B. DESCRIPTION OF THE DEPARTMENTS

The descriptions that follow are based on a variety of sources. The accreditation team used the most recent reviews of the undergraduate and graduate programs and extensive self-studies prepared by the departments. The Associate Vice Chancellor - Academic Planning compiled the profiles that begin each description.

In general, UCSD has a relatively young faculty. The majority of its departments were founded in the mid-1960s by faculty members in their forties. The founding senior faculty then hired junior faculty. As a result, few departments will be significantly affected by retirements until after the year 2000. Whereas, Berkeley will be replacing a large percentage of its faculty during the 1990s, UCSD will not have to do so until 2006-2016.

1. ANTHROPOLOGY
   
a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

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Professors: 9
Lecturer (S of E): 1
Chair (Acting) 1985-86: Roy d'Andrade

Projected Retirement at Age 70

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CURRENT SUBDISCIPLINES

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<td>M. Meeker</td>
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Social
Anthropology
(cont.)

F. J. Poole       Assoc  III
M. Swartz        Prof   a/s
D. Tuzin         Prof   III
S. G. Walens     Asst   IV

Cultural
Anthropology

D. Jordan        Prof   III
F. J. Poole      Assoc  III
M. Spiro         Prof   a/s
M. Swartz        Prof   a/s
D. Tuzin         Prof   III
S. G. Walens     Asst   IV

Psychological
Anthropology

R. D'Andrade     Prof   VII
D. Jordan        Prof   III
R. Levy          Prof   VI
T. Schwartz      Prof   III
M. Spiro         Prof   a/s
M. Swartz        Prof   a/s

Physical
Anthropology

S. Strum         Assoc  III

Religion/
Symbolism

D. Jordan        Prof   III
F. J. Poole      Assoc  III
M. Spiro         Prof   a/s
D. Tuzin         Prof   III
S. G. Walens     Asst   IV

Melanesia/
Oceania

R. Levy          Prof   VI
F. J. Poole      Assoc  III
T. Schwartz      Prof   III
D. Tuzin         Prof   III

b. History

The six charter faculty members and the first class of graduate students of the UCSD Department of Anthropology assembled in Fall 1969. The founders visualized a department that would concentrate on
psychological anthropology while still offering some training and doing research in the traditional fields of social and cultural anthropology. This vision has been fulfilled.

The first members of the department also decided to keep it small, aiming at a target of 12 to 15 FTEs. There were two reasons for this decision: (1) departments larger than that tended, in the experience of the founders, to divide into factions; and (2) the founders rightly suspected that enrollments in anthropology would not be high enough to justify the faculty of 25-30 FTEs foreseen by early campus planners. External reviewers and department members have agreed that the decisions concerning the department's focus and size have worked out well.

The department now has 13 FTEs and has not undergone any substantial shift in direction or focus. Even the appointment of a primate sociologist was made largely in response to the feeling among several faculty members that comparative primate behavior was relevant to the study of human personality and culture.

In addition to retaining its focus, the department has retained its personnel over the years. As of the mid-1980s, only two of its members had moved on to other universities.

The profession generally considers the UCSD Department of Anthropology the preeminent place in the country, if not the world, to study psychological anthropology. It is also among the top departments in political anthropology and possesses, by serendipity rather than design, considerable strength in Melanesian studies.

UCSD anthropologists have been at the forefront of efforts to improve professionalism in the field as a whole. For instance, one faculty member was instrumental in the founding of the elite Society for Cultural Anthropology within the American Anthropological Association. All members of this new society must have published in the field.

c. The Undergraduate Program

The Committee on Educational Policy (CEP) reviewed the undergraduate program of the department in 1983. The CEP report stated that "the undergraduate program in the UCSD Department of Anthropology is healthy by virtue of a strong commitment to teaching, intellectual cohesiveness, administrative efficiency, and the recruitment of able graduate students who serve as teaching assistants." Reviewers criticized the Senior Honors Program for a lack of focus and faculty leadership, and the department is currently examining the program. It may abandon the program if it cannot find consistent faculty leadership for it.
The department has designed its lower-division courses to introduce students to the field and to help satisfy the general education requirements of the various colleges. The broad training of the permanent faculty, as well as judicious use of visiting faculty, have kept the narrowness of the department's focus from limiting the breadth of undergraduate course offerings. Students majoring in anthropology must complete a year-long core sequence, plus nine other upper-division courses. There is no distribution requirement.

On faculty initiative and under faculty supervision, the department offers academic internships at the San Diego Zoo, the Wild Animal Park, and the Museum of Man to interested and qualified undergraduates. The internships are not limited to majors, although the completion of certain anthropology courses is required for eligibility.

The number of anthropology majors has gradually decreased during the last several years. Positive student evaluations and the stability of overall enrollments suggest that students are not being repelled by poor teaching. Overly stringent grading does not seem to be the culprit either; the department is close to campus averages at all levels. The department believes that the decrease merely reflects the widely documented decline of student interest in the social sciences.

d. The Graduate Program

The Graduate Council reviewed the department's graduate program in 1981. The external review committee concluded that the program's excellence could be attributed to "its intensive and comprehensive theoretical and methodological training, the effective teaching and advising of senior faculty, its emphasis on and preparation for field research, and its good record of students completing the Ph.D."

Despite the positive review, the faculty of the department felt that the graduate curriculum needed rethinking. Revisions went into effect with the class entering in Fall 1984. The success of the revised curriculum is now a matter of discussion among the faculty, and it is likely that further changes will be made in the immediate future.

The new program assumes that all students enter with the intention of earning a doctorate. However, students must take an M.A. on the way to the Ph.D. For the M.A., the department requires students to take a series of graduate courses, to pass an examination in basic statistics, and to write a thesis. A student may formally request admission to the Ph.D. program after finishing the M.A. The decision to admit is based on the judgment that the student did the M.A. with a level of excellence that showed good promise of professional success in anthropology.
qualifying examination, and complete and defend a dissertation. In addition, the department requires each student in the graduate program to serve as a T.A. during one quarter in each of the student's first three years of residence.

The department seeks to admit five to eight graduate students per year. The pool of applicants from which the department draws this small number has grown smaller during the last decade, decreasing from 100 to about 40 applicants annually. The department believes the most likely explanation for the decrease is simply that there are fewer anthropology majors at most schools, that fewer of them are going to graduate school, and that they are shopping more widely for graduate schools than before. In spite of the decline in applications, the department has maintained its high admissions standards. The attrition rate is low, and the department has an excellent record of placing its Ph.D.s in professional positions despite the difficult job market.

e. The Future

In its self-study, the department summed up its attitude toward future growth as follows: "We think we need a Latin Americanist, and we think we need constant attention to psychological anthropology and Affirmative Action, and a couple of us are coming to imagine that we may need a good archaeological theorist, but please do not feel that we are promising not to come to you proposing yet another Melanesianist if somebody really striking comes along." The department also has expressed an interest in enlarging its physical anthropology wing.

The department is strongly interested in a campus-wide program on the Pacific Basin, both in the new interdisciplinary programs on the General Campus and in the proposed graduate school. This interest might lead the department to change its attitude toward growth.

Finally, the strong and growing interest in Melanesian studies, shown by the remark quoted above, is now focused on the creation of a unique archive of materials relating to the cultures of that region. Under a grant from the Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE), members of the department and the UCSD library have begun to develop the archive, which will contain all existing published and unpublished papers on Melanesia. As the number of cultures undisturbed by advanced industrial societies and technology diminishes in Melanesia, this archive will gain importance as a source of research materials.
Fluid Mechanics

H. Aref
M. Gharib
C. H. Gibson
P. A. Libby
C. W. Van Atta

Assoc
Asst
Prof
Prof
Prof
II
II
III
a/s
IV

Solid and Structural Mechanics

G. A. Hegemier
J. E. Luco
H. Murakami
W. Nachbar
S. Nemat-Nasser
F. Seible

Prof
Prof
Asst
Prof
Prof
Asst
III
I
IV
IV
VI
III

Systems Science

B. R. Dharanipragada
R. E. Roberson
A. V. Sebald
A. M. Schneider
H. W. Sorenson
D. D. Sworder

Asst
Prof
Assoc
Prof
Prof
Prof
III
V
II
V
a/s
III

NOTES: Faculty in Fluid Mechanics are also connected to other sections of the division, such as SIO and IGPP.

Faculty in Bioengineering are shared with the School of Medicine.

b. History

The Department of Applied Mechanics and Engineering Sciences (AMES) began in 1964 as the Department of Aerospace and Mechanical Engineering Sciences. The department's original focus on aeronautical engineering reflected national interest in the space program and the strong influence of the aerospace industry in the San Diego area. By 1972, the interests of faculty and students had shifted away from aeronautics. Consequently, the department refocused its research and teaching and became the Department of Applied Mechanics and Engineering Sciences.

During the first decade of the department's existence, all AMES majors received B.A. degrees because of the extensive liberal arts requirements of UCSD's colleges. This circumstance hindered the development of the department's reputation in the engineering community because the profession requires a B.S. degree for practicing
engineers. In 1976, when Third and Warren Colleges restructured their requirements to allow students to receive B.S. degrees, AMES quickly acquired prominence commensurate with its outstanding faculty and curriculum. Revelle and Muir students still receive the B.A. from the department.

Between 1971 and 1981, because of a strong national resurgence of interest in engineering, the number of undergraduate AMES majors increased from 75 students to 1100, while the number of graduate students remained constant at around 100. As a result, the department began concentrating more of its attention on undergraduate education than it had in its early years and reorganized some of its undergraduate curricula in response to student preferences for professional rather than academic training.

The tremendous growth of the two engineering departments at UCSD--AMES and EECS (Electrical Engineering and Computer Sciences)--and the trend toward professional education in the departments ultimately required the development of a Division of Engineering to manage the program. The campus established the Division in 1981 and appointed the first Dean of Engineering in 1982. The Division has been very successful both in helping to manage the engineering programs and in developing a link between the engineering departments and industry.

AMES currently has a faculty of 29. Theoretical and experimental interests are equally represented. The research interests of the faculty fall into six broad areas: fluid mechanics, engineering physics, solid mechanics and structural engineering, systems science, bioengineering, and chemical engineering.

Recruitment and retention of faculty have become increasingly difficult because of competition from industry. However, the ability of the department to compete improved several years ago with the institution of the Specialized Salary Scale for Engineering. Recently, the department has begun offering other incentives--such as summer salaries and support for graduate students--that have improved the department's ability to attract first-rate faculty. Completion of the privately funded Structures Laboratory in 1985, and the scheduled opening of the state-funded Engineering Unit One in 1987, will further enhance the ability of the department to attract and retain scholars of the highest caliber.

AMES makes extensive use of adjunct faculty to augment its various programs. Fifteen people currently serve in this capacity, participating in the teaching program of the department and helping to supervise the research of graduate students. Most of the adjunct faculty members are professional engineers from local industry. They have been especially useful in enriching the department's offerings in design.
c. The Undergraduate Program

AMES is primarily an upper-division department. It plays practically no role in undergraduate lower-division education, offering only four lower-division courses.

UCSD is unusual because it requires prospective engineering majors to prove themselves in a rigorous lower-division, pre-major program, which includes courses in mathematics, physics, chemistry, electrical engineering, computer science, and AMES. It then admits a limited number of students into the major based on their lower-division performance.

The rigors of the lower and upper-division requirements for the major, coupled with the general education requirements of the different undergraduate colleges, make it practically impossible for AMES students to graduate in four years. Nonetheless, because the department is committed to the University’s goal of providing students with a well-rounded education, it does not favor reducing general education requirements merely to ensure that most students graduate within the traditional length of time.

During the past several years, the Accreditation Board for Engineering and Technology (ABET) has accredited five of the departments' undergraduate programs: chemical engineering, bioengineering, systems science, mechanical engineering, and structural engineering. The department does not plan to seek ABET accreditation for its applied mechanics, engineering sciences, and premedical bioengineering programs because graduates from these programs generally go on to graduate school instead of to industry.

d. The Graduate Program

AMES offers graduate instruction leading to the M.S. and Ph.D. degrees in engineering sciences, with specializations in applied mechanics, applied ocean sciences, chemical engineering, bioengineering, engineering physics, or systems science. The department accepts applications from candidates with bachelor’s or master’s degrees in mathematics, physical sciences, or any branch of engineering.

The M.S. program is primarily intended to meet the needs for continuing education of professional engineers in the San Diego area. Some students in the program are from the rapidly growing number of local high-technology and industrial firms, and they are part-time students. The department also uses the M.S. program to encourage its best undergraduate students to obtain an advanced degree by granting them early admission to the program.

The Ph.D. program is intended to prepare students for a variety of careers in research and teaching. Students begin research projects as soon as possible after entering the program. There are no formal
course requirements, except in bioengineering and applied ocean science, where students must satisfy specific core requirements. Students who earn a graduate degree from AMES have had no problem finding challenging and rewarding positions either in academia or industry.

The department gives full-time Ph.D. students priority for financial support. M.S. students ordinarily receive little or no support.

e. The Future

AMES hopes to establish a high technology curriculum in engineering science fundamentals and, thereby, increase the visibility of engineering at UCSD and in the industrial community. The department plans to strengthen: Structural Engineering, Chemical Engineering, Bioengineering, and Mechanical Engineering by adding:

1. one senior-level appointment in chemical engineering;

2. one position in bioengineering to develop a new area of research--i.e. artificial organs, cardiopulmonary physiology, or prosthetic devices;

3. one junior-level appointment in mechanical engineering to cover numerical fluid mechanics; and

4. faculty in structural engineering with expertise in materials, fracture mechanics, and wall structure analysis. (No specific number was indicated in the department's self-study.)

The department also wants to add a major new section in robotics. Robotics has the potential for involving a wide range of engineers and faculty from other departments--such as mathematics and computer science--and the School of Medicine. To establish this program, AMES would require one senior-level and one junior-level position.

f. Other Issues

Almost without exception, AMES faculty are involved in professional activities outside of the University. Department members serve as officers and members of professional societies; board members, editors, and reviewers for scholarly journals; organizers and participants in workshops and symposia; members of advisory boards for granting agencies; and consultants to industry. The department views these activities, including consulting, as essential for keeping up with the profession; participation in them is given considerable weight in the academic review process. This involvement has also played an important part in the department's success at winning extensive research support from outside agencies.
3. BIOLOGY

a. Profile

FACULTY DEMOGRAPHICS - (1985-1986)

Headcount: 52
Budgeted FTE: 41.08
Ladder FTE: 41.08
Tenured FTE: 33.08
% Tenured: 81%

Assistant Professors: 7
Associate Professors: 10
Professors: 35
Chair 1985-86: Herbert Stern

Projected Retirement at Age 70

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The development of the UCSD Department of Biology rests on the principle that the study of all biological phenomena should be unified. Consequently, its founders created a comprehensive departmental structure in marked contrast to the traditional fragmentation of biology into separate disciplines and departments.

The unorthodox character of the department has had more than a merely symbolic significance. The absence of outmoded intellectual and administrative divisions has encouraged collaboration and allowed great flexibility in curricular design.

Although the department developed as a comprehensive unit, it did not try to cover every field in the biological sciences. It has emphasized research and teaching in rapidly advancing fields such as genetics, cellular biology, developmental molecular biology, and neurobiology. Classical biology has received little attention in the department's programs. Because the department has concentrated its attention and resources on selected areas, it has achieved national prominence within a decade of its 1961 founding.

Guided by the same unifying principle that produced the department's unconventional structure, early planners created unusually close ties between the Department of Biology and the School of Medicine. Because of a lack of consistent leadership and adequate financial resources, the ties have loosened over the years. The medical school
still provides nine FTEs and some limited research space for the department, and biology faculty members still teach medical students, although the scope of such teaching has been restricted.

Faculty members from the School of Medicine and the Department of Biology collaborate in research both as individuals and as members of organized research units—such as the Cancer Center and Center for Molecular Genetics. The fact that there is less interaction between the department and the school than originally planned has not noticeably hampered the growth of either unit.

With 52 faculty, the Department of Biology is one the largest at UCSD. Among the subdisciplines listed in the departmental profile, the most important in order of the degree of faculty commitment are: molecular biology, genetics, cell biology, biochemistry, neurobiology, population biology, biophysics, plant biology, virology, immunology, microbiology, developmental biology, and bioethics. The department desires to add FTEs in plant biology, immunology, animal physiology, and endocrinology.

The most serious obstacle to further growth is lack of space. The availability of research space has become a major factor not only in recruiting new faculty but also in retaining current faculty. The department expects to gain some space when Engineering Unit One and the Center for Molecular Genetics are completed.

Because of the importance the department attaches to research and teaching in the fields mentioned earlier, it has no intention of broadening its offerings to include additional aspects of classical biology. However, students do have exposure to these fields. For example, the population biologists currently teach some elements of the traditional biological subdisciplines. Nonetheless, the department strongly believes that scientific scholarship must be the basis for all its instructional tasks and that courses unrelated to the research endeavors of its faculty are best left to other campuses.

c. The Undergraduate Program

The department teaches most students at UCSD sometime in their academic careers. It has an extensive presence in general education programs through courses designed for nonscience majors. Students intending to pursue a major in biology must take a series of lower-division courses in mathematics, chemistry, physics, and biology.

The department has the largest number of students on the campus. It offers six different major programs, each of which provides an excellent background for graduate or professional study. The programs are: (1) general biology, (2) animal physiology, (3) biochemistry and cell biology, (4) microbiology, (5) ecology, behavior, and evolution, and (6) molecular biology.
The department has not been able to ascertain the fate of all of its graduates. Although many aspire to careers as physicians, dentists, and veterinarians, records indicate that many students are not admitted to professional schools. Even though the department is aware of the need for its graduates to find jobs, it is nonetheless reluctant to shift its focus from academic education to vocational training. However, the increasing importance of biotechnology in business and industry may compel the department to reexamine the composition of its programs.

d. The Graduate Program

The biology graduate program was last reviewed in 1980. The external review committee stated that the program was recognized as "one of the very best in the country. . . . The program is particularly noteworthy for its flexibility and tailoring the educational experience to each student's need." The department recently inaugurated an M.A. program which is open only to biology majors at UCSD who desire to continue their education for another year at the graduate level.

The only course required of all Ph.D. students is the Rotation Sequence, in which each student works in a series of faculty research labs during their first year of study. Aside from introducing students to the full range of research in the department, the rotation also ensures breadth in the students' training. Once a student has chosen a research topic, his or her major professor must prepare a written statement of progress each year. The student reads and signs the assessment. Ph.D. students must also serve as TAs for one quarter per year during the first four years of their programs.

The program attracts first-rate students. The rate of attrition is very low, and the rate of professional placements is very high. The 1980 review committee stated that it was "astonished" that such an outstanding Ph.D. training program could be built in so short a time. In fact, the only substantive recommendations the visiting committee made were that the department should offer more graduate courses and that the department should slightly revise its procedures for monitoring student progress.

e. The Future

As mentioned earlier, the department wants to develop in the field of plant biology. To accomplish this, the department needs research space and is interested in further development of the Biology Field Station. In Spring 1985, the department began to work with Resource Management to design facilities for plant biology and related fields.
In addition, the department wants to strengthen existing programs by adding scholars in endocrinology, immunology, cell biology, and mammalian development (which at present has only one faculty member). The department is also considering the expansion of its program in biotechnology.

The department wishes to recruit primarily at the Assistant Professor level to assure healthy academic development over the next 10 years. It is one of the few departments at UCSD that will be affected by retirements during the 1990s.

4. CHEMISTRY

a. Profile

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Physical Chemistry (cont.)

J. Weare Prof II
J. Wheeler Prof II
K. Wilson Prof IV

Organic Chemistry

T. Bond* Assoc V
M. Goodman Prof VII
T. McMorris Prof IV
C. Perrin Prof II
T. Traylor Prof a/s
J. Watson** Assoc II
E. Wenkert Prof a/s

Cosmo-Inorganic Chemistry

J. Arnold Prof a/s
K. Marti Prof II
H. Oesterreicher Prof II
G. Schrauzer Prof VII
M. Thiemens Assoc I
D. Tilley Asst III
W. Trogler Assoc III

Biochemistry

W. Allison Prof II
M. Deluca Prof III
E. Dennis Prof II
D. Donoghue Asst III
R. Doolittle Prof VI
R. Fahey Prof III
E. Harper Prof III
N. Kaplan Prof a/s
J. Kraut Prof VI
J. Kyte Prof I
S. Miller Prof VI
N.-H. Xuong Prof IV
S. Taylor Prof I
B. Zimm Prof a/s

*Serves as Provost of Revelle College
**Serves as Vice Chancellor - Undergraduate Affairs

b. History

The Department of Chemistry began in 1960 with a group of seven unusually distinguished senior faculty, all of whom either already were, or would eventually become, members of the National Academy of Sciences. They shared a vision of a comprehensive chemistry department, ranging across a spectrum of fields from cosmochemistry and
theoretical chemical physics to the traditional core disciplines of physical, inorganic and organic chemistry, and biochemistry. Once established, the department began to make junior-level appointments in order to build for the future.

The department now has 40 faculty members, 150 graduate students, about 50 postdoctoral students, and about 200 support personnel. Three additional assistant professors are being recruited in 1985-86.

The department's affirmative action record is exemplary. It currently has four tenured women professors and three tenured black professors (one of whom is the Vice Chancellor - Undergraduate Affairs). The department has just hired another woman at the assistant professor level.

In 1980 the department organized itself into four groups: physical chemistry, organic chemistry, cosmo-inorganic chemistry, and biochemistry. The members of each group manage their own affairs as much as possible, including the preparation of upper-division and graduate teaching schedules, and each selects a representative to the department's Council. The Council meets weekly with the Chair, Vice Chair, and Executive Officer. As a result of the growth expected over the next few years, the inorganic chemists may eventually become a fifth group in the department.

The UCSD Department of Chemistry is one of the best in the country. The department can boast of five National Academy members, five former NIH Career Development awardees, five Fogarty Fellows, five Guggenheim Scholars, a Solvay Foundation Fellow, a Searle Fellow, a Dreyfus Teacher-Scholar, a Presidential Young Investigator Fellow, and six Revelle College Teaching Award winners. Roughly $5.2 million in outside research funds come into the department every year. The 1982 National Research Council (NRC) report ranked the department 18th among 144 in a national survey and gave the Biochemical Group within the department a separate ranking of 10th.

In addition to its outstanding reputation, the department's unique connection to the UCSD School of Medicine also sets it apart from departments at other universities. The School of Medicine provides five FTEs in biochemistry for the department, and the department teaches biochemistry to first-year medical students in return. It is probably the only chemistry department in the country that regularly teaches medical students. Because of the five FTEs from the School of Medicine, the department has fourteen biochemists, an unusually large number for a chemistry department.

External reviews and the department's own self-study indicate that the geographical fragmentation of the department is one of its most pressing problems. Faculty currently occupy space in seven different buildings on campus. Obviously, this dispersion of the faculty hinders the kind of interchange that enhances research, departmental coherence, and collegiality. The construction of Engineering
Unit One, scheduled to open in 1987, will permit some consolidation of the department, but this move will only be a beginning. A new instructional and research building, scheduled to open in 1988 or 1989, should further reduce the fragmentation of the department. A plan to relocate the Science and Engineering Library would also contribute to this process. The “in-gathering” of the department in Urey Hall is a high priority for the department.

c. The Undergraduate Program

The department does a great deal more undergraduate teaching than its founders foresaw. The present program involves teaching not only chemistry majors and those preparing to be chemistry majors, but also physics, biology, and engineering majors. UCSD teaches more undergraduate chemistry than either UCLA or UCB, and for some years has graduated the highest number of ACS-certified chemistry majors in the country. Teaching and research have become competing, instead of complementary, priorities for some faculty members. The department gets some relief from the burden of the massive introductory chemistry program through the appointment of four non-ladder-rank lecturers, plus visiting faculty, who assist in the teaching of introductory chemistry and some of the laboratory courses.

The prerequisites and requirements for the major in chemistry are stringent. Prospective majors must take one year of lower-division general chemistry, one year of physics, and four quarters of calculus. As majors, students may concentrate in one of four areas: chemistry, chemistry/biochemistry, chemistry/chemical physics, and chemistry/earth sciences. Outstanding seniors are encouraged to take courses in chemistry instruction and independent research.

d. The Graduate Program

Students entering the Ph.D. program take a test upon their arrival to determine their grasp of the subjects normally included in an undergraduate chemistry major. They must remedy any deficiencies the exam uncovers by taking undergraduate classes during their first year at UCSD. All new students take graduate classes, assist in teaching, and rotate through a series of faculty laboratories during their first year.

In the winter quarter of their second year, students normally take an oral examination covering an area of current research interest. Passing this exam, serving as a teaching assistant for three quarters, and adequate course work will normally qualify a student to receive the M.S. degree. Students must take two more oral examinations, serve as a T.A. for three additional quarters, and produce a dissertation to receive the Ph.D. As students develop their thesis topics, the faculty encourages them to maximize the opportunities available at UCSD for interdisciplinary study and collaboration.
Like the other departments at UCSD, the Department of Chemistry is committed to running a high-quality Ph.D. program. In the case of Chemistry this commitment has resulted in a closer monitoring of the graduate program than required by University regulations. For example, the department conducts yearly program reviews with graduate student participation. Minor adjustments to the program frequently result from these reviews. The most recent review concluded that, contrary to the criticism received from external reviewers, the number of graduate course offerings was adequate, except in the area of inorganic chemistry. This is now being remedied.

Finally, students did not find the teaching requirement itself oppressive, though smaller labs and discussion sections would naturally be welcomed by all.

In sum, the quality of both the students and the program continues to improve, so that the department expects continued success in the professional careers of graduates from the program.

c. The Future

The department has formed a Long-Range Planning Committee to look ahead to the next 20 years. The committee foresees a need to strengthen the core disciplines of physical, inorganic, and organic chemistry. The committee is also examining the feasibility of forming organized research units (ORUs). Presently, the department has two members who participate in ORUs. Properly organized and funded ORUs would help advance the department's research mission while providing space for the faculty's research programs.

5. COMMUNICATION

a. Profile

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Communication and the Individual

C. Padden  
M. Cole

(Includes Media Effects, Children and Television, and The Psychology of Filmic Text)

Communication as a Social Force

C. Fenn-W-Lopez  
D. Hallin*  
R. Horwitz  
C. Mukerji**  
H. Schiller

(Includes Political Economy of Mass Communication, Media Analysis, Popular Culture, and Television Analysis and Production)

Communication and Culture

S. Davis  
D. Hallin  
H. Keyssar  
C. Mukerji  
C. Padden  
M. Schudson

(Includes Media Stereotypes, Text to Media Performance, Language and Society, Advertising and Society, American News Media, and Work, Culture and Communication)

*Political Science/Communication
**Sociology/Communication
b. History

Created in 1982, the Department of Communication is the youngest department at UCSD and is also the only department of its type in the UC system. The department grew out of an undergraduate interdisciplinary program in communication offered by Third College. Its international, multicultural, and theoretical emphases distinguish it from traditional communication programs that emphasize social research (such as consumer surveys) or vocational training (such as lighting and camera techniques) for the broadcast industry.

The interdisciplinary major in communication was enormously popular with students, but in 1978 the Committee on Educational Policy (CEP) severely criticized the program for lack of rigor, depth, and intellectual coherence. Consequently, the University hired a full-time coordinator to supervise the complete revision of the communication curriculum.

Once the CEP approved the revised curriculum, faculty members involved with the program began petitioning the Academic Senate to create a full-fledged Department of Communication. Because the program served 600 students and involved faculty from six different departments, it was very difficult to maintain the course list, advise students, and hire faculty.

Faculty associated with the program also argued that a freestanding department offered the best environment, both intellectually and administratively, in which to develop a coherent theoretical approach to communication. This emphasis on theory, when viewed in light of the lack of theoretical scholarship in the field, was the basis on which the Academic Senate approved the creation of the department in 1982, and it placed the new department on the intellectual frontier of the discipline.

The research interests of the department's current members focus on language, oral traditions and performance, literacy, print, video, theatre, film, and television news. The department plans to add a video documentarist and a communication theorist to its faculty in Fall 1986.

The newness of the discipline, especially as it is being approached at UCSD, has made it difficult to find faculty. The pool of academics equipped to deal analytically, as well as practically, with communication is still rather small. Consequently, the department foresees the need to continue for a while drawing personnel from other disciplines. In order to compete successfully with industry and other universities for the best talent, the department will need to offer outstanding incentives. The establishment of the Ph.D. program last Fall should help.
c. The Undergraduate Program

The department currently offers only one lower-division introductory course, which also serves to satisfy a general education requirement for Third College. The major is so popular that the department instituted a pre-communication major to control the number of students entering it. Prospective majors must take eight lower-division courses covering a spectrum of the social sciences, arts, and humanities. Students graduating in 1986 will be the first to have completed the pre-communication major. The department plans to review the pre-major program at that time.

Upper-division courses for students in the major are grouped into four main areas: communication as a social force, communication and culture, communication and human information processing, and general communication. Majors must take five required courses and nine electives, covering all four areas.

Enrollment in the major continues to grow despite the institution of the pre-major; however the faculty is unwilling to limit entry into the major by admitting students according to their GPAs. The department is waiting to see if enrollments will level off because of the required pre-major.

Students from the Communication Department are widely involved in a variety of community-related activities. They have opportunities to work in the community either through internships or practicum courses. (Sixty-three students served as interns in public and private organizations during 1983-84.) This high level of involvement stretches resources for supervising students to the limit. Consequently, the department is exploring ways to improve supervision without shirking other responsibilities.

d. The Graduate Program

The Communication Department began a Ph.D. program in Fall 1985. The graduate curriculum covers theory and practice in three areas: communication as a social force, communication and culture, and communication and the individual. Candidates for the Ph.D. will have to demonstrate proficiency in one foreign language and one other mode of communication, such as a second foreign language, a computer language, photography, or film.

The department foresees that Ph.D. graduates will have little trouble finding academic employment. Many communication programs are beginning to move in the direction being pioneered at UCSD, and there are few people, trained in the field, now available.
c. The Future

The department is still in formation. Over the next few years, it hopes to obtain:

1. Greater faculty strength in computers and in television;

2. Department authorities on the uses of communication in significant social settings;

3. Someone with expertise on the role of information in the work place; and

4. Support for departmental efforts to address the relationship between social structure, historical context, and the individual’s construction of meaning.

As a new department with a predominantly junior faculty, Communication hopes to fill several of its new FTEs at the senior level. The department is also investigating the possibility of developing an ORU in telecommunications.

6. DRAMA

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

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| Ladder FTE:    | 15.00 |
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| Chair 1985-86: | Richard Riddell |

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b. History

The University established the Drama Department in 1972. The founding faculty visualized a department that would have a close relationship with a large professional theatre company located on campus. In 1981 the graduate program was accepted into the prestigious League of Professional Theatre Training Programs. Membership in the League, which is recognized as an elite organization of the finest theatrical training programs in the country, has given UCSD's program much national visibility and enhanced its reputation. With the opening of the Mandell Weiss Center in 1983 and the use of the facility during the summer by a professional company, the dreams of the founders are becoming a reality.

As of Fall 1985, the department had 15 FTEs. Faculty members have interests in acting, directing, movement, voice, design, dramatic literature, history, criticism, play writing, dramaturgy, and ethnic theatre. Because of a retirement, the department will have one unfilled FTE in acting in Fall 1986. In addition, the department desires to add faculty in directing, dramatic literature, design, speech, theatre administration, and theatre engineering. These additions would allow the department both to maintain its reputation for graduate training and to improve its service to undergraduates.

The department makes extensive use of temporary and visiting faculty. There are now three temporary FTEs: speech/acting, dramaturgy/play writing, and technical theatre/design. The department also uses visiting specialists in make-up, dance, and singing.

The lack of adequate performance and rehearsal space is the single greatest problem faced by the department. A campaign is under way to obtain donations to finish the outfitting of the Mandell Weiss Center. Currently, even though productions are being mounted successfully, the severe lack of storage space, work space, and dressing rooms seriously hampers the efficiency and educational capacity of the facility. The department believes that greater representation in those administrative bodies charged with allocating resources would help somewhat and has proposed that the University consider naming a Dean of Fine Arts in order to increase the voice of the arts in the management of the institution. The campus partly fulfilled this request with the establishment of a Dean of Arts and Humanities in Fall 1985.
c. The Undergraduate Program

The department offers a variety of lower-division courses to introduce students to drama and to satisfy general education requirements in the colleges. These courses regularly enroll approximately 700 students per quarter.

The department presents its major program as a broad, liberal arts program rather than as a pre-professional program. Consequently, the department's program culminates in a B.A. rather than a B.F.A. degree. The consensus of the department is that a B.A. program offers the best education on the undergraduate level for a prospective theatre artist.

Enrollment in the major has been declining slightly in recent years; 90 students are currently enrolled as majors. The department is worried about this trend—not only because such a decline reduces the part drama plays in the educational mission of the campus, but also because the decline reduces the support available to the department's graduate students. The faculty is committed to reversing the trend by offering more sections of the large lecture courses, creating new courses with broad appeal, and generally focusing more attention on the undergraduate curriculum.

d. The Graduate Program

The department is renowned for its rigorous professional training program that leads to the M.F.A. degree. Consequently, the program has been able to attract outstanding students from many universities; usually more than half come from institutions outside of California. The department holds auditions in five major cities and accepts about 5% of the approximately 400 students who apply. Roughly ten actors, four to six designers, two directors, two to three playwrights, two dramaturges, and two theatre administrators come into the program every year.

Although the amount of graduate student support received by drama students is low when compared with other graduate departments at UCSD, it is moderate when compared with most other professional training programs in theatre.

The department's retention rate is very high, and it has an excellent record of placing its graduates in challenging professional positions in a wide range of theatre situations, from Broadway to non-profit and European repertory.

c. The Future

The department has requested that its name be changed to the Department of Theatre to signify the professional character of its
program. This proposal requires a series of approvals and is wending its way through the University processes.

The department is interested in developing areas that already exist by adding FTE in technical theatre/design, dramatic literature and criticism, and speech. The department must also replace Alan Schneider, who died in 1984, and Eric Christmas, who will retire in 1986. Schneider's death left a need for a "superstar" director. Christmas's retirement will require a replacement in classical acting.

At present, the department is involved in negotiations with the famous Suzuki Company of Toga (Japan). The two institutions hope to establish an exchange program. The program would permit UCSD students to study with Tadashi Suzuki in Toga and would bring Suzuki and his unique theatre company to the campus every year.

The department also hopes to establish a resident artists program for noted directors, playwrights, critics, designers, and other theatre artists.

Finally, the Drama Department hopes to expand its production season (including faculty and guest-directed "studio productions"), build a stronger connection with the La Jolla Playhouse, the resident professional theatre of the Mandell Weiss Center, and focus more attention on the design/technical theatre program (providing more backstage experience at UCSD and the Playhouse).

7. ECONOMICS

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

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*Serves as Dean of Social Sciences  
**Serves as Dean of Graduate Studies and Research
c. The Undergraduate Program

The department has very large lower-division enrollments. Students use the lower-division courses to satisfy general education requirements and to prepare for majors and minors.

On the upper-division level, the department offers two majors and three minors. The majors are economics and management science. The minors are economics, management science, and business economics. The majors are designed as liberal arts rather than as vocational programs, although both provide good preparation for graduate study, for professional school, and for business and other careers.

In 1983, CEP found that the undergraduate program was, "functioning very smoothly," though the committee suggested that the curriculum was too narrow. Given the breadth of its offerings relative to the modest size of its faculty and to the offerings of economics departments elsewhere, the department disagrees with this criticism. With 23 permanent faculty, the department mounts two complete major programs; and beyond the core courses for the majors, the department offers specialized electives in about 30 different subject areas. Few other institutions match such breadth.

The department accounts for one-sixth of the majors at UCSD and a larger fraction of minors. Enrollments have been rising continuously for the last 13 years at an annual rate of 10%, so that the total number of majors is currently about 875.

Teaching that many students with a relatively small faculty means that, even at the upper-division level, economics courses are usually taught in large lectures with the assistance of TAs. Crowding is by far the biggest instructional problem for the department.

Despite the problems associated with having so many students, the department is pleased that its two major programs regularly attract high-quality students who go on to rewarding careers.

d. The Graduate Program

The Graduate Council reviewed the graduate program in 1982. The external reviewers concluded that, "The UCSD Department of Economics offers a graduate program of unique character and high quality which is clearly distinguished in econometrics and microeconomic theory."

The Ph.D. program in economics at UCSD begins with a rigorous two-year core sequence in microeconomics, macroeconomics, and econometrics, in contrast to a one-year core sequence typical of other major universities. All graduate students in economics at UCSD receive as much grounding in the core fields as do specialists in those fields at many other universities. While recognizing the program's
strengths, the review committee was disturbed about the very low completion rate for Ph.D.s.

Fortunately, this problem is gradually resolving itself as the department attracts better students. Further, the attrition rate is not so much of a problem as the committee thought. Many departing students have finished their core training and, though not Ph.D.s, have gone on to rewarding careers as business economists. They could not have entered these careers without the training received here. The department views these cases more as successes than as failures.

For students who have finished their Ph.D.s, the prospects for an academic career have been bright. They have regularly gotten teaching positions at first-rank universities.

c. The Future

In its self-study, the department discusses the needs of the management science program. One of those needs is for instructors to teach marketing. The faculty think that marketing does not fit well into the departmental structure, which is oriented to research in economic theory. Therefore, the department uses visitors, often from San Diego State University and the business community, to teach such classes. The policies of the central administration hinder the hiring of regular visitors from competitive fields, and the department wants to have more independent control over hiring and salaries for temporary teaching appointments.

The department did not specify the subdisciplines it would like to hire, but, as noted earlier, it finds overly constricting the central administration's insistence that it build in areas of weakness before it does in fields in which it is already strong. The department thinks it has lost opportunities to make good appointments because of this policy.

8. ELECTRICAL ENGINEERING AND COMPUTER SCIENCE

a. Profile

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*Serves as Dean of Engineering*
Computer Science  
(cont.)

J. F. Paris  
R. R. Rao  
V. Savitch  
V. D. Vianu  

Asst  III  
Asst  I  
Prof  III  
Asst  III  

b. History

What is now the Department of Electrical Engineering and Computer Science (EECS) began in 1965 as the Department of Applied Electrophysics. The original mission of the department was to teach undergraduate and graduate programs in applied solid state physics, quantum electronics, radio astronomy, solar system physics, and information and computer science.

Radio astronomy and solar system physics dominated the department in its early years. In response to increasing demands from industry and students during the last decade, the department developed stronger programs in computer systems, computer application, computer theory, and electrical engineering.

The department has grown from two faculty members in 1965 to 34 in 1985, with plans to continue expanding over the next five years. It presently has research programs in electromagnetism, optics, microfabrication, space physics, communications signal detection, microelectronics, communication theory and systems, artificial intelligence, hardware and software development, and theory of computation.

EECS has been able to assemble an outstanding faculty despite the lack of research space and the difficulty of competing with high salaries in industry. The department currently boasts one Nobel Laureate and many members of prestigious societies, including the National Academy of Science, the Royal Meteorological Society, and the National Academy of Engineering.

Inadequate instructional and research space is the major problem facing the department. The Center for Magnetic Recording Research, scheduled to open in early 1986, and Engineering Unit One, scheduled to open in 1987, will help substantially.

Like AMES, EECS has benefited from the creation of the Division of Engineering. The Dean of Engineering has helped EECS manage its large undergraduate program and attract support from industry. Recently, the department received a large gift of computers from AT&T. The department will also benefit from the development of the Center for Magnetic Recording Research and from other efforts of the Engineering Division on behalf of the engineering departments.

EECS makes extensive use of temporary faculty drawn from local industry. These teachers make major contributions to the department's
teaching and research efforts, helping to keep the curriculum on the cutting edge.

Campus leaders are giving some thought to dividing EECS into two separate departments, Electrical and Computer Engineering and Computer Science. The separation could serve to improve UCSD's visibility in the field of Computer Science and could enhance UCSD's ability to win grants in an environment where the trend in federal funding is away from individual investigators and towards grants to groups of faculty (often with industrial involvement). In the preliminary plan, which is still being debated, the Computer Science Department would emphasize software and theory, whereas the Electrical and Computer Engineering Department would emphasize the hardware aspects of computer science.

c. The Undergraduate Program

The number of students interested in careers in communications theory and systems, electronics, and computer science has increased dramatically since the late 1970s. Consequently, undergraduate enrollment in EECS has increased 200% since 1977 and now numbers more than 900. In 1982, in order to control growth in the number of majors, the department instituted a rigorous lower-division pre-major. In Spring 1984, over 1200 students were enrolled in the pre-major. The department will see the effects of the restrictions on upper-division enrollment when it analyzes the results for Fall 1984.

The department offers three programs leading to the B.S. degree and three leading to the B.A. degree. The B.S. programs are in computer engineering, electrical engineering, and engineering physics. The B.A. programs are in applied physics, computer science, and information science. The students from all these programs generally move right into lucrative jobs in industry, though many choose to go to graduate school.

d. The Graduate Program

The department offers M.S. and Ph.D. programs in four main areas: computer science, electrical engineering (applied physics), electrical engineering (communication theory and systems), and an interdepartmental curriculum in applied ocean science. The M.S. program is intended for those who desire to enter industry with a higher degree of training than that represented by a B.S. or B.A.

The department currently has a total of 248 graduate students in its programs. Interest in the graduate programs of EECS has been unprecedented for the past several years. The department received over 7,000 inquiries during 1983 alone. Competition among universities for the top students is fierce, and the amount of financial support
students are offered appears to be a major factor in their decisions about which school to attend.

The attrition rate for EECS graduate students is high. The temptation to join industrial firms at high salaries, combined with frustration about how long it takes to earn an advanced degree, undermines the commitment of even the best students.

Many of the department's students are from abroad. Because the students with good communication skills often end up working for local firms while they pursue their degrees at UCSD and because of work permit regulations, the department frequently finds itself in the position of appointing students as TAs who are not fluent in English. This situation has posed many problems for undergraduates. The department's efforts to solve, or even lessen, the problem have thus far failed.

The graduate program in EECS was reviewed by the Graduate Council during 1984-85. Reviewers concentrated much of their attention on the question whether to split the department in half. Otherwise, the committee was favorably impressed by the program.

e. The Future

The department wants to develop further the areas of computer systems, computer application and theory, and electrical engineering. Because of the popularity of the major, the department will certainly grow significantly in the next five years.

Recruitment of faculty has been very difficult because of housing costs in San Diego, high industrial salaries, and lack of space for research laboratories. The new Engineering Salary Scale has only helped a little.

9. HISTORY

a. Profile

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*Serves as Associate Vice Chancellor - Academic Planning and Dean of Arts and Humanities*
b. History

The UCSD Department of History began in Fall 1965. From its inception, the department has pursued four main objectives:

1. The assembly and development of a research and teaching faculty of national stature;

2. The establishment of a respected graduate program;

3. The maintenance of an undergraduate history major providing students with a high-quality liberal arts education; and

4. The development of courses designed to meet the general education requirements of the different colleges at UCSD.

During the late 1960s, the department settled on two ways to use both its present and future resources effectively. First, it began participating in interdisciplinary programs. Involvement with other departments broadened the department's appeal to students without requiring additional faculty. Second, it focused its attention on three main subjects: the history of the Western Hemisphere (United States and Latin America), Europe, and non-western cultures (Asia and Africa). This refinement of the department's vision helped set priorities for the hiring of new faculty as additional FTEs became available.

The Department of History grew continuously and rapidly between 1965 and 1975. From two members in 1965, the faculty increased to eleven by 1968. It reached its present size by 1975. To build a faculty strong in the three chosen subjects, the department hired both proven senior academics and promising junior scholars. The result was a department that not only acquired national recognition very quickly but also held the promise of maintaining and even increasing its stature into the next generation.

Unfortunately, the department lost many of its most accomplished scholars during the early 1980s through death, resignation, and retirement. The field of United States history was hardest hit. It lost four senior faculty, leaving the department with only one full professor in the field. The Latin American and European areas have also experienced major losses, and the department is scheduled to lose yet another Europeanist through retirement next year. For the last couple of years, the department has been engaged in a major recruitment program to replace these scholars. Much of its energy has gone into the recruitment schedule and into hiring temporary faculty to fill gaps in the teaching program.

The department has decided to focus its current recruiting efforts on the United States and European areas. It needs to make a high-quality senior appointment in European history. In addition, it has allocated a senior European FTE for an endowed chair in Judaic studies, which has yet to be filled. The department hopes to make a
senior appointment in United States history and then will make further appointments in the field at the junior level. The department feels that it is close to success in some recruitments of very senior scholars who would help restore its national reputation. It has appointed a senior Japanologist to an endowed chair. This represents a new field for the department.

Even with the loss of important scholars, the department has not done badly. The young scholars appointed during the 1970s are generally gaining tenure on schedule and senior associate professors are being promoted. Moreover, most members of the department have done well in publishing and in winning awards, including several prestigious book prizes and MacArthur and Guggenheim Fellowships. Many of the gaps in the teaching program have been created by faculty going on leave because they have won fellowships.

c. The Undergraduate Program

The Department of History offers a broad range of program choices for undergraduate students. Prospective majors must take one of several three-quarter, lower-division courses in history. Majors may concentrate on the History of Europe, the Western Hemisphere, or Non-Western Cultures. They must take a total of 12 upper-division courses, embracing all three fields. With departmental approval, students may also pursue special courses of study. Outstanding juniors are eligible to apply for the Senior Honors Program, in which the student does independent research and writes a thesis. As mentioned above, the department is also significantly involved with a number of interdisciplinary programs.

In spite of the high quality of teaching in the department, whose members have won many teaching awards, there has been a dramatic decline in the number of majors over the last decade. From a peak of 255 in 1975, the number of majors has dropped to 133. The main reasons for this decrease lie outside of the department and may include:

- A more technologically oriented job market, resulting in a 50% decline in humanities majors nationally since the late 1960s;

- The attraction by UCSD's two youngest departments, Political Science and Communication, of students whose interests could previously be served only in the History Department;

- The proliferation of interdisciplinary majors such as urban studies and planning or Chinese studies, which, while they may have strong historical components, draw students away from the history major.

While the number of majors has decreased, enrollment in lower-division survey courses has increased, suggesting that the department
is gradually moving towards more of a service role in UCSD's educational mission. These changes have had the positive effect of precipitating a wide-ranging reevaluation of the undergraduate program.

d. The Graduate Program

On the graduate level, the department offers programs leading to both the M.A. and Ph.D. Students in the M.A. program may specialize in Modern European history (1500 to the present), Latin American history, or United States history. The department also allows students to design special M.A. programs in subjects such as Third World, African, or Chinese history.

Ph.D. students may concentrate on European, Latin American, or United States history and must select two minor fields in addition to the major field. Completion of the program normally takes six years. Two research papers, written examinations in the minor fields, a comprehensive oral examination in the major field, a dissertation, and an oral thesis defense are required for the degree. Candidates in European history must demonstrate a reading knowledge of at least two foreign languages, while students in Latin American or British history must be able to read at least one relevant foreign language.

On the initiative of several graduate students, the department recently reconsidered its foreign language requirements. In order to encourage timely progress through the program while maintaining appropriately high standards, the department has decided to allow students to fulfill the foreign language requirement either through course work in the language or a standardized test. The department has also reinstated a foreign language requirement for doctoral students in United States history.

The Graduate Council reviewed the graduate program in 1982. Reviewers expressed concern about the loss of senior faculty, especially in the Latin American field; the quality of the department's graduate students; the apparent lack of involvement by faculty in preparing students for the job market; and the low number of professional placements in certain fields.

The department rejected the review committee's suggestion that it suspend admissions to the Ph.D. program in Latin American history. However, in response to the visiting committee's report, the department hired a new professor in the Latin American field and the members of the Latin American group thoroughly revised the program. Regarding the loss of faculty generally, the department believes that the major problems in the program have been successfully addressed with new appointments.

In order to ensure more uniform quality in the students admitted into the program, the department centralized the admissions process. Previously, faculty in each field had separately approved the admission
of students to their areas. The department noticed an improvement in the 1983-84 entering class, particularly in Latin American history. The department expects further improvements in the quality of students entering the program because of several other positive developments, including: policy changes that allow the department to offer more attractive financial aid packages, increasing national recognition for the department, and sophisticated recruiting of top students.

Though acutely aware of the harsh employment environment, the department has been unwilling to shift its focus from scholarship to the providing of practical, job-oriented training in areas such as archive management or corporate research. Nonetheless, opportunities for such experience or training outside the department are regularly advertised. Despite complaints from some graduate students, the department believes that the large majority of the faculty are active mentors, counselors, and advocates.

Out of 53 Ph.D.s awarded by the department, 35 are currently employed in academia, with most of the remainder involved in fields such as politics, research, and business.

c. The Future

Although the department does not have many majors, enrollment in its courses remains strong. It now ranks fourth among all humanities and social sciences departments. In addition, virtually all new programs in the humanities and social sciences require the participation of historians. The recruitment of a historian of Japan is an example. The new faculty member will help develop an interdisciplinary program in Japanese studies similar to the existing one in Chinese studies. The department also expects to grow as a result of the foundation of the graduate school in international relations.

The department plans to ask the administration for a new position in the history of science or technology and in urban history. UCSD has recently developed an important archive of papers of 20th century scientists, many of them founders of the campus, and the department wants to appoint a person to develop a program on the basis of this unique resource. Because the United States history program attracts the largest number of students, the department wants to add a person in that field who would also strengthen the campuswide program in urban studies and planning.
10. LINGUISTICS

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

Headcount: 10
Budgeted FTE: 10.00
Ladder FTE: 10.00
Tenured FTE: 10.00
% Tenured FTE: 100%

Assistant Professors: 0
Associate Professors: 2
Professors: 8
Chair 1985-86: Margaret Langdon

Projected Retirement at Age 70

1985 86 87 88 89 90 91 92 93 94 95 96 97 98 99 2000

1 1

CURRENT SUBDISCIPLINES

FACULTY TITLE STEP

Theoretical Syntax
S. Chung Assoc III
E. Klima Prof V
S.-Y. Kuroda Prof V
R. Langacker Prof IV
D. Perlmutter Prof V

Theoretical Phonology
M. Chen Prof II
S. Schane Prof V

Linguistics Underdescribed Languages
S. Chung Assoc III
R. Langacker Prof IV
M. Langdon Prof III
L. Newmark Prof V
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<td>S. Schane</td>
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<td>Prof</td>
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</tbody>
</table>
b. History

The University founded the Department of Linguistics in 1964. It intended that the department offer an undergraduate foreign language program that would create a solid base for a distinguished graduate program. The department has developed a strong program in theoretical linguistics in its graduate programs and research, while continuing to serve the campus with its undergraduate language program.

Linguistics has 10 faculty members and is the smallest department at UCSD. Appointments have been made so that the interests of each new member overlap those of at least one other member of the department. The result is a department that has gained a reputation for both its accomplishments and its cohesiveness.

The most recent national study ranked the department among the top seven nationally and third within the UC system. Department members have received many honors, including Guggenheim Fellowships, NEH Fellowships, a Mellon Fellowship, a Fulbright Fellowship, and a major book award. The Center for Research in Language administers extramural funds for research by members of the faculty. The Center has a research budget of more than $2 million a year.

Faculty members are interested in theoretical syntax and phonology, semantics, historical linguistics, computational linguistics, language pedagogy, sign language, phonetics, and the linguistics of several specific language groups, many of them little known or undescribed.

c. The Undergraduate Program

Linguistics serves its primary undergraduate educational mission to the campus through its lower-division language course offerings. The undergraduate language program offers undergraduates not only basic instruction in conversation and reading in the major western languages but also self-instructional courses in more than 50 other languages. The program enrolled almost 3,000 students in 1983-84.

The program is significantly different from those at other universities and has attracted a great deal of attention among linguists and language teachers. It is based on the principle that the process of learning a second language is like learning the first. Consequently, it relies on native speakers and on classroom activities focused on learning to speak and on understanding the new language. Studies of the program have shown that it succeeds in bringing students to a relatively high level of ability to converse and understand but that it gives them relatively little knowledge of grammar and writing skills.
This latter part of language instruction is handled by the Department of Literature, so that the whole language program at UCSD requires coordination between Linguistics and Literature.

In response to complaints about the Undergraduate Language Program expressed a few years ago by students, faculty, and administrators, the administration asked a committee of distinguished faculty in other departments to investigate it. The committee, chaired by Professor Zeno Vendler (Philosophy), concluded that the program had achieved considerable success and should be continued, in a slightly amended form.

The Department of Linguistics maintains its basic confidence in the quality of the program and hopes that a review by outside consultants can be conducted in order to evaluate the program and suggest further improvements.

Although Linguistics faculty are not directly involved in the day-to-day teaching of the language program, their graduate students constitute half of the teaching staff. Conversely, a majority of the graduate students in Linguistics, as well as some 40 graduate students from other departments, receive their primary financial support in the form of Language Assistantships.

In addition to the language program, the department contributes to the general education programs of the colleges by offering three introductory courses in language, general linguistics, and language and the computer. Enrollment in these courses is skyrocketing and the need for teaching assistants is pressing.

The Linguistics major program is designed primarily for a liberal arts degree and only secondarily as preparation for graduate work in linguistics. All majors are required to take a series of core courses, but the department also allows its students to take up to four related courses in other departments. Majors must also demonstrate proficiency in two foreign languages. The department offers its best students an honors program, which involves the students in independent research projects. The linguistics major program currently enrolls approximately 50 students.

d. The Graduate Program

The department normally admits only those graduate students interested in pursuing the Ph.D. The M.A. degree can be earned en route to the doctorate.

The Graduate Council reviewed the program in 1979. The report stated that the department was "vital and inspiring" on the national scene. Nonetheless, the reviewers expressed concern about several aspects of the program, including the alienation they found among many of the graduate students and the high attrition rate (75%).
The committee suggested a variety of remedies for the situation, such as greater involvement by graduate students in departmental affairs and the raising of admissions standards. In response to those suggestions, the department now includes graduate students as active members of all major departmental committees (including the Graduate Admissions Committee) and has raised admission standards. The next review is scheduled for Winter 1986. The new committee will assess the effectiveness of these changes.

The department reports that those students who complete their Ph.D.s generally succeed in finding teaching positions, many at prestigious institutions.

c. The Future

The department reaffirms its commitment to excellence in graduate education and research and will actively seek to attract outstanding new faculty and students as opportunities permit. Although the department has not specified any particular subdisciplines that it would like to develop, its self-study notes that it does wish to enhance its involvement with EECS and Psychology. The department thinks that development in the future will most likely come from "computer-based work in the intersection of linguistics with other areas of cognitive science."

The department foresees, therefore, the need to have increased access to very powerful computers. If the department is to maintain its stature, it believes that its computer resources must match those of other departments in the field.

11. LITERATURE

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

| Headcount: | 45 |
| Budgeted FTE: | 45.67 |
| Ladder FTE: | 43.67 |
| Tenured FTE: | 33.67 |
| % Tenured: | 74% |
| Assistant Professors: | 10 |
| Associate Professors: | 17 |
| Professors: | 18 |
| Chair 1985-86 | Donald Wesling |
Projected Retirement at Age 70

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CURRENT
SUBDISCIPLINES
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English-American Literature

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<tr>
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<td>M. Davidson</td>
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<td>A. J. Dijkstra</td>
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<td>T. Dunseath</td>
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<tr>
<td>E. Fussell</td>
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<td>R. H. Pearce</td>
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<td>F. Randel</td>
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<td>K. Shevelow</td>
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<td>J. Stewart*</td>
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<td>D. E. Wayne</td>
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French Literature

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<td>C. Lowe</td>
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<tr>
<td>J.-L. Nancy</td>
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<td>R. Terdiman</td>
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Comparative Literature

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<td>A. J. Dijkstra</td>
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*Serves as Provost of Muir College
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<td>W. Fitzgerald</td>
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<td>R. E. Friedman</td>
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<td>S. Jed</td>
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<td>S. Kirkpatrick</td>
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<td>J. Snyder</td>
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<td>W. Tay</td>
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<td>W.-L. Yip</td>
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<td>J. K. Lyon</td>
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<td>C. Walk</td>
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<td>M. Wierschin</td>
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<td>B. Tomlinson</td>
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</table>

b. History

Founded in 1963, the Department of Literature is one of the oldest departments at UCSD. Its founders followed the principle used in the formation of Biology and Chemistry. Because of their conviction that the literatures of the world have more in common than is reflected by the customary departmental divisions found elsewhere, they constructed a department that would teach all the national literatures. It followed that the department would also emphasize theoretical and comparative approaches to literature.

The department has cultivated an intense interest in critical theory, which has given it a distinctive reputation in the profession. However, the department itself is not committed to any particular theoretical perspective. Hence, critical theories informed by psychology, semiotics, Marxism, and structuralism have strong advocates within the department.
The department has grown steadily and is presently the second largest department at UCSD, with 45.67 permanent faculty FTEs (43.67 filled) and 15 temporary FTEs. Although large by UCSD standards, the department is small when compared with the combined size of the various literature departments at institutions of comparable size.

The department has built a first-rate faculty. Of its 45 ladder-rank members, 11 have been Guggenheim Fellows, two are Fellows of the American Academy of Arts and Sciences, two have been Humboldt Fellows, one is a Fellow of the Royal Society of Literature, one has been a Fellow at the Center for Advanced Study in the Behavioral Sciences, one is presently a Fellow at the Stanford Research Institute, and one received the Hubbel Medal of the MLA for American Literature. Almost three-quarters of the permanent faculty are tenured, and the list of publications by its members is long and distinguished.

Literature faculty members are significantly involved in many interdisciplinary programs—the Revelle Humanities Program, Classical Studies, Chinese Studies, Italian Studies, Judaic Studies, Chicano Studies, and Third World Studies. The heads of the writing programs of UCSD’s four colleges are members of the department.

Because of its belief that creative scholarship can flourish only in the absence of arbitrary intellectual constraints, the department has purposely avoided the development of a distinct school of scholarship or criticism at UCSD. From the department’s perspective, both faculty diversity and administrative flexibility are crucial to the continuing vitality of the department’s programs. Unfortunately, where faculty members have seen creativity and freedom, reviewers have sometimes seen confusion and ambiguity, especially in the undergraduate and graduate programs.

c. The Undergraduate Program

The department strongly recommends extensive lower-division foreign language preparation for prospective majors. The department offers six major programs: English-American, French, German, Spanish, general literature, and writing. A major program is ordinarily composed of nine upper-division courses in the primary literature and three courses in a secondary literature. The general literature and writing majors have slightly different upper-division course requirements, but they both include the requirement of three courses in the original language of a foreign literature.

Outstanding students may participate in the Senior Honors Program, which requires an independent research paper and a comprehensive oral examination. The department offers many courses that help satisfy the general education requirements of the different colleges and serve as important parts of many of the interdisciplinary programs on campus.
The Committee on Educational Policy (CEP) reviews of the undergraduate program have been generally laudatory, especially of the English-American, Spanish, and writing programs. But reviewers have criticized other sections, particularly German and French Literature, for a lack of structure, focus, and breadth. In response to the reviews, the department reports that a "strong and forceful effort" is currently underway to revise the French curriculum. CEP has concluded that the faculty of the German section is trying to run a good program but that it needs an additional person to achieve the goal. The department has asked the administration for a new position.

d. The Graduate Program

The most recent external reviewers characterized the UCSD Department of Literature as "an exciting, productive and quite distinctive center for graduate study." M.A. and Ph.D. programs are currently offered in English, American, French, German, Spanish, Spanish/American, and Comparative Literature. However, the department wants to phase out these separate Ph.D. programs in favor of establishing a single Ph.D. in Literature.

The proposed new Ph.D. program has more clearly defined requirements than existing programs, though it continues to emphasize individual study and initiative. The department believes that it will attract students capable of taking full advantage of the unique comparative/theoretical character of the department and will increase departmental cohesiveness.

As currently visualized, the new program will require a major in one national literature and secondary concentration in at least one other literature. Students will establish their fields relative to traditional fields of specialization through their dissertation subjects. The department is confident that the Ph.D.s produced by this new program will have the same success as previous graduates in winning university positions.

In the past, external reviewers of the graduate program have expressed much concern about relatively high attrition rates and declining GRE scores among graduate students. The attrition rate was high during the 1970s, but recently it has been very low. The department significantly reduced admissions because it wanted to accept only students it could hope to place at the end of their programs. This reduction has improved the average quality of graduate students, but some sections of the department still have difficulty attracting a sufficient number of good applicants. In 1984, the department reported some improvement in the overall GRE scores of its students.
c. Other Issues

For many years, reviewers have expressed concern about the looseness of structure in Literature's graduate and undergraduate programs. While the department has moved conscientiously to clarify the structure of programs that have problems resulting from its laissez faire approach, it is reluctant to abandon the flexible character of its programs. Faculty and students agree that the relative freedom from administrative and intellectual constraints in the department has a great deal to do with the free exchange of ideas and contributes significantly to its distinction as a center for research and graduate study.

A minimally structured program obviously places a premium on high-quality advising by faculty and staff. The department's staff has received high marks for its advising, but evaluations of the faculty and the college academic counselors have tended to be negative. The department does not believe that the problems result from faculty neglect so much as from a lack of effective ways to bring faculty and students together. The problem with the undergraduate college counselors is clearly one of communication. Consequently, the department is studying ways to improve the counseling received by its undergraduate students. On the graduate level, the department has recently instituted a system involving regular conferences with each student by groups of faculty members who review student progress and formulate definite plans for future course work and independent study.

I. The Future

For several years, the department has sought a senior comparatist to replace one who left for another position. This search has absorbed a great deal of the department's attention. During the last year, the department has been searching for a senior scholar of French literature, as well. It is now participating in a search for an endowed chair in Japanese language and literature that will be housed in the department.

The department expects to grow with the campus during the next decade. It hopes to have a central role in the definition and staffing of the new undergraduate college now being planned. It already has plans to recruit scholars in Russian, German, classics, and writing as soon as the administration makes positions available. The writing section employs many temporary faculty--writers from the community and around the country--but it needs one or two permanent faculty to anchor it. The proposal for the new Ph.D. program, noted in section (d), is an important part of the department's plans for the future.

The department is interested in helping the campus establish a humanities institute to further interdisciplinary work in the humanities. The department has endorsed a proposal by one of its own members to found a center focused on the theory and method of interpretation.
12. MATHEMATICS

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

Headcount: 46
Budgeted FTE: 48.67
Ladder FTE: 44.67
Tenured FTE: 40.67
% Tenured: 84%

Assistant Professors: 4
Associate Professors: 5
Professors: 35
Lecturer (S of E): 2
Chair 1985-86: Hubert Halkin

Projected Retirement at Age 70

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CURRENT SUBDISCIPLINES

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</table>
b. History

The University founded the Department of Mathematics in 1963 and began its undergraduate and graduate programs the following year. The department began with six faculty and has grown to 46 members. Much of this growth is recent, the result of the demand for mathematics by engineering students.

The department has earned a solid reputation in the profession, recently ranking 20th out of all Ph.D. granting mathematics departments in the country. With the recent addition of S.-T. Yau and other senior mathematicians, the department’s reputation should take a quantum leap over the next five years. The 46 faculty members are currently divided among six major fields: algebra and number theory; analysis, functional analysis and differential equations; geometry and topology; logic and foundations of mathematics; probability, statistics and biomathematics; and computer science. To meet the increasing demands of its undergraduate and graduate teaching responsibilities, the department calculates that the faculty should be 62 FTEs, which would include additional faculty members in geometry, topology, algebra, number theory, and computer science.

The S. E. Warschawski Assistant Professorship Program, which offers two-year appointments and an attractive salary to promising young scholars, is helping to attract some very capable junior faculty to the campus.

c. The Undergraduate Program

Because of the emphasis on science at UCSD, the Mathematics Department has always supported a significant undergraduate teaching load. It currently has the largest undergraduate teaching program on the campus—over 5,000 students each quarter. Most of these students are enrolled in the department’s lower-division calculus classes, although the number of upper-division majors is increasing rapidly.

At present, the department devotes more of its resources to upper-division than to lower-division courses, and, because the allocation of new FTEs is not keeping pace with the increasing teaching load, the department has become uncomfortably reliant on temporary faculty to teach lower-division courses. This is unacceptable in the long run. The quality of lower-division education in mathematics will continue to suffer until the department has an adequate number of permanent FTEs to fulfill its responsibilities.

The department offers four different options for its majors: general mathematics, applied mathematics, applied mathematics/scientific programming, and mathematics/computer science. Many upper-division courses are larger than they ought to be because engineering and science students make heavy use of the department’s upper-division courses, stretching the department’s resources.
d. The Graduate Program

Graduate enrollments almost doubled between 1981 and 1984, going from 50 to 90. Despite the increase, the total enrollment is lower than optimal, especially for staffing lower-division courses with TAs. (The department uses graduate students from other departments to fill in spots in its corps of TAs.)

In the past, Mathematics has been unable to attract large numbers of outstanding graduate students into its program, but the addition of S.-T. Yau and other leading mathematicians, plus the prominence gained by M. Freedman, have begun to make a difference. Money, the cost of living, and the cost of out-of-state tuition have made it difficult to recruit the top students from the best universities. A number of students who have visited the department, but have decided to go elsewhere, have commented that the teaching load for TAs is excessive, the TA/RA offices are awful, and the library facilities poor when compared with other leading departments.

The department is much more successful at recruiting outstanding foreign students than it is at recruiting domestic students. Foreign students apparently value having a prestigious adviser while American students appear to be more interested in attending a prestigious institution.

Most of the support for graduate students comes from TAships. The department can offer more of these positions than it has graduate students, but some of its better students have taken jobs teaching courses at SDSU and local community colleges instead of serving as TAs. The department has been forced, therefore, to hire graduate students whose fluency in English is inadequate, which lowers the quality of lower-division instruction.

The appointment of Professor Yau, the more flexible fellowship system begun by OGSF, and the ability to offer graduate student housing to the best candidates should significantly improve the quality and number of graduate students entering the program during the next few years.

Students receiving graduate degrees from the Mathematics Department have had few problems finding jobs in academia or industry.

e. Other Issues

The Department of Mathematics cooperates with the Mathematical Diagnostic Testing Project in making diagnostic testing available to mathematics teachers in the region's high schools. In 1983, approximately 17,000 students were tested. Detailed results of the tests are provided to instructors to determine the level of preparation of high school students and to help guide the revision of curricula. As a
result of the project, two conferences were held in Spring 1984 dealing with high school mathematics competency.

Contact with local high schools is further strengthened by the department's administration of an annual High School Honors Mathematics Contest. The contest is jointly sponsored by the department, the Greater San Diego Mathematics Council, and the city and county Boards of Education.

f. The Future

The increasing teaching load at both the undergraduate and graduate level has made the department aggressive in seeking new positions. S.-T. Yau's appointment has dramatically increased the graduate student load in geometry, and the department needs additional faculty to supervise Ph.D. theses in Differential Geometry. Because the department is committed to developing the Computer Science group, it will request FTE in this area also. An additional numerical analyst is needed to help the two existing faculty members cover all the courses currently offered in this area. Visitors have handled the excess workload with varying degrees of success. The department's self-study report also lists a need for FTE in Algebra and Number Theory.

Mathematics is one of the fields in which the University must compete with industry for faculty talent. Marginally competitive salaries and the high cost of living in San Diego are making it increasingly difficult to recruit and retain outstanding mathematicians on a permanent basis. Consequently, the department has proposed that the administration allow it to offer above-scale salaries as an aid to recruitment and retention.

13. MUSIC

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

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Projected Retirement at Age 70

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b. History

In the early 1960s, UCSD's founders decided to establish arts departments that were as experimental and adventurous as its science departments. Guided by this principle, the campus founded its Department of Music in 1966. The emphasis on experiment and creativity resulted in the appointment of two composers as the charter faculty. The department became a laboratory for composers committed to the creation and performance of new music instead of a conservatory or department of musicology dedicated to studying and performing music of the past. The department's composers have won international acclaim for their achievements. The creation of the Center for Music Experiment in 1973--now one of the most important centers in the world for computer music--has enhanced the department's international reputation.

A unique characteristic of the Department of Music is that three of its 19 members are trained scientists, with backgrounds in engineering and acoustics in addition to music. Their skills have enabled the department to develop CARL within the Center for Music Experiment. CARL is the first computer music studio completely designed for use by musicians.

The department has a performance faculty that specializes in the performance of contemporary music. For the past several years the department has been seeking to increase its strength in this area by attracting more high-quality performers to its faculty. The needs are most acute in woodwinds, horn, saxophone, and harp. Recruitment of performers is difficult because San Diego does not provide sufficient professional opportunities to attract high-quality performers interested in diverse performance experiences. Many performers find that Los Angeles provides a better venue for performance. The campus also lacks performance spaces of good quality.

The department has had a hard time finding and retaining a musicologist (two have come and gone in the last eight years). As the department's sole musicologist, isolated from other musicologists, the holder of this position has had difficulties. The most recent appointee, a specialist in twentieth-century music, appears to be doing well.

c. The Undergraduate Program

The department offers 46 lower-division courses that serve four functions: (1) to fulfill general education requirements, (2) to introduce students to music theory and history, (3) to provide instrumental and/or vocal instruction to students majoring or minoring in music, and (4) to provide opportunities for ensemble performance (orchestra, chorus,
jazz, chamber music, etc.). Altogether, the department enrolls approximately 900 students each quarter in its lower-division courses.

Until recently, both the lower and upper-division programs were quite unorthodox because of the experimental posture of the department. In the interest of attracting as many students as possible into its courses, the department has, during the last five years, made the undergraduate program more traditional by offering such courses as "Master Pieces of Music" while still preserving many of its unique qualities.

Because of the current lack of musical education in primary and secondary schools in the United States, and particularly in California, the number of undergraduate students, who come to the University qualified to pursue a musical career, is exceedingly small. Moreover, teaching musicianship is a very labor-intensive activity for the faculty, which constrains the size of the department's major program to 60-75 students. By maintaining rigorous standards of musicianship and devoting considerable faculty effort to individual teaching, the department is producing graduates whose test scores and admissions to outstanding graduate programs compare favorably with graduates from other major universities.

d. The Graduate Program

In response to a critical review, the department completely revised its graduate program in 1977. Consequently, the most recent review in 1984 commented that the department offered a "daring and well-considered curriculum."

Students may pursue either an M.A. or Ph.D. degree. M.A. students may concentrate on composition, performance, computer music, or theoretical studies. Ph.D. students may specialize in either composition or theoretical studies. In any given year the department has roughly 75 students in its graduate programs. Approximately one-half of these students are Ph.D. candidates, most of whom are concentrating on composition.

The department is making an effort to attract more performers into its graduate programs by generating special fellowship stipends. However, success has been limited for the same reasons that restrict the recruitment of faculty performers. The proposal to establish a Doctor of Music degree, mentioned in Chapter VI, is connected with this effort.

Despite the need for performers in the department, graduate composers have managed to find a variety of ways to have their works performed. SONOR contemporary ensemble and programs such as Atomicafe and Performer's Forum provide regular outlets for student performers and composers. Because concert presentations are very expensive (charges for the Mandeville Center alone approach $70,000
per year), the department encourages students to seek outside support to subsidize performances. The Chancellor's Associates and the Graduate Student Association have been helpful in this regard. In addition, faculty and students perform benefit concerts to raise money. Finally, the Friends of Music, a community organization that supports the department's programs, is conducting a fund-raising drive to raise scholarship funds for performers. Nonetheless, students have been frustrated by the inability of the department to underwrite their graduate education at a more generous level.

The department actively involves its graduate students in departmental affairs: student and faculty performers play together; faculty perform student works; and student representatives sit on key departmental committees. Student composition juries and master classes in the practices of 20th century performance play an important role in the department's program.

The department reported in its self-study that graduates from its programs find work in a multitude of fields, including composition, teaching, performance, recording, and computer programming. Students who have completed their Ph.D.s are the ones most likely to find employment in music.

c. The Future

As already noted, the department wants to add faculty to its performance wing. It would also like to create a high level visiting position for distinguished performers.

The department has developed an unusual program in electronic music, but it needs an additional faculty member to solidify the program. It would like to continue using temporary appointees in the field until it finds the ideal person. At that time the department will ask for a permanent FTE.

Future considerations for permanent FTEs would include choral conducting and musicology (especially a musicologist interested in world music). Otherwise, the department is happy with the current balance of subdisciplines.
14. PHILOSOPHY

a. Profile

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History of Philosophy

H. E. Allison       Prof       VI
G. H. Anagnostopoulos Assoc      III
E. N. Lee           Prof       III
F. A. Olafson       Prof       VII
R. B. Pippin        Assoc      IV

Ethics, Social, and Political Theory

G. H. Anagnostopoulos Assoc      III
R. J. Arneson        Assoc      III
G. D. Doppelt        Assoc      IV
F. A. Olafson        Prof       VII

Contemporary Analytical Philosophy

P. Dau             Asst       IV
A. Stroll          Prof       VII
Z. Vendler         Prof       VII
b. History

The University established the Department of Philosophy in 1963. It and the Literature Department were the first non-science departments on campus. Since its inception, the department’s research and teaching activities have focused on three areas: (1) the history of philosophy, (2) social and political theory, and (3) contemporary analytical philosophy.

The department currently has 14 members. Among the tenured faculty, three have received Guggenheim Fellowships, six have received grants from the NEH or ACLS, and one received a grant from the National Science Foundation. Two members of the department are presently engaged in the UCSD Humanities Institute, a three-year program for continuing education of local high school teachers, which is funded by the NEH. Within the last five years the faculty has produced eight books and over 70 articles and reviews.

Nearly all members of the department have a strong background and interest in the history of philosophy. With two recent outstanding senior appointments, the department has added strength in contemporary philosophy of science, epistemology, and philosophy of mind. The department continues to offer high-quality programs in social and political theory, analytical philosophy, and contemporary European philosophy. It does not presently offer a comprehensive program in aesthetics and gives no courses in non-western philosophies. Nonetheless, the department provides surprisingly broad coverage of its field for such a small faculty.

Only three of the faculty are scheduled to retire within the next decade, so the prospects of maintaining continuity in the department’s programs are excellent. The department desires to expand to 15-16 members over the next ten years in order to strengthen the areas of weakness mentioned earlier and to enhance its coverage of contemporary topics.
c. The Undergraduate Program

The CEP reviewed the undergraduate program in 1979 and suggested that the department consider expanding its participation in the general education curriculum—that is, that it offer courses in which the philosopher's tools and perspectives are brought to bear on issues of importance to students in other fields. The department, which already had a strong presence in the Revelle Humanities Program, embraced this suggestion and significantly revised its undergraduate curriculum. Lower-division enrollments have grown as a result of the addition of introductory sequences in logic, classical philosophy, and various philosophical issues. Students may use any of these sequences to satisfy collegiate general education requirements. The faculty is enthusiastic about this growth in the lower-division program.

Prospective philosophy majors must take the lower-division history of philosophy sequence. The department requires majors to take 12 upper-division courses in philosophy, including required courses in symbolic logic and three more in the history of philosophy. The program also permits students to take one or two courses in closely related fields outside of the department. The department offers a Senior Honors Program for its outstanding students.

The number of philosophy majors has dropped by half during the last decade. The department believes that the decline merely reflects the national decline of student interest in the humanities, but it continues to explore ways to attract more students.

d. The Graduate Program

The greatest area of concern within the department is the graduate program. When the Graduate Council reviewed the program in 1978, the external committee noted that most of the department's graduate students felt alienated and threatened. The reviewers suggested that this fear resulted from the large proportion of marginal students in the Ph.D. program. The department admits 53% of the applicants into its program, a higher proportion than any other department.

The 1985 review committee concentrated on problems in recruiting students. It suggested that while the program is sound and well designed, it emphasizes the history of philosophy too much to attract students interested in entering the mainstream of contemporary philosophy. The department pointed out that part of the recruitment problem stems from the stringency of its requirements for the Ph.D. For example, the department is one of the few in the country that still requires proficiency in two foreign languages.

Furthermore, the financial packages the department has been able to offer do not compare to those offered by other departments. The department cannot cover out-of-state tuition for more than a handful
of students, which has limited its ability to recruit the best in the shrinking national pool of potential graduate students. The new policy of OGR, giving the departments block grants for support of graduate students, should help in this regard.

Nonetheless, the department recognizes the need to recruit senior faculty in contemporary philosophy, and it has undertaken a major effort to do so. This does not mean that the department will give up the history of philosophy, for which it is one of the premier centers in the country.

The students who have completed their doctorates have had an outstanding record of finding university positions. Between 1978 and 1984, 10 of the department's 11 graduates found jobs teaching philosophy.

e. The Future

In the near future the department would like to add two philosophers whose work is in ethical theory, formal/mathematical logic, philosophy of language, philosophy of physics, and philosophy of cognitive sciences. Such scholars would complement the contemporary research interests of the people appointed last year, enhance the national and international visibility of the department, develop a more comprehensive program of courses in contemporary topics, and attract a larger and better class of graduate students.

As noted above, the department hopes to grow to 15-16 members during the next decade. It has said that it wants to develop in the field of aesthetics and non-western philosophies. The department would also like to enhance offerings in ethics, philosophy of law, and philosophy of the social sciences.

The department indicates that any growth of the faculty will require an addition to the department's space.

15. PHYSICS

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

| Headcount:  | 35 |
| Budgeted FTE: | 34.01 |
| Ladder FTE: | 32.01 |
| Tenured FTE: | 30.01 |
| % Tenured: | 88% |
| Assistant Professors: | 2 |
| Associate Professors: | 5 |
| Professors: | 28 |
| Chair 1985-86: | Norman Kroll |
Projected Retirement at Age 70

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### CURRENT SUBDISCIPLINES

#### FACULTY

**Astrophysics and Space Physics**

- E. M. Burbidge: Prof a/s
- R. Gould: Prof IV
- B. Jones: Assoc I
- C. McIlwain: Prof VII
- L. E. Peterson: Prof V
- H. E. Smith: Assoc III

**Biophysics**

- G. Feher: Prof a/s
- O. J. Lumpkin: Assoc II
- S. M. Montal: Prof IV
- M. Y. Okamura: Assoc III
- N.-H. Xuong*: Prof III

**Condensed Matter Physics**

- D. R. Fredkin: Prof III
- J. M. Goodkind: Prof IV
- J. E. Hirsch: Assoc III
- M. B. Maple: Prof IV
- A. E. Ruckenstein: Asst II
- S. Schultz: Prof VI
- L. J. Sham**: Prof VI
- H. Suhl: Prof a/s

**Elementary Particle Physics**

- J. C.-Y. Chen: Prof IV
- N. M. Kroll: Prof a/s
- J. Kuti: Prof IV
- D. Y. Wong***: Prof IV

---

*Biology/Physics

**Serves as Dean of Natural Sciences

***Serves as Acting Provost of Warren College
Plasma Physics

K. A. Brueckner    Prof    a/s
R. H. Lovberg    Prof    V
J. H. Malmberg    Prof    a/s
T. M. O’Neil    Prof    IV
W. B. Thompson    Prof    VII

High Energy Physics

G. E. Masek    Prof    V
O. Piccioni    Prof    a/s
R. A. Swanson    Prof    V
H. K. Ticho*    Prof    a/s
W. Vernon    Prof    II

Science and Public Policy

H. York    Prof    a/s

*Serves as Vice Chancellor - Academic Affairs

b. History

The Department of Physics is the oldest department at UCSD. The first students at UCSD were 15 graduate students in physics who entered in Fall 1960. By emphasizing research and graduate education, the founders hoped to attract established scientists capable of building a distinguished program within a short time. As a result, UCSD earned a reputation as one of the best physics departments in the country within a few years.

With 35 faculty members, the department is smaller than its founders originally planned. The slowing of the campus’s growth during the 1970s and changes in the interests of students and in the funding of research in the field have affected the department in significant ways. The department grew very rapidly during the 1960s by leveraging its University funds against research moneys, so that many of the faculty were supported by both sources. In the 1970s, the campus, which was legally responsible for the permanent faculty, including those who were partly funded by "soft" money, had to fund the existing positions in the department. Virtually every new position won by the department was absorbed by the process of fully funding it within the University budget. As a result, the physics programs that had already been established maintained a high level of productivity throughout the 1970s, but the department could not expand into new subdisciplines.

The department is currently well-balanced between experimental and theoretical physicists and has active research programs in astro-
physics, space physics, biophysics, condensed matter physics, elementary particle physics, and plasma physics. Its members are also active in geophysics, the history of Chinese science, and science and public policy.

In the most recent NRC rankings (1982), the department ranked 11th out of 127 departments nationally. Honors accorded to physics faculty include five memberships in the National Academy of Sciences, and memberships in the Royal Society of London, the American Philosophical Society, and the American Academy of Arts and Sciences. Members of the department have won The National Medal of Science, Guggenheim Fellowships, NSF Senior Postdoctoral Fellowships, Fulbright Fellowships, Sloan Fellowships, the Heinemann Prize, Warner Prize, Buckley Solid State Physics Prize, Humboldt Foundation Award, Fleming Medal, AIAA Space Science Award, AEC Ernest O. Lawrence Award, APS Biophysics Prize, Cole Prize in Membrane Biophysics, and the APS Forum on Physics and Society Award. In 1983-84 physics faculty members and associated research staff acted as principal investigators for 88 contracts and grants totaling over $10.5 million.

The Department of Physics benefits greatly from its association with a number of ORUs. All faculty in the astrophysics and space sciences program are affiliated with the Center for Astrophysics and Space Sciences (CASS). A large portion of condensed matter physics and plasma physics research occurs under the auspices of the Institute for Pure and Applied Physical Sciences (IPAPS). The department is also affiliated with the Institute for Geophysics and Planetary Physics (IGPP) and the Intercampus Institute for Research at Particle Accelerators (IRPA). The department foresees a strong involvement with the Center for Magnetic Recording Research (CMRR) and the Center for Nonlinear Science.

The department lost four distinguished and active senior professors during the last four years through retirement or death. There is a strong conviction within the department that appointments to fill the vacant FTEs should be at the junior level. Recruitment efforts have been directed towards experimental condensed matter physics and theoretical astrophysics. Because all areas could make constructive use of new faculty, priorities will be influenced by the excellence of available candidates.

c. The Undergraduate Program

In its 1984 review of the undergraduate program, CEP stated that, "It is evident that the Physics Department has placed strong emphasis on undergraduate teaching. . . . The undergraduate students respond to the teaching program positively and enthusiastically. . . . The Physics undergraduate program is running very smoothly and is appreciated by all concerned. . . . There is essentially no complaint from any quarter." The main reason for the success of the undergrad-
uate program, especially on the lower-division level, is that the department assigns its best teachers to these courses.

The department has a large and well-defined role in the lower-division general education programs. Consequently, the majority of its lower-division enrollment comes from outside physics. To deal with the variety of levels of preparation of its students the department offers five different lower-division introductory sequences. The increased enrollment of engineering students has stretched TA resources to the limit. Competition among all the students appears to have resulted in an increase in cheating; however, department members are generally pleased with the quality of students taking physics courses.

There is great flexibility in the physics major program. Students can concentrate in physics, biophysics, geophysics, or premedical biophysics. Top undergraduate students are encouraged to take research courses that involve them in the current research of faculty members. Roughly 30 students graduate each year with a major in physics. Thus far, all students who have majored in the special premedical biophysics program have been admitted to medical schools.

d. The Graduate Program

The 1982 external review of the graduate program expressed concern about the loss of key faculty and about the difficulty the department has had in attracting top students. For instance, none of the 30 students who enrolled for 1984-85 was rated as outstanding by the department.

Money is an unavoidable issue for many students, especially those faced with out-of-state tuition. The department is implementing ways to increase the sophistication and aggressiveness of its recruitment efforts, including telephone interviews with outstanding candidates and offers to pay for campus visits.

The students who do come take an unusually long time to earn their Ph.D.s, averaging 6.3 years. The department is currently investigating the reasons students take so long. It has already revised the series of Ph.D. examinations to enhance their continuity, consistency and objectivity, but it has yet to see whether these reforms will shorten the time students are spending in the program. Those students who complete their doctorates are generally in high demand and have no problem finding professional positions in academia or industry. Many have gone on to distinguished professional careers.

e. The Future

The department thinks that the new field called "The Nature of Nonlinear Phenomena" will have a bearing on all the fields in physics, and they hope to participate in its development. The department's
self-study mentions that this area can be enhanced by "appropriately shading some new appointments."

The department knows that there are imbalances which need correction between observational and theoretical programs in astrophysics and between faculty and long-term research staff. At the time the self-study was written, the department planned to recruit a theoretical astrophysicist. The report noted that the department thought the effort would be hampered by the small size of that part of the program. In the meantime, a Professor Emeritus has rejoined the group, and his specialty is theoretical astrophysics.

The department thinks that biophysics, though exciting and rapidly developing, is closely related to activity in biochemistry and molecular biology. Joint appointments are a partial solution to the need for cooperation, but the department notes that they are difficult to administer. Physics would like additional appointments, possibly under a new organizational structure.

The department would like to add positions in both experimental and theoretical elementary particle physics. The department is attempting to recruit in solid state physics and areas complementary to those currently represented in the condensed matter group.

Because of the talent available in the San Diego scientific community, the department has access to a large number of plasma physicists who serve as adjunct professors. However, the department would like additional FTE in this area to meet the high student demand.

The department has found it difficult to reach any overall agreement on recruitment priorities because most of the subdisciplines are undermanned, either programmatically or in relation to student demand. Provided the department can make a persuasive case for each FTE, it would like to proceed on the assumption that at least one additional FTE can be added each year.

16. PHYSICAL EDUCATION

A. Profile

FACULTY DEMOGRAPHICS -- (1985-86)

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**CURRENT SUBDISCIPLINES**

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<td>IV</td>
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<td>F. Vitale</td>
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*Faculty have the classification of Supervisor and no Senate membership.*
### Aquatics

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### Certificate Courses

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### Rehabilitation/Disabled

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### Intercollegiate Athletics Coaching

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<tbody>
<tr>
<td>A. Skief</td>
<td>Supr</td>
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</table>

The department has a tripartite management organization. The following supervisors work in the indicated administrative areas (for various percentages of time):

**General Administration:**
- D. Dann (.08)
- H. Hunt (.67)
- B. Kobayashi (.45)
- J. Sweet (.81)

**Instructional Administration:**
- J. H. Douglass (.33)
- A. Jones (.04)
- M. Marshall (.45)
- C. Millenbah (.33)
- J. White (.04)

**Special Projects Administration:**
- J. Cates (.04)
- F. Vitale (.07)

### b. History and Functions

Something has already been said about the athletic program in Chapter VI. The campus founded a physical activity program in 1964-65 for its first 300 undergraduate students. Because of a lack of
modate the existing population. The need will become more acute as UCSD continues to grow. The campus recently approved a siting for large, new facilities, but the department and administration must now come up with the funds to pay for them. For the most part, athletic facilities and activities are funded from students' fees.

17. POLITICAL SCIENCE

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

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Projected Retirement at Age 70

1985 86 87 88 89 90 91 92 93 94 95 96 97 98 99 2000

(No retirements at age 70 would occur until 2001.)

CURRENT SUBDISCIPLINES

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232 UCSD Self-Study 1986

Political Theory

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American Government

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b. History

The University founded the Department of Political Science in 1974. Prior to the creation of the department, visiting faculty taught undergraduate courses in political science, but student interest was consistent and strong enough to warrant a permanent department. After the appointment of two full professors as the charter faculty, the department developed through the appointment of young faculty of exceptional promise rather than by appointing a corps of senior academics.
Partly as a matter of policy and partly because of the very high quality of available candidates, the initial development of the department came in the field of political economy, drawing upon scholars whose specialties cut across the boundaries between comparative government and international politics. As the department identified suitable candidates in other areas of political science, it rounded out its offerings across the discipline. The department soon earned a national reputation for its young and promising faculty.

The department has 20 faculty members. Among the areas of political science currently represented are political theory, comparative government, American government, international relations, science and public policy, and public law and policy.

In 1979, the campus developed the Center for U.S.-Mexican Studies because of a political science recruitment. Since then, the department has hired several additional Latin Americanists. In addition to its involvement with the Center for U.S.-Mexican Studies and the Center for Iberian and Latin American Studies, the department is also significantly involved with the new Institute of the Americas, and it has earned national recognition as being in the forefront of Latin American studies.

Other major universities have sought to lure away several members of the department, but so far, the department has been able to retain all but one of its faculty who have received offers from other institutions. Retaining and attracting outstanding scholars will in the long run require more than matching or exceeding the financial incentives offered by other universities. UCSD must become, in political science and in the social sciences generally, a place to which other scholars travel. It is still the case in the social sciences that the significant reference groups for many UCSD faculty members are elsewhere. To change this situation, the development of various ORUs, professional schools, well-funded postdoctoral positions, and adequate resources for supporting and housing visiting faculty will be of great importance.

c. The Undergraduate Program

Until recently the department's lower-division offerings consisted of courses for the prospective political science major. Students in other disciplines did not often take the lower level political science courses to satisfy their general education requirements. This reduced non-major enrollment in all political science courses produced a situation in which the department had the seventh largest number of majors on the campus, but a relatively low workload. In response, the department has developed several new lower-division courses, both as part of its offerings and in conjunction with various social science and writing sequences in the colleges.
The department now has over 400 majors. Students may concentrate in any one of the subdisciplines mentioned above. Many of the department's majors pursue further studies, most often in law, business, and in various programs oriented to practical politics on the local, state, and national levels.

d. The Graduate Program

The department currently offers graduate programs leading to the M.A. and Ph.D degrees. Students normally enter the M.A. program through the undergraduate major program at UCSD. This degree is earned by the completion of undergraduate requirements in political science and a year of graduate level study, including the writing of a thesis. The department is considering beginning an M.A. program in policy analysis.

Since the graduate programs are only four years old, the department has yet to graduate any student with the Ph.D. Despite its youth, however, the program is attracting applications from excellent students. The objective scores of applicants are as high as those applying anywhere; about half of the department's students elect to attend UCSD instead of universities such as UC Berkeley, Stanford, and Princeton. The department plans to improve its recruitment efforts in order to increase the size of its applicant pool, as well as the number of outstanding applicants who decide to enroll.

Because of the small number of graduate students, the department has yet to mount a full complement of graduate level courses.

e. The Future

The department is still small in comparison to the top ten political science departments nationally, so further expansion is necessary to achieve national prominence. In its self-study, the department indicates that it needs to fill positions in:

1. American politics (1-2 positions);
2. Arms control and defense policy in the international relations area;
3. USSR politics;
4. Political theory;
5. Middle Eastern politics; and

6. East Asian politics (newly industrialized countries).

Political Science is currently involved in searches for faculty to fill two positions—one in public and constitutional law and the other in Japanese politics. The Japan Foundation recently granted the department funds for faculty expansion in Japanese studies.

The department has had problems recruiting faculty because the campus lacks adequate library and support facilities in most areas of its discipline, and San Diego is far from the discipline’s academic and political reference groups. As noted above, the department hopes to create ORUs in the social and historical sciences, with one particularly focused on research in political economy, and to establish postgraduate programs in areas of interest to particular faculty members. The department is also vitally interested in the development of the proposed Graduate School of International Relations and Pacific Studies (GSIRPS). Its members have been leaders in the project. Finally, the department hopes to improve its academic relations with economics or to expand its own faculty in that area.

18. PSYCHOLOGY

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

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*Serves as Chancellor of USCD
b. History

From its beginnings in 1965, the Department of Psychology has been committed to the view that psychology is best approached as an empirical science. Moreover, the department has always understood its main missions to be basic research and graduate education. The cognitive sciences have a prominent place in the department, though other areas of interest are also strongly represented, including: developmental psychology, learning and motivation, psycholinguistics, physiological psychology, social psychology, and sensory perception.

The founders of the department intended it to have a total of 18 members, but the department has grown beyond that target to 22. (The Chancellor of UCSD holds one of these positions.) In the 1982 national study of the NRC, the department placed 11th among all psychology departments, despite its youth, relatively small size, and restricted focus. Ten of the department's faculty are members of the Society of Experimental Psychologists, a highly selective organization of what the profession considers the world's best experimental psychologists. In addition, two of the faculty are members of the National Academy of Sciences, four are members of the Society of Experimental Social Psychologists, three have received Guggenheim Fellowships, and one is a member of the American Philosophical Society.

The department makes extensive use of temporary faculty members, especially to teach courses in clinical psychology, for which there is strong student demand. Temporary faculty are also used to teach some physiological psychology and to fill in for regular faculty on leave.

c. The Undergraduate Program

The department offers a broad and flexible undergraduate program. Lower-division courses serve as an introduction to psychology and also help students satisfy the general education requirements of the colleges. Prospective majors must take classes in science, mathematics, and computer programming, in addition to introductory courses in psychology.

The major program is extremely flexible. Aside from requiring an introductory statistics course, a total of 12 upper-division courses in psychology is the only firm requirement (except in the area of cognitive science, which requires nine specific courses and allows only three electives). As an aid to students, the department has designed a variety of course sequences for students desiring either to gain a systematic overview of the field, to focus on a specific subject within psychology, or to gain extensive research experience in a particular area. The General Catalog contains descriptions of these sequences.
In its 1982 review of the undergraduate program the CEP expressed concern about the lack of structure and coherence in the department's major program. The department argued in response that the lack of structure and coherence in its program accurately reflected the lack of coherence in the discipline itself, and it was unwilling to impose what it considers artificial structure on its curriculum. However, it did improve the organization of its major in cognitive science because of the narrow boundaries of that subject, and it specified recommended course sequences for students with particular interests or career goals.

CEP also expressed concern about the department's reliance upon self-paced instruction and undergraduate TAs in its lower-division introductory courses. The committee requested that the department change the courses to a traditional lecture-recitation format and limit the use of undergraduate TAs in these courses. The department reluctantly made these adjustments and completely revised its introductory courses, but many within the department thought that the reviewers had misjudged the quality of its approach to self-paced study and that the CEP had overreacted.

d. The Graduate Program

The last major external review in May 1980 stated that there were "no major flaws in the Psychology Department or with the graduate training it offers." The reviewers continued that they were "uniformly impressed with the quality of the graduate faculty, with that of the graduate students, with the research facilities, and with the training of the graduate students. This is clearly one of the stellar departments of experimental psychology nationwide, and the campus administration has good reason to cherish and support it."

The department carefully selects its graduate students from a pool of excellent applicants. This pool has been shrinking during the last decade, probably due to economic and demographic changes beyond the control of the department. The department has an outstanding record of placing its graduates in professional positions within both academia and industry.

c. The Future

Although the founders thought that the department should reach steady-state size at 18 members, it has already grown beyond that number and is willing to plan further growth. The department desires to expand into more applied fields such as behavioral medicine, physiological/neuropsychology, psychology and the law, man/machine interaction, behavioral engineering, applied linguistics, and personality and personality measurement. The department states that the primary obstacle to growth will be the availability of space and adequate research equipment.
19. SOCIOLOGY

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

Headcount: 21
Budgeted FTE: 20.70 (including Socio-Med FTE)
Ladder FTE: 20.70 (including Socio-Med FTE)
Tenured FTE: 15.70
% Tenured FTE: 76%

Assistant Professors: 4
Associate Professors: 4
Professors: 13 (including Socio-Med FTE)
Chair 1985-86: Andrew Scull

Projected Retirement at Age 70

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CURRENT SUBDISCIPLINES

FACULTY TITLE STEP

Social Psychology, Sociolinguistics, and Social Interaction

B. M. Berger Prof VII
A. V. Cicourel* Prof a/s
J. D. Douglas Prof III
B. Jules-Rosette Prof II
H. B. Mehan Prof I
J. P. Wiseman Prof IV

Sociology of Organizations and Institutions

M. Freifeld Asst IV
H. B. Mehan Prof I
C. E. Nathanson Asst III

Sociology of Education

H. B. Mehan Prof I

*Affiliated with the School of Medicine
### Sociology of Family and Population

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</table>
b. History

The UCSD Department of Sociology began in 1968. From its inception, it emphasized qualitative approaches to the field instead of the quantitative methods of research that dominate the programs of many other major universities. The department also chose to focus its attention on several major areas within sociology rather than attempting to provide comprehensive coverage of the discipline.

The faculty currently has 21 members, who represent three major areas of concentration: (1) comparative-historical sociology, with an emphasis on historical and field methods; (2) sociolinguistics, ethnomethodology, and micro studies of social interaction; and (3) sociology of culture, encompassing values, fashion, lifestyle, the arts, and the influence of mass media.

The NRC report of 1982 ranked the department between 17th and 20th among all sociology departments, and its faculty believes that it is undoubtedly in the top three of those departments specializing in qualitative and comparative-historical research; an opinion endorsed by the recent external review of the graduate program.
In practice, the department's numerical strength is less than its official number of FTEs would indicate. The department lost two FTEs in 1982 when the Communication Program became a department. Its members give courses in other departments and programs, such as the Urban Studies and Planning Program; and it has been unable, recently, to hire enough temporary faculty to replace the large number of its members who have gone on leave simultaneously. The department plans, therefore, to petition the administration for additional permanent FTEs.

In the meantime, the department has had to employ temporary faculty to teach one of the five lower-division courses and several of the upper-division courses that fall within required areas of concentration. While these temporary faculty generally receive positive evaluations from students, the department believes that in the long run it would be detrimental to its excellent reputation to give them more than a minor role in fulfilling its educational mission.

c. The Undergraduate Program

The department's lower-division courses serve three purposes: (1) to introduce students to sociology, (2) to fulfill collegiate general education requirements, and (3) to prepare students to major in sociology.

Three of the department's lower-division courses are prerequisites for the major. The major provides students with a broad background in the field while electives allow them to specialize in particular areas according to their interests. The program gives students a sound, basic preparation to go on to graduate study or careers in law, medicine, architecture, business, or politics. Moreover, it provides a solid liberal arts education for those who choose careers in fields such as: education, criminal justice, public health, public administration, social welfare, urban planning, counseling, international relations, or market research.

The department conducted an internal review of its undergraduate program in 1981, and as a result, instituted sweeping changes in the structure of the curriculum. The new program is well structured and more clearly articulated than its predecessor. CEP conducted a full-scale review of the revised program in 1984-85, and the department is confident that the committee's findings will validate its curricular reforms.

From a high of over 300 majors in the mid-1970s, enrollments have declined to approximately 160. In the department's opinion, the main reasons for this decline are beyond its control. The reasons cited are the nationwide decrease of student interest in the social sciences and the opening of the Communication and Political Science Departments, which siphoned off a number of students. During 1984-85, there was an upsurge in course enrollments, which the de-
department thinks will yield an increase in the number of majors, particularly if future additions to the faculty strengthen quantitative training.

The department has taken action to bring about this result. It advertises some of its courses in school newspapers and counsels students about the career opportunities for those who have taken a degree in sociology. The department also supports a sociology club, a dinner/colloquium series, and an annual film festival.

d. The Graduate Program

The Graduate Council reviewed the department's graduate program in 1984 and commended the program. However, the external reviewers did suggest that the department consider requiring more quantitative training for its graduate students. Although the department has emphasized the qualitative approach, the committee thought that students should have an adequate statistical background to understand and benefit from quantitative approaches. The review also noted that graduates with solid quantitative skills are more employable than those without them. Most department members agreed with this suggestion, and the graduate program has since been revised to increase training in quantitative methods. The new program began in Fall 1985.

In contrast to the undergraduate program, the number of graduate students in the department increased during the late 1970s and now averages 60 students. An unusually large group of 17 students, who entered in Fall 1983, has proven to be one of the best classes in the department's history. Because this large class stretched the department's resources too far and because of the poor job market, the department admitted a smaller class in 1984. The class admitted for Fall 1985 consists of 13 students and promises to be excellent. In general, the department is attracting an increasing number of applicants with excellent undergraduate records from a wide geographical base, all in the face of unfavorable national trends and contrary to the experience of other major graduate departments. For this reason, it is cautiously optimistic about the future prospects of its graduate program.

e. The Future

As noted above, the department wants to grow. It is interested in interdisciplinary programs such as Latin American studies and Japanese studies. Both areas would contribute to the department's comparative-historical interests. The department also seeks to strengthen its program through adding faculty in core areas of the discipline currently unrepresented or underrepresented. In this connection, the department has indicated a need for specialists in sociological theory, organization theory (possibly with a sub-specialty in the sociology of law), sociolinguistics/micro-sociological methods, quan-
20. VISUAL ARTS

a. Profile

FACULTY DEMOGRAPHICS - (1985-86)

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Media (cont.)

L. J. Hock  Assoc  II
S. D. Lawder  Assoc  V
F. S. Lonidier  Assoc  II
C. Lord  Asst  III
P. A. Steinmetz  Assoc  II

Art History,
Criticism, and
Theory

D. Antin  Prof  VI
M. Farber  Prof  V
J. M. Greenstein  Asst  II
H. M. Harrison  Prof  II
A. Kaprow  Prof  VII
S. D. Lawder  Assoc  V
F. S. Lonidier  Assoc  II
S. A. Nodelman  Assoc  V
P. Patterson  Assoc  II
M. Roth  Assoc  III
J. Teilhet-Fisk  Assoc  IV

b. History

The Department of Visual Arts was founded in 1967 and currently has 21 faculty. In 1969, because of a strong conviction about the fundamental unity of artistic theory and practice, the faculty developed an innovative approach to research and education in the visual arts.

Specifically, the department's curriculum combines strong studio training in art production with extensive classroom exposure to art history and criticism. Compared with traditional programs, which are either studio or classroom based, this combination offers students a unique kind of interdisciplinary art education. Its emphasis on innovation, quality, and breadth has enabled the department to assemble a faculty of nationally and internationally renowned artist/scholars.

Beginning with basic courses in painting, sculpture, and criticism, the department has extended its program to embrace photography, film, video, computer art, performance art, ecological concerns, and conceptual art. The department has not developed programs in traditional crafts, such as weaving, print making, and ceramics, mainly because of the paucity of crafts people who combine skill and creativity with intellectual vitality and scholarship.

c. The Undergraduate Program

Several of the department's lower-division courses serve both to introduce students to the field and to satisfy general education re-
quirements. These lower-division courses enroll approximately 500 undergraduates per year.

The department presently offers majors in each of its three primary areas of interest--studio, media, and art history/criticism. The most popular of the three, with roughly 120 students, is the edia major. The department currently has around 100 majors in studio, and 35 in art history/criticism.

The 1982 review of the undergraduate program by the CEP expressed some concerns about the studio and art history/criticism majors. The problems it saw in the studio major stemmed from a lack of adequate space for the undergraduate studios. The studios are now housed in forty-year-old quonset huts that lack wall and floor space, insulation, and lighting. The problem can only be solved by substantial investment by the University in new construction.

Reviewers focused on two problems in the art history/criticism program--lack of faculty and an overambitious listing of art history courses in the General Catalog. The administration has since given the department another FTE in art history, and the department has revised its catalog copy.

d. The Graduate Program

The department has about 40 students in its M.F.A. program at any given time. The M.F.A. at UCSD is basically a studio program, so the lack of faculty in art history has not been a problem for the graduate program.

The program was reviewed in 1980. External reviewers expressed concern about the social environment of the department. The problems were caused by the geographical fragmentation of the graduate students in the Mandeville Center, the lack of a central meeting area for graduate students, and the uneven quality of graduate student relationships with their advisors.

The department responded to these concerns by defending the status quo, except in the matter of the graduate student lounge. From the department's point of view, the academic advising process is working as well as it can, and perhaps better than at most comparable institutions, given differences in personality among faculty members and differences in understanding between the faculty and students about the role of the advisor. Department members generally do not see the advisor/student relationship as a catalyst for the formation of an artistic community, as some students do. The department has introduced significant changes into the graduate program, including the development of a four-quarter "core" graduate course that will be taught for the first time in 1985-86.
Notwithstanding these problems, the program attracts excellent students from throughout the country. According to the department's records, its graduates are establishing themselves in the art world more successfully than graduates of much older institutions in the East.

c. The Future

The department was recently granted its fifth art history FTE, a video FTE, and a target of opportunity FTE in painting, all of which have been filled for the 1985-86 academic year. These FTE will provide more depth to the art history component of the art history/criticism major, give Visual Arts its first full-time permanent appointment in video, and allow the department to bring to the campus a powerful studio artist, who as a Black and a woman should enrich the cultural range of the department's studio offering.

Over the next 10 years the department would like to add three FTE to the art history/criticism program--a Chinese/Japanese specialist, a Meso-Americanist, and an additional critic. With a strong art history/criticism wing, the department hopes to develop a Masters in Art History.

The department also envisions growth in the media and studio majors, which would require one additional video appointment, one FTE split between photography and film, and one appointment in sculpture.

The lack of appropriate studio and classroom space is a persistent problem. The department wants to increase this type of space beyond existing levels.

C. SPECIAL ACADEMIC PROGRAMS

1. Structure and Function

Based on principles of organization inherited from SIO, UCSD has encouraged interdisciplinary collaboration among its faculty members. This collaboration has brought about the development of interdisciplinary programs and has affected the structure chosen for several of the campus's departments. There are now 27 interdisciplinary programs, which is greater than the number of regular departments.

Although all of the interdisciplinary programs rest on the same philosophy—to enrich the educational environment of UCSD without unnecessarily creating new departments—they differ from each other in almost every practical respect. Some of the interdisciplinary programs, such as Urban Studies and Planning, are almost full-fledged departments, employing their own administrative staff and sponsoring their own courses. Others are little more than loosely knit groups of faculty members from different departments who teach courses within the
same broadly construed fields such as classical studies and women's studies. Some programs offer majors, others only minors; some enroll hundreds of students annually, others only a handful.

The interdisciplinary programs are not so different from each other as to preclude any kind of orderly classification. They can be classified, for instance, according to their relationships to UCSD's colleges. Some programs were begun by colleges specifically to provide their students with general education courses. The Frontiers of Science and the humanities programs of Revelle College are two examples. Other interdisciplinary programs, though started by particular colleges, are open to all students. Two examples are the Health Professions program and the Science, Technology, and Public Affairs program run by Warren College. Several interdisciplinary programs were founded independently by faculty members, such as the Chinese and classical studies programs.

The various interdisciplinary programs may also be divided into four categories based upon the degree of their academic and administrative autonomy from the regular departments.

a. Type 1: Complete academic and administrative autonomy

This category includes those programs that offer only their own courses, as opposed to drawing courses from departments, which are administered separately from the departments. These programs may offer courses serving as lower- or upper-division electives, courses that fulfill general education requirements, or courses leading to academic minors. No graduate programs fall into this group.

Two programs of this kind are: Contemporary Issues, which offers lower- and upper-division courses on a variety of topics, but no minor program; and Frontiers of Science, which offers a noncontiguous minor to nonscience majors in Revelle College.

b. Type 2: Limited academic autonomy, but complete administrative autonomy

This group is composed of those graduate and undergraduate programs that rely heavily, or even exclusively, for their curricula upon courses drawn from the lists of regular departments, while remaining administratively independent. The undergraduate programs in this category generally lead to a minor or major in their subjects.

Some examples are: Women's Studies, which offers a minor program consisting entirely of courses offered by regular departments; Third World Studies and Urban Studies and Planning, which offer minor and major programs using courses sponsored by each program, as well as courses drawn from the lists of regular departments; and the graduate program in Neurosciences, which offers its own courses
in addition to those drawn from the School of Medicine, and the Departments of Chemistry, Biology, Psychology, and Physics.

c. Type 3: Complete academic autonomy, but limited administrative autonomy

Programs in this group offer their own minors and majors, but operate under the administrative umbrella of one of the departments. There are no graduate programs in this category.

Examples include the Chinese, Classical, and Judaic studies programs, all of which offer minor and major programs, sponsor a number of courses under their own headings, and are administered by the Center for Area and Ethnic Studies and Research (CAESAR) in the Department of History.

d. Type 4: Limited academic and administrative autonomy

Programs in this category, while having a distinctive academic emphasis, are offered as an area of concentration within a major pursued through a "home" department. Consequently, the final degree is issued through the home department, instead of the program, with a notation identifying the area of concentration. Virtually all courses in these programs are drawn from regular departmental course lists. Most graduate interdisciplinary programs fall into this category.

Two examples of programs in this group are: Chicano Studies, in which students choose to have either History or Literature as their home department; and Applied Ocean Sciences, a graduate program in which students choose either SIO or one of the engineering departments as their home department.

e. Other Types

There are several other kinds of undergraduate programs that are administered separately from the departments, but which are not interdisciplinary in nature. They are the writing programs of the four colleges, which are designed to meet lower-division writing requirements; Subject A, which is a program for entering students in need of remedial work in English; the remedial mathematics course; and the Academic Internship Program, which gives students academic credit for off-campus work experience undertaken in conjunction with readings and writing assignments supervised by faculty advisers.

2. Problems and Solutions

The interdisciplinary programs sometimes suffer from instability because of a lack of consistent faculty leadership. Without consistent
leadership, the maintenance of faculty and departmental commitment to a program can become a problem. Because the departments control academic personnel, the leaders of interdisciplinary programs must negotiate with them to ensure that important faculty who go on leave are replaced by people who can supply the courses they would have taught. For those programs that rely on courses offered by the departments, the leader must ensure that needed courses are offered and must keep the list of accepted courses up to date.

For long-term planning, the programs need strong leadership to move departments to hire new faculty who will contribute to a program. This becomes especially important when an existing member of a program leaves the campus.

Conscientious leadership is necessary both to maintain communication among the faculty members involved in a program and to ensure that program faculty and college academic counselors perform the important advising functions for students. Programs create worse advising problems than those created by departments, and the college staff must be kept abreast of changes in course requirements and availability in order to give adequate advice.

Faculty have often been unwilling to assume the leadership of interdisciplinary programs because the programs do not have adequate staff and financial support. Without such support, the director of even a small program can be faced with a formidable amount of frustration and paperwork. In addition, the programs are a burden above and beyond the normal load of departmental and University obligations. Finally, there are no professional incentives to take responsibility for a program. The extra burdens take time from scholarly work and teaching, on which promotions and merit raises rest.

Interdisciplinary programs come after departments in the allocation of space. In recent years, this has meant that the programs have lost space because the campus does not have enough to meet its needs. Without space of their own, interdisciplinary programs lose a certain amount of their identities; they virtually melt into the departments, visible only in the General Catalog.

These problems have been exacerbated by the rapid growth in the number of new programs, and the administration and the Committee on Educational Policy (CEP) of the Academic Senate have begun to see one solution in the limiting of the number of new programs that can be created. Neither the administration nor CEP want to establish a quota for programs, but they are cooperating in the development of some explicit criteria for approval of interdisciplinary programs. Among the standards being considered are:

- that a proposal for a new program contain provisions for maintaining leadership and coordinating administrative functions;
- that a minimum number of faculty be committed to the program;
- that the faculty have demonstrated commitment to the intellectual substance of the program by running a faculty seminar or similar institution for a period before making the proposal; and
- that a proposal for a new program include a system for advising students and reviewing course lists.

Such criteria would also be applied in the reviews of existing programs.

The CEP is also exploring ways to encourage more efficient and equitable use of the University's scarce financial and clerical resources. One idea is to group programs with common intellectual themes, so that related programs can be administered by the same staff. The Center for Area and Ethnic Studies and Research (CAESAR) in the Department of History provides a model for this approach. It would help resolve staffing problems, but not problems of faculty leadership.

3. Description of Undergraduate Interdisciplinary Programs

a. African Studies

This program offers a minor program only and is administered through the Center for Area and Ethnic Studies and Research (CAESAR). Its courses are drawn exclusively from regular departments. It is not attached to any college, and no students are currently enrolled.

b. Chicano Studies

This program is a concentration in history or literature. It also offers a minor program. It was founded through Muir College and transferred to Third after that college was founded. It remains attached to Third College, but it is open to students from all colleges. No more than six students have been enrolled at any one time during the last decade, and the program had only three students during 1983-84.

CEP reviewed the program in 1984-85. Reviewers concluded that the program needed more consistent faculty leadership and more attention from the administration than it had had. The committee also noted that the program functions as an important social support for Chicano students.
In response to the review, the faculty in the program, administration, and relevant departments (humanities and social sciences) are moving to improve the program. The campus hopes to appoint additional faculty in the field during the next few years.

c. Chinese Studies

The program offers minor and major programs. It runs the language program in Chinese and, temporarily, Japanese. It is administered through CAESAR and is not attached to any college. It had 12 majors during 1983-84. Roughly 80 students per quarter study the Chinese language and 70 per quarter study Japanese, which has only been offered for three years.

d. Classical Studies

The program offers minor and major programs. The Department of Literature offers the Greek and Latin language courses. The program is administered through CAESAR and is not attached to any college. It had four majors during 1983-84.

e. Contemporary Black Arts

This program offers a minor only. Its courses are drawn exclusively from departmental course lists. It was founded through Muir College, but it was transferred to Third when that college was founded. It remains attached to Third College, but it is open to students from all colleges. The faculty offer a three-quarter sequence composed of one course from Drama, one from Literature, and one from Music.

f. Contemporary Issues

The program offers lower- and upper-division courses, but no minor or major. It was founded by and is attached to Muir College, but it is open to students from all colleges. Its list of courses varies each quarter, and enrollment ranges from roughly 100 students in the Fall to 300-500 in the Spring.

g. Cultural Traditions

This is a lower-division sequence that varies in topic from year to year. It was founded by Muir College as part of its general education program, but it is open to students from all colleges. It enrolls 25-35 students each quarter.
h. Earth Sciences

This program is a concentration for Chemistry or Physics majors. It is administered by Revelle College, but it is open to students from all colleges. The courses associated with the program are taught by members of the Department of SIO. The program had an average of 21 students each quarter during 1983-84. This is a very rigorous program, and its students have been exceptionally successful in gaining admission to the best graduate programs in geophysics and chemistry.

i. Frontiers of Science

This program was developed as a minor for nonscience students of Revelle College, but it is open to students from all colleges. Its courses enroll between 8 and 300 students, with an average of 50-75.

j. German Studies

This program offers only a minor. Its courses are drawn from regular departmental course lists. It is administered through CAESAR, and no students are currently enrolled.

k. Health Professions

This program was founded by Warren College under an extramural grant. It offers a minor in Health Care/Social Issues and sponsors a variety of nonacademic programs to introduce students to the health professions. It is administered by Warren College, but it is open to students from all colleges.

l. Humanities Program

This is a lower-division program required by Revelle College as part of its general education program. It is a five-quarter sequence. The college writing program is attached to the first two quarters. At the upper-division level the faculty offer a minor program, primarily intended for Revelle College students, but it is open to students of all colleges. The lower-division sequence enrolls several hundred students per quarter. No students were enrolled in the minor as of Spring 1984.

m. Italian Studies

This is a minor program. Its language course is offered through the Department of Literature. The program is administered through CAESAR, and one student is currently enrolled in it.
n. Judaic Studies

This program used to be part of Classical Studies, but it became independent in 1983-84. It offers both minor and major programs and runs its own language course. It is administered through CAESAR. One student is currently enrolled as a major; ten others are taking its courses. Approximately 35 students enroll in the Hebrew language courses each quarter.

o. Science, Technology, and Public Affairs

This is a minor program intended primarily for students in Warren College, but it is open to students from all colleges. Fourteen students were enrolled in Spring 1984.

p. Social Science Program

This is a three-quarter, lower-division sequence designed to meet the Revelle College social science requirement. Approximately 100 students enroll each quarter.

q. Teacher Education Program

This is a credential program for elementary school teachers. It trains teachers to work in a multi-cultural context. It is not a major or minor, but it functions as an additional set of courses that qualify a student to receive a teaching credential. It was founded by and is attached to Third College, but it is open to students from all colleges and majors. Students must apply for acceptance into the program. Thirty-two students were enrolled in Spring 1984, but the program accepted over 40 students for 1985-86. CEP reviewed the program in 1982 and found "no serious problems." In 1976, TEP was cited as a model program of its kind for the UC System. The program has an outstanding placement record. The director of the program is concerned that the number of minority students enrolled in the program is declining.

r. Third World Studies

The program offers a minor and major. Students may choose classes primarily within one department or may pursue an interdisciplinary course of study. The program was founded by and is attached to Third College, but it is open to students from all colleges. In Spring 1984, 97 lower-division students and six upper-division students were enrolled in its courses.
5. Urban Studies and Planning

This program offers a minor and major. It was founded by and is attached to Third College, but it is open to students from all colleges. The program and its students are extensively involved in public service. All students must take an internship, and USP administers a large-scale internship program in the county. Forty-five students were enrolled during 1983-84. Recently, enrollment and the number of majors have increased dramatically.

6. Women's Studies

This is a minor program open to students from all colleges. It is a new program, and there is no information on enrollments.

4. Other Undergraduate Programs

a. Academic Internships

This program was founded by and is administered by Warren College, but it is open to students from all colleges. Students receive upper-division course credit for off-campus work experience undertaken in conjunction with reading and writing assignments supervised by faculty advisers. Twenty to thirty students enroll in the program each quarter. The CEP reviewed the program in 1982-83 and instituted some reforms that tightened control over requirements and the standard of faculty supervision. Recent reports on the program indicate that it is working well and is rigorous.

b. The College Writing Programs

Each college has a writing program as part of its general education program. The colleges have developed these courses separately, but all have been assisted by a group of specialists in the Department of Literature. The directors of the four programs are members of that group.

The programs are quite distinctive and have, in the past, even been different in length. Revelle required three quarters of writing as part of the first three quarters of its Humanities Sequence. Warren and Muir students could satisfy their writing requirements by taking one course, although weak students had to take two courses. Third College required two or three quarters depending on the ability of the student. The writing courses of Muir, Warren, and Third are free-standing, i.e. not attached to any other course.

The institution of the new CEP guidelines for general education and of the new Subject A Program will change the writing programs in
1985-86. In response to the CEP action, all the colleges but Revelle have added a course to their writing requirements. Muir and Warren have completely revamped their courses. As a result of the institution of Subject A, a remedial course for which students receive no baccalaureate credit, all the colleges have defined their writing requirements as two courses of intensive writing. Revelle has, therefore, reduced its requirement by one quarter.

In 1978 the campus decided to centralize the administration of the writing programs in the Department of Literature. The department hired specialists in composition who became directors of the college writing programs. One of the specialists was designated as the coordinator of all the programs. This system has not worked particularly well. The colleges consider their writing courses to be integral parts of their general education programs and want them to be designed with the special characteristics of their programs in mind. The centralization of the administration of the writing courses tends to homogenize them. During 1985-86, the Senate's Committee on Educational Policy will look at the relationship between the colleges and the Department of Literature with respect to the writing programs.

5. Interdisciplinary Graduate Programs

a. Applied Ocean Sciences

This program offers a Ph.D. to students in SIO, AMES, or EECS. The students take courses in each of these departments, but they chose one department as their base.

b. Cognitive Sciences

Students are admitted to the Ph.D. program in Cognitive Sciences through the Departments of Psychology, Linguistics, EECS, Neurosciences, Anthropology, or Sociology. Students specialize within the home department while also taking classes in other departments.

c. Comparative Studies in Language, Society, and Culture

Students are admitted to a home department, either History, Linguistics, Anthropology, Economics, Philosophy, or Literature, and then are guided by an interdisciplinary committee in course work and the writing of the Ph.D. thesis.
d. Neurosciences

Students are admitted directly into this Ph.D program and are guided in course selection by an interdisciplinary committee. Thirty-two students were enrolled in Spring 1984.

e. Physiology/Pharmacology

Students are admitted directly into this Ph.D. program and are guided in course selection by an interdisciplinary committee. Forty students were enrolled in Spring 1984.

f. Teacher Education Program

TEP offers an M.A. to educators emphasizing a research-oriented approach to teaching and curriculum development in a multicultural setting. Students must be employed as teachers and use their classrooms as a base for the experimental work in the program. The program is new, and there is no information on enrollment.
CHAPTER IX
ACADEMIC SUPPORT SERVICES

For the purposes of this chapter, academic support services include Student Services, the Library, and Academic Computing. All of these services have undergone substantial and positive changes since the last accreditation review in 1976. Inadequate funding remains a concern in several of the areas, especially the Library.

Student Services, including the Educational Opportunity Program/Office of Relations with Schools, the Office of Registrar and Admissions, the Office of Academic Support and Instructional Services (OASIS), are under the Vice Chancellor - Undergraduate Affairs (VCUA), a position created in 1981. The chapter begins with a description of the VCUA's functions.

A. VICE CHANCELLOR - UNDERGRADUATE AFFAIRS

Prior to the creation of the Vice Chancellor - Undergraduate Affairs, student services had reported to the Vice Chancellor - Academic Affairs. When the new VCUA took over, the services consisted of 31 separate departments reporting directly to him. During 1981-82, the VCUA reorganized these services to simplify the lines of authority and to make the organization more responsive as a whole to the needs of the University. He grouped related units together, creating five service "clusters": Registrar, Special Services, Academic and Student Financial Services, Student Development, and the University Center. Each cluster has a manager who reports directly to the VCUA. Judging from the improvement in student services over the last five years, the reorganization has been successful.

1. Registrar

The Registrar supervises two units, Undergraduate Admissions and the Registrar. Admissions receives, evaluates, and processes applications and determines which applicants are eligible for admission to the University of California. In Fall 1984, the Office of Admissions carried out the policy of the Academic Senate in choosing which applications should be redirected to other campuses. The unit also cooperates with EOP/ORS and the Scholarship Committee of the Academic Senate in processing applications from the Educational Opportunity Program and Student Affirmative Action students who do not meet regular UC standards for admission.

Advanced placement students, Admissions evaluates the transferability of college courses completed elsewhere according to uniform UC standards. The authority to accept transferred credits for general education and major requirements belongs to the colleges and departments, respectively.
The Registrar schedules courses, assigns classrooms, registers students for classes, determines California residency for fee and financial aid purposes, maintains student records, verifies enrollment for financial aid purposes, maintains degree information on students, and provides copies of academic records to authorized persons. The unit also houses the Student Research Office, which conducts analytical studies of student retention, attrition, degrees, demographics, etc.

One of the main problems facing these two units is the dispersion of student records among different free-standing computer systems. This situation stems from the time when the universitywide administration decentralized record keeping from UCB and UCLA to the local campuses without providing them with the resources to build comprehensive record keeping systems.

The existing systems hamper the work of the Registrar in a variety of ways. They do not permit cross-checking of academic and financial records of students and make the checking of prerequisites difficult. They also make it impossible for campus authorities to obtain much of the basic information on students without time consuming and expensive programming or hand collating of records. The campus is now considering the purchase of a comprehensive student information system that would resolve these problems.

2. Special Services Center

The Director of the Special Services Center supervises six units: Disabled Student Services, Off-Campus Housing, Office of Religious Affairs, Student Affirmative Action Committee, Office of Student Judicial Affairs, and Student Legal Services.

The immediate goal of Disabled Student Services is to provide the means for disabled students to participate fully in campus programs and activities. The ultimate goal is to enable such students to function independently in the campus environment. To achieve this objective, DSS offers disabled students a variety of services, including disability management advising, readers, note takers, interpreters, loans of special equipment, equipment repair, on-campus transportation, special parking coordination, registration/enrollment assistance, test-taking arrangements, and a resource library.

The Off-Campus Housing Office assists students and visiting faculty in finding suitable temporary off-campus living arrangements. The office maintains up-to-date listings for a variety of rentals, (roommates wanted, roommates available, apartments, houses, rooms in private homes, etc.). It produces an annual Housing Guide and Apartment Directory and offers individual counseling to students to help them find housing, deal with the legalities of the landlord/tenant relationship, and resolve landlord/tenant disagreements.
The Office of Religious Affairs receives space and is under the general supervision of the head of the Special Student Center, but essentially it is an independent organization. It is made up of representatives of various religious denominations who offer religious counseling and religiously oriented programs and activities. It also seeks to act both as a resource for the campus concerning theological approaches to current moral issues and as a liaison between the campus and religious organizations in the surrounding community.

The Student Affirmative Action Committee consists of representatives from six student affirmative action organizations: Asian Pacific Students' Alliance, Black Students' Union, Mexican-Chicano Association (MeCHA), United Native American Indian Students, and Women's Resource Center. The purpose of the committee is to identify and articulate the needs of affirmative action undergraduates. In addition, the Director of the Special Services Center acts as an ombudsman, consultant, and liaison for all campus units that have anything to do with affirmative action recruitment and retention.

The Office of Judicial Affairs administers undergraduate and graduate student judicial affairs. These include campus-wide coordination of student conduct policies and procedures and the monitoring of campus compliance with Titles VI and IX, Section 504 of the Rehabilitation Act, the Right to Privacy as it applies to students, and the Student Diversion Program. In addition, the director provides legal advice to all undergraduate affairs units.

The Office of Student Legal Services provides advice and assistance to graduate and undergraduate students with legal problems. Assistance may include drafting and typing documents for students who seek to represent themselves in a court of law, or putting the student in touch with an attorney who has knowledge of the appropriate field of law when a matter is too complicated for a student to act as his or her own attorney. The office also assists students who have made a complaint before an Academic Senate or administrative committee.

Prior to 1983, Student Legal Services, Off-Campus Housing, and Student Affirmative Action functioned as part of the Community-Related Student Services cluster. In 1983, the VCUA added the Office of Judicial Affairs, Disabled Student Services, and the Office of Religious Affairs to the cluster and renamed it the Special Services Center.

The VCUA gave the director of the Center responsibility to act as ombudsman, consultant, and liaison for all units on campus that deal with student affirmative action. As a result of the reorganization, the campus has been addressing affirmative action concerns more thoroughly, quickly, and sensitively than before. The addition of the Office of Judicial Affairs to the cluster has allowed the campus to begin addressing the long-neglected problem of how to deal with student grievances. (See Chapter XIV, "Student Grievances.")
3. Academic and Student Financial Services

The Assistant Vice Chancellor of Academic and Student Financial Services is responsible for the supervision of six units: Educational Opportunity Program/Office of Relations with Schools (EOP/ORS) Office of Academic Support and Instructional Services (OASIS), Early Outreach, Student Financial Services, a Research Office, and the Student Opportunity and Access Program. EOP/ORS, Early Outreach, Student Financial Services, and the Student Opportunity and Access Program are described in Chapter III.

OASIS offers a variety of services to students and faculty intended to maximize student performance and retention at UCSD. All undergraduate students are eligible for OASIS programs and classes. OASIS offers the Before Calculus and Language Programs, operates a Reading and Study Skills Center and a Writing Center, sponsors a Research and Evaluation Program, and provides peer tutoring for students in lower-division biology, chemistry, physics, mathematics, economics, political science, statistics, and computer science. The Academic Success Program coordinates OASIS services for the Educational Opportunity and Affirmative Action programs. In addition, OASIS offers a course on the teaching/learning process to its student staff members. OASIS also helps faculty interested in improving their teaching.

OASIS's academic support services have expanded greatly from their beginnings in 1974-75, and they now involve over 130 student tutors who serve over 4,000 students annually. In Fall 1985, OASIS established a Subject A Center for students of the new remedial writing program.

The Research Office evaluates OASIS, Summer Bridge, and Student Financial Services. It is also assisting EOP/ORS in the development of a comprehensive and accessible data base as well as in analyzing the data.

Since the last accreditation review, the Academic and Student Financial Services cluster has been the major means by which the campus recruits new students and facilitates their successful adjustment to the intensive academic environment of UCSD. While the recent integration of the Educational Opportunity Program and the Office of Relations with Schools has made both regular and affirmative action recruitment more efficient, there are still many lessons to learn about how best to achieve and serve an ethnically and socio-economically diverse student body. The Director and the Assistant Vice Chancellor of Academic and Student Financial Services will assess the impact of the merger on the recruitment process in 1987-88.
4. Student Development

The Assistant Vice Chancellor of Student Development supervises three units: Career Services Center, Counseling and Psychological Services, and Student Health Service.

The Career Services Center is comprised of three programs: Part-time Employment, Career Advising, and Graduate/Professional School Advising. Prior to 1985, these three services operated independently. The VCUA combined them into a single unit in order to increase the communication and cooperation among the three areas, since all have a bearing upon what students do once they graduate from UCSD. In Fall 1985, the Career Services Center occupied its new building, which was built with student registration fee funds specifically to house the Center.

The services offered by Part-time Employment include maintaining up-to-date job listings for on- and off-campus job vacancies; running an On Call service for students interested in short-term employment; administering Student Corps Services, which offers temporary on-campus employment through campus departments; and providing special assistance for students trying to find desirable part-time employment.

Career Advising services include career planning guidance (career surveys, career consultants, and skills and decision-making workshops), preparation for searching for a job, (writing of resumes, interview techniques, job search strategy workshops), traditional job services, (on-campus interviews, job search clubs, listings, and job fairs), and individual assistance with career decisions and job searches.

Graduate/Professional School Advising services include help in decision-making, maintenance of reference files for the collection and submission of letters of recommendation, and special assistance to individual students.

Counseling and Psychological Services provides free, professional, and confidential counseling for personal problems, such as anxiety, depression, parent/family problems, difficulty in studying and test-taking, relationship/marital problems, sexual difficulties. It also provides group counseling, seminars, and focus groups on such subjects as stress reduction, assertiveness training, coping with alcohol and drug abuse, eating disorders, and weight management.

The Student Health Service provides students with free outpatient primary health care at the Student Health Center; low-cost pharmacy, allergy desensitization, immunization, optometric, birth control, gynecological, and dental services, also at the Health Center; and referrals to qualified community physicians for medical and surgical problems beyond the scope of the Health Center. The campus enrolls students in a limited insurance plan, without charge, to help them defray some of the expenses of any necessary additional outpatient care. Students may pay to enroll in a voluntary insurance plan that
includes benefits for hospitalization, surgery, and other major medical expenses.

The principal change in the Student Development cluster since the last accreditation review, in addition to the creation of the cluster itself, has been the consolidation of student employment, career advising, and graduate/professional school advising into a single unit. The new arrangement promises to provide students with more integrated and comprehensive career preparation services than were previously available. In the near future, the VCUA will review this unit to see how well it is working.

The Student Health Services unit continues to explore ways to provide comprehensive care for students at low cost. A recent innovation involves having the staff of the UCSD Medical Center run surgical and gynecological clinics at the Health Center; the costs of the clinics are covered by the Student Limited Insurance Plan. Non-faculty physicians offer a sports medicine clinic at the Health Center, also financed by the limited insurance plan. If these initial clinics function as planned, the unit hopes to expand the program.

5. The University Center

The Assistant Vice Chancellor of the University Center cluster is responsible for the supervision of the Associated Student Government, the International Center, the University Center, Student Organizations, University Events, and the Craft Center. Since 1983, the University Center cluster has been increasing its level of activity, improving communication between the students and the administration, and helping to improve student satisfaction at UCSD.

In December 1983, the University Center cluster sponsored a survey of student needs and interests. Roughly 15% of the student population filled out the detailed, six-page questionnaire. In mid-1984 students voted to increase their student center activity fee by $25 per quarter to finance the design, construction, and maintenance of a new campus activity facility. Prior to the vote, the Chancellor had committed $2 million to the project and the Registration Fee Committee $1 million.

The University Center Programming/Building Advisory Committee (which includes seven student members representing various constituencies) used the survey to create a list of facilities and services to guide the design of the new University Center, which is scheduled for completion in 1986. The University Center will become the focal point of much of the campus's social activity and student services, whether sponsored by a college or a student organization. The planning process for the University Center has already helped to usher in a new era of communication between students and the administration at UCSD.
There are currently 150 student-initiated and student-run organizations on campus. The University Center publishes a handbook describing the regulations applying to campus activities and organizations. Student organizations range from the Campus Crusade for Christ and the Committee for World Democracy to the Recycling Co-op and the Speech and Debate Team. Students have an opportunity to learn about these organization every year during the Fall Festival on the Green (FFOG). FFOG is a one-day event that provides a chance for student organizations to advertise themselves.

The current Student Center houses student organizations, the Associated Students government, the University Events Office, the Special Services Center, and the Triton Pub. Lack of space has limited the number of student organizations that can be housed. The new University Center will triple the available space for student activities from approximately 30,000 to 90,000 square feet. The current Student Center will continue to house student services and organizations.

The Student Center houses many student organizations that provide services for special groups. For example, the Women's Resource Center sponsor's programs especially for women on topics such as rape education and awareness, minority women, pre-menstrual syndrome, women and psychology, women and alcohol, and women in non-traditional fields. The Center also provides space for a cultural center, run by the Student Affirmative Action Committee, and student organizations such as the Asian Pacific Alliance, the Black Student Union, MeCHA, and the United American Indians.

The Student Center also houses two frequently used academic services--the Soft Reserves and a lecture note service. The first provides students with items such as old exams, study guides, and homework solutions. It is most used by faculty in engineering, the sciences, and math. The second, sponsored by the Associated Students, makes available lecture notes for the most popular courses on campus.

The University Events Office (UEO) sponsors a wide variety of events on campus, including lectures, films, plays, bands, dance companies, etc. In 1983-84, UEO presented or co-sponsored over 90 events, including 37 films; 24 concerts; 12 dance, drama, and other special presentations; 3 major lectures; and 23 poetry readings. Students not only attend UEO events, but also participate in planning them. In addition to UEO, colleges and student organizations are also quite active in sponsoring films, lectures, and social events.

The Craft Center offers studio and art/crafts facilities for ceramics, photography, glass arts, quilt making, and other artistic activities. The Center also houses the Grove Gallery, which displays the work of campus and community artists and sells a wide variety of handmade gifts.
The Associated Students government will be described in Chapter XI.

(7A3) The International Center provides services, programs, and activities not only for students and scholars from abroad, but also for students and faculty from UCSD who are interested in going abroad themselves or in socializing with people from other countries. The Center reviews financial statements of foreign graduate and undergraduate students, sponsors a foreign student orientation to UCSD, administers the Education Abroad Program for the campus, offers legal help for visa and immigration matters, helps foreign students and faculty find suitable housing, runs social events and outings, and provides English tutoring. Much of the work of the Center is carried out and supported financially by the members of the Friends of the International Center, a volunteer organization made up of campus and community people. The Friends have been instrumental in planning and raising funds for a new wing for the International Center to be built in 1985-86.

The University Center cluster is on the cutting edge of the campus's efforts to improve the quality of student life at UCSD. While the atmosphere on campus has already improved somewhat, there is still much to be done. The expanded programs and facilities that will become available upon the completion of the University Center will undoubtedly make a major contribution to the achievement of the campus's goal of improving the quality of student life.

B. LIBRARIES

(6A1-3) The UCSD Library has seven branches: Central University Library, Biomedical Library, Medical Center Library, Scripps Institution of Oceanography Library, Science and Engineering Library, Undergraduate Library, and the Slide and Photograph Collection. The combined collections now have nearly 1.7 million volumes. In the years since the self-study for the 1981 accreditation visit, the Library has grown substantially in both collections and services.

<table>
<thead>
<tr>
<th></th>
<th>1978-79</th>
<th>1984-85</th>
<th>% Change</th>
</tr>
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<tbody>
<tr>
<td>Total Volumes</td>
<td>1,325,063</td>
<td>1,698,210</td>
<td>+28%</td>
</tr>
<tr>
<td>Current Serials</td>
<td>18,075</td>
<td>30,927</td>
<td>+71%</td>
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</tbody>
</table>

(6A4) Library growth has not kept pace with the growth of enrollment and academic programs on the campus. While UCSD continues to support its libraries solidly, state support, as projected in the 1977 Plan for Library Development, has not kept up with the scholar's need for library and information services. Consequently, 1984 was a year of intensive planning for the Library, culminating in November in a
a report entitled *UCSD Library Objectives and Needs: 1985-1990.* Many of the issues dealt with in this summary are treated more fully in that document.

1. Collections

(6A3) Increasing the size and quality of its collections is foremost among the Library's concerns. To this end, librarians have drafted a number of Collection Profiles, principally in the social sciences and humanities, that will become the basis for a comprehensive collection development policy. The Library is participating in the North American Collections Inventory Project (NACIP), a program designed to map research library strengths throughout the United States and Canada.

Initiatives to strengthen the Library's research collections include the Melanesian Studies Resource Center, for which the Library has received two grants totaling $375,000 from the Department of Education under HEA Title II-C; a processing grant to catalog materials in the Southworth Collection of Spanish Civil War materials; the addition of several important archival collections, including the papers of Jonas Salk, Leo Szilard, Maria Mayer, and Harold Urey; and the strengthening of existing collections in such areas as oceanography, ocean voyages, contemporary poetry, and music history.

To ensure that collections meet basic campus needs, the Library uses a variety of both foreign and domestic approval plans and fosters close cooperation among librarians, faculty, students, and other users. The Library also has well-developed interlibrary loan arrangements, particularly within the UC system.

While the Library is successfully meeting the needs of undergraduates and beginning graduate students, researchers, particularly in the social sciences and humanities, continue to struggle in the face of inadequate library support for their work. The University's 1977 Plan for Library Development froze UCSD's annual collection growth rate at 68,000 volumes per year. Because of growth in academic programs and enrollment at UCSD, the plan's formula indicates that the annual rate should now be 77,000 volumes per year. During the eight years since the University issued the plan, the annual rate has averaged only 60,000 volumes, 8,000 volumes per year below the "frozen" rate. The cumulative shortfall now amounts to nearly 100,000 volumes.

To bring UCSD's library collections up to a level that will serve the basic needs of UCSD's scholars, the University needs to: (1) raise the acquisition rate to its prescribed level of 77,000 volumes per year, (2) make up the gap between actual and required acquisitions since 1976-77, and (3) provide additional funds for the development of selected collections of distinction.
2. Services

Library users have access to reference services at ten service desks in seven separate building locations. All libraries now have computer terminals for conducting bibliographic searches of on-line databases. Quick bibliographic searches are performed for UCSD users at no charge; librarians do longer searches by appointment, with users being charged only for the direct cost of the search. All reference librarians at UCSD have been trained in how to conduct computer searches, and most use such searches as a routine reference tool. Users regularly use databases in DIALOG, BRS, Medline, OCLC, RLIN, and the MELVYL system (the UC system's own on-line union catalog).

The Library's instructional program for undergraduates has been particularly effective. All undergraduates receive at least one hour of formal library instruction as part of the University's writing programs, and librarians teach a two-credit library skills course for interested students. Tours of all library facilities are also a regular part of the instructional program. For the last few years the instructional program has focused on how to use MELVYL, the on-line union catalog. The Library offers more in-depth instructional sessions to faculty and graduate students.

Interlibrary Loan (ILL) services have greatly increased during the last few years. The Library now takes full advantage of the OCLC Interlibrary Loan Subsystem and electronic mail systems in speeding the delivery of ILL materials from other libraries. The cornerstone of the interlibrary loan program is the close relationship UCSD has with the other UC libraries and with the San Diego State University Library. During the period since the last review, the UCSD Library has loaned more items than it has borrowed.

Two policy and procedure changes have improved library access and service for members of the UCSD community: (1) special circulation services, such as recalls, searches, and renewals, are no longer available to persons not affiliated with UCSD; and (2) library reserve services no longer handle non-library materials such as lecture notes. (These materials are now handled by a student organization operating from the Student Center; see p. 264.)

The Library still provides inadequate services in certain areas. For example, the Library has obtained only a modest number of machine-readable data files since the last review. While the Library has assigned a bibliographer to develop a collection of social science data files, more planning, training, and money are needed to expand services in this area. In addition, even though some improvement in photocopy services has occurred within the last five years, the Library's present generation of machines is rapidly becoming obsolete. A major study of the Library's photocopy services is underway. Finally, because of limited funding, the Library has been able to increase its hours of operation only slightly since the last accreditation report.
Unfortunately, the Library had to hire a security guard for the Central Library in the early 1980s. Security problems have diminished as a result of this action, but not to the point of eliminating the need for a guard. This situation is especially troublesome because the Library has to pay the guard out of its operating funds.

3. Staffing

(6D1,2) The Library staff currently numbers 52.02 FTE professional librarians, 161.1 FTE non-professional staff, and 58.9 FTE student employees. The professional staff is widely recognized as one of the best in U.S. academic research libraries. Careful recruitment, rigorous review of performance, and liberal opportunities for professional development are all responsible for establishing and maintaining such an outstanding staff.

Professional development has been a high priority within the Library. Systemwide funds are available to assist librarians with research projects and with other enrichment activities. Moreover, many of UCSD's librarians have assumed leadership roles in the national professional community, published papers in professional journals, and delivered papers at meetings. The level of participation in the Librarians Association of the University of California, both in the local chapter and the statewide organization, is high, with UCSD librarians consistently holding key positions. Another factor in maintaining the excellence of the staff is the Library's highly participative organizational structure.

Despite its excellence, the staff is still too small. While enrollment at UCSD has grown 124% since 1970-71, the number of library staff has increased by only 24% from a base that was inadequate to begin with. The negative impact on service has been serious. Over 124,000 volumes, more than 7% of the Library's collections, remain uncatalogued because of the lack of staff and automated systems. The shortage of staff has also caused insufficient coverage of reference desks, a backlog in searches for missing items, and the development of fewer new programs than desired (e.g. a data file service).

Since 1976-77, the University has allocated to the Library only 20 of the 37 FTEs justified by workload formulas, leaving a shortfall of 17 FTE professional staff. In technical services, a recent analysis indicates that the Library is 8 FTEs short of the staff needed to catalog current acquisitions, this in addition to the 9 FTEs needed to process the 124,000 volume backlog that has developed over the last ten years.

First and foremost, the Library needs an adequate number of staff to stem the slow but steady deterioration of library services and access. Specifically, the Library estimates that it needs at least 25
FTE staff to meet immediate needs, with more staff required to begin to address the staggering backlog of uncatalogued books.

4. Library Space

UCSD libraries urgently need more space. A modest expansion of the Science and Engineering Library scheduled for 1986 is the first addition to library space since the construction of the Medical Center Library in 1980. By the University of California's own standards, there is a shortfall of 1,460 reader stations in campus libraries. The Central, Biomedical, and Science and Engineering Libraries have virtually run out of space for collections. The Undergraduate Library's 15,000 square feet is simply not enough to accommodate the heavy use of the facility. The Regional Library Facility at UCLA, scheduled to open in 1987, promises some relief for collections space. However, with constantly growing student enrollment, only the construction of new space on campus will ultimately solve the library's problem. During the summer of 1985, the campus prepared a major capital improvement plan for the Library. The plan calls for expanding the Central University Library by 110,000 square feet, a portion of which would house the Science and Engineering Library.

5. Automation

Library automation has made significant progress since the last review. In addition to existing applications of automation, such as the local serial control system and cataloging on OCLC, the MELVYL system is now in all campus libraries and has more than 1.7 million records in its database. Unfortunately, the MELVYL union catalog is not yet fully operational, which has forestalled the closing of the Library's manual card catalogs. It is not possible to predict if and when MELVYL will function as the UCSD catalog. When MELVYL is completely operational, it will be an important component in the planned Library Information Network.

The most exciting recent development is the Library's purchase of its own automation system, BLIS, which has integrated acquisitions, cataloging, and circulation subsystems. BLIS will allow the development of specialized databases within the Library Information Network. Besides the MELVYL and BLIS systems, the Library is also using microcomputers for an increasing number of tasks.

Apart from the MELVYL on-line union catalog, there has been little or no state funding for the development of local cataloging/processing systems. The Library has thus had to depend upon support from the campus and salary savings to pay for automation. Unfortunately, costs for local automation are still not part of the State's overall library planning.
6. Preservation

(6A4) The preservation of library materials is a growing concern. While a library as young as UCSD's does not yet have the massive preservation problems of older libraries, a significant portion of the collection is nonetheless at hazard. As a result of the Collection Analysis Project in 1979, the Library has implemented a preservation program that includes: (1) ultraviolet light control in the Central University Library, (2) climate control for the Special Collections Department, (3) periodic dusting of book stacks, (4) selective conservation of materials on microfilm, and (5) preparation of a disaster plan and emergency manual.

Recently, the Library has appointed a staff member as a half-time Preservation Officer. Moreover, the Library has joined other campuses in the UC system in a successful grant proposal that will provide certain start-up costs for campus preservation programs. Through this program, the Library's Preservation Officer will receive intensive training in the management of a preservation program.

It is encouraging that the State has made the preservation of library materials a high priority. Even the proposed increases in state funding, however, will not cover the expenditures necessary to provide for proper control of the Library's environments. At UCSD, for instance, the campus must raise $350,000 to provide humidity control in existing library buildings.

C. ACADEMIC COMPUTING

(6E) Within the last ten years, the place of computers has become a dominant issue in higher education. Because of the rapidity of technological change, much of the integration of computers into colleges and universities has been haphazard, confusing, and inefficient. The experience of UCSD has been no exception.

The campus has had a Computer Policy Board since the late 1970s. The Board is made up of the Vice Chancellors; the Chancellor chairs it. Recently, the Board instituted a rule that Vice Chancellors could not send substitutes to its meetings, and the effect has been to increase the effectiveness of the Board in policy-making. The Board makes broad policy and supervises both academic and administrative computing, which will be treated in Chapter XIII.

The main academic units of the campus have their own plans for providing computing services. At the School of Medicine and SIO the individual research groups determine and supply their own needs. On the General Campus, the central administration and the Academic Senate have drawn up a comprehensive plan designed to minimize duplication and save money. The plan was first created in 1977 and was completely revised in 1985. The revised plan evolved out of ex-
tensive consultation with the Academic Senate Committee on Computing and with the academic departments.

The new plan for Academic Computing provides a framework for meeting three different kinds of need: the need of departments, for which pencil, paper, and typewriter had previously sufficed, to invest substantial sums of money in computer hardware and software; the need for faculty and staff to learn new skills not only in using computers, but also in customizing systems and software for particular departmental and scholarly applications; and the need for students in all fields to receive education in the use of computers in their chosen fields.

In accord with the Computer Policy Board recommendation to separate academic and administrative computing, the new plan provides for an Office of Academic Computing. The office monitors and administers all instructional and research computing on the General Campus. The primary goal of the office is to provide consistent and coherent computing support for the instructional and research missions of the campus.

The relationship between the Office of Academic Computing and the School of Medicine and SIO remains unclear. The office administers all instructional computing, so medical students and SIO graduate students will be served under its umbrella. The Academic Senate has provided research funds to buy computers for the Academic Computing Center, and all members of the Senate are entitled to use these facilities. Nonetheless, the principal concern of the Office of Academic Computing is computing on the General Campus.

Under the plan, the Computer Center, which is in the process of giving up its role in administrative computing, becomes the Academic Computing Center under the Office of Academic Computing. Other sections of the office will be Academic Data Communications, Software Development, and Academic Data Services.

1. The Office of Academic Computing

The office is under the direction of the Coordinator of Academic Computing. It will administer the computing plan and budget for all instructional and research computing on the General Campus. It will also serve as the point of contact between UCSD and off-campus vendors and other groups involved with academic computing. Finally, the office will act as the liaison between the campus and the new Supercomputer Center.

a. Academic Computing Center

The Academic Computing Center currently provides all central (i.e. non-departmental) services for budget and recharge academic
computing. These services include maintaining a corps of consultants for the users of its facilities and providing consulting services for users of private microcomputers. Under the new plan, the consultant services of the Center will be expanded to include minicomputers run by research groups and departments.

The Academic Computing Center is also currently responsible for administrative computing on the Burroughs mainframe on a recharge basis. This responsibility will end when Administrative Computing acquires its own IBM hardware.

b. Academic Data Communications

Academic Data Communications will be responsible for maintaining the hardware and software associated with that portion of the spectrum on the Local Area Network (LAN) allocated for data communications. Services such as electronic mail, the transfer of files to off-campus locations, and access to external computer networks will come under the purview of this office.

c. Software Development

Typical areas of activity for this office will be designing networks for microcomputers, establishing interfaces between computer networks and the library, and assisting faculty in the development, purchase, or leasing of software for courses.

d. Academic Data Services

This group currently assists and advises general campus departments on office automation and coordinates contact between general campus departments and the central administrative computing office. The Office of Academic Computing will review the operation of this group in two years to determine the continuing need for its services.

2. Other Aspects of the Plan

The Academic Computing Plan stresses standardization and centralization of the campus computing environment whenever possible. In order to maximize access to, and use of, the wide array of computing services envisioned for the campus, the plan presumes that the campus's LAN will tie all academic computing together. Within the limits imposed by these goals, the office has defined several environments (e.g., IBM, AT&T, Apple, and MacIntosh) that departments may use for their special needs. This policy stems from the finding by the office that some departments have already established excellent systems and that the conversion of these to some centrally defined system would be both costly and disruptive.
The plan encourages departments to acquire microcomputers for text preparation and other instructional and research purposes, and it proposes the development of a matching-grant program to help departments purchase machines and software that will be compatible with the standardized computing environment. A smaller matching grant program may be set up to fund departmental microcomputer workshops for graduate students. The plan envisions developing a software library for microcomputer support, hiring a software librarian, and building a microcomputer consulting staff.

D. CONTRACTS AND GRANTS

The Office of Contract and Grant Administration (OCGA) reports to the Vice Chancellor - Administration. Its primary mission is to assist the campus community in obtaining and completing sponsored research, instruction, and public service programs and to insure that the University's and sponsoring agency's policies and procedures are carried out efficiently and effectively.

OCGA assists in the preparation and submission of proposals, the negotiation and acceptance of awards, and post award administration. The office coordinates the efforts of (a) the principal investigators, (b) staff members of the business, financial, administrative, and functional groups of the campus, and (c) the scientific, technical, and administrative officials of the University and the sponsoring agency. OCGA also formulates policy, writes reports, and offers training.

A satellite office is located at SIO. Although a functional extension of OCGA, this office reports directly to the Assistant Director of Administration at SIO.

OCGA is fulfilling its responsibilities well. A review by an ad hoc faculty committee and the departmental self-studies prepared for the accreditation review testify to the effectiveness and efficiency of the office.

However, the reports contain suggestions for improvements in the operation of OCGA. The office could disseminate information more effectively, encourage the humanities and arts departments to be more aggressive in obtaining grant support, and enhance the skills of faculty and staff in obtaining and managing extramural funds.

OCGA has recently installed a computer system that should make it much easier to disseminate information and generate reports. The office has begun a series of visits to departments, beginning with the Department of Music, to discuss departments' needs and provide information about the services OCGA offers. Finally, the office has begun to publish a newsletter for the campus and has also offered additional training classes and workshops for faculty and staff.
CHAPTER X
THE FACULTY

A. PERMANENT FACULTY SERIES

1. Functions and Responsibilities

The faculty of the University of California are responsible for teaching, research and creative activity, professional competence and activity (including clinical activity, where applicable), and university and public service. The University does not apply any arbitrary standards to the allocation of faculty time among these various activities, but calculations show that, on average, teaching responsibilities occupy more than half (6/9) of the time of full-time faculty members. In practice, faculty teaching loads vary widely depending on the curricular needs of the departments, the types of students (lower-division, upper-division, graduate), and the character of particular courses. Every effort is made to keep the teaching program in close relationship with the research interests of the faculty.

Except for teaching and administrative duties the University generally leaves issues of time allocation to the individual, assuming that members of the faculty are devoting "full working time and energy" to the service of the University. In addition, the University permits faculty members to engage in scholarly pursuits for compensation if such activities contribute to the scholarly and professional development of the individual, to the advancement of knowledge, or to fulfilling the University's public service mission. These outside activities must be conducted without interfering with regular University duties.

Faculty members make a considerable contribution to the administration of the University and to the formulation of policy through their service on Academic Senate and administrative committees and in administrative positions.

The campus has funded positions for about 900 faculty members. The General Campus has 640 positions; about 480 are filled by regular ladder-rank faculty. SIO has 53 positions, which support 65 faculty because many of the positions are split--faculty are supported partly (always more than 67%) on hard and partly on soft money. The School of Medicine has 207 positions; about 190 are filled.

The campus is supposed to hold 10% of its faculty positions in a temporary pool, but the General Campus actually has a reserve of about 130 unassigned positions. (The departments are actively seeking to fill the remaining 30 open positions.) The campus is using these 130 positions to hire temporary faculty and to supplement the funds for Teaching Assistantships.
Faculty are only one part of the whole corps of academic employees at the University. Any employee "primarily engaged in teaching, research, or extension work, or whose duties are closely related to the University's instructional and research functions is usually designated as an academic employee." (Academic Personnel Manual, 110-4; for a list of titles, see Section 112-4.) Researchers, postdoctoral scholars and trainees, librarians, and others are academics. Currently, there are 4,500 academic employees at UCSD.

2. Appointment Procedures

The Regents have delegated responsibility for academic personnel policies and procedures to the President. The President, in turn, has delegated the responsibility to the Chancellors. On all campuses the authority to make decisions on academic personnel has been delegated to the Vice Chancellor - Academic Affairs (VCAA), but the Chancellor signs letters of appointment. The Academic Senate, through its divisional committees, advises the VCAAs and Chancellors on all campuses concerning the appointment and advancement of academic personnel. The process for appointment to the faculty is a peer review process.

The particulars of the process used by the campuses were revised during the 1970s in response to the concerns about the rights of faculty members. Essentially, the changes made then did not correct abuses that members of the University had complained about but instituted procedures to ensure that abuses would no longer occur.

The rules, called the "Horowitz Rules" after their principal drafter (Vice Chancellor - Academic Affairs at UCLA), are published in the Academic Policy Manual, 220. They require that departments provide candidates for promotion, but not for appointment, with information about the materials in their files, subject to the rules of confidentiality. They also provide an opportunity for candidates to respond to critical reviews of their performance. The Academic Personnel Office is responsible for making certain that departments follow the rules. The Senate's Committee on Privilege and Tenure hears cases stemming from complaints that the rules were not followed.

Academic departments begin the process of appointment. A department makes a search based on affirmative action principles and regulations. The department advertises the position in major national journals, gathers and reviews applications, and invites the top two to five candidates to visit the campus. At each stage of the process—advertisement, analysis of the pool of applicants, and decision to interview certain candidates—the Academic Affirmative Action Office reviews the department's actions to ensure that they are in conformity with affirmative action regulations. For example, if the pool of applicants is unrepresentative of the ethnic and sexual makeup of the field, the Academic Affirmative Action Office may require the department to extend the deadline for applications and to advertise again. The de-
partment must carefully explain its decision to interview the finalists, particularly if the group is unrepresentative.

When a department has settled on a candidate, the chair prepares a personnel file that includes a report of the department's vote on the appointment and its assessment of the person, plus three to five letters of recommendation. The file also contains a bio-bibliography of the candidate, copies of his or her publications, or other records of creative activity.

The file is then forwarded to the Academic Personnel Office (under the Vice Chancellor - Academic Affairs), which coordinates further review. First, however, Academic Personnel makes certain that the department has complied with University regulations in coming to its decision and that the personnel file is complete. The office returns many files to departments for correction.

The Academic Personnel Office shepherds the review of a completed file through the offices of the appropriate deans, provosts, and the Academic Senate Committee on Academic Personnel (CAP). CAP is the committee charged with advising the Chancellor regarding faculty appointments and promotions. Each of the administrators involved in the process makes a recommendation that is included in the file sent to CAP. In cases of appointments to the tenured ranks, the committee recommends a slate of faculty to serve as a confidential ad hoc committee. The VCAA appoints a committee of five from the slate, and the Academic Personnel Office coordinates the work of the committee.

Normally, the ad hoc committee has one departmental representative and four others, some of whom have special knowledge of the candidate's field. The report of the ad hoc committee becomes the basis of the recommendation made by CAP and is forwarded with the file to the VCAA. The VCAA meets with the chair of CAP once a week throughout the year to discuss the current cases. At UCSD the Chancellor often sits in on these meetings. The VCAA bases his decision on the recommendations of CAP and of the ad hoc committee (if one was used). The Chancellor has the final decision on appointments to a tenured faculty position, but he has delegated authority to appoint non-tenured faculty and most other academic titles to the VCAA. The VCAA has, in turn, delegated authority to appoint candidates to most general campus research positions to the Dean of Graduate Studies and Research and temporary faculty to the disciplinary deans. The Vice Chancellor - Marine Sciences (VCMS) has authority to appoint research personnel and specialists at SIO. As noted above, the Chancellor signs all letters of appointment.

The VCAA and the Academic Personnel Office keep the departments informed throughout the process. Departments have no relationship with CAP and do not meet with the committee or its chair. CAP considerations and actions are confidential.
3. Promotions and Merit Raises

The process for promotion of faculty to a higher academic rank is virtually the same as that for appointments and is treated in the same section of the Academic Personnel Manual. The action begins with a departmental recommendation based on an assessment of the candidate's publications or other creative work, teaching, and university and public service. Promotion to associate professor carries tenure with it.

The consideration of faculty for promotion occurs on a regular schedule of reviews. Normally, an assistant professor is considered for promotion to associate professor during his or her sixth year, the appointment to take place at the beginning of the seventh year. Six years is also the normative time in rank for associate professors.

Although it has never formally accepted the AAUP statement on promotion to tenure, the University has followed a policy of up-or-out in eight years for assistant professors. Unless the University has promoted an assistant professor to associate professor by the end of the eighth year of service, the person's contract is terminated. The University also has mandated that departments make a "mid-career review" in the fourth year of an assistant professor's employment in order to determine whether the chances for tenure are good or bad. In some cases, such reviews have led to recommendations that a faculty member be let go before the usual sixth-year tenure review. In most cases, they serve as an important stage in the faculty member's career by giving him or her a careful review of progress.

Within ranks, the University has established regular steps, and it reviews all faculty, including those who have tenure, at regular intervals. Assistant professors have contracts for two years, each term at one of the steps. Associate professors are reviewed for a "merit increase" (an advance in step within rank) every two years. Full professors up to Step V are reviewed every three years; above that level the review cycle is four years. Merit increases average about 5% per step.

A high percentage of the academic personnel decisions made by the University concern merit increases, which are handled in the same way as appointments and promotions. CAP reviews departmental recommendations and the VCAA makes the final decision on the basis of the committee's recommendation. In cases in which departments have recommended an accelerated raise, and sometimes in those in which they have recommended no raise, CAP asks the VCAA to appoint an ad hoc committee to review the recommendation. Merit cases can, therefore, become quite time consuming.
The criteria for appointment and advancement in the University are set forth most clearly in the instructions to *ad hoc* committees:

The quality of the faculty of the University of California is maintained primarily through objective and thorough appraisal, by competent faculty members, of each candidate for appointment or promotion . . . . It is the duty of these committees to ascertain the present fitness of each candidate and the likelihood of the candidate's pursuing a productive career . . . .

**Superior intellectual attainment, as evidenced both in teaching and in research or other creative achievement, is an indispensable qualification for appointment or promotion to tenure positions** . . . [Underlined in original]

[These] criteria . . . are intended to serve as guides in judging the candidate, not to set boundaries to the elements of performance that may be considered.

(1) **Teaching** - Effective teaching is an essential criterion to appointment or advancement. Under no circumstances will a tenure commitment be made unless there is clear documentation of a candidate's teaching . . . .

(2) **Research and Creative Work** - Evidence of a productive and creative mind should be sought in the candidate's published research or recognized artistic production in original architectural or engineering designs, or the like . . . .

(3) **Professional Competence and Activity** . . . .

(4) **University and Public Service** . . . .

4. **Problems in the Appointment and Promotion Procedures**

The appointment and promotion procedures have produced faculties of national rank prominence at all the campuses of the University. Nonetheless, many on the campuses complain about them. The most common complaints are that the procedure is slow and too elaborate for all but the most important decisions in a person's academic career—appointment, tenure, and promotion to full professor. Scholars outside the University often complain that the University of California seeks their advice too frequently. Some also complain that those appointed to review their work are not sufficiently expert in the field to judge its quality and importance.

In 1983, the San Diego Division of the Academic Senate held a day-long convocation to discuss the procedures and afterward set up a committee to review them. The results of the meeting and the committee's work were (1) a reconfirmation of the basic values embodied
in the procedures and (2) recommendations for some changes that would improve their efficiency. The VCAA is slowly instituting these changes, which include the use of a short form recommendation for certain merit increases and changes in the roles played by the deans and provosts.

Despite the drawbacks of the personnel procedures, most faculty members prefer the peer review system to that of other institutions where administrators unilaterally make decisions about appointments and promotions.

B. TEMPORARY FACULTY SERIES

1. Duties and Responsibilities

The Office of the President requires the campuses to reserve 10% of their faculty FTEs for temporary faculty. This policy originated in the tight budget environment of the 1970s as a way to provide for a quick response to a budgetary crisis. Within a year, the University could have cut its budget by 10% without laying off permanent faculty.

At UCSD, the pool of temporary faculty positions has grown to about 18% because the campus has had difficulty filling all of the new positions it has earned through its growth. In theory, the campus wants to reduce the percentage of temporaries to the 10% level, but it also wants to make new appointments. While it continues to grow, the pool is likely to remain above that level.

Temporary faculty currently teach 25% of the campus's undergraduate courses. They are employed in several ways:

1. For permanent faculty who are on leave of absence or sabbatical leave;

2. To meet the need for courses while a department searches for permanent faculty;

3. To supplement the corps of TAs in the writing programs;

4. To provide special courses that regular faculty do not teach, such as accounting, clinical psychology, instruction in musical instruments, and specialized engineering courses; and

5. To enrich departmental curricula by appointing distinguished visitors from other universities or from industry.

Although the campus wants to reduce the number of temporary faculty and the percentage of the teaching load that they carry, some programs, such as drama, music, and engineering, will continue to use
them on a regular basis. The campus also wants to increase the number of distinguished visitors and will maintain some temporary positions for this purpose.

At present, the campus distinguishes between visiting faculty from other universities and unemployed academics hired in the temporary series. The distinction is realized in the titles given to the two groups. Visiting faculty are given titles in the Visiting Professor Series, unemployed academics are called Visiting Lecturers. Neither group is part of the Academic Senate.

The distinction is also realized in the teaching load assigned to the two groups. Visiting Professors are considered full participants in the academic life of the departments and teach the regular number of courses, plus one. The additional course replaces the administrative work that regular ladder-rank faculty must do, but which visitors avoid. The actual number of courses taught depends on the department and the nature of the courses. Visiting Lecturers teach a nine-course load. They are not expected to contribute either to the research program or administrative functioning of the campus. Persons hired to teach part time receive a percentage of the full salary based on the nine-course load.

2. Appointment and Promotion

(5B5) (5C1)

The appointment procedure for temporary faculty is somewhat simpler than that for ladder-rank faculty. For full-time positions or positions stretching over several terms, the departments must follow the affirmative action rules in making a full search. Once it has chosen its candidate, the department compiles a personnel file, which may or may not have letters from external reviewers. It is sent, as with regular appointments, to the Academic Personnel Office. With temporary appointments, Academic Personnel often must negotiate with the departments about teaching loads and percentage of time to be offered to the individual.

In the case of first time appointments, the recommendation of the department is reviewed and approved (or denied) by one of the disciplinary deans. In the case of a person being appointed for a second time, the file is sent to CAP for review and then sent to the appropriate dean for action. Perennial temporary appointments must be renewed every year.

C. TEACHING ASSISTANTS

1. Functions and Responsibilities

(4D7)

The duties of Teaching Assistants (TAs) include conducting discussion, recitation, laboratory, or quiz sections; having office con-
ferences with students; preparing material for classroom or laboratory instruction; assisting professors in designing courses and in preparing materials and tests; proctoring examinations; and grading students' papers and tests. TAs are not "officers of instruction," i.e. they cannot give a course on their own authority but must work under the direction of a member of the faculty.

Many departments use advanced undergraduates as instructional apprentices in lower-division courses. Such students fulfill many of the responsibilities of TAs, under close supervision of the faculty instructor. Apprentices are selected from among the best students, receive credit for their teaching up to a total of 8 units, but may not earn credit twice in the same course. Some departments also hire undergraduates as tutors or graders. CEP has scrutinized the use of undergraduates as apprentices several times and has concluded each time that the departments are exercising due care in the choice and supervision of the students and that the system should be left in place.

2. Appointment Procedures and Standards

To be a TA, one must be a full-time, registered graduate student in residence. Departments and programs are responsible for appointing TAs. In principle, the best students are appointed, and the departments use TAships as part of financial packages for good applicants. In practice, departments find that they have more positions than students. On the General Campus most graduate students are supported by TAships. The appointment of a TA must be approved by the Provost and the Dean of Graduate Studies and Research. Departments notify students in writing in Spring Quarter about their appointments for the following year. Most TA appointments are for one year, although funding constraints and enrollment patterns occasionally make it necessary for departments to offer students appointments for one or two quarters.

3. Problems and Issues

Teaching Assistantships do not include tuition waivers. Because most graduate students are not California residents, this condition significantly reduces the value of TAships as a source of graduate support. In recent years, the number of tuition waivers available to the campus has declined, which makes it difficult for the campus to add this benefit to an adequate number of its other awards.

As noted in Chapter VI, many TAs have too many students to teach. The best solution to this problem would be for the campus to have both more graduate students and more funding for TAs. The campus administration has consistently sought additional funding for TAships and recently this effort has begun to pay off.
In 1978, the University adopted a policy requiring that campuses give all TAs training, adequate supervision, and good evaluation of their performance. In accord with this policy, UCSD developed explicit guidelines for the training and supervision of TAs, which generally appear to be working well. However, the campus's efforts to develop guidelines for the evaluation of TAs and to establish mechanisms to ensure that evaluations occur have not been entirely successful. The problem is that departments and faculty find the formal procedures cumbersome and doubt their effectiveness. They want to rely on the old personal method of evaluation and of informing the graduate student about the quality of his or her performance. OGSR, which administers the program, is confident that it will eventually surmount these difficulties and fully implement the university-wide TA evaluation policy.

The use by the engineering departments of TAs whose English proficiency is inadequate for the classroom or who are unfamiliar with American academic culture and patterns of TA/student/faculty relationships is a major problem. The departments only do this because they lack sufficient American graduate students who are willing to be TAs. Many American students teach in local community colleges where they can make more money than they would as TAs.

In 1984, the campus experimented with a special training program for foreign TAs. Since the pilot effort was a success, the campus is planning to refine and expand the program to include all new foreign graduate students who have received appointments as TAs.

D. COLLECTIVE BARGAINING

1. History

(5c1) Until the passage of the Higher Education Employee Relations Act (HEERA), effective in July 1979, collective bargaining was not permitted in the University of California or other state universities. Nonetheless, in the early 1970s, faculty at Berkeley and UCLA formed Faculty Associations so that a faculty organization would be in place in the event that the Legislature authorized collective bargaining for the University. Representatives of these associations visited UCSD to make presentations and solicit support, but the San Diego faculty did not form an association. In the mid-1970s, efforts by the American Association of University Professors (AAUP) to gauge the level of interest of UCSD faculty in unionization also found it to be minimal. Some faculty did form a local of the American Federation of Teachers (AFT). Currently, no group is making a serious effort to organize the ladder-rank faculty on the campus.

HEERA defines the faculty bargaining unit as being composed of members of the Academic Senate. The act left the task of establishing other units to the Public Employee Relations Board (PERB). PERB
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has defined the units as university-wide and has established several of them. It has defined a unit of non-Senate faculty, which includes Visiting Lecturers (not Visiting Professors), and two units containing researchers. The faculty unit elected the AFT as its representative in February 1984. The other two units have yet to vote.

The University is currently engaged in bargaining with the AFT for the non-Senate faculty. The bargaining committee is made up of representatives of all the campuses, but the process is under the authority of the Office of the President.

2. Problems and Issues

The main issue raised by the prospect that the Senate faculty may be unionized is whether the Senate would preserve its traditional authority over the academic program and its customary role in the personnel process. HEERA defined the scope of representation so that it excluded subjects traditionally within the purview of the Senate, but recent experience in bargaining with the AFT representing non-Senate faculty indicates that the issue is very complex. It cannot be said what effect a labor contract would have on the personnel system or on academic decisions that affect the working conditions of faculty.

The unionization of research staff and other academic employees who are supervised by ladder-rank faculty also causes some concern. The transition from a fairly informal work environment defined by the University's rules, regulations, and policies to a more formal environment defined by a labor contract—the provisions of which are enforceable by State agencies and courts—could present the University and its faculty with some very difficult problems.

E. FACULTY AFFIRMATIVE ACTION

(5C4)

The affirmative action regulations that govern the appointment of new faculty have been described on page 275. Four years ago, Chancellor Atkinson established a Target of Opportunity Program to encourage departments to recruit qualified women and minorities. The General Campus has allocated five FTEs per year to the program. Departments that have identified a good candidate can apply to the Vice Chancellor - Academic Affairs for one of these positions, without regard to the programmatic and workload considerations that usually govern the granting of new FTEs. The departments have competed keenly for these positions.

UCSD has made considerable progress in increasing the representation of women and underrepresented minorities in recent years. Since 1974, the number of tenured minority faculty has almost doubled, from 34 to 67. The number of women has increased dramatically as well, but mostly through the appointment to assistant professorships (Figure 41).
FIGURE 41
Tenured Minority Faculty, 1974 to 1983

Non-Tenured Minority Faculty, 1974 to 1983

Source: UCSD Office of Academic Affirmative Action
CHAPTER XI
GOVERNANCE AND ADMINISTRATION

This chapter describes and evaluates the governance and administration of UCSD. The chapter treats the subject from "the top down," dealing first with The Regents of the University of California, the universitywide Administration, and the Academic Senate and second with UCSD's division of the Senate, Chancellor, Vice Chancellors, student government, and special agencies. The chapter ends with a discussion of UCSD's relationship with the community.

Major changes have occurred in several areas since the last review and changes are still being made. For example, the campus instituted a Vice Chancellor - Undergraduate Affairs and a Vice Chancellor - Resource Management and Planning. In Spring 1985, after the retirement of the incumbent Vice Chancellor - Business and Finance, the campus reorganized the VCRM&P as a Vice Chancellor - Administration and the VCB&F as a Vice Chancellor - Business. The new VCB office has not yet been filled. The campus also created two new deans, the Dean of Engineering and the Dean of Arts and Sciences, and has since divided the duties of the latter into four positions, an Associate Vice Chancellor - Academic Planning and Deans of Natural Sciences, Social Sciences, and Arts and Humanities. There have also been many changes introduced in the various vice chancellorial areas, particularly in that of the Vice Chancellor - Administration.

A. UNIVERSITYWIDE ADMINISTRATION AND DISTRIBUTION OF AUTHORITY

The Office of the President prepared the following material on the University administration at the request of the Western Association of Schools and Colleges (WASC) for inclusion in the Self-Study.

1. The University of California: Origin, Mission, and Scope

The University of California was founded in 1868 as a public, state-supported, land-grant institution of higher education. It was written into the State Constitution as a public trust to be administered under the authority of an independent governing board, The Regents of the University of California. In 1960, the Master Plan for Higher Education in California, 1960-1975, recommended differentiating the functions of the three segments of public higher education in the State. The recommendations of the Master Plan regarding the mission of the University of California were incorporated into the State's Education Code through the Donohoe Act of 1960. The 1974 edition of the Education Code describes the University's mission as follows:
22550. The University of California may provide instruction in the liberal arts and sciences and in the professions, including the teaching professions. It shall have exclusive jurisdiction in public higher education over instruction in the profession of law and over graduate instruction in the professions of medicine, dentistry, and veterinary medicine. It has the sole authority in public higher education to award the doctoral degree in all fields of learning except that it may agree with the California State University and Colleges to award joint doctoral degrees in selected fields. It shall be the primary state-supported academic agency for research.

The University's distinctive mission was described succinctly in the University of California Academic Plan. Volume I: The universitywide Perspective (1975), as follows:

The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active, working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central and pervasive mission of discovering and advancing knowledge.

The University is a single institution by virtue of its governance structure and by the fact that its instruction, research, and public service functions are supported by the State through a single annual appropriation. It has campuses at Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, Santa Cruz, and a ninth campus at San Francisco that is devoted exclusively to the health sciences. All of the campuses offer undergraduate, graduate, and professional education. All faculty members appointed to the regular faculty of each campus are expected to combine teaching with scholarly and research activities.

As of 1983-1984, the University had 130,000 students, 95,000 faculty and other staff members, and annual revenues from all sources of $4.6 billion. Income includes a state general fund appropriation of $1.2 billion, primarily for campus instruction and research programs; over $2 billion in extramural funding generated by the campuses and universitywide services, primarily from federal sources; and another $1.4 billion from other sources such as hospital operations, auxiliary enterprises, and student fees. (These figures do not include the Department of Energy Laboratories.)

The University operates teaching hospitals and clinics on the Los Angeles and San Francisco campuses, and off-campus in Sacramento,
San Diego, and Orange counties. Approximately 150 University institutes, centers, bureaus, and research laboratories operate in all parts of the State. The University's Agricultural Experiment Station, located at the Davis, Berkeley, and Riverside campuses; the Cooperative Extension offices in 54 counties; and the Natural Land and Water Reserves System benefit people in all areas of California. The University provides other public benefits through the operation of University Extension, the University libraries and museums, many of its organized research units, the California Policy Seminar for State Government, and the activities of individual members of the faculty.

2. Governance and Administration

The University's governance is shared among The Regents, the President and his administration, the Chancellors of the campuses, and the Academic Senate. Broad areas of responsibility and authority for each group are set forth in the Standing Orders of The Regents. This division of responsibility and authority among the four groups forms the basis of a collegial system of governance that ensures widespread consultation in the conduct of the University's affairs. Pertinent sections of the Standing Orders describing these delegations may be found in Bylaws and Standing Orders of The Regents of the University of California. Some of these sections are specifically noted in the paragraphs that follow.

The alumni participate in governance through membership on the Board of Regents. The student body participates in governance, at the discretion of The Regents, through membership on the Board of Regents, and at the discretion of the administration and the Senate, through membership on other boards and committees.

The University's administrative structure includes the central administration (i.e. the Office of the President), the Chancellor of each campus, and each campus's administration.

a. The Regents

The University of California is a public trust administered by a corporation known as The Regents of the University of California. The Regents are constitutionally endowed with "full powers of organization and government subject only to such legislative control as may be necessary to insure the security of its funds and compliance with the terms of the endowments." The Board of Regents has broad powers, including the "power to delegate to its committees, to the faculty of the University, or to others, such authority or functions as it may deem wise." (Constitution of the State of California, Article IX, Sec. 9). The officers of the corporation are its President (the Governor of the State of California), the Chairman and Vice Chairman of the Board of Regents, the Secretary, Treasurer, the General Counsel, and such of their associates as the Board may appoint.
Regents "shall be able persons broadly reflective of the economic, cultural, and social diversity of the state, including ethnic minorities and women." [By-law, 5.1 (d)] The Board of Regents currently consists of seven ex officio members (the Governor, Lieutenant Governor, Speaker of the Assembly, Superintendent of Public Instruction, President and Vice President of the Alumni Association of the University, and the President of the University), 18 other members appointed to 12-year terms by the Governor with State Senate approval, and, at the Board's discretion, one or two members appointed to one-year terms with all rights of participation. One of the latter may be a faculty member of the University or another institution of higher education. In practice, however, the Academic Senate has chosen not to be represented on the Board itself, but the Chair of the Academic Council, which is the executive committee of the Academic Senate, sits with the Board and participates in discussions. The other member may be (and in practice is) a University student nominated by the Student Body President's Council.

The Board of Regents has seven standing committees: Audit, Educational Policy, Finance, Grounds and Buildings, Investments, Hospital Governance, and Oversight of the Department of Energy Laboratories. The specific responsibilities of these committees are described in By-law 12, (d).

In the operation of the University, the functions of The Regents include, most notably, review and approval of: presidential recommendations concerning such matters as University and campus academic plans, proposals to establish or disestablish schools, colleges, and organized research units; the University's operating and capital improvement budgets and related enrollment plans; and the establishment of certain student fees and out-of-state tuition.

b. The Office of the President

The President is the executive head of the University, responsible directly to the Board of Regents, and is an ex officio member of the Board. All other officers of the University (Office of the President administrative officers, Chancellors and other campus officers, University hospital directors, and Department of Energy laboratory directors) are responsible to the President either directly or through designated channels. The President has "full authority and responsibility over the administration of all affairs and operations of the University, excluding only those activities which are the responsibility of the Secretary, Treasurer, and General Counsel of The Regents. The President may delegate any of the duties of his office except service as an ex officio Regent." (Standing Order, 100.4)

Several of the prescribed duties under Standing Order 100.4 are of particular relevance to procedures concerning academic policy and practice, the budget process, and communication between the system
office and the campuses. The President shall "consult with the Chancellors and the Academic Senate regarding the educational and research policies of the University" and inform them of related internal and external developments. The President makes recommendations to the Board concerning both the academic plans of the University and the several campuses, and, on an annual basis, the University's operating and capital budgets.

The President administers the Office of the President. The chief officers of his administration are two senior Vice Presidents (Academic Affairs, Administration), and three Vice Presidents (Budget and University Relations, Health Affairs, and Agriculture and Natural Resources).

The Senior Vice President - Academic Affairs acts in the President's absence. As the principal link between the administration and the Academic Senate, the Vice President's responsibilities include academic planning (instruction and research), policy and program review, library planning, academic personnel policy, student and faculty affirmative action, and student academic services. Other duties include the oversight of University Extension, Summer Sessions, the University Press, and the affairs of the Department of Energy Laboratories. Also, the Vice President is responsible for external educational relations, including those with the California Postsecondary Education Commission (CPEC), and for some aspects of accreditation.

The Senior Vice President - Administration is the University's chief financial and business officer. The Vice President coordinates financial activity and reporting, accounting and audits, manages contracts and grants administration, the auxiliary enterprises, and information systems and computing. Other responsibilities include the oversight of all staff personnel functions, affirmative action, and collective bargaining.

The Vice President - Budget and University Relations is responsible for budget analysis and planning, resource management, state and federal governmental relations, and communications and public affairs.

The Vice President - Health Affairs is responsible for policy planning and coordination for the health professions and health services provided by the University, including policies and practices of the teaching hospitals and clinics. The Vice President represents the University before governmental and other external groups concerned with the health sciences.

The Vice President - Agriculture and Natural Resources coordinates the statewide research and extension programs conducted at Davis, Berkeley, and Riverside, at the University Agricultural Experiment Field Stations and the county Cooperative Extension Offices, and oversees the management of the University's Natural Land and Water Reserve System.
c. The Chancellors

(3B1.5)

Broad powers have been delegated to the Chancellors, as described in Standing Order 100.6. Each campus has a Chancellor as its chief executive officer who is the head of all activities on the campus, with certain stated exceptions (in reference to which he must be consulted).

In all matters within his jurisdiction, the Chancellor has "administrative authority within the budgeted items for the campus and in accordance with policies for the University as determined by the President of the University." The Chancellor is "responsible for the organization and operation of the campus, its internal administration, and its discipline; and decisions made by the Chancellor in accordance with the provisions of the budget and with policies established by the Board or the President of the University shall be final."

d. The Academic Senate

(3C)

The composition and organization of the statewide Academic Senate are governed by Standing Order 105.1. The Academic Senate includes all members of the faculty holding the rank of Instructor, Assistant Professor, Associate Professor, Professor, Principal Administrative Officer, and persons holding certain other titles. The Academic Senate is otherwise authorized to determine its own membership and organization. It may delegate authority to its nine campus divisions or to its committees.

(2A5)

The Assembly of the Academic Senate has several universitywide committees. The executive committee is the Academic Council, which consists of the Chair and Vice Chair of the Assembly, the chairs of each of the nine campus divisions of the Senate, and the chairs of six of the universitywide standing committees. These are the universitywide committees for Educational Policy (UCEP), Planning and Budget (UCPB), Academic Personnel (UCAP), Faculty Welfare (UCFW), the Coordinating Committee for Graduate Affairs (CCGA), and the Board of Admissions and Relations with Schools (BOARS).

The duties, powers, and privileges of the Academic Senate are specified in Standing Order 105.2 and in certain other orders governing the obligations of the President or the Chancellors to consult with it. The Academic Senate, subject to the approval of The Regents, determines the conditions for admissions, for certificates, and for earned degrees. It makes recommendations to the President concerning all candidates for such degrees, and it must be consulted on the award of honorary degrees.

(4B6)

The Senate has been delegated the power to authorize and supervise all courses and curricula under the jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by The Regents, with certain stated excep-
tions. These exceptions include courses and curricula offered in professional schools offering work at the graduate level only, non-degree courses in University Extension, and certain other exceptions.

The Academic Senate has also been delegated the authority to advise a Chancellor concerning a campus's budget and to advise the President concerning the University budget. In practice, this advisory capacity is organized differently on the nine campuses. The universitywide Committee on Planning and Budget (UCPB) advises the President on the University budget.

Furthermore, the Academic Senate is authorized to advise the President and the Chancellors concerning the administration of the University libraries.

Finally, the Senate also has the right, through the President, to lay before The Regents its views on any matter pertaining to the conduct and welfare of the University.

e. Discretionary Student Participation

Students participate formally in University governance through the exercise of their discretionary power to appoint a student Regent. The Student Body Presidents Council (SBPC), which consists of the president of the undergraduate student body and the graduate student organization of each campus, nominates candidates for the position of student Regent. The SBPC also receives all of the agenda materials for Regents' meetings, often confers with members of the President's staff concerning agenda items and materials, and attends Regents' meetings. An SBPC representative may speak to the Board or its committees about any item on the agenda. The President or the Academic Vice President regularly consults with the SBPC, particularly on matters relating to the budget, student fees, and services.

Students also participate in governance through membership on certain advisory and planning committees, as well as committees of the Academic Senate. The membership of the Presidential Advisory Board and the Academic Planning and Program Review Board (APPRB) includes two graduate students and an undergraduate student recommended by the SBPC. Many campuses include student members in the planning groups that advise Chancellors. Certain universitywide Senate committees, such as the CCGA, also have student members.

f. Statewide Groups

The formal and discretionary governance structure described above is reflected in and supplemented by other groups. Those that function at the universitywide or multi-campus level are:
Administrative Councils: Several statewide groups consisting of campus administrators at various levels meet regularly and as needed with their counterparts in the President's Office. The Council of Chancellors (COC) meets monthly with the President to discuss a broad range of policy and fiscal matters. There are councils of Vice Chancellors (e.g., Academic, Student Affairs), Graduate Deans, Admissions Officers, and Financial Aid Officers. Other specialized groups or committees function in such areas as agriculture and research.

Senate Committees: The Academic Senate participates in universitywide affairs primarily through the Academic Council and some of the Standing Committees mentioned earlier, particularly UCPB, CCGA, UCAP, and UCFW. The Academic Council receives all agenda materials for the Regents' meetings. As part of its regular monthly meetings, the Academic Council consults with the President and senior members of his staff on a broad range of University matters.

Joint Administration/Senate Groups: The Academic Planning and Program Review Board (APPRB) is unique among statewide groups in its purposes and membership. The APPRB reviews and may make recommendations to the President concerning campus and University academic plans and planning statements, University enrollment plans at the undergraduate and graduate levels, academic policies at various stages of development, and whether to undertake universitywide program reviews of particular disciplines or fields.

The membership of the APPRB includes administrators from the Office of the President, universitywide Senate representatives, and faculty and student members-at-large. Its chair is the Senior Vice President - Academic Affairs.

The APPRB has two subcommittees. The subcommittee on program review makes recommendations to the President regarding proposals (previously approved by the CCGA) to add new programs or ORUs. A second subcommittee, headed by a faculty member, deals with issues related to health science and planning.

The Program Review Steering Committee (PRSC) advises the President and the Chair of the Academic Council regarding decisions they make jointly affecting universitywide cross-campus program reviews of various disciplines and fields. The PRSC evaluates requests for universitywide reviews (many emanate from the APPRB, Senate, or Chancellors) and recommends which reviews should be undertaken. The PRSC also advises the President about the charges to ad hoc review committees, and monitors the adequacy of review reports. The PRSC is chaired by a faculty member appointed by the President and the Chair of the Academic Council. Its members include the Chair of the APPRB and the chairs and immediate past chairs of the UCPB, CCGA, UCEP, and UCAP.
g. Methods of Communication

The formal governance structure and statewide bodies just discussed constitute a broad and flexible network of communication between the Office of the President, the Chancellors, other administrators, the Academic Senate, the students, and the faculty. As far as possible, the University's academic and budgetary policies and planning are developed and established through consultation and consensus.

h. Relations with External Agencies

The Office of the President interacts with the federal government about matters pertaining to federal regulations and to academic policy and support. Regulatory matters include such areas as contract and grant administration for large research projects (others are managed by the campuses), labor law, affirmative action, patents, and audits.

The University maintains an extensive network of people both within and without the UC system to facilitate its communication with the federal government. The Office of the President also maintains an office in Washington, D.C. that works with national education organizations. It communicates the University's views to the legislative and executive branches of government concerning pending legislation and regulations and funding of federal programs affecting research, instruction, student fellowships, and institutional support.

At the state level, the University interacts with the state executive and legislative branches of government, in particular: the Governor's Office, the State Department of Finance, the Legislative Analyst, and the various legislative committees concerned with the University's budget. The University maintains an office in Sacramento to facilitate communication.

The University also maintains contact with, and participates in, the affairs of the California Postsecondary Education Commission (CPEC). The Regents are represented on the Commission and the President of the University, or his designee, is a member of the statutory advisory committee that advises the Commission's Director. Relations with CPEC are the responsibility of the Senior Vice President - Academic Affairs.

The administration of the UC system works closely with CPEC because of its important statutory role and its position of influence within the state government. CPEC is charged by the Education Code with developing and annually revising a comprehensive five-year plan for postsecondary education in the State. It reviews and integrates the long-range plans of the three segments of public higher education. (Several years ago, the Legislature invited CPEC to advise it about the budgets for public higher education in the State.) In addition, the Commission advises the Governor and Legislature regarding proposals
for new academic programs and about the need for, and location of, new institutions and campuses in the State. It develops criteria for the evaluation of policies and plans for postsecondary education and conducts special studies at the request of the Legislature.

Proposals for new programs require consultation with CPEC. The University must submit specific information concerning any proposal to CPEC for review. Although CPEC does not have authority to disapprove new programs, as a matter of practice the University rarely begins a new program without the concurrence of CPEC.

A member of the President's staff acts as a liaison with the Western Association of Schools and Colleges in matters relating to accreditation.

3. Academic Policy, Planning, and Program Review

Academic policies are issued formally by The Regents, the President, and the Academic Senate. As noted above, The Regents must approve some presidential policies. Even though the President has full power to issue most policies, in practice he and his staff consult with the Chancellors and the universitywide Academic Senate on every significant policy matter. Typically, discussion in one or more of the forums described earlier is followed by the preparation and circulation of a draft issue or policy position paper to the Office of the President. The Office of the President then formulates and disseminates the final policy statement.

The Office of the President identifies academic policy and planning issues that affect the University as a whole, provides guidance for the campuses regarding the long-range prospects for state funding, and consults with the Chancellors and the Academic Senate to translate academic priorities into a budget proposal for The Regents. The budget process is described briefly in item 4 of this section. A more complete description, as it pertains to UCSD, may be found in Chapter XII.

The Office of the President sets planning goals and priorities for the system after extensive consultation. The President also sets the schedule for formal universitywide planning, including academic and enrollment plans. The University's academic plans of 1974 and 1975, and the issue-oriented University Planning Statement of 1981 reaffirm that the University's primary goal is the maintenance of a high level of academic quality, while at the same time seeking to emphasize both comprehensiveness (at the undergraduate level) and selectivity (at the graduate and professional level) in its academic programs. The latter policy ensures that new doctoral programs will be selectively developed in order to build on current campus strengths.

The guiding priorities of the planning process are to maintain and enhance quality, to maintain and improve student access to the Uni-
versity at the undergraduate and graduate levels (especially access by currently underrepresented segments of the California populace), to preserve the educational strengths of the three distinct segments of public higher education in the State, and to maintain the diversity of the nine-campus system by continuing the selective development of each campus and by encouraging intercampus cooperation.

The Chancellors advise the President on all important matters of academic and budgetary policy. Under the leadership of the Chancellors, the campuses are responsible for formulating plans for selective academic development, including rigorous program review. These plans should be consistent with a realistic assessment of the availability of resources.

The Academic Senate is the primary agency responsible for setting and monitoring standards of academic quality at universitywide and campus levels. Through its own universitywide regulations, the Senate sets standards for students admissions and for the appointment and promotion of faculty. New academic graduate programs and organized research units are administratively approved only after prior approval by the CCGA. The universitywide Senate participates through the PRSC in the selection of disciplines for universitywide program review when conditions of budgetary constraint or other needs call for resource decisions from the Office of the President. At each campus, the Senate determines courses, curricula, and graduation standards.

The program review process at the campuses is highly effective at maintaining and improving quality, as attested to by the high ratings received by the University's programs in national reputational surveys.

However, the review process was not designed to deal with the extraordinary strains imposed by the budgetary constraints of recent years. In 1980, the President adopted a statement on the policies and procedures regarding the review and consolidation of programs and the reallocation of resources specifically to fill this gap in the review process. Although only a few universitywide reviews have been completed, the process has already proven valuable in making decisions about the allocation of limited University resources. These procedures are themselves currently under review to determine how they might be strengthened.

4. The Budget Process

The University presents a single budget for the nine-campus system to the State. This is called the "Regents' Budget." The State appropriates funds for the operating budget of the University in a consolidated item, although there are usually several line-item appropriations for programs of particular interest to legislators. The State appropriates capital funds according to the individual project; funds for minor capital projects are appropriated as a single item. The
legislature appropriates salary funds separately from the operating and capital budgets. Salary increases are generally closely related to increases for all state employees.

The allocation of resources to UCSD thus begins as a part of the allocation process for the UC System. The campus provides workload, enrollment, and revenue statistics for the preparation and submission of Regents' Budget Tables in August. The campus also consults and negotiates with the Office of the President throughout the budget process. In September, the Office of the President prepares The Regents' Budget. The State incorporates this document into the annual Governor's Budget in January.

The Office of the President releases preliminary allocations for the campus shortly thereafter. Internal campus allocation processes begin with the receipt of this preliminary budget even while budget negotiations and legislative analyses proceed on the state level. After the Governor signs the Final Budget Act in July, the Office of the President establishes the final budget allocations to the campuses.

a. State Funds

State General Funds provide basic support for the University's three-fold mission of instruction, research, and public service. Funds are allocated to the campuses for faculty, teaching assistants, and instructional support, based upon enrollments. Other areas receiving support from state funding include the instructional use of computers, instructional equipment replacement, deferred maintenance, and utility costs.

b. Non-State Funds

The Office of the President also controls various non-state funding sources. UCSD and the other eight UC campuses receive equitable shares of these monies through direct negotiations with the President's Office.

c. Student Fees

All registered students pay University fees. The University of California does not charge tuition except for out-of-state students. This means that student monies are not used to support the cost of instruction. Fee levels are negotiated with the Office of the President, with the fees in some categories varying from campus to campus (such as Student Association fees or recreation fees). Students who do not qualify as California residents must also pay non-resident tuition. Rates for non-resident tuition, which cover instruction-related costs, are negotiated with the State. Although the campuses collect all fee revenue directly, the Office of the President determines the
authorized level of expenditure for each campus. In 1984-1985, the Legislature decided to develop long-term student fee policies and specific methods for fee level calculation.

The President allocates the operating funds received from the State to the campuses and to units in the Office of the President after consultation with Chancellors, Vice Presidents, and faculty groups. The processes for developing, negotiating, and allocating the operating and capital budgets of the University are somewhat different. A complete description of a single budget cycle may be found in Chapter XII.

5. Major Trends

In 1979, the Office of the President initiated a review of planning for the decade of the 1980's. That review, the conclusions of which were reported in University of California Planning Statement. Part I. General Campus Academic Issues for the Eighties, identified not only a number of long-range planning issues, but also the extent of administrative and Senate jurisdiction over each issue. The review analyzed the potential influences of a demographic decline in the college-age population on the size and composition of the University's enrollments, the challenges to academic planning for undergraduate and graduate education posed by the shift of student interest toward career-oriented programs, the problems of access posed by inadequate primary and secondary preparation, and the problems of faculty renewal and vitality that arise when opportunities for growth are limited. The University is now addressing these issues in its planning efforts.

6. The Effectiveness of the System in Meeting Its Goals

The academic programs designed to accomplish the University's mission are campus based. As such, the fundamental responsibility for ensuring their effectiveness is vested in the administration and Academic Senate on each of the nine campuses. The Office of the President and universitywide Academic Senate have responsibility for seeing that the University as a whole continues to function at the highest levels of quality. Through the efforts of all those involved in its governance, the University of California has become one of the finest universities in the world. The maintenance of that position will continue to require sustained effort and careful attention to both strengths and opportunities for improvement at all levels of operation.

7. Priorities for the 1980s

One responsibility of the President of the University is to articulate goals and priorities for the system. The following survey of priorities for the 1980's reflects recent concerns discussed in The
Regents' Budget and planning papers developed in the Office of the President.

a. Faculty Support

The quality of the University depends upon the quality of the faculty. The University's objective for the mid-1980s, therefore, is to continue to improve the conditions that contribute to the successful recruitment and retention of outstanding faculty.

b. Basic Skills

Because of increasing concern about the decline of basic skills among youth, the University has proposed in its 1985-1986 budget to establish new partnerships with the public schools and the community colleges. This effort is intended to increase the number of students prepared for University-level work, including underrepresented minority students, and to increase the number of students entering the University from the community colleges.

c. Undergraduate Enrollments

Looking ahead over the next two decades, there is the potential for substantial expansion in undergraduate enrollments. The University will work with the State to accommodate demand for admission by expanding its programs and facilities.

d. Graduate Enrollments

Graduate education is a distinctive and fundamental mission of the University. Graduate students constitute an important link between the teaching and research missions of the University and contribute significantly to the University's distinction. While the University is ranked as one of the finest academic institutions in the country, the budgetary caps on graduate student enrollments in recent years have weakened the University's ability to respond to student and societal demands, particularly in high technology areas. Reversal of this state of affairs is dependent upon state funding of the University's Graduate Enrollment Plan.

e. Student Affirmative Action

One of the greatest challenges facing the University in the 1980s stems from the changing demographics of the State. Within the next 15 years, it is anticipated that California's population will consist largely of members of ethnic minority groups. The student affirmative action program of the University, elements of which were first established 20 years ago, is a comprehensive effort designed to increase the
enrollment of qualified students from underrepresented ethnic and economic minorities. In its recently completed five-year plan, the University set specific goals for further increasing minority participation. The process of preparing the plan resulted in the elimination of duplicate services, greater emphasis being placed on improving basic academic skills, and the expansion of activities with the community colleges to improve transfer rates.

f. Research

The University is designated in the Master Plan for Higher Education as "the primary state-supported academic agency for research." While the principal benefit derived from University research is found in the discovery of new knowledge and the excellence of the University's instructional programs, other major advantages also accrue to the State. The contributions of research developments in high technology industries and the economic consequences of such developments are well known. Less well known are the contributions made to the quality of life by research in the arts and humanities which address issues of meaning and purpose and encourage an understanding of the qualitative dimensions of human existence. The 1985-1986 Regents' Budget contains a number of research funding proposals designed to expand the University's research activity on all fronts.

B. ACADEMIC SENATE

1. Authority

(3C) The Regents' Standing Order 105.2 grants the following duties, powers, and privileges of the Academic Senate:

The Academic Senate, subject to the approval of the Board, shall determine the conditions for admission, for certificates, and for degrees other than honorary degrees. It shall recommend to the President all candidates for degrees in course and shall be consulted through committees appointed in such manner as the President may determine in connection with the award of all honorary degrees.

The Academic Senate shall authorize and supervise all courses and curricula offered under the sole or joint jurisdiction of the departments, colleges, schools, graduate divisions, or other University academic agencies approved by the Board. . . . No change in the curriculum of a college or professional school shall be made by the Academic Senate until such change shall have been submitted to the formal consideration of the faculty concerned.
The Academic Senate shall determine the membership of the several faculties and councils, subject to the provisions of Standing Order 103.1(c), . . . provided that the several departments of the University, with the approval of the President, shall determine their own form of administrative organization, and all Professors, Associate Professors, Acting Professors, Acting Associate Professors, and Assistant Professors, and all Instructors of at least two (2) years' service shall have the right to vote in department meetings.

The Academic Senate is authorized to select a committee or committees to advise the Chancellor concerning a campus budget and to select a committee or committees to advise the President concerning the University budget.

The Academic Senate shall have the right to lay before the Board, but only through the President, its views on any matter pertaining to the conduct and welfare of the University.

The Academic Senate is authorized to advise the President and the Chancellors concerning the administration of the libraries of the University.

The Academic Senate is authorized to select a committee or committees to approve the publication of manuscripts by the University of California Press.

In addition, Regents Standing Order 100.4, "Duties of the President," includes the following provisions concerning the Academic Senate:

The President of the University, in accordance with such regulations as the President may establish, is authorized to appoint, determine compensation, promote, demote, and dismiss University employees . . . When such action relates to a Professor, Associate Professor, or an equivalent position; Assistant Professor; a Professor in Residence; a Provost; an academic Dean; or a Senior Lecturer with Security of Employment, or a Lecturer with Security of Employment, the Chancellor shall consult with a properly constituted advisory committee of the Academic Senate.

The President shall fix the Calendar of the University, provided that no session of instruction shall be established or abolished except with the advice of the Academic Senate and the approval of the Board.

The President is authorized to make awards of fellowships, scholarships, and prizes with the advice of the Chancellors and the Academic Senate, and to approve expenditures from appropriations, gifts, and endowments for these purposes.
The President shall consult with the Chancellors and the Academic Senate regarding the educational and research policies of the University, and shall keep the Chancellors and the Academic Senate informed about significant developments within the University and within the State and Federal governments which may have serious consequences for the conduct of education and research within the University. The President shall present recommendations to the Board concerning the academic plans of the University and of the several campuses. The President shall transmit to the Board any memorial which the Academic Senate may address to The Regents.

2. The Systemwide Academic Senate

The Academic Senate is a Systemwide organization composed of the appropriate faculty on all the campuses. Each campus has a division of the Senate responsible for local academic regulations and for initiating recommendations to the Senate as a whole. The chief authority of the Senate is the Assembly, a body composed of elected representatives of all the divisions. The presiding officer of the Assembly is the Chair of the Academic Senate, elected by the Assembly. The Assembly meets three times a year, once each academic quarter. Usually, one of the scheduled meetings is canceled.

The Assembly must approve, by majority vote, all academic regulations and programs leading to new degrees. It also approves the variances to Systemwide regulations of the individual divisions.

The chairs of the divisions form the Academic Council, which meets once a month under the chairmanship of the Chair of the Academic Senate. The Council also includes the chairs of the major standing committees of the Senate—the University Committee on Educational Policy, the University Committee on Planning and Budget, the University Committee on Academic Personnel, the Coordinating Council of Graduate Affairs, Faculty Welfare, and the Board of Admissions and Relations with Schools (BOARS). It advises the chair, who represents the Senate before The Regents and before the Legislature. The chair is elected a year ahead of time and serves as vice chair before assuming his or her position. The President and the Vice Presidents of the University meet with the Academic Council each month.

The Systemwide standing committees advise the Assembly on all changes in Systemwide legislation, including Systemwide regulations or divisional variances to Systemwide regulations, and consult with the Academic Council and the Office of the President on new programs and other academic business.
3. The San Diego Division

The activities of the San Diego Division of the Academic Senate are directed by an elected chair, who serves for one year. As in the case of the Chair of the Senate, the Chair of the Division is elected a year ahead of time and serves as Vice Chair before assuming his or her position. The chair sits on the Chancellor's Council, the Budget Council, and in the cabinet of the Vice Chancellor - Academic Affairs.

The Division meets monthly during the academic year. Usually one or two scheduled meetings are canceled. Most of the work of the Division is carried out by its committees (there are currently 24) the members of which are appointed by a nine-member, elected, Committee on Committees. The members of the Committee on Committees are elected to three-year staggered terms. The Committee on Committees also nominates faculty members for service on administrative committees. The administration may not appoint a Senate member to a committee without consulting the Committee on Committees.

The functions of the standing committees of the San Diego Division are set out in the Academic Senate Manual. The main committees are:

Executive and Policy Committee: Members are elected by the faculties of the four colleges, the School of Medicine, SIO, and the chairs of major Senate committees. It is chaired by the Chair of the Division. It supervises the work of the Division, sets the calendar, and may act for the Division in certain circumstances. It meets monthly.

Committee on Educational Policy: It approves courses, advises the Division about educational policy and regulations concerning academic programs, reviews undergraduate programs, and advises the administration on educational policy. It meets weekly.

Committee on Academic Personnel: It advises the Chancellor and Vice Chancellor - Academic Affairs on all academic personnel cases, recommends members of ad hoc review committees for individual candidates for appointment or promotion, and advises the administration on policy concerning academic personnel. It meets weekly.

Graduate Council: It advises the Division about graduate programs and regulations concerning graduate education, reviews graduate programs, and advises the administration about graduate affairs. It meets at least monthly.

The chairs of these committees and a few others form the Senate Council, which coordinates the work of the committees and advises the chair on Senate business. The council meets monthly alone and monthly with the principal campus administrators to discuss Senate/administration business and keep the lines of communication open.
C. CENTRAL ADMINISTRATION AT UCSD

The UCSD administration is divided into eight functional units, the heads of which report directly to the Chancellor. Six of these units are administered by Vice Chancellors: Academic Affairs, Undergraduate Affairs, Health Sciences and School of Medicine, Marine Sciences and Scripps Institution of Oceanography, Administration, and Business. The remaining two units are Information Systems and Computing, administered by the Director of Information Systems, and Hospital and Clinics, administered by the Associate Vice Chancellor, Health Sciences. Figure 42 depicts the current administrative structure of the campus.

1. Appointment and Review of Administrators

Administrative appointments are made in accordance with the University Management Program Personnel Policy Manual. The Senior Vice President for Administration in the Office of the President administers these policies and also chairs the Management Program Committee. This committee is composed of senior officers of the University and oversees the general administration of the Management Program.

In order to obtain competent administrators while attaining affirmative action goals, the University recruits for Management Program positions both from inside and outside the University. Recruitment may be limited to University employees if the internal applicant pool contains people who possess the desired knowledge, skills, and abilities and has the mix of underrepresented groups in the regional or national pool of potential applicants. Depending on the level of the management position, either the Chancellor or the Management Program Committee and the President makes the decision about whether or not to restrict recruitment to the University's employees.

In general, the Management Program Committee has authority in the appointment of "Officers of the University" (Vice Chancellors and Chancellors on the campuses) whose appointments must be approved by the Regents. The appointment of deans, college provosts, and other management personnel is under the authority of the Chancellor. The search for a new administrator is governed by the same affirmative action rules that govern faculty and staff searches.

a. Salary and Promotion

Management positions are assigned to one of nine salary grades or ranges based on their level of responsibility and their rank in relation to other positions in the Management Program. Advancement or increased salary within the range is based solely on merit. Merit
increases are normally awarded in accordance with guidelines established by the Management Program Committee.

Management level employees are promoted either by transfer to another position at a higher salary grade or assignment of a higher salary grade to the manager's current position. The Chancellor may also award a salary increase.

b. Review

Every January the Chancellor requests that each Vice Chancellor submit evaluations of all management level personnel. The immediate supervisor of a Management Program member conducts the appraisal. The appraisal assesses individual performance in order to foster professional development and career growth and to aid in determining merit pay increases. The formal performance appraisal process is described in Section 40 of the University Management Program Personnel Policy Manual. The annual appraisals of managers also serve as reviews of the entire administrative unit under their jurisdiction.

In theory, vice chancellors, deans, provosts, and department chairs are reviewed fully every five years. The reviews are supposed to be carried out by a faculty committee, which reports to the appropriate Vice Chancellor or the Chancellor. The review is confidential. The review is the basis for the decision to continue the appointment of the administrator for another five years. In practice, few reviews have been carried out. Department chairs rarely serve more than three years, and the campus has not felt it necessary to review its other administrators. Most of the present administrators have not yet served five years.

The University has also set up a five-year review of Chancellors. This review is carried out by the Academic Senate, which reports its findings to the President. These reports are also confidential, and the President can act on them as he sees fit.

In addition to these reviews of administrative personnel, the Internal Audit Department periodically reviews the operational and fiscal functions of individual units. The Internal Audit Department furnishes managers with analyses, appraisals, recommendations, counsel, and information concerning: the reliability and integrity of a department's financial and operating information and the means used to report such information; the department's compliance with University policies, plans, procedures, laws, and regulations; the existence and security of the department's assets; the economy and efficiency of a department's operations; and the correlation between a department's objectives and its accomplishments.

From time to time, a Vice Chancellor will commission an external management review of a unit under his purview. An external management consulting group conducts the review, spending several days
on campus and studying the records of the unit. The unit prepares a
detailed written response to the findings of the consultant.

Finally, the Academic Senate occasionally conducts reviews of ad-
ministrative units. For example, in 1982-83, an ad hoc committee of
the Senate reviewed the Office of the Registrar and Admissions. The
committee reported to the Chair of the Senate who consulted with the
Vice Chancellor - Undergraduate Affairs about the committee's find-
ings and recommendations. Although a review by the Senate is not
"official," it carries considerable weight, and the recommendations of a
Senate committee are taken seriously.

The campus thinks that the combination of yearly management
appraisals, regular internal audits, and occasional reviews by con-
sultants or the Senate keeps the management of the campus effective
and responsive to changing conditions and needs. During the past five
years, the Chancellor and Vice Chancellors have reorganized many of
the campus's administrative units, and the reviews have contributed to
the basis for these changes.

2. Conflict of Interest

(1A8) The Political Reform Act of 1974 set up a mechanism to identify
and prevent conflicts of interest in elected or appointed officials. The
Legislature extended the act to cover personnel of the University of
California in 1980. The University has issued a Conflict of Interest
Code that requires all its employees and officers to disqualify them-
selves from participating in a University decision when a financial
conflict of interest exists. Under regulations issued by the Fair
Political Practices Commission (FPPC), a conflict of interest exists if
the financial interest is greater than $250.

The regulations apply both to administrative personnel and to fa-
culty, particularly to principal investigators who are responsible for
purchases made under grants and contracts. The campus has estab-
lished separate disclosure programs for administrators and principal
investigators. The Coordinator - Affirmative Action/Special Programs
in the office of the Vice Chancellor - Business supervises both pro-
grams.

"Designated officials," i.e. administrators, must file an annual
disclosure statement in addition to disclosure statements upon assuming
and leaving office. This program is simple and easy to administer, but
it has not been completely reliable because the Academic and Staff
Personnel Offices, occupied by their own business, have not notified
the Conflict of Interest Coordinator about changes in the status of
personnel. The Coordinator does not view this lag in reporting as a
serious problem.

The principal investigator program is much more time-consuming
than the designated official program. Each principal investigator must
file three separate disclosure statements: when he or she applies for funds, when a grant or contract is up for renewal, and when a project concludes. Each disclosure must be reviewed by a committee composed of qualified researchers. The Coordinator must keep a historical record of the disclosure and review process and must send the entire file to the FPPC. Negative ("no interest") disclosures are merely reviewed, logged, and sent on to the commission. Positive ("interest exists") disclosures are logged, a detailed questionnaire is sent to the investigator, the response is reviewed by the Review Committee, recommendations are sent to the Chancellor, and the entire file is then sent to the commission. All original records are maintained on campus and are made available to the general public upon request.

The volume of disclosures by principal investigators, over 3,000 since the inception of the program, has burdened the Conflict of Interest Review Committee. Setting specific and staggered terms of service for committee members is being examined as a way to spread the burden while maintaining continuity.

D. PRINCIPAL CAMPUS OFFICES

1. Office of the Chancellor

(3B1,2)

The Chancellor has general authority over the campus. As head of the administration, he is responsible for setting up the administrative structure and making sure that the various units function properly. He also has specific delegated authority to sign employment contracts of faculty and staff and to represent the University in public forums.

At UCSD, the Office of the Chancellor is small. It includes two Assistant Chancellors and a special assistant to the Chancellor. In effect, the Chancellor relies on the Vice Chancellors for carrying out most of the business of the campus. UCSD has a cabinet government, which has worked very well. This section describes the Chancellor's staff, the Chancellor's Council, and the Board of Overseers, a group of community leaders who advise the Chancellor on a wide variety of issues.

a. Chancellor's Staff

i. Assistant Chancellor

The Assistant Chancellor is the personal liaison between the Chancellor and the faculty of the University. He also serves as the closest adviser to the Chancellor and manages the Chancellor's support staff. His functions are too varied to list, but, in general, they include liaison with the Senate and with the staffs of the Vice Chancellors when the Chancellor's office is directly involved in some busi-
ness being taken care of by a Vice Chancellor's staff. He also assists the Chancellor in dealing with local government, industry, and fund raising.

ii. Assistant Chancellor (Affirmative Action)

This officer is responsible for the affirmative action program for the faculty. At this time, the office is part-time and is held by the provost of Third College. The office is responsible for dispersing funds for the support of minority faculty. These funds are granted to the campuses by the Office of the President. In addition, the office has general oversight of affirmative action. It helps departments recruit minority faculty and works with departments to ensure that they give minority candidates for positions good assessments.

iii. Special Assistant to the Chancellor

The Special Assistant prepares speeches, reports, and editorials for the Chancellor; serves as a liaison between the Chancellor and the faculty, students, senior administrative staff, and the local community; and represents the Chancellor as requested.

iv. Administrative Secretary to the Chancellor

The Chancellor's Administrative Secretary serves as the executive secretary and administrative aid to the Chancellor. The Administrative Secretary coordinates and organizes the daily activities of the Chancellor.

v. Administrative Analyst

The Administrative Analyst coordinates public ceremonies and the management review program, manages office budgetary matters not otherwise assigned to the administrative assistant and the secretary, and assists with the affirmative action program as needed.

vi. Assistant Administrative Analyst

The Assistant Administrative Analyst supports the Assistant Chancellor and the Special Assistant to the Chancellor; analyzes and prepares written material as required; manages some budgetary matters, including payroll.

vii. Secretary

The Secretary serves as the office receptionist, maintains travel records, and manages the discretionary fund account.
b. Chancellor's Council

The Council is composed of senior campus administrators, including: the Vice Chancellors, the Chair of the Academic Senate, the Chair of the Council of Provosts, the Director of the Hospital and Clinics, the Dean of Graduate Studies and Research, the Director of Development, the University Librarian, the Assistant Chancellor, and the Special Assistant to the Chancellor. The Council meets weekly to discuss matters of major concern to UCSD; issues of topical interest are presented and debated at each meeting. In many cases, final policy decisions are based on these discussions.

c. Board of Overseers

The UCSD Board of Overseers promotes effective communication between UCSD and the San Diego community and provides advice to the Chancellor on matters of concern to the campus and its role in the community. Over time, it has become one of the most important links between UCSD and the local community.

The Board is composed of 40 community leaders representing San Diego's diverse cultural, ethnic, and geographic communities. Seven ex officio members include the Chancellor, the Chair of the Chancellor's Associates, the Secretary of the Board of Overseers, and representatives of the faculty, staff, students, and alumni. The Board meets four times each year and considers issues brought to it either by the Chancellor or by its membership.

Figure 43 shows the organizational structure of the Office of the Chancellor.

2. Vice Chancellor - Academic Affairs

a. Responsibilities and Authority

During the early years of the campus, the Chancellor fulfilled many of the responsibilities now assigned to the Vice Chancellor - Academic Affairs (VCAA). The Chancellor appointed a part-time VCAA in the late 1960's and established a full-time position in 1972. As the chief academic officer of the campus, the VCAA is responsible for all academic personnel matters, graduate and undergraduate education, research activities in the departments and organized research units, allocation of space and FTEs, academic planning, faculty recruitment and retention, and academic affirmative action. In addition, the VCAA serves for the Chancellor in his absence.

The following academic units report directly to the VCAA: Academic Affirmative Action, Academic Computing, Academic Personnel,
FIGURE 43

CHANCELLOR

Richard C. Atkinson

Assistant Chancellor

Patrick J. Ledden

Assistant Chancellor

Faustina Solis

Special Assistant to the Chancellor

Anthony Kane
College Provosts, Dean of Arts and Humanities, Dean of Natural Sciences, Dean of Social Sciences, Dean of Engineering, Dean of Graduate Studies and Research, General Campus Department Chairs, Media Center, University Extension, Summer Session, and University Library.

The VCAA holds regular meetings with the heads of the units reporting to him. He also has a cabinet that meets weekly. It is composed of the deans, the college provosts, the University Librarian, the Chair of the Senate, and key members of the VCAA's staff. In addition, the VCAA's staff, including the deans and unit heads reporting to him, but not the college provosts or Chair of the Senate, meets every other week.

b. Vice Chancellor's Staff

i. Assistant Vice Chancellor - Academic Personnel

The Assistant Vice Chancellor - Academic Personnel is responsible for administering the academic review process, campus policies regarding academic personnel, and the Faculty Home Loan Program. She interacts with departmental chairs and staff about the review or appointment process and about the schedule of reviews of departmental members. She also coordinates the review process with the Senate's Committee on Academic Personnel and assists the deans in the appointment of temporary faculty. She acts as liaison with the Office of the President on all academic personnel matters, maintains the security of all academic personnel records, serves as a consultant to the Program Review Committee and the Campus Housing Planning Committee, advises the VCAA on personnel funds, and conducts analytical studies of academic employees as required.

ii. Assistant to the Vice Chancellor

The Assistant to the Vice Chancellor has primary responsibility for advising the VCAA and academic units about collective bargaining and labor relations; for administering grievance and layoff policies for non-Senate academic appointees; for acting as liaison with the Academic Senate on matters of discipline, conduct, discrimination, and sexual harassment; for preparing comprehensive summaries of confidential material in personnel records; for supervising the Instructional Improvement Program and the Regents' Professor and Lecturer Programs; and for representing the University in discrimination complaints filed with state and federal agencies. The Assistant to the Vice Chancellor is also UCSD's representative on the University's bargaining team in the negotiations with the AFT concerning non-Senate faculty (Unit 18).
iii. Financial Officer

The Financial Officer manages General Campus support and equipment resources for the VCAA; serves as liaison with all units reporting to the VCAA regarding such matters as planning, budgeting, accounting, contract and grant administration, financial outlay, and space; serves as liaison with the financial officers in the School of Medicine and SIO; assists units reporting to the VCAA with budgetary planning, the resolution of resource problems, and the implementation of approved programs; administers General Campus space and minor and major capital budget items; and conducts financial studies of programs and proposed programs as necessary.

iv. Assistant to the Vice Chancellor

The Assistant to the VCAA manages the VCAA's daily workload schedule; maintains the VCAA's calendar; serves as liaison with faculty, staff, and students; delegates action on documents, reports, and correspondence; serves as confidential aid in matters that cannot be delegated to others; and manages the staff of the Academic Affairs Office.

c. Program Review Committee

Chancellor William McGill established the Program Review Committee (PRC) in 1970 to apprise him of the views of faculty, staff, and students on the allocation of resources within the campus. After the VCAA became a permanent, full-time officer, the PRC became an adviser to him, its purview limited to the General Campus. The Chancellor's Council then became the body that advised the Chancellor about allocation of resources for the campus as a whole. In 1982-83, the Budget Committee took over this function, although the Council still discusses allocation of resources from time to time.

The PRC is among the most powerful administrative bodies on campus. Through it, the decision-making process in budgetary matters is made public and is open to influence from the Senate and the departments. Budgeting is a public activity at UCSD, and the campus is committed to maintaining this system.

PRC advises the VCAA concerning the allocation of General Campus resources, including faculty positions, teaching assistantships, instruction and research support, instructional equipment, and space. The VCAA chairs the committee, which meets weekly throughout the year. It recommends a scheme for the allocation of faculty resources in December and for the allocation of instructional support funds in April, but lesser decisions are made throughout the year.

PRC has several subcommittees. The faculty allocation subcommittee, chaired by the VCAA, analyzes departmental requests for posi-
tions and makes a recommendation of allocation to the full PRC. The space allocation and management subcommittee, chaired by the Dean of Arts and Humanities, analyzes the space needs of departments and programs and recommends reallocation of space on the General Campus. It also adjudicates disputes over space among the departments, advises the Dean and VCAA about the General Campus positions on campuswide space issues, and prepares recommendations on General Campus minor and major capital projects. The space subcommittee also supervises the preliminary planning of major facilities for the General Campus. The equipment subcommittee, chaired by the Dean of Graduate Studies and Research, analyzes the equipment requests of departments and programs and makes a recommendation to the full PRC.

The PRC is composed of 13 voting members and five consultants. Besides the VCAA, the voting membership includes the chairs of the Committee on Educational Policy and the Committee on Planning and Budget, the Chair of the Council of Provosts, five deans (Arts & Humanities, Social Sciences, Natural Sciences, Engineering, and Graduate Studies and Research), faculty at large, a graduate student, and an undergraduate student. The Staff Association, Library, Planning Office, Academic Personnel Office, and Academic Affairs each provide one consultant for the PRC.

d. Administrative Changes

In early 1985, the VCAA proposed major changes in the administrative structure of Academic Affairs. In Fall 1985, the position of Dean of Arts and Sciences was replaced by three disciplinary deans (Natural Sciences, Social Sciences, and Arts and Humanities) and an Associate Vice Chancellor - Academic Planning. Essentially, the new deans share the responsibility that the Dean of Arts and Sciences had for departments and programs. They also help the new Associate Vice Chancellor with academic planning by coordinating the plans for the departments under them. The deans are two-thirds appointees. The Dean of Arts and Sciences became the Dean of Arts and Humanities and also serves as Associate Vice Chancellor - Academic Planning. He continues as accreditation liaison officer. There is no necessary connection between any one of the deanships and the Associate Vice Chancellorship, and in the future another of the deans might serve in that position. The college provosts remain in place and continue to function as they have up to now. Figure 44 shows the old organization. (The new chart has not been drawn.)

3. Vice Chancellor - Undergraduate Affairs

The Vice Chancellor - Undergraduate Affairs (VCUA) oversees those aspects of undergraduate and graduate student life not directly related to the classroom. These include undergraduate admissions, the registration of all students, support and counseling services for stu-
VICE CHANCELLOR-ACADEMIC AFFAIRS
ORGANIZATION CHART

CHANCELLOR

Financial Officer
Gerard Smith

Vice Chancellor-Academic Affairs
Herbert C. Ticho

Assistant to the VCA
Thomas E. Hall

Dectants
Neville College
F. Thomas Bond
Main College
John L. Stenbit
Third College
Edwin N. Wells
Warren College
Michael Addison

Dean
Arts and Sciences
Stanley A. Chodorow

Dean
Graduate Studies
and Research
Richard E. Atiyeh

General Campus
Organizational Research
Unit Directors

Department Chairs

Dept. of ANES
Dept. of EECS

Faculty Coordinator,
286 Computing
Donald K. Anderson

Director,
Summer Session
Thomas E. Hall

Director,
Institutional
Media Program
Sherman George

Auditorium Manager,
Henderson Center
Alan E. Johnson

Office Manager,
Academic Personnel
Beverly Chavoya

* Duties of Dean now divided among Deans of Arts & Humanities, Social Sciences, and Natural Sciences. Dean of Arts & Humanities also serves as Associate Vice Chancellor for Academic Planning.

** Acts for the Vice Chancellor-Academic Affairs in his absence.
students, student organizations, student government, campus recreation, and the intercollegiate athletics program. Graduate students fall under his purview because he administers a budget deriving from registration fees, which graduate students pay along with undergraduates.

The Deans of Students of UCSD’s four colleges report directly to both the VCUA and the Provosts of the colleges. The Provosts report to the Vice Chancellor - Academic Affairs while maintaining a close working relationship with the VCUA. Besides the recreation and athletics programs, the VCUA manages five student service “clusters.” They are: the Registrar, Special Services Center, Academic and Student Financial Services, Student Development, and the University Center. Descriptions of each cluster are in the subsection entitled “Vice Chancellor - Undergraduate Affairs” in Chapter IX, “Academic Support Services.” Figure 45 shows the structure of the VCUA’s area.

4. Vice Chancellor - Health Sciences

The Vice Chancellor - Health Sciences also holds the position of Dean of the School of Medicine. The Vice Chancellor/Dean is the chief academic officer of the School of Medicine and is directly responsible to the Chancellor for the school’s governance and administration.

The Director of the UCSD Medical Center, who also serves as Associate Vice Chancellor for Health Sciences, reports to the Vice Chancellor - Health Sciences.

a. The Staff of the Vice Chancellor - Health Sciences

i. The Associate Dean for Academic Affairs

The Associate Dean for Academic Affairs is a half-time position. The Associate Dean reviews and approves departmental academic personnel recommendations, facilitates the operation of the School of Medicine Committee on Academic Personnel, and oversees the operations of the Office of Learning Resources and the Office of Animal Resources.

ii. The Associate Dean for Administration

The Associate Dean for Administration manages the school’s fiscal, administrative, and practice plan affairs.
iii. The Associate Dean for Planning

The Associate Dean for Planning is responsible for long range planning, program development, and the health sciences capital budget programs. This Associate Dean also represents the school and the Vice Chancellor in community, legislative, and professional forums.

iv. The Associate Dean for Admissions

The Associate Dean for Admissions administers admissions, student financial aid, and minority recruitment.

v. The Associate Dean of Student Affairs

The Associate Dean of Student Affairs manages all support services for students (except financial aid) and provides staff support for committees on student affairs, educational policy, standing and promotion, core curriculum, and electives.

vi. The Associate Dean of Continuing Education

The Associate Dean of Continuing Education organizes, coordinates, and accredits postgraduate medical activities for physicians and acts as liaison to local, state, and national continuing education agencies.

vii. The Special Assistant to the Vice Chancellor

The Special Assistant to the Vice Chancellor is responsible for all legal matters (except hospital/patient care involving School of Medicine faculty and staff), acts as the collective bargaining representative for the school, acts as the liaison with the Staff Personnel Office, and coordinates the Board of Visitors and the Alumni Planning Group.

b. Council of Chairs

The Vice Chancellor and Dean are advised by a Council of Chairs composed of the chairs of the school’s departments, representatives from the participating General Campus departments, and the Chair of the Faculty Council. The council meets monthly.

A standing committee, consisting of the chairs of clinical departments as well as an elected representative from each department,
supervises the operation of the medical school Clinical Compensation Plan.

c. Health Sciences Planning Committee

The School of Medicine recently established a health sciences planning committee to improve the coordination of planning between the School of Medicine and the Medical Center.

d. Faculty and Faculty Council

The School of Medicine faculty is one of the faculties under the San Diego Division of the Academic Senate. It meets in general session quarterly and elects a Faculty Council to advise the Dean on a continuing basis. The elected chair of the SOM faculty is also Chair of the Council.

The Council advises the Dean on all matters relating to undergraduate and graduate medical education, and the training of other health professionals. School faculty members also participate in campuswide committees of the Academic Senate.

Faculty members are kept abreast of developments within the school through general faculty, department, and division meetings. In addition, a publication entitled The Faculty Forum is distributed to all faculty members 10 times a year. Finally, the Vice Chancellor and his chief administrative officers are always available for information, assistance, and advice.

e. Student Participation

Medical students at UCSD have traditionally not been interested in structured student governance. Instead, each year the students in the first and second years of their training form a steering committee that meets regularly with staff from the Office of Student Affairs to address issues of interest or concern to the students. The School of Medicine includes students on all committees of the Faculty Council and on ad hoc committees. The students have a well-appointed lounge and office and publish their own quarterly newspaper.

Figure 46 shows the structure of the office of the Vice Chancellor - Health Sciences.

5. Vice Chancellor - Marine Sciences

The Vice Chancellor - Marine Sciences is also Director of the Scripps Institution of Oceanography. He is responsible for the appointment of research staff at SIO and for the operation of the
institution's ships. Altogether, SIO is made up of several ORUs and the Graduate Department of SIO. The Vice Chancellor - Marine Sciences sits on the Chancellor's Council.

The Vice Chancellor is assisted by a Deputy Director and an Assistant Director of SIO. The Deputy Director is responsible for the operation of the ships, the Assistant Director for the business affairs of the institution.

5. Vice Chancellor - Administration

a. Responsibilities and Functions

(3B1) The Vice Chancellor - Administration supervises and coordinates short and long-range institutional planning, budget administration, capital outlay, space management, internal audits, contract and grant administration, university relations, development, and administrative records. The Vice Chancellor's office assists the campus community in developing academic, fiscal, and physical plans by collecting, analyzing, documenting, and disseminating pertinent data. The staff is dedicated to helping the Chancellor, Vice Chancellors, Deans, Provosts, and Faculty achieve timely, well-informed decisions concerning campus planning and resource acquisition and management.

The Vice Chancellor - Administration is a new position, created in 1985 to assume duties formerly held by the Vice Chancellor - Resource Management and Planning and by the Vice Chancellor - Business and Finance. The change in administrative structure was made after the Vice Chancellor - Business and Finance retired. His position has been restructured as the Vice Chancellor - Business. The planning functions, such as the Office of Design and Construction, formerly carried out by Business and Finance will now become part of the Vice Chancellor - Administration's operation. Business Affairs, Physical Plant, Staff Personnel, and similar functions will remain under the Vice Chancellor - Business. All the units of both Vice Chancellors are currently under the Vice Chancellor - Administration pending the appointment of a Vice Chancellor - Business.

The Vice Chancellor - Administration is a member of the Chancellor's Council, and may, at the request of the Chancellor, attend meetings of The Regents, the Council of Chancellors, the Board of Overseers, and various universitywide and campuswide committees. He regularly works with the Senate's Committee on Planning and Budget.

b. Organization of the Office

Administration is organized into seven units: Contracts and Grants, Administrative Records, Development, Internal Audit, Campus Planning, Resource Management, and University Relations.
i. Contracts and Grants

The Contracts and Grants Office directs the campuswide administration of contracts and grants for research. This unit negotiates contracts, processes proposals, and assists principal investigators in applying for grants and in the management of sponsored projects. The office publishes a newsletter on matters of concern to those who have or plan to apply for grants from federal agencies, industry, or private foundations.

ii. Administrative Records

The Administrative Records Office maintains central files of Chancellorial correspondence, The Regents and Council of Chancellors agendas, administrative committees, and the UCSD Policy and Procedure Manual. In accordance with applicable laws and UC policy, this unit directs the Privacy and Access to Information Program.

iii. Development

The Development Office initiates and directs the fund-raising program of the campus, administers the UCSD Foundation and the Chancellor's Associates, and oversees alumni development, annual and deferred giving programs, and special fund-raising efforts. This office has grown in the past five years from a single professional staff member to three. It is likely that it will continue to grow as the campus's effort to raise funds in the private sector increases.

In Fall 1985, the Development Office was put under a new officer who also supervises the Public Information Office.

iv. University Relations

The Office of University Relations is responsible for the relationship between UCSD and governmental agencies, the relationship between UCSD and the local community, and the dissemination of public information. The office maintains current information about legislation affecting the University and involves appropriate campus offices as necessary to further the interests of the campus. The office also develops and directs campus/community planning activities.

v. Internal Audit

The Internal Audit Office develops and directs internal audits of the fiscal and operational functions of administrative units. The purview of the office includes conducting evaluations that (1) ensure the efficient and economical use of resources, (2) account for and safe-
guard UCSD's assets, (3) assess the reliability of management data, and (4) determine the effectiveness of a unit's performance according to its plans, policies, and procedures. The office also serves as a liaison with the Office of the President on audit-related matters.

**vi. Campus Planning Office**

The Campus Planning Office coordinates the development of short- and long-range plans for UCSD's academic, fiscal, and facilities programs, although the Vice Chancellor - Academic Affairs and the Academic Senate bear the fundamental responsibility for academic planning. The office has four subdivisions: Academic and Resource Planning, Analytical Studies, Institutional Programming, and Physical Planning. The office assists other campus units in the collection and analysis of data and serves as a liaison with the Office of the President on a variety of planning-related matters.

**vii. Resource Management**

The Resource Management Office reviews current budgetary resources and projects campus budgetary and fiscal requirements. The office has three subdivisions: Budget Operation, Capital Outlay and Space Management, and Resource Analysis. Information generated by each of these three subdivisions is coordinated for the submission of UCSD's budgets to the Office of the President and the Regents. The office also deals directly with the State Department of Finance and the Legislative Analyst's Office in budgetary and capital planning matters concerning UCSD.

**viii. Facilities Design and Construction**

Facilities Design and Construction encompasses architectural and engineering design services, construction contract award, administration, and inspection services; and participation in campus facility planning activities. This office was formerly under the Vice Chancellor - Business and Finance.

The campus has not drawn up an organization chart for the Vice Chancellor - Administration's area of responsibility. Figure 47 shows the structure of the Vice Chancellor - Resource Management and Planning, which is very similar to that of the new position.

**6. Vice Chancellor - Business**

The Vice Chancellor - Business serves as a member of the Chancellor's Council and is responsible for providing the following business, financial, and service functions for the campus:
FIGURE 47
VICE CHANCELLOR-RESOURCE MANAGEMENT AND PLANNING
ORGANIZATION CHART *

CHANCELLOR

Vice Chancellor-Resource Management and Planning
V. W. Kennedy

Special Assistants
M. Parrott
M. Kallivoda

Director, Planning
Jeff Steindorf, (Interim)
Analytical Studies
Facilities Planning
Institutional Planning

Associate Vice Chancellor Resource Management
J. Woods
Budget
Capital Outlay
& Space Management
Resource Analysis

Administrative Records
L. Sctoa

Internal Audit
M. Bowler

Contracts & Grants
H. Moore

Development/Alumni
R. Ramseyer

University Relations
B. Darling
Campus/Community Planning
Public Information Publications

*Title is now Vice Chancellor-Administration
**Acts for the Vice Chancellor-Administration in his absence
***Now directed by B. Darling
a. Organization of the Office

i. Financial Services

Financial Services consists of accounting, payroll, and reporting services; loan administration and collection; and central cashiering operations.

ii. Staff Personnel Services

Staff Personnel Services oversees employment, wage and salary administration, job classifications, training and development, labor/employee relations, employee benefits, employee records, and vocational rehabilitation.

iii. Affirmative Action/Conflict of Interest

Affirmative Action/Conflict of Interest supervises the Campus Affirmative Action Program as it applies to nonacademic employees. The office monitors and reports progress toward affirmative action goals in Personnel, Purchasing, and Construction; it is one of the principal links between the campus and the general minority population.

In addition, the office provides support for UCSD's Independent Review Committee on Conflict of Interest and monitors the filing of statements of economic interest by designated employees (as determined by the FPPC) and Principal Investigators whose research is funded by nongovernmental entities.

iv. Business Services

Business Services oversees central Business Office operations, which include general business matters, insurance, and related activities; Service and Auxiliary Enterprises, which include the bookstore, graphics and reproduction services, mail and messenger services, telecommunication services, machine shops, and the day care center; Material Management, which includes purchasing, receiving, and inventory; and Storehouse operations.

v. Community Safety

Community Safety includes the campus police, environmental health and safety, and campus parking operations and transportation services.
vi. Housing and Food Services

Housing and Food Services provides for the on-campus housing needs of students and faculty; food service requirements for students, faculty, and staff; and catering operations.

vii. Physical Plant Services

Physical Plant Services provides for building operation and maintenance, utilities operations and distribution systems, campus custodial services, and grounds maintenance.

The campus has not drawn up an organizational chart for the Vice Chancellor - Business's area. Figure 48 shows the structure of the Vice Chancellor - Business and Finance, which is very similar to that of the new position.

E. THE FOUR COLLEGES

The College System is one of UCSD's most distinctive characteristics. The campus conducted a thorough review of the system in 1982 and concluded that:

1. The vast majority of students, faculty, and staff favored the continuation of the college system;

2. The system was basically fulfilling its purpose of combining many of the advantages of a small college environment with those of a major research university;

3. The system could be improved by giving the four college Provosts more responsibility and authority;

4. The system did not cost any more to maintain in dollars per student than the structure of divisional academic deans common to other campuses of the University; and

5. The campus should start a fifth college instead of expanding the present four colleges to accommodate future growth of the undergraduate student body. As noted in Chapter II, the campus is beginning to plan a fifth college.

The administrative structures of the four colleges have much in common, though they vary in some details. Each college has its own Provost, Dean of Students, student council, advising staff, and faculty. The college faculties are segments of the San Diego Division of the Academic Senate, and their actions and regulations must be approved by the whole division.
**Title is now Vice Chancellor-Business Affairs**

**Acts for the Vice Chancellor-Business Affairs in his absence**

***This office now reports to Associate Vice Chancellor-Resource Management***
I. College Provosts

The Provosts are the chief academic and administrative officers of their respective colleges. Each Provost holds a tenured, ladder-rank faculty appointment in a campus department. He or she reports directly to the Vice Chancellor - Academic Affairs. The Senate’s Committee on Educational Policy has delegated authority to the Provosts to sign student petitions and monitor Senate regulations. The Provosts are responsible for freshman orientation, academic counseling, graduation, the designation of college honors, and dismissal. Departments are responsible for monitoring students’ satisfaction of major and minor requirements.

The Provost of each college works closely with the college’s Dean of Students, who is jointly supervised by the provost and the Vice Chancellor - Undergraduate Affairs. The goal of this unusual arrangement is a close cooperation between the academic and non-academic aspects of student life in the colleges. Each college Provost is also a member of the Council of Provosts (COP), which meets weekly to discuss issues and policies that affect the colleges.

The Provost of each college reviews every personnel file of the college’s faculty members who are recommended for appointment, promotion, or merit increases, paying particular attention to the teaching effectiveness of the candidates. In addition, the Council of Provosts reviews those considered for appointment or promotion to tenure or for promotion to full professor. The provost or COP then forwards its recommendations to the Committee on Academic Personnel and the academic departments.

The COP is also responsible for assigning faculty members to a particular college. Faculty may change colleges if they desire. The COP reviews and coordinates student housing policies, in conjunction with the Vice Chancellor - Business, and forms, with the Dean of Graduate Studies and Research, the Teaching Assistant Allocation Committee, which reports to the Program Review Committee. Finally, the COP controls seven FTEs, which it uses to assist departments and programs in offering innovative courses. The Chair of the COP serves on the Chancellor’s Cabinet and the Program Review Committee (PRC). All the provosts serve in the cabinet of the Vice Chancellor - Academic Affairs.

Besides serving on the COP, the Provosts also serve individually on numerous administrative committees, where they seek to represent the interests of the entire undergraduate population.

The academic departments are independent of the colleges, and vice versa. Interaction between the colleges and departments tends to be more informal than formal. Colleges and departments both report to the Vice Chancellor - Academic Affairs.
2. College Deans

The four Deans of Student Affairs coordinate student social activities, review and administer academic and social discipline, counsel students, and refer students to appropriate campus and community support systems. As mentioned earlier, the Deans serve simultaneously under the Provosts and the Vice Chancellor - Undergraduate Affairs.

The Resident Deans operate under the supervision of the Dean of Student Affairs of their college. They are responsible for the welfare and activities of students living in residence halls.

3. The Administrative Structure of the Colleges

a. Revelle College

The college is run by the Provost, assisted by an executive committee composed of the Provost, four elected faculty members (two-year staggered terms), two students, the Dean, and the Coordinator of Academic Counseling. The committee meets monthly to discuss issues and to review, formulate, and implement new policies and procedures. The executive committee also has ten committees under its purview and appoints students to serve on these committees.

b. John Muir College

The Provost relies on a committee composed of himself, the Provost's assistant, the Dean, the Director of Academic Advising, and the college business manager. This committee meets once a week to discuss matters relating to college governance.

The Executive Committee of the Muir Faculty advises the Provost and monitors the operation of his staff. It has not had many occasions to meet in recent years.

The Muir Curriculum Review and Development Board, composed of five faculty and four student members, oversees the general education program for the college. In addition, it scrutinizes all general education sequences, and each year selects a number for in-depth study. It is a powerful group and not popular with department chairs because of its insistence upon unity and coherence in general education course sequences.

c. Third College

The Provost appoints faculty to the Academic Affairs and Curriculum Review Committee. The committee advises the Provost on a variety of academic affairs and ensures that the college adheres to its
approved academic plan. The committee also approves, implements, and coordinates any new academic programs.

The chair of the faculty and the chair of the Third College Student Council serve as co-chairs of the Third College Council, a group composed of students, faculty, and staff that advises the Provost on a wide array of college concerns.

d. Earl Warren College

An executive committee composed of faculty, students, and staff oversees the college. This committee meets quarterly with the Provost and Dean of the college to consider policies relating to the educational plan of the college, to review and evaluate existing programs, and to provide guidance for the development of new programs.

F. STUDENT PARTICIPATION IN GOVERNANCE

I. Student Government and Boards

Undergraduate students at UCSD have many opportunities to become involved in universitywide and campus governance through various boards, committees, associations, councils, and student organizations. (For universitywide opportunities, see Section A of this chapter.) There are seven student governing boards at UCSD: the Associated Students, Student Center Board, Campus Programming Board, Media Board, Election Board, and Judicial Board. Clearly defined charters and by-laws govern the function and operation of each board. The Associated Students (AS) is the campuswide student government and allocates student activity fee revenues, which currently amount to approximately $500,000 per year. In addition, each college has its own College Council, which represents the interests of the colleges to the AS, sponsors college-based activities and programs, and appoints students to college and campus committees. The AS conducts campuswide elections every year to determine the membership and leadership of various boards, including the AS itself. Students also vote in these elections on policy and fee referendums and on the leadership and membership of their respective College Councils.

In addition to the seven governing boards associated with the AS and the Student Center, the AS appoints representatives to 60 campus committees, ranging from the Committee on Educational Policy, the Program Review Committee, and the Registration Fee Committee to the Student Health Advisory Committee, the Student Affirmative Action Committee, and the Bookstore Advisory Committee. The College Councils also appoint representatives to certain campus committees. Moreover, the college and campuswide administrations regularly consult directly with the AS and the College Councils on matters that affect student life.
The campus makes regular use of printed media, such as student newspapers, newsletters, posters, and mailings, to apprise students of the many ways in which they can participate in institutional governance. For example, in September 1984, the AS published a newsletter describing student government at UCSD and other opportunities for student involvement. The AS runs a bulletin board in one of the campus newspapers each week. In addition, the campus administration distributes packets of by-laws, constitutions, and charters to governing board members each year, and gives copies of the packets to any interested student. The charge letters of campus committees describe any student role on such committees. The Appointments Commissioner of the AS and the College Councils receive the charge letters of committees needing student representation and appoint appropriate students to them.

During the 1984-85 academic year the University Events and Student Activities Offices sponsored a leadership training program. The program helped to expand the knowledge and skills of campus student leaders and to increase their recognition among staff and their fellow students.

2. Graduate Student Association

The Graduate Student Association (GSA) is a student-run organization that represents the interests of graduate students at UCSD. The GSA keeps a close watch over the formulation and administration of policies that affect graduate student life. The GSA also appoints graduate student representatives to sit on important campus committees, including the Program Review Committee and the Registration Fee Committee.

The GSA was originally called the Graduate Student Council. At the end of 1983-84 the organization reincorporated itself as the Graduate Student Association in order to symbolize the decision and commitment of graduate students to act collectively on their own behalf. The GSA strives to communicate and work with all appropriate administrative offices on campus. The GSA works closely with the Office of Graduate Studies and Research and with the Vice Chancellor - Undergraduate Affairs.

The voting membership of the GSA consists of not more than two graduate student representatives from each department at UCSD. The officers include a President, Vice President of Internal Affairs, Vice President of External Affairs, and a Vice President of Finance. The GSA maintains an office and secretary in UCSD's Student Center.

The Office of Graduate Studies and Research is responsible for the administrative stewardship of the GSA. In this capacity, a staff member of OGSR supervises the administrative operation of the GSA and advises the organization regarding policy and regulations that
affect graduate academic programs and graduate student life in general.

3. Student Participation in Governance: An Evaluation

Student involvement in governance and leadership has improved greatly since the last accreditation review. In 1974, undergraduate students became so disillusioned with the AS that they voted it out of existence and replaced it with a Student Cooperative composed of volunteers. The Co-op remained the official student government until 1977 when students reinstated the AS. Since 1977, the AS has slowly regained the credibility with students and administrators that it lost during the early 1970s. The success of the AS has increased the role of students in campus governance.

The creation of the position of Vice Chancellor - Undergraduate Affairs in 1981, and the subsequent reorganization of student services, has also increased student participation in the governance of the campus. The University Center cluster, in particular, has expanded and deepened communication between students and the administration. Similarly, the Special Services cluster has developed a close working relationship with the Student Affirmative Action Committee and with ethnic student organizations. Improved communication between students and the administration is enabling the campus to respond more sensitively and intelligently to the needs of students than it did in the 1970s.

G. SPECIAL CAMPUS AGENCIES

1. UCSD Staff Association

The Staff Association was founded in the Spring of 1970 to initiate and enhance communication among the administration, faculty, students, and staff at UCSD. It received permission to use "UCSD" in its name in 1971. In May 1974, Chancellor McElroy officially recognized the association as a work-related campus organization. Membership is voluntary, and there are currently 715 members. The association is a not a collective bargaining entity or unit.

Since 1975, the Staff Association has worked to improve communication on campus by placing staff representatives on various campus standing committees. Committees that have staff representatives now include: Campus Programming Board, Committee on University Community Planning, Affirmative Action, Day Care Advisory Committee, Energy Conservation Committee, Board of Overseers, Personnel Appeals, and PRC.

Since 1975, the UCSD Staff Association has belonged to the UC Council of Staff Associations/Assemblies. It sends two representatives to the council, which discusses and investigates issues of interest to
all UC campuses and meets with high-level administrators in the Office of the President and with members of the Staff Personnel Board.

During 1975-76, the Association proposed that the Chancellor appoint an ombudsman for staff and non-senate academics. It envisioned the ombudsman as an advocate of staff concerns with direct access to the Chancellor and as an intermediary between staff and management. The Association argued that the increased communication resulting from the creation of such an office would decrease employee isolation and alienation, improve morale, and provide a way of resolving employment-related complaints without resorting to formal grievance proceedings. To date, the Chancellor has not acted upon this proposal.

The Association publishes a monthly newsletter, awards scholarships each year to staff members for career advancement, compiles and publishes an annual Employee Handbook, and sponsors two major annual social events: the December Pancake Breakfast and the Summer Employee Picnic.

2. UCSD Foundation

The UCSD Foundation was incorporated in 1972 as a tax-exempt charitable organization. Its main purpose is to receive gifts from private sources for the benefit of the campus. The Foundation invests the funds and pays interest to the campus departments that have funds on deposit with it.

The Foundation manages two distinct types of funds: (1) Unrestricted Current Funds, which can be spent at the discretion of the department that controls them; and (2) Endowment Funds, in which the principal remains intact and only a fixed percentage of total earnings is available for annual expenditure.

The assets of the Foundation have grown from less than $1.5 million in 1978 to over $13 million at the end of 1984. The Executive Director/Secretary of the Foundation is also head of the UCSD Development Office. A sixteen-member Board of Trustees, composed of ten community leaders and six UCSD administrators, establish policy and oversee the activities of the Foundation. The Articles of Incorporation, By-laws, and the latest auditor's statement give further information.

The Foundation has experienced outstanding growth and is now at the point where bookkeeping and reports need to be computerized. Also, the campus must make a thorough review of the financing of the Foundation's expenses and must restructure the formulas for support of the Foundation's activities. The campus plans to undertake this review now that the new Director of Development is in place.
3. UCSD Alumni Association

UCSD founded the Alumni Association in 1972. The Association has grown in income and stature every year since its inception. The pride that many alumni have in their institution helps to account for the growth of its fund-raising program. The Association has also succeeded in involving the alumni with the institution and with each other through a variety of activities and programs, such as:

1. Annual Awards Banquet: Each year, the association honors a distinguished alumnus, the male and female senior athletes of the year, and the outstanding senior from each of the colleges. The association presents the awards at a semi-formal dinner at the Westgate Hotel in San Diego.

2. UC Legislative Conference: In conjunction with the other eight UC campuses, the UCSD Alumni Association sponsors a day at the State capital to meet with legislators. The conference provides an opportunity for the campuses to apprise legislators of what is happening in the UC system and to enlist their support.

3. Alumni Quarterly: The Quarterly is a tabloid that is distributed four times a year to friends of the association, development donors, faculty, and key administrators.

4. Social Activities: Activities in this category include: High-Tech Network Luncheons; Theatre Programs; Crew Classic BBQ; Baseball, Brew and BBQ; Tennis, Tacos and Tequila; Alumni/Student Dinners.

There are several standards that are helpful in evaluating the performance of the Association. One is fund raising. The Annual Fund began in 1972 and raised $11,831 through 525 gifts in its first year. In contrast, the 1984 campaign raised over $50,000 through 1,434 gifts. Another standard is the size of the Association’s mailing list. At the end of 1984, the Association had 14,500 accurate addresses, a figure that compares favorably with other universities of similar age and size. The involvement and commitment of the Board of Directors is a third standard. Over the last few years, the Board of the UCSD Alumni Association has assumed increasing responsibility and is no longer completely dependent on the Association’s staff.

The main problem currently facing the Association is the lack of new volunteers to serve on its committees; in the past, the membership of committees consisted almost entirely of members of the Board. To remedy the situation, the Board has instituted a policy that limits its members to serving on one committee, thus forcing the committees to go outside the Board to recruit new members. This new policy has already resulted in the addition of ten new members to various committees.
The operating budget is another source of concern for the Alumni Association. The Development Office currently funds over half of the operating budget, with the rest coming from the Association's own direct mail campaign. While the Board has appreciated the Development Office's generosity, it has long felt that it would be more beneficial to all parties if the Association could become financially independent. With this goal in mind, the Alumni Office, in conjunction with the Development Office, has retained the services of a professional fund-raising consultant to conduct an intensive phone/mail program. Projections suggest that the operating budget of the Alumni Association could triple in the first year of the program, from $50,000 to $150,000. This increase would allow the association to become self-supporting, to expand its staff and activities, and to make some long-range plans.

4. Chancellor's Associates

The Chancellor's Associates were organized by a small group of civic leaders in 1966 to provide a source of discretionary funds for the Chancellor. Chancellor's Associates originally made annual contributions of $250, or a one-time unrestricted gift of $10,000 or more for a life membership. In 1977, the annual contribution was increased to $1,000 and the contribution for a life membership to $25,000 (either in a one-time unrestricted gift, or $2,500 annually for ten years). The present membership is 267. The Associates contributed just over $200,000 to the University in 1983-84.

The Associates meet four times a year, but the Chancellor sends the membership a monthly newsletter covering campus issues and activities. Perquisites of membership include an annual black tie awards dinner, campus parking, library and recreational privileges, and a mounted picture of the Central University Library.

After the deduction of administrative costs, the funds are used as discretionary monies by the Chancellor for campus programs and projects. Faculty, staff, and student groups may apply for grants. A grants committee screens all requests for funds. The committee is composed of various assistants to the Chancellor and meets whenever a sufficient number of applications are available for review. The committee funds approximately one-third of the applications, making 50-60 grants each year, ranging from a low of $500 to a high of $10,000.

The Chancellor's Associates program has grown steadily and has a very satisfactory retention rate, but some of the Associates feel that they have not received enough personal attention. The Office of the Chancellor and the Development Office think that the program needs additional administrative support. A full-time position to handle such responsibilities may be created in the near future.
5. Community Relations and Public Service

Community service programs sponsored by the University of California began in the San Diego area even before the founding of UCSD. Scripps Institution of Oceanography offered educational programs and University Extension had a branch downtown. Such involvement with the community was reciprocal; the vigorous support of a group of civic leaders was instrumental in the decision to build a general campus of the University of California in San Diego.

As the campus matured, it established an Arts and Lectures Office and expanded its Public Information Office. New academic departments, especially Visual Arts, Drama, and Music, added significantly to the University's ability to reach out to the public. The lecture halls, classrooms, and galleries that accompanied growth allowed UCSD to attract community audiences to lectures, performances, films, and exhibits. Today, faculty and students participate in the Speakers' Bureau and the Meet the Scientist programs and frequently join with community organizations in service projects. The emergence of UCSD as a major educational, research, and cultural force in San Diego has given impetus to the growth of the northern parts of the county and to the growth of high-technology industries.

Relationships often go through difficult times, and UCSD's relationship with the San Diego area was no exception. For example, tension existed between the University and some segments of the public during the late 1960s and early 1970s as a result of campus unrest. The continued expansion of the University also caused occasional friction between the campus and the neighboring community of La Jolla. However, far from causing the University to become isolated and reactive, such difficulties have motivated UCSD to increase its efforts to build bridges to its neighbors. Today, the relationship between UCSD and the San Diego area is generally positive and constructive and shows every sign of continuing to improve.

The arts are one of the most important links between UCSD and the public. The construction of the Mandell Weiss Center for the Performing Arts and the association of UCSD with the Theatre Arts Foundation of San Diego are major steps forward in this area. In addition, the University Events Office (formerly Arts and Lectures) offers a comprehensive schedule of programs that bring nationally and internationally known artists to the campus.

As the third largest employer in San Diego County, and as the seventh-ranked research university in the nation, UCSD is a major factor in the economic and technological development of San Diego. Its $450 million budget and payroll in excess of $200 million contribute significantly to the local economy.

The Central University Library is the only research library in San Diego and Imperial Counties, so its holdings and services are in
high demand. San Diego companies and residents account for approximately one-fifth of the library's circulation and one-third of the questions asked of its staff.

UCSD Extension, which moved from downtown San Diego to the La Jolla campus in the early 1960s, offers a wide-ranging variety of educational programs to the community. With an enrollment of approximately 35,000, Extension plays a major role in fulfilling UCSD's mission of public service.

The Scripps Aquarium-Museum offers the public a window to the world of the ocean and oceanographic research. The aquarium educates 300,000 visitors a year about marine life and ocean studies.

The UCSD faculty is also recognized as a special community resource. The participation of faculty members in the Speakers' Bureau and their service on community boards and for volunteer agencies provide important connections between the campus and the community. Moreover, both the local and national news media make extensive use of faculty members as sources of information and expert opinion on scientific, social, cultural, economic, and political matters.

6. Community Support Groups

As the faculty, staff, and students of UCSD have taken an active interest in the community, so the community has taken an active interest in UCSD. In addition to groups such as the Board of Overseers, Chancellor's Associates, and the Alumni Association, mentioned earlier, there are now nine other organizations that give community members the opportunity to become directly involved in supporting the University.

a. Oceanids

The Oceanids is a volunteer group mostly made up of faculty wives. It started at SIO before the general campus was founded. The group promotes fellowship among all women associated with UCSD and provides service to the campus community. In 1984-85, the Oceanids joined with the Friends of the International Center to raise funds for an addition to the International Center. The new wing will become the basic facility for Oceanid activities.

b. Friends of the International Center

The Friends serve UCSD's international community, which includes foreign students, post-doctoral fellows and their families, and visiting scholars. The Friends raise funds for International Center activities, but their most important contribution is as volunteers who help foreign students and scholars find housing, get acclimated to San
Diego, and make friends. The Friends also operate an intensive English language program for foreign students, scholars, and their families.

c. **Friends of the Library**

This organization provides financial assistance to the University Library for purchases of special collections and works, library services, and other projects.

Membership in the Friends of the Library has doubled in the past ten years and now numbers 3,500, which makes it the largest such organization in the UC system. Last year the Friends spent $40,000 on books. Future activities will include helping to fund computerized bibliographies, student workers, and a matching grant from the National Endowment for the Humanities.

d. **Friends of the UCSD Theatre**

The Friends of the Theatre provide scholarship funds for drama students and support the Department of Drama's programs. The Friends celebrated its tenth anniversary in 1984. It plays a vital role in the Drama Department through its sponsorship of educational seminars and social events as well as its fund-raising activities. The Friends may have an expanded role in the future, including raising funds for productions.

c. **Friends of New Music**

This group supports the work of the Department of Music, which is a major center for the development of new music. The Friends of New Music have raised money for scholarships and performances.

f. **Friends of the UCSD Gallery**

This is a new group founded by the Department of Visual Arts to support the Gallery. It will provide both fund-raising capability and support for the Gallery, which runs frequent shows.

g. **Industrial Liaison Program**

The Industrial Liaison Program, founded in 1982, has improved communication and fostered cooperation between its corporate members and campus science and engineering programs. Member companies are national leaders in the high technology industries and include: Atlantic Richfield, Burroughs, Control Data, Eastman Kodak, Hewlett-Packard, IBM, NCR, and others. Contributions from members provide funds for
research projects, attendance at professional conferences, fellowships, equipment, awards, and faculty and student recruitment. The program is administered by the Dean of Engineering.

h. SIO Industrial Associates

The Associates promote communication and interaction between SIO and industry.

i. Community Advisory Board for UCSD Medical Center

The Advisory Board helps the Medical Center to be responsive to community health care needs and provides a forum for communication between the Center and the community.

j. UCSD Medical Center Auxiliary

The Auxiliary is a volunteer group that informs the San Diego community about the UCSD Medical Center's facilities and programs. The Auxiliary holds various fund-raising activities for the center, the most prominent of which is the annual "Off-the-Wall" street party in La Jolla.

The Auxiliary provides Medical Center items not covered by the usual fund sources, such as televisions in rooms, decorative items, and lobby furniture. It also underwrites the training of personnel in guest relations. The Auxiliary's largest project for 1985 ($30,000) will be decorating the trauma center waiting room.

7. Twenty-fifth Anniversary Task Forces

In Fall 1982, the University decided to observe its anniversary in 1985-86 with a celebration. The celebration has been planned and conducted in conjunction with a substantial fund-raising effort. In 1984, the University invited key administrators, representative faculty, community leaders active with the campus, students, alumni, and staff to participate in planning the celebration and accompanying campaign.

Task forces contributed papers and suggestions on the academic future of the campus, the goals of the next 25 years, the nature of the celebration of the anniversary, and capital projects for the campaign. After the task forces had reported, the Chancellor formed two steering committees, one to plan the celebration and the other to plan the campaign. The celebration committee, which had many community representatives on it, arranged a varied program of events for 1985-86, which began with a gala dinner-dance in October. Events throughout the academic year will include symposia, lectures, exhibitions, and performances. The students organized a birthday party in November,
to coincide with the 25th anniversary of the Regental action that created the new campus.

The campaign steering committee, composed of representatives from different planning groups, established a $30.4 million goal for the campaign. All the projects included on the campaign's list of goals are not eligible for state-funding and will enhance the campus's academic and social life.

The Development Office set up a separate office to manage the campaign and celebration, and hired a coordinator for the celebration. The fund-raising campaign is now well under way.
CHAPTER XII

THE BUDGET

(9B1-5) The materials provided by the Office of the President for the last chapter contain a section on the University's budget. It describes the budget process and the makeup of the budget. This chapter will treat the budget process at UCSD.

A. THE BUDGET

1. The Makeup of the Budget

In addition to the elements mentioned by the Office of the President--State funds, non-State funds, and student fees--UCSD's budget is made up of federal funds, private gifts, and income from some of its programs, such as the Medical Center. The non-State funds mentioned by the Office of the President include such resources as endowment income, oil revenues designated for support of education, and, in the future, revenues from the state lottery.

Each year, UCSD is the recipient of federal funding for a variety of sponsored projects. In addition to paying for the direct costs of these projects (salaries, equipment, supplies, and other services), the federal agencies also reimburse the University for incurred indirect costs (overhead) by using approved indirect cost rates. These rates are based on actual University costs for a prior year and are approved for a specific term. Even though UCSD receives contracts and grants from a variety of federal agencies, it does not have different overhead rates for each agency. Rather, its overhead rate is negotiated with the one federal agency assigned to the institution for this purpose. The "cognizant agency" for all University of California campuses is the Department of Health and Human Services.

Because the indirect costs may vary according to project type (research, instruction, or other sponsored activities) or project location (on- or off-campus), a different rate is proposed and approved for each type. Currently, UCSD has an indirect cost rate of 43% for on-campus research projects, which is the predominant type of federally sponsored activity at the University. The present indirect cost rates for UCSD will be in effect for two years.

Federal indirect cost recovery is returned to the Office of the President and then distributed in the following manner:

1. Approximately 19.9% of the recovery, identified as the Off-The-Top Fund, is allocated to support the contracts and grants administration function at the campuses and at the Office of the President;
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2. 55% of the remainder is deposited in the State of California General Fund in recognition that the fund has provided a large part of the overhead costs of the University; and

3. The remainder of the money recovered is deposited in the University Opportunity Fund, which allocates funds to the campuses to promote research and to offset a variety of indirect costs attributable to sponsored projects. This fund also supports universitywide programs (i.e. the Management Fellowship and the Intercampus Arts Exchange Program) and related administrative functions at the Office of the President.

Grants from private foundations and corporations have become increasingly important to the research program. A major development in this sector of the budget is the establishment of the Center for Magnetic Recording Research, which is supported primarily by a consortium of American corporations. Although most private gifts are for capital projects or endowments, an increasing number of faculty projects are sponsored by foundations.

2. The Local Budget Process

The Campus Budget Committee decides how the budget will be divided among the main campus units. The Chancellor chairs the committee, which includes the Vice Chancellors, the chair of the Academic Senate, and the chair of the Senate's Committee on Planning and Budget.

The Budget Committee analyzes resource needs by vice chancellorial area twice yearly and allocates the available resources. It also sets policy for the allocation of funds. For example, the committee recently decided to allocate indirect cost recovery to the units based on the proportion of the campus total each unit produced during the previous year. The Budget Committee's responsibilities also include reviewing the annual statement of operating budget requirements ("Budget Call"), allocating special resources, and examining annual financial status reports on activities that have a significant impact on campus operations.

Each academic and administrative unit allocates its funds separately. On the General Campus, the Vice Chancellor - Academic Affairs (VCAA) and his staff consult with the PRC on allocations. The departments and programs submit budget requests in the Spring. These are reviewed by the PRC, which recommends priorities and allocations to the VCAA. Although this procedure is somewhat cumbersome, it has the great benefit of involving representatives of the departments and the Senate in the budget process. The General Campus budget is, therefore, a product of consensus about allocation. In the School of Medicine and SIO, the budget process is more closely controlled by the dean and director, respectively.
3. Problems and Issues

Assuring adequate consultation with the Academic Senate has been the main problem in fiscal planning. At the level of policy which is under the purview of the Campus Budget Committee, this has been achieved, but the Senate's CPB sometimes expresses frustration in trying to keep up with day-to-day budget affairs.

In general, the concern is that the CPB responds to decisions already made by the administration; instead of being a full participant in the budget process. In 1984-85, the CPB began to meet regularly with the Vice Chancellor - Administration, in order to become involved in budgetary planning at an early stage. This arrangement is an improvement, but it has not entirely solved the problem.

Much of the problem may be a matter of the different points of view of various members of the campus community. Although fiscal planning is concentrated at certain times of the year, it goes on constantly as opportunities that require the expenditure of funds come up. There are hundreds of individual decisions, which cumulatively appear as major budget decisions. Administrators view the individual decisions as falling within established policy, and they consult the PRC (on which the Senate has two representatives) about all of them. Members of the Senate think that the opportunistic allocation of resources undermines the formal budgetary process. These differences of perception and perspective appear to be woven into the fabric of the University as an institution.

B. FINANCIAL SUMMARY

1. Recent History of the Budget

UCSD's expenditures for FY 1983-84 totaled $411,584,000, representing an increase of 38.5% since 1979-80. Figure 49 shows expenditures and revenues for fiscal years 1979/80 to 1983/84. The total budget for 1984-85 was $461,113,000. (See Figure 50 for income and Figure 51 for expenditures in 1984-85.)

The increase in expenditures for Academic Support (2.8%), seen in Figure 49, results primarily from the automation of library circulation systems and the expansion of campus instructional computing. The increase in expenditures for Student Financial Aid and Teaching Hospitals is supported by corresponding revenue increases from student fees and hospital income.

The decrease in expenditure of federal research funds ($1.7 million) between 1982 and 1984 resulted from the phasing out of the $11 million National Science Foundation contract for the Deep Sea Drilling Project. If not for the loss of this contract, the expenditures would
## FISCAL HISTORY

**Years Ended June 30**

*(Monetary Statistics Are in Thousands)*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition and fees</td>
<td>$28,234</td>
<td>$24,440</td>
<td>$19,921</td>
<td>$15,409</td>
<td>$14,214</td>
</tr>
<tr>
<td>Federal government</td>
<td>118,306</td>
<td>120,037</td>
<td>115,970</td>
<td>113,024</td>
<td>108,613</td>
</tr>
<tr>
<td>State government</td>
<td>112,735</td>
<td>115,830</td>
<td>107,676</td>
<td>101,085</td>
<td>82,255</td>
</tr>
<tr>
<td>Local government</td>
<td>1,875</td>
<td>1,886</td>
<td>1,669</td>
<td>1,802</td>
<td>1,543</td>
</tr>
<tr>
<td>Private gifts, grants and contracts</td>
<td>21,699</td>
<td>17,846</td>
<td>14,862</td>
<td>12,185</td>
<td>12,409</td>
</tr>
<tr>
<td>Sales and services of educational activities</td>
<td>26,099</td>
<td>20,376</td>
<td>18,013</td>
<td>14,416</td>
<td>12,727</td>
</tr>
<tr>
<td>Sales and services of auxiliary enterprises</td>
<td>22,047</td>
<td>24,9</td>
<td>19,723</td>
<td>2,000</td>
<td>1,785</td>
</tr>
<tr>
<td>Sales and services of teaching hospitals</td>
<td>3,748</td>
<td>1,804</td>
<td>1,923</td>
<td>2,000</td>
<td>1,785</td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>$45,980</td>
<td>$42,013</td>
<td>$37,746</td>
<td>$36,256</td>
<td>$31,610</td>
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</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT FUNDS EXPENDITURES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>$76,848</td>
<td>$77,364</td>
<td>$77,371</td>
<td>$71,782</td>
<td>$59,974</td>
</tr>
<tr>
<td>Research</td>
<td>111,668</td>
<td>115,488</td>
<td>109,688</td>
<td>105,196</td>
<td>99,193</td>
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<tr>
<td>Public service</td>
<td>2,703</td>
<td>2,396</td>
<td>2,335</td>
<td>2,539</td>
<td>2,191</td>
</tr>
<tr>
<td>Academic support</td>
<td>32,282</td>
<td>27,959</td>
<td>25,350</td>
<td>21,040</td>
<td>14,926</td>
</tr>
<tr>
<td>Teaching hospitals</td>
<td>111,125</td>
<td>101,664</td>
<td>95,118</td>
<td>83,019</td>
<td>66,721</td>
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<tr>
<td>Student services</td>
<td>11,724</td>
<td>10,544</td>
<td>9,630</td>
<td>9,102</td>
<td>7,682</td>
</tr>
<tr>
<td>Instructional support</td>
<td>15,178</td>
<td>13,251</td>
<td>14,936</td>
<td>14,645</td>
<td>15,049</td>
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<tr>
<td>Operation and maintenance of plant</td>
<td>20,356</td>
<td>20,430</td>
<td>18,920</td>
<td>16,835</td>
<td>13,113</td>
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<tr>
<td>Student financial aid</td>
<td>22,520</td>
<td>21,088</td>
<td>10,400</td>
<td>10,159</td>
<td>6,866</td>
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<tr>
<td>Auxiliary enterprises</td>
<td>17,180</td>
<td>11,731</td>
<td>14,128</td>
<td>11,564</td>
<td>3,791</td>
</tr>
<tr>
<td><strong>Total expenditures</strong></td>
<td>$411,584</td>
<td>$395,918</td>
<td>$379,161</td>
<td>$352,445</td>
<td>$297,219</td>
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</table>

Source: UCSD Budget Office
FIGURE 50
Current Funds Income, 1984/85

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount (in thousands)</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>$122,227</td>
<td>24.3</td>
</tr>
<tr>
<td>Student Fees</td>
<td>29,657</td>
<td>5.9</td>
</tr>
<tr>
<td>Other</td>
<td>2,676</td>
<td>.5</td>
</tr>
<tr>
<td>UCSD Medical Center</td>
<td>124,597</td>
<td>24.7</td>
</tr>
<tr>
<td>Sales &amp; Services of Auxiliary Enterprises</td>
<td>26,530</td>
<td>5.3</td>
</tr>
<tr>
<td>Sales &amp; Services of Educational Activities</td>
<td>26,907</td>
<td>5.3</td>
</tr>
<tr>
<td>Private Gifts Grants &amp; Contracts</td>
<td>22,933</td>
<td>4.6</td>
</tr>
<tr>
<td>Local</td>
<td>2,035</td>
<td>.4</td>
</tr>
<tr>
<td>State Government</td>
<td>145,999</td>
<td>29.0</td>
</tr>
<tr>
<td><strong>TOTAL CAMPUS</strong></td>
<td><strong>$503,561</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Source: UCSD Accounting Office
FIGURE 51
CURRENT FUNDS EXPENDITURES 1984/85

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount (in thousands)</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>$115,285</td>
<td>25.0</td>
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<tr>
<td>Instruction</td>
<td>89,919</td>
<td>19.5</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>20,918</td>
<td>4.5</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>13,898</td>
<td>3.0</td>
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<tr>
<td>Operation &amp; Maintenance of Plant</td>
<td>24,702</td>
<td>5.3</td>
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<tr>
<td>Institutional Support</td>
<td>18,224</td>
<td>4.0</td>
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<tr>
<td>Academic Support</td>
<td>36,825</td>
<td>8.0</td>
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<tr>
<td>Student Services</td>
<td>13,680</td>
<td>3.0</td>
</tr>
<tr>
<td>UCSD Medical Center</td>
<td>124,976</td>
<td>27.1</td>
</tr>
<tr>
<td>Public Service</td>
<td>2,686</td>
<td>.6</td>
</tr>
<tr>
<td><strong>TOTAL CAMPUS</strong></td>
<td><strong>$461,113</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Source: UCSD Planning Office from information supplied by the UCSD Accounting Office
have increased 13.5% during the period. In 1984-85, expenditures exceeded those of 1982, reaching $115 million (Figure 52).

Extramural awards for research increased steadily: Total awards have climbed from $71.1 million in 1974-75 to $149.8 million in 1984-85. In 1979-80 and 1980-81 the totals were affected by the loss of the Deep Sea Drilling Project, but the research program continued its rapid growth in 1982-83, when awards reached $136.7 million. From 1982-83 to 1983-84, awards from the Department of Health and Human Services were up 33.3%, from the Department of Defense up 14.7%, and from the National Aeronautics and Space Administration up 17.6% (Figure 53).

2. State Budgets 1984-85 and 1985-86

Although the record of expenditures for 1984-85 is not yet complete, the state budget provided for substantial increases over the preceding year. In 1984-85, the State increased funding to the campus by 21% over 1983-84, from $113 million to $137 million. The highlights of the 1984-85 budget were:

- Faculty received a 13% increase in two increments—9% on July 1, 1984, and 4% on January 1, 1985. University Staff employees received a salary increase of 9% on July 1, 1984, the same as other state employees.

- The campus received 29 additional faculty and ten additional teaching assistantships, $1.1 million for instructional equipment, $600,000 to meet high-priority campus needs in instructional support, $523,000 for instructional use of computers, $445,000 for five circulation staff positions and book funds for the library, and $200,000 for the Institute on Global Conflict and Cooperation.

For 1985-86, state funding will increase a further 16%, to $159 million. The highlights of this budget are:

- Faculty salaries rose 5.5% on July 1, 1985 and 3.1% on January 1, 1986. Staff salaries rose 6.5% on July 1, 1985.

- The campus received 40 new faculty positions and 15 new teaching assistantships, an increment of $1.1 million for instructional equipment, an additional $798,000 for instructional use of computers, and an increment of $435,000 for the libraries.
FIGURE 52
TEN YEAR HISTORY OF EXTRAMURAL FUNDING AT UCSD
1974-75 TO 1984-85*

*Figures include contracts and grants but not gifts

Source: UCSD Planning Office from data provided by the UCSD Office of Contracts and Grants, September 1985
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>DoC</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1,763,887</td>
<td>1.77</td>
<td>1,402,515</td>
<td>1.37</td>
<td>1,464,352</td>
<td>1.50</td>
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<tr>
<td>DoD</td>
<td>215,064</td>
<td>.24</td>
<td>238,197</td>
<td>33,997,495</td>
<td>33.36</td>
<td>34,477,147</td>
<td>34.54</td>
<td>33,522,113</td>
<td>32.80</td>
<td>37,490,679</td>
</tr>
<tr>
<td>HFW/DMHS</td>
<td>29,293,668</td>
<td>32.05</td>
<td>33,997,495</td>
<td>33.36</td>
<td>34,477,147</td>
<td>34.54</td>
<td>33,522,113</td>
<td>32.80</td>
<td>37,490,679</td>
<td>38.44</td>
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<tr>
<td>NASA</td>
<td>1,750,973</td>
<td>1.92</td>
<td>1,000,444</td>
<td>1.77</td>
<td>1,977,101</td>
<td>1.98</td>
<td>1,978,600</td>
<td>1.93</td>
<td>2,101,068</td>
<td>2.16</td>
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<tr>
<td>NEH</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>394,279</td>
<td>.40</td>
<td>255,670</td>
<td>.25</td>
<td>345,924</td>
<td>.35</td>
<td></td>
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<tr>
<td>NSF</td>
<td>15,816,763</td>
<td>17.39</td>
<td>19,248,196</td>
<td>18.09</td>
<td>18,041,706</td>
<td>18.07</td>
<td>19,102,309</td>
<td>18.68</td>
<td>18,673,654</td>
<td>19.33</td>
</tr>
<tr>
<td>Other</td>
<td>3,484,594</td>
<td>3.81</td>
<td>3,358,265</td>
<td>3.30</td>
<td>255,119</td>
<td>.26</td>
<td>410,994</td>
<td>.40</td>
<td>322,129</td>
<td>.33</td>
</tr>
<tr>
<td>Total Grants</td>
<td>50,555,854</td>
<td>55.32</td>
<td>58,642,617</td>
<td>57.55</td>
<td>57,187,280</td>
<td>57.21</td>
<td>56,915,425</td>
<td>55.67</td>
<td>61,556,121</td>
<td>63.65</td>
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</table>

Contracts

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</thead>
<tbody>
<tr>
<td>DoC</td>
<td>10,059,094</td>
<td>11.01</td>
<td>10,634,591</td>
<td>10.44</td>
<td>11,472,311</td>
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<td>12,010,157</td>
<td>11.75</td>
<td>13,805,283</td>
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<tr>
<td>DoE</td>
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<td>1,805,655</td>
<td>1.85</td>
<td>1,922,741</td>
<td>1.97</td>
<td>2,100,368</td>
<td>2.13</td>
<td>2,053,767</td>
<td>2.10</td>
</tr>
<tr>
<td>HFW/DMHS</td>
<td>2,266,686</td>
<td>2.48</td>
<td>2,776,471</td>
<td>2.72</td>
<td>2,097,483</td>
<td>2.08</td>
<td>1,794,572</td>
<td>1.76</td>
<td>1,677,319</td>
<td>1.72</td>
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<tr>
<td>DoI</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>432,384</td>
<td>.43</td>
<td>431,315</td>
<td>.43</td>
<td>386,602</td>
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</tr>
<tr>
<td>NASA</td>
<td>7,019,799</td>
<td>7.68</td>
<td>7,668,144</td>
<td>7.53</td>
<td>5,449,253</td>
<td>5.46</td>
<td>5,078,613</td>
<td>4.96</td>
<td>5,227,278</td>
<td>5.26</td>
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<tr>
<td>NSF</td>
<td>18,565,259</td>
<td>20.31</td>
<td>19,104,732</td>
<td>19.75</td>
<td>20,347,331</td>
<td>20.40</td>
<td>23,042,232</td>
<td>22.54</td>
<td>11,681,400</td>
<td>11.97</td>
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<tr>
<td>Other</td>
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<td>1.01</td>
<td>1,193,513</td>
<td>1.17</td>
<td>401,331</td>
<td>.40</td>
<td>304,603</td>
<td>.30</td>
<td>295,127</td>
<td>.29</td>
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<td>Total Contracts</td>
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<td>43,257,166</td>
<td>42.45</td>
<td>42,715,911</td>
<td>42.79</td>
<td>45,322,771</td>
<td>44.33</td>
<td>36,067,630</td>
<td>36.95</td>
</tr>
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</table>

TOTAL FED 91,392,874 100.00 101,859,723 100.00 99,853,199 100.00 102,238,196 100.00 97,223,751 100.00

Data Drawn From UCSD Annual Financial Reports 1979-80 to 1983-84
C. BUDGETARY GOALS

1. The University's Goals

The following excerpt from the President's Message in the 1985-86 Regents' Budget clearly summarizes the University's budgetary goals:

The University of California's 1985-86 budget proposal represents the next phase in a joint effort with the State to restore the University's fiscal health. Following more than a decade and a half in which budgetary support for the University deteriorated, the Governor and the Legislature began a process of rebuilding that support in 1984-85...

The 1985-1986 budget intends to secure faculty and staff salaries at their present relatively competitive levels, thus enabling the University to recruit and retain individuals who meet our standards. The budget also proposes that facilities renewal and construction proceed with funding of about $150 million a year in order to provide both the quality and the quantity of space necessary for today's academic programs, especially in scientific and technical fields, and to help further reduce the enormous backlog of needs that accumulated during the mid to late 1970s and early 1980s. Building on improvement begun last year, the budget also includes increased funding for the use of computers in instruction, for the replacement of obsolete instructional equipment, and for improved building maintenance...

The University's budgetary goal in the near term is to work with the Governor and the Legislature to reestablish a solid base of support over a three-year period...

A complete restoration will take longer than three years in certain severe problem areas such as building maintenance, instructional equipment, and facilities. We will also be looking for opportunities to help California with its myriad problems, as our 1985-1986 budget already attempts to do, in ways that further both the State's social, economic, and educational progress and the University's desire to improve the quality of its teaching, research, and public service.

2. UCSD's Goals

UCSD shares these goals of the University, but the campus has specific priorities of its own. At present, the campus's highest priorities are space, graduate enrollment, and library funding.
a. Space

In all the academic and administrative units, the need for new and improved space has become critical:

1. Departments cannot grow without reducing the space available to graduate students;

2. Faculty do not have space for new research programs;

3. The library is too small for its collections and user population; and

4. The administration is living in converted buildings of the old Marine base or in temporary structures.

After a hiatus of seven years, the State has begun again to provide capital funds, and the campus will build one and probably two major academic facilities during the next four years. In the meantime, with the support of the Office of the President, the campus administration has devised innovative schemes to finance new structures. It has used money from a lease on University property to build a new classroom building, overhead funds from federal research contracts to finance new research facilities, and operating funds for small, but crucial, additions to buildings or remodeling projects that create more usable space. Finally, the campus has aggressively sought private donations for buildings as well as for programs.

b. Graduate Enrollments

At UCSD, graduate enrollments have fallen to 11.5% of the total enrollments, significantly lower than UC Berkeley and UCLA. In recent years the State has not been willing to fund additional graduate students; the University has raised the subject in each budget cycle.

In 1983-84, the University submitted a comprehensive graduate enrollment plan with its budget request and was able to negotiate a modest increase for funded graduate students. UCSD received the largest increment among the campuses. Nonetheless, the campus has more graduate students than are funded, and it views the decline in the percentage of graduate students with alarm. The campus hopes that the State's attitude toward graduate education will change in the near future. The Enrollment Projections Review Committee, although primarily concerned with undergraduate enrollment, has included a general plan for increasing graduate enrollment in its new enrollment plan. (See Chapter III.)
c. Libraries

As noted in Chapter IX, UCSD's libraries have suffered from a funding deficit for several years. The campus is making a major effort to increase the resources available for the libraries. It has put an expansion of the Central University Library, which will also affect the Science and Engineering Library, very high on its priority list of capital projects. It has negotiated with the Office of the President about revising the formula for distribution of acquisition funds, and it has pushed for additional library staff. In the meantime, the campus has supplemented library funds from other sources to the best of its ability.

The Chancellor has also formed a Library Development Council to assist the campus in raising private funds for the library. The council is being formed as part of the Twenty-Fifth Anniversary Campaign, but it will remain permanently in place. The library has supported the council by naming one of its professional librarians, "Library Development Officer."

F. FUND RAISING

In recent years fund raising has become an increasingly important part of UCSD's effort to enhance its educational programs beyond what state appropriations make possible. Other public universities are also beginning to appreciate the importance of fund raising and are making efforts to establish consistently productive programs.

At UCSD, the small number and relative youth of alumni have hampered both fund raising and planning, and, therefore, the campus has not been able to count on the support of a known body of donors. As UCSD develops a consistent approach to fund raising, it will be able to look forward with some confidence to certain levels of private donations. This prospect, in turn, will affect academic and capital planning.

1. The Development Office

The Development Office was founded in the 1970s under Chancellor William McElroy. For many years it consisted of one professional and a secretary. Chancellor Richard Atkinson has enlarged it to a professional staff of three, with support staff, and it is likely that it will continue to grow.

The office focuses on:

Donor Research: Although a full-time staff person devoted to donor research has been added only recently, the activity is not new. The gathering of as much pertinent information as possible
about donors and prospective donors is crucial to effective solicitation.

Unrestricted Gifts: One of the main missions of the office is to stimulate unrestricted giving to the annual fund. The main sources of these gifts are: the Chancellor's Associates, the annual mail appeal to former donors, the annual faculty and staff solicitation, and the alumni fund.

Capital Fund Drives: UCSD is about to undertake its first major capital fund drive, in conjunction with the celebration of the campus's 25th anniversary. In the future, the office plans to mount comprehensive capital drives every five to ten years.

Planned Giving: This area represents a largely untapped source of funds for UCSD. The Development Office has appointed a specialist in this area of fund raising, who will devote significant effort to securing bequests, charitable remainder trusts, life estates, and pooled income gifts.

Gift Processing and Acknowledgments: The Development Office processes and acknowledges all gifts and grants to the campus, maintains records of gift activity, and compiles and distributes monthly and annual reports on gift income.

Counsel and Information: Many individual researchers on campus request information about sources of funds, proper approaches to donors, and preparation of proposals. The office actively disseminates information about fund raising to interested personnel through special seminars.

2. Recent History of Private Fund Raising

Gift income has grown significantly over the last five years (Figure 54). The Chancellor has enlarged the Development Office to ensure that this trend continues and has appointed a new director to replace the previous director, who is retiring. The new director will have to organize the activities of the office to deal with the heightened interest of campus units in fund raising. The Division of Engineering already has a specialist on its staff. Other areas in need of specialized assistance are the arts, area studies, and medicine.
FIGURE 54

UCSD Total Private Gift Support, 1978-79 to 1984-85

Source: UCSD Development Office
CHAPTER XIII
ADMINISTRATIVE SUPPORT SERVICES

This chapter describes and evaluates UCSD's administrative support services. Several units have undergone substantial changes since the last accreditation review, including Community Safety, the Public Information Office, and Administrative Computing. Many of the administrative units have to carry out their functions in inadequate space, but the state will not, at present, build nonacademic facilities. During the next five to ten years the campus hopes to build administrative space using non-state funds.

A. HOUSING AND FOOD SERVICES

(7B10)

Housing and food service operations are combined in a single administrative unit and are self-supporting. Housing is administered in conjunction with the four colleges, the School of Medicine, the Office of Graduate Studies and Research, and the Vice Chancellor - Academic Affairs for faculty housing needs. Food services (except for the "Pub" and the planned University Center) are centrally managed and provide food for resident and commuter students, as well as for faculty and staff.

The number of food service facilities and the variety of the food served on campus will improve during the next few years because the food service facilities are being modernized and the University Center will contain many different food outlets. In the past, the food services unit has been adversely affected by the construction of student apartments on campus; students living in the apartments can cook their own food. In the future, competition from the University Center and new off-campus restaurants will put further pressure on the unit.

The housing unit has fared better than food services. San Diego is an area of high rents, particularly near UCSD, and students want to live on campus. Presently, UCSD can house about 35% of its student body on campus, and the administration hopes to maintain this percentage as the campus grows.

From a business perspective, the combination of centralized housing administration with decentralized, collegiate, programming for on-campus housing is inefficient. Resource allocation can be cumbersome and time consuming, there is duplication of effort, and the enforcement of rules and regulations can be uneven. However, the present system reinforces the academic mission and produces other benefits, including program flexibility and increased levels of student involvement.

Housing fees at UCSD are among the highest in the UC system for two reasons: (1) the housing has been built recently and carries a debt service higher than at other campuses. UCSD students must pay
$500 per student per year more for debt service than students at other UC campuses; and (2) the San Diego area has the highest utility rates in California and the second highest in the nation. Students must pay as much as $225 per year more for utility costs than those on other UC campuses.

In the future, student housing will continue to be a major concern. Many of the University's older residence halls are in need of renovation, and the campus will have to construct more housing as it grows. At present, married students and single graduate students are the most hard pressed; students in these categories must wait up to two years for on-campus housing. In addition, the campus wants to equalize the number of beds in each of the undergraduate colleges. The next housing project, scheduled for completion in 1988, will serve all these needs in some degree.

B. PHYSICAL PLANT SERVICES

The Department of Physical Plant Services (PPS) is responsible for the upkeep of buildings and grounds. It runs in-house construction services and can perform jobs up to $20,000 in value. Projects above that size must be bid to outside contractors. During the last year and a half PPS has been under new leadership, which is reorganizing and improving its performance. It has six divisions: Custodial Services, Grounds Services, Plant Services, Building and Utility Services, Administrative Services, and Medical Center Plant Services. Each division is managed by a superintendent who reports directly to the PPS Department Head.

1. The Divisions

   a. Custodial Services

   Custodial Services manages all phases of housekeeping and cleaning in University facilities to support both routine and special events. The division currently employs 132 people.

   b. Grounds Services

   Grounds Services oversees all phases of landscape maintenance for the properties of the University, including mowing, pest control, irrigation repairs, street sweeping, street repair, refuse collection, litter control, fence repair, tree planting, and tree surgery. The division currently employs 54 crafts people.
c. Plant Services

Plant Services administers all phases of maintenance, repair, minor remodeling, and minor renovation of campus facilities. The division currently employs 56 people.

d. Building and Utility Services

Building and Utility Services is responsible for the efficient production and delivery of utilities. The division currently employs 52 people. The campus is planning to build co-generation units for the main campus and the Medical Center.

e. Administrative Services

Administrative Services manages budgeting, accounting, customer relations, personnel services, fiscal affairs, special projects, and clerical support for PPS. The division currently employs 18 people.

f. Medical Center Plant Services

Medical Center Plant Services is responsible for plant services in all areas of operation and maintenance of the UCSD Medical Center. It essentially functions as a mini-PPS, since it comprises all the skills and services of the other five divisions. The division currently employs 45 people.

2. Evaluation

PPS is conducting an extensive review and reorganization of its operation in order to address a variety of issues and problems, including the need:

1. To increase the professionalism of the department;

2. To improve the department's credibility with other campus departments;

3. To improve organization, efficiency, and cost control;

4. To stay abreast of rapidly changing technology;

5. To reduce the backlog of deferred maintenance;

6. To improve the department's own facilities; and

7. To reduce duplication of effort with other departments.
C. FACILITIES DESIGN AND CONSTRUCTION

(8A4) The primary function of the Office of Design and Construction is to manage all phases of the design and construction of campus facilities. There are currently over 250 projects in various stages of development, with a total estimated cost of $100 million. Design and Construction was reorganized during 1984 and now consists of four major departments: Architectural Design Services, Engineering Design Services, Construction Inspection, and Contracts and Fiscal Management Services. In 1985, Design and Construction was moved from the purview of the Vice Chancellor - Business to that of the Vice Chancellor - Administration.

1. The Departments

a. Architectural Design Services

Design Services provides in-house design for small projects and administers the development of large projects that are contracted to outside design professionals. The department currently employs seven professional staff, each managing 10-15 projects.

b. Engineering Design Services

Engineering Services administers all contracts with outside engineering firms, provides technical support to architectural staff as needed, maintains all records pertaining to the ownership of University land, and assists in processing all actions related to University properties in the region. The department currently employs four professional staff, each managing 10-15 projects.

c. Construction Inspection Services

Construction Services oversees and coordinates contractor activities on behalf of project management staff and building occupants to ensure compliance with plans, specifications, and building codes. The department currently employs four inspectors.

d. Contracts and Fiscal Management Services

Contracts and Fiscal Management Services administers all aspects of contracts for construction and professional services. The Contracts Unit presently employs four staff, processing in excess of 400 construction contracts and 250 professional service contracts per year. The Fiscal Management Unit has a staff of two, who process an aver-
age of 300 payments, invoices, and other financial documents each month and maintain accounts on over 300 projects.

2. Evaluation

The problems and issues facing Design and Construction stem primarily from the controls and limitations imposed on its operation by the various agencies of the government, which issue regulations to protect public resources, minimize legal risks, and maximize public safety in the University's facilities.

While most of the controls are reasonable and appropriate, University administrators, staff, and faculty find them irksome and expensive, since they all complicate the design and construction process to one degree or another. Among the problems the controls generate are: increased costs for the design and construction of campus facilities, increased time necessary to complete projects, lengthy review and approval procedures, and a negative perception of Design and Construction by its clientele on campus. Design and Construction is put in an especially bad light when departments do not consult with it early in the design process, so that D & C must assume the role of an intruder to see that the necessary controls are implemented. When they occur, such intrusions almost always result in increased costs, unwanted delays, and ill will.

There has been substantial improvement in all of these areas as a result of the 1984 reorganization. As new staff people become familiar with the University, Design and Construction will become more efficient, and its image should improve. It is important to improve D & C's image because it affects the willingness of departments to work closely with it.

These improvements have been helped by recent changes in the Office of Resource Management and Planning which resulted in better communication between it and Design and Construction and thus better overall project programming and budgeting. Similar staff improvements at the Medical Center have helped to improve project programming and management at that facility. The campus is also receiving more cooperation from state and local governmental agencies in trying to accelerate review and approval processes. This is especially important because of the renewed construction activity on campus.

D. BUSINESS SERVICES

1. Bookstore

The campus established a Bookstore in 1963. Unlike several other UC campuses, the UCSD Bookstore is a function of the University, not of the Associated Students. The Bookstore operates as a totally self-supporting business enterprise, generating sufficient
revenue not only to sustain current operations, but also to provide for future growth. The staff is composed of 37 career employees and 20 to 40 part-time student employees; it is expanded by 15 to 20 temporary employees during peak periods.

A Bookstore Advisory Committee, including representatives from faculty, students, and staff, gives the Bookstore administration valuable insight into the needs of various campus constituencies.

Specific responsibilities of the Bookstore include: providing required books and supplies for all courses; offering a wide variety of general books, paperbacks, reference books, and convenience items; stocking an extensive selection of medical, professional, and technical books; and selling general merchandise and supplies to students, faculty, and staff.

The most critical problem faced by the Bookstore is lack of space. Plans are being developed to build a University Bookstore in the new University Center. The facility will be double the size of the present one.

2. Business Office

The Business Office administers all affiliation and service agreements, copyrights, external purchase orders, risk management, real property leases, and workers' compensation. It attempts to provide timely information and guidance to minimize potential liability risks to the University. When a liability is incurred, it works to minimize the loss.

The activity of the Business Office has doubled during the last ten years, with no increase in staffing. Consequently, much of its work has consisted of reacting to problems instead of preventing them. The addition of another staff member in early 1985 has enabled the Business Office to begin focusing on prevention once again.

Workers' Compensation has become an area of special concern for the Business Office. The statutory limitations placed on claims are not well understood by supervisors and employees, and employees are starting to file stress claims in response to disciplinary actions. The Business Office is establishing a more active program of outreach to the work force that should result in better communication, less frustration for workers, and cost containment for the University.

3. Graphics and Reproduction Services

Graphics and Reproduction is a self-supporting service unit providing complete professional graphics and reproduction support services. These services include word processing, secretarial services, microfilming, campus identification cards, graphics vending, copier
staff person to help it increase the participation of such businesses. It will also have to computerize during the next decade in order to improve efficiency.

b. Material Distribution

The Material Distribution Division is responsible for receiving, processing, and delivering materials and equipment to all University operations. It is supported by state funds, except for the moving service that operates on a recharge basis. This service handles small moves for the departments of the campus. Large moves are contracted out. Material Distribution is composed of three sub-sections: Receiving, Delivery, and Shipping.

Over the last five years the volume of material processed and distributed to the campus has increased at an annual rate of 5%. The volume for the first five months of FY 1984-85 was up by 16%, reflecting the intensive capital improvement program currently under way at the campus. This trend will probably continue for at least five years.

The major problem of Material Distribution is the inadequacy of its facilities. The narrowness of the main building, which dates from 1940, prevents the development of a more efficient operation. The corporation yard that is being planned should solve this problem.

c. Mail Services

The Mail Services Division is responsible for sorting and delivering incoming mail, preparing outgoing mail, and a messenger service. It is supported by recharges for its services.

The division consists of five units: the incoming mail section, which processed approximately 5.5 million letters and parcels in 1983-84; the outgoing mail section, which processed over 2 million pieces of mail in 1983-84; the addressing section (responsible for preparing regular and bulk mail), which processed approximately 3.5 million pieces of mail during 1983-84; on- and off-campus messenger and pick-up/delivery service, which made 25,000 runs in 1983-84; and the student post office at Revelle College, which processes 3/4 million pieces each year and sells approximately $250,000 worth of postage each year.

Like other administrative services, the major problem of Mail Services is inadequate facilities. This problem will be solved when the new corporation yard is completed. The possibility of combining mail distribution with a campuswide shuttle system and increasing the use of substations is being considered for the future.
d. Equipment Management

The Equipment Management Division is responsible for processing, keeping records on, and verifying the existence and location of all movable equipment on campus. It also oversees the disposal of excess property. Except for the relatively small amount of money generated by the sale of excess property (approximately $200,000 per year), Equipment Management is funded by state appropriations.

This division also needs new facilities, which will be included in the new corporation yard.

c. Storehouse Operations

Storehouse Operations provides the University with a wide array of commonly used items at competitive cost. The Storehouse also provides purchasing support and maintains an inventory of supplies for Physical Plant Operations. Total Storehouse sales in 1984-85 will be about $5 million. Storehouse operations are self-supporting.

The ability to increase sales and thereby lower costs is inhibited by the lack of a mandate requiring departments to purchase all commonly used items from the Storehouse instead of from off-campus suppliers. However, such a mandate would clearly be unenforceable. Storehouse Operations plans to use more effective publicity to promote increased use of its services. It will also benefit from the construction of the new corporation yard.

5. Telecommunications Services

The Telecommunications Services Department is a self-supporting unit that provides all service, installation, and maintenance for campus telephones; installs and maintains all radio paging systems, microwave satellite services, and data transmission facilities; coordinates Western Union and Bell System telephone credit card services; and operates and maintains a telephone-accessible tape library.

Telephone industry deregulation had two immediate effects on University telephone services—costs increased and users had to assume additional responsibility for managing telephone services. In addition, within the next five years Pacific Bell will phase out the central office telephone switch that serves the main campus. Consequently, the phone company is not expanding the switch to meet the needs of the La Jolla area, and there is a shortage of assignable phone numbers for the University. The University has decided, therefore, to install its own system. The new system is supposed to be in place by mid-1986.

The present cable and wiring system providing data communications has also reached its limit and will be replaced with a Local
Area Network (LAN), which was put in during Spring 1985 and became operational in January 1986. The new telephone and data transmission services will accommodate the needs of the campus at least until the turn of the century.

6. Machine Shop

The Upper Campus Machine Shop is a support group for the University's scientific research community. The Shop is located in the basement of Urey Hall. Its main functions are to build, repair, or alter a wide array of research apparatus. The Shop currently employs 14 machinists, one foreman, one administrative assistant, and one senior engineer. The machinists have an average of 25 years experience.

The most frequent problem facing the Machine Shop is the lack of a consistent workload. Because there is no mechanism for informing the Shop of the long-range needs of the departments, it cannot plan its manpower needs. Consequently, workers are laid off when a project is completed, only to have another large project begin a few weeks later. The Shop reduces the problem by using machinists from temporary employment services under contract to the University.

The campus is presently considering whether to move and expand the Machine Shop. Business Services has proposed expansion in the present location, but that location--in Urey Hall on the Revelle College campus--has potential as research space. The Vice Chancellor - Academic Affairs has proposed that Business Services study the possibility of moving the facility to the new corporation yard, when it is constructed.

7. Day Care Center

The Day Care Center is a self-supporting operation providing the child care services necessary for students with children while they complete their education. Particular attention is paid to the needs of students who are single parents. There is currently a waiting list of 200 children.

The program is subsidized by the State Department of Education, which allows the Center to charge students on the basis of a sliding scale. The Center is closely monitored by state and federal agencies that set attendant/child ratios, guidelines for operation, health and safety standards, and nutritional standards.

The Center has drawn statewide attention for its pioneering use of computers on the preschool level. The production and sale of a handbook on introducing computers to preschoolers could play a significant role in the Center's fund raising efforts during the next several years.
Inadequate space is the most pressing problem facing the Center. In the long run, the Center will have to build an entirely new facility.

E. FINANCIAL SERVICES

1. The Accounting Office

The responsibilities of the Accounting Office include monitoring financial and budgetary transactions, administering University funds, preparing and distributing most campus financial reports and statements, maintaining the general ledger and other campus accounting records, operating the payroll system, and disbursing funds in payment of non-payroll obligations.

The Accounting Office is organized into six divisions:

1. The Administrative Division manages the Accounting Office;

2. The Disbursements Division fulfills the non-payroll payment obligations of the campus;

3. The Extramural Funds Division administers the accounting and reporting for federal contracts and grants, as well as for private gifts, grants, and contracts;

4. The General Accounting Division controls the general ledger, prepares the annual financial report, and distributes the Short Term Investment Pool income;

5. The Payroll Division administers the University payroll system; and

6. The Data Input Division provides key-entry services for the Accounting Office.

Activity in the Accounting Office increased dramatically over the last five years because the University transferred accounting activities to the campuses. In 1980, UCSD received the general ledger system from the systemwide administration and the accounts payable system from UCLA. As the payroll and accounting operations have been transferred to the campus, the Accounting Office has had to create the Data Input Division to enter documents into the computer. This division has experienced a 60% increase in the volume of its activity over the last four years, while the number of its employees increased only 5%.

The Accounting Office foresees that its activity will continue to increase during the next five years, but that its financial and personnel resources will remain limited. Consequently, increasing the
efficiency of its operation by increasing the automation of its accounting systems will be a high priority.

2. Loan Administration Office

The Loan Administration Office administers student loans and short-term delinquent receivables for the University. The department has 13 employees, including three supervisors and one manager.

The Loan Collections Unit administers the collection of student loan accounts. The Billing Services Unit administers all in-house collection activity. The Loan Records Unit distributes all financial aid checks and maintains all relevant records pertaining to current student and employee loans.

Loan Administration is aggressive in its management and collection of delinquent accounts receivable. It aims to reduce the outstanding debts owed to the University and to put monies back into circulation to aid students and employees.

3. Central Cashier’s Office

The Central Cashier’s Office (CCO) receives, records, and deposits the money owed to the University by students, staff, faculty, governmental agencies, and the general public. Other duties include cashing checks, disbursing petty cash, selling parking permits, selling monthly bus passes, making change for all student and campus activities, and processing parking meter income.

The CCO is one of the most modern cashiering facilities in the entire University of California system. The six existing teller stations generally serve the campus effectively. However, the 22% increase in student enrollment over the past five years means that students must wait in long lines during registration. Since teller service is adequate during non-registration periods, the CCO is considering a change in the registration process, instead of adding more tellers.

4. Community Safety

Created in late 1983, the Department of Community Safety is composed of three units: the Police Department, Environmental Health and Safety, and Parking and Transit Services. The department supports a staff of 98 FTEs and 35 student employees.

a. The Police Department

The mission of the Police Department is to maintain law and order within campus boundaries. The uniformed patrol division en-
forces the laws of the State and the rules and regulations of the University. The motorcycle division enforces traffic laws. The plain-clothes detective unit investigates major crimes. These three divisions are supported by a communications and records staff.

The Crime Prevention/Community Service Officer (CSO) Program is another highly visible unit of the Police Department. Student CSOs are supervised by a police officer and perform a wide array of tasks: acting as escorts, locking buildings, reporting safety hazards, issuing parking citations, controlling animals, and delivering keys. Non-sworn security guards are used to protect the safety of those housed on campus.

The staffing of the department is inadequate. Frequently, the entire UCSD campus, including SIO, is patrolled by only two officers, which results in slow responses to calls for service. Despite the staffing problem, the department has reduced reported crime during the past five years and has increased both the number of arrests and the value of recovered property. The potential of the CSO Program to improve the service of the department to the campus is limited only by the availability of funds.

Over the last several years, salaries and benefits for police officers have not kept up with prevailing rates in the community, and the Campus Police Department now has difficulty attracting qualified applicants. This is particularly true for applicants from under-represented groups, who are in great demand.

b. Environmental Health and Safety

The Environmental Health and Safety Office monitors and enforces compliance with a wide variety of safety regulations that govern radiation, bio-hazards, hazardous waste disposal, and fire prevention. The office also conducts a vigorous employee education program in subjects such as industrial hygiene, occupational health, and accident prevention.

Two areas of critical concern for Environmental Health and Safety are radiation safety and hazardous waste disposal. The office must increase the level of training of all workers who deal with radioactive substances. It will also continue to work with the Office of the President to gain access to safe disposal sites.

c. Parking and Transit Services

Parking and Transit Services includes Campus Parking, Medical Center Parking, Citation Collection, Campus-Medical Center Shuttle Service, Transportation Alternatives, and the Central Garage.
The Campus Parking staff is responsible for issuing parking permits at the campus and the Medical Center. Uniformed parking officers enforce parking regulations at both facilities. Since early 1983, UCSD has cooperated with San Diego State University in the collection of parking fines. By increasing the resources available for collecting fines, this joint program has greatly increased the revenue returned to both campuses.

The Campus-Medical Center Shuttle service provides free regular transportation between the two facilities.

The Transportation Alternatives Division arranges a variety of ride-sharing programs, including employee van pools and car pools. The division also works with San Diego and North Country Transit Corporations to coordinate bus routes and to supply free bus passes to faculty, staff, and students for travel within campus boundaries.

The Central Garage operation is responsible for the maintenance of 159 University-owned vehicles.

Inadequate parking space at all of UCSD's facilities continues to be a problem. The campus commissioned a study of traffic flow and parking, completed in 1984, which will guide it in its efforts to solve this problem over the next two decades.

F. STAFF PERSONNEL

There are three personnel programs at UCSD: the Management Program, the Staff Personnel Program, and the Academic Personnel Program. The first two programs are administered by the Vice Chancellor - Business, while the third is administered by the Vice Chancellor - Academic Affairs.

UCSD has approximately 9,200 employees (headcount) covered by the Staff Personnel Program and 62 participants in the Management Program. State funds support only one-fifth of these employees; non-state sources such as research contract and grant funds, self-generating income, and patient fees support the other four-fifths. The Office of the President establishes personnel policies for staff employees not represented by unions.

The Staff Personnel Office provides the following services to both to the Campus and Medical Center: recruitment, classification, benefit administration and counseling, vocational rehabilitation, compensation, staff education and development, and labor contract negotiation, administration, and interpretation.

The office works closely with a variety of advisory groups, including the Management Program Advisory Committee, Management
Services Officer Review Committee, Collective Bargaining Operations Group, and Classification Advisory Committee.

Special programs developed by the office include the Retirement Club, Executive Well-Being Program, a weekly telecast of the job opportunities bulletin on cable television, and an extensive number of training programs for staff.

An increasingly fluid employment environment, stemming from the advent of collective bargaining and the growing size and sophistication of the University's staff population, is currently the main challenge for the Staff Personnel Office. Personnel policies and procedures must become increasingly clear, fair, and flexible in response to this challenge. The UCSD Staff Personnel Office was instrumental in the formation of a systemwide committee on classification and compensation that is developing new personnel policies that meet these criteria.

G. STAFF AFFIRMATIVE ACTION

In 1971, in response to Title VII of the 1964 Civil Rights Act, the University established a part-time position under the Staff Personnel Manager to coordinate the affirmative action efforts for staff career employees. The Staff Affirmative Action Office (SAAO) now has six FTEs and reports directly to the Vice Chancellor - Business. The office sets objectives--expressed as percentages of the work force--for areas where women and minorities are underrepresented. The SAAO neither specifies quotas nor stipulates that race or sex be overriding factors in the selection of employees. Nonetheless, because of the sustained effort of the office over the last 15 years, affirmative action has been made a significant element of the recruiting and hiring process. From 1980 to 1984 there was an increase of 236 full-time employees at UCSD. Of these, 224 (95%) were members of a minority group, and 204 (86%) were female. Figure 54 show the campus's affirmative action record over the last five years.

In addition to helping units meet affirmative action goals in hiring, the SAAO conducts special employment programs and monitors purchasing, design professionals, and construction contracting.

On January 31, 1985, Chancellor Atkinson reaffirmed the University's commitment to affirmative action. A written Staff Affirmative Action Plan is available for inspection at either the Central University Library or the Affirmative Action Office.

The SAAO has a direct relationship with many offices on campus: 

- Staff Personnel Office: the SAAO monitors all personnel activity, including layoffs and exceptions to affirmative action require-
ments, to ensure that women and minorities are not adversely affected by UCSD's employment practices.

- Campus Managers: the SAAO educates managers about affirmative action issues and informs them of affirmative action goals for underrepresented groups in their areas and how these goals affect the hiring process.

- Campus Affirmative Action Organizations: the SAAO acts as a consultant to the Chancellor's Affirmative Action Advisory Committee by providing information, analysis, and counseling.

- Community Organizations: The SAAO Coordinator serves on several community boards to establish and maintain open lines of communication between the University and minority organizations within the community and to promote the University as an equal opportunity employer.

UCSD has historically had problems hiring underrepresented groups in technical positions because the salaries it offers are lower than those in industry. The location of the campus, at some distance from where minorities live in San Diego, complicates the recruiting of underrepresented groups for entry-level positions. In response to these difficulties, UCSD has intensified its recruiting efforts by extending advertising periods, by targeting mailings to specific referral sources, and by sponsoring specialized media advertising.

H. PUBLIC INFORMATION OFFICE

The Public Information Office (PIO) serves the campus, the community, and the news media as a source of information about the campus, about matters that affect the campus, and about matters that affect American education. Its staff informs the public about teaching, research, administration, public service, and student life at the University and stays abreast of developments in government and the community that could affect the University. The PIO develops news releases, features, and reports about the University.

In Fall 1985, PIO was combined with the Development Office under one person. This will permit better coordination between the work of the two offices.

In the past, PIO focused its attention primarily on the print media, but it is now expanding its use of other media, such as radio, television, and magazines. It is also developing special campus publications to fill gaps in media coverage of the campus. The office will need additional staff to cover the arts, sciences, and administration.
Computer support for UCSD's administrative functions is provided by the Administrative Computing Center (AdCom), a unit of the Office of Information Systems. AdCom has two conventional divisions, Systems and Operations, with a combined work force of 54 permanent FTEs. Plans call for increases in both Systems and Operations to provide improved service levels.

The Director of Information Systems is the campus's representative to the Joint Operations Group (JOG), a University-wide council that advises the Office of the President on matters pertaining to Administrative Information Systems. JOG serves as the key communications link between campuses and the Office of the President in such matters. JOG is composed of representatives from the Office of the President Information Systems and Services and from each campus. Each member has the authority to represent and obligate his organization to support joint actions and statements.

Until 1977, administrative data processing for all UC campuses was performed at two regional computing centers--at Berkeley for the northern campuses and at Los Angeles for the southern campuses. After considerable study, the University decided to decentralize administrative computing. Berkeley and Los Angeles retained the existing hardware while the other campuses received some funding to set up their own systems, but not nearly enough to make them truly self-sufficient. Consequently, administrative computing at UCSD has been playing "catch up."

The situation is now improving somewhat. Whereas just over one-half of 1% of the 1983-84 institutional budget (excluding the hospital) was dedicated to administrative data processing, the 1984-85 allocation for administrative computing amounts to almost 1% of that budget. Nonetheless, studies have shown that most institutions of higher learning dedicate between 2% - 4% of their budgets to administrative computing, with one institution in four spending 4% or more. Despite the recent improvement in funding, UCSD has far to go before it is providing a level of administrative computing support commensurate with the nature of its operations.

Besides a chronic lack of funding, UCSD has also had to struggle with using centrally-developed, IBM-based systems on a "hand-me-down" Burroughs computer. Originally acquired for instruction and research computing, the Burroughs has been abandoned by the faculty in favor of DEC minicomputers. Administrative Computing also has not wanted to use the Burroughs and in the early 1980s decided to use minicomputers for all new applications because of "cost, access, security, and production control. . . ." (1981-1984 UCSD Computing Plan). The result is that administrative data processing is currently split between the Burroughs 7805, located at the Academic Computing Center, and three Prime minicomputers (two 750's and a 550), located
in the basement of the Accounting Building. Personnel/payroll processing is about equally split between the Burroughs and the Primes, whereas 74% of financial applications runs on the Burroughs, and 72% of student information programs runs on the Primes. This troublesome division represents no one's idea of how things ought to be, but it is simply where the campus stands in its migration away from the Burroughs.

AdCom plans to phase out the Burroughs as soon as possible, but probably in not less than two years. A decision has been made to establish IBM mainframe capability (initially with a 4341 P12) as the replacement processor. This will improve reliability, compatibility with systems in the Office of the President, and commonality with the mainstream of administrative data processing in higher education. The campus will approve variance from state-of-the-art IBM architecture as a computing environment only if there is compelling justification for application software not supported by IBM hardware.

Throughout the current planning period (1984-1987), AdCom will devote its resources to planning and effecting the replacement or reimplementation of existing financial, personnel, and student programming. AdCom will mount extensive searches to identify suitable application software. If acceptable packages cannot be found or economically acquired and installed, existing personnel and financial programs will be transferred to the IBM mainframe. The campus has recently purchased an integrated student records system that will run on the IBM. The new system will be installed over an eighteen-month period beginning in March 1986. Clocked from the start-up of the IBM facility in April 1985, the physical offloading or replacement of Burroughs programs should take two years. The target date for the reinstallion of calendar-sensitive programs, like payroll, is January 1, 1987.

This would be an ambitious schedule in the best of circumstances. It is especially so in this instance, considering the preliminary nature of present planning and analysis and the known deficiencies of the present systems. Any necessary enhancements that cannot be implemented in the migration from the Burroughs will be addressed in a subsequent systems integration effort. This effort is expected to take at least one year, and probably more. In any case, all of the 1984-1987 plan period will be occupied with the reestablishment of UCSD's major administrative information systems in an environment capable of supporting fourth-generation improvements. The immediate goal is to build a proper foundation for supporting the maintenance and management of a comprehensive campus database, central processing of core applications, downloading of database extracts, and on-line entry of data to the core systems.

Solving AdCom's space problems will also require extraordinary effort. UCSD's central administrative data processing enterprise is presently housed in four different, widely separated, and largely substandard sites. Systems development personnel are located in a
trailer where overcrowding is hampering productivity. Burroughs
mainframe and Production Control personnel are housed in the Aca-
demic Computing Center where they stand in the way of needed
expansion of Academic Computing. The new IBM operation has been
set up in space formerly occupied by Medical Center Data Processing,
about eight miles from campus, which entails very significant logistical
and telecommunications problems. The Prime minicomputer facility is
most unsatisfactorily located in the basement of the Accounting
Building.

The physical separation of these four related functions, the
incapacity of the four sites to accommodate further growth, and, in
the case of the Prime site, the total unsuitability of the space to the
purpose, are not at all conducive to the improvements that are neces-
sary to establish an effective and efficient administrative computing
operation at UCSD. Planners are contemplating the consolidation of
all AdCom activities under one roof in a properly outfitted central
campus facility by 1988. An IBM mainframe upgrade would be installed
in the on-campus facility to receive the systems developed on the
4341. Prime operations and the systems development function would
be consolidated with IBM operations in the new facility. Such a
central facility is the most cost-effective way to provide for UCSD’s
present and future needs in administrative information systems.

A number of factors will affect the campus’s ability to achieve
its goals. As a practical matter, though, they all devolve to the ques-
tion of funding. The availability of funds will depend on budgetary
allocations to UCSD over the next few years. The specific amount to
be allocated to Administrative Computing depends upon detailed
justification by the Director of Information Systems and review and
approval by the UCSD Budget Committee. The Director has set an
objective of securing above-average increases for central Adminis-
trative Information Systems over the next five years until "steady-
state" funding of approximately 2% of the annual campus budget
(excluding the hospital) is realized.
CHAPTER XIV
CONCERNS RAISED IN PREVIOUS ACCREDITATION REVIEWS

Chapter XIV addresses a number of concerns raised in past reviews. As mentioned in the description of how the self-study was organized and carried out, the ISSE Committee set up a special study group to investigate each issue. In some areas, such as the Quality of Student Life and Physical Facilities, the study groups found substantial improvement. In other areas, such as Student Grievances, Teaching Assistant Allocation and Workload, Teaching Evaluation, the Library, and Student Affirmative Action, the improvement was not so striking.

A. STUDENT GRIEVANCES

(7B5)

The Study Group on Student Grievances found that information regarding disciplinary procedures, penalties, and steps for dealing with student grievances is difficult to obtain. One result of this finding is that the Special Services Center (under the Vice Chancellor - Undergraduate Affairs) has published a pamphlet containing information regarding conduct and discipline (March 1, 1985).

The study group found many other problems in the grievance procedures:

1. The campus has a confusing dual system of discipline -- academic misconduct is dealt with in one way and non-academic misconduct in another;

2. Policies are diverse because they are controlled by different departments or units;

3. There is a need for integration, simplification, and unification;

4. The appellate process in cases of alleged academic dishonesty is sometimes treated as if due process were a privilege rather than a right;

5. There is no provision for dealing with a student's claim that unfair or misapplied academic standards were used in determining his or her grade;

6. The definition of non-academic discrimination should be made more precise and extended to include discrimination based on sexual preference;

7. The steps for determining whether or not discrimination was present in grading need to be spelled out;
8. Time restrictions in hearings and appeals are one-sided—that is, students are obliged to abide by constraints while faculty are not;

9. Faculty members often improperly defer responsibility for resolving grade protests to teaching assistants;

10. Current publications do not mention that five members of the Academic Senate may petition to have a dispute brought before the Senate if all else fails;

11. The principal problem affecting non-academic grievances is that students are not aware of their rights; and

12. There are ambiguities about instances of student harassment by a faculty member that are neither sexual nor attributable to discrimination.

The findings of the Study Group were forwarded to the Vice Chancellor - Undergraduate Affairs for action.

B. TEACHING ASSISTANT ALLOCATION AND WORKLOAD

Teaching Assistant FTEs are allocated to departments and programs by a committee composed of the four Provosts and the Dean of Graduate Studies and Research. The committee makes allocations on the basis of guidelines established by the Program Review Committee (PRC). The allocations are subject to review by the PRC body. Within these guidelines, some programs (writing, language, some science labs) qualify for "intensification"; they are allocated on a lower student:TA ratio than is normal. Once the positions are allocated, departments are free to assign TAs to courses as they see fit, subject only to University regulations. For 1985-86 the Vice Chancellor - Academic Affairs has augmented the state-budgeted TA allocation to allow one TA FTE per 43 student FTEs. With the augmentation the campus will achieve a 43:1 ratio and employ roughly 560 people during 1985-86. It has been a long-standing objective of UCSD to achieve a 40:1 undergraduate student to TA ratio, but funds have not been sufficient to realize this goal.

The principal problem in the allocation of TAs is that introduced by intensification. Many departments can make reasonable arguments in favor of intensification for some of their courses, but the campus cannot afford to fund many of these. In 1984-85, the TA Allocation Committee found it very difficult to meet departmental needs and the legitimate requests for intensification. PRC had to revise the rules about intensification in the process, and it commissioned the allocation committee to rethink the whole system. The committee reported to PRC in January 1985. It recommended that intensification be limited
to writing and language courses, that the student:TA ratio be lowered in all fields, and that to achieve this, the campus should invest faculty FTE to enhance the TA FTE pool. PRC has not yet acted on these recommendations.

A second problem in the allocation process is that TAs in some programs, particularly writing, are apparently overworked, even though these programs are part of the intensification scheme. The claim that writing TAs have too many students is a perennial one, which the campus has investigated without finding a clear answer.

C. ACADEMICALLY DISADVANTAGED STUDENTS

(7A3)

The study group concluded that the major problems faced by academically disadvantaged students are:

1. A sense of intimidation and either an inability to find or an unwillingness to use the support systems provided by the campus;

2. That campus recruiters may be overcorrecting for UCSD's reputation as a difficult and inhospitable University by raising unrealistic expectations about the extent and effectiveness of the support network for academically disadvantaged students;

3. That the campus needs to do a better job not only of apprising students who need extra help of its availability, but also of actively encouraging students to take advantage of the help that is available; and

4. That the reinstallation of Subject A and changes in precalculus courses did not constitute part of the campus's support system for academically disadvantaged students. (One member of the committee disagreed with this statement.)

The study group made special mention of the following programs:

a. The Faculty Mentors Program

This program provides approximately 25 minority upper-division students with an opportunity to work (for pay) as research assistants with faculty in the humanities and social sciences. Some professors make a special point of hiring academically disadvantaged students as research assistants.
b. The Minority Honors Program

This program provides intensive academic support for selected minority students in lower-division science and mathematics courses. The campus is planning a similar program in the humanities.

c. Third College Academic Counselors

Academic Counselors at Third College have a special tracking program for students who are experiencing difficulty in their course work.

d. OASIS

This office, already described in Chapter IX, uses peer tutors to provide a multitude of academic support services for all undergraduates. It also makes special efforts to recruit and to serve minority students.

c. The Summer Bridge Program

This program, also described in Chapter IX, brings academically disadvantaged students onto the campus prior to the opening of school. The program lasts four weeks and provides an intensive orientation to the academic environment of UCSD.

D. PHYSICAL FACILITIES

The last accreditation report expressed concerns about the campus's inadequate physical facilities. Specifically, the visiting committee found significant disparities in facilities among the four colleges—that the facilities for Warren College were particularly inadequate, that UCSD did not have enough space and equipment devoted to recreational activity, and that the Central Library lay on the periphery of the campus.

The study group found that significant headway has been made in all these areas. The campus has built a new residence hall complex for Warren College and a new sports and recreation complex. It will soon begin construction of a new engineering building and University Center, and it is planning a new Instruction and Research Facility and a building for research in molecular genetics. A supercomputer facility, Center for Magnetic Recording Research, Structures Laboratory, and step one of the molecular genetics facility are already under construction. These new structures will provide Warren College with its own campus and will make the Central Library more central.
In the near future, the campus will construct additional housing, so that Third College and the fifth college, now in the early planning stages, will each have sufficient housing. The campus has also designated an area for future recreation facilities; one large playing field is already under construction. The campus is planning to construct a proper entrance on Gilman Drive and is studying its utilities system, roads, corporation yard, and administrative space. In short, the last visiting committee was correct, and the campus has taken every opportunity to add to its physical facilities.

E. LIBRARIES

(6A-D) The last review committee expressed concern that insufficient attention was being given to library availability and usage. The study group found that efforts have been mounted during the last five years to increase student access to the library, but that availability of library services for research and space for quiet study are both severely constrained by the limited budget and staff. In general, the study group found that students depend on the library for quiet study areas because other space is not available on campus and that the University still needs to address the need for quiet study space.

However, the campus has acted to improve conditions in its libraries. It has proposed an addition to the Central Library that would more than double its space and that would allow the Science and Engineering Library to double in size. It has requested that the Office of the President recalculate the formula that governs the distribution of funds for collection development. (See Chapter IX.)

F. TEACHING EVALUATION

(5B1) The 1981 review stated that "further attention should be assigned the evaluation and validation of conscientious teaching as a University-wide commitment." The study group concluded that the previous accreditation reviewers were poorly informed as to the facts of teaching performance and evaluation at UCSD, but that the evaluation team had accurately detected a sentiment that prevails among students that the goals of research and teaching are somehow incompatible. The group also concluded that teaching performance is generally of a very high order at UCSD, that instances of palpably inadequate teaching are extremely rare, and that superior teaching is recognized and encouraged by the institution in a variety of ways: teaching awards, the considerable weight given to teaching in the academic review process, the existence of the Lecturer with Security of Employment title, and the informal expressions of a faculty ethos that esteems effective teaching.
The campus already has several means of evaluating teaching. The students survey classes for students' opinions of courses and professors and publish the results twice a year in *Course and Professor Evaluation* (CAPE). Departments review syllabi, examinations, and paper topics and ask selected graduate and undergraduate students to write letters about faculty members. All this material is included in the personnel files sent to the VCAA for review. The Senate's Committee on Academic Personnel (CAP) takes the evidence of the quality of teaching very seriously in its consideration of departmental recommendations.

Nonetheless, the study group found that most departments should be encouraged to develop more systematic procedures for evaluating and improving the teaching performance of their faculty, that the institution of a standardized, campus-wide peer review system to evaluate teaching is not warranted at this time, and that the campus clearly needs to make greater efforts to communicate to its students and to the wider public the connection between research and teaching and UCSD's notable success at combining the two. It also noted that the campus has an effective TA training program.

### G. QUALITY OF STUDENT LIFE

The study group on the quality of student life found that the attention focused on this problem area during the last five years, as measured by rising retention rates and overwhelmingly positive responses on alumni surveys, has apparently resulted in greatly improved student satisfaction with the nonacademic aspects of their experience at UCSD. In accounting for the improvement, the study group emphasized:

1. The reorganization of the entire student affairs area into five service clusters--Student Development, Academic Services, University Center, Registrar and Admissions, and Special Services--under the leadership of the Vice Chancellor - Undergraduate Affairs;

2. The improved communication between the administration and students--particularly student government, minority students, and the 150 student organizations--deriving from changes in the University Center and Special Services clusters;

3. The combination of student employment with career services in a new facility under a single director;

4. The expansion of opportunities for quality entertainment on campus;

5. The expansion of recreational facilities on campus;
6. The construction of additional on-campus housing for students;

7. The extension of library hours;

8. The increased cooperation between Financial Aid and Academic Support Services;

9. The establishment of an Office of Student Research; and

10. The continued vitality of the college system.

H. STUDENT AFFIRMATIVE ACTION

The report of the study group on student affirmative action noted that the 1981 accreditation review raised several specific concerns regarding student affirmative action, including inadequate pre-entry counseling, inadequate support services, and an air of "body counting" to meet UCSD's affirmative action goals. The study group found that the campus had made major changes in the organization and direction of its affirmative action programs by:

1. Combining the Office of Relations with Schools with the Educational Opportunity Program;

2. Expanding the Office of Academic Support and Instructional Services (OASIS), Student Affirmative Action, and Summer Bridge programs;

3. Redefining and improving outreach and recruitment activities;

4. Redeveloping the OASIS Language Program for linguistic minorities and the Before Calculus Program to help underprepared students; and

5. Giving priority to SAA students in the Tutorial Center.

The study group also observed:

1. Some of the colleges have strengthened their support services for ethnic minority students, especially in the areas of academic advising and residence hall programming;

2. A coalition of staff from the San Diego Community College District and UCSD have established a Transition Forum to simplify the transfer process and provide additional support for minority students; and
3. The campus has developed a number of special academic and research programs for minority students, including the Faculty Mentor Program, Minority Biomedical Research Support, Minority Honors Math Program, and the Minority Access Research Consortium (in conjunction with SDSU).

The study group concluded its report by highlighting the need for more minority faculty members as participants and role models, and the need for the campus to acknowledge and prepare for dramatic demographic changes over the next decade. Recent studies show that the number of minority faculty at UCSD exceeds the availability pools established by the federal government. The campus has an active and successful program for recruitment of minority faculty.
CHAPTER XV
SUMMARY AND CONCLUSIONS

Issues and Problems

A. GENERAL CONCERNS

Many of UCSD's strengths and weaknesses can be traced to its success as a research university and to its age. In order to make the fast start it did, UCSD used its resources to support a wide variety of academic programs. The campus spread its resources thinly among growing research and instructional enterprises. As a result, its research centers must rely on extramural funds for core support. In general, UCSD's state-funded research budget is smaller than other campuses that are older or grew more slowly.

Both the rapid growth of its enrollments and the success of its faculty have put great pressure on space. The student body has grown rapidly at a time when the State has been unable to keep up a strong capital program, and the exceptional research program employs a large number of research and staff personnel. As a result, the campus has been chronically short of space. The new building program will bring relief, but the campus will still need over 200,000 square feet of offices, laboratories, and classrooms in 1990. At the rate of growth foreseen in its new enrollment plan, the campus will generate 40,000 square feet of new space need each year.

During the next ten years, the campus will have to face the consequences of its growth. It is presently creating a new comprehensive academic plan, in effect the first major revision of the plan since the mid 1970s. The new plan is to be completed by December 1986, and the Self-Study will serve as its foundation. The plan will set forth academic goals and guide the distribution of new faculty resources. It will also give the administration an estimate of the changes--retirements, annual increments of faculty and support, and the like--that the campus will undergo up to 1995.

In the context of the planning, the campus will consider the questions raised during the preliminary visit of the accreditation committee. These are:

1. How will the change in the ethnic mix of the student body affect the mission of the campus?

2. What effect will the expected growth of the campus have on undergraduate education and life?

3. What strategy does the campus have for achieving the great growth in graduate enrollment that it projects?
4. Given the rapid growth expected, what strategy does the campus have for recruiting the necessary faculty?

The administration, departments, and Senate are beginning to formulate answers to these questions in the context of the academic planning exercise.

Some partial answers can already be given. Changes both in size and in the ethnic composition of its student body are unlikely to change UCSD's basic mission. That mission, to create a great research university that serves the needs of its students and of society in general within the context of California's Master Plan, will serve students of all races and ethnic backgrounds as it has in the past. Yet, it is clear that the campus will have to create programs, courses, and services for students with interests not now well represented. Chicanos, Asian-Americans, and others will want to major in the standard academic disciplines, but they will also demand and deserve courses about the cultures from which they come and student activities that reflect their interests. The development of such programs will be planned as part of the comprehensive plan on which we are now working.

In respect to the effect of growth on undergraduate education and life, the campus has recently renewed its commitment to the college system. It has begun planning for a fifth undergraduate college and seeks to strengthen the residential aspect of college life. As a result, UCSD's students will continue to choose among significantly different educational philosophies and general education programs, and the campus will continue to combine campus-wide student services with collegiate activities.

As part of its enrollment planning, the campus is working on both the rationale and the strategy for the proposed growth of its graduate programs. The rationale focuses attention on the role that graduate students play in the campus's research and teaching programs and on the projected need for Ph.D.s in all academic fields. The campus administration has opened talks with the Office of the President about graduate student support, space, and other resources needed to meet its goals. It has begun to analyze the distribution of growth among the various disciplines and to discuss projections with individual departments. The academic plan of each department and program will deal with the prospects for growth in its graduate program.

Finally, the administration and departments have begun discussions about the recruitment of faculty. The Vice Chancellor - Academic Affairs has created faculty flow models to serve as a basis for planning. The departmental academic plans will suggest strategies for achieving the recruitment goals and will provide information about what resources will be necessary for successful recruitment and retention of faculty. These plans will also take into account the age and
rank distribution in the departments in order to indicate what proportion of senior and junior faculty should be hired.

B. PARTICULAR CONCERNS

1. Academic Advising

The campus continues to seek the best way to organize and carry out its advising of undergraduates. So long as the colleges and departments share responsibility for undergraduate education, each must advise students. Collegiate advising has been relatively successful, while the quality of departmental advising has been mixed. This situation is unlikely to change because the quality of advising is dependent on the character of individuals. Where, as in the college offices, the campus has a stable corps of good advisers, the service is consistently well performed. Where, as in the departments, the job is passed from faculty to faculty, quality will vary. The administration and Senate give a great deal of attention to the subject and continually seek ways to ensure good advising of students at all levels.

2. Balance of Student Academic Interests

Fifty-four percent of UCSD's students now choose science and engineering majors, a far higher proportion than at other UC campuses. One of the campus's goals is to recruit a higher proportion of students interested in the humanities, arts, and social sciences in order to assure its balance of academic strengths.

3. Commuter Students

The colleges have worked hard to promote a sense of loyalty and involvement among their students. They have had difficulty doing so among commuter students. In 1984, the colleges instituted a policy that guaranteed two years of on-campus housing to all freshmen and transfer students. This policy gives the colleges time to effect the kind of collegiate feeling their leaders think is necessary to improve student life and retention. It is too early to say whether this program is working well, but the problem of involving upper-division commuter students in campus life remains a concern of the provosts and Vice Chancellor - Undergraduate Affairs.

4. Continuation Rate

UCSD's continuation rate has improved dramatically during the last five years, more than that of any other campus. Nonetheless, the administration cannot take sole credit for the improvement. Recent studies suggest that students are reducing their course loads and
taking longer to graduate than in the past. Such studies, which must be corroborated by further research, point to the need to look at the campus’s policies toward minimum progress and the number of courses required for graduation in some fields.

The growth of engineering enrollments may be a principal factor in the rise of the continuation rate. The combination of UCSD’s collegiate and engineering programs requires more courses (in both segments) than other UC campuses, so students must stay here longer than normal to complete their degrees. Moreover, the campus admits students to the engineering program at the upper-division level, instead of directly in the freshman year. It appears that many students come to UCSD to test themselves in the engineering pre-major programs. To enhance the possibility of success, they take these programs slowly (12 credits per quarter). The campus has felt strongly that admission to the engineering program should be based on students’ university rather than high school records. One consequence of this commitment is that students stay here longer than is normal.

5. Student Affirmative Action

Despite concentrated efforts, UCSD’s performance in the recruitment and enrollment of under-represented minority students has not been entirely successful. While the number and proportion of Chicano and other students has risen over the last ten years, the number and proportion of Black students enrolled at UCSD has declined. In 1985-86, however, minority enrollment, including that of Blacks, rose and the campus hopes that its various recruitment programs are beginning to work.

6. Student Systems

The campus has an inadequate computer system to keep records of its students. The solution to this problem has been the top priority of the Director of Administrative Computing, appointed in 1984. The system is needed to make admissions, registration, and classroom assignments more efficient. Moreover, without a good system, the campus’s ability to do analytical studies of students--prospective, present, and former--is limited. These studies are an important basis for academic and other planning on the campus. The administration has recently purchased an integrated student record system. The system should be installed over eighteen months, beginning in March 1986.

7. Library Funding

The University’s Library Plan of 1977 has hindered the development of UCSD’s library. It has diverted staff positions to the regional storage facilities, put a hold on building projects, and reduced
collection development at a time when the campus has been growing rapidly. The campus administration has committed funds from other units to help the library, but these have been stopgap measures. It is now making a major effort to win the State's approval for new construction and the Office of the President's approval for a revamping of the formula for funding collection development.

8. Funding of Organized Research Units

The research centers and institutes at UCSD do not have adequate core funding from the University. This is a result of historical patterns of funding in the University. The majority of ORU funds go to the older campuses--Berkeley, UCLA, and Davis. UCSD has raised the issue with the Office of the President many times, and the office is now preparing to ask the State for an increase in the total research budget. The campus hopes to receive a large share of any funding made available for the purpose.
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