UNIVERSITY OF CALIFORNIA, MERCED

COLLEGE ONE

HANDBOOK

2005

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INTRODUCTION

The purpose of this Handbook is to define what College One is as UC Merced prepares to open its doors and what it can become as the campus grows. The Handbook is intended for UC Merced faculty and administrators, on whose dedication the success of College One depends. The Handbook establishes a set of goals and roles for College One and lays out the operating principles and relationships with other campus units that will help it prosper.

Promoting and assuring student academic success is the College's top priority. To that end, College One is responsible for overseeing the general education experience at UC Merced, including the required Core Course Sequence and the Freshman Seminar Program. College One will provide a mechanism to connect students with advising and coursework that meets the UC Merced faculty principles for a well-rounded education. A key responsibility is serving as a champion for the Guiding Principles for General Education created by the UC Merced faculty (see the Roles and Responsibilities section of this Handbook for the Guiding Principles).

What does the educated citizen of the twenty-first century need to know? How will students connect what they learn in UC Merced's classrooms to the world outside the University? What does it mean to be part of a research university? Students will obtain and appreciate the answers these questions through their association with College One.

In collaboration with the Schools of Engineering, Natural Sciences, and Social Sciences, Humanities and Arts, College One will be the locus of UC Merced's general education program by introducing students to the major domains of intellectual inquiry and helping them build their college-level skills. In the early years of UC Merced, all undergraduate students (including commuters, transfers, and those living on campus) will be members of College One. All faculty will also be affiliated with College One, as a pledge of their dedication to excellence in general education and to undergraduate success. It is anticipated that as enrollment grows, additional Colleges will be developed.

The goals of College One are to:

- "make the big university small;" maintaining a place where students can work closely with and get to know a group of fellow students and faculty, from their freshman year on;
- offer a unique intellectual experience through general education that will be shared by students in the college;
- assure coherence and clarity in general education requirements
- act as the champion of the Guiding Principles for General Education, adopted by the UC Merced faculty.

College One is planned to provide an information framework and student support services for undergraduate general education, connecting students with information on:

- advising for freshmen, sophomores, juniors, and seniors who have questions about any aspect of their general education programs or need assistance in identifying advising resources on campus
- courses that meet general education requirements
- the Freshman Seminar Program

- undergraduate participation in faculty research: Undergraduate Research Opportunities
- educational experiences off campus, including internships, the University of California's unique programs in Washington DC and Sacramento, and the University of California's Education Abroad Program.

College One is committed to helping all undergraduates identify and obtain the courses and services that will assure a rich educational experience at UC Merced.

This Handbook describes the roles and responsibilities of College One and offers a guide to how educational services for undergraduates, in support of their general education, will be provided during the opening years of UC Merced. It also suggests ways in which faculty and staff will be involved in supporting College One's primary goal of undergraduate student success.

1. Roles and Responsibilities of College One

College One is a revolutionary concept and evolutionary unit. College One is revolutionary in that it is intended to absorb the best features of the college systems within UC and elsewhere, but in a manner independent of student residence; and to succeed in extending the positive benefits of the college experience to transfer students as well as students who complete all four undergraduate years at UC Merced. College One is evolutionary, in that its roles and responsibilities will change over time, as initial services and programming are assessed and better approaches to assure quality are planned and instituted. As a result, the following section should be read with the understanding that it is a "living document" of evolving roles and responsibilities.

A. Champion the Guiding Principles for General Education

In July, 2003, the faculty of UC Merced held a general education retreat in which they set goals and directions for general education at UC Merced. A key agreement was on a set of Guiding Principles for General Education.

Guiding Principles for General Education at UC Merced

UC Merced is planning educational experiences designed to prepare well-educated people of the twenty first century for the workplace, for advanced education, and for a leadership role within their communities. UC Merced graduates will be exceptionally well-prepared to navigate and succeed in a complex world. The principles guiding the design and implementation of our academic program are envisioned within a continuum that ranges from preparatory and advanced curricula in general education and in the majors, through a variety of educational activities, inside and outside the classroom.

All UC Merced graduates will reflect these principles, which provide the foundation for their education:

- Scientific literacy: To have a functional understanding of scientific, technological and quantitative information, and to know both how to interpret scientific information and effectively to apply quantitative tools;
- Decision-making: To appreciate the various and diverse factors bearing on decisions and the know-how to assemble, evaluate, interpret and use information effectively for critical analysis and problem-solving;
- Communication: To convey information to and communicate and interact effectively with multiple audiences, using advanced skills in written and other modes of communication;
- Self and Society: To understand and value diverse perspectives in both the global and community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting;
- Ethics and Responsibility: To follow ethical practices in their professions and communities, and care for future generations through sustainable living and environmental and societal responsibility;
- Leadership and Teamwork: To work effectively in both leadership and team roles, capably making connections and integrating their expertise with the expertise of others;
- Aesthetic Understanding and Creativity: To appreciate and be knowledgeable about human creative expression, including literature and the arts; and

- Development of Personal Potential: To be responsible for achieving the full promise of their abilities, including psychological and physical well-being.

The primary role of College One is to assure that faculty keep these principles in mind as they plan both majors and general education, including general education expectations specific to their majors. Staff responsible for student advising and co-curricular activities should be not only knowledgeable about these principles but also actively engaged in creating co-curricular activities outside the classroom that help a student meet the educational goals represented in the principles. Finally, College One needs to support student awareness of the principles throughout their UCM years and help students devise means to demonstrate that they have achieved the goals represented in them.

B. Insure GE Courses Reflect Guiding Principles Across Schools

Each of the Schools will determine explicitly which courses are responsive to the general education requirements specific to their majors. UC Merced faculty have rejected the "check-off" approach to general education: menus of courses with no evident relationship to each other or to the major. The College One Advisory Committee gives guidance to the faculty in establishing their general education expectations by promulgating the Guiding Principles to help with the identification of appropriate courses and by setting up a process by which the Schools can mutually agree on acceptable courses that meet the requirements. It is also essential that advisory materials for undergraduates clarify and offer the educational rationale for the courses that meet the School requirements. College One works with the Schools to assure that requirements are coherent and clearly related to the student's work in the major.

To prepare for the 2005-06 UC Merced Catalog and give appropriate advice to prospective first year and transfer students, the Interim Dean of College One has requested that the School Deans initiate a discussion with their faculty, followed by discussions among the three Schools, to set a series of concrete course requirements that both meet School goals for general education and embody the campuswide general education goals set forth in the Guiding Principles.

The Interim Dean recommended the following iterative process for reaching agreement on specific general education courses that would meet the needs of the Schools.

- Step 1: Each School faculty reviews their current general education requirements and, in light of the Guiding Principles, decides on a set of criteria for courses that would fulfill their expectations for their majors. Ideally, these attributes will help focus each requirement more sharply and will set an educational goal that will demonstrate to their students that general education goes beyond a "check off" on a list.
- Step 2: Each Dean exchanges the School lists, then works with their faculty to identify a short list of approved and proposed courses offered by the School that they believe would meet the expectations of the faculty in the other Schools.
- Step 3: Upon circulation of these lists, each School faculty considers the proposed courses and decides which ones should be accepted as best meeting their criteria for general education for their students, then informs the proposing School so that timely scheduling of courses can be arranged; or engages in further iterative discussion, leading to a mutual agreement on specific courses. Results would be reported to the Vice Chancellor for Student Affairs to aid Admissions staff and incoming advising and orientation staff. The results would also be ready for publication in the catalogue.

If this process is successful, it will be used for determining general education course requirements as new majors are added to the curriculum.

Special note on faculty responsibility for general education: the three Schools, as well as new schools created in the future at UC Merced, share responsibility for providing and staffing courses that will contribute to an excellent general education experience for all UC Merced undergraduates. Concomitantly, expectations for faculty advancement and merit are based on the range of teaching accomplishments, including contributions to general education.

C. Promote a Robust and Rigorous Freshman Seminar Program

From Harvard to Berkeley, major research universities have discovered that establishing a program of freshman seminars is an excellent way to help new freshmen make the transition to university life. While large lecture classes with teaching assistant-led sections continue to be the norm for the freshman year, freshman seminars give new students the chance to get to know a faculty member personally at the beginning of the student's academic career and to study a topic in depth with a small group of peers. Benefits of freshman seminars to both faculty and students include:

- helping some students decide on a major;
- helping faculty recruit students into their major;
- beginning an association that leads to a faculty letter of reference at the end of the undergraduate career.

Faculty consistently enjoy the opportunity either to build a seminar around an aspect of their research or to deal with an academic topic of interest to them but outside their customary field. Freshman seminars are normally one-credit overloads for faculty.

UC Merced shares with other UC campuses a commitment to the State of California to offer a robust Freshman Seminar Program. Faculty in the Schools are asked to pledge to offer one freshman seminar each during each year of instruction. The role of College One is to encourage all freshmen to enroll in a freshman seminar, serving as a clearinghouse of information on freshman seminars available each semester, in cooperation with the Registrar, and providing feedback to the Schools on the overall program. As the campus grows, College One should continue to encourage the faculty to offer a freshman seminar on a regular basis, every one to three years.

D. Promote Undergraduate Research Opportunities

A hallmark of undergraduate education at a research university is the opportunity to have firsthand research experience by working with faculty members in their laboratories, archives, or other research settings. UC campuses have increased such opportunities for undergraduates in recent years. Undergraduates may receive credit or remuneration for working with a faculty member on that member's research.

College One links students to the Graduate Division website containing information on undergraduate opportunities each semester to work with faculty on their research. Faculty with access to special funding (such as NSF funding earmarked to support undergraduate researchers in the faculty member's project) are urged to request such funding when they submit or renew their proposals. College One periodically evaluates

the Undergraduate Research Opportunities Program and recommends improvements to the Dean of Graduate Studies and participating faculty.

E. Align Student Advising to Best Achieve the Guiding Principles

Student advising is critical to supporting students throughout their academic careers and assisting them when they encounter difficulties. Student Affairs has assumed responsibility for lower division and "undecided" student advising, while the Schools expect to advise students once they have declared majors. College One works closely with the Student Advising and Learning Center in Student Affairs and the Schools:

- to create a connection among these administrative entities that appears seamless from the student's point of view;
- to allow students quickly and easily to keep track of their progress toward meeting all general education requirements;
- to assure that students receive current and continuing advice on meeting their general education requirements.

A creative intersection of College One with advisors in both Student Affairs and the Schools is the means by which students are encouraged to document their educational achievements over their undergraduate careers, as measured against the Guiding Principles. Student portfolios of their best work, written and visual, both in and out of the classroom, represent one means by which they can:

- see their own progress as undergraduates;
- demonstrate their most notable achievements to potential employers or graduate and professional school admissions committees; and
- assess their entire education, actively making links among their formal courses and between in-class and out-of-class experiences.

College One is investigating establishment of a student portfolio system. If instituted, advisors will share the role of encouraging students to make effective use of their educational portfolios. For more information on student portfolios, see Appendix 1.

F. Promote Seamless Integration of Transfer Student Experiences

A special area of support is for engaging transfer students in ways that will help them feel as much a part of the campus as the students who are completing all four years at UC Merced. Developing programming that achieves this purpose is a special challenge to the College One Advisory Committee. As with new freshmen, new transfer students may find the transition to the University difficult. The high expectations and relatively fast pace at the University may pose challenges not faced at the previous institution, resulting in adjustment problems or slower overall progress toward completion of the degree. Further, transfer students may feel less engaged in campus life than is true of "native" undergraduates, particularly given the greater likelihood that they will live off campus or commute from home.

College One is charged with creating improved strategies for easing the transition of transfer students and engaging them in the life of the campus. Three approaches to achieving this goal, currently under discussion, follow:

- College One expects to collaborate with Student Affairs on joint programming of transfer student orientation.
- The Core Course Committee has raised the question of whether there should be a set of junior seminars that parallel freshman seminars, which College One will explore further. One argument against establishing such a program is that transfer students arrive with a major already in progress or in mind. Thus, the freshman seminar model for junior seminars might prove to be overly constraining. An alternative, might be to create a lab rotation course, parallel to what is often offered at the graduate level. This would give students a unique chance to catch up with "native" juniors in their familiarity with the faculty in their chosen major. (The concept would be adapted to non-lab faculty research programs as well.) These and other alternatives will be considered further by the College One Advisory Committee.
- The Core Course Committee's plan to offer Core 100 as a junior year required course will provide a unique way to bring transfer students into UCM's educational culture. The plan will combine "native" juniors with transfer students and take advantage of lower division learning by assigning educational materials and projects at an advanced level that reflect the theme of College One. See Section II for details.

Both continuing and transfer students need support to succeed in college and achieve their goals, whether for purposes of direct employment or for preparing for an advanced degree program. College One reinforces the Schools in fostering the success of all upper division students in meeting their educational goals.

G. Establish One-Stop-Shopping for General Education Information

The College One Advisory Committee and the Interim Dean are working with Student Affairs and the Graduate Division to assure that the College will be able to meet its promise to be a center of information and guidance in support of student development in general education. Since general education requirements vary from one School to the next, students who are still deciding their major will especially need a place that links them with information about what is required.

A student-centered university is characterized by the ease with which students can obtain both the information they need and access to the services that will help them complete their educations. Students should be able to meet these needs easily both in person and virtually. This "one-stop shopping" role is a primary responsibility for College One, supported both by appropriate staffing and a dedicated website.

H. Assess General Education Outcomes

As part of the regional candidacy and accreditation review process, the Western Association of Schools and Colleges (WASC) has several requirements that focus on general education. Among them are provisions that an institution publicize its goals and offer suitable programming to meet them; assess how well students are achieving institutional expectations for general education; and assure that evidence of program performance is collected and used to institute improvements.

The *WASC Handbook of Accreditation* (2001) places teaching and learning effectiveness at the center of its process. Two of the five aims of accreditation are particularly *a propos*:

The accreditation process is aimed at:

- Promoting deep institutional engagement with issues of educational effectiveness and student learning, and developing and sharing good practices in assessing and improving the teaching and learning process;
- Promoting within institutions a culture of evidence where indicators of performance are regularly developed and data collected to inform institutional decision making, planning, and improvement. (p.8)

The WASC Handbook criteria for evaluating institutional commitment to learning and improvement—one of the four WASC standards for accreditation—offer detailed guidance on assessment expectations:

- Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.
- The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology. (p.30)

Preparing an effective assessment mechanism for general education is a key function of College One. WASC expects to see faculty fully engaged in the assessment and curricular improvement enterprise. Having one faculty member from each School on the College One Advisory Committee helps meet that expectation.

Because the UCM Guiding Principles are intended to be realized not solely through formal general education requirements, but also through majors and the co-curriculum, the College One Advisory Committee also expects to take on a coordinating role for reporting on assessment to WASC. The College One advisory committee is establishing a regular schedule of discussions with School faculty who are taking lead responsibility for assessment of the curricula in their School, to identify potential connections among the plans and share productive ideas for meeting accreditation expectations.

2. Foundational GE Core Course Sequence

"The World at Home"--Designing a Core Course for UC Merced

UC Merced's Core Course Sequence, "The World at Home: Planning for the Future in a Complex World," is designed as a two-semester introduction for UCM students to the various academic disciplines of the University. As such, the Sequence is intended to be the "signature" courses for College One and, indeed, for UC Merced.

The College One Core Course Sequence is future-oriented and focused upon devising solutions to real-life problems. Core 1 will be taken by UCM freshmen in either their first or second semester, depending upon the student's degree of preparation for college-level work. In the first semester, Core 1 will introduce incoming students to the issues facing informed citizens in the 21st-century and the tools needed to address them. Core 1 faculty will introduce students to how their disciplines identify and define a problem, with an emphasis on the intersections and contrasts among these diverse intellectual approaches. Core 100, taken in the spring semester of the junior year, will be an opportunity for these now-more-advanced students to propose answers to the questions introduced in Core 1. In Core 100, students will also be expected to present and defend their results--through in-depth research papers, oral history interview or public history projects, debates, and interactive computer simulations.

A. Unique Interdisciplinary and Cross-School Approach

The College One Core Course Sequence is unique in the UC system in that the Sequence draws on the disciplines and faculty of all three UCM Schools--Natural Sciences, Engineering, and Social Sciences, Humanities, and Arts--to introduce first-year college students to the fields in which they will first want to major and later make their career.*

Capitalizing upon this interdisciplinary approach, the Core Course Sequence will show students how different experts in what has been called "the two cultures"--humanist and scientist--view the world, analyze information, and attempt to solve problems.* Thus, the intent will be to show, through examples, that complex questions are best understood not from a single, decoupled perspective, but by insights gained from different--even seemingly widely-disparate--approaches. By this method, the linkages between various disciplines will likewise be demonstrated to students.

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* *Two sister UC campuses, Santa Cruz and San Diego, have had college-oriented core courses since their inception in 1965. However, the core courses at UCSC and UCSD have been oriented toward the unique theme or emphasis of the college offering them, rather than deliberately interdisciplinary in nature. A retrospective survey done at UCSC, analyzing 25 years of core course experience on that campus, concluded that its major value was that students in different disciplines and from all backgrounds shared a "common intellectual experience," as well as receiving a valuable introduction to college life.*

* *From British writer C.P. Snow's 1960 Godkin lectures on science and government, which observed: "[T]he results of the lack of communication between scientists and nonscientists...is worth examining. A good deal of the future may spring from it."*

Hallmarks of the Core Course Sequence will be:

--The curriculum will be characterized by connections: faculty working together to connect academic themes and subjects, students connecting what they have just learned with what they will learn, and subject matter in the junior course (CORE 100) cross-referencing and reinforcing the subject matter in the freshman course (CORE 1).

--Students will learn to think analytically and communicate effectively in the context of problems affecting their lives and futures.

--Faculty will be able to explore new directions by working with colleagues in the Sequence, as well as stimulating student interest in their fields.

--The eight Guiding Principles for General Education, adopted by the UC Merced faculty, will inform the curriculum.

B. Unique Focus on Global Issues Viewed Through a Local Prism

Another unique aspect of the UCM Core Course Sequence is the focus upon the world at large, as reflected in the world at home, in California. By focusing upon local manifestations of global problems, the students will gain an understanding of issues that affect them personally and, in time, professionally.

Core 1 will introduce students to ways in which a spectrum of disciplines define the "big questions" faced by informed citizens of this new century. Examples of these questions are:

- Can advances in technology mitigate the effects of burgeoning populations and resource depletion?
- How will a changing climate affect the future migration of human populations?
- How do citizens decide among conflicting ethical choices, each with a compelling claim?

Students in Core 100 will apply what they have learned during their first two years towards shaping their own perspectives on how to answer these questions. The overall goal of the course will be to equip UCM students with the knowledge and tools necessary to grapple with the complex problems that they will encounter in a rapidly changing world.

C. Unique Combination of Theory and Practice

A third unique feature of "The World at Home" is the combining of theory and practice, through modules that will be both topical and chronological. At the heart of each topic will be a demonstration of one or more of the eight Guiding Principles chosen by UC Merced's founding faculty as the centerpiece of a UCM education: scientific literacy, decision-making, communications, self and society, ethics and responsibility, leadership and teamwork, aesthetic understanding and creativity, and development of personal potential. In some cases, these principles will be the subject of traditional lectures; in others, the principles will be demonstrated to the students through presentations, plays,

films, experiments, or learn-by-doing. Thus, the emphasis throughout will be upon active, rather than passive, learning.[+]

By its "real life," issue-based approach, the course will challenge students to think about ways in which the problems facing society might be amenable to solution, through modules varying in length from one to three-weeks, on topics such as energy, water, regional conflict, cultural intersection, and immigration.

Students in the Core Course Sequence will:

- work together in small groups on joint projects or to solve problems, as a demonstration of leadership and teamwork;
- use quantitative methods as well as ethical judgment to make decisions concerning the proper allocation of scarce resources, and defend those decisions to their peers;
- write and perform brief plays and songs, or create other works of art in other media, to demonstrate lessons and concepts learned in the course;
- assist local community groups through service learning.[*]

D. Unique Core Course Multi-year Sequence

"The World at Home" will also be uniquely divided in time. Core 1 will be taken by entering students in their first year, in either fall or spring semester, before most have declared a major. To accommodate students who need additional preparation for college-level writing, Core 1 will be offered both semesters of UCM's inaugural year. Core 100 will be taken in the spring semester of the junior year, when most students will be well advanced in their major. By splitting the course between the freshman and junior years, "The World at Home" aims at having both breadth and depth, first by introducing specific topics, and then by having students focus in-depth upon possible solutions.

E. Core Course Support of Writing and Quantitative Skills

Because the UC Merced faculty have decided that "The World at Home" will partially satisfy UCM General Education requirements in college-level writing, the Core Course Sequence will be writing-intensive. In Core 1, students will be regularly assigned short papers linked to the topics of the module under study. Students in Core 100 will be assigned more comprehensive seminar-style papers or presentations, requiring original research and a defense of their thesis. Similarly, after Core 1 (or a transfer student's lower division curriculum) has introduced students to the fundamentals of quantitative reasoning, Core 100 will require them to demonstrate their mastery of those fundamentals

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[+] *An example is a proposed module for Core 1, tentatively titled "Origins." A lecture on the "big bang" and the current understanding of the physical universe by a UCM astrophysicist will be followed by a SSHA historian's lecture on ancient cosmologies--the so-called origin myths common to all cultures. The module would be completed by a film like "The Power of Ten," demonstrating the scale of the physical world, from the edge of the known universe to sub-microscopic life on Earth; and/or a play based upon Native American origin myths. The Guiding Principles in this case would include scientific literacy, self-and-society, and aesthetic understanding and creativity.*

[*] *Examples of possible service learning projects, some of which have already been explored with local community organizations, include: assisting the NPS staff at Yosemite and Kings Canyon National in cataloging and digitizing their historic photograph collections; assisting the Castle Air Museum in writing and publishing a catalog of aircraft on display and/or a comprehensive social history of Castle AFB; artistic collaborations with the Merced Multicultural Resource Center and the Merced Playhouse.*

by solving problem sets related to the topics under study.[++] Both Core 1 and Core 100 will foster student examination of how their own social and cultural background influences their perception of the world.

F. Core Course Sequence Logistics and Oversight

Student progress in the course will be assessed by letter grade. On-going assessment of the course itself will also be by the six-member Core Course Planning Committee, utilizing, in part, entries in the on-line journal that individual students will keep as part of their work for the course. Such a journal would be part of a student portfolio. The entire Core Course Sequence will be reviewed by the UCM faculty every four years. The assessment system currently being developed by the School of Engineering might also be modified for use in assessing the effectiveness of the Core Course Sequence.

As a required four-unit course, each "The World at Home" course will meet three times a week, for an hour each meeting, and students will also attend a two-hour, writing-intensive discussion section, to be led by a UCM faculty member, teaching assistant, or lecturer. While two of the weekly meetings will be in the traditional lecture format, the third hour might be a play, film, guest lecture, interactive presentation or experiment. As the occasion, budget, and topic warrant, there will be a monthly all-campus "Core Friday" event. In some cases, the event will be open to the Merced community at large.[**]

A three-member faculty team composed of a representative from each School coordinates teaching and administration for each offering of Core 1 and Core 100. During the first year at least, faculty representatives on the two teams for Core 1 and Core 100 will be the six current members of the Core Course Planning Committee. Each team is responsible for the overall design of its course, including the syllabus, the reading list, and class assignments. The Core 1 and Core 100 teams, in consultation with the UCM faculty, also choose the topics for individual modules, assure continuity between modules, and give guidance to the faculty presenters. The coordination and coherence of Core 1 and Core 100 are assured by the six-member Core Course Planning Committee, meeting as a whole. An academic coordinator will help set the lecture schedule with the faculty of the three Schools, arrange logistical support for the special "Core Friday" events, and serve as liaison with the community groups participating in service learning.

Because "The World at Home" represents the signature courses of College One and UC Merced, and hence is a highly public symbol of UCM's commitment to team-teaching and interdisciplinary study, the faculty representatives of Core 1 and Core 100 regard the entire UCM faculty as potential contributors to "The World at Home." Typically, no individual faculty member would be expected to give more than two lectures or presentations per course per semester, with the understanding that the topic will always be within the lecturer's particular area of interest or expertise. The modules for the

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[++] *For example, while Core 1 might introduce the issue of the selective use of evidence in media reporting, Core 100 would have the students do a statistical analysis of biased reporting on a particular topic of their choice.*

[**] *The Kollegian Library will be the venue for the films, plays, etc., as well as for the core course itself, if the Classroom Building is not ready by opening day, 2005. Additionally, the Merced Theater or the Multicultural Resource Center might be the venue for special "Core Friday" events open to the public, if it proves feasible to transport UCM students between campus and downtown.*

courses are developed collaboratively, with the core course planning team working together with the subject-matter experts. In essence, the UCM faculty contribution to the Core Course Sequence is an opportunity for instructors to "strut their stuff," and, not incidentally, to recruit students to their Schools and their discipline.

Because computer literacy will be one of the hallmarks of every UCM graduate, course assignments, readings, examinations, research links, and interactive content for the course will be made available to students, insofar as possible, on a dedicated "World at Home" website.

Concluding Summary: The Core Course Sequence is designed to introduce students to key intellectual themes of UC Merced, particularly those embodied in the Guiding Principles for General Education. The Core Course Sequence will both introduce students to the primary disciplinary domains (arts/humanities, social sciences, natural sciences/engineering) and will model intersections between the disciplines, particularly in the diverse ways of framing and addressing problems. Students will develop their college writing and quantitative skills, as well as participating in group and individual learning activities, at both the freshman and junior levels. A three-member team of faculty, representing each of the three Schools, oversees each offering of a course in the Core Course Sequence. All UC Merced faculty are affiliated with College One with a principal obligation to contribute one or two lectures in their field of expertise, at the request of and in consultation with the faculty team overseeing the constituent courses. In sum, the Core Course Sequence forms the foundation of general education at UC Merced.

3. Advancing UC Goals for Diversity and Inclusiveness

Given the responsibility of College One for general education and undergraduate student success, the College should be a leader in assuring that UC Merced lives by its Principles of Community (see Appendix 2) and achieves its goals for diversity and inclusiveness. This section presents a statement of the College One commitment to carrying out that role.

College One has an especially important role to value and encourage diversity. College One advocates the appreciation of every member of the UC Merced community for individual and unique talents, and seeks ways to foster and integrate those talents on the campus and in society.

The faculty and students of College One value and encourage the cultural diversity of UCM because it enriches education and lives. College One embodies the commitment to promote an environment in which all people can acquire the skills and expertise necessary to become scientifically literate and compete for good jobs after graduation, and a spirit in which people can appreciate their own styles or genres of art.

College One promotes open communication and affirms the right to freedom of expression for all groups and individuals at UC Merced. College One promotes expression of individuality and diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.

College One stresses flexibility and expects individuals to adapt responsibly to cultural differences among the faculty, staff, students, and community. All views are taken into account and valued in the decision-making process.

The faculty and students of College One uphold University policies barring discrimination based on race, ethnicity, gender, age, disability, sexual orientation, religion, and political beliefs, and College One will support appropriate campus responses to such acts through educational activities.

The faculty and students of College One work together to promote tolerance and understanding among individuals and groups both on campus and in society. Whenever possible, the faculty and students of College One will act as leaders in the community to promote an intercultural spirit, and will work together to find constructive strategies for resolving conflict when it arises.

4. Expanded Learning Opportunities Through College One

With the pace of technological changes and the formation of a global economy, UC Merced students need to have the ability to a stay abreast of changing job requirements. College One will incorporate learning in multiple settings directly into its own educational activities, such as the Core Course Sequence, but will include as part of its One-Stop Shopping responsibility information links to others. College One encourages not only learning in the classroom, but learning in other settings such as service learning, freshman seminars, research opportunities, student projects and competitions, and involvement in community projects. A key part of One-Stop Shopping will be to develop a database with information and contacts for these different opportunities.

There are several ways undergraduates can be involved in research opportunities. Some funding agencies, e.g. NSF, have specific programs in which investigators can request supplemental funds for research grants to fund undergraduate students. In addition, there are a number of summer research opportunities available to students in different disciplines. The Division of Graduate Studies is committed to soliciting from faculty members a list of research opportunities for undergraduates, to be updated on an annual basis.

Many disciplines have professional student organizations and sponsor regional and national conferences and competitions for students. For example, the field of Engineering engages students through such societies as the American Society of Civil Engineers Student Chapters and Society of Women Engineers. College One, in collaboration with the Schools and Student Affairs, will work to assure that resources, including space, faculty advisors, and seed money are available to support organizations like these on campus. Eventually a list of professional student organizations with faculty contacts and student officers will be developed and maintained. Ideally, this will include a synopsis of past highlights. As a team building exercise, College One faculty will identify some national competition in which students can participate and recruit students. As the campus grows, College One will play a more subordinate role, with students initiating and College One matching student interests with faculty advisors.

Merced is a multi-cultural community, with community members from, for example, Hmong, Hispanic, Japanese, Portuguese, and Chinese backgrounds. Student involvement in community development projects is encouraged by College One, in cooperation with Student Affairs, by providing information and contacts for students for existing programs.

Among certain sectors of the population, there is a growing concern with environmental quality. For instance, both the upper Merced River and the lower Merced River have watershed councils that are developing a citizen science monitoring program. They have effectively recruited high school students as well as other community members to monitor the river. Participation in this and similar efforts is encouraged by College One, in cooperation with the Schools, by providing links to information on the various community opportunities and contact information.

Planning for the Core Course Sequence has included a hands-on introduction to idea of service learning. This programming is exemplified by the Engineering Service Learning program being planned in the School of Engineering. Engineering Service Learning is a formal, for-credit academic experience in which multidisciplinary, multi-level (freshman through senior) teams of students establish ongoing professional relationships with regional not-for-profit client organizations. Through this relationship, students provide much-needed engineering services and, where appropriate, products that serve the constituencies of the client organizations. These teams will consist of Engineering students, who will receive specific design credit for their team involvement and students from across the entire university. The database will include links to the Service Learning website, a description of the program and a list of ongoing projects (and eventually past projects).

5. Relationship Between College One and Other Units

It is critical for the success of a college system at UC Merced that College One establish close and collaborative working relationships with the three founding Schools and the Divisions of Graduate Studies and Student Affairs. A college system will succeed at UC Merced with collaboration among these units on initiatives and standards in support of undergraduate student success, while being able quickly to resolve the inevitable problems and issues as they arise.

The primary goal of these relationships is to strengthen, enhance and enrich the experience of UC Merced undergraduates within and outside of the classroom. A secondary goal is to prevent unnecessary duplication of services, costs, and staff.

Relationship with the Founding Schools

College One cannot exist without the active support of the Deans and faculty in the Schools of Engineering, Natural Sciences, and Social Sciences, Humanities and the Arts. The Deans are central to the assignment of teaching responsibilities, support of the College One Core Course Sequence, and general education. The Dean of College One interacts frequently with his/her fellow Deans and the faculties in the three Schools to advocate for general education, the UCM Principles of General Education, the Core Course Sequence, and the importance of assessment of general education.

Relationship with the Division of Graduate Studies

The Division of Graduate Studies, headed by the Vice Chancellor for Research and Dean of Graduate Studies, is the lead office during UC Merced's opening years to connect undergraduate students to research experiences. The Division of Graduate Studies acts as a broker identifying faculty who have grants or research needs that could include undergraduate students. The Division is creating a website that will encourage undergraduates to undertake research and assist them to find appropriate settings. The Division, working with the Career Services Center, will educate College One students about graduate education and the opportunities that it presents.

Relationship with the Division of Student Affairs

The Division of Student Affairs is a natural ally and special partner with College One in establishing a culture of learning at UC Merced. Through jointly organized and sponsored activities (lecture series, plays, culture fairs, off-campus trips), College One and Students Affairs enhances the learning that is taking place in the Core Course Sequence and other general education courses. In addition, academic themed housing and special student life activities and events re-enforce the Principles of General Education.

The Student Advising and Learning Center, located within Student Affairs, works closely with College One to ensure accurate advisement on general education issues. The Director of the Student Advising and Learning Center works closely with the Dean and staff of College One on orientation, advising issues, advising publications and websites, and student petitions for exceptions. The Director of Residence Life and Housing works with the Dean of College One on academic themed housing and on programs that can be

offered in the Residence Halls that will extend the subject matter being taught in the Core Course Sequence. The Vice Chancellor for Student Affairs, who has a special interest in College One, assures that all Student Affairs units support the mission of College One, and cooperates in every way possible to assure its success.

APPENDIX - 1. RESOURCES FOR STUDENT PORTFOLIOS

Electronic portfolios

IUPUI accelerated its work with electronic portfolios. Portfolios have been used for centuries in disciplines such as architecture and the arts. A portfolio is a thoughtfully organized collection of student work, usually including work other than, or in addition to, traditional academic papers. Portfolios also often include student reflections about how the project demonstrates their developing skills. These reflective statements are one way in which portfolio use is intended to deepen student learning. Alverno College in Milwaukee pioneered the use of portfolios in liberal education starting in the 1970s, using them to chart student progress in developing competencies required of all students by graduation.

Electronic portfolios store those projects, or recordings of them, plus reflections and feedback, on computers so that these records can easily be accessed online. For example, Web projects can be stored in portfolios, as can video recordings of student performances (oral presentations, participation in teams, dances). In contrast to paper portfolios, the online portfolio can organize the projects in several different ways: one "view" organized for an individual course, another view organizing the content to show progress toward goals of liberal education, another showing progress in the major, and yet another that might be used for employment or graduate school applications. The work can be used over a period of time by the student, by faculty, and, at some institutions, by people outside the institution (e.g., potential employers). This ability to revisit a project long after the project is completed is one of many distinctive values of electronic portfolios.

Electronic portfolios offer an ideal infrastructure for the development of all the outcomes of liberal education described in this paper--doubly so because, as we've seen, a growing proportion of student work in all these areas is being done with computers and Internet resources.

- AAHE web site: http://webcenter1.aahe.org/electronicportfolios/index.html
- CHRONICLE OF HIGHER EDUCATION ARTICLE—Thurs, Feb. 21, 2002

Creating Online Portfolios Can Help Students See 'Big Picture,' Colleges Say
By JEFFREY R. YOUNG

More and more institutions are encouraging -- or even requiring -- students to create "electronic portfolios" that highlight their academic work and help them reflect on their campus experiences. Many administrators say that e-portfolios will be the next big thing in campus computing, although others wonder how many students will want to use them, and how many professors will embrace the idea.

Essentially, an e-portfolio is an extensive résumé that links to an online repository of a student's papers, problem sets, pictures from study-abroad stints, and anything else that demonstrates the student's accomplishments and activities. The hope is that students will show off their portfolios to potential employers or to parents eager to see where their tuition money is going.

"E-portfolios are on the horizon," says Ronald Bleed, vice chancellor for information technologies at the Maricopa County Community College District, which is considering

joining a consortium to develop e-portfolio software. "But what they really are is still being defined," he adds.

The idea of creating portfolios of student work is not new -- some colleges or individual departments have been requiring paper-in-binder versions for years. Many of those portfolio projects are now going digital to make it easier to organize and distribute student materials. And the concept has recently caught the eye of computing administrators and academic-technology officials at institutions that have never tried portfolios.

Now a handful of nationwide efforts are under way to refine the e-portfolio concept and develop easy-to-use software tools that will integrate portfolios into existing campus information systems. Many of the e-portfolio efforts include a privacy feature that allows students to regulate access to their portfolios.

This month, Indiana University-Purdue University at Indianapolis and the University of California at Los Angeles formed a consortium to develop e-portfolio software. The software, which is expected to work with existing campuswide information technology, will give students and advisers tools to build portfolios.

The consortium is still recruiting members, who are expected to pay $10,000 per year to join. Member colleges will help design the e-portfolio system, and they will also get full access to the resulting software and its source code, says Ali Jafari, a professor of computer technology at Indiana-Purdue who helped start the consortium. A beta version of the software is expected to be released this summer, he adds.

Another group of colleges formed a consortium in October to compare notes about their own e-portfolio projects. That group, the Electronic Portfolio Action Committee, consists of California State University at Monterey Bay, the Massachusetts Institute of Technology, Northwestern University, Stanford University, and the University of Washington. The Carnegie Foundation for the Advancement of Teaching is also a member of the group.

Some colleges have already set up campuswide e-portfolio systems. One example is Alverno College, which since 1999 has required all new students to create a diagnostic digital portfolio. The effort grew out of the college's earlier paper-based portfolio requirement, which began in 1973, says Kathleen A. O'Brien, vice president for academic affairs at the college. A key feature of the portfolio system, she says, is that students must include information to demonstrate the core abilities that the college requires them to learn before graduating -- for example, problem-solving skills.

The American Association for Higher Education has created a searchable listing of portfolio projects. The association also recently published a book on the subject, *Electronic Portfolios: Emerging Practices in Student, Faculty, and Institutional Learning.*

Some students say the most important reason to create an electronic portfolio is that it might help in the hunt for a job. Patrick Gilligan, a senior at Elon University, made a portfolio to show to potential employers. "It gave me another chance for employers to see my skills and talents," says Mr. Gilligan. "It was definitely valuable."

But among administrators and faculty members, the key benefit of e-portfolios is that they can breathe new life into the academic-advising process and help students reflect on how their disparate activities become a well-rounded education. Today's busy college students -- many of whom juggle classes, work, volunteer activities, and more -- can easily lose sight of the big picture.

"It's not meant to be just a souped-up résumé, or a folder of stuff," says Helen L. Chen, a research scientist at Stanford University's Stanford Learning Lab, which has been developing and testing an electronic-portfolio system since 1998. "We're interested in providing students with tools to help them make the connections with all of their various experiences."

"Reflection" is the word that many e-portfolio enthusiasts use to describe what they hope to spark in students. But that doesn't necessarily mean that students will spend hours in their rooms musing on their activities, says Ms. Chen. "Quite frankly it doesn't happen that way," she says. "Meaningful reflection often includes dialogue and conversation with a coach, a mentor, an adviser, or a peer." That means that professors or peer advisers must get involved to help students decide what to include in their portfolios and how their activities fit together, she says. Some e-portfolio projects provide sample questions that advisers can ask students to help them create their portfolios.

Getting a large number of professors involved is the most challenging part of starting a campuswide e-portfolio system, says Mark C. Farrelly, special-projects coordinator for the University of Washington's Educational Technology Development Group.

The university is planning to introduce an electronic-portfolio tool for all of its students this fall, though administrators will particularly promote its use to 3,500 incoming students who participate in an existing student-support program.

Do students really want to create portfolios? At Washington, support for the project came from the Student Technology Fee Committee, composed of about a dozen students, who chose to give more than $90,000 from student fees to get the effort started.

H. Gorkem Kuterdem, a doctoral student at the university who is a member of the committee, says the project will benefit students -- as long as it remains optional.

"If a student is putting a portfolio together just to satisfy some graduation requirement, he or she might feel resentful about the process, and the end result will probably not be very useful," he says in an e-mail message. "On the other hand, I think that a willingly participating student would find her time well spent on putting together a coherent, inclusive portfolio which will help her discover strengths and weaknesses in her education."

Brenda E. Lambrecht, a senior at Alverno College who was one of the first students there to make an e-portfolio, agrees that the tool is useful only if a student buys into the idea. But she says that the process helped her -- and even drew some jealous comments from friends. "They've looked at this portfolio and said to me, 'I wish we had something like that,'" she says.

John C. Ittelson, a professor of communication science and technology at California State University-Monterey Bay, is a leader of the Electronic Portfolio Action Committee. He says that as employers see the benefit of the portfolios in searching for employees, more

and more students will demand that colleges offer the option. "A few years ago the question was, Was every student going to have an e-mail account?" says Mr. Ittelson. "I think fairly soon you're going to see that everyone is going to want to have some kind of Web space that represents their learning and their assessment."

APPENDIX - 2. UC MERCED PRINCIPLES OF COMMUNITY

The University of California, Merced is committed to learning, teaching and serving the people of the San Joaquin Valley, California, the nation, and the world, through excellence in education, research and public service. We strive to provide educational opportunities for all.

Our founding principles of community guide both the individual and collective behaviors of students, faculty, and staff. The university expects that all of its members will emulate these fundamental principles as individuals and as a community.

- We celebrate the spirit of academic excellence and strive to promote our University and its strengths through our daily interactions with students, staff, faculty and the community at large.
- We maintain a working and learning environment based on integrity, fairness, cooperation, professionalism and respect.
- We are a community comprised of individuals with multiple cultures, lifestyles, and beliefs. We celebrate this diversity for the breadth of ideas and perspectives it brings.
- We value the creativity of our students, staff, and faculty, and acknowledge both their individual and collaborative achievements.
- We encourage health and wellness and strive to develop a sense of environmental responsibility and stewardship among all the members of our community.
- We <u>are</u> <u>committed</u> <u>to</u> <u>achieving</u> tolerance in our community. All persons--faculty, staff, and students--regardless of background or lifestyle <u>should</u> participate and work together in a collegial atmosphere that we strive to make free of any and all acts of discrimination or harassment.
- We respect, support and value the civil and respectful expression of individual beliefs and opinions.

<u>Note</u>: These are the Founding Principles of Community of the University of California, Merced. In the years ahead, they will undoubtedly be reviewed and modified by future UC Merced faculty, students and staff.

For those who wish to review Academic and Staff Personnel Policies regarding nondiscrimination, please refer to www.atyourservice.ucop.edu. For further information, please contact the Director of Human Resources/Affirmative Action Officer.

Approved: January 2003

APPENDIX - 3. COLLEGE SYSTEMS

A-3.1. Part One—College Systems in the United States

Residential college systems are characterized by "small, cross-sectional societies of students and faculty within a larger university." (Collegiate Way web site.) The ancient and autonomous colleges of Cambridge and Oxford universities were the model for the Harvard house system which, in turn, became one of the models for Clark Kerr and his fellow planners of new University of California campuses in the 1960's. The interest in creating residential collegiate systems at universities across the United States most frequently arose from the criticism that large universities, with faculty reward systems increasingly driven by research accomplishments and attendant graduate education, were neglecting undergraduate education, especially at the lower division. At the growing "multiversities" (a term famously coined by Clark Kerr during his tenure as President of the University of California), lower division students might not have personal contact with a faculty member at all, experiencing coursework through large lectures supplemented by small sections taught by teaching assistants or lecturers.

At present, there is considerable variety among the examples of college systems at American universities. Some emphasize enrichment of the educational experience, others offer their own credit courses, sequences or degree programs. All feature engagement of faculty with students in informal (social) to formal (credit courses) experiences and all are based on a residential model. A few examples follow.

Harvard University House System: Yale and other American universities have based their college systems on the Harvard Houses. Each Harvard House has a Master in residence, drawn from senior faculty or senior administration and modeled on the medieval Cambridge University. The Master's spouse or domestic partner is designated as Co-Master. Each House has a Senior Tutor, who acts as dean of students for the House. House Tutors are drawn from graduate students and junior faculty and may be in residence or non-residents. Tutors organize academic, cultural, athletic and enrichment activities as well as serving student advisors.

At present, there are 12 residential Houses and one non-residential House, each with 330-450 students. All Houses have a dining hall, commons rooms, and other facilities for academic, cultural and athletic activities. Students are affiliated for three years (residences in Harvard Yard are intended to house students during their freshman year) and receive their baccalaureate diplomas from their House. Each House schedules seminars, social services, plays, concerts, lectures, special dinners, and intramural sports.

University of South Carolina-Preston College: Preston College is an example of a college that offers some instruction in the residential facility, and a multi-faceted extracurricular enrichment program. Preston College offers a one-credit topical Residential College Seminar, a Preston-only section of University 101, and 7-8 courses offered by Faculty Associates at the College, but open to all students. Among a range of up to 20 student interest groups, the College sponsors an on-going community service program and a leadership program, with six peer coordinators selected as undergraduate leaders and role models. Three live-in graduate students serve as resident tutors and help organize

College activities. Faculty Associates receive release time, a salary supplement, travel funds, and on occasion, an honorarium.

University of Michigan-Residential College: The Residential College is an example of a comprehensive living-learning experience for 900 students, including a four-year undergraduate liberal arts program under the sponsorship of the College of Literature, Science and the Arts. Sixty faculty, who have joint appointments in campus departments or programs, act as tutors and give one-on-one instruction, as well as offering first year seminars, interdisciplinary courses, and five interdisciplinary concentrations and programs. Freshmen and sophomores are required to live in the College. All College students have access to courses on the entire campus. The program features intensive second language instruction—many College students study abroad for one year—intensive writing, multicultural education, and creative work in the arts. The College links classroom work with extracurricular experiences. A similar example can be found in the University of Missouri-St. Louis Pierre Laclede College, profiled below.

University of Missouri-St. Louis Pierre Laclede College: The Honors College offers complete instructional, residential and athletic facilities for 500 students, whose class size ratio is normally 15 students to one faculty. The instruction appears to focus on general education requirements.

Binghamton University Colleges, SUNY-Binghamton: The Colleges are an example of a college system focused on academic enrichment and interaction with faculty. The Colleges provide residence-based academic enrichment and engage faculty as College Masters, Faculty Fellows, and Faculty Mentors. Among other activities, the Colleges organize student study groups for specific courses and special courses oriented to current student interests. A similar example can be found at the Washington University Colleges, profiled below.

Washington University Colleges: Ten residential colleges, planned for 2800 students each, are intended to foster significant faculty-student interactions outside class. Four faculty families are in residence at each college and each is headed by a Faculty Fellow plus a Residential College Director.

A-3.2. Part Two—Evolution of the College System at UC Merced

A-3.2.1. College Systems within the University of California

a. Planning for College Systems in the University of California

The University of California had scattered experiments creating undergraduate entities intended to parallel the experience of a small liberal arts college, notably, UC Riverside during its first years and the Experimental Program led by Joseph Tussman at UC Berkeley during the 1960's. The idea of a college system arose from the era of UC expansion during the 1960's. Its origin can be traced to following recommendations of the 16th All-University Faculty Conference of March 1961, which had as its theme, "The University in a Period of Growth:"

Resolution 13: Attention be given to improving the quality of student life…

- Encouragement of faculty members serving as resident masters for residence halls and other living groups…

- Development of various patterns of collegiate residential and academic organization on the projected campus…

Two of the three new campuses built in the 1960's—UC San Diego and UC Santa Cruz—instituted residential college systems as part of their academic structures. The principal architects of the college system experiments were President Clark Kerr, leading the era of expansion; Dean McHenry, Kerr's chief lieutenant for new campus planning and founding chancellor of UCSC; and Roger Revelle, leader of planning for UCSD. Kerr and McHenry worked together on the college system concept at UCSC; Roger Revelle proposed a college system structure for UCSD and Kerr gave his encouragement.

Clark Kerr traced the origin of his interest to conversations with Dean McHenry in which they contrasted their undergraduate educations: Kerr at Swarthmore and McHenry at UCLA. Kerr valued the learning experience and sense of community at Swarthmore, while McHenry valued the great library and active cultural programs of UCLA. Could UC have, they wondered, a big UCLA with a series of small Swarthmores or Williamses inside of it?

b. College System at UC Santa Cruz

UC Santa Cruz was planned as a genuine innovation, inspired by the classical models of the Academy of Plato and Lyceum of Aristotle, John Henry Newman's Idea of the University, and the university models of Oxford and Cambridge, the Harvard houses, and the Claremont Colleges. Because England was also expanding higher education in the 1960's, Kerr sent a faculty committee headed by John S. Galbraith (who would become the second chancellor of UCSD) to visit the new campuses; Kerr and Dean McHenry also visited them and were most impressed with plans for Warwick University. In 1964, the Senate Educational Policy Committee approved the Santa Cruz college system, with this caveat: "A college transmits knowledge; a university creates it."

The Santa Cruz colleges were intended to be "integrated intellectual communities" of 500-1000 students, each teaching its own version of the liberal arts, determining for itself how to cover the broad fields specified by the campus for the A.B. degree. Each college would be headed by a provost and have its own student government. All faculty members would have part of their academic appointments in a college, which would judge them on the quality of their undergraduate teaching. Kerr and McHenry split on the question of whether faculty in kindred disciplines should be concentrated in a college (Kerr) or scattered without regard to discipline across the colleges (McHenry). While Kerr noted that McHenry's approach prevailed, the first three colleges had some characteristic curricular perspectives that differentiated them: for Cowell College, it was the humanities; Stevenson's was influenced by the social sciences; and Crown's was oriented to the scientific method.

Each college was planned as a relatively self-contained and autonomous organization. The provost and "his" family, some 12 faculty fellows and additional staff, and students would reside together. In addition to residences, each college would have its own classrooms, dining/assembly hall, student center, library/reading room, and faculty studies. Colleges were expected to be intellectual centers, where conversations between faculty and students begun in the classroom would continue over dinner. Colleges would also be social and athletic centers. However, students would be able to take courses

offered by any college, as well as courses centralized owing to the need for specialized facilities (the science building was a centralized location for laboratory instruction and offices, and the library and administration were also centralized).

Kerr and McHenry found that almost from the beginning, this model had intrinsic problems within UC's overall structure, exacerbated by student unrest in the late 1960's and what the two of them perceived as the unruliness within a young faculty and lack of control among some provosts. Faculty held the other portion of their appointments in boards of study, established in lieu of departments, that emphasized research excellence in their personnel reviews. Faculty personnel actions became contentious when college and board of study reviews were at odds. Furthermore, faculty in fields in which departments provide specialized facilities, notably, the sciences and fine arts, agitated for a departmental structure from the beginning. Within the colleges, some required core courses suffered from both failures in faculty cooperation in staffing them and student rebellion against requirements of any description. Over time, the academic authority over programs vested in the boards of study increased, as faculty appointments were moved entirely to boards of study (in recent years, they have been renamed "departments"), and the college provost's academic role diminished. In time, non-ladder faculty were hired to staff the remnant one- to three-quarter college core courses.

Today, UC faculty generally share with Kerr his observations about one key aspect the Santa Cruz experience. The use of split appointments between a teaching/student counseling-oriented entity and a research-oriented entity was both unworkable and too often harmful to junior faculty. Young faculty need a professional home to support their career development. At the same time, the attentiveness of the UCSC faculty to undergraduate teaching has continued, leading to some of the highest alumni ratings of the undergraduate experience in UC. In Clark Kerr's words, "the greatest disaster area of the multiversity [is] the poverty of the lower division environment." He came to regard UC Santa Cruz as a success in countering this general academic failure in UC.

The UCSC college system—now with ten colleges—continues to house students, offer thematic core courses, and provide residents with advising, tutoring, writing instruction, and discussion leaders. In assessing the colleges' core courses, Kerr found them based on challenging readings that provide a good basis for writing and class discussions of contemporary American civilization. Students rate them highly as an introduction to the skills required for a university education: the ability to write clearly and engage in intellectual discourse.

c. College System at UC San Diego

The initial Roger Revelle plan for 10-15 residential colleges, organized into clusters as "little universities," had some features in common with the UC Santa Cruz plan. Revelle advocated the "human size" of colleges, though UCSD's were expected to be larger than UCSC's: about 2000-2500 students, including graduate as well as lower and upper division undergraduate students. The colleges were to be semi-autonomous, offering about two-thirds of the undergraduate instruction, with small disciplinary groups of affiliated faculty, who would also hold appointments in large disciplinary departments. Revelle expected the colleges to be a special boon to faculty by putting overall curriculum planning in their hands, producing more creativity than the more rigid

departmental structure (which pre-dated the colleges at UCSD) allowed. Under the leadership of a faculty provost, each college would be responsible for admitting students, providing living and dining accommodations, and setting graduation requirements for the baccalaureate.

The plan ran into the immediate problem that it would be very expensive to carry out. In addition, while the first college, subsequently named for Revelle, required a demanding curriculum, endeavoring under Revelle's influence to join the "two cultures" of sciences and humanities, student dissatisfaction at the time with required courses likely led to the small number of requirements at the second college, Muir. Over time, the colleges have come to provide perhaps 10% or less of the curriculum required for the baccalaureate, rather than the two-thirds initially envisioned. A means to insure faculty involvement in delivery of both the college theme courses and other lower division requirements set by the colleges was to credit the department of the faculty member teaching the course with the student enrollments in the course.

Clark Kerr's retrospective assessment of the UC San Diego college system was that it succeeded as a residential and social community for students and a center for a rich array of organized student social and cultural activities. However, as centers for an interactive faculty-student intellectual life, the colleges were not a success. Only about a quarter of the faculty were significant participants in college life, though all had formal affiliations with a college. Provosts advised faculty personnel committees on the level of faculty service to their colleges, but those recommendations might or might not influence personnel decisions. Furthermore, the college system did not meet expectations for integrating commuter students into campus life. Overall, however, Kerr concluded that UC San Diego was generally more attentive to undergraduate education than was the norm at other large public universities.

Because the Academic Senate's Task Force on UC Merced had a special interest in the UC San Diego college system, additional details on its current operations appears in the next section.

A-3.2.2. Evolution of the College System at UC Merced

a. College System Planning—UCM Administration Discussions with UC Merced Task Force and other early planners

The idea for College One arose from years of discussion about how UC Merced should organize general education. Those discussions were fed by several sources: the Academic Senate Task Force on UC Merced in discussion at first with the Chancellor, then with the Provost and School Deans; the UC Merced Student Planning Advisory Committee, whose membership consisted primarily of UC Student Services administrators; and UC Merced staff. All these bodies recognized that creation of a new university is an ideal forum for answering anew the questions, what does it mean to be educated? What should an educated person know? These planning groups believed that at UC Merced, faculty from across disciplines would have the opportunity to forge curricular expectations for their undergraduate students in light of the evolution of knowledge and changing requirements of society. The development of the general education curriculum at UC Merced would potentially be the means by which founding

faculty and academic leaders might reach a collective understanding of what the educated person needs to know at the start of the 21st century.

Planners of UC Merced wanted to knit into the discussion the best current thinking and research on what constitutes a successful undergraduate experience. An ample literature on student success had concluded that students should be supported by an educational environment in which they have frequent and intensive intellectual experiences with one another and with faculty. Furthermore, an integration of those intellectual experiences with the extracurricular life of the campus, student support services, and living arrangements was shown to enhance student success. Early campus planners agreed that UC Merced should strive for a strong degree of integration in the student's experiences inside and outside the classroom.

As the surrogate Academic Senate for UC Merced, the UC Merced Task Force considered the strengths and weaknesses of general education programming at the existing UC campuses, all of which were represented among Task Force members. In light of these considerations, the Task Force was concerned with the following general education issues:

- Which structures would best assure real faculty attention to and involvement in the lower division and, in particular, general education?
- Which strategies would give especially freshmen a personal contact with faculty—something beyond large lectures, which too often limit small group contact for lower division students to lecturers and graduate student teaching assistants?
- What would assure the most coherence in the general education program?
- How do you create a small college experience within a big institution, especially as the institution grows?

At the heart of these issues was the question, how can you best help new freshmen make the transition to a research university and succeed in this setting?

The first Task Force Chair Fred Spiess strongly advocated that the residential college system at UC San Diego, the campus at which he was a founding faculty member, served as the UC model that most effectively answered the Task Force questions. Task Force member Peter Berck led a small group to visit UC San Diego in order to find out more about how the college system worked there; his report and observations to the Task Force are available on-line at http://www.universityofcalifornia.edu/senate/ucmerced/documents/ugsupportuc.html. The Task Force concluded that within UC, the college system at UC San Diego was the right model for UC Merced, particularly for these reasons:

- All UC San Diego faculty hold their appointments in the departments but also have an affiliation with one of the colleges. While a small number of faculty are not engaged in their college, most are, either regularly or periodically.
- UC San Diego colleges each serve ca. 3000 students through a residential campus experience plus a full general education program that is unique to each college. Positive student experiences grow around taking a common, coherent core of courses as well as living together. The addition of new colleges also gives San Diego students more and more choice of general education programs, since each college program is distinctive.

Chancellor Tomlinson-Keasey, however, had two major concerns with the UCSD model.

- First, she had set a goal that UC Merced would be especially successful with attracting and supporting Community College transfer students—something other campuses in UC do not always do well. The UCSD college system exerts its strongest influence on lower division students, especially freshmen, and has not been similarly successful with transfer students, who are significantly less likely to want to live on campus.
- Second, the Chancellor worried about the cost of a college system in the San Diego mode. Many student services and some curriculum, such as writing programs, are replicated at each college.

The Chancellor's final agreement with the Task Force was to establish a college system, with a difference.

- UCM's college system would be independent of student residence.
- UCM's college system would influence all four years, not just the lower division.
- UCM's College One would have office and social space in the Kollegian Library.

The Chancellor expected College One and its successors to meet a variety of goals for general education, combining both Task Force and Chancellorial concerns. UC Merced should support the intellectual growth of students by giving them a chance to work in small groups of fellow students and faculty, at opening day and continuing as the campus grows in student numbers. The following principles were enunciated to embody the core philosophy of maintaining small interactive groups within a large organization and were expected to guide the development of general education at UC Merced, setting a stamp on the educational culture of the campus:

- students and faculty should engage in general education in groups which support student success by assuring strong intellectual interactions within the group;
- faculty should guide general education through frequent participation in curriculum development and small student/faculty groups;
- students should have both choice and coherence in their general education programs;
- the faculty structure should stimulate curricular and pedagogical innovation;
- UC Merced should invite collaboration with other public higher education institutions in the region in order to create common approaches to excellence in student preparation and success; and
- general education should be structured so that it can readily evolve as the faculty and student body grow and as the requirements of an educated citizenry change over time.

A corollary concern that emerged throughout these discussions and was highlighted in the Berck report to the Task Force was what he called the balkanization of academic and student services. The Task Force unequivocally advocated that the structure for a college system should represent the seamless union of academic and student services in all aspects.

The Task Force suggested the following parameters for a UCM college system. Faculty-student interactions would be enhanced by maintaining intermediate-sized colleges (perhaps 2500 students and 150 faculty per college), each involving students with a cross-section of faculty. Each college would be led by a faculty member who would have responsibility for assuring delivery of the general education programs and providing those student affairs functions that could be effectively distributed. In addition to a departmental home, each faculty member would be affiliated with a college. While the college would not be residence-based, residences might be organized to reinforce college membership. As the campus grows, new colleges would be planned and added.

The Task Force also suggested that a UC Merced college system could be significantly different from those on other campuses by developing aspects to support transfer students as well as entering freshmen. As examples, a college general education sequence might include upper division components for all students; and a college housing cluster might contain a mix of types of residences to appeal to older students, as well as having conventional dormitories.

The Task Force urged the Executive Vice Chancellor and Provost to lead an integrated academic enterprise designed to minimize organizational barriers. For example, the three academic Schools should share responsibility for contributing to the planning and delivery of general education. The academic structure of UC Merced should emphasize integration of student services and the library with the academic enterprise. As a means to assure integration, the Vice Chancellor for Student Services and University Librarian should be co-equals with the Deans of the Schools. University collaborative groups should invite participation from other institutions and organizations with kindred education, research, and service goals. As part of a campus with low barriers among its constituent activities, students should experience their academic and extracurricular life at UC Merced as an integrated experience. As the founding faculty of UC Merced worked together to shape the undergraduate educational experience, they would have the opportunity to build a campus committed to the goals of integration, flexibility, and community, advocated by the UCM Student Planning Committee.

In April 2002, a formal proposal from the UC Merced administration to establish a college system and College One was enthusiastically endorsed by the UC Merced Task Force.

b. College System Planning—UC Merced Faculty and the General Education Retreat

While the advice of the Task Force included extensive details of what members felt would characterize an effective college system, the kickoff of real planning was the UC Merced all-faculty General Education retreat on July 18, 2003. Participants received a range of background material for their discussion, including information from the Asheville, NC AAC&U General Education workshop, attended by a UC Merced team six weeks before the retreat; and an overview of general education requirements elsewhere in UC. They were also introduced to the history of college system discussions, recounted above. Following these overviews, every aspect of what a UCM college system should be and do—including the question, should there be a college system at all—was placed in their hands.

UC Merced faculty both acknowledged many of the issues identified by the Task Force and noted additional problems that they had seen at their own institutions and elsewhere. In particular, general education has too often been an accretion of courses to fill categorical goals, always being added to rather than reconceived as new societal demands emerge. Too often, the rationale for requirements becomes hazy to students, as general education seems to be a check-off, unrelated to students' majors and personal goals. In light of these failings, faculty set the following goals for general education at UC Merced:

- General education requirements should be kept simple and clear. "Guiding Principles" should be developed, be agreed upon by the faculty, and influence the requirements and assessment of the general education program.
- General education should be seen as a part of the curriculum that contributes to student development: therefore, general education goals should be met by fostering intellectual ability and advanced skill building throughout the four undergraduate years.
- Because faculty will be arriving continuously at UC Merced and the curriculum is in their hands, the outline for general education should remain flexible with regard to course details.
- The initial program should continually be assessed and fine-tuned as necessary, but with the expectation that it would be in place for the first five years of UCM operation and formally reviewed at the end of that time.
- General Education "Guiding Principles" were envisioned in a continuum with preparatory and advanced curricula in general education, in the majors, and in a variety of activities, inside and outside the classroom. General education principles should be threaded throughout the curriculum, across courses and temporally. These principles might be realized through stand-alone courses, as elements within courses designed for specific majors, through experiential learning outside the classroom, and in a variety of campus settings, such as theme residence halls and lecture series.

The faculty agreed on a Statement of Principles for general education (see complete Statement of Principles in Appendix A), a core set of requirements to be completed by all students, and the creation of College One as the agency to assume overall responsibility for general education. In addition to requiring that all students complete a lower division writing course and meet a quantitative reasoning requirement, the faculty agreed to the following:

- All students will take a two semester, team-taught core course (4 credits each semester)
- These signature core courses will be organized through College One. A theme(s) will be chosen by the faculty. At the General Education Planning Retreat, the faculty supported the concept of offering a linked two-semester interdisciplinary course that would integrate ideas and concepts from the arts, humanities, social sciences, natural sciences, and engineering. The courses also would introduce students to the major domains of knowledge [partial fulfillment of breadth education] and be a writing intensive course, thus beginning the four-year process of communication development. A faculty committee would develop the courses, themes and pedagogy. When the committee had finalized its work, the courses would be submitted to the Undergraduate Council for approval.

The faculty also concluded that College One would be responsible for developing and maintaining the core courses, ensuring that students have access to general education courses that meet their degree requirements, assessing general education, and possibly overseeing UC Merced's writing program. In addition, College One would monitor the curriculum to make certain that issues of culture, ethnicity, gender, and related matters would be infused throughout the general education program.

The freshmen seminar program would also be developed under the purview of College One It was not intended that this program be part of required general education. Rather, the program would be elective, optional for both students and faculty, giving freshmen the opportunity to interact in small groups with faculty members.

c. College System Planning—College One Oversight and Core Courses Advisory Committees

Two faculty committees, with representatives from each of the three Schools, were impaneled during the 2003-04 academic year to work on a framework for College One and to begin to develop the Core Course Sequence. Both were convened by Vice Chancellor for Student Affairs Jane Lawrence, in light of her extensive prior experience with organizing and directing general education and honors programs. This role was very fitting, making concrete the goal of a high degree of integration between the academic program and student services. The fruits of the Core Course Committee's work are summarized later in this report. The initial framework for College One was synthesized in the following (excerpted) overview, posted on the UC Merced web site:

…College One, in collaboration with the Divisions of Engineering, Natural Sciences, and Social Sciences, Humanities and Arts, will be the home of UC Merced's general education program. While specific requirements have yet to be planned by the first UC Merced faculty, the general education program will introduce students to the major domains of intellectual inquiry and help them build their college-level skills. In the early years of UC Merced, all undergraduate students (including commuters, transfers, and those living on campus) will be members of College One. As enrollment grows, additional Colleges will be developed.

Assisting students to be academically successful will be the College's highest priority. In addition to overseeing UC Merced's general education program, the College will be responsible for lower division academic advising, undergraduate research, freshman seminars, and integration of transfer students into the College and campus…

Unlike the Colleges at UC San Diego and UC Santa Cruz, UC Merced's College will not be residentially based. Instead, College One will be an academic meeting place, with offices and a lounge in the Kollegian Library and Student Services Building.

College One will be headed by a dean. The dean will be responsible for general education, lower division academic advising, undergraduate research, and curricular initiatives such as freshman seminars. The dean of College One will work closely with the other deans and the vice chancellor for student affairs to develop a rich array of co-curricular activities that support student success and retention.

During the course of the College One Oversight Committee's deliberations, UC Merced's budget prospects became worse, owing to serious revenue shortfall problems in the State. Provost David Ashley asked the Oversight Committee to advise him on the question, how might the various responsibilities that had been tentatively assigned to College One be covered, absent funding for a Dean and supporting costs to start up the College. He also asked for advice on a plan to phase in College One during the early years of the campus. In the course of subsequent Oversight Committee discussions, an all-faculty meeting was convened to determine whether the faculty continued to support development of a college system or, at the least, additional exploration of whether such a system would be feasible. A substantial majority of the faculty in attendance expressed their continuing support for establishment of a college system.

The Oversight Committee's advice to the Provost was synthesized in their letter on next steps in College One development, excerpted below:

…A cohesive program, implemented by College One (or a nascent version of it) will be a important component of our students' education and help form the identity and reputation of UC Merced and College One when it comes fully into being.

The Oversight Committee unanimously recommends that College One be in place upon opening with its focus being exclusively on the implementation of general education... The Oversight Committee believes that it is imperative that a full time Director/Dean/Assistant Vice Provost for College One be appointed no later than this summer. The individual should be a faculty member, possibly emeritus, who should have the authority and responsibility for the following:

- Creation and implementation of the core courses…
- Development of freshman and junior seminars…
- Development of the remaining general education program
- Development of an approval process for general education courses
- Development of a Gen Ed teaching assignment process with the other deans
- Recommending ways to assess the general education curriculum

During the early years of the campus, the sole responsibility of College One would be general education…In the interim, we recommend that the facilitation of undergraduate research be assigned to the Vice Chancellor for Research and the responsibility for lower division advising be assigned to the Vice Chancellor for Student Affairs…

In sum, our recommendation does have UC Merced opening with a college, but a very circumscribed one. We strongly believe that this is the best way to ensure the success of general education and a college system at UC Merced.

Provost Ashley accommodated these recommendations by asking Engineering Dean Jeff Wright to assume the added leadership responsibility for College One, with the title Interim Dean of College One. The responsibility for advising and undergraduate research was distributed as recommended by the Oversight Committee. The next steps of receiving the reports of the Core Course and College One Oversight Committees, conferring with the three Deans of the Schools, reconstituting the Committees, and continuing the work of establishing College One and the academic programming directly under its purview are in progress now.

Note on sources: primary sources for the section on the UC college system are Clark Kerr's memoir, *The Blue and the Gold* (2001) and the UC History Digital Archive on the UC Berkeley Libraries web site, supplemented by Nancy Scott Anderson's UCSD history, *An Improbably Venture* (1993), notes from an interview with Dean McHenry, the report of the 16th All-University Faculty Conference, March 1961, "The University in a Period of Growth," and Verne A. Stadtman's *The University of California 1868-1968* (1970). The section on the college system discussions for UC Merced is based on UC Merced Task Force and UC Merced Student Planning Advisory Committee meeting notes, subsequent notes and formal reports arising from the July 18, 2003 UC Merced

faculty retreat on general education, and notes of the College One Oversight and Core Course Committees.