirement** – The Graduate Council determined that the section on a language requirement should be removed from the Regulation. Language requirements may be incorporated into program-specific requirements with the Graduate Council’s approval, and required language proficiency only applies to a small subset of current programs.

2. **Removed Section C. Qualifying Examinations** – The Graduate Council determined that it was preferable to remove this section and add text on the need for completion of all program-specific requirements prior to advancement to candidacy under the section labeled as such. A survey of doctoral programs across campus disciplines revealed very variable requirements in the first and second years with different schemes as to which faculty groups are involved in administering requirements.

3. **Rewrote Section D. Doctoral Committees (Section B in the proposed text)** – All members of the Graduate Council strongly support reducing the number of required doctoral committee members to four, all of whom must have UC San Diego appointments and must meet eligibility criteria to serve on and/or chair doctoral committees that are set by the Graduate Council. A survey of sister UC campuses revealed that their requirement of three or four members is consistent with the Council’s recommendation to have four required members.

The Council also proposes simplifying the definition of the “outside” member, using the primary department of the thesis mentor/committee chair as the definition of the “inside” group. The proposed changes include language to ensure that two of the committee members are from the department or program in which the student is enrolled, to make sure programmatic requirements are addressed and expectations met. An option is included to appoint additional UCSD members or
external (i.e. non-UCSD) committee members who contribute to guiding the student’s dissertation work and career development.

The Council had significant discussion on how to best indicate eligibility of appointees in different academic series to serve on and/or chair doctoral committees. The rules are complex and are modified by the Graduate Council on a regular basis in response to feedback (every 2-3 years). The Council determined that the current system, where eligibility is decided by the Graduate Council and made available to the campus community on the Graduate Division website is the most efficient and should continue. Appendix 1 includes a draft modification of the eligibility requirements for doctoral committees to account for the proposed reduction in the required number of members.

4. Revised Sections F. Dissertations and G. Final Examinations – The Graduate Council proposes text changes to update language and remove vague sentences.

5. Updated San Diego Senate Regulation 717, Section D – The Regulation for the Doctoral of Musical Arts (DMA) states that doctoral committees for the DMA are constituted following the procedures provided in SD 715. The Graduate Council updated the section reference from 715(D) to 715(B) to correspond to the new section on doctoral committees proposed in SD 715. The Graduate Council notified the Department of Music of the proposed changes to SD 715 and SD 717, and they had no objections to the proposed amendment.

Effective Date of Proposed Changes
The Council proposes these changes to SD 715 and SD 717 with a Fall 2021 effective date. The new rules for doctoral committee composition will apply to all PhD and DMA students who do not have a constituted doctoral committee. PhD and DMA students who have already constituted a committee will have the option to continue with their current committee or to reconfigure their committee based on the updated requirements.

Proposal Contents
• Proposed Revisions to San Diego Senate Regulation 715 (Track Changes)
• Proposed Revisions to San Diego Senate Regulation 715 (Clean Copy with Proposed Amendments)
• Proposed Revision to San Diego Senate Regulation 717 (Track Changes)
• Appendix 1 – Updated Doctoral Committee Membership Table
• Appendix 2 – Senate Feedback on Proposed Revisions
• Appendix 3 – Current Version of San Diego Senate Regulation 715

Lynn Russell, Chair
Graduate Council
PROPOSED REVISIONS TO SAN DIEGO SENATE REGULATION 715
(RED-LINED VERSION)

715. REQUIREMENTS FOR THE PH.D. DEGREE AT SAN DIEGO

A) Residency
   The minimum residence requirement for the Ph.D. degree is six quarters, three of which
   must be spent in continuous residence at the San Diego campus, except in the case of a
   joint Ph.D. program, in which the residence requirements will be defined by the
   Graduate Council. Residence is established by the satisfactory completion of six units per
   quarter, some of which must be at the graduate level.

B) Language Requirement
   Departments giving graduate instruction shall submit the language requirements needed in
   their field to the Graduate Council, as well as the proposed means by which students will
demonstrate their language proficiency. Upon approval by the Graduate Council, the
   departmental language requirements will become part of the official program for graduate
   degrees.

   Students are strongly urged to acquire the best possible language preparation before
   entering graduate studies, since otherwise their programs may be seriously delayed. The
   student must have satisfied all the language requirements in his or her field of study before
   taking the qualifying examination for advancement to candidacy for the Ph.D. degree.

C) Qualifying Examinations
   Before admission to candidacy for the Doctor's degree, a student must have satisfied all
   preliminary requirements set by his or her major department and by the Graduate Council
   and must have passed the Qualifying Examination conducted by the Doctoral Committee.

D) Doctoral Committees
   In consultation with their faculty dissertation advisor and following their Ph.D. program
   guidelines, candidates shall request to appoint a Doctoral Committee consisting of five or
   more at least four members with faculty appointments at UC San Diego. Eligibility of faculty
   in different academic series at UC San Diego to serve on and/or chair Doctoral Committees
   is determined by the Graduate Council. A Doctoral Committee shall be appointed by the Dean of Graduate Studies
   under the authority of the Graduate Council. At least one Doctoral Committee member must
   have their primary appointment in a different department than the one in which the
   candidate’s dissertation advisor/Doctoral Committee Chair holds their primary appointment.
   (Doctoral Committee Co-Chairs from different departments or programs satisfy this
   requirement; note that, even with evenly split appointments, faculty are primary in one
   department) five of the committee members shall be officers of instruction and no fewer than
   four shall hold professorial titles (of any rank). The committee members shall be chosen
   from at least two departments, and at least two Doctoral Committee members must be
   from the department or program in which the student is enrolled and shall represent
   academic specialties that differ from the student's chosen specialty. In all cases, each
   committee at least one Doctoral Committee member must be include one tenured or
   emeritus UCSD faculty member from outside the student's major department.

   Normally, the members of the committee shall be nominated by the student’s department or
   interdepartmental group, but the Dean of Graduate Studies may appoint additional
   members. Additional committee members beyond the required four members can be
   requested to serve, including from another UC campus, non-UC academic institutions and
industry. Appointment of such external members who will participate in Doctoral Committee decisions must be justified with a written explanation at the time of requesting committee constitution and must be approved by the Graduate Division. Willingness of each person external members to serve on the committee shall must be verified prior to nomination—and efforts should be made to maintain continuity of service on the committee for the duration of candidacy.

The Doctoral Committee shall conduct the qualifying examination will be in charge of the student's advancement to candidacy, will oversee and approve supervise and pass on the student's dissertation, and will conduct the final oral examination dissertation defense, which shall will be public and so announced. Unless the reports of the committee to the Graduate Council concerning the examinations and the dissertation are unanimous, the Dean of Graduate Studies shall be called upon to review the case and report his or her findings to the Graduate Council, which shall determine appropriate action.

Guidelines on Doctoral Committee composition are modified for joint Ph.D. programs offered collaboratively by San Diego State University and UC San Diego with the approval of the Graduate Council.

E) C) Advancement to Candidacy
The candidate must file his or her application, properly approved by the Doctoral Committee is tasked with determining if the candidate is qualified to advance to candidacy for the Ph.D. degree. All preliminary requirements set by individual programs and by the Graduate Council must be completed prior to advancement to candidacy. Following approval by the Doctoral Committee, the candidate must file their application; and submit it to the Dean of the Graduate Division, Studies who determines if all formal requirements have been met. A minimum period of resident study equivalent to three quarters must intervene between the date of formal advancement to candidacy and the date of the Ph.D. dissertation defense final examination.

In cases where, even after consultation with graduate program leadership, a unanimous decision on advancement to candidacy is not reached by the Doctoral Committee, the Dean of the Graduate Division shall be called upon to review the case and report their findings to the Graduate Council, which shall determine appropriate action.

F) D) Dissertations
A dissertation is required of every candidate for the Ph.D. degree. It must bear on the candidate's major area of study, show evidence of his or her ability to do independent research, and be approved by the candidate's Doctoral Committee. A draft of the dissertation must be submitted to each member of the Doctoral Committee at least four weeks prior to the scheduled Ph.D. dissertation defense before the final examination. The final form of the dissertation must be in accord with the "Instructions for the Preparation and Submission of Doctoral Dissertations and Masters' Theses" which are established by the Graduate Council. An official electronic copy of the approved dissertation must be filed for deposit in the University Library, with the title of the dissertation submitted to the Office of the Registrar. Two official copies of the approved dissertation must be filed with the Registrar for deposit in the University Library.

G) E) Dissertation Defense Final Examinations
The candidate's oral Ph.D. dissertation defense final examination shall be conducted by
The Doctoral Committee will determine if the defense and the submitted dissertation meet the expectations for awarding the Ph.D. degree. In cases where the Doctoral Committee fails to achieve unanimity in approving the candidate for the Ph.D. degree, the Dean of the Graduate Division shall be called upon to review the case and report their findings to the Graduate Council, which shall determine appropriate action. The examination is oral and deals primarily with the relationship of the dissertation to the general field in which the subject lies.

1 Faculty eligibility rules are established by Graduate Council and posted by the Graduate Division: https://grad.ucsd.edu/academics/progress-to-degree/committees.html#Doctoral-Committee-Membership-T
A. Residency
The minimum residence requirement for the Ph.D. degree is six quarters, three of which must be spent in continuous residence at the San Diego campus, except in the case of a joint Ph.D. program, in which the residence requirements are defined by the Graduate Council. Residence is established by the satisfactory completion of six units per quarter, some of which must be at the graduate level.

B. Doctoral Committees
In consultation with their faculty dissertation advisor and following their Ph.D. program guidelines, candidates shall request to appoint a Doctoral Committee consisting of at least four members with faculty appointments at UC San Diego. Eligibility of faculty in different academic series at UC San Diego to serve on and/or chair Doctoral Committees is determined by the Graduate Council. At least one Doctoral Committee member must have their primary appointment in a different department than the one in which the candidate’s dissertation advisor/Doctoral Committee Chair holds their primary appointment. (Doctoral Committee Co-Chairs from different departments or programs satisfy this requirement; note that, even with evenly split appointments, faculty are primary in one department). At least two Doctoral Committee members must be from the department or program in which the student is enrolled and at least one Doctoral Committee member must be tenured or emeritus.

Additional committee members beyond the required four members can be requested to serve, including from another UC campus, non-UC academic institutions and industry. Appointment of such external members who will participate in Doctoral Committee decisions must be justified with a written explanation at the time of requesting committee constitution and must be approved by the Graduate Division. Willingness of external members to serve on the committee must be verified prior to nomination and efforts should be made to maintain continuity of service on the committee for the duration of candidacy.

The Doctoral Committee will be in charge of the student’s advancement to candidacy, will oversee and approve the student’s dissertation, and will conduct the oral dissertation defense, which will be public and so announced.

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1 Faculty eligibility rules are established by Graduate Council and posted by the Graduate Division: https://grad.ucsd.edu/academics/progress-to-degree/committees.html#Doctoral-Committee-Membership-T
Guidelines on Doctoral Committee composition are modified for joint Ph.D. programs offered collaboratively by San Diego State University and UC San Diego with the approval of the Graduate Council.

C. Advancement to Candidacy

The Doctoral Committee is tasked with determining if the candidate is qualified to advance to candidacy for the Ph.D. degree. All preliminary requirements set by individual programs and by the Graduate Council must be completed by the candidate prior to advancement to candidacy. Following approval by the Doctoral Committee, the candidate must file their application and submit it to the Dean of the Graduate Division, who determines if all formal requirements have been met. A minimum period of resident study equivalent to three quarters must intervene between the date of formal advancement to candidacy and the date of the Ph.D. dissertation defense.

In cases where, even after consultation with graduate program leadership, a unanimous decision on advancement to candidacy is not reached by the Doctoral Committee, the Dean of the Graduate Division shall be called upon to review the case and report their findings to the Graduate Council, which shall determine appropriate action.

D. Dissertations

A dissertation is required of every candidate for the Ph.D. degree. It must bear on the candidate's major area of study, show evidence of their ability to conduct independent research, and be approved by the candidate's Doctoral Committee. A draft of the dissertation must be submitted to each member of the Doctoral Committee at least four weeks prior to the scheduled Ph.D. dissertation defense. The final form of the dissertation must be in accord with the "Instructions for the Preparation and Submission of Doctoral Dissertations and Masters' Theses" which are established by the Graduate Council. An official electronic copy of the approved dissertation must be filed for deposit in the University Library, with the title of the dissertation submitted to the Office of the Registrar.

E. Dissertation Defense

The candidate's oral Ph.D. dissertation defense shall be conducted by their Doctoral Committee. The Doctoral Committee will determine if the defense and the submitted dissertation meet the expectations for awarding the Ph.D. degree. In cases where the Doctoral Committee fails to achieve unanimity in approving the candidate for the Ph.D. degree, the Dean of the Graduate Division shall be called upon to review the case and report their findings to the Graduate Council, which shall determine appropriate action.
Admission

Admission to the DMA program will be based upon acceptance to graduate study at UCSD and the following criteria. Applicants should:

1) hold a Master's degree in a music-related field with experience in performance comparable to the UCSD M.A. degree or equivalent;

2) demonstrate a high level of academic achievement, as evidenced by grade transcripts, letters of recommendation, and scholarly papers;

3) present a performance audition;

4) have taken the Graduate Record Examination General Test, as well as the Music Subject Test.

Program of Study

Students will be required to take:

1) seminars and directed research group courses in one major area of vocal/instrumental specialization and two secondary areas of specialization;

2) performance seminars and other required courses.

Foreign Language Requirement

A demonstrated reading proficiency of one modern foreign language must be proven by the time of advancement to candidacy.

Doctoral Committee

A committee will be formed to supervise the student's educational progress toward the qualifying examinations and final requirements. Each committee shall be constituted following the same procedures as are provided for in Regulation 715(DB) for the Ph.D. degree.

Qualifying Examination

The Qualifying Examination consists of two parts:

1) a written and oral defense of questions provided by the Doctoral Committee; plus

2) an abstract of the thesis or research project to be given to the Doctoral Committee at the qualifying exams; or

b) a presentation of a substantial portion of the works to be performed on the student's "Major Recitals" will be performed as part of the qualifying exams.
F) Final Requirements

1) Two Major Recitals, plus one of the following:

   a) thesis or research project;

   b) a concert that is innovative in design and/or content, which is supported by a document containing extensive stylistic or analytical discussion of the program; or

   c) a lecture/concert, pertaining to innovative and/or original material, with appropriate documentation as determined by the committee.

G) Residence Requirement

The minimum residence requirement for the DMA is two years.
Appendix 1. Doctoral Committee Membership Table

The Doctoral Committee Membership Table specifies which academic titles may serve on doctoral and Master’s thesis committees and in what capacity. The faculty titles listed on the chart refer to UC San Diego appointments only (with the exception of the “Professor from another UC Campus” title).

The Dean of the Graduate Division will consider exceptions to individual committee membership with plausible justification from the graduate program.

<table>
<thead>
<tr>
<th>Title</th>
<th>Chair</th>
<th>Co-Chair</th>
<th>Tenured Member</th>
<th>One of Four UCSD Members</th>
<th>Additional Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSOR (LADDER-RANK) SERIES, including Emeritus</td>
<td></td>
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<tr>
<td>Full &amp; Associate</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Assistant</td>
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<td>N</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Assistant</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
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<td>PROFESSOR OF CLINICAL &quot;X&quot; SERIES</td>
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<tr>
<td>All Ranks</td>
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<td>Y</td>
<td>N</td>
<td>Y</td>
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<td>TEACHING PROFESSOR (LECTURER WITH (POTENTIAL) SECURITY OF EMPLOYMENT) SERIES</td>
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<td>Y</td>
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<tr>
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<tr>
<td>Full &amp; Associate</td>
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<tr>
<td>Assistant</td>
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<td>N</td>
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^Confers Academic Senate membership, see [https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/105.1](https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/105.1)

*Only one person in this category may serve on the committee unless there are more than four members.

#Adjunct Professors and Professors of Practice of all ranks may serve as chairs of doctoral committees as long as a ladder-rank faculty member serves as a co-chair.

##Voluntary basis

+Teaching Professors of all ranks may serve as chair or co-chair by exception.

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1 The table below will replace the current doctoral committee if the proposed changes to SD 715 are enacted. Link to current table: [https://grad.ucsd.edu/academics/progress-to-degree/committees.html#Doctoral-Committee-Membership-T](https://grad.ucsd.edu/academics/progress-to-degree/committees.html#Doctoral-Committee-Membership-T)
February 26, 2021

PROFESSOR LYNN RUSSELL, Chair
Graduate Council

SUBJECT: Proposal to Amend San Diego Senate Regulation 715. *Requirements for the PhD Degree*

The Educational Policy Committee (EPC) reviewed the draft amendments to the San Diego Senate Regulation 715. *Requirements for the PhD Degree* prepared by the Graduate Council at its February 16, 2021 meeting. The Committee has no objections or comments on the proposed changes and appreciates the opportunity to review them.

Sincerely,

Geoffrey Cook, Chair
Educational Policy Committee

cc: L. Hullings
    P. Rangamani
March 9, 2021

LYNN RUSSELL, CHAIR
Graduate Council

SUBJECT: Proposed Revisions to San Diego Senate Regulation 715, Requirements for the PhD Degree

The Committee on Diversity & Equity (CDE) discussed the Proposed Revisions to San Diego Senate Regulation 715, Requirements for the PhD Degree at our February meeting. The CDE fully supports the proposed revisions.

Sincerely,

Jennifer Burney, Chair
Committee on Diversity & Equity

cc: L. Hullings
APPENDIX 3. CURRENT REGULATION

715 REQUIREMENTS FOR THE PH.D. DEGREE AT SAN DIEGO  [En 5/18/65]

A) Residency
The minimum residence requirement for the Ph.D. degree is six quarters, three of which must be spent in continuous residence at the San Diego campus, except in the case of a joint Ph.D. program, in which the residence requirements will be defined by the Graduate Council. Residence is established by the satisfactory completion of six units per quarter, some of which must be at the graduate level.

B) Language Requirement  [En 2/15/66]
Departments giving graduate instruction shall submit the language requirements needed in their field to the Graduate Council, as well as the proposed means by which students will demonstrate their language proficiency. Upon approval by the Graduate Council, the departmental language requirements will become part of the official program for graduate degrees.  [Am 5/23/95]
Students are strongly urged to acquire the best possible language preparation before entering graduate studies, since otherwise their programs may be seriously delayed. The student must have satisfied all the language requirements in his or her field of study before taking the qualifying examination for advancement to candidacy for the Ph.D. degree.

C) Qualifying Examinations
Before admission to candidacy for the Doctor's degree, a student must have satisfied all preliminary requirements set by his or her major department and by the Graduate Council and must have passed the Qualifying Examination conducted by the Doctoral Committee.

D) Doctoral Committees  [Am 2/20/73]
A Doctoral Committee of five or more members shall be appointed by the Dean of Graduate Studies under the authority of the Graduate Council. At least five of the committee members shall be officers of instruction and no fewer than four shall hold professorial titles (of any rank). The committee members shall be chosen from at least two departments, and at least two members shall represent academic specialties that differ from the student's chosen specialty. In all cases, each committee must include one tenured or emeritus UCSD faculty member from outside the student's major department.  [Am 10/26/93]

Normally, the members of the committee shall be nominated by the student's department or interdepartmental group, but the Dean of Graduate Studies may appoint additional members. Willingness of each person to serve on the committee shall be verified prior to nomination. Efforts should be made to maintain continuity of service on the committee for the duration of candidacy.

The Doctoral Committee shall conduct the qualifying examination, supervise and pass on the student's dissertation, and conduct the final oral examination, which shall be public and so announced. Unless the reports of the committee to the Graduate Council concerning the examinations and the dissertation are unanimous, the Dean of Graduate Studies shall be called upon to review the case and report his or her findings to the Graduate Council, which shall determine appropriate action.
E) Advancement to Candidacy
   The candidate must file his or her application, properly approved by the Doctoral Committee, and submit it to the
   Dean of Graduate Studies who determines if all formal requirements have been met. A minimum period of
   resident study equivalent to three quarters must intervene between the date of formal advancement to candidacy
   and the date of the final examination. [Am 5/23/95]

F) Dissertations [Am 2/27/70]
   A dissertation is required of every candidate for the Ph.D. degree. It must bear on the candidate's major area of
   study, show evidence of his or her ability to do independent research, and be approved by the candidate's
   doctoral committee.

   A draft of the dissertation must be submitted to each member of the doctoral committee at least four weeks
   before the final examination. The final form of the dissertation must be in accord with the "Instructions for the
   Preparation and Submission of Doctoral Dissertations and Masters' Theses" which are established by the
   Graduate Council. Two official copies of the approved dissertation must be filed with the Registrar for deposit in
   the University Library.

G) Final Examinations
   The candidate's final examination shall be conducted by his or her Doctoral Committee. The examination is oral
   and deals primarily with the relationship of the dissertation to the general field in which the subject lies.
April 19, 2021

Steven Constable, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Senate Regulation 715, Requirements for the Ph.D. Degree at San Diego and Senate Regulation 717, Requirements for the Doctor of Music Arts Degree (DMA)

Dear Chair Constable,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposal to amend San Diego Senate Regulation 715, Requirements for the Ph.D. Degree at San Diego and Senate Regulation 717, Requirements for the Doctor of Music Arts Degree (DMA), and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Professor Geoffrey Braswell, Chair
Committee on Rules and Jurisdiction

cc: L. Hullings
T. Javidi
J. Lucius
R. Rodriguez

Attachments
At its April 12, 2021 meeting, the Graduate Council approved a proposal to establish a degree program leading to a PhD in Biochemistry and Molecular Biophysics in the Department of Chemistry and Biochemistry, with a terminal MS degree option. The degree program requires 36 units of coursework, a required field examination, a qualifying exam to advance to candidacy, a dissertation, and a dissertation defense examination. The Council is supportive of this academic endeavor and recommends that the Representative Assembly approve the proposal.

Lynn Russell, Chair
Graduate Council

The complete proposal is available for review: https://senate.ucsd.edu/media/503161/chem-proposed-phd-in-biochemistry-and-molecular-biophysics.pdf

Executive Summary

The Chemistry & Biochemistry department currently awards PhD degrees only in Chemistry despite having a large cohort of faculty and PhD students pursuing research in Biochemistry, Structural Biology & Biophysics. Currently, all PhD students in the Chemistry & Biochemistry Department receive a Chemistry PhD degree. Since 2015, the Department of Chemistry & Biochemistry has had different graduate program tracks and those PhD students interested in Biochemistry, Structural Biology & Biophysics choose the Biochemistry & Biophysics track when they apply. We wish to offer these PhD students the degree that is appropriate for what they are actually studying. Detailed in this document are reasons why students in the Biochemistry & Biophysics track should be receiving a degree in Biochemistry & Molecular Biophysics. These reasons include: 1) The Department is home to a large NIH-funded T32 Molecular Biophysics Training Program. 2) The students take different coursework that is appropriate for their Biochemistry & Biophysics Track. 3) This coursework does not include training in traditional Chemistry disciplines such as Organic, Inorganic or Physical Chemistry. 4) The Biochemistry & Biophysics Track currently comprises 30% of the graduate students in Chemistry and Biochemistry, yet they are subject to traditional Chemistry program requirements. 5) The separate degree program would allow the participating faculty to have more flexibility in the educational program that is currently not possible within the uniform standards required for a degree in Chemistry. For example, the new degree could require longer rotations and yearly thesis committee meetings as is standard for most Biochemistry PhD programs. 6) Some faculty who participate in the Biochemistry and Biophysics Track are interdisciplinary and come from other departments and from Health Sciences.

The offering of two degrees (PhD in Biochemistry and Molecular Biophysics as well as PhD in Chemistry) from a single department is not uncommon. Of note, the Department of Chemistry & Biochemistry at UCLA offers two different PhD degrees, one in Chemistry and the other in Biochemistry, Molecular & Structural Biology. Similarly, the Department of Chemistry & Biochemistry and UC Santa Cruz offers both a Chemistry PhD and a Biomedical Sciences PhD. As at these other UC schools, the new degree program would remain within the UCSD Department of Chemistry & Biochemistry and very little would have to
change, except the name of the degree that the students are receiving. A modest increase in administrative effort would be needed to administer this new graduate program, but no other additional support would be required because the students under the new degree would still enter through the Chemistry & Biochemistry Department and would still be supported during their first year by TAships within the Department of Chemistry & Biochemistry as they are now. In subsequent years 2-5, student support would be unchanged from the current practice. There is strong support for this change from the leadership in the Chemistry & Biochemistry Department and Division of Physical Sciences.
REPORT OF THE GRADUATE COUNCIL

At its May 10, 2021 meeting, the Graduate Council supported a proposal from the Department of Structural Engineering to discontinue two MAS degree programs - the MAS in Simulation Based Engineering and the MAS in Structural Health Monitoring. In accordance with Appendix IV of the Manual of the San Diego Division of the Academic Senate, the proposal was reviewed by a Senate ad hoc committee assigned to review the discontinuation or transfer of undergraduate and graduate degree programs. The ad hoc committee’s findings are below.

Lynn Russell, Chair
Graduate Council

The complete proposal is available for review: https://senate.ucsd.edu/media/504348/se-proposed-discontinuation-of-mas-sbe-and-mas-shm.pdf

**********************************************************
Senate Ad Hoc Review Committee Report

Review of Proposal to Discontinue Graduate Degree Programs

• Department of Structural Engineering: Proposal to Discontinue the Master of Advanced Studies in Simulation Based Engineering (SE79) and the Master of Advanced Studies in Structural Health Monitoring (SE78)

Recommendation: The Senate Ad Hoc Committee endorses the Department of Structural Engineering’s proposal to discontinue the MAS degree programs in Simulation-Based Engineering and Structural Health Monitoring.

Initiation of proposal: The Department of Structural Engineering forwarded the request to discontinue the MAS degree programs to the Graduate Council (GC) in a memo dated November 17, 2020. GC reviewed the proposal and notified the Department that it had initiated the procedures outlined in Appendix IV – Policy and Procedures on Transfer, Consolidation, Disestablishment, and Discontinuance of Academic Programs and Units in a memo dated February 19, 2021.

Reason for action: Academic. The two MAS degree programs were approved in 2011 and never offered. Since the Department has no plans to offer the degree programs, the faculty would like to formally discontinue the degree programs and remove them from the General Catalog. The Department notes that it offers alternative options to students seeking a Master’s degree to specialize in these areas through its MS degree program.

Adverse impacts: No adverse impacts on faculty, students, or staff were found.

Procedural guarantees for affected parties: Since the MAS degree programs were never offered after their approval ten years ago, no parties are affected by their discontinuation.
Report of Committee on Academic Freedom

The Divisional Committee on Academic Freedom, proposes a revision to San Diego Divisional Bylaw 170, Academic Freedom, to expand the number of members from three to five, and make two non-substantive style edits.

The Committee on Rules and Jurisdiction found the proposed revisions consonant with the Code of the Academic Senate.

Rationale for the proposed changes: The proposed changes modify the number of members to better align with other Divisional Committees on Academic Freedom, and to provide wider campus representation.

Farrell Ackerman
Chair
San Diego Divisional Committee on Academic Freedom

MANUAL OF THE SAN DIEGO DIVISION OF THE ACADEMIC SENATE

Bylaw 170, Academic Freedom
PROPOSED REVISION

A) This committee shall consist of three five ordinary members of the Division. It shall also have one undergraduate student representative and one graduate student representative, who shall not have the right to vote. One member shall serve on the University Committee on Academic Freedom [see Bylaw 185(C)(8), and SBL 130] [Am 5/24/77, Rt 6/8/77, Am 2/24/04]

B) This committee shall study and, at its discretion, report to the Division any conditions within or without the University which, in the judgment of the committee, may affect the academic freedom of the members of the University, inclusive of with particular reference to the acceptance of positions and resignations from positions in the University, and of to the reputation of the University and of individual members of the Division.

C) The committee shall represent the Division in review of publications dealing with campus regulations, and report the results of its review to the Division.
April 26, 2021

Steven Constable, Chair  
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Senate Bylaw 170, Academic Freedom

Dear Chair Constable,

The Committee on Rules and Jurisdiction (CRJ) reviewed the proposal to amend San Diego Senate Bylaw 170, Academic Freedom and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Professor Geoffrey Braswell, Chair  
Committee on Rules and Jurisdiction

cc: T. Javidi  
J. Lucius  
R. Rodriguez

Attachments
PROPOSAL FOR AN EIGHTH UNDERGRADUATE COLLEGE AT UC SAN DIEGO

APRIL 6, 2021
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Executive summary

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

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

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

i. Need for an eighth college

An eighth college is needed to enable us to appropriately serve our undergraduate cohort at its present size. While UC San Diego’s steady state has been projected as “32,000 undergraduate students by 2035,” unprecedented yield in the past several years has our campus at over 31,800 undergraduates as of Fall 2020 and we will be aiming to plateau at this size. In Fall 2020, the six long-established colleges each had enrollments over 5,000 (ranging from 5,008 to 5,438); since Fall 2020 was its first quarter in operation, Seventh College had fewer students. Operational experience related to the realities of accomplishing administrative functions, academic advising, student affairs advising, student programming, housing, and dining within a college’s physical footprint all point to 4,000 as a goal for the number of students per college, so that an undergraduate cohort of 32,000 corresponds to eight colleges. The establishment of Seventh and Eighth Colleges thus represents an essential feature of the campus’ long-range development plan to provide a unique residential and academic experience for our undergraduates. Our campus Strategic Plan includes a commitment to create a student-centered university; adding an eighth college is essential to achieving this.
ii. Academic rigor
At UC San Diego, general education is provided by the undergraduate colleges. In addition, each college requires college-level writing courses (which may or may not be disjoint from the general education courses). These requirements follow AAC&U guidelines and provide necessary overlap of college and major requirements:

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

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

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

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

The general education framework for Eighth College follows the basic outline of the Seventh College curriculum: alternatives courses, curated from departmental offerings, provide breadth and introduction to diverse intellectual traditions, while four college-specific
**Engagement courses** emphasize engagement in interdisciplinary approaches to areas of relevance to the local communities and beyond. The final engagement course includes the opportunity to engage in a community-based inter-disciplinary research project. Two of the engagement courses will be writing-intensive, and all will emphasize community, wellness, anti-racism and social justice. The Engagement Program will be staffed by a faculty director (teaching professor) and two associate directors (academic coordinators/Unit-18 lecturers). The program will be further staffed with three staff coordinator/advisors. The courses will be taught by a combination of Senate faculty, Unit-18 lecturers, and teaching assistants (see Appendix E). The Engagement Program is designed to be completed in a timely manner, both for first-time-full-time and transfer students. The curriculum will include a transfer-specific engagement course that is geared to the transfer student experience.

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

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

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

### iii. Financial viability

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

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

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

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

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

In November 2020 the UC Regents approved the budget, scope, design, and environmental analysis for the future home of Eighth College, the Theatre District Living and Learning Neighborhood. Project construction began in January 2021. This project will provide approximately 2,000 undergraduate student beds, plus 50 beds for resident advisors and live-in staff, for a total of 324 total
units (574,000 assignable square feet). The project will also provide 71,000 square feet of non-residential space including flexible classrooms, offices, campus meeting spaces, a student dining hall, and a restaurant for the campus community and Theater District patrons. The new teaching spaces with flexible configurations designed for active learning, will help alleviate a campus classroom shortage caused by recent enrollment growth. Additionally, there will be 1,500 square feet for convenience retailers that focus on student needs. Together with the housing, the project will total approximately 645,000 assignable square feet and 929,000 outside gross square feet. The project includes five buildings on 5.5 buildable acres. An additional 6.3 acres will be public realm and site improvements. Currently, the proposed site provides 840 surface parking spaces in two lots that are bisected by Scholars Drive; the proposed project will include replacement parking in a below-grade configuration for approximately 1,165 cars (325 net new spaces).

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

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

**Background and Process**

UC San Diego currently has a system of seven undergraduate colleges. Each college brings together aspects of academics, student affairs, and residential life to deliver advising, general education, co-curricular programming, and student support in relatively small undergraduate communities. Each college is defined by an intellectual theme that, for most of them, is reflected in their college-specific general education requirements. Despite these themes, the colleges are not limited to particular disciplines or areas; students in each college may pursue majors in any of UC San Diego’s courses of undergraduate study. All general campus Senate faculty (as well as some Senate faculty from Scripps Institution of Oceanography, Rady School of Management, and Health Sciences) are affiliated with a college; a faculty provost is the administrative leader and is advised by a faculty executive committee that is elected by the college’s affiliated faculty. Affiliation with a college is distinct from the academic appointment that each Senate faculty member holds in their home department. Note also that the colleges, despite emphasizing particular over-arching themes, are not tied to any particular academic field or area; each college has faculty affiliates from the full range of academic disciplines. In the context of this system of colleges, we propose an eighth college (“Eighth College”) to accommodate our present (and long-term target) undergraduate enrollment of 32,000 students.
The Board of Regents approved the establishment of Seventh College in June 2019. Since then, a provost and founding faculty have been appointed, and staff have been recruited. Seventh College welcomed its inaugural class in Fall 2020. The process for establishing Seventh College was guided by the *Compendium: Universitywide Review Processes for Academic Programs, Academic Units, & Research Units*. This process included both pre-proposal and full proposal stages – each vetted by the Divisional Senate, System-wide Senate, and the Office of the President. In a letter dated November 30, 2018, Provost Michael Brown granted a request to waive the pre-proposal stage for Eighth College because such a proposal – which establishes the need for a new college – would be so similar to the Seventh College pre-proposal. Provost Brown had several comments on the Seventh College pre-proposal, which were addressed in the full proposal. The letter waiving the Eighth College pre-proposal is included in *Appendix A*.

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

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

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

- Address the level of faculty and staff support needed to implement the general education program. (see section C and *Appendix E*)
- Make a stronger connection between the college theme/general education program and diversity, equity, and inclusion (see sections B vi. e. and B vii.)
- Address the long-term budget implications of establishing the college, particularly in the context of recent budget cuts. (see section C)
- Address the environmental impact of the college and increased student growth. (see section C)
A reconstituted Eighth College Proposal Revision Workgroup was charged in January 2021 (see Appendix D). In what follows we present a revised proposal that incorporates discussion of the above issues.

**Timeline**

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

**Timeline for Establishing Eighth College:**

**Winter 2021**
- Eighth College Proposal Revision Workgroup is charged.
- The workgroup submits an Eighth College full proposal to the EVC.

**Spring 2021**
- The EVC submits the proposal to the Senate Chair for Divisional Senate Review. The proposal is reviewed by the Educational Policy Committee, the Committee on Planning and Budget, and the Undergraduate Council (and, perhaps, others); comments are conveyed to the Senate Chair.
- Senate Council discusses proposal and, if endorsed, places it on the next Representative Assembly meeting agenda.
- Representative Assembly considers proposal.
- The Committee on Committees empanels a workgroup to develop the Eighth College Academic Plan.
- The Chancellor submits the Eighth College full proposal to UC Provost.

**Summer/Fall 2021**
- 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 2022
- The Eighth College Academic Plan, which details the college’s theme, philosophy, organizational structure, general education/degree requirements, and faculty deployment, is submitted to the Senate Chair.
- The Educational Policy Committee and the Committee on Planning and Budget review the plan and submit their comments to the Undergraduate Council, which serves as the lead reviewer of the Academic Plan.

Spring 2022
- The Senate Council discusses the Academic Plan and, if endorsed, places it on the Representative Assembly meeting agenda.
- The Representative Assembly approves the Academic Plan.
- The administration establishes Eighth College and appoints an Interim Provost of Eighth College.

Summer 2022
- The Eighth College faculty develops a proposal for the implementation of the Academic Plan.
- The faculty drafts the college by-laws and senate regulation.

Fall 2022
- The Administration undertakes a search for the Provost of Eighth College; the Eighth College Provost is appointed.
- Students apply for admission to Eighth College (for Fall 2023).
- The Undergraduate Council approves the implementation proposal.
- The Undergraduate Council reviews the Eighth College senate regulation.
- The Committee on Rules and Jurisdiction reviews the by-laws and senate regulation.
- The Senate Council places the by-laws and senate regulation on the Representative Assembly meeting agenda.
- The Representative Assembly approves the Eighth College bylaws and Senate regulation.

2022-2023
- Eighth College staff is hired.
Fall 2023

- Eighth College inaugural class arrives.

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

An eighth college is needed to enable us to appropriately serve our undergraduate cohort at its present size. While UC San Diego’s steady state has been projected as “32,000 undergraduate students by 2035,” unprecedented yield in the past several years has our campus at over 31,800 undergraduates as of Fall 2020 and we will be aiming to plateau at this size.

In Fall 2020, the six long-established colleges each had enrollments over 5,000 (ranging from 5,008 to 5,438); since Fall 2020 was its first quarter in operation, Seventh College had fewer students. Assuming no net growth, the colleges will begin to decompress as Seventh grows to its steady state. However, without an eighth college, the colleges will, at best, average over 4,500 students. Even at this level, student numbers severely impact our ability to serve student needs; staff resources are severely taxed, and this affects the student experience. Figure 1 shows the increase in enrollment over the past eight years:

**Figure 1:**

Colleges feel the strain of enrollment pressures in all areas: advising, student affairs, housing, and in the delivery of their general education programs. Furthermore, the colleges have maximally used available space. This means that even if we were to devote more
staff resources to the existing colleges, we would have to produce additional space – either off-site, leading to a diminished student experience, or by building new office space. Furthermore, new staff would add to the already considerable supervisory duties associated with the dean of advising and dean of student affairs positions. The ratios of college advising staff:students range from over 500:1 to over 700:1 (excluding Seventh College which is not at steady state). While students are served by both college and departmental advisors, these still represent very high ratios and are considerably more than what is found at most other UC campuses. The colleges’ student affairs staff work with students of concern; these numbers have also been on the rise – a 55% increase between Fall 2019 and Fall 2020. While some of the increase is COVID-related, the trend matches national trends. In terms of housing, the existing colleges cannot fully accommodate all lower-division students. In other words, accommodating nearly 32,000 students on our campus in the context of only seven colleges has inevitably diminished the student experience. Instead, a plan that follows the establishment of Seventh College with an eighth college would allow us to improve services for all of our existing students.

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

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

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

Before the COVID 19 pandemic, in 2019-2020, the campus housed 11,528 undergraduate students (9,241 in colleges and 2,287 in non-college transfer student housing). The design capacity of the residential areas in the six colleges is 7,520 and 1851 in transfer housing. This resulted in an over-capacity variance of 2,157; necessitating the conversion of most double rooms to triples. Furthermore, 2210 lower-division students were housed outside their colleges – either in the transfer student housing facility or in other colleges. That clearly undermined the goals of a residential college experience.
During the COVID 19 pandemic, student housing has been limited to single rooms. This has worked out well, as demand for on-campus housing has been similarly limited. Once we return to post-COVID operations – currently estimated for Fall 2021 – the plan is to limit housing to single and double rooms, staying within design capacity. While this will improve the experience for student residents, it will also necessitate abandoning the housing guarantee (currently students are guaranteed two years of on-campus housing). The consequence is that a number of lower-division students will not have the full benefits of the residential experience.

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

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

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

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

Again, the addition of a new college contributes to meeting fundamental goals of the UC system. The strengths of our college system, which Eighth College will enhance, allow our campus to compete favorably with other universities - both within and outside of the UC system.
Finally, Eighth College presents an unprecedented opportunity to address the most persistent social and cultural issues that affect communities — both in geography (including virtual spaces) and in the persons that create and embody these spaces. As discussed further below, Eighth College will help inform and develop the next generation of leaders that will have a clear understanding of communities – both their needs and the power they hold in creating solutions to solve the most difficult challenges of our time.

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

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

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

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

i. College theme
The UC San Diego undergraduate college system is characterized by unique intellectual themes; examples include ‘sustainability’ (John Muir College), ‘social justice’ (Thurgood Marshall College), and ‘a changing planet’ (Seventh College). The college theme serves as an important aspect of its identity. In some cases, the theme forms the basis for the general education program and leads to the character of co-curricular programs. Discussion of possible themes for Eighth College has consistently emphasized the need to select an enduring and broadly meaningful theme. The theme also should connect with multiple academic areas. Given the need to curate general education and college courses, the theme should allow for courses and interdisciplinary projects that potentially engage arts, humanities, social sciences, natural sciences, and quantitative reasoning. In addition, the Eighth College Proposal workgroup
recommended that the college theme emphasize an outward facing theme, suggesting that community-engaged projects form a fundamental aspect of the Eighth College curriculum. Hence, the theme that emerged was ‘Engagement & Community.’ In this context, the notion of ‘engagement’ entails that students will develop an understanding of their own identities vis-à-vis broader communities. The Carnegie Foundation defines ‘community engagement’ as follows (https://compact.org/initiatives/carnegie-community-engagement-classification):

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

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

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

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

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

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

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

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

Under the required course approach, students are required to take prescribed courses as part of their general education. Five of the seven undergraduate colleges at UC San Diego instantiate this approach: the core sequences at Revelle (Humanities), Marshall (Dimensions of Culture), Roosevelt (Making of the Modern World), Sixth (Culture, Art, and Technology), Seventh (Synthesis Program) are taken by all students who enter as first year students; these combine two quarters of intensive writing with specific
thematically 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 colleges with core sequences employ the alternatives approach to round out their general education requirements, requiring a variety of breadth courses from various departments.

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

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

iii. Structuring general education

Over the past decade there has emerged a body of literature – much in the form of American Association of Colleges and Universities (AAC&U) publications - that emphasizes the need to structure general education in a way that addresses the issues raised in the last section (see References). While diverse modes of inquiry and liberal arts content continue to be important goals, it is also important to structure a program in a way that favors student engagement in general education. To that end, the literature identifies several best practices:
• Interweave general education through the academic career
• Engage students in interdisciplinary work that brings modes of inquiry and content from several areas (including students’ majors)
• Focus on solving difficult problems through capstone (or ‘signature’) projects
• Provide tools for written and oral communication and collaborative projects
• Incorporate high-impact practices, including community-engaged projects, internships, study abroad, and the like
• Employ inclusive pedagogical practices in recognition of a more diverse student population

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

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

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<thead>
<tr>
<th>Guidelines for College General Education Requirements</th>
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<tr>
<td>Requirement: BA/BS in Arts and Sciences</td>
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<td>Minimum Number of Courses for a college’s general education (GE) requirement</td>
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<td>Limit on Overlapping Courses with a Major</td>
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<td>Breadth Requirement</td>
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<td>Writing Requirement</td>
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<td>College Requirements</td>
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<td>General Requirements for an undergraduate degree:</td>
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</table>
v. Seventh College: Alternatives and Synthesis
The general education framework for Seventh College brings together required courses and alternatives – much like four of the current six colleges. However, this framework replaces the required core sequence with a series of synthesis courses. In addition, both the alternatives and the synthesis courses are spread out throughout the academic career. This framework assumes 14 four-unit courses (some of which may overlap with major coursework). This is roughly in line with the 1/3 ratio between general education and other coursework (i.e., 60 units out of 180) and adheres to the Divisional Academic Senate-approved general education guidelines.

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

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

a. Alternatives
As in many alternatives-oriented general education programs, the diverse modes of inquiry and liberal arts content will come from courses taken in academic departments and chosen from a variety of fields. To ensure intellectual coherence and depth, while
retaining sufficient selection to guarantee course availability, these courses will be carefully curated around the college’s intellectual theme. These are distributed as two courses in arts, humanities, natural sciences, and social sciences; and one in quantitative reasoning. Given the Engagement & Community theme, training in qualitative research is particularly important. We suggest that this be incorporated in the social science alternatives. As is currently the case in other colleges, some overlap between alternatives courses and courses taken in the major can effectively reduce the number of alternatives students take beyond other coursework. It is worth emphasizing that this would apply equally for all students, regardless of major, and all students would achieve similar breadth, regardless of whether some of the breadth comes from the major versus general education alternatives. An additional benefit of allowing some overlap comes from students who branch into new majors due to their alternatives exploration. Finally, students will be encouraged to take alternatives courses throughout their academic careers – at a rate of approximately two per year.

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

b. Engagement courses

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

Engagement courses provide training in interdisciplinary inquiry and community engagement. They bring together modes of thought and content from both alternatives courses and other coursework, including major courses, the campus-wide Diversity, Equity, and Inclusion requirement, and electives. These courses focus on inter-disciplinary approaches to complex problems and successful solutions. Two of the lower-division courses focus on writing and preparation for community-engaged projects; the upper-division capstone course is project based. Such a structure is designed to accomplish all of the best practices detailed above; the 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 community-engaged work. It will emphasize critical reading and use of sources, as well as ethical considerations of community engagement, particularly as it affects structurally vulnerable sub-groups. The materials will be focused through a social justice and anti-racist lens.

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

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

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

It is possible that topics vary in the engagement courses, depending on the instructor, or that the early courses have set syllabi. In the evolution of the planning for Seventh College, the original idea of multiple topics gave way to a set curriculum. Both approaches have advantages; the academic plan will flesh this out, providing more detailed structure for the engagement courses. However, the guiding principle will be to require students to engage in material they have studied in their alternatives and other courses. This is the glue that binds the general education framework and helps keep the alternatives connected within the student’s overall academic pathway. Putting together both the curated alternatives and the engagement courses, the framework is designed to form a coherent liberal arts general education that has advantages of both required courses and alternatives.
Just as overlap is allowed between alternatives courses and other coursework, students may substitute an appropriate project-based capstone course from their major for Engagement 120. The academic plan will provide more detail regarding the criteria for this substitution.

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

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

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

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

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

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

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

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

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

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e. Addressing structural racism and anti-Blackness

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

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

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

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

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

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

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

In addition to the academic program and the community of scholars, the advising, student affairs, and residential life aspects of the college should adopt inclusive practices and recruitment strategies to promote diverse leadership that is in alignment with combating structural racism. Co-curricular programming forms an important aspect of creating community, as will any art installations. Given that retail and dining are part of the college capital project, engagement with Black- and Latinx-owned businesses, as well as incorporation of food options and merchandise of interest to Black students and other students of color, can further the college’s anti-racist climate through intentional inclusivity.
It is of utmost important that the college not lose sight of these commitments; the governing structures, including faculty executive and advisory committees, as well as the student college council, should be charged with monitoring and scrutinizing curricula, programming, infrastructure, and climate to ensure that the college’s anti-racist and pro-Black character remains fundamental.

f. Structuring community engagement

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

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

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

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

In order to bring the program to scale, it will be important that Eighth College develop partnerships with campus offices, departments, and programs and community organizations. Because all Eighth College students must complete an engagement project, developing an array of projects to meet the scale of demand will be facilitated through these partnerships. This requires identifying and building relationships with those core partners and articulating the specific engagement opportunities. This will be facilitated through the Eighth College program professional staff and with help by a faculty advisory committee. Engagement represents a bi-directional commitment between the college and community partners; this must be achieved with respect and sensitivity. UC San Diego already has a vibrant and expansive ecosystem that should be utilized in the strategic partnership development, which will help to ensure sustainability.
Eighth College should develop a website through which community members can reach out to proactively seek to develop partnerships. This e-portal will require time to nurture and grow but has the possibility of helping to develop new community partnerships and projects and could become a model for the university as a whole. The college might also explore engaging community members in mentorship roles.

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

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

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

Because the framework is structured to require general education throughout the academic career, transfer students, as upper-division students could simply take the upper division portion – that is, about five alternatives, one upper-division engagement course, and the capstone. However, at seven courses, it is unlikely that transfer students would want to enroll in a college with this steep a requirement. This suggests that IGETC transfer students might use the experience from their previous institution to cover the alternatives portion of general education and take Engagement 3 and Engagement 120 (or its equivalent). However, since
Engagement 3 is lower-division, it makes more sense to create an upper-division course for transfer students – Engagement 110 – that both covers the material in Engagement 3 and is tailored to the specific needs of transfer students. Given that all existing colleges and many majors stress community-based experiential learning, it is possible that both of these courses, but particularly Engagement 110, could be open to any interested UC San Diego students, staffing permitting. It is also possible that the campus might explore a general version of Engagement 3 to be offered in community colleges – this could help with time to degree for students who transfer to Eighth College, but could also prepare other transfer students for experiential learning in other units.

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

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

vii. Equity, diversity, and inclusion

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

Nevertheless, there is still considerable work to be done to address the structural racism that persists on our campus, including increasing recruitment of African-American and Native-American students; continuing efforts to diversify the faculty cohort; and addressing 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.
• All colleges are re-examining their curricula to address structural racism and anti-Blackness.

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

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

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

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

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

The need for an eighth college stems from the commitment to students in the context of the college system. The college system has several advantages – smaller size, higher-touch services, targeted curricula, and sense of belonging. These advantages become hard to deliver if colleges grow too large. Adding an eighth college will ensure we can serve our current and planned long-term enrollment of 32,000 undergraduates well.
We can also expect that the experience with remote instruction during the COVID period will have an effect on how instruction is delivered in the future. Currently (in Winter-Spring 2021), a Senate-Administration workgroup (Workgroup on Distance Education for Academic Excellence and Resilience) is looking into how we might leverage lessons learned from COVID instruction in the service of both academic excellence and institutional resilience in the face of future emergencies. This may result in expanded modalities (e.g., more distance learning) and more inclusive pedagogical practices (e.g., flipped classrooms, hybrid learning, and fewer high-stake exams). This presents Eight College with several opportunities:

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

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

**ix. Sample curricula and four-year completion plans**
The following summarizes the proposed Eighth College general education framework, consisting of alternatives and engagement courses.
Incoming first-year students

Alternatives

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

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 1</th>
<th>Fall (13 units)</th>
<th>Winter (13 units)</th>
<th>Spring (13 units)</th>
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<tbody>
<tr>
<td></td>
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<tr>
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<tr>
<th>Year 3</th>
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<th>Spring (16 units)</th>
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<tbody>
<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>
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<td></td>
<td>GE Alternative/DEI (4)</td>
<td>Elective (4)</td>
<td>Engagement 120 (4)</td>
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<tr>
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<tbody>
<tr>
<td></td>
<td>LIGN Elective (4)</td>
<td>LIGN 121 (4)</td>
<td>LIGN 130 (4)</td>
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<tr>
<td></td>
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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):**

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<td>Tech Elective (4)</td>
<td></td>
</tr>
<tr>
<td>BENG DE (3)</td>
<td>Engagement 120 (4)</td>
<td>BENG 186 A (4)</td>
<td></td>
</tr>
<tr>
<td>GE Alternative (4)</td>
<td></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:

<table>
<thead>
<tr>
<th>College</th>
<th>Total Units</th>
<th>Quarters with &gt; 16 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revelle</td>
<td>208</td>
<td>9 (20, 20, 18, 20, 20, 17, 17, 18, 17)</td>
</tr>
<tr>
<td>Muir</td>
<td>196</td>
<td>4 (18, 18, 18, 17)</td>
</tr>
<tr>
<td>Marshall</td>
<td>196</td>
<td>4 (20, 20, 18, 17)</td>
</tr>
<tr>
<td>Warren</td>
<td>192</td>
<td>3 (20, 17, 17)</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>208</td>
<td>6 (20, 20, 18, 20, 20, 17)</td>
</tr>
<tr>
<td>Sixth</td>
<td>196</td>
<td>3 (20, 20, 17)</td>
</tr>
<tr>
<td>Seventh</td>
<td>188</td>
<td>4 (18, 18, 20, 17)</td>
</tr>
<tr>
<td>Eighth</td>
<td>192</td>
<td>4 (18, 18, 18, 20)</td>
</tr>
</tbody>
</table>

x. Conclusion

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

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

C. Financial viability

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

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

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

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

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

b. Staff
The net increase in staff positions include the following:

- Dean of Student Affairs
- Dean of Academic Advising
- Director of Residential Life
• Operations and Programs Analyst
• Executive Assistant to Dean of Student Affairs
• Engagement Program Staff:
  o Engagement Advisor
  o Undergraduate Instruction Coordinator
  o TA Coordinator

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

Figure 2:
iii. Budget
Two sources of revenue support the colleges at UC San Diego: core funds and housing revenues. The academic and general operating expenses (administration, academic program, and student affairs staffing) are supported by campus core funds (state, tuition and student service fees). At a steady state of ~4,000 students, the students in Eighth College will generate approximately $70M in resident tuition, non-resident supplemental tuition, and state support (net of financial aid) to the campus. Roughly 5.6% of that revenue will be needed to support the core-funded portion of Eighth College. Given the current undergraduate enrollment, nearly all of these students, and the associated revenue, already exist within the university; the present cost of supporting these students within the existing seven colleges is already being drawn from that revenue. As detailed below, the difference between that present cost and our future cost of supporting these students in Eighth College is about $953,750.

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

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

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

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

<table>
<thead>
<tr>
<th>Revenue</th>
<th>FY23-24</th>
<th>FY24-25</th>
<th>FY25-26</th>
<th>FY26-27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Funds (used strictly for academic and general operations expenses)</td>
<td>1,059,607</td>
<td>2,069,214</td>
<td>3,078,820</td>
<td>4,088,427</td>
</tr>
<tr>
<td>Housing Funds (used strictly for residence life expenses)</td>
<td>186,925</td>
<td>373,850</td>
<td>560,775</td>
<td>747,700</td>
</tr>
<tr>
<td>Total Revenue</td>
<td>1,246,532</td>
<td>2,443,064</td>
<td>3,639,595</td>
<td>4,836,127</td>
</tr>
<tr>
<td>Expenses</td>
<td>65,000</td>
<td>65,000</td>
<td>65,000</td>
<td>65,000</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Academic and General</td>
<td>185,000</td>
<td>370,000</td>
<td>555,000</td>
<td>740,000</td>
</tr>
<tr>
<td>Operations Expenses (supported</td>
<td>12,500</td>
<td>25,000</td>
<td>37,500</td>
<td>50,000</td>
</tr>
<tr>
<td>strictly by core funds)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provost/Advising</td>
<td>88,938</td>
<td>177,875</td>
<td>266,813</td>
<td>355,750</td>
</tr>
<tr>
<td>Academic Salary</td>
<td>12,500</td>
<td>25,000</td>
<td>37,500</td>
<td>50,000</td>
</tr>
<tr>
<td>Staff Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Assistance</td>
<td>38,700</td>
<td>77,400</td>
<td>116,100</td>
<td>154,800</td>
</tr>
<tr>
<td>Benefits</td>
<td>6,250</td>
<td>12,500</td>
<td>18,750</td>
<td>25,000</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Affairs</td>
<td>86,000</td>
<td>172,000</td>
<td>258,000</td>
<td>344,000</td>
</tr>
<tr>
<td>Engaged Program</td>
<td>202,263</td>
<td>404,526</td>
<td>606,789</td>
<td>809,053</td>
</tr>
<tr>
<td>Academic Salary</td>
<td>78,750</td>
<td>157,500</td>
<td>236,250</td>
<td>315,000</td>
</tr>
<tr>
<td>Staff Salary</td>
<td>3,750</td>
<td>7,500</td>
<td>11,250</td>
<td>15,000</td>
</tr>
<tr>
<td>General Assistance</td>
<td>235,144</td>
<td>470,287</td>
<td>705,431</td>
<td>940,575</td>
</tr>
<tr>
<td>Benefits</td>
<td>15,000</td>
<td>30,000</td>
<td>45,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Supplies &amp; Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total of Academic and General Operations</td>
<td>1,036,044</td>
<td>2,007,089</td>
<td>2,978,133</td>
<td>3,949,177</td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence Life Expenses (funded</td>
<td>81,500</td>
<td>163,000</td>
<td>244,500</td>
<td>326,000</td>
</tr>
<tr>
<td>strictly from Housing Funds)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### General Assistance

<table>
<thead>
<tr>
<th></th>
<th>15,000</th>
<th>30,000</th>
<th>45,000</th>
<th>60,000</th>
</tr>
</thead>
</table>

### Benefits

<table>
<thead>
<tr>
<th></th>
<th>36,675</th>
<th>73,350</th>
<th>110,025</th>
<th>146,700</th>
</tr>
</thead>
</table>

### Supplies & Expenses

<table>
<thead>
<tr>
<th></th>
<th>53,750</th>
<th>107,500</th>
<th>161,250</th>
<th>215,000</th>
</tr>
</thead>
</table>

### Total of Residence Life Expenses

<table>
<thead>
<tr>
<th></th>
<th>186,925</th>
<th>373,850</th>
<th>560,775</th>
<th>747,700</th>
</tr>
</thead>
</table>

### Total College Expenses

<table>
<thead>
<tr>
<th></th>
<th>1,222,969</th>
<th>2,380,939</th>
<th>3,538,908</th>
<th>4,696,877</th>
</tr>
</thead>
</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 about $953,750.*

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

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

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

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

Figure 3

<table>
<thead>
<tr>
<th>Location</th>
<th>Fall 2019 First and Second Year Enrollment</th>
<th>Fall 2019 Students Housed by College (Triplet, Double and Single Units)</th>
<th>Variance Over Design Capacity</th>
<th>Percentage of First and Second Year Students Housed</th>
<th>Fall 2021 Estimated First and Second Year Enrollment</th>
<th>Fall 2021 Estimated Housing Supply for College (Single and Double Units Only)</th>
<th>Percentage of First and Second Year Students Housed</th>
<th>Projected First and Second Year Enrollment (Fall 2020)</th>
<th>Fall 2020 Projected Housing Supply for College (Single and Double Units Only)</th>
<th>Percentage of First and Second Year Students Housed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novelle</td>
<td>1,814</td>
<td>1,756</td>
<td>372</td>
<td>92%</td>
<td>1,600</td>
<td>1,384</td>
<td>87%</td>
<td>1,400</td>
<td>1,400</td>
<td>100%</td>
</tr>
<tr>
<td>Muir</td>
<td>1,904</td>
<td>1,900</td>
<td>192</td>
<td>97%</td>
<td>1,750</td>
<td>1,200</td>
<td>90%</td>
<td>1,400</td>
<td>1,400</td>
<td>100%</td>
</tr>
<tr>
<td>Warren</td>
<td>1,721</td>
<td>1,743</td>
<td>265</td>
<td>103%</td>
<td>1,700</td>
<td>1,479</td>
<td>87%</td>
<td>1,400</td>
<td>1,400</td>
<td>100%</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>1,781</td>
<td>1,353</td>
<td>152</td>
<td>76%</td>
<td>1,600</td>
<td>1,201</td>
<td>75%</td>
<td>1,400</td>
<td>1,400</td>
<td>100%</td>
</tr>
<tr>
<td>Murdoch</td>
<td>1,655</td>
<td>1,167</td>
<td>111</td>
<td>71%</td>
<td>1,450</td>
<td>1,095</td>
<td>73%</td>
<td>1,400</td>
<td>1,400</td>
<td>100%</td>
</tr>
<tr>
<td>Guth</td>
<td>1,656</td>
<td>1,493</td>
<td>223</td>
<td>90%</td>
<td>1,430</td>
<td>1,999</td>
<td>143%</td>
<td>1,400</td>
<td>1,400</td>
<td>100%</td>
</tr>
<tr>
<td>Seventh</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>1,400</td>
<td>1,050</td>
<td>75%</td>
<td>1,400</td>
<td>1,400</td>
<td>100%</td>
</tr>
<tr>
<td>Eighth</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>1,400</td>
<td>1,050</td>
<td>75%</td>
<td>1,400</td>
<td>1,400</td>
<td>100%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>10,531</td>
<td>8,999</td>
<td>85%</td>
<td>85%</td>
<td>10,900</td>
<td>9,374</td>
<td>85%</td>
<td>11,200</td>
<td>11,200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Notes:
1) Fall 2019 First and Second Enrollments from Institutional Research (https://srad.ucsd.edu/third/week/index.html)
2) Fall 2021 enrollment projections are estimates based on Fall 2020 numbers.
3) In addition to housing first and second-year students, college housing supply supports other transfer/apartments and learning community housing needs.
4) Fall 2020 project assumes 15 percent of total college enrollment is comprised of first and second-year students (with 4,000 enrollment per college as a goal based on 2018 LEAP).
5) Fall 2020 Projected suggests a balancing of college enrollments, however actual enrollments by college may vary.
6) Ninth College moved to TEPULIN in Fall 2020, students housed in TEPULIN include other college overflow.
While Figure 3 focuses on first- and second-year students, other students – upper-division students (including transfer students) live on campus. In the colleges, these might be associated with living-learning communities (e.g., the LGBTQIA+ community at Muir, the Raza community at Roosevelt and the African Black Diaspora community at Sixth). Furthermore, there is housing dedicated to transfer students (formerly at the Village, now at the Rita Atkinson Apartments. The long-range plan calls for increased upper-division housing – extending offers to both transfer and first-time full-time upper-division students. Figure 4 shows the total current and projected undergraduate housing capacities.

**Figure 4**

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

Finally, Figure 5 shows the locations of campus housing – both in the pre-COVID period and the 2030 projections. Note that there were significant numbers of students living outside their colleges in Fall 2019. While this will continue to be the case to some extent in 2021-2022, it will be rectified by 2030, with only minor spill-over between adjacent colleges.
**Figure 5** – boxes indicate housing outside of colleges (color coded)
With the anticipated construction of a significant number of new undergraduate beds, combined with renovations and strategic conversions, this plan would increase the percentage of all undergraduate students housed from 40% to 57% by 2030, enabling campus to potentially offer a four-year housing guarantee, with pricing arranged at 20% below market rate.

v. Capital infrastructure

a. Theater District Living Learning Neighborhood

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

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

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

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

The project would also include a provost office, consisting of offices for the deans of student affairs and academic advising, as well as the professional student affairs and advising staff. Included also are UC San Diego Counseling and Psychological Services (CAPS) offices, as well as a commuter lounge, and training/tutorial rooms. Writing Program space is also proposed for the project.
The Theatre District Living and Learning Neighborhood project budget of $565 million will be funded from external financing ($564 million) and Housing Auxiliary Reserves ($1 million).

b. Sustainability and benefits

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

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

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

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

Conclusion

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


November 30, 2018

ACADEMIC SENATE 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
January 31, 2020

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

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

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

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

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

Subject: Eighth College Proposal Workgroup Charge

Dear Colleagues,

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

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

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

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

Principles

□ General Education sequence should:
  o Draw upon contemporary issues and intellectual directions
  o Articulate how it is preparing students as future scholars and citizens
  o 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)
  o Complement existing general education sequences without replicating them
  o Connect students to existing areas of intellectual strength on campus

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

□ Additional institutional goals of process
  o Be a leadership development opportunity for those involved
  o Potentially aid in identification of some candidates for Provost
  o Encourage faculty to engage with the new college as it is forming
  o 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 UCAcademic 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
July 1, 2020

ELIZABETH H. SIMMONS
Executive Vice Chancellor

SUBJECT: Review of Full Proposal for Eighth College

Dear EVC Simmons,

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

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

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

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

Sincerely,

Maripat Corr
Chair
San Diego Divisional Academic Senate

cc: Pradeep Khosla, Chancellor
    John Moore, Dean of Undergraduate Education
    Steven Constable, Senate Vice Chair
    Ray Rodriguez, Senate Director
Appendix D – Eighth College Proposal Revision Workgroup charge

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

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

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

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

John Moore, Chair, Dean of Undergraduate Education

Faculty:
Adam Burgasser, Professor, Physics
William Hodgkiss, Professor Emeritus, SIO & JSOE
Victoria Ojeda, Professor, The Herbert Wertheim School of Public Health and Human Longevity Science
Keith Pezzoli, Teaching Professor, Urban Studies and Planning
Daphne Taylor-Garcia, Associate Professor, Ethnic Studies
Shahrokh Yadegari, Professor, Music

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

Equity, Diversity, and Inclusion:
Porsia Curry, Director, Black Resource Center, VC-EDI

Students:
Malik Gilbert, Black Student at Large, Black Resource Center and Director of External Affairs, SPACES
Hannah Kreitman, Vice-President of Campus Affairs, Associated Students

Undergraduate Education:
Hailey Caraballo, Analyst
Appendix E - Staffing Eighth College’s general education program

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

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

Despite these challenges, it is important to note that the addition of Eighth College is motivated by the need to decompress current colleges, not by growth – the campus remains committed to capping undergraduate enrollment at 32,000. Thus, the faculty and TA resources used by Eighth College should be off-set by reductions in resources needed by the other colleges. If we succeed in dropping enrollments to 4000 per college, there should be a significant redistribution of instructional resource needs.
Assuming a steady state enrollment of about 4000 students, a 2:1 first-year : transfer student ratio, and idealized four- and two-year graduation rate (for first year and transfer students, respectively), the student population would be broken down as follows in any given year:

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

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

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

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

**Fall:**

<table>
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<tr>
<th>Course</th>
<th>Students</th>
<th>Tracks</th>
<th>Sections</th>
<th>Faculty</th>
<th>TAs</th>
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</thead>
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<tr>
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<td>660 first-years</td>
<td>3 lecture</td>
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<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Engagement 3</td>
<td>220 first-years</td>
<td>1 lecture</td>
<td>15</td>
<td>1</td>
<td>7.5</td>
</tr>
<tr>
<td>Engagement 110</td>
<td>110 transfers</td>
<td>1 lecture</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<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>
<th>Engagement</th>
<th>Students</th>
<th>Tracks</th>
<th>Sections</th>
<th>Faculty</th>
<th>TAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement 2</td>
<td>330 first-years</td>
<td>2</td>
<td>22</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Engagement 3</td>
<td>220 first-years</td>
<td>1</td>
<td>15</td>
<td>1</td>
<td>7.5</td>
</tr>
<tr>
<td>Engagement 110</td>
<td>110 transfers</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Engagement 120</td>
<td>440 first-years, 220 transfers</td>
<td>No track</td>
<td>12</td>
<td>0</td>
<td>6</td>
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</tbody>
</table>

Spring:

<table>
<thead>
<tr>
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<th>Tracks</th>
<th>Sections</th>
<th>Faculty</th>
<th>TAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement 2</td>
<td>330 first-years</td>
<td>2</td>
<td>22</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Engagement 3</td>
<td>220 first-years</td>
<td>1</td>
<td>15</td>
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<td>7.5</td>
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<tr>
<td>Engagement 110</td>
<td>110 transfers</td>
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<tr>
<td>Engagement 120</td>
<td>440 first-years, 220 transfers</td>
<td>No track</td>
<td>12</td>
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</tr>
</tbody>
</table>

This model shows a need for 13 faculty-led sections per year (the Engagement Program director generally teaches 3, leaving a need for 10 additional senate or non-senate faculty sections) and 26.5 50% TAs per quarter (13.25 annual TA FTE). This is in line with the faculty and TA levels found in other college programs. Again, it is important to bear in mind that these appointments should off-set resource needs in other colleges, as enrollments are evened out.
May 18, 2021

ELIZABETH H. SIMMONS  
Executive Vice Chancellor, Academic Affairs  

SUBJECT: Review of Revised Eighth College Proposal  

Dear EVC Simmons,  

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

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

Sincerely,  

Steven Constable  
Chair  
San Diego Divisional Academic Senate  

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

From: Elizabeth H. Simmons, Executive Vice Chancellor
Robert E. Continetti, Senior Associate Vice Chancellor - Academic Affairs

Date: March 31, 2021

Subject: Proposal to Establish the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences at UC San Diego

As UC San Diego continues to expand its rich and diverse portfolio of academic programs, we propose to make consistent the use of the term “School” to denote discipline-based major academic units. To this end, we propose to transition the four existing discipline-based academic units currently known as “Divisions” into Schools, thus creating the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences. We will then administratively change the names of cross-cutting administrative units such as Undergraduate Education and University Extension to the Divisions of Undergraduate Education and Extension in alignment with the designation of the existing Graduate Division.

Presently 7 of UC San Diego’s 11 major academic discipline-based units are called “Schools” while the other 4 are called “Divisions:”
• School of Medicine
• Wertheim School of Public Health and Longevity Science
• Skaggs School of Pharmacy and Pharmaceutical Science
• School of Marine Science
• School of Global Policy and Strategy
• Rady School of Management
• Jacobs School of Engineering
• Division of Arts and Humanities
• Division of Biological Sciences
• Division of Physical Sciences
• Division of Social Sciences

The need for this change at an institutional level is driven by a desire for consistency in the articulation of our academic structure. A consistent branding of our major academic units as Schools throughout the university will accurately reflect the current Divisions’ scope, structure, and academic and intellectual rigor in comparison with those Schools already established at UC San Diego. It will elevate the Divisions to a place of higher prestige and excellence, on par with the other Schools in our R1 institution, as well
as our peers. In addition, it will eliminate real or perceived inequities between existing Schools and Divisions on our campus, and help create the equalizing framework that benefits our comprehensive university. A consistent campus structure and brand will also provide clarity to prospective students, employers, donors, funding agencies, and competitors.

As the four Divisions are already well-established major discipline-based academic units, there will be no curricular, organizational, programmatic or financial changes associated with the establishment of the Schools of Arts and Humanities, Biological Sciences, Physical Sciences and Social Sciences. The current status of these academic divisions is reviewed in the following sections including academic rigor and financial viability. Resource profiles for each unit are included in the Appendix.

ACADEMIC RIGOR AND FINANCIAL VIABILITY

DIVISION OF ARTS AND HUMANITIES:

Academic Rigor: Prestige and rankings of the academic programs

The Division of Arts and Humanities, proposed to become the School of Arts and Humanities, includes the departments of History, Literature, Music, Philosophy, Theatre and Dance, Visual Arts, and the Institute of Arts and Humanities. Among the Division’s faculty members are grant recipients from the National Endowment for the Humanities and the Ford Foundation, Guggenheim and MacArthur Prize fellows, and winners of the Pulitzer Prize, Tony Award, National Book Critics Circle Award, Rockefeller 3rd Award and Grawemeyer Award.

The Division of Arts and Humanities is ranked as one of the best in the world by a variety of outside agencies:

- U.S. News and World Report’s America’s Best Graduate Schools Guidebook ranked UC San Diego:
  - 10th in Fine Arts Programs (2020 ranking)
  - 7th in Time-Based Media/ New Media
  - 41st in History (2017 ranking)
  - 42nd in English (2017 ranking)
- U.S. News and World Report’s Best Global Universities (2021) ranked UC San Diego 52nd for Arts and Humanities
- Times Higher Education World University Rankings (2021) ranked UC San Diego 58th for Arts and Humanities.
- College Choice (2018) ranked UC San Diego 6th best for its MFA degree, which includes the departments of Theatre and Dance, Literature (writing), and Visual Arts.
- Hollywood Reporter MFA program, undergraduate degree ranked UC San Diego
  - 4th best MFA program in acting (2020)
  - 5th for undergraduate acting degree (2018)
  - 20th Best Overall Ph.D. program in Philosophy
  - Top three programs for philosophy of Kant
  - Top six programs for philosophy of Physics
Financial Viability, including FTE, Capital and Sources of Revenue

Combined, the Arts and Humanities departments represent over 175 ladder rank faculty, 14 teaching faculty and 81 staff. Undergraduate majors number over 1616 with an additional 418 graduate students. Arts and Humanities faculty were awarded over $286,213 in research funding during the 2019-20 fiscal year. The Division has 4 faculty with joint appointments with the Division of Social Sciences, Wertheim School of Public Health, and the Halicioğlu Data Science Institute.

There will be no financial impact, and no new or additional resources are required, in the Arts and Humanities’ transition from Division to School. The current resource profile for the Division is provided in the Appendix.

DIVISION OF BIOLOGICAL SCIENCES:

Academic Rigor: Prestige and rankings of the academic programs

The Division of Biological Sciences, proposed to become the School of Biological Sciences, is ranked as one of the best biological research and teaching units in the world by a variety of outside agencies:

- Nature Index ranked UC San Diego 6th in Global Academic Institution in Biomedical Sciences (2019)
- U.S. News and World Report’s 2021 Best Global Universities ranked UC San Diego:
  - 5th in Microbiology
  - 6th in Cell Biology
  - 8th in Biology and Biochemistry
  - 9th in Molecular Biology and Genetics
  - 12th in Neuroscience and Behavior
- QS World University Rankings ranked UC San Diego Biological Sciences as 10th in the world (2021)
- National Research Council (NRC) Data-Based Assessment of Research-Doctorate Programs, conducted every ten years, ranked UC San Diego Biological Sciences Programs as number one in the Nation (2010).

Financial Viability, including FTE, Capital and Sources of Revenue

The Division of Biological Sciences has 90 ladder rank faculty and 14 teaching professors in four academic sections, more than 5,000 undergraduate majors, 200 PhD students, 160 Masters students, 150 postdoctoral fellows, and 149 staff in research labs and in the central business office. The Division has 23 faculty with joint appointments with the Schools of Medicine, Engineering, Oceanography, Physical Sciences and the Halicioğlu Data Science Institute. Biological Sciences faculty were awarded over $44,083,172 in research funding during the 2019-20 fiscal year.
The Division’s educational efforts are substantial in scale and thriving, with one of the largest undergraduate educational programs in the nation. Recent curricular improvements have included the integration of new technologies and quantitative approaches into the curricula, launching new non-majors courses, and substantially improving educational metrics over the past five years, including first-year time to degree (from 12.7 quarters in 2011 to 12.0), four-year completion rates (from 58% to 76%) and two-year completion rates (from 34% to 55%).

The Division of Biological Sciences’ PhD program is highly ranked and the number of applicants has soared, from 615 for the FA17 class to 1,061 for the FA20 class. The Division has the most diverse biological sciences faculty among peer institutions, and graduates more women and URM students with Biology degrees than any other school of Biological Sciences in the nation. With these efforts, the Division is moving towards its goals of building the most inclusive and innovative faculty in the Biological Sciences and of ensuring that our educational efforts provide a robust pipeline for diverse students to high impact STEM careers in academia, industry, and medicine.

There will be no financial impact and no new or additional resources required, in the Biological Sciences’ transition from Division to School. The current resource profile for the Division is provided in the Appendix.

**DIVISION OF PHYSICAL SCIENCES:**

**Academic Rigor: Prestige and rankings of the academic programs**

The Division of Physical Sciences, proposed to become the School of Physical Sciences, is composed of three of the largest and most research-diverse departments on the UC San Diego campus: Chemistry & Biochemistry, Mathematics (including statistics and applied math), and Physics (including astronomy and biophysics). Physical Sciences’ prestigious faculty includes 10 Fellows of the National Academy of Sciences, and 11 Fellows of the American Academy of Arts and Sciences. Physical Sciences’ departments are well-established departments with prestigious international reputations for research accomplishment and educational excellence.

* In the most recent US New & World Report ranking of Best Graduate Schools, each of the Physical Sciences departments ranked in the top 20:
  - 20\(^{th}\) in Chemistry & Biochemistry
  - 19\(^{th}\) in Mathematics
  - 17\(^{th}\) in Physics

**Financial Viability, which includes FTE, Capital and Sources of Revenue**

Combined, the Physical Sciences departments represent over 168 ladder rank faculty, 17 teaching faculty, and 121 staff. Undergraduate majors number over 4,000 with an additional 700 graduate students. Physical Sciences faculty were awarded over $55M in research funding during the 2019-20 fiscal year. The Division of Physical Sciences has 20 faculty with joint appointments with the Schools of Medicine, Engineering, Oceanography, Division of Biological Sciences and the Halicioğlu Data Science Institute.
There will be no financial impact and no new or additional resources required, in the Physical Sciences’ transition from Division to School. The current resource profile for the Division is provided in the Appendix.

**DIVISION OF SOCIAL SCIENCES:**

**Academic Rigor: Prestige and rankings of the academic programs**

The Division of Social Sciences comprises fifteen academic departments and programs, all of high esteem. They include Anthropology, Cognitive Science, Communication, Critical Gender Studies, Economics, Education Studies, Ethnic Studies, Global Health Program, Human Developmental Sciences, Latin American Studies, Linguistics, Political Science, Psychology, Sociology, and Urban Studies and Planning. Social Sciences is also home to five funded research centers: the Center for Research on Educational Equity, Assessment and Teaching Excellence (CREATE), Yankelovich Center for Social Science Research, Black Studies Project (BSP), Center for Peace and Security Studies, and the U.S. Immigration Policy Center.

Overall, UC San Diego is rated **32nd among global universities for Social Sciences** by U.S. News and World Report, ahead of Cornell University, University of Southern California (USC), and Northwestern University.

- UC San Diego’s Anthropology Department is currently ranked in the top 100 in QS World University Rankings.
- The Cognitive Science Department is well-known and influential as the first Cognitive Science Department in the world.
- Per the QS World Rankings, the Department of Communication is within the top 150 such programs in the world.
- The Department of Sociology is ranked by U.S. News and World Report as 36th in the nation.
- In the most recent U.S. News and World Report ranking, the Economics Department is tied for 12th place in the United States. In particular sub-specialties, UC San Diego ranks:
  - 4th for Econometrics
  - 8th for Public Finance
  - 10th for Developmental Economics
- The Department of Education Studies ranked 69th in U.S. News World Report in 2021
- According to the 2021 QS rankings, UC San Diego Linguistics is ranked 41st in the world, 19th in North America, and 16th in the United States.
- The Department of Political Science is rated as the #7 program by the National Research Council, #9 by U.S. News and World Report, and #6 in the London School of Economics and Political Science rankings. Per U.S. News and World Report, particular strengths in sub-specialty rankings are in the areas of:
  - 4th in International Politics
  - 10th in Comparative Politics
  - 11th in American Politics
  - 12th in Political Methodology
The Department of Psychology is currently ranked 13th nationally by U.S. News and World Report, with sub-specialty rankings of:
- 4th in Behavioral Neuroscience
- 8th in Cognitive Psychology

The Times Higher Education in 2018 ranked UC San Diego #11 in the world for Psychology

Financial Viability, which includes FTE, Capital and Sources of Revenue

Combined, the Social Sciences departments represent over 244 ladder rank faculty, 26 teaching faculty, and 145 staff. Undergraduate majors number over 10, 817 with an additional 760 graduate students. Social Sciences faculty were awarded over $13,627,266 in research funding during the 2019-20 fiscal year. The Division has 12 faculty with joint appointments with the Schools of Medicine, Engineering, Oceanography, and the Halicioğlu Data Science Institute.

There will be no financial impact, and no new or additional resources required, in the Social Sciences’ transition from Division to School. The current resource profile for the Division is provided in the Appendix.

PEER COMPARISONS AND FIT WITHIN UC SYSTEM, SEGMENTS, AND OTHER CALIFORNIA INSTITUTIONS

There is a diversity of nomenclature used to describe discipline-based major academic units across the UC system and indeed across the higher education landscape. What appears to be a best practice among several institutions, is the consistent use of nomenclature within a given institution for its discipline-based major academic units. UC Irvine uses the model we are proposing to emulate while UCLA has the blended structure that we propose to move away from. Although many of our peers have adopted the use of the terms “Schools” or “Colleges” to denote discipline-based major academic units, including our neighboring CSU campuses San Marcos and SDSU, UC San Diego’s undergraduate College System makes this use of the term “College” infeasible for our campus. Of our California peer R1 institutions, Stanford and USC use “Schools” for broad disciplinary-based academic units, while the California Institute of Technology is structured in academic “Divisions.” A sampling of CSUs and Community Colleges demonstrates similar variety in nomenclature between institutions with some consistency of terminology within the individual institutions. Some additional details are provided below:

California Comparison Institutions:

UC Irvine currently has the organizational model we are proposing: “Schools” are disciplinary; UG, Grad, and Extension are organized as “Divisions.”

UCLA has a similar structure to what we have now (though the topics of the divisions/schools differ).

UC Berkeley uses the names “Schools” and “Colleges” (and the topics of the schools/colleges are, again, different).

UC Davis uses the names “Schools” and “Colleges”. Interestingly, their Engineering unit is a “college” and Graduate Studies is a “school”.

Stanford is organized into seven “Schools,” co-located on one campus.
**USC** uses the term “school” to denote discipline-based major academic units and uses the term “division” for professional specializations such as Biokinesiology and Physical Therapy, as well as Occupational Therapy. USC has a College of Professional Studies which offers graduate programs designed to provide professionals with specialized knowledge and skills to advance their careers. Examples include online Masters Programs in Human Resources Management, Master of Social Work, Master of Science in Nursing.

**CalTech** is organized into academic divisions.

**Nationwide Comparison 8 Institutions:**

**(Public)**

The University of Illinois at Urbana-Champaign uses the term “Colleges” to denote discipline-based major academic units, the term “Division” to denote cross cutting administrative support units such as General Studies, and the term School to denote highly specialized professional programs such as Labor and Employment Relations.

The University of Michigan uses the terms “Colleges” and “Schools” interchangeably to denote discipline-based major academic units.

SUNY Buffalo uses the term “School” to denote its discipline-based major academic units, with the exception of its College of Arts and Letters - a large academic community with 29 departments and 25 centers and institutes.

The University of Virginia uses the term “School” to denote its discipline-based major academic units, with the exception of its undergraduate College of Arts and Sciences

**(Private)**

Harvard University uses the term “School” to denote its discipline-based major academic units. Similar to UC San Diego, Harvard College offers living and learning communities for undergraduates, similar to UC San Diego’s undergraduate college experience.

MIT uses the term “School” to denote its discipline-based major academic units, with the exception of its College of Computing.

Stanford University is organized into seven “Schools,” co-located on one campus.

Yale University uses the term “School” to denote its discipline-based major academic units, with the exception of Yale College, an intimate learning environment offering instruction in the liberal arts and sciences.

**Closing Summary**

In summary, the transition of UC San Diego’s existing academic divisions to the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences will provide a new level of transparency and clarity for prospective students, employers, donors, funding agencies, and competitors.
regarding the overall academic program at UC San Diego. In addition, as demonstrated by reviewing the organizational structures of our comparison institutions, this will be a change firmly within the scope of existing practice in higher education. This transition will have no immediate financial or academic implications, and will elevate all of UC San Diego’s discipline-based major academic units to a common footing, consistent with practices across higher education in California and nationally.

APPENDIX: Divisional Resource Profiles
## ARTS & HUMANITIES

### HEADCOUNTS

<table>
<thead>
<tr>
<th>Departments</th>
<th>LRF Faculty FTE</th>
<th>Teaching Faculty FTE</th>
<th>Total Faculty FTE</th>
<th>UG Majors - 3Q Avg</th>
<th>SP20, FA20, WI21 UG Enrollment</th>
<th>Masters Students</th>
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## BIOLOGICAL SCIENCES

### HEADCOUNTS

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<th>Teaching Faculty FTE</th>
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### FINANCIAL and SPACE RESOURCES

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## PHYSICAL SCIENCES

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### FINANCIAL and SPACE RESOURCES

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*Yankelovich Center has an endowment of $9.3M
May 18, 2021

ELIZABETH H. SIMMONS  
Executive Vice Chancellor, Academic Affairs  

SUBJECT: Review of Proposal to Establish General Campus Schools  

Dear EVC Simmons,  

The proposal to establish the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences at UC San Diego from the existing corresponding academic divisions was distributed to San Diego Divisional Senate standing committees and discussed at the May 10, 2021 Divisional Senate Council meeting. The Committee on Planning and Budget, the Educational Policy Committee, Graduate Council, and Undergraduate Council reviewed the proposal. Their comments are attached.  

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

Sincerely,  

Steven Constable  
Chair  
San Diego Divisional Academic Senate  

Attachments  

cc: Robert Continetti, Senior Associate Vice Chancellor, Academic Affairs  
    Lori Hullings, Associate Senate Director  
    Tara Javidi, Senate Vice Chair  
    Pradeep Khosla, Chancellor  
    Ray Rodriguez, Senate Director
Dear Chair Constable,

I appreciate the opportunity to respond on behalf of the EVC and the Deans to the initial review by several Senate standing committees of the Proposal to Establish the Schools of Arts and Humanities, Biological Sciences, Physical Sciences and Social Sciences at UC San Diego.

It was noted that the proposal would be strengthened by support letters from the Deans of the Divisions, and those support letters are attached.

Clarity regarding the proposed timing of the change was requested. Assuming the proposal is approved by the Divisional Senate and then goes to the systemwide Senate for review and eventual consideration by the Provost and the President in the 21-22 Academic Year, we intend to make the change effective in the 22-23 Academic Year.

Finally, questions were raised about the expense of making this change-in-name-only of the Divisions. We anticipate the expense to be minimal, essentially the cost of updating electronic media, and that this cost will be borne by the Divisions.

As noted by the Deans there are likely to be important benefits of the change we have proposed. We look forward to the review by Senate Council, and your advice regarding the next steps.

Best Regards,

Bob

Robert E. Continetti, Ph.D.
Senior Associate Vice Chancellor-Academic Affairs
Distinguished Professor of Chemistry and Biochemistry

University of California San Diego
Academic Affairs, 105 University Center
9500 Gilman Drive # 0001
La Jolla, CA 92093-0001

Tel: (858) 534-3131
savcaa@ucsd.edu
https://evc.ucsd.edu
April 25, 2021

Dear Senate Council Colleagues:

I write to reiterate my strong support of the proposal to rename the Division of Arts and Humanities as the School of Arts and Humanities. My request is part of the broader recommendation to also rename Biological Sciences, Physical Sciences, and Social Sciences. In the December 10, 2020 letter from Deans Boggs, Della Coletta, Moore, Padden, and Pogliano, the Deans collectively requested consideration for the name changes in order to make “consistent the use of the term schools for discipline-based major academic units and the term divisions for cross-cutting academic units.”

I would like to personally reiterate that changing from “Division” to “School” will benefit the Arts and Humanities in multiple ways, while involving minimal financial burden and, possibly, creating financial advantages down the road (see point 4 especially).

From the perspective of the Division of Arts and Humanities, the change from Division to School will have several advantages, namely:

1) It will increase the prestige of the Arts & Humanities internally, and correct the persistent, if flawed, assumption that Arts & Humanities are not as valued (or valuable) as the units that already have the “School” designation.

2) It will increase the prestige of Arts & Humanities externally and put us on the same standing as the numerous peer-institutions that have “Schools” rather than “Divisions” of Arts & Humanities in their titles.

3) It will make our brand more legible by regularizing the use of the term Schools for discipline-based major academic units.

4) Increased visibility and legibility are likely to increase our fundraising success, with both private donors and agencies and foundations.

5) Increased visibility and legibility may further improve our rankings.

6) The timing of this changes is especially propitious since it will come on the heels of our moving to the new building in the NTPLLN, marking the first time in our institution’s history where the Humanities will be housed in a single, state-of-the-art building on campus.

In addition, I would like to reiterate that the proposed action involves a name change only. There will be no changes to the structures that are currently in place for faculty organization and governance as a result of the School designation.

Sincerely,

Cristina Della Coletta
April 26, 2021

To: Steven C. Constable, Chair, Academic Senate
From: Steven E. Boggs, Dean, Physical Sciences

Subject: Divisional Name Changes Request

Dear Chair Constable,

After consultation with the department chairs and faculty within Physical Sciences, I strongly support the proposal that the Division of Physical Sciences requests to be renamed as the School of Physical Sciences. The name change has no effect on the structure of Physical Sciences itself, but would put our programs in line with the other discipline-based academic units at UC San Diego. I anticipate minimal financial impact in this name change, effectively July 1, 2022 at the earliest – that gives us more than adequate time to revise the branding, website, and inventory of letterhead, etc., with no expected impact on our operations.

Sincerely,

Steven E. Boggs, Dean
Physical Sciences

CC: Elizabeth H. Simmons, Executive Vice Chancellor, Academic Affairs
    Robert E. Continetti, Sr. Associate Vice Chancellor, Academic Affairs
To: Robert E. Continetti, Sr. Associate Vice Chancellor, Academic Affairs

RE: Letter of Support for Proposal to Establish General Campus Schools in response to Educational Policy (EPC) and Undergraduate Council (UGC) feedback

Dear Sr. Associate Vice Chancellor Continetti,

I am writing to respond to your request to address feedback from the Educational Policy Committee (EPC) and the Undergraduate Council (UGC) regarding the proposed re-naming of “Division” to “School.”

As Dean of the Division of Biological Sciences, I am supportive of the proposed name change, as there are no programmatic changes associated with the renaming and it will align UC San Diego with the nomenclature of other schools as well as help clarify the campus message and brand to prospective students, employers, and donors.

Given the current state of the COVID-19 pandemic and the significant planning required for 2021-2022 instruction and resuming campus operations, I agree with UGC that a realistic timeline for the name change to become effective would be 2022-2023.

The financial cost of the name change would be minimal for the Division of Biological Sciences. Most of the division’s materials are electronic so the loss of any inventory of promotional items and printed materials would be minor. There is limited signage in our division’s buildings that would need to be updated. Our digital platforms would need to be updated which would require some staff time.

The Division of Biological Sciences thus supports this proposal.

Sincerely,

Kit Pogliano, PhD

CC: John Bauer, Assistant Dean, Biological Sciences
April 27, 2021

To: Steven C. Constable, Chair, Academic Senate

From: Carol Padden, Dean, Social Sciences

Subject: Request for Name Change to School of Social Sciences

Dear Chair Constable,

I strongly support the proposal to change the designation of the Division of Social Sciences to be known as the School of Social Sciences. The change in designation will be consonant with the way academic areas are grouped at other institutions, increasing the intelligibility of our academic structure. The use of the name School of Social Sciences will also be consistent in the context of other UC San Diego units. At the campus level, there are both Schools and Divisions: the Jacobs School of Engineering, the Rady School of Management, the Wertheim School of Public Health, on the one hand, and the Division of Social Sciences, Arts & Humanities, Biological Sciences and Physical Sciences, on the other.

The nomenclature “School” indicates a focus on education, academics, research, and student-centeredness which is both our hallmark and guiding principle as we move forward. The term ‘Division’ can be unclear to students, parents, donors, campus visitors and even Dean colleagues from other UCs and peer institutions. At these other universities, a ‘division’ tends to be a smaller unit than a School. The proposal to rename the Division of Social Sciences as the School of Social Sciences is likely to be recognized appropriately and would convey the size and scope of the academic enterprise that is Social Sciences on campus. I would like to add that there will be no significant costs and change in organizational structure associated with the school designation.

Sincerely,

Carol Padden, Ph.D.
Dean, Division of Social Sciences
Sanford I. Berman Endowed Chair & Distinguished Professor
Department of Communication and Center for Research in Language
April 28, 2021

STEVEN CONSTABLE, CHAIR  
Academic Senate, San Diego Division

SUBJECT: Proposal to Establish General Campus Schools

The CPB has reviewed the proposal to change the current Divisions at UC San Diego to the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences. As a whole, members from the general campus were of the view that the existing nomenclature, inconsistent though it might seem, was eminently understandable and worked just fine. They did not see a need to standardize the use of the term “School” to denote discipline-based major academic units. It is also noteworthy to point out that sister campuses with longer histories, such as Berkeley and UCLA, have their own quirks and neither have resorted to a singular nomenclature system.

The CPB is not unanimous on the proposal though. One member supported the name change, at least in the case of Biological Sciences. The rationale was that the word “division” was less commonly used in that field. When used, the term also denoted a smaller unit subsumed under a department. In contrast, the word “School” denoted a bigger unit made up of various departments.

Sincerely,

Kwai Ng, Chair  
Committee on Planning & Budget

cc: T. Javidi
April 23, 2021

PROFESSOR STEVEN CONSTABLE, Chair
Academic Senate, San Diego Division

SUBJECT: Proposal to Establish General Campus Schools

The Educational Policy Committee (EPC) reviewed the proposal to establish the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences, at its April 20, 2021 meeting. Overall, the Committee supports changing from “Division” to “School.” The Committee’s support is based on the understanding that the proposed action is a name change only and there will be no changes to the current structures in place for faculty organization and governance as a result of the School designation. The Committee also recommends that letters of support from the Divisional Deans be added to the proposal and that the proposal more clearly define the timeline for implementation and provide the financial cost for this change.

Sincerely,

Geoffrey Cook, Chair
Educational Policy Committee

cc: T. Javidi
    J. Lucius
    P. Rangamani
    R. Rodriguez
April 23, 2021

PROFESSOR STEVEN CONSTABLE, Chair  
Academic Senate, San Diego Division

SUBJECT: Review of Proposal to Establish General Campus Schools

At its April 12, 2021 meeting, the Graduate Council reviewed and endorsed the proposal to establish the Schools of Arts and Humanities, Biological Sciences, Physical Sciences, and Social Sciences.

Sincerely,

Lynn Russell, Chair  
Graduate Council

cc: B. Cowan  
T. Javidi  
J. Lucius  
R. Rodriguez
April 20, 2021

PROFESSOR STEVEN CONSTABLE, Chair
Academic Senate, San Diego Division

SUBJECT: Review of Proposal to Establish General Campus Schools

At its April 9, 2021 meeting, the Undergraduate Council reviewed the proposal to establish General Campus Schools. The Council has no objections to the changing the existing general campus Divisions to Schools. A few questions and concerns were raised during the Council’s discussion:

- Was a financial analysis conducted to determine the impact the name change will have on the effected Divisions? Is each Division responsible for providing the resources to implement the name change or will the resources come from a central source?
- What is the timeframe for implementing the name change? Given the significant planning efforts currently underway for 2021-22 instruction, some Council members opined that divisional administrators and departments should have sufficient time to focus their attention on matters related to the pandemic and resuming campus operations before turning their attention to the name change.
- Letters of support from the Divisional Deans would be a strong addition to the proposal.

Sincerely,

Jane Teranes, Chair
Undergraduate Council

cc: A. Booker
    T. Javidi
    J. Lucius
    R. Rodriguez
COMMITTEE ON CAMPUS CLIMATE CHANGE (CCCC)

Fossil Free Power Generation at UCSD Campus

April 26, 2021

Members: Aron, Adam R (Psychology); Callender, Craig A (Philosophy); Dey, Sujit (Elect & Computer Eng.); Forman, Fonna (Political Science); Halgren, Eric (Radiology); Talley, Lynne D (SIO) Luke Stroth (Graduate Student Representative); Caitlan Frederick (Undergraduate Student Representative).

Chair: Ramanathan, Veerabhadran (SIO).

Senate Analyst: Darlene Salmon.

This committee confers with and advises the Senate and administration on matters pertaining to campus decarbonization, climate change impacts and mitigation, climate change in educational programs, and climate change research. It studies and collects data on the climate change impacts of campus activities and develops recommendations for short-term, medium-term, and long-term changes to campus policy and behavior.

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Proposed Academic Senate Resolution

This proposed resolution pertains only to Scope 1 emissions. We adopt EPA's definition of Scope 1 emissions:

Scope 1 emissions are direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, vehicles).

Let it be resolved that the UCSD Academic Senate urges the Chancellor to:

1. Change UCSD’s climate action goal for Scope 1 emissions from carbon neutral to fossil free
2. Pursue the fossil free goal by electrifying all end-uses of power. This will require that UCSD retire its fossil fuel infrastructure (including the use of natural gas in the co-generation plant) this decade and replace it with renewable sources of power*. And it must replace all fossil-fuel end-user devices with electrified devices.
3. Forgo any reliance on new fossil fuel infrastructure, even for hospitals

* The renewable sources may be on-campus and/or an external supply that is renewable, and scalable by 2030 or soon thereafter.

The resolution was unanimously approved by CCCC. CCCC held a brainstorming session of about 20 experts from UCSD, UCI, UCB, UCOP and the head of a San Diego NGO on April 7th. A summary of the session discussions is given in page 4 of the background document attached herewith.
Background for the Resolution

**Vision:** Our vision is to position UCSD in the state and the nation as a living laboratory for scalable climate solutions. We note the emphasis on scalable, by which we mean, the solutions we come up with for a fossil free campus can be extrapolated to the rest of the state at the minimum. This scalable goal has been the trademark of UCSDs efforts at climate solutions. In 2014, under the leadership of two UCSD faculty who are also CCCC members, 50 researchers across UC came together to propose scalable solutions to climate change, work that influenced California lawmakers to adopt strict new standards for short-lived climate pollutants and produced an online climate solutions education protocol taught at campuses in UC, North Carolina, Sweden and Taiwan, along with an open source electronic textbook.

**Origin of the Fossil Free Campus Proposal:** The notion for a fossil free campus originated in a report by a UCSD task force (led by one of us in CCCC) formed in 2019, which submitted 35 concrete actions that the campus can and should take to drastically cut its emissions. The formation of this senate committee, CCCC, was one of the actions proposed by the senate-endorsed task force, and is the first of its kind for the entire UC system. CCCC reviewed the task force report and unanimously agreed to adapt the 35 concrete actions as its starting point.

**Background of the committee’s actions to-date**

**Our survival at risk:** We unanimously endorse and adapt the 2019 declaration signed by the UCSD Chancellor, chancellors of the other 9 campuses and the UC President calling for a “drastic societal shift to combat the growing threat” [of climate change].

Fossil free power generation is a necessary (but not sufficient) ingredient of the required societal shift. About 60% of current global warming is due to emissions from fossil fuels; and with unabated fossil fuel emissions the warming could exceed a catastrophic of 4°C or more before the end of this century, posing an existential threat to homo sapiens. California has become a regional climate hotspot: Warming in excess of 1.5°C (as of 2020); large scale drying of more than 25%; wet season length shrinking by 27 days; about 1/3 of California's 33 million acres burned just in the last 10 years; and drifting to a multi-decadal drought since 2000.

**It is a race against time:** To have any chance of winning this race for our survival, fossil fuels for power generation must be phased out nationally and globally in 10 to 15 years maximum. This is not a pipe dream or an achievable goal. Nations like UK are on this path already. But it is not a straightforward path either. Numerous technological, economic and behavioral change barriers have to be overcome.

**That is why it requires institutions like UCSD, a world leader in climate change research, to show the way, by now engaging in transformational emissions-reductions behaviors.**

**From Carbon Neutrality to Fossil Free:** The phrase carbon neutrality, while its use is widespread and accepted by many policy makers, is subject to broad interpretation. The interpretation can be so broad that carbon neutrality in a jurisdiction can be achieved without any reductions in carbon emissions locally. To avoid such ambiguities, the committee's preferred terminology is fossil free, for its meaning is unambiguous.

**CCCCC is not starting from scratch:** In 2018, an independent group of researchers and energy experts mostly from UC (including UCSD faculty) got together under the auspices of the TomKat
foundation (formed by the billionaire philanthropist Tom Steyer), which also funded the study. The group released a report titled: *University of California Strategies for Decarbonization: Replacing Natural Gas*. The TomKat group came up with a way to exit the campuses’ reliance on burning natural gas, which is actually methane. Methane provided 84% of UCSD’s power needs in 2015. The TomKat committee came up with three exit strategies, to be implemented together:

1. **Energy efficiency.** Reducing energy demand through investments in energy efficiency, for example lighting in buildings.
2. **Biogas.** Replacing natural gas with renewable biogas.
3. **Electrification.** Electrifying end uses that currently depend on natural gas and obtaining electricity from carbon-free energy sources.

Energy efficiency is an important and vital component of national and global strategies for reducing emissions of CO₂. We are looking for data on how much additional reductions in emissions is realistically possible through this strategy. The second option of biogas (methane) is not a scalable solution since the potential biogas capacity is less than 1.5% of current US methane use according to the TomKat report. Still biogas may be an option as a back up in case of power failure. The third option is electrification of all end uses of power in the campus. Almost all expert documents on climate mitigation conclude that this is the preferred if not the only option.
Summary of the 4/7/21 brainstorming session

Participants (speakers) in addition to CCCC members: Benjamin Bergen (UCSD, Assoc Dean Soc Sci); Jack Brouwer (UCI; Mechanical & Aerospace Engineering) Role of hydrogen, on-campus solar; Jennifer Burney (UCSD; School of Global Policy & Strategy) energy, food, pollutants, developing world; Nicole Capretz (San Diego; Climate Action Campaign) opportunities to integrate UCSD and SD goals; Steven Constable (UCSD; SIO and Academic Senate Chair); John Dilliott (UCSD; Utilities & Sustainability) Campus plans and status; Yassir Eddebbar (UCSD; SIO; postdoc) ocean climate carbon; Mark Jacobsen (UCSD; Economics) carbon pricing; Josh Kavanagh (UCSD; Transportation & Parking); Jan Kleissel (UCSD; Mechanical & Aerospace Engineering) UCSD microgrid/efficiency; Nathan Mariano (UCSD; Political Science, grad student, international relations; GSA climate group); Thomas Murphy (UCSD; Physics) Energy saving alternatives, on-campus solar and storage; Michelle Perez (UCSD; Utilities & Sustainability); David Phillips (UCOP; Associate Vice President Energy & Sustainability); Katherine Ricke (UCSD; School of Global Policy & Strategy); David Romps (UCB; Earth & Planetary Science) planning for retirement of UCB co-gen plant; Tyson Siegele (Community energy systems expert).

Note: UCSD acquires most of its energy by burning methane on campus. For this it uses a co-generation plant which emits ~170,000 tonnes per year of CO2. The plant must be retired to be consistent with the Climate Emergency declaration by the UC in 2019, to keep global heating to 1.5C and even to 2C above pre-industrial levels (D Tong et al. Nature 2019). The brainstorm discussed the following issues in depth in relation to retiring the co-generation plant:

What are the alternatives for decarbonization of the campus cogeneration plant?

1) Electrification with grid electricity. This is the most straightforward solution but creative modifications (e.g., option 3) are needed to reduce its expense.

2) Onsite renewable generation (solar), with battery or hydrogen storage. Onsite solar must be maximized as the most cost-effective path to decarbonization. It is unclear however if all UCSD’s energy needs could be provided with onsite solar, and maximizing it would in any case require esthetic adjustments (solar awnings, eucalyptus replacement...) and demand reductions (see 5).

3) Hybrid of 1 and 2. This option is promising and may be the most practical.

4) Modify the cogen plant to run on hydrogen. This is unlikely but hydrogen may have a role offshore in bridging seasonal gaps in renewable power.

What sets the financial parameters of the solution?

5) Radical approaches to conservation. This included less HVAC from thermostats (‘shorts and sweaters’), building design that leverages our mild climate, growing enrollment and research without a larger physical plant by working and learning remotely (learning from the pandemic), and potentially going to a 4-quarter system

6) Financing. It is unclear if the Green Recovery will include grants or subsidized bonds for decarbonizing energy systems that UCSD would qualify for, but it needs to be ready.

7) Community energy: San Diego community choice aggregation provides renewable energy sources for grid electricity, as does UCOP. In both cases, SDG&E charges high rates for transmission. By participating locally UCSD could become a major policy-shifting actor.

What is the best process to explore seriously all of the options?

8) The $250k study by outside consultants recently announced by UCSD. This study will only evaluate option 1 listed above - replacement of the cogen plant with an electrified central plant. After this study, UCSD could specify the bid documents for a design/build contract to electrify the energy system. When the current study is complete in a few months, another study will try to provide a cost estimate. A third study is underway regarding hydrogen.

9) Team for systematically evaluating energy system alternatives for UCSD. In addition to outside consultants and VC Matthews’ able group, there are several UCSD and UC faculty who are energy experts and eager to work on this endeavor but a more effective framework needs to be created.
Re: Updated Bylaws of the Faculty of Sixth College

April 21, 2021

Dear Senate Committee,

Based on a recommendation by the Committee on Rules and Jurisdiction, an Ad Hoc review of Bylaws of the faculty of Sixth College (referred to as Bylaws below) was recently performed by the Sixth College Executive Committee. The amendments are primarily in three areas:

1. **Quorum**: This change clarifies the number required for a quorum and is in line with the definition in most of the other colleges.

2. **Membership of the Executive Committee**: These changes clarify the composition of the Executive Committee, increase the breadth of the academic divisions from which the membership may be solicited to include all areas from which Sixth College Faculty are assigned (such as Scripps Institution of Oceanography, Rady School of Management, Health Sciences, and the School of Global Policy and Strategy) and formalize the ex-officio membership of Sixth College Deans who have historically always participated in the committee.

3. **Election Processes**: These changes serve to clarify the majority required, increase the flexibility of processes to solicit candidates and to vote, in keeping with increased availability of secure tools, and maintain a sufficient stable core of experienced members during a transition.

Subsequent to the review and approval of the Executive Committee, the updated Bylaws were then voted on and approved by the Sixth College faculty, via the Faculty Online Voting System (FACVOTE) in a 29-1-1 vote (approve-abstain-oppose).

Please refer to the attached file to review the updated Bylaws reviewed by the Executive Committee and approved by vote by the Sixth College Faculty in December 2020.

Sincerely,

[Signature]

Dr. Lakshmi Chilukuri
Provost, Sixth College
Associate Teaching Professor, Division of Biology
UC San Diego, La Jolla, CA 92093-0054
Phone: (858) 246-0428; Email: lchilukuri@ucsd.edu
BYLAWS OF THE FACULTY OF
SIXTH COLLEGE

(Approved By Sixth Faculty 12/31/2002)
(Approved By The San Diego Division 04/29/2003)

I. MEMBERSHIP

All members of the San Diego Division of the Academic Senate appointed to Sixth College are voting members of the Sixth College Faculty.

II. FUNCTION

The faculty shall be concerned with the academic program of Sixth College and all related aspects of its educational environment.

III. FACULTY MEETINGS

At least one Faculty meeting per year shall be called by the Provost. Meetings can also be called by the Executive Committee or by the written request of ten members of the Sixth College Faculty.

IV. QUORUM

The presence of 20% 15% of the membership or a minimum of fifteen ten members of the faculty, whichever is fewer, shall constitute a quorum.

V. OFFICERS AND COMMITTEES

A. A member of the Faculty of Sixth College shall be elected by the Faculty each year to serve as Chair of the Faculty effective from September 1st. The Chair of the Faculty shall preside at all meetings of the Faculty and of the Executive Committee.

B. The Executive Committee of the Faculty of Sixth College shall consist of the Chair of the Faculty, five additional elected faculty members, and ex officio, the Provost. Two students, selected by the Sixth students in a representative manner, shall be student representatives to the Executive Committee and shall be invited to meet regularly with it. The College Deans may be invited to join as non-voting members.

The elected members of the Executive Committee shall normally serve two-year terms. The faculty members should represent the five academic divisions of the UC San Diego General Campus, and none, apart from the Provost and or the Chair of the Faculty, may be members of the same department. Student representatives shall serve no more than two one-year terms.

The Executive Committee, or any member of it, may call meetings of the Sixth College Faculty. The Executive Committee shall have authority to appoint ad hoc committees which, like those appointed at Faculty meetings, shall report to the Sixth College Faculty and may be instructed to report to the Executive Committee.
C. Nominations for election as Chair of the Faculty and members of the Executive Committee shall take place in the Spring quarter at the annual meeting of the faculty or by an electronic call for nominations. Election shall be by anonymous mail or electronic ballot. Elections to the Executive Committee shall be conducted in such a manner that three at least two members who have served for one year are continued in office for another year, and three new members replace those who have served for two years. If an elected member of the Executive Committee, who has served for less than two years, is elected as Chair of the Faculty, another member of the Faculty shall be elected to the Executive Committee for a new two-year term.

VI. RULES OF ORDER

Robert's Rules of Order shall govern the transaction of business, except for modification of these Bylaws or the Academic Plan of Sixth College. At the request of a majority of the voting members present at a faculty meeting, the question before the meeting shall be submitted to a mail ballot of the faculty.

VII. ACADEMIC PLAN

Changes in the Sixth College Academic Plan shall be approved for submission to the Academic Senate Committee on Educational Policy by a simple majority vote at a faculty meeting or by an anonymous mail or electronic faculty vote, provided that the faculty has been notified of the meeting and the proposed change at least five days of instruction prior to the meeting.

VIII. AMENDMENT OF BYLAWS

The procedure for amendment of these Bylaws shall be the same as for changes in the Academic Plan, except that a two-thirds majority is required.
May 10, 2021

Steven Constable, Chair
San Diego Divisional Academic Senate

SUBJECT: Proposed Amendments to San Diego Senate Manual Appendix 5.6, Bylaws of the Faculty of Sixth College

Dear Chair Constable,

The Committee on Rules and Jurisdiction reviewed the proposal to amend San Diego Senate Manual Appendix 5.6, Bylaws of the Faculty of Sixth College and found the proposed amendments consonant with the code of the Academic Senate.

Sincerely,

Professor Geoffrey Braswell, Chair
Committee on Rules and Jurisdiction

cc: T. Javidi
    J. Lucius
    R. Rodriguez

Attachment
From: Cathy Gere, Professor of History of Science, UCSD
Re: Motions on Rent Increases

Dear Representative Assembly,

Thank you for allowing me to present three resolutions for a vote at the June 1st Representative Assembly meeting. They concern the rent increases announced in March, characterized in the Senate leadership's letter to the administration as “shocking,” “disappointing,” “galling,” “debilitating,” “cruel,” “insensitive,” and “disturbing.”

As you know, the administration’s response has been a one-year postponement. We -- a group of faculty long-concerned with the economic pressures on our graduate students -- urge the administration to take three further measures:

1. Bring housing costs and other issues about campus growth under effective Senate oversight, under the leadership of the Committee on Budget and Planning.
2. Change the metric of affordability from a percentage below market rate to a percentage of graduate student stipends.
3. Set that percentage such that average graduate student single-occupancy housing costs do not exceed 33% of average guaranteed graduate student stipends, in accordance with the Department of Housing and Urban Development definition of ‘rent burdened.’

The basic principle behind Resolution One -- that of Senate oversight -- was demanded in many of the letters from Senate Council to the leadership. We therefore hope that it is uncontroversial and self-explanatory. Last summer, the Administration engaged in a consultation process with faculty about the Covid-related budget cuts, and we envision something along the same lines.

The other two resolutions avail themselves of a simple budgeting principle for calibrating on-campus housing affordability. We propose that instead of comparing the cost of graduate housing to the average market price of the surrounding area, we should calculate average rents as a percentage of average guaranteed graduate stipends.

The Administration has chosen “20% below market” as their guiding principle for setting rent levels. As some of you pointed out in your letters on this subject, however, our graduate students are in ‘Very Low’ or ‘Extremely Low’ income brackets, while La Jolla has some of the highest housing costs in the country. Defining affordability by reference
to one of the most expensive real estate markets in the country is clearly a flawed metric.

Moreover, UCSD is in a uniquely privileged position in relation to the local market for housing. The land on which the new graduate housing has been built is part of the thousand-plus acres deeded to the University in the 1960s. This land is ours by public trust, and ensuring true housing affordability on that land is a key dimension of our public service mission. At the same time, according to Chancellor Khosla, UCSD now enjoys the benefits of a healthy and balanced budget, a growing campus endowment, and a robust and successful $2 billion fundraising campaign.

Our public mission is to serve the people of this State. By raising rents an average of 31%, the university makes it likely that future cohorts will be less representative of the demographic diversity of California. Our campus already has the lowest percentage of under-represented minority graduate students of any UC. In the event that we do nevertheless succeed in recruiting more diverse graduate student cohorts in the future, these rent increases will have a disproportionate impact on students of color. For those low-income and URM students who do choose to come here, the already-crushing debt load will get heavier, while disparities in time-to-degree as a result of having to work extra jobs will widen. So we face a future in which we will either become a more elite institution, thus indirectly exacerbating economic inequality in California, or we will directly increase economic inequality within our own community by passing forward the burden of our current budgeting miscalculations to some of our most vulnerable members.

As faculty, we know that graduate student housing is intimately tied to the university’s academic mission as well as its public service obligations. Not only do we have years of personal experience with students stressed and undermined by the grind of real poverty, we also note that the rent increase announcement threw the 2021 graduate admissions cycle into disarray. We know that housing is one of the gravest concerns for graduate students and that the new hikes make their situation untenable. According to a recent poll created by GPSA Diversity Advisory Council, 78% of students say single occupancy is not a financial option at the new rates, while 76% of students are unable to supplement income with other on- or off-campus employment. Clearly, the economic decisions associated with the governance of an auxiliary unit like HDH are having direct consequences on our campus’s academic functioning. The decision to place academic holds on those participating in the ongoing rent strike bespeaks the inextricability of housing from academic matters.
In recognition of the integrated nature of all university operations, UCOP’s regulations for the establishment of auxiliary enterprises were carefully crafted to protect the core academic functions, and to “support and enhance its instructional, research and public service programs.” Moreover, these regulations explicitly state that “auxiliaries are not required to be entirely self-supporting. Chancellors may subsidize auxiliary enterprises with appropriate available campus funds.” As an institution, we have the means and the opportunity to support our graduate students at a level commensurate with their health and dignity, so that they are free to do the research and teaching for which this great university is celebrated. Let us also find the will.
Draft Motions to Present to UCSD Representative Assembly
June 1st

Whereas graduate students at UCSD face some of the highest cost of living in the United States

Whereas the cost of the average graduate housing bed grew by 52% between 2016 and 2020, while graduate student stipends increased by only 13% in the same period

Whereas additional rent increases for on-campus housing averaging 31% were recently announced, without warning, in the middle of the 2021 graduate admissions cycle, when letters detailing housing costs had already been sent to admittees

Whereas new graduate housing was originally proposed on the assurance that rent increases would be limited to between 3.33% and 4.4% per year, or less

Whereas the proposed rent increases would exacerbate the widening economic inequality on our campus and effectively bar graduate students from low-income families from studying at UCSD

Whereas postponing the rent increases by a few months does nothing to address the issue

Let it be resolved that:

1. Housing and other planning decisions about the growth of campus be henceforth subject to effective and ongoing Senate oversight, under the leadership of the Committee on Budget and Planning, in consultation with other relevant bodies on campus.
2. Housing affordability be henceforth defined by reference to guaranteed average annual graduate stipend rather than by reference to average market rates in the La Jolla area.
3. UCSD immediately implement a budgeting principle such that average graduate student single-occupancy housing costs do not exceed 33% of average guaranteed graduate student stipends, in accordance with the Department of Housing and Urban Development definition of ‘rent burdened.’
Signatories Supporting the Motions

1. Cathy Gere. Professor, History
2. Fernando Domínguez Rubio. Associate Professor and DGS, Communication
3. Matthew Vitz. Associate Professor, History
4. Nancy Postero. Professor, Anthropology
5. Juan Pablo Pardo-Guerra. Associate Professor, Sociology
6. Adam Burgasser. Professor, Physics
7. Varykina Thackray. Professor, Obstetrics, Gynecology and Reproductive Sciences
8. Rafael Nuñez. Professor, Cognitive Science
9. Kimberly Cooper. Associate Professor, Cell and Developmental Biology
10. Anya Gallaccio. Professor, Visual Arts
11. Pascal Gagneux. Professor, Pathology and Anthropology
12. Tarik Benmarhnia. Associate Professor, Herbert Wertheim School of Public Health and Scripps Institution of Oceanography
13. Daniel Widener. Associate Professor of History and Chair, UCAADE
14. Andrew Jolivétte. Professor and Chair, Ethnic Studies; Director Native American and Indigenous Studies; Co-Chair UC Ethnic Studies Council
15. David Schlaepfer. Professor, Obstetrics, Gynecology and Reproductive Sciences
16. Amy Binder. Professor and Chair, Sociology
17. Eric Baković. Professor and Chair, Linguistics
18. Curtis Marez. Professor and DGS, Ethnic Studies
19. Matthew Herbst. Director, Making of the Modern World, Eleanor Roosevelt College
20. Ken Loh. Professor and Vice Chair, Structural Engineering