

To: Marsha A. Chandler  
Senior Vice Chancellor-Academic Affairs

June 30, 1999

Subject: Sixth College Planning Committee Report

## INTRODUCTION

The Sixth College Planning Committee was charged to formulate a preliminary academic or thematic plan, representing a broad sketch of major objectives and primary directions. In the following year, pending concurrence of the Academic Senate, the founding Provost will be selected and will convene a group of faculty to amplify on the directions established in this report, specifying in more detail the required course and graduation requirements. You also asked us to comment on the physical plan of the College in the context of the campus building plan. The committee has met weekly for more than one quarter to reach a consensus and propose a plan for the new Sixth College.

We have solicited and received input from individual faculty in response to a general call for suggestions about themes and objectives. We have interviewed every Departmental Chair for their comments on breadth requirements for their majors, College themes, and the relationships between Department faculty and their Colleges. We also interviewed the Provosts of our five Colleges for their perspectives and suggestions. We assembled and discussed the College experience with a group of 13 alumni representing a distribution of age and College experience. After reviewing UCLA's recent two-year study of general education, we also met with Professor Judy Smith, currently Vice Provost for Undergraduate Education at UCLA, to find out about the progress of implementation of new requirements at UCLA. We also reviewed literature on general education and important documents such as last year's Sixth College Pre-Planning Committee Report, the recent WASC Accreditation report, CEP guidelines and standards for general education requirements, and the principal recommendations from the recent Task Force to Study Transfer Student Issues. The General Education Conference held at UCSD in February served as a catalyst for our committee and provided useful dialogue and input for our discussions.

There is a substantial diversity of opinions about the goals and strategies for general education breadth requirements, possible College themes and even the value of a College theme, and how to introduce and teach writing. It was clear that writing and speaking are considered essential components of a general education. The alumni spoke strongly about the need for communication skills, computer skills, intern experiences, and individual or small group projects. The experiences highlighted by alumni underscored the importance of personalized, individualized, and applied learning.

The committee met during a period when recent reviews of the College writing programs were still under consideration by CEP and the Academic Senate, and we realize that the outcome of those reviews may suggest further consideration of how best to teach writing. The committee was also aware of the continuing egregious situation with respect to the diversity of our faculty and student body. However, given our College structure and resources, and the realistic number

of course requirements that a College can set, it is difficult to adequately address these serious campus-wide issues within the purview of this Sixth College Planning Committee. We feel the plan proposed below provides a realistic and enticing framework in which to move forward on behalf of future UCSD students.

There are three principal components of the proposed general education requirements: a required three-quarter freshman core sequence with writing and speaking integrated into a theme, a set of flexible breadth requirements to expose students to disciplines other than their major, and an upper division experiential learning or practicum requirement. We propose that the College and the freshman core sequence be based around Art and Technology and their impact on culture and society. The committee reached a strong consensus on the focus of the academic plan and seriously considered two alternate labels for the thematic plan, Art and Technology or Art, Culture and Technology. To emphasize the breadth and depth we envisage, we decided to label the theme as **Art, Culture and Technology**.

We concluded that this theme would allow for considerable depth in critical thinking and analysis, creativity, and writing. There is clearly a great deal of complex and thought provoking content in the study of how the arts and technology have impacted our culture and society. This theme also permits interdisciplinary teaching and has the potential to coordinate courses with existing faculty expertise and interests from many departments. Further, it would take advantage of major strengths at UCSD in the development of cutting-edge technologies and innovation in the Arts. Given the visibility and the convergence of two major industries in California, high technology and entertainment, we feel this college theme can attract students from a broad background of cultures and interests.

An Art, Culture and Technology theme would be distinct from the other UCSD colleges and unique in higher education today as a focal point of a major academic unit. Much has been written of late in the popular press and scholarly journals on the relationship of art and science and the need for interdisciplinary education, but few academic programs exist today that act on this emerging current. By focusing on this theme, Sixth College will bring distinction to UCSD and reinforce the campus' reputation for innovation.

In the next sections we discuss the proposed plan and our rationale and objectives for the College, the adaptation of the requirements for transfer students, and finally we provide a brief overview regarding the physical plan for the College. We have also appended the time table for the various required steps to open the Sixth College in 2002, and a brief review of minimum resources which will be required to administer the College, both adapted from the pre-planning report.

We do leave much detail to the next faculty implementation committee, as it evaluates the required resources and explores departmental and faculty involvement.

## PRELIMINARY ACADEMIC PLAN FOR SIXTH COLLEGE

The committee spent considerable time discussing the objectives of general education requirements and the diversity of approaches in delivering them. We feel we have struck a balance between highly structured requirements and ones that permit considerable choice and flexibility for students. The total general education units and equivalent number of courses fall into the mid-range of the requirements of our existing five Colleges. The requirements as proposed should reasonably accommodate students in majors with many required courses, such as engineering, without any special exception. We first outline proposed general education graduation requirements for students who enter UCSD as freshmen, then discuss each component, and close with proposed requirements for transfer students. There are three components to the proposed requirements.

### A. **Outline of the General Education Graduation Requirements (60 units)**

#### I. Freshman Integrated Core Sequence based on theme **Art, Culture and Technology** (18 units)

Fall – 4-unit course dealing with the history of art and science

Winter – 4-unit course dealing with the present role and impact of art and technology on our society and culture

4 units of writing instruction integrated with the above course

Spring – 6-unit course dealing with the future role and impact of art and technology, involving small sections (< 25 students) in which group projects are emphasized and significant writing and speaking is integrated with the course and the projects.

#### II. Breadth Requirements (36 units)

Three four-unit courses in each of the natural sciences, the social sciences, and the humanities\*. One course must be in ethics or in cultural studies.

\*Students may use courses in their major to satisfy these breadth requirements. Students may petition to replace part of this breadth requirement with a minor, provided the substituted plan provides intellectual breadth that is non-contiguous to the major.

#### III. Upper Division Practicum (6 units)

Students are required to fulfill the equivalent of **6 units** of experiential learning by completing a practicum. Included in the six units, the College will require and monitor a **strong written and oral reporting** aspect of this practicum. Examples of a practicum include an external internship or work with non-profit organizations. A student may also satisfy this requirement by completing eight units of independent study (199), or a Department senior thesis, or by an Education Abroad Program experience.

## **B. Discussion**

### **The Freshman Core Sequence**

As a committee, we agreed on some general principles: (1) there should be a common core educational experience for the freshman student as a member of Sixth College; (2) both a writing and a speaking component should be integrated with the course material; and (3) the goals of this freshman course sequence should be to introduce critical thinking and analysis, creative thinking, and communication skills, within an educational theme that can provide historical and cultural perspectives.

After considering several thematic options, we felt that Art, Culture and Technology would provide an intellectual framework to achieve these educational goals. Not only are there many faculty and programs within the Arts Departments at UCSD to support this broad theme, there are also many colleagues in the other disciplines who do research and teach in relevant topics, for example in computer science, communication, cognitive science, history, literature, and psychology.

Tying this sequence into social and cultural issues is seen as an important construct for the Provost's planning faculty to consider. Clearly the Arts have played a major role throughout history in providing commentary on social and cultural issues, and have certainly used technology to broaden and enhance their impact. The impact of modern technology, the access to information, and the use and misuse of art and technology, will affect how we communicate, how we express ourselves, and how we perceive and interact with our world. We suggest that the three-quarter sequence be divided into the Past, the Present, and the Future.

The first quarter, The Past, would provide a history of Art and Science, serving as a historical basis for the discussion of Art, Culture and Technology, emphasizing important developments in the arts and the sciences and their role in the evolution of modern society. Parallel developments, cross influences, and the impact of these interactions on the individual disciplines and society at large can be explored.

The second quarter, The Present, would be combined with a rigorous writing component, development of skills in critical reading, analysis, documentation, and persuasive writing. This quarter would deal with the present or modern aspects of art and technology. In this quarter the interplay between the arts and technology and the impact on how we think and communicate is even more evident. What are the forces driving the information age? What are the ethical, cultural, political and economic issues associated with current trends in the arts and technology? There would be opportunities for considering the evolution from text-based publication to expanded, multi-modal communication in all areas and the resulting need for individuals to be more articulate in written, oral, and visual communication.

The third quarter, The Future, would expose students to the most recent developments and focus on future visions of art and technology. It will be important to discuss the potential ethical, social, and cultural issues involved with these visions. This quarter should further develop and nurture creative thought on the part of the students. The committee proposes that in this third quarter both writing and speaking be integrated with material which is taught in a format that complements or even replaces the traditional large lecture. During the third quarter we would

encourage stimulating freshmen in small discussion groups, with project-style assignments, and many reports enhancing their writing and speaking skills.

While we are concerned about the resource implications for such a third quarter, we would encourage innovative teaching formats and team teaching to expose students to concepts at the frontiers of art and technology, and to creative and critical thinking about the future impact on our lives and our cultures. We see this quarter as dynamic and changing from year to year as different faculty participate, perhaps in a rotating format, to expose students to the breadth of developments in the arts and technology. To encourage faculty participation and broaden the choice of projects and discussions, the committee felt that the third quarter might evolve into parallel sections from which the students may select particular advances to think, write, and speak about.

We think it is likely that faculty associated with the Center for Research in Computing and the Arts (CRCA), the Interdisciplinary Computing in the Arts Major (ICAM), the Visual Computing Laboratory, and the San Diego Supercomputer Center, for example, would be willing participants in a program organized around this college theme. Perhaps the newly emerging web-based instructional technologies will prove useful in organizing such a course.

### **The Breadth Requirements**

To add to the structured and required freshman core sequence, which will expose students to the arts and to technology, the committee decided to provide students with considerable flexibility in selecting courses which provide exposure to other disciplines. Had we listed all the specific general education topics proposed by committee members, the number of course requirements would have been excessive. We do, however, wish to ensure that students take a course in ethics or cultural studies, in addition to material that will surely evolve in the freshman core sequence. These topics can be found in the course offerings of more than one Department or discipline. Another, less flexible, menu would have been to require that the three courses in each discipline be part of a sequence. To some members, such an integrated sequence requirement provides a more meaningful experience, while to others it provides less breadth. Those students who prefer to take all three breadth electives in a sequence within a Department or program may do so under the proposed requirement.

With respect to those unusual students who at an early stage have a strong desire to complete a minor outside their major, we would encourage Sixth College to permit those students to submit a minor plan in substitution for part of the breadth requirement menu. This plan should be comprehensive and explicitly provide for breadth in disciplines non-contiguous to their major.

### **The Upper Division Practicum**

The committee was impressed with the widespread input regarding the importance of experiential learning or a practicum for students before they graduate from college. We are aware that this aspect of learning is highly regarded by both faculty and students, especially the best students, and that the most difficult aspect of providing such an opportunity correctly for all students is faculty time. We view it to be of such importance that we strongly recommend that the Sixth College require this component of learning as an upper division requirement. In order to ensure that there are ample opportunities for students to satisfy this requirement, we suggest

that there be considerable flexibility in the definition of such an experience and in the means by which students can meet the requirement. The campus currently does have many formal programs which provide such opportunities, and there are many others available from the surrounding community through formal internship programs. In addition to Departments, there are several organized research units on campus which actively seek students to work on projects as individuals or in small groups. Further, many Departments already have requirements or options for the equivalent of a senior thesis, or a small group research or design project, which would serve as a basis for satisfying this requirement.

We would have this upper division practicum experience strongly coupled to regular report writing and speaking, much as might be done with the third quarter of the freshman core sequence. For some students, the freshman project might evolve into an upper division project satisfying this requirement. This reporting aspect could be done independently of the Department or organization providing the experience and supervising the project. It might be accomplished with faculty, with lecturers, or with TAs. Students who seek credit for the practicum in a particular quarter could be asked to meet one hour per week in seminar-like sections to present talks and evaluate written reports on their practicum. The challenge for the planning faculty will be to ensure some oversight of the academic quality of the course, acceptable to CEP, efficiently utilizing available resources from campus Departments and programs, and from the College itself. In the spirit of experiential learning we would certainly accept study abroad to meet this requirement.

### **C. Transfer Students**

It is a challenge to resolve the issue of integration of transfer students into the social and academic structure of the Colleges at UCSD. They are mature students who have already achieved considerable breadth in their education, and they are expected to be ready to move directly into their majors. Among the recommendations made by the recent Senate-Administration Task Force to Study Transfer Student Issues were two specifically directed at Sixth College: (1) Sixth College should not be designed as a transfer student college; (2) Sixth College should accept the Intersegmental General Education Transfer Curriculum (IGETC) as meeting the College's lower division general education requirements. It is clear from our proposal that we concur with the first recommendation. While the next Sixth College implementation committee will likely have more to say regarding the acceptance of IGETC, we also concur with the spirit that the College should be viewed as one which accommodates transfer students, and we propose the following transfer student requirement which would permit acceptance of IGETC.

We recommend that the College design one required four-unit upper division course explicitly for transfer students that would integrate writing and speaking into some of the thematic material used in the first two quarters of the freshman sequence. Further, since transfer students bring to UCSD considerable experience beyond the campus, we recommend that transfer students be permitted to satisfy the six-quarter upper division practicum requirement by enrolling instead in the Spring quarter six-unit course of the freshman core sequence. Transfer students could then be involved, at least minimally, in the College theme and would likely add considerably to the freshman Spring quarter experience with their maturity and educational experience.

## **SIXTH COLLEGE PHYSICAL PLANNING FRAMEWORK**

Consistent with the 1989 UCSD Long Range Development Plan (LRDP), Sixth College will be housed in a campus neighborhood designated as a college site, specifically the district that will be vacated by Eleanor Roosevelt College when it moves to new facilities in Fall 2002.

Attachment 1 is Figure 13, taken from the LRDP, showing the siting of undergraduate colleges. Situated between Warren College to the north, the University Center neighborhood to the west, the School of Medicine to the south, and Interstate-5 to the east, Sixth College will occupy an area of campus that is within comfortable walking distance of major academic, recreational, and student life facilities, including Geisel Library, Center Hall, the Canyonview Recreation Complex, and the Price Center. Attachment 2 shows the Sixth College neighborhood plan. A physical plan for this area of campus, adopted by the Campus/Community Planning Committee in 1992, envisioned redevelopment entailing construction of academic facilities along the western region overlooking Pepper Canyon. The west canyon edge will serve as a central college space for study, quiet strolling, and relaxation. Housing to the east of the canyon is anticipated to be connected to points west by two bridges, one of which has been designed by artist George Trakas with support provided by the Stuart Collection. This neighborhood plan also suggested the development of an "Arts District" along Russell Drive, the western boundary of the college, which in addition to the existing Visual Arts Facility, could include an Art Gallery, a Concert Hall, a Music Instruction and Research Facility, and an Art & Architecture Library.

Although this site has a supply of housing that totals 1,184 beds (including 304 residence hall beds, 612 beds in the Pepper Canyon apartments, and 268 beds in the Matthews apartments), there currently isn't a dining commons dedicated to serving those who reside in this area of campus. There may be some concern about the availability of this housing for Sixth College, depending on the future needs of Revelle College in these areas. The approved physical plan includes the development of a new residence hall and dining facility, but the site for that project would entail redevelopment of existing "temporary" facilities (i.e., the buildings that were relocated from the site of the Price Center to the northern edge of Pepper Canyon that have since been occupied by the Graduate School of International Relations & Pacific Studies, the Teacher Education Program, and the Office of Graduate Studies & Research - OGSR). In light of the continued usability of those facilities, it would be prudent to reexamine the physical plan for this area to see if there might be other opportunities to provide a dining commons that would not entail redevelopment and removal of existing office space.

In addition, space to accommodate the Sixth College Provost's Office and the college's writing program will need to be identified prior to 2002. The Eleanor Roosevelt College Provost Office is currently located in the University Center neighborhood, in UCTR Building 412. This facility has proven to be less than ideal for this purpose. It includes about 5,100 ASF, roughly 3,000 ASF less than the amount estimated to be needed for a college's administrative and writing program operations, and it is not located within the boundaries of the college, thereby constraining students' interactions with college administrators and advisors. Several options for providing space for these Sixth College functions are being explored, including the possibility of developing a new student services facility that might accommodate the Office of Graduate Studies and Research (OGSR). This would enable existing OGSR facilities to be reallocated to Sixth College.

Although Sixth College may be accommodated temporarily in such existing facilities, we recommend that permanent state-funded facilities be developed to accommodate the Provost and college programs. It will be critical to the new Sixth College that there be no perception that its physical plant is disadvantaged relative to other Colleges.

## **SUMMARY**

We recommend a Sixth College plan with a structured core sequence developed around the theme of **Art, Culture and Technology**, with an additional flexible requirement for students to examine a breadth of disciplines, and an upper division practicum requirement. Writing would be emphasized in two quarters of the freshman core sequence, and we propose that speaking skills be integrated at the freshman level and then again as part of the upper division practicum. There are two novel components that the Provost's faculty planning committee will need to discuss and plan further -- the small group, project-oriented freshman course and the upper division practicum. While we have put forth more comments and suggestions than the next Provost's planning committee might wish to accept, we do feel our proposal will provide a breadth of general education experience that will serve Sixth College students well in their future careers and lives.

### Submitted by:

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## **Attachments**

1. UCSD Long Range Development Plan (LRDP) for Undergraduate Colleges
2. Sixth College LRDP Neighborhood Plan

*(Attachments are available in paper copies only. Please contact Michele Dotson by e-mail at [mdotson@ucsd.edu](mailto:mdotson@ucsd.edu) or by phone at 858-534-0097 to obtain a copy.)*

## **Appendix**

1. Proposed Time Sequence

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### Year 1 - 1998-99

- Appoint a joint Senate-Administration College Planning Committee to prepare a preliminary (thematic or academic) plan for Sixth College during Winter quarter.

### Year 2 - 1999-00

- Review the plan with the Academic Senate Divisional Committee on Educational Policy (CEP) and the Committee on Planning & Budget (CPB).
- Pending concurrence of the Academic Senate Representative Assembly, secure UC Office of the President (UCOP) approval to advance planning.
- Search for and appoint a founding Provost.
- Convene a group of faculty, led by the founding Provost, to prepare a detailed academic plan amplifying the college theme, specifying required general education courses, and graduation requirements.
- Recruit an administrative assistant to support the founding Provost, funded by Academic Affairs.
- Allocate approximately 800 ASF of space to accommodate the Provost and administrative assistant.

### Year 3 - 2000-01

- Review the detailed academic plan with CEP and CPB and secure approval from the Representative Assembly.
- Establish the Sixth College Faculty.
- Secure approval to open Sixth College in Fall 2002 from UCOP, The Regents, and the California Postsecondary Education Commission (CPEC).
- Recruit a Director of Academic Advising (and an administrative assistant) in Spring 2001 funded by Academic Affairs

### Year 4 - 2001-02

- Refine the academic plans.
- Advertise the existence of Sixth College and admit its charter class for matriculation in the following year.
- Allocate approximately 6,500 ASF of space for Sixth College administrative and writing programs and, if necessary, renovate the space assigned to Sixth College.
- During the Fall Quarter, recruit a Dean of Students (and an administrative assistant) -- funded by Student Affairs; and a Resident Dean (and an administrative assistant) -- funded by Housing. Advertising and recruitment efforts must be in full swing during this quarter.
- During the Winter Quarter, recruit an Academic Advisor (and an administrative assistant) -- funded by Academic Affairs. Recruit and train students to work as Orientation Leaders (in June) and Residence Hall Advisors (in September). Staff interaction with the charter class begins as admissions packets are mailed (in March) and staff completes preparations for orientation and registration in June.

- During the Spring Quarter, recruit an Assistant Dean of Students, a Coordinator of Student Activities, and a Counseling Psychologist -- funded by Student Affairs; and two Assistant Resident Deans -- funded by Housing.

#### Year 5 - Fall 2002

- Sixth College opens.

### **Projected Administrative/Support Staff and Operating Resources**

Permanent operating funds (salaries and typical office expenses) and temporary start-up funding (equipment and furnishings) will need to be provided by Academic Affairs, Student Affairs, and Housing.

- A. Academic Affairs permanent funding will be provided for a total of 6.00 FTE by Fall 2002, including: a Provost and an administrative assistant (1999-00); a Director of Academic Advising (Spring 2001); a Business Manager (Fall 2001); and an Academic Advisor and an administrative assistant (Winter 2002).

In Winter/Spring 2002, the Provost will assemble a Sixth College Writing Program staff including a Director (typically 60% of a faculty appointment), a 9-month Lecturer, a program representative, an administrative assistant (.75 FTE), and teaching assistants.

As Sixth College grows, additional staff and operating funds will be required. Current workload comparisons indicate that staffing of one academic advisor and one support staff person for every 800 students is required.

Annual S&E funding will be required. The colleges are currently funded at a base budget of \$13,000 plus \$13-per-student-enrolled.

- B. Student Affairs permanent funding will be provided for a total of 5.00 FTE by Fall 2002, including: a Dean of Students and an administrative assistant (Fall 2001); other positions (an Assistant Dean of Students, a Coordinator of Student Activities, and a Counseling Psychologist) will also likely be filled by Spring 2002. As enrollments increase, other staff funded by Student Affairs may also be needed.
- C. Housing permanent funding will be provided for a total of 4.00 FTE by Fall 2002, including: a Resident Dean and an administrative assistant (Fall 2001); and two Assistant Resident Deans (Spring 2002). As enrollments increase, additional support staff and student Resident Advisors will be needed.