

The following is from Clark Kerr, Uses of the University, 1963 (pp. 118-119):

Problems facing the contemporary university:

One is the improvement of undergraduate instruction in the university.

It will require the solution of many sub-problems: how to give adequate recognition to the teaching skill as well as to the research performance of the faculty; how to create a curriculum that serves the needs of the student as well as the research interests of the teacher; how to prepare the generalist as well as the specialist in an age of specialization looking for better generalizations; how to treat the individual student as a unique human being in the mass student body; how to make the university seem smaller even as it grows larger; how to establish a range of contact between faculty and students broader than the one-way route across the lectern or through the television screen; how to raise educational policy again to the forefront of faculty concerns. Increasingly, also, the better institutions will need to keep in mind that many of their undergraduate students will be going on to graduate school, and therefore that they need individual attention as pre-graduate students.

Acknowledgements

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Introduction

As one of the youngest members of the family of UC campuses, UCSD consistently strives to achieve excellence at all levels. As part of that push for excellence, the UCSD administration in 2004 assembled a Student Experience and Satisfaction Committee. The committee was charged with understanding the sources of students' reported dissatisfaction and to propose recommendations on how to improve the student experience.

As committee members, we were united in our commitment to UCSD and our desire to contribute to the campus' excellence. Very much aware of UCSD's achievements during the 45 years of its existence, we spent many hours identifying ways to make the UCSD community even better. By identifying areas of student discontent and by seeking solutions that would provide real as well as perceived improvement, we hope that we have provided findings, ideas and recommendations that will enhance student lives and enrich UCSD's future.

For several years UCUES surveys have shown that students choose to apply to UCSD based on its excellent reputation, academic rigor and national rankings. Those same surveys also indicate, however, that fewer than half of freshmen students at UCSD believe that there is a "very good chance that they will be satisfied with their college experience". Furthermore, surveys indicate that UCSD seniors are less satisfied with their 'overall social and UC experience' than their counter parts at other UC campuses.

Given the clear and consistent numerical evidence for dissatisfaction in several domains of student life, we set out to detect the underlying causes. Among our primary tools in this effort were interviews and dialogues with undergraduates, as well as professional staff who are involved as educators and/or administrators with UCSD students. The committee felt that personal interviews offer insights with a depth and richness that no check-box questionnaire could easily uncover. Each student and each student group we talked with had stories to tell, and each one of those stories reflected a personal experience and a personal view. Students have both fulfilling and frustrating experiences in their college years and it comes as no surprise that they want people in charge to work to maximize the former and minimize the latter.

It is important to keep in mind that the committee was charged to uncover the latent sources of student dissatisfaction. By presenting and discussing the issues and circumstances that contribute to those negative feelings, sections of our report run the risk of being largely negative in tone. It is important to remember, therefore, that students at UCSD also praise the academic excellence of the campus and that all members of the UCSD community celebrate the many positive achievements of UCSD. Taken together, the students' stories revealed certain common themes, which the committee used to generate nine principles around which to organize its findings. Throughout this report we include individual student comments, both to illustrate and emphasize the findings and to convey the strength and emotional depths of students' feelings. We realize that such comments do not capture a complete overview of the UCSD learning community, such as that presented in comprehensive surveys (e.g. UCUES). We have therefore used quotations judiciously. In particular, we have included quotations from students only if they are representative of many similar comments we received and are consistent with views expressed in the various surveys the committee examined. Since the charge to the committee

was to focus on the sources of discontent, we have not provided much discussion of the strengths which students, staff and faculty alike acknowledge.

It is critical to remind ourselves that the student views expressed in the report are perceptions. Indeed, some student quotes in this report contain factual errors. They are nonetheless included in this report because they are frequently heard perceptions. As such, they must be attended to if student satisfaction is to increase.

Finally, the committee wishes to make it explicitly clear that the recommendations have not been subjected to a cost-benefit analysis or to a feasibility study. However, we believe that an open-minded discussion about the recommendations within the context of the principles they address, will stimulate creative thinking. This will lead ultimately to the type of positive changes one can measure and document.

Committee Charge

In January 2005, Acting Senior Vice Chancellor David Miller and Vice Chancellors Joseph Watson (Student Affairs) and James Langley (External Relations) appointed the Undergraduate Student Experience and Satisfaction Committee (USESC) to undertake a comprehensive evaluation of undergraduate life at UCSD and to put forth recommendations that have the potential to shape the campus now and in the future. Charged with evaluating and making recommendations regarding the general nature and quality of the undergraduate experience at UCSD, both within and outside the classroom, the USESC was composed of one graduate student, six undergraduate students (one from each of the undergraduate colleges), the Sixth College Provost, the Associate Vice Chancellor of Undergraduate Education, one faculty member, two staff, and two alumni members. (See Appendices A and B for the Committee Charge Letter and Membership Roster.)

Key Recommendations

The needs for a greater physical, social and emotional community, intellectual and social student-faculty connection, and school identity are at the core of most problems the Committee discovered. Although there are cultural and organizational obstacles to overcome, the Committee is unanimous in its optimism that change can happen. This requires, however, that UCSD dares to think big and off the well-trodden path of doing business as usual, implements the key recommendations, and engages all community members, including faculty, in a dialogue about the issues identified in the report. The leadership of the Chancellor and all of her senior staff is required to accomplish such big thinking and daring change.

All of the key recommendations require UCSD to treat students and all its members as life-long members of a community.

The Committee believes the following recommendations are the key recommendations essential to the improvement of undergraduate student experience and satisfaction:

- *To Address The Need For A Greater Physical, Social And Emotional Community:*
 - Change the legalistic culture and treat everyone as lifelong members of the UCSD Community (see Principle 2).
 - Increase communication among campus constituents (e.g., create campus-wide calendar; revamp website; revamp the way UCSD presents itself) (see Principle 5).
 - Create a campus village (see Principles 6 and 7).
 - Guarantee four-years of on-campus housing (see Principles 6 and 8).
 - Improve the on-campus shuttle system and expand the off-campus shuttle system (Principle 9).

- *To Build Strong Intellectual And Social Student-Faculty Connection:*
 - Encourage faculty to be involved in and place value on student life (see Principles 1 and 3)
 - Value and encourage scholarship of teaching (see Principle 1)

- *To Create A Strong School Identity (Basking in Reflected Glory):*
 - Highlight who we (students, staff, and faculty) are, what we have achieved and what we are doing; tell a story about the amazing campus and its impact on the community (Principle 4)

Methodology

The Committee consulted broadly with current students, administrative staff, and alumni, and conferred with some faculty. In addition, the Committee analyzed student and alumni surveys.

This report presents achievable short (important: significant or major impact and immediately feasible), medium (simple, straightforward), and long-term (important: major impact but needs further development) recommendations on how to build on UCSD's successes, remove obstacles, create a positive environment, develop or realign programs and services, and provide an ongoing evaluation to improve the quality of the undergraduate student experience and satisfaction. In areas where the Committee was able to identify clear ways to implement specific recommendations, those ideas are conveyed in this report.

The Committee met on a weekly basis during the period of January 2005 to June 2005. During the winter quarter, the Committee operated as a "focus group," engaging in dialogues among Committee members on discrete areas of the university, such as residential life, the college system, student-faculty interactions, and a sense of belonging/community. (The prioritized list of strategic issues considered is found in Appendix BB.) In these focus groups, students collected organized feedback from their constituent groups and all Committee members relied upon their own experiences and anecdotal information conveyed by other UCSD community members.

During the spring quarter, the Committee met with many campus groups, including the Associated Student government, the college councils, the college provosts and deans of student affairs, and a number of other student organizations. The complete list of constituent groups the Committee met with is found in Appendix C. The Committee solicited written feedback from all of these groups (Appendices N through S) and publicized its website, which provided an opportunity for any UCSD community member to provide feedback. (See Appendix J for the compilation of website comments from the UCSD community.)

In addition to in-person interviews and meetings, the USESC's members examined many historical and current reports and survey data. The surveys included the University of California Undergraduate Experience Survey (UCUES), Your First College Year (YFCY), and Beyond the Baccalaureate. (See Appendices T through AA.)

Finally, the USESC organized a campus walking tour to learn how UCSD presents itself to visitors and prospective students.

Throughout the process of collecting data from numerous sources, the Committee heard common themes and ideas. In its report, the Committee grouped its recommendations under nine principles, derived from the common ideas and concepts learned from the process.

Each section of this report contains one of the nine principles, highlights some of UCSD's strengths and weaknesses within that principle, and outlines concrete recommendations to improve UCSD's undergraduate student experience and satisfaction.

Background on Current Students at UCSD

The Committee recognized early in its deliberations that the time line would not allow us to develop, administer, process, and analyze a questionnaire in order to sample student attitudes and beliefs about the University and issues of student satisfaction. We were aware that several

surveys had been conducted in recent years dealing with many of the issues that were of concern to the Committee. We therefore decided that we would “mine” as much data from those surveys as possible and combine those findings with the information we obtained from interviews with students who were representatives of major student organizations.

Detailed results of these surveys are presented in Appendices, T through AA of this report. But some of the more important results that allow us to understand who we are have been summarized in the next few paragraphs. There were many sources for the following data, including the Analytical Studies and Space Planning office and the Office of Student Research and Information, whose help we acknowledge. In addition to standard internal university records, information was obtained from the “2004 Freshman Survey (CIRP),” the “Your First College Year Survey (YFCY) 2004,” “The Post-baccalaureate Survey—2001,” and most importantly, the “University of California Undergraduate Experience Survey (UCUES)—2003.” The contents and results of all of these surveys are publicly available at <http://ugr8.ucsd.edu/>.

Who are we?

UCSD is a relatively young university that has been in the business of offering a general-purpose undergraduate, graduate, and medical education for less than fifty years. We are a Carnegie I Research University that has, in a remarkably short time span, become a highly-competitive, internationally-known institution, consistently rated as one of the top ten public institutions in the country. As of fall quarter 2004, we enrolled 25,164 students (total head count), of whom 20,339 were undergraduates. Annually we enroll about 4,000 new freshmen and 2,500 transfer students, most of whom transfer from community colleges. Of the undergraduates, 36% identified themselves as being Asian, 34% as Caucasian, 14% Other/Undeclared, 8% Mexican-American, 8% Latino/Latina, 5% Filipino, 1% African-American, and <1 % Native American. UCSD has 1,849 full- and part-time faculty, and 17,874 full- and part-time staff, bringing the total university population to 44,887 full- and part-time individuals. The university occupies 14,065,446 total gross square feet of building space. We offer 245 different degrees (including BA, BS, DMA, MA, MAS, MBA, MPIA, MEng., PhD, MD, PharmD, AuD, and EdD programs). Our 6-year undergraduate graduation rate is 82.9%. In 2004 the institution expended \$1.684 billion, raised \$132 million in external funds, and had an endowment of \$314 million.

How do we differ?

UCSD freshmen look much like students at other public highly-competitive institutions. The results of the 2004 CIRP survey do show several areas in which UCSD freshmen differ in major ways from students at other highly-competitive public institutions. (See Appendix T.) (The following numbers are taken from that survey and may differ from numbers reported above, either because of differences between newly admitted freshmen and the rest of the student body or differences in the way questions are asked and responded to in the CIRP versus our own local data collection systems.) UCSD has fewer White/Caucasian (40.3% vs. 73.0%) freshmen, more Asian-American (48.5% vs. 16.7%), more Mexican-American/Chicano (9.1% vs. 2.1%), and fewer African-American/Black (1.5% vs. 5.2%). UCSD students less often have English as their native language (66.5% vs. 87.9%). More UCSD students come from families with parents who do not have a high school education: fathers, 10.4% vs. 5.4%; mothers, 11.1% vs. 4.8%. UCSD students were less likely to have had UCSD as their first choice among colleges than students at other highly competitive public schools (48.3% vs. 68.2%) and UCSD freshmen applied to more

institutions (37.6% vs. 16.5% applied to seven or more schools). UCSD freshmen have a greater concern about their ability to finance their college education than freshmen at comparable schools (only 24% report no concerns vs. 37.7% at other highly-competitive public institutions). UCSD freshmen are less confident that they will make at least a “B” average (55.7% vs. 62.7% elsewhere). In most other domains, UCSD entering freshmen look very much like those at other highly-competitive public institutions.

How satisfied are students?

The issue of student satisfaction is examined in several of the surveys, particularly the UCUES and the YFCY. There are many aspects of student satisfaction explored in these two surveys and a fairly lengthy discussion of these may be found in Appendix Z and at <http://ugr8.ucsd.edu>; a few of these findings have been summarized here. UCSD students and students at the other UC campuses do not differ significantly on most of the UCUES items or dimensions, although UCSD students do report systematically different views on the “overall social experience”; they report being less satisfied and having less interaction and direct engagement with the faculty than do their peers at other UC campuses. Student satisfaction (along all dimensions) was greater for students who participated in activities, such as study abroad, UCDC, and independent research, than for those students who did not engage in such activities. Not surprisingly, student satisfaction was greater for those with higher grade point averages. When asked if they had it all to do over, approximately 75% of both native freshmen and transfer students responded that they would again elect to come to UCSD. Comparison of native freshmen and transfer students during their senior year reflect few differences between them.

Introduction to Findings, Principles, and Recommendations

From the large amount of data and observations gathered, the Committee distilled nine key observations and articulated each as guiding principles. The Committee wrote the nine principles with the belief that they could likely apply to most public universities in the country but are extraordinarily suited for propelling UCSD from greatness to excellence. Part of making UCSD

work is taking pride in the distinctive character of what we have and what we are. Essentially, these are ideals to strive for.

The nine principles are:

Principle 1: Advancing Education through Curricular and Co-Curricular Activities

Principle 2: Supporting the Transition to Adulthood

Principle 3: Valuing Students as Important Members and Stakeholders of the UCSD Community and Opening Avenues for Ongoing Interaction and Involvement with Alumni

Principle 4: Building Pride through Promotion of the Institution's Accomplishments

Principle 5: Increasing Coordination, Integration, and Communication

Principle 6: Cultivating Community Spirit and Fostering the Roles of On-Campus and Off-Campus Communities

Principle 7: Recognizing the Importance of the Physical Environment of the Campus

Principle 8: Focusing on Student Housing Options That Build Community

Principle 9: Allowing Access to the University and Its Neighborhoods

Each principle is presented and discussed in an individual section. Each section is divided into: (1) background; (2) findings; and (3) recommendations. The background section frames the problem addressed by the Committee and provides general insights. The findings section identifies the strengths and shortcomings of UCSD. The recommendations section makes suggestions for how to move closer to the ideals of the principles.

The Committee struggled with placing value on the hundreds of recommendations developed. This is because many of the small recommendations, while having a lesser overall impact on improving the undergraduate student experience, are simple in their implementation and are actually small steps toward changing the overall campus culture. In an attempt to organize the recommendations, they are broken into the three categories: "important: significant or major impact and immediately feasible"; "simple, straightforward"; and "important: major impact but needs further development." The three categories translate roughly into the timeframe needed for implementation. After a cost-benefit analysis, however, the Committee realizes that some recommendations in the "important: major impact but needs further development" category may not be feasible. Those in the "important: significant or major impact and immediately feasible" and "simple, straightforward" categories, however, are recommendations the Committee believes should be implemented because the benefits outweigh the costs.

The Committee wishes to emphasize that no one recommendation or even all of them together are a panacea. To make progress on these recommendations, however, all members of UCSD's community need to work together.

On page 7 is a condensed section that simply highlights the key recommendations and does not provide the background on their development.

Principle 1: Advancing Education through Curricular and Co-Curricular Activities

A university education spans development ranging from the academic/intellectual through social development and includes personal/moral/ethical development of the student. A student's educational development during the university years is not the exclusive "territory" of any one component of the institution, such as Academic Affairs or Student Affairs. It

should be the goal of the institution to assure student development in all of these domains, and in such a way that the domains are not pitted against each other.

Background

All universities and colleges emphasize that students' academic, intellectual, and social learning and growth are not neatly mapped out, but are complex and intertwined labyrinths. Academic growth occurs not only as a result of in classroom, laboratory, and studio activities, but also in response to a student's engagement in co-curricular activities. Universities and colleges are ideally suited to support this multifaceted experience for students because of their diverse community membership. Universities and colleges, including UCSD, however, have evolved such that there is a large gap between the classroom and non-classroom experiences. Universities distinguish between academic/student life and social experience as though these experiences were necessarily discrete.

Findings

Setting the tone: quality of teaching and involvement with students

The classroom is the place where community begins. Faculty's attitudes and behaviors toward undergraduates, as expressed in how teaching and learning take place in the classroom, set the tone and determine whether or not students believe that they "*count*." UCSD has made sincere efforts to promote and highlight the importance of good teaching. Campus-wide teaching awards for faculty, lecturers, and Teaching Assistants ("TAs") have been instituted. Teaching counts when faculty files are reviewed. No file will even be considered by CAP without at least some assessment of faculty teaching.

This Committee's inquiry revealed, however, that there is a prevailing perception among students that "*faculty don't care*," that they view their research as far more important than their teaching and being available to interact with students outside the classroom. Some of this may be urban myth, perpetuated by rumors—a study of the CAPE data shows that UCSD's students on average rate their professors' teaching performance very highly. In surveys and in conversations with students and alumni, however, one of the consistent messages is the perception that "*students don't count*" and that professors act as if teaching is not an activity worth doing. "*I am getting a good education, but I don't feel that I can approach my professor*" is an often-heard comment. Professors are the ones who can set the tone for the quarter, whether it's an inviting one or a discouraging one. Students will respond in kind.

At the same time, there is a general perception among faculty that students are not interested in learning, that only the grade matters—a "*will-it-be-on-the-exam*" mentality with little concern for understanding of the material to which the faculty member has dedicated his or her life.

Students on our Committee and those responding to surveys have wondered: "*Is good teaching on this campus truly valued, expected, and rewarded?*" "*[Are] professors thinking about students first? Maybe they do, but then they're having problems getting that across.*" "*How come when huge events happen in the world, it's not discussed in class?*" Students feel that UCSD's teaching methods and curricula are too theoretical and conceptual and without applied or practical connection. Simultaneously, faculty members wonder, "*do [students] care [about] what I teach them?*"

Some faculty perceive that their academic department discourages young faculty members from getting too involved in teaching and co-curricular activities with undergraduates. The message may not be that young faculty colleagues should disregard teaching and co-curricular activities, but a lack of strong encouragement may lead to disengagement with the UCSD community and a view of teaching as a chore, not a scholarly activity.

Large class sizes and the fast pace of the quarter system

Many students and faculty have expressed concerns about the large size of their classes, the excessive competitive culture within academic disciplines, and the individualistic and cutthroat behavior of many students. Many comment on the quarter system as too fast-paced without time for reflection and extensive writing. Students often complain of a lack of time and yet the results of the UCUES indicate that students spend little time on academic study. Similarly, students complain that faculty are intimidating and unapproachable at the very same moment that faculty are saying “*they never come to my office hours.*” Clearly, the “two sides of the coin” present dramatically different views of the educational experience while, at the same time, most seem to agree that the undergraduate education is quite good, and an exceptional value for the money.

Academic diversity

Although UCSD’s contributions to and ranking in the academic fields of arts and humanities and the social sciences are truly remarkable, UCSD is viewed by students, their parents, and the outside community as a science and engineering campus. Although most students graduate with a non-science or non-engineering degree, students’ perception is that the social sciences, the humanities, and the arts disciplines are not as valued. This outlook is reinforced by the students pointing to all the “*laboratory buildings that are popping up.*” There is a perception that even career fairs “*only serve the science and engineering majors*” and that students “*have to go to UCLA to find out all the good stuff available for social science majors.*”

More than just lectures

Analysis of the UCUES and other surveys has shown that students who engage in the creative, non-classroom-based activities offered by UCSD (independent research, the UCDC program, University of California Center in Sacramento (UCCS), Education Abroad Program (EAP), Academic Internship Program (AIP), etc.) are considerably more satisfied with their overall university experience than those students who do not take advantage of educational experiences that take the student beyond the traditional lecture, lab, library, and studio experience.

Co-curricular activities—the social experience

Participation in co-curricular activities supplements the academic experience of the student and expands the student’s knowledge base, life experiences, and personal network. This participation includes intercollegiate or intramural athletics; student government and campus service organization; community service organizations and service learning opportunities; political, intellectual, religious, or cultural events; and programs, forums, lectures, and rallies. The university, while unique among social institutions in its ability to provide experiences for intellectual development, must understand that intellectual development coincides with other aspects of development during this extremely rapid phase of change in the young adult. All aspects of development are to be valued by the institution.

Recommendations

A. Important: significant or major impact and immediately feasible

Faculty–student interactions

- **Personal invitations from faculty to student:** Faculty need to talk periodically to their classes about their availability in office hours and explain to students why they might want to make use of office hours. Students find the idea of talking one-on-one to a faculty member intimidating. Faculty need to re-issue the invitation in classes, particularly after exams, rather than just announcing office hours in the syllabus or during the first lecture. In addition, faculty should be encouraged to announce research seminars, talks, and other presentations that might be of intellectual/academic interest to students and to make it clear that undergraduate students are genuinely welcome and encouraged to attend those talks.
- **Personal invitations from students to faculty:** Faculty have many demands on their time and will very rarely turn up at a student event just because they saw it announced. When an individual student, however, personally asks a faculty member to come to a sorority event, basketball game or other student-focused event, the invitation becomes meaningful and is viewed as sincere.
- **Residence halls:** Create faculty fellow positions in each college to make it possible for faculty members to live among the students.
- **Informal settings:** Provide quarterly opportunities for faculty and students to interact at a sponsored lunch with faculty/administrators.

Quality of teaching—highlight importance of teaching

- **Teaching award ceremonies:** Celebrate this important event by including all members of the community, especially students.
- **Review quality and effectiveness of the Center for Teaching Development (CTD):** Determine if the Center is funded properly; create a partnership between CTD and academic departments for the support of new faculty. Provide mechanisms to assure that all faculty are aware of the support and services that they may receive from CTD.

Large class sizes and the fast quarter

- **Freshmen seminars:** Increase promotion of freshmen seminars as an integral part of the first-year experience during orientation and throughout students' first year; open up seminars to transfer students.
- **OASIS:** Assure that OASIS tutors connect and partner with professors and that professors communicate with OASIS tutors in order to increase the effectiveness of the workshops provided by OASIS.

B. Simple, straightforward

Faculty–student interactions

- **Student organizations:** Increase faculty participation in student organizations would make it possible to connect the classroom to real-world experiences. It would allow students to learn and to grow within a collegial, collaborative environment in which faculty and students interact because of mutual interests. Some of that is already

happening, as in the Mock Trial at UCSD and the Society of Professional Journalists. These types of opportunities could be expanded by increasing outreach to UCSD faculty.

Large class sizes and the fast quarter

- **Adequate support to all students:** UCSD must provide adequate support to ensure every student admitted has a fair chance to succeed, including those that are less well-prepared academically.
- **Writing skills:** Encourage and support writing as a component of upper-division courses since writing experience is limited by the structure of the quarter system.

Academic diversity

- **Social sciences, humanities, and the arts:** The success of the University is dependent on all academic fields. UCSD's extraordinary academic contributions in the social sciences and humanities and the arts needs to be emphasized more specifically.
- **Balanced externally:** UCSD needs to find balance in reporting about academic achievements; the stories we tell need to include achievements in all academic fields.
- **Balanced internally:** The Career Services Center and Academic Internship Program need to highlight opportunities for non-science and engineering students.

More than just lectures

- **Self-promotion:** We need to improve how we present information about the wide range of academic and co-curricular experiences available to our potential and current students and their families. This includes information on the web, on-campus tours, and stories we tell when we are out in the community. Strong emphasis should be given to the special features and facilities that are available to undergraduate students because of the institution's role as a research university.
- **Undergraduate Research Conference:** The Undergraduate Research Conference should receive stronger support and needs to be highlighted in publications, news stories, and on the UCSD website.

C. Important: major impact but needs further development

Faculty–student interactions

- **Changing expectations:** Top leadership needs to express the expectation that faculty at UCSD are to get involved in the student experience. The opportunities are there. Clearly, we need to have the buy-in of UCSD's leadership (and CAP and the academic departments) that getting involved with undergraduate students is not frowned upon but highly regarded and to be encouraged.
- **Academic departments:** In many academic fields, students have organized themselves around that particular academic domain. These organizations (including student chapters of national professional organizations) increase students' sense of belonging to the department, the discipline, and to the campus when departments are supportive and when faculty members are involved as advisors. Those successful models should be showcased to encourage others.

Setting the tone: quality of teaching

- **Create scholarship of teaching community:** Create forums and workshops that foster discussion and sharing of ideas about teaching—both problems and best practices.
- **Setting and meeting standards:** The Academic Senate—through CAP, CEP, and the Committee on Faculty Welfare—should assure that all academic departments review teaching performance and contributions carefully, have in place quality standards, and an organizational and cultural structure that mentors and supports both new and more senior faculty members.
- **Maximizing the contributions of temporary and part-time lecturers:** Departments should be encouraged to find ways to integrate their temporary and part-time lecturers into the life of the department in order to assure that they provide instruction and intellectual direction to their students that are consistent with the values and beliefs of the established professors.
- **Reward quality teaching:** Award funds to departments to provide a summer ninth to the faculty member with the most distinguished teaching record.

Large class sizes

- **Teaching creatively:** Provide encouragement and support for faculty to develop a teaching style and to create a learning environment that fosters active, inquiry-based learning.
- **Student mental welfare:** Student stress should be addressed in a series of meetings that would involve Student Health and Wellness, Psychological and Counseling Services, Student Life, Athletics and Recreation, SOHR, the Office of New Initiatives and Community Relations, Student Educational Advancement, Career Services Center, Student Research and Information, and other appropriate academic affairs personnel.

More than just lectures

All undergraduates should be welcomed to a world of discovery in which they are active participants, not passive receivers. Students should be encouraged to enroll in research, internship, and other non-lecture courses both on and off campus. Academic departments and their faculty should be encouraged to increase the numbers and types of non-lecture experiences available to students by sponsoring undergraduates in their research activities, by sponsoring internship and design opportunities, and by becoming active partners in programs such as UCDC, the University of California Center in Sacramento (UCCS), and EAP. This requires:

- **Faculty incentives:** Providing incentives for faculty and academic departments to engage students in a “199-like” activity, i.e., mentoring students in research and internship activities must contribute to a faculty’s teaching load and must be considered in faculty space allocations.
- **Financial support for undergraduate research:** Creating opportunities for undergraduates to secure financial support for their research, including funds to allow students to do off-campus research, attend research conferences, and stimulate artistic performance and exhibition.
- **Additional information:** Creating a web-based system that provides information about research opportunities.
- **Department incentives:** Providing incentives to academic departments to create project-based courses.

Co-curricular activities—the social experience

Encourage Academic Affairs and Student Affairs to promote inter-division dialogue to develop key ideas and practices that could facilitate building bridges between the academic experience and social experience. Examples:

- **Co-curricular forums:** Create forums between faculty, departments, and Student Affairs staff, beginning with selected areas such as the Psychology Department and Psychological/Counseling Services, Arts Departments, and University Events Office to connect academic learning with learning that occurs in student organizations, student government, internships, and community service/volunteer activities.
- **Additional co-curricular forums:** Create forums among faculty from academic departments, deans of student affairs, deans of residential life, and staff of central student life to develop concrete ideas on how to connect academic learning with learning that occurs in student organizations, student government, internships, and community service/volunteer activities.
- **Community Service Council:** Create a Community Service Council in order to coordinate activities among departments, faculty, and colleges in developing community/service learning opportunities for undergraduate students.

Principle 2: Supporting the Transition to Adulthood

Students grow, in part, through trial and error. They make mistakes and learn from them; they try, stumble, reassess, and achieve. To enable this kind of learning, UCSD needs to find a balance between protecting the student from harm (be it physical harm, psychological harm, or social embarrassment) and allowing the student the opportunity to learn from failure (and hard-won success).

Background

The College Years—Time of Great Transition

For undergraduate students, the four (or more) college years are a period of enormous intellectual, academic, and social development, and a critical transition period from childhood to adulthood. Most students enter college directly from their parents' home and their parents' rules. When they leave college in just a few short years, graduates are expected to be contributing members of society, independent and capable of making adult decisions. Universities should acknowledge the importance of this developmental process and consciously cultivate an environment supportive of young people in the midst of this often tumultuous period of life. This special environment must allow students to experiment safely, to make mistakes, and to understand boundaries. An environment that is rigid rather than firm, or punitive rather than educative, will thwart a student's development.

UCSD's colleges, under the leadership of the provosts and deans of student affairs, have provided exemplary support to students in general and especially to those involved in disciplinary interventions. The deans provide guidance and support according to the personal needs and developmental status of the students. This is not, however, a general feature of all areas of UCSD's administrative culture.

Findings

UCSD, a legalistic culture?

(See also Principle 8)

UCSD operates in both a complex legal environment and a context of ambiguous societal expectations for the social and civic dimensions of college life. Although the university no longer acts *in loco parentis*, it is not necessarily clear where and when the university's responsibilities begin and end. Students seek and expect a "collegiate" atmosphere with a significant degree of license. Parents, in contrast, assume that their child will in some general manner be cared for by the institution, and they feel betrayed by the academic institution if their child is physically or emotionally harmed while attending college. The university is caught in the middle. Defensively, it seeks to protect students from themselves and the institution from embarrassment and lawsuits. It defends its policies in legalistic terms.

Students resent what they see as an overzealous, rule-enforcing, and protective community. The resentment focuses particularly on the Residential Security Officer (RSO) program. The RSO program is a community partnership between the Police Department, Housing and Dining Services, and the Academic and Residence Life offices. Each of the eleven RSOs works closely with the residence life staff at their assigned campus neighborhood, working from 8 p.m. to 6 a.m. daily. Typical RSO duties include patrolling assigned areas on foot or bicycle, enforcing

university and housing policy, providing after-hours escorts, identifying and documenting security and lighting discrepancies, and attending community meetings and presentations. Students on our Committee, UCUES, and alumni surveys all express strong dissatisfaction about the RSO officers. Here is a sampling of the most frequent, negative opinions, which highlight student perceptions:

“Decrease the Nazi-like sense of duty instilled in the RSOs. Stop making us feel like criminals with zealot RSOs patrolling—RSOs should be there for student security, not for policing students.”

“Allow students to be social without fear of RSOs.”

“A more laissez-faire behavioral policy. For example, the smartest most uptight kids to begin with are kept pent up and scared due to fears of RSOs, and this effectively makes it the most pathetic campus in the nation”

“The RSOs are all over the place—they are around during welcome week but our professors are not.”

Student perception is that UCSD would prefer to lock students in their rooms or push students off campus than permit students to make choices about drinking, drugs, and other risky or uncivil behavior and, at times, suffer the consequences. This contrasts sharply with the campus many alumni fondly remember. For example, at the weekly TGs (Thank God it’s Friday concerts) on the Hump at the Student Center, alcohol was served to those over 21. The campus now discourages legal drinking by students over 21 at most campus events. There is a tendency to err on the side of simple answers rather than on the side of developing creative solutions to enable students to have adult experiences (e.g., drinking alcohol). Students we interviewed believe UCSD students to be as “*tame*” as any in the UC system but far more subject to citation.

Because of the strength of the responses, we mined the UCUES with this issue in mind. The Committee was surprised by the emotional strength of the comments, which allowed the Committee to spell-out specific recommendations. As much as any issue that came before the Committee, students feel a sense of urgency about this matter.

Latch-key scholars

Committee members and members of the community interviewed by the Committee expressed the feelings that faculty and staff have neglected their responsibility to guide UCSD students as mentors and advisers. They see faculty as more interested in advancing their own national and international professional ambitions than in serving the campus community. They see campus staff more eager to enforce campus rules than to seek ways to make the rules work for the students’ benefit. One Student Affairs staff member summed this up: “*We have an environment that has made it possible for our students to become ‘latch-key scholars.’*” While these are perennial concerns at research universities, the intensity of these complaints at UCSD seems very high. Interviews with faculty, staff, students, and alumni, in addition to surveys, make it very clear that there is a need for faculty and professional staff to become mentors, dialogue partners, sounding boards, and advisors for students.

Recommendations

The Committee strongly believes that UCSD must work on becoming a caring community where the well-being of each member is sensitively supported, where service to others is encouraged, where civility is actively pursued, where building trust and mutual respect through dialogue and open communication is the norm, and where learning from mistakes is supported and preferred over criminalization of risky and disruptive, but commonplace, behaviors. We urge the university leadership to focus on supporting students' development to adulthood as it is being done within the colleges. This transition is not the unilateral responsibility of certain members of the community, such as Student Affairs, but is a central project of the institution as a whole. This does not lessen students' obligation to become responsible and respectful members of the community—it provides a framework for it.

A. Important: significant or major impact and immediately feasible

UCSD, a legalistic culture?

(See also Principle 8)

- **Creation of a workgroup to explore issue:** The Committee recommends initiating a workgroup with the following members of the community:
 - Student Affairs representatives (including a representatives from: COD, Central Student Life, Residential Life; Student Legal Services)
 - Police
 - Council of Provosts representative
 - Academic Senate: one faculty representative
 - Student Representative: at least three

Through a process of dialogue and with the support of a skilled facilitator, this group should review student comments (from currently available opinion surveys), discuss and evaluate current practices and especially the training of all members of the community charged with implementing university rules that deal with the code of conduct outside the classroom. Furthermore, this group needs to identify the type and quality of the ongoing support provided to community members. The goal of the workgroup should be to put in place procedures that will make the mission of colleagues charged with regulating student behavior outside the classroom and in the residential space consonant with UCSD's educative task.

- **Campus-wide discussions:** The Committee recommends initiating a series of campus-wide discussions and dialogues involving faculty, staff, and students in which issues of civic norms and behavior will be discussed and academic and civic standards will be clarified. Through this, all members of the community—including students—will develop explicit civic and social norms to support a community that facilitates students' growth from adolescence to young adulthood.

B. Simple, straightforward

- **Inform faculty:** The Committee recommends that faculty members be better informed about the function of colleges, and the important role colleges' deans of student affairs and residential life play in educating students.
- **Changing student events:** Sanction alcohol at an increased number of student events.

C. Important; major impact, needs further development

Latch-key scholars:

- **Faculty as advisors:** Encourage and reward faculty to become involved and available as faculty advisors to clubs and organizations.
- **Staff as advisors:** Increase staff advisors (see also Principle 6).

Principle 3: Valuing Students as Important Members and Stakeholders of the UCSD Community and Opening Avenues for Ongoing Interaction and Involvement with Alumni

A university should treat students as lifelong members of its community. Academically, the school should strive to be a student-centered research university committed to excellence in undergraduate education. The institution should expect faculty to excel as teachers and as mentors and reward them for their excellence. Students, for their part, should be encouraged and rewarded for their efforts toward improving interactions with faculty and staff. The university should both value alumni as important stakeholders of the UCSD community and open avenues for ongoing interaction and involvement.

Background

Valued community member—not temporary visitor

UCSD has undergone a period of rapid growth and expansion. Its undergraduate population has grown to over 20,300 students and is expected to grow by an additional 1,900 by the year 2010. Roughly 70% of UCSD's current students are upper-division students. Most of the first- and second-year students live on campus (more than 90%). Just like other large public research institutions, UCSD is faced with the challenge of making current students feel that they are valued members of a community rather than temporary visitors.

The Committee heard students state over and over again that they feel they do not count, they are treated as a number, and they are not valued. Common student comments include “*you do not treat us as human beings,*” and “*I always felt that I was only here temporarily,*” which are poignant expressions of this sentiment. Treating students as valued citizens of UCSD's community must include the notion that once a UCSD student, always a UCSD community member. Graduation should not be seen as a separation from the university but, rather, as a change in the type and quality of interactions between departing students and the institution.

This, however, cannot be a unilateral approach. Students, too, need to consider how thinking of themselves as lifelong members of the UCSD community should change their behavior while attending UCSD.

Findings

The six colleges—personalizing the UCSD experience

Student members of the Committee and other students expressed pride in the uniqueness of the college system and appreciation for the abilities of the colleges to personalize the university experience. Students feel there is a difference between college administrators and campus administrators: “*I always perceived the university administration to be completely inaccessible. The college system is still one of the best aspects of UCSD. A college provides the opportunity for students to personally know administrators and more easily contribute to efforts of their community through student council, college programming organizations, and other college organizations.*”

Most students feel the services at the colleges were overall more responsive to student needs than those at the university level. For example, one student commented, “*I found [with] every one of my college administrators, that I could talk to any one of them almost any time, and it was*

completely friendly and very relaxed and almost informal.” Many students and staff interviewed for this report expressed strong concerns that the important role colleges are playing is jeopardized by insufficient resources, the lack of campus-wide support for and appreciation of the college system, and the diminished involvement of faculty in the colleges.

Students also expressed concerns that the colleges play a significantly decreased role once a student moves off campus and sometimes view the college system as making it difficult to interact with students from all of UCSD (e.g., in on-campus residential situations). Because most transfer students live off campus, these students enjoyed the fewest benefits from the college system.

Civil interactions among community members; student services

The Committee was concerned about the quality, tone, and level of civility displayed in interactions among all community members. Often, students ambush staff and faculty with their problems and expect a quick fix or an easy way to avoid assuming responsibility for a poor decision. Students had the impression that staff and faculty do not take the time to understand student concerns or problems, making students feel unwelcome. The Committee found that some of the students’ staff-related concerns may be due to the tight resources of the campus and the limited number of staff positions to handle the problems of an increasing student population.

Academic departments, faculty, and staff should show they care

As stated before, students generally feel that faculty resent teaching. One student recounted that a professor, before the Course and Professor Evaluations (CAPEs) were handed out, told the class that their “*comments were irrelevant because I bring in too much money to the campus in research grants.*” Whether this is an accurate story or urban myth, this represents the common perception among students. Students believe our faculty work in a system that does not reward teaching and co-curricular faculty-student interaction (see Principle 1).

Student organizations: good and bad

Some of the most positive comments heard by the Committee relating to community pertained to student organizations. Student organizations serve as a form of community in which the students feel comfortable. The Committee spoke with the Student Affirmative Action Committee (SAAC), which represents many students of color. This group reported feelings of isolation and stress-related challenges for students of color, describing the experience as often one of hostility. While student organizations are used by students, including students of color, as outlets to feel a part of a community, often these same students do not feel connected to the UCSD community. Student organizations should be their own entities in addition to working collaboratively with other organizations (student and non-student) to create a sense of unity.

Foster relationships with alumni

UCSD faces unique challenges in maintaining involvement with the campus as students graduate and become alumni. Our membership base is approximately 100,000, which is significantly lower than the members of our sister institutions UC Berkeley (500,000) and UCLA (360,000). This is partly a result of UCSD’s youth as an institution, but also, historically and until a few years ago, UCSD had demonstrated little interest in and commitment to fostering and nurturing relationships with its former students.

Alumni can play an important role in bettering student life. They could be an important link to the “real world” and provide a substantial social network. This concept recognizes that the UCSD community is not confined and described by a physical location alone. Alumni who stay active with universities reinvest in the institution by supporting the goals and objectives of its leadership. They become ambassadors and carry the values and message of the institution to high schools and future students. Alumni can help to attract top-quality, first-year students by establishing scholarship endowments for a myriad of students. Alumni also return to campus to mentor current students and to assist students in career activities such as job fairs and internships. Because alumni are a link to the life after UCSD, they can provide input in discussions about future academic programs.

Recommendations

A. Important: significant or major impact and immediately feasible

Valued lifelong community member—not temporary visitor

- **Faculty/student lunches:** All colleges should identify one day of the month in which faculty are invited to have lunch with the students. Faculty who teach a number of undergraduate courses should make it a priority to attend these lunches. This should become a college tradition.
- **Involving students in governance/activities:** The university should strive to include more students in the university in various events and processes. The more a student is involved and the more invested in the university, the more they feel part of a community.

Civil interactions among community members

- **Treating each other as an individual:** All staff who interface with students on a regular basis (e.g., cashier’s office, library check-out, student health) should ask a student’s name before assisting the student. Although this seems like a small concept, students appreciate feeling that someone is taking the time to treat them as an *individual*. This “policy” will assist staff as well, as students are less inclined to be confrontational in their interactions with staff if they have been “disarmed” by a friendly gesture. Such a “policy” should be considered by faculty as well for those students who come to their office hours.

Foster relationships with alumni

- **Showcase the loyalty of alumni:** UCSD should make it a priority to include alumni in the university, attempting to have as many permanent members of the UCSD community as possible. UCSD should continue to create roles for alumni in the functioning and events of the campus (e.g., move-in day, career fairs, finals study breaks, graduation ceremonies, mentors). In addition, alumni membership information packets should be given to all graduates.

Foster relationships with retirement association

- **Make use of alumni of all types:** Contact the retirement association (alumni of a different stripe) when soliciting senior volunteers.

Valued lifelong community member—not temporary visitor

- **College-specific faculty:** Students are generally unaware that faculty are assigned to specific colleges and the role these faculty play in relation to the colleges. The colleges should further define the role of faculty assigned to the colleges and integrate these faculty members in the college community. For example, faculty assigned to particular colleges should serve as faculty mentors, attend college events, and participate in the traditions of the college. Faculty should receive service credit for this involvement.

C. Important: major impact but needs further development

Valued lifelong community member—not temporary visitor

- **Faculty-in-Residence program:** The colleges should be provided the resources to enable faculty to live on campus and to create a Faculty-in-Residence program for each college.
- **Commuter student liaisons:** Each college should have at least one commuter liaison who lives off campus and coordinates activities and communication with commuter students. Ideally, the colleges would have one liaison for each major area of San Diego (e.g., North County, Mira Mesa, Pacific/Ocean Beach, etc.). These liaisons should be identified via a process similar to Residential Advisor (RA) selection and would receive a stipend.
- **Community building funds:** Additional funds should be provided for the colleges for purposes of community building. With these increased funds, one specific focus of the colleges should be transfer and commuter students.
- **New student seminars:** New student seminars (freshmen and transfers) should be provided as an introduction to the campus community, programs, and services.

Civil interactions among community members

- **Increase operational hours:** UCSD should increase the hours it serves students, understanding that many students live on campus, making UCSD their home 24/7. This includes the academic departments, academic advising (department and college), college offices, and Student Affairs' offices, among others. Specifically, Geisel Library should be open past midnight, there should be food service conveniently available on campus past midnight, and academic and student services should have longer hours and some regular extended hours (e.g., open until 8 p.m. one night a week and on Saturday mornings). Offices that provide service to students should not be closed at lunch. The campus may benefit from reliance on student employees for extended hours of campus services.
- **Office of Ombuds:** The colleges should develop a partnership with the Office of the Ombuds, make this service more widely known, and make students aware of resources and operating hours.

Academic departments, faculty, and staff should show they care

- **Faculty/student interactions:** Improving student and faculty interaction will go a long way in improving the student experience. This has been highlighted elsewhere in the report.

Principle 4: Building Pride Through Promotion of the Institution's Accomplishments

An important component of one's connection to and pride in an institution is the degree to which one shares in its achievements ("basking in reflected glory"). UCSD is fortunate to have countless pride-worthy academic and non-academic achievements. It is to the advantage of the university that the entire academic community (students, faculty, staff, and alumni) develop a sense of pride and loyalty to the institution. In order to maximize this positive regard that the community has for the university, it is important that all of the university's accomplishments be shared.

Background

Basking in reflected glory

A common theme the Committee heard throughout its process was that undergraduate students wanted to feel "pride" in UCSD. Students expressed frustration over knowing what a great school UCSD is and having it consistently confused with the University of San Diego or San Diego State University when telling others what school they attend.

In fact, UCSD has an amazing number of things to be proud of and we, the UCSD community, should talk about them. The students on our Committee did not know about the Medical School's Free Clinic in Ocean Beach. Similarly, they did not know of San Diego Dialogue, a UCSD-initiated and -sponsored platform for public policy dialogue and innovation for the entire San Diego/Tijuana region.

There is a wide-spread perception that UCSD reports newsworthy activities, accomplishments, and events in a lopsided manner. UCSD's successes in engineering are given significant focus, while other achievements seem to go unnoticed. For example, UCSD, while promoting academic and professional accomplishments of faculty most effectively, seems to be less successful and, in the eyes of the students, less eager to report the accomplishments of students. When our student bridge-building team earned first place in the national competition in aesthetics of bridge design, there was no mention made of it. Balanced and deliberate promotions of a broad range of academic and non-academic accomplishments and achievements at UCSD are important.

Findings

Athletics

Many students suggest that UCSD should move to NCAA Division I athletics. At the core of that recommendation is the passionate desire to promote school spirit and pride and improve UCSD's image among peers. While athletics seems to be the easy answer and a quick fix, just moving to Division I athletics is not a cure-all. The Committee noted that at UC Davis, school spirit actually decreased after that school's move to Division I athletics. Committee members believed that this drop in school spirit or pride was the result of the school's teams being less competitive than they were in Division II. UC Davis's move to Division I was very recent, though. It is unclear whether the perceived decrease in school spirit is a permanent and irreversible phenomenon, and the final effect on school spirit is unknown. Although the Committee members agree that a simple move to Division I is not a silver bullet for increasing student satisfaction, students continue to express frustration at rivaling schools such as Harvard and Berkeley in all areas but athletics. Often athletic competitions serve as proxies for a more profound competition.

Students comment that they would like to see athletic competitions with institutions that are generally comparable to UCSD, such as UCLA, Berkeley, and Stanford. This makes athletic competitions more profound and elicits greater support and emotion. The Committee believes the rivalries created in athletic competition help build pride for an institution. It is important that these rivalries be comprehensive and extend beyond a single sport. At schools with higher profile athletic programs and prominent institutional rivalries, even losing nights attract large numbers of students who rally for a common purpose and who support the overall institution.

Need for traditions

Traditions play a large role in the positive regard a student has for their undergraduate institution. UCSD is a young university, but still has a number of pride-worthy traditions, many of which are college-specific. All traditions should be shared experiences of the university as a whole and make all of us proud. The university should endeavor to create additional traditions worthy of UCSD's reputation and stature. When such traditions are created, there should be a commitment by the university to continue in their implementation despite the likelihood of their less-than-stellar initial success.

Need for bragging rights

The Committee believes the undergraduate student experience would be vastly improved the more "bragging rights" students have when talking to their peers at other universities, i.e., when we create opportunities to "bask in reflected glory." To accomplish this, the university must make sure (1) the message communicated internally and externally is one of pride, promoting the best of the university, and (2) our broad accomplishments are being promoted widely and consistently.

Recommendations

A. Important: significant or major impact and immediately feasible

Basking in reflected glory

- **UCSD's main website:** UCSD's website should be revamped to tout the accomplishments of the university more broadly. UCSD's homepage should have easily noticeable accomplishments of at least one faculty member, one student, and one staff member. The "news" should include what students are doing on campus.
- **Increase community presence:** UCSD should increase its presence in the community by:
 - including the Triton Symbol on the shuttle buses;
 - placing a sign that reads "Welcome to UC San Diego—Home of the Tritons" or something similar over at least the bridge connecting East Campus to Main Campus crossing Interstate 5. Comparable signs could be posted on the pedestrian bridges near the VA Hospital and on La Jolla Village Drive near Rock Bottom Restaurant & Brewery.
- **Uniting events:** College events should dovetail with all-campus events and events creating competition among the colleges, which should be held in conjunction with campus-uniting events. For example, after the annual Unolympics, the campus should hold an all-campus BBQ. The many successful events at the colleges should be opened

and publicized to the entire campus community. (Of course, there are some events that are more appropriately “closed” events.)

Athletics

- **Increase partnerships:** College programming and athletics should become more closely partnered.

The Need for Traditions

- **High-level attendance/participation:** To establish traditions, support from “the top” is important; events attended by the chancellor and vice chancellors immediately gives the air of importance and establishes a higher profile.
- **Incentivize programming:** The university should reward activities, events, and accomplishments that incorporate students, faculty, and staff as opposed to only one of these groups. For example, students planning activities that include faculty and staff should have priority over room reservations and funding.
- **More invitations:** Faculty should make it a priority to invite students to lectures and events beyond the classroom, and students should invite faculty to come to students’ activities and events.
- **Annual student/staff event:** The Associated Students should hold an annual barbecue specifically for students and staff.

B. Simple, straightforward

Basking in reflected glory

- **Campus tours:** UCSD should revamp the story told on the campus tours. The tours should focus less on buildings and more on the community, the people, and the accomplishments at UCSD. Students who come here care about the accomplishments of the professors, what opportunities students will have that are unique to UCSD, and what students do for fun. The tours should not sell UCSD as just a biology and engineering school because it is not. The theater scene in San Diego, shaped in large part by UCSD, is more lively and of higher quality than that in the Bay Area. The Committee recommends that a workgroup—representing a subset of all campus community members, including faculty, alumni, staff, students, and representatives from the admissions office and the communications office—take on a comprehensive review.
- **Highlight UCSD’s history:** Busts of UCSD’s famous faculty should be placed in front of the buildings named after them: *“I have been here six years and still forget who Urey and York are. This recognition is pretty common at other schools and might give us a better sense of our history.”*
- **Include alumni on campus more:** Part of the reason there is not a lot of pride at UCSD is the idea of the self-fulfilling prophecy. People think there is no pride, so they tell everyone they know there is no pride, and pride lessens. Having alumni on campus in higher-profile ways, such as including them on the panel of questioners for the A.S. elections or including them in the campus traditions, shows current students that UCSD’s former undergraduates are proud of UCSD and its accomplishments. Increasing this presence is important in changing the culture of UCSD.

C. Important, needs further development

Basking in reflected glory

The university should change the story it tells about itself to the community. Specifically, the Committee recommends:

- **Publicize UCSD's accomplishments (inter)nationally:** UCSD's University Communications office is a professional, skillful operation with impressive accomplishments. Today, with a new director, it is a perfect time to rethink how best to raise our profile nationally. San Diego is not a major media market and even bountiful local publicity is difficult to translate into broad national publicity. We recommend that University Communications create novel ways to project UCSD's image more broadly.
- **Take advantage of UCSD's uniqueness:** As a campus, we need to make a concerted effort to identify the distinctive character of what we have and what we are. We do not have Westwood but we do have other attributes. We do not highlight those sufficiently. For example, we should do more with the beach than we do and have orientation include taking students down the path at La Jolla Farms Road and having the Aquarium provide a tide-pooling afternoon during Welcome Week.
- **Increase community presence:** To increase its presence in the community, UCSD should place flags that hang from the light poles throughout La Jolla and on campus that highlight the significant accomplishments of the campus, our students, our researchers, and our Nobel Laureates, past and present, who have taught and who teach at UCSD.
- **Create a rivalry:** UCSD should create a rivalry. One student noted that his high school had a bigger rivalry than UCSD has. Rivalries are important to unify the campus and build pride. UCSD has a number of colleges in the area to invite to join us in some friendly competitions, whether it be through a basketball game between two schools or a tug-of-war competition composed of several San Diego colleges. UCSD should instigate the fracas, invest in a trophy, and treat the annual competition as a "significant campus event" worthy of rallying the entire campus.

Athletics

- **Support Division II athletics:** Division II athletics should be fully supported by the university in order to assure that our students can fulfill their potential and do their very best. Being best does not necessarily mean competing in Division I athletics, at least at this point. Our student athletes should, however, be given the resources to be successful in Division II athletics, which benefits the entire campus by the increased profile of our teams and the increased involvement by campus community members (non-athletes) in our programs. Furthermore, athletics provides "external" rivalries for the school. Specifically:
 - **Provide adequate funding:** Our athletic budget should be sufficient to assure that our students are able to compete at their very best level. The university should assure that our coaches are compensated at levels that are commensurate with other competitive institutions. The University should also bring closure to

the issue of the role of athletics at UCSD, in particular, athletic scholarships and Division I, through a process that includes all interested parties.

- **Support all athletics:** Intramural athletics are another important component of student life at UCSD. The funding of these programs should not be sacrificed in the service of intercollegiate athletics. The Committee strongly supports intramural athletics and believes these activities are beneficial to the overall university and should continue to be promoted and supported.

The need for traditions

- **Essential traditions:** The university should create appropriate campus traditions. Three essential traditions are:
 - **All-campus convocation during Welcome Week:** Students expressed their concern that they start classes understanding they are a part of a college, but not appreciating and feeling that they are also part of UCSD. This understanding is essential to creating pride in the university. Thus far, the campus is missing an opportunity for pride-building during Welcome Week.
 - **Homecoming:** While this event has been underwhelming in the past, the campus needs to be committed to it and revise its execution. Homecoming cannot be successful without incorporating college-specific activities.
 - **TG-like events:** Alumni commented on the great value they found in the old TGs. What was significant about these events was not the amount of money put into them (which was minimal), but the fact that every Friday students knew that they had something to go to where they could run into other friends, meet new people, and generally relax. The campus should either bring back TGs or create a new regular event fulfilling these needs. For example, having a BBQ with music and alcohol every Friday that rotates its location among the colleges would be a regular event that students could look forward to and reflect positively upon after they graduate.
- **All-campus commencement:** This should be reconsidered so that the university sends a message to students when they start at UCSD and leave UCSD that they are part of a college and a university and the two are not mutually exclusive. Many students expressed frustration that they are not able to graduate with friends they made in other colleges. For this reason a number of students participate in the commencements of other colleges. In the past, UCSD has had difficulties with its all-campus commencement. Other major universities execute successful all-campus commencements. UCSD is no less competent. UCSD, however, has the added challenge of executing six college commencements around the same time as the all-campus. To ensure success of the college and all-campus commencements, additional resources should be provided, including the hiring of temporary outside staff, to enable the university to execute this essential recommendation. This outside staff could be used to “turn over” event sites to allow three college commencements in the morning, the all-campus commencement in the early afternoon, and the three other college commencements in the late afternoon. All undergraduate commencements must be on the same day to be successful.
- **Flexible academic schedule:** The university should provide opportunities for students, faculty, and staff to participate in traditions and pride-building events on the campus. To do so, the university might consider adopting a flexible academic schedule, possibly

starting classes two days earlier, that would allow for a very limited number of all-campus events to “trump” regular class periods. For example, each quarter, the Chancellor would have the opportunity to set the regular academic schedule aside for 2–4 hours to enable the community to attend important all-campus events. Having such a schedule would enable the university to declare all-campus events four times per quarter—one morning and one afternoon of Monday, Wednesday, or Friday, and one morning and one afternoon of either Tuesday or Thursday. Examples of significant campus events include the recent inauguration of the Chancellor and the Chancellor’s 5K Challenge.

- **Traditions shared by all:** The university should reach out to and include other community groups in creating traditions. The Greek events are very popular and routinely draw large numbers of students. Combine that with the Greek students’ avid endorsement of athletics, and we have a built-in fan base. We should not be afraid to start a dialogue with student organizations that are important in the lives of many students.

Principle 5: Increasing Coordination, Integration, and Communication.

Divided loyalties are difficult loyalties. From a student's perspective, UCSD asks for three quite distinct loyalties: to UCSD, to the College, and to the Department/Major. Each is an important unit and serves student needs well. The institution and all of its components, however, would be better served if these three aspects of the institution were better integrated, both functionally and conceptually. One of the most crucial purposes of integration is to improve communication to students, staff, and faculty. Efforts to achieve integration must be done collaboratively across all areas of the campus.

Background

Unique organizational structure creates sense of internal competition

Committee members heard frequently from students that the internal interests on campus compete against one another. The unique organizational structure of UCSD has created a maze in the eyes of new arrivals on campus. It includes the perception that there is a competition for loyalty, attention, and participation—the colleges vs. UCSD, the academic departments vs. colleges, and college events vs. campus-wide events. The Committee believes that “internal interests” do not actually compete against one another, but simply do not coordinate, integrate, and communicate to the degree necessary.

Findings

The college system

UCSD faces unique opportunities and challenges because of its college system. While the college system is one of UCSD's best assets, students often see only duplication of efforts. In fact, the resources and services at the colleges and the resources and services at the university level serve different needs and have different functions and goals, but this is not obvious. Most undergraduates only understand by the time they are ready to graduate, if even then, how the university works. Undergraduates are often confused about where to go for what and frequently receive conflicting information from different sources.

Academic advising

Academic advising has received attention from the Committee. Many groups interviewed, including alumni, had something to say about it. Academic advising is by its nature, imperfect. The range of comments regarding academic advising reflects this. Some students we heard from loved it; others found it routinely frustrating. Students are square pegs and departments and majors are round wholes. The fit is rarely just right and when it goes very wrong, resolution is not always instant and is sometimes not possible at all. All advising systems, at big universities and at small colleges, leave more than a few students unhappy. With the size of the student population at UCSD growing much more quickly than the size of the advising staff, the present situation leaves advisers also frustrated and unhappy.

Advising is multi-faceted. It includes advice about specific academic majors, but also how best to prepare for a competitive professional market or for graduate schools. Advising therefore requires a multi-pronged approach, involving staff (who work in colleges, academic departments, and the Career Service Center) as well as faculty advisors. Coordination and cooperation across the various advising units is essential.

Need for Coordination and Communication

The undergraduate student experience would be significantly enhanced if the campus would increase coordination, integration and communication. To be successful in this, relationships across these varying domains must be created and enhanced. No website, however skillfully designed, can substitute for continuing personal relationships across different campus offices and programs. It should be clear from the highest levels of UCSD that coordination and cooperative efforts are a valued and explicit goal.

Recommendations

A. Important: significant or major impact and immediately feasible

Need for coordination and communication

- **Central, online events calendar:** Create a central, online campus-wide event calendar and create a consolidated marketing approach for the campus (see also Principle 6).
- **Utilize shuttle buses:** Place more information on shuttle buses

B. Simple, straightforward

Need for coordination and communication

- **Create an advertising handbook:** Create a handbook that outlines the procedures for advertising events on campus, guaranteeing every activity on campus being advertised in the same 5–10 locations. This would make it easier to market events and would give students and others consistent methods to obtain information. For example, students would always know that they can learn about events on the online calendar, on the campus shuttles, in their Dean’s office, etc.
- **Electronic marquee:** Create an electronic marquee above the Price Center Theater that lists upcoming events.
- **Transfer and commuter student communication:** Communication to transfer and commuter students must be improved. These two groups expressed more loudly to the Committee that they felt “disconnected” from the campus (see also Principle 6).
- **Commuter-services map:** UCSD should create a map that identifies and lists operating hours of spaces on campus that are of greatest importance to commuter students: lounges, food outlets, libraries, computer labs, parking services, shuttle services, parking/transportation offices, etc. (see also Principle 6).
- **Real-time traffic information:** Create real-time traffic displays similar to the standing directories located in shopping centers. The boards could be located at the main shuttle stops and pedestrian entrances to the parking lots. This could be used to create an educational experience for engineering students by involving them to create this real-world application, i.e., to make these displays solar-powered, satellite-fed, vandal-resistant, and accessible to readers of a wide range of heights—from wheelchair to over six feet.

C. Important, needs further development

College system

- **Extending the college system beyond years one and two:** Because UCSD values the college system, the university should communicate more clearly the role of the colleges beyond the second year. First, as recommended elsewhere, students should be guaranteed housing for four years, with the primary concentration of housing remaining college-specific (with the option to have students of other colleges live “within” another college’s residential system). Second, college academic advising should play a more significant role in a student’s entire academic career. Third, the college commencements are a significant experience for graduates. Over the next year the university, led by the college provosts and deans, should determine how they can play a larger role in the lives of upper-division students. If necessary, resources should be provided to strengthen the colleges in this area.
- **General education requirements:** These should be described more clearly so that a comparison can be made by students.
- **College selection after admission to UCSD:** Most students indicated that, due to the stress of the application process, they did not place the requisite importance on researching UCSD’s six colleges. This process should be moved to a time following the admission date to allow students to spend more time understanding the college system, the various colleges, and ultimately, the college they attend. Information distinguishing the colleges needs to be more clearly communicated, whether or not the time for selection of college is redefined.
- **Orientations:** These should include an all-campus component that helps students feel like they are part of both their specific college and UCSD. Students should appreciate that being a member of a college and a university as well as a number of other communities at UCSD is a bonus and a distinguishing characteristic of UCSD. Orientation should explain the student’s college as well as the whole college system, and orientation should encourage students to explore the various student organizations, including the sometimes-disparaged Greek organizations.

Academic advising

- **No quick fix:** We do not envision any quick fix but we urge close attention to this central element in the student experience and levels of funding appropriate to the importance of the task. The Committee refrains from making specific, band aid-like suggestions but urges UCSD to take a comprehensive look at the issue. We recommend that the UCUES be reviewed because they provide insight to what is at the core of students’ concerns about advising.

Need for coordination and communication

- **Announcements at the beginning of class:** Encourage professors to take a few minutes at the beginning of class to make important announcements. Students are a captive audience at that time. As members of a community, faculty should be encouraged to spend a brief moment occasionally to communicate the most critical messages, including news of activities the professor is involved in outside of the classroom that students can be involved in as well. Faculty should also be encouraged to remind students, particularly

in large freshmen lecture classes, about the function of TAs, the importance of attending section, and the openness of the professor to seeing students in office hours. Students might even be challenged to attend at least one professor's office hour before the end of their first quarter.

- **All groups on campus need to be embraced and tapped for coordination:** A number of campus groups and organizations, such as Associated Students, are traditionally thought of as “partners” in campus events, traditions, activities, etc. All UCSD groups and organizations, however, should be embraced for the value they add to the campus and should be tapped as resources for partnerships. For example, many students in the Greek system at UCSD expressed a feeling that they were unwelcome at UCSD and intentionally left out of certain activities, such as college orientations. The campus should embrace varying groups and seek partnerships and relationships in numerous activities, including guest lectures, social events, and community service activities. These potential partners include athletic teams, Greek organizations, college councils, religious organizations, the All Campus Transfer Association (ACTA), LGBT student organizations, and political student groups. An excellent example of relationship-building is the numerous partnerships among the Women's, Cross Cultural, and LGBT centers. Increased financial resources and priority space reservations should be given to groups who coordinate and work collaboratively.
- **Community representatives:** Each college should have a community representative for each major area where students live. The student would receive a stipend, be selected in a process similar to RAs, and be responsible for communicating and organizing off-campus students and planning events off campus (e.g., one per quarter).

Principle 6: Cultivating Community Spirit and Fostering the Roles of On-Campus and Off-Campus Communities

UCSD is a community composed of many interrelated communities on campus and in the vicinity. The UCSD we aspire to be engages in dialogues with its communities, has open procedures for airing and resolving problems, and is dedicated to improving interaction and understanding among the many communities in ways that mutually benefit all community members (students, faculty, and staff), and thereby contributes to the social experience of all community members.

Background

Campus climate, sense of community, community spirit

A university community develops its identity through shared values and social norms and expresses its sense of self through traditions and rituals. The university community's persistent social interactions are called the campus climate. A positive campus climate fosters creative interaction and encourages open-minded respect for others sharing the campus life experience, whereas a negative campus climate provides disincentives for engagement with and understanding of others.

Conversations with members of the campus community confirmed the UCUES data. The most consistent messages we heard centered on the theme that UCSD is lackluster: the sense of community is weak; the campus lacks spirit; the campus climate is cold and non-welcoming; and the campus does not have a commonly shared set of traditions and rituals. All in all, this leads to a negative social experience for students, and the persistence of the notion that UCSD is an academic enclave and not an engaging, active, and open system. Faculty and staff echo this sentiment, and students seem to sense it. Students question “*whether people really bought into UCSD as a community.*” Students and staff interviewed by the Committee expressed a sense that they are “*not part of or aware of the grand vision for the future direction of the school.*”

Based on our observations, conversations, and reviews of survey data, a combination of administrative/organizational, physical/logistical, and social/sociological factors seems to be responsible for UCSD's deficiency in school spirit and a campus culture that appears to be cold and aloof.

Findings

UCSD's geographic setting—bridges to the community at large

UCSD's immediate neighbors include the communities of La Jolla, University City, and Pacific Beach; places that have a lot to offer in terms of activities and distractions, and as students say: “*doing something different and fun.*” It is difficult, however, for students without cars to reach those communities. Students feel isolated and trapped on campus. Students express the strong desire to get more involved with the city itself, and identify the lack of convenient transportation as the main obstacle for making that happen. Students wonder why there are no shuttle services to downtown San Diego, downtown La Jolla, or Pacific Beach: “*We would love to hang out at La Jolla Cove on the weekend or watch people in the Living Room*” (a café in downtown La Jolla) and “*the Tapioca Express on Regents Road is cool. But, how does one get there without a car?*”

No community beyond the campus

No university community beyond the campus could establish itself. There are several reasons for that including the university's reluctance to develop a visionary plan for the use of university-owned land near campus.

The high cost of housing around campus makes it untenable for students, new faculty, and staff to live close to the university. Of late, this situation has been made worse by the fact that apartments near the campus are being converted to condos. Students are displaced into communities that are more affordable but much farther away, which increases not only the social isolation the students feel, but also the time devoted to and the cost of their commutes.

The lack of a college town/university center on or within walking distance to the campus (see also Principle 7) increases the sense that UCSD is an uninviting place. Students express this as "*the campus has no soul*" and "*one just goes there to get in and out of classes.*"

Bridges to the community

UCSD has a long tradition of participating in community-based activities. A few examples: the Academic Internship (AIP) has made it possible for hundreds of students to do community-based internships; UCSD has a Public Service Minor that requires each enrollee to do a year-long community-based project; UC San Diego's Medical School runs a Free Clinic in Ocean Beach; UCSD houses and actively supports Preuss School; and San Diego Dialogue is a UCSD-sponsored platform for public policy dialogue and innovation for the entire San Diego/Tijuana region.

UCSD, however, has done a poor job in publicizing its activities beyond the campus. Because there are no circulating stories about these efforts either on or off campus, many UCSD students and faculty are unaware of these worthwhile efforts.

This might partially explain why students, staff, and many faculty feel this campus could do more to connect to less affluent communities. Many believe that visible and ongoing commitment to economically disadvantaged communities will contribute to UCSD's ability to attract underrepresented students and make underrepresented students feel at home on the campus. A positive example of such a community bridge is the proposed tutoring program for students at Gompers Middle School by UCSD undergraduates. A need to develop "*clear and ongoing commitment to the community*" was expressed repeatedly.

Campus-wide events, traditions and rituals

"*This school does a terrible job of bringing the students together to form a community*" is a comment that came up in every interview the Committee conducted and it is one of the most consistent comments in the UCUES. Current and former students state that having regular and more frequent all-campus activities would bring the campus together as a community. The Sun God Festival and the Chancellor's 5K Run are hits. They are considered to be successful community-building events and are called UCSD's key traditions. A common comment from students: "*Sun God is such a great event because it is the one day that UCSD feels like a real college. If such a feeling is possible, how come this doesn't happen all of the time?*"

There is a persistent misconception among students that events organized by colleges are only open to students from those colleges. This view is reinforced when two big college events are scheduled on the same day.

In general, students feel that the campus, colleges, and student organizations need to improve how events are described and marketed. Students feel that we don't do enough to brand events as UCSD events and to make them part of our traditions.

Students feel that there is a lack of visible participation of campus administrators in student-focused and student-organized events, which conveys the feeling that UCSD is not a student-oriented campus. Students highlighted the chancellor's participation in move-in day as a positive outreach to students by the new administration.

Getting the word out

The Committee's findings confirm survey data that show that community members feel uninformed and are frustrated that information about events on campus and in the neighborhood is so difficult to find. Typical complaints include:

"Why does the website not include 'tight things'¹ to do on campus and in San Diego?"

"Events should be organized by categories and they should say which ones are free."

"I would love to go to the sports events—if I knew about them before they are over."

Increasing communication about and awareness of campus events and, as students say, "*the amazing stuff that is going on here*" would create a buzz, a contagious level of energy, a sense of being in a place where things are happening, and the feeling that UCSD is a place that has something to offer.

Students do not understand why things get done the way they get done. It is revealing that student Committee members commented how valuable it was for them to learn from the faculty and administrators about campus policies, and how and why those policies were developed. Students stated that "*knowing more about the 'why' helps them to feel included.*" Through its work, the Committee has experienced first hand the importance of reaching out to the community and to ask, to listen, and to be interested.

Interacting with one another

Many students and staff members stated that UCSD seems to view conflict "*as negative and counterproductive to the ideals of the university.*" This may stem from the fact that—to paraphrase a staff member—discourse on our campus is done via debate and is therefore by its nature oppositional. The perception is that we as a university do not encourage opportunities to normalize and negotiate conflicts that groups with different interests sometimes experience when they interact with each other. The lack of "dialogue" among community members is frequently

¹ "Tight" is a term that students use to describe events/places/activities that speak to them and they find interesting and attractive.

quoted as problematic. “*Dialogue*,” to use the words of a staff member we interviewed, “*seeks to identify common ground and promotes an appreciation for the diversity of opinions.*”

Many students and staff hold that the campus’s reactions to incidents of racism and sexism are inadequate. Campus leadership responded eloquently to some of the sophomoric efforts of The Koala to find humor in insulting woman and minorities. The administration acknowledged the importance of free speech on a university campus but simultaneously condemned acts of incivility that weaken our community’s capacity to create an effective learning and working environment for all. Even so, there was no substantial, organized response, little effort to turn unsettling incivility into an opportunity for broader discussion, learning, and positive effort.

Communities for whom campus life has great potential for improvement

Ethnic groups

The under-representation of some ethnic minority groups, including African American and Latinos/Latinas, contributes to a sense of alienation and lack of community connection for these students. Numerous community members warn, however, that diversity in and of itself will not lead to cross-group interaction, positive inter-group relations, cross-cultural understanding, peace, and harmony. As a senior staff member stated, “*we need programs and activities that engage these diverse students in dialogue and critical thinking about the global world they will enter.*” As a campus we seem to either miss opportunities or don’t foster enough interactions between the groups and the campus.

Commuter students

Two-thirds of UCSD students live off campus. One of the most often-heard complaints from our commuter students is the lack of convenient and/or reliably available parking. Although students readily admit that parking in the East Campus parking areas is nearly always possible, they point out that the waiting lines for shuttle buses during peak times are very long. It is not uncommon for students to report waiting 30 minutes and more for an available bus. Furthermore, the shuttle service stops running at midnight, which leaves students stranded on campus at times (e.g., after concert performances). Because of this situation, UCSD becomes an inconvenient place to get to, which contributes to the marginal involvement of commuter students in campus life.

Commuter students also highlight the lack of hang-out places and study places. They believe this is partially due to the fact that they have no effective channels of participation in the planning and decision-making processes of the campus.

Transfer students

Transfer students often express the greatest level of alienation. They call themselves “transfers” rather than “students.” One of the key issues brought up by the transfer students is the lack of a “*social experience at UCSD*,” which is made worse for them because they “*missed out on the on-campus-living experience.*” Without on-campus and near-campus housing, many transfer students are forced to live far from campus, limiting their opportunities to meet others and to get involved on campus. The desire to repeat a

long commute to campus is greatly curbed by the inconvenient parking accommodations (see above).

Transfer students note that, compared to freshmen, they receive little attention: orientation for transfer students is very short, and sometimes does not happen at all; transfer students have no priority for on-campus housing; and Welcome Week is almost exclusively geared toward residential students. (See Task Force on Transfer Students, Appendix G)

LGBT Center students

The Committee found that the LGBT Center is a good example of a community within the larger UCSD community that “works.” LGBT students are part of the LGBT community, but also part of the greater UCSD community and many other discrete communities within UCSD. Generally, there is no tension between being a member of the LGBT community and the other communities at UCSD. The LGBT Center is also a good example of making a lot out of a little. Currently, the Center has minimal square footage and only two full-time paid staff members. Because the Center effectively uses student volunteers, interns, and part-time employees, the Center manages to serve the campus between the hours of 8 a.m. and 9 p.m. Monday through Friday.

The LGBT Center and LGBT students feel, however, that the campus does not do enough in support of the LGBT community. Examples that support this view are the lack of adequate resources (advisors and offices), the insufficient medical support of transgender students. LGBT students urge the campus leadership to increase efforts to recruit and retain queer faculty.

Athletes

Student athletes feel unsupported and only marginally appreciated. This is disappointing for them because they view themselves as “*ambassadors*,” representing UCSD, and contributing significantly to UCSD’s off-campus image. After all, UCSD is ranked #5 overall in NCAA Division II athletics and has been highlighted on national television as a bastion of outstanding student athletes.

Spirit Night is quoted as an event that highlights the campus’s ambivalence toward its athletes. “*Our athletes are not celebrated by the campus and going to a game is not highlighted as a fun activity to do.*”²

Greek Students

Students who join Greek student organizations seem to be exceedingly disenfranchised by the campus and view the campus attitude toward them as hostile. “*The Greek System is fighting a battle to exist on this campus and it is losing. And the most depressing part about this is that the campus is okay with it.*” They feel the layout of the campus doesn’t serve the students’ desire to “*share their experiences, share their knowledge, and grow together.*”

² Discussions about a possible move to Division I are found under Principle 4.

The Greeks are disturbed about this because they truly believe that they try to “*better the lives of students*” because the “*knowledge and life experiences gained from the friendships and simple conversations perpetuated by the Greek System is so much better than anything taught at this institution.*” For many students, joining a Greek organization provides the sense of belonging and helps develop pride and satisfaction with the college experience. Furthermore, through the Greek organizations, students have a chance to develop their social skills, meet people, and develop long-lasting friendships and a network of social support.

Recommendations

A. Important: significant or major impact and immediately feasible

UCSD’s geographic setting—bridges to the community at large

- **Expanded shuttle service:** Expand shuttle system service to other communities, such as Pacific Beach, La Jolla, Old Town, and Gaslamp Quarter.

Campus-wide events, and traditions and rituals

- **Enhancing existing events:** Enhance existing campus-wide events such as the Unolympics, make them better known campus-wide and highlight them as UCSD traditions, and invite alumni to come back and celebrate with the freshmen (this has successfully happened for the Sun God Festival). Assure that freshmen commuter students are participating, involve transfer students, and assure that faculty, staff, and administrators know about these events and join in participation. Make sure that there will be a joint celebration after the event to create sense of unity.
- **Community-building events calendar:** Create a calendar of community-building events. Sun God Festival, Chancellor’s 5K Run, Spirit Night are examples of community-building events. UCSD needs to create monthly events of that caliber, which need to be highlighted as “Community-Building Events” and need to be supported campus-wide.
- **Bring back TGs:** Bring back the TGs on the Hump.
- **Uniting events:** Dovetail college events with all-campus events, creating a critical mass of people who identify themselves as UCSD.

Getting the word out

- **Central calendar:** Create a central campus-wide event calendar—accessible for all members of the UCSD community—that is searchable by a variety of categories, including whether or not events are free; make it possible to select from a list which events one wants to be notified about, and then send out the personalized notices weekly. (See also Principle 5.)
- **Revamp UCSD’s website:** UCSD’s website needs to show student life-related events and activities; students pointed to UCLA as a campus website that does it right.

Interacting with each other

- **Faculty and staff advisors:** Recruit faculty members and staff members to become advisors for student organizations and clubs.

Specific Communities: ethnic groups

- **Creative outreach:** Trailblaze dynamic outreach efforts to ethnic groups to advertise our respect for diversity, our Principles of Community, and our opinion that everyone’s opinion deserves to be heard.
- **Included in campus-wide events:** Ethnic student organizations should be included in campus festivals, like Sun God, Fall Fest, Winter Fest, and TGs.
- **Celebrate diversity:** Campus festivals should celebrate the diversity of student groups on campus while also representing the popular cultural as well.

Specific Communities: commuter students

- **Increase shuttles:** Increase number of shuttle buses during peak times.
- **Expand shuttle service system:** Expand shuttle system operating time when late-night campus events take place.
- **Commuter services map:** UCSD should create a map that identifies and lists operating hours of spaces on campus that are of greatest importance to commuter students: lounges, food outlets, libraries, computer labs, parking services, shuttle services, parking/transportation offices, etc. (See also Principle 5.)

Specific Communities: transfer students

- **Community-building advisors:** Include commuter students as “community-building advisors” in the Price, Student, Cross-Cultural, Women’s, and LGBT centers.
- **Quarterly orientations:** Assure that quarterly orientations take place and that they are tailored to the needs of transfer students, i.e., include information pertaining to not only the colleges, but also to academic departments and housing representatives.

Specific Communities: LGBT students

- **Office space:** Provide additional office space for LGBT student organizations.

Specific Communities: athletes

- **Increase cooperative opportunities of athletic events:** Residential Life programming and student life programming in general should work together with the athletics department to include athletic events in activities and things to do as a community.
- **Publicize athletic achievements:** The UCSD community should celebrate athletic achievements by publicizing them on the UCSD website, and especially on TritonLink.
- **Promote Triton logo:** Include the Triton logo on UCSD buses.
- **Include faculty in athletic events:** Invite faculty and their families to come to athletic events.

B. Simple, straightforward

Bridges to the community

- **Increase community participation:** Open up university’s facilities to community events (e.g., open RIMAC for national competitions of high school sports).
- **Recreation/intramurals:** Intramural sports is an underdeveloped area. We should highlight that we are participators, not spectators. UCSD should aim to increase the

visibility and participation of all students (including students living off campus) in athletic events.

C. Important: major impact but needs further development

UCSD's geographic setting—bridges to the community at large

- **Work with local businesses:** Encourage businesses to establish locations close to campus (walking distance).
- **Strategic student discounts:** Negotiate with local businesses to offer college student discounts (increase the college-town environment).
- **Open House:** Consider reintroducing Open House.

No community beyond the campus—the need for a College Village

(See also Principle 7)

- **Create a College Village:** The Chancellor should create a task force to assess what it would take to develop a College Village on campus. East Campus seems to be an ideally suited area because of its close proximity to already existing off-campus clusters of businesses such as Einstein Bros. Bagels, bookstores, shopping malls, and cafés that also foster social interactions. Furthermore, professionals working in the medical cluster (Shiley Eye Center, Thornton Hospital) and the growing science park (Cancer Building) will create the exciting mix of people who are necessary to establish and sustain these attractive places. **The Committee urges the campus leadership to make this a goal of highest priority. It would be a big, bold, daring goal. If successful, this could have the biggest impact for UCSD's overall attractiveness.** A workgroup studying the feasibility of either East Campus, Mesa Apartments, or the glider port area as the locale should be formed immediately.
- **Purchase housing property:** The university should investigate and do a study to identify if the purchase of housing property outside the UCSD campus is feasible. Affordable block rental housing in proximity to the campus is becoming even more important since apartment buildings are increasingly being converted to condos.
- **Provide affordable rental housing in communities closer to campus:** UCSD should begin dialogue with the City of San Diego supporting the decrease of permits that allow residents the opportunity to convert apartments into condominiums (this is also mentioned in Principle 8 as a key community-building step).

Bridges to the community

- **Encourage broader application pool:** Work closely with community organizations, schools, governmental agencies, etc., to spread the word that UCSD encourages students from all ethnicities and socio-economic backgrounds to apply to UCSD because, once accepted, they will be heartily supported and encouraged to succeed.
- **Support existing programs:** Support initiatives that demonstrate UCSD's commitment to the community (e.g., UCSD-Gompers tutorial program).

Campus-wide events, traditions and rituals

- **Chancellor Fox should make building community one of her legacy objectives:** UCSD was busy building an institution with a great academic reputation. It succeeded,

but neglected during this process to build a community. Chancellor Fox should establish a group of faculty, students, and staff to determine in detail how that can be achieved.

- **Provide community-building grants to student organizations:** Infuse major all-campus programs with community-building activities. Welcome Week should be used as an opportunity to help our freshmen become members of a new community and culture.
- **Support existing traditions:** Build on the existing UCSD traditions, such as the Chancellor's participation in Move-In Day and the Chancellor's 5K run, and create more. Examples of some of the new ideas that were proposed during our meetings are a fall quarter convocation and an all-campus orientation in complement to the colleges' orientations.

Communicating information and interacting with each other

- **Institutionalize inter-group dialogue:** Bringing college students together to talk with one another across boundaries is a complex and challenging endeavor. UCSD must support this because it supports, in the broadest sense, the development of cultural competency. Dialogue groups should be formed around issues of diversity, conflict, community, and social justice. The University of Michigan has pioneered such a program, which has been identified as a "Promising Practice" by President Clinton's Initiative on Race and was featured on the White House website and in related publications. The Program has been cited by the U.S. Department of Education's Gender Equity Expert and has become nationally acclaimed as a best practice in higher education for nurturing knowledge, awareness, and tolerance of social and racial diversity. UCSD's SOHR has piloted this program already. We should assess the effectiveness of SOHR's program, support it more widely and embrace it as a campus-wide model for building community.
- **Build fun programs that enhance cultural competency skills:** In collaboration with the International Center, International House, and Education Abroad Program, reach out to international faculty and post-docs to contribute to those programs. For example, soccer holds worldwide appeal. We could take advantage of special events, such as the World Cup, to create programs that include watching the games with a diverse group to share and learn about the represented cultures through food, music, and stories.

Specific communities: commuter students and transfer students

- **Guarantee four-year housing:** UCSD must continue its effort to build housing for transfer students on campus. Although this is a critically important next step, the Committee wishes to point out that there are other, much less costly, actions that can be implemented immediately.
- **Provide staff support for transfers:** Create a staff advisor position dedicated to transfer students (see also Principle 2).
- **New-student seminars:** Create freshmen seminar-like courses for transfer students that will help them to feel part of and integrated in the UCSD community. These seminars should provide an opportunity to: (1) meet other transfer students; (2) get a chance to interact with faculty; (3) learn about UCSD's academic and co-curricular recourses; and, (4) learn about campus resources. Since transfer students only have two years here, being better prepared to negotiate registration, classes, and social groups/activities is essential. It would also give them a greater feeling of being part of the student body.

Specific communities: ethnic groups

- **Increase human connections:** Provide leadership, direction, coaching, and support for students from underrepresented groups on campus.

Specific communities: LGBT

- **Consider increased LGBT courses:** Initiate discussion with the head of the Critical Gender Studies minor to determine whether sufficient LGBT courses are being offered.

Specific communities: Greek students

- **Respect and support all groups:** Reach out to Greek students with respect, show our desire for open dialogue, and acknowledge and support their desire to contribute to the social life of the campus.
- **Increase useable space:** Increase access to the facilities to allow Greek students (and others with interest) to: (1) organize dances in the Price Center; (2) rent out Round Table Pizza for late evening gatherings.
- **Promote successful student events:** Publish Greek events in college newsletters/ Guardian/TritonLink.
- **Encourage participation:** Provide opportunities to inform freshmen about the Greek system.

Principle 7: Recognizing the Importance of the Physical Environment of the Campus

The design of the physical shape and infrastructure of a campus influences all human interactions and activities. It can support and facilitate community-building and a sense of belonging or it can be an obstacle to it. It can make a campus feel warm and welcoming or it can create a sense of indifference and formality. Learning is an ongoing process that occurs across dedicated and multipurpose public and private spaces that must be flexible, safe, and “sticky,” i.e., they must allow chance encounters and invite students, faculty, and staff to linger. Traditional educational experiences should increasingly occur in less traditional physical environments. The physical environment of a campus must also include locations to relax, hang out, and recharge.

Background

Need for a variety of spaces

In general, the design, configuration, and location of campus buildings and grounds have a direct and profound effect on the behavior and overall satisfaction of the campus community. Furthermore, it is critical that a range of spaces and facilities be available to provide support for a variety of activities: large spaces are needed to bring the entire community together for convocation, commencement, athletic events, and other activities; intimate spaces, such as benches in more secluded areas, also are necessary to allow students, faculty, and staff to feel safe and reflect without distraction; residential and other group spaces must be appropriately scaled so members of the academic community can identify with and have control over the spaces; and at least some exterior and interior spaces should be designed to encourage spontaneous interactions.

It is important that the campus pay much closer attention than we have done in the past to creating a physical environment that supports and affords social interactions, including informal learning activities and leisure events. Doing so will help to create a welcoming campus climate.

Findings

Need for social experience and the appropriate physical space to facilitate them

The importance of the physical environment as an expression of the “soul” of the campus becomes evident through the enduring folklore among UCSD students. Students pass on a “conspiracy theory” that clusters around the belief that the administration is responsible for students’ alienation with the campus. Students’ legends say that through architecture the administration purposely keeps students apart: “*Certain buildings, places, and areas were designed in order to prevent students from gathering and protesting.*” The logistics of the UCSD campus seem to adversely affect students’ social experience and students use myth and folklore to ease their alienation and their anxiety over it.

Need for gathering and hang-out places that accommodate larger groups and support noisy activities (parties)

Over and over again students highlight the lack of campus places that support socializing and spending leisure time together. Typical comments are: “*We want to hang out—need a place for that. Students need to bond after school hours.*”

In our interviews, students and other community members commented negatively on the lack of a downtown college area and the shortage of open, accessible places that could serve as gathering and hang-out environments. When probed, students describe that Greek houses are a place where one can always meet other students, where one can mingle, and where one can have a good time without spending much money. Students point out that on-campus Greek housing would allow students who do not have a car to get out and have fun. The following student voices are typical comments about this issue: *“You can just go there [to the Greek houses] and hang out. You know that there is always something going on, that there will be people; it’s like a backup plan.”* And, *“Students without cars could really benefit from it because they cannot go off campus and they want to do something that is close by and cheap. Even if you could go off campus, it costs a fortune. We do not have that type of money.”*

There is no place on campus that allows students to gather for larger informal social events. Therefore, interviewed students argue, Friday night parties that involve up to a couple hundred students and tend to be noisy can never happen. Students yearn for these types of spaces because they provide an opportunity to run into each other randomly, make plans to meet with friends, people-watch, and relax after a stressful week. Social interactions are contagious but there needs to be places that allow them to occur. The following comment illustrates this: *“UCSD is really a hard place for students to gather in large numbers—there are no close places that students can go to have parties.”*

Need for a Village Center—College Town

The lack of a college town or a physical campus “soul” is this report’s recurring theme. The fact that it is discussed under several principles highlights that it is at the core of many other issues. The consensus among the Committee is that we still have a chance to create a College Town on campus—a place that functions as community-building environment and that serves as a gateway to the community. The current plan for the University Centers to serve this purpose is, while worthwhile for numerous other reasons, insufficient because it does not connect UCSD to the larger community—an essential component.

The Committee has identified the residential mixed-use facilities of Mesa Housing, East Campus, and the glider port as possible locations for building a College Town.

Need for informal learning spaces à la Borders Books and Starbucks

Students need places that accommodate their nomadic lifestyle, which means learning and accessing information wherever and whenever they want it. Commuter students (this includes also transfer and upper-division students) consistently point to the lack of communal spaces, i.e., spaces that encourage people to linger and to come back to, that support chance encounters, divergent conversations, and study about content presented in formal settings. Students identify specific features that these types of spaces must:

- have comfortable seating
- have some buzz (*“must hear people laughing and talking”*)
- allow food and beverage
- be close to food places
- be safe

- offer pervasive technology and sufficient outlets for the electronic devices students bring with them
- have furniture that facilitates group work
- be available 24/7 or at least until 2 a.m.

Need for library hours modification

The library is viewed by students as a place that supports learning and not simply as a place that stores and lends books. The need for “reading rooms” and “quiet learning spaces” and a commitment to 24/7 learning is expressed consistently.

Need for Price Center retail restaurant modifications

The Price Center restaurants also need to be open longer to accommodate the 24/7 learning and lifestyle behavior of students. The following comment exemplifies the feelings of many students about this issue: *“The Price Center could be like the Gaslamp if we want it to be. If it stayed open late, it would be a place for students who are third and fourth year to come on campus and hangout. Nothing else in La Jolla is open.”*

Students also remark on the non-inviting atmosphere, which they say is due to the physical appearance (furniture, lighting) and crowded nature of the Price Center. A typical student comment is: *“In the Price Center you get your food and then you get out as quickly as you can.”*

People (!) make spaces work and stick

It is of critical importance to understand that physical spaces will only work and will become “sticky” if the people supporting those areas have the interpersonal skills and the vision necessary for creating effective communal spaces. Social experiences need to be engineered. Only people who care about the customer create places with an ambiance, i.e., places that are inviting and that therefore become social hubs and build community. Students consistently bring up the management and the atmosphere at Round Table Pizza, Porter’s Pub, and the fast-food restaurants as lacking the inviting, personal customer service. On the other hand, students, staff, and faculty point to the coffee cart “The Art of Espresso” at Mandeville Hall as a success story.

Recommendations

A. Important: significant or major impact and immediately feasible

Need for social experience and the appropriate physical space to facilitate them

- **College night:** Reintroduce College Night at Porter’s Pub with food and drink specials.

Need for gathering and hang-out places that accommodate larger groups and support noisy activities (parties)

- **Make space reservations easier:** Create a computer-based inventory of communal spaces (colleges, Price Center, etc.) that show availability of space and allow students, clubs, and student organizations to book spaces online.

Library

- **Extend library hours:** Work with the library to change opening times; keep libraries open until at least 2 a.m. It is important to understand that this change must be accompanied by longer operating hours for the Price Center restaurants.

Price Center

- **Extend Price Center hours:** Price Center needs to be open longer—if not around the clock, at least until 2 a.m.
- **Game centers:** Create real game centers with free pool tables and free games.

B. Simple, straightforward

Need for social experience and the appropriate physical space to facilitate them

- **Maximize existing spaces:** Evaluate the campus to determine the locations of sociable spaces and areas that could be made into sociable spaces if appropriate seating were installed.
- **Increase food services:** Understand that seating alone will not create sociable spaces; add facilities that serve/sell food and beverages—this will seed a place with activity and will increase the attractiveness of a place.
- **Make spaces comfortable:** Decorate the spaces designated as sociable spaces by using color and colorful objects (use colorful paint for the walls of surrounding buildings; decorate walls with murals; use colorful umbrellas, etc.); pay attention to the landscape and use plants and planters to create ambiance and cozy corners and sub-spaces.

Need for gathering and hang-out places that accommodate larger groups and support noisy activities (parties)

- **Create loud spaces:** Allow the use of Price Center rooms for Friday night and weekend social gatherings; impose no sound restrictions.
- **Maximize use of limited outdoor, controlled spaces:** Make Round Table Pizza indoor and outdoor space available for weekend social activities.

C. Important: major impact but needs further development

Need for social experience and the appropriate physical space to facilitate them

- **Create quiet spaces:** Develop quiet or meditation spaces on campus where students, faculty, and staff can reflect without distractions.
- **Create lounge spaces near classrooms:** Provide additional informal lounge spaces in classroom buildings. Currently, students stand or sit in hallways to study, interact informally, or wait for classes to begin. Lounges are ideal settings for learning and bringing people together.
- **Build residential spaces that promote community:** Design of residential buildings should be improved. Incorporate lounge spaces into new residential facilities so that students can meet informally. These areas could be used for group study, quiet reflection, seminars, and gatherings among students and between faculty and students.

Need for a Village Center/College Town

- **Create a College Village:** The need for a College Village has been highlighted in Principle 6.

Informal learning spaces à la Borders Books and Starbucks

- **Create comfortable, informal learning spaces:** The student unions need to be redesigned to make them truly comfortable places. The Committee was impressed by the plans for the redevelopment of the Price and Student Centers and encourages the campus to follow the outlined plan.

Price Center

- **Promote people-friendly businesses:** Promote local, independent businesses rather than chains and hire friendly people to operate them.

People make spaces work and stick

- **Community affairs on campus:** Create community affairs person in Student Affairs to address “community affairs” issues on campus (e.g., Harvard recently hired a Fun Czar).
- **Promote small businesses:** Make business spaces attractive to people who follow the owner-run shop model as the norm and are not associated with chains.

Principle 8: Focusing on Student Housing Options That Build Community

A student's residential environment can have discernible gains in students' satisfaction, involvement, personal growth, and degree of attainment. The university should strive to create and foster residential environments that recognize the importance of residential life in a college student's overall educational experience. Because of the lack of affordable housing near the perimeter of the campus, students living off campus have a noticeably lower level of satisfaction.

Background

Importance of housing on campus

UCUES surveys show some interesting results from the students. Those students for whom UCSD was their first choice of university are far likelier to live off campus than those students who had a different top pick. Yet by the end of their first year, the students who live on campus rate their sense of satisfaction with their academic experience nearly 14% higher than those who live off campus and their sense of community greater by 10%. The feelings of isolation from campus life occurred much more frequently in students living off campus: commuter students were 20% more likely to feel isolated from campus life than those who lived on campus.

On-campus students indicated greater access to campus services, felt less isolated from the university, and tended to indicate higher levels of satisfaction with their overall college experience compared to students who resided in private homes or apartments. There does not appear to be a significant difference in the amount of interaction with faculty or involvement with research projects. Students living on campus, however, tended to find faculty more accessible, but both groups tended to rate the quality of instruction similarly. It appears that the on-campus residents spent somewhat more time involved in other campus pursuits and co-curricular activities. The first-year students who participated in the survey and who live on campus did appear to be more successful in adjusting to campus life and they achieve higher grades despite more active social lives. These UCUES data confirm what research has shown: residential experience facilitates campus integration and engagement with campus life. Residential living is of crucial importance, both in the development of an intellectual and social community at the University and in students' transitions to adulthood.

Findings

Importance of on-campus housing opportunities for transfer students

It is clear from the above that providing transfer students with the opportunity to spend their first year on campus would be one of the most important factors determining overall satisfaction and ability to integrate into the campus.

Residential spaces: physical layout

Many students sum up the current situation in on-campus living quarters in the following way: *"Living on campus is good, but it needs work."*

Student interviews and feedback posted on the website highlight the need to take students' social needs into consideration when designing residential space. Students from several colleges pointed out that their units do not foster community-building, do not promote interactions, and

do not easily support social activities because of both the physical design of the spaces and the housing rules (see also Principle 2). Currently, most apartments open away from each other, instead of toward each other. This creates a sense of isolation in the apartments. Students point to Muir's residential space as "*something that works.*" Typical student comments: "*Muir is a great and an amazing place; it's the densest place, but it has an atrium, communal lounges, floor-to-ceiling windows so that you can see who is there and you can go and talk,*" and "*[It's] not quite like Alta Vista but close to a real college experience,*" and "*it opens to [the] quad; [provides the] feeling that you belong to something.*"

Students also highlight the need to have living quarters that assure privacy and make it possible to have fun and play music without disturbing neighbors. (E.g., "*The walls between apartments are paper-thin, making it difficult to feel comfortable.*")

Residential spaces: community rules

(See also Principle 2)

Students comment in highly negative terms about the "locked-door policy" of most college residential areas. They point out that the consequences of this policy are social isolation and fewer opportunities to have fun together as a community. Comments such as, "*You can't have the same social environment*" and "*we [felt cheated] out of fun because I chose [a] college based on academics*" highlight how strongly students feel about this issue.

Many students commented on how restrictive and oppressive living conditions are. Students feel as if they are still living with their parents. There is consensus among students that residential life should be designed to facilitate the safe transition from guarded and supervised living (at home, high school) to independent (off campus, college) living, which requires experimentation and learning from mistakes. Students are frustrated about the strict implementation of campus rules and feel that the clear message is that students cannot be trusted and that they are unable to make reasonable decisions (e.g., "*The complete zero-tolerance philosophy treats us students as if we are incapable of learning the responsible use of alcohol*").

Many students identified the strict residential life rules and the culture and attitude of the staff enforcing those rules and policies as one reason why students leave the campus on weekends. (E.g., "*If you want people to stay on campus over the weekends, if you want people to attend sporting events, then we need to find a better balance between security and fun.*")

The UCUES comments about RSOs and CSOs were copious but not positive. The most frequent, negative opinions, which highlight student perceptions, include: "*CSOs and RSOs are horrible people,*" "*they are hunting students,*" "*they are looking to catch students,*" and "*they are here to get students in trouble.... They don't need to put their ears on the outside of the door to see if there is a party going on.*" Students complained that RSOs often walk into the room without knocking. Students feel that the fear of being written up by RSOs keeps the "*smartest and most uptight kids...pent up and scared...and this effectively makes it the most pathetic campus in the nation.*" Students asked to be allowed to have a social life without fear of RSOs and suggested allowing the community to police itself. The Committee was unable to consult with the RSOs to better understand the source of student perceptions.

Importance of on-campus housing for upper-division students

Students and professional staff alike point out that the lack of participation of upper-division students in campus life beyond the classroom contributes significantly to the “*deadness of the campus.*” Having on-campus residential facilities would accommodate the demand for housing and the developmental needs of upper-division, graduate, and married students. Younger students benefit from interactions with older students. Living near more experienced and diverse graduate students will enhance the lives of traditional university students and will increase campus activities and the richness of the social climate.

The creation of a lively and interesting university community depends on the presence of upper-division students on campus. The campus must recognize this and seriously engage in long-range planning to create an option for upper-division students to live on campus or within easy commuting distance to the campus.

Importance of off-campus but close-to-campus housing for upper-division students

As stated above, the virtual absence of on-campus housing for juniors and seniors has a negative impact on the undergraduate student experience. Increasing on-campus housing opportunities for that group of students would be one choice to address this issue. Alternatively, supporting the creation of close-to-campus housing would be an effective option. Affordable, off-campus housing near the UCSD campus would significantly impact the campus climate and would go a long way to building community on campus.

Recommendations

A. Important: significant or major impact and immediately feasible

Residential spaces: community rules

- **Further examination for community rules:** We restate here what has been expressed already under Principle 2: the Committee strongly recommends the establishment of a workgroup to review student comments (currently available surveys), and discuss and evaluate current residential life practices, especially the training of all members of the community charged with implementing university rules that deal with code of conduct in the residential areas. The explicit goal of the workgroup should be to put in place procedures that will lead to a change in the methods by which the regulations in residential spaces are enforced, which should include an evaluation of the student’s behavior.

C. Important: major impact but needs further development

Importance of on-campus housing and building upper-division student housing

- **Transfers living on-campus:** UCSD needs to make on-campus housing for transfer students a priority; all transfer students should have the option to live on campus during their first two years at UCSD.
- **Guarantee four-year housing:** Expand the number of housing units on campus to guarantee on-campus housing for up to four years or as long as a student wishes to reside on campus; UCSD needs to make housing a priority so that students can be guaranteed four years of on-campus housing.

Residential spaces: physical layout

- **Build housing that promotes community:** Design housing that supports and facilitates community-building; while some ideas and suggestions have been made by the Committee, those should not be viewed as comprehensive. The Committee strongly recommends establishing a workgroup who will review the current situation, suggest possible improvements, and establish best practices/guidelines for future housing projects.

Importance of affordable housing for upper-division students in close proximity to the campus

- **Decrease condo conversions/more affordable off-campus housing:** Provide affordable rental housing in community closer to campus; UCSD should begin a dialogue with the City of San Diego supporting the decrease of permits that allow residents the opportunity to convert apartments into condominiums. UCSD should also look into the purchasing of private apartment complexes to make them university owned, dedicated student housing, and more affordable.

Principle 9: Allowing Access to the University and Its Neighborhoods

A university is only as welcoming as it is possible to access. To be welcoming and to increase the attractiveness of the campus as a place to go and to visit for students, staff, faculty, and community members, convenient access to the campus at all times of the day should be assured. Further, once on campus, access to the various campus neighborhoods should be convenient and expedient. Students with special needs should be assured equal access to the university's resources.

Findings

Access to the university and a sense of connection and satisfaction are linked

Students commented that the university is not “*accessible*.” By access, students mean the ease with which one gets to the campus by car or by public transportation, the ease with which one can find parking, and the ease with which one can get around once on campus.

The Committee found that there was a fundamental connection between access to a university and student satisfaction. One student commented, “*Access to campus and parking are the first and last things students think about when they come to school every day.*” The importance of access to campus, however, is not limited to undergraduate students only. Alumni and external community members consistently comment that access to the campus is poor and needs improvement. Access to the campus is often cited as the primary barrier to commuter students, alumni, and community members being involved in UCSD. Commuter students identified difficulties in gaining access to the university more loudly and often than any other group. Hence, essential for an improved integration of the campus with the external community—including current undergraduate commuter students—is an improved ease of access to the campus.

As stated before, a vibrant social climate on campus depends on the presence of residents, off-campus students, alumni, community members, staff, and faculty at varying times of the day. The Committee believes that this vision can only be achieved if the campus embraces improvements to campus access as one of its key goals.

Recommendations

A. Important: significant or major impact and immediately feasible

- **Create shuttle routes for regular social events:** In addition to regular shuttles, and in an attempt to further diminish the need for cars, shuttles should run to social places off campus. Specifically, off-campus locations should be selected that are “college student friendly,” offering discounted food and drink prices. Shuttles would run to the same place between the hours of 7 p.m. and 1:30 a.m. on a specific day every week. For example, a shuttle would run to the same location in Pacific Beach every Tuesday. The business should be approached to sponsor the shuttle, cutting down on costs. This would create traditions (see elsewhere) and not have students feel as though they need to bring a car to school.

- **Provide parking for important campus events:** Free parking should be made available to commuter students for certain large campus events, making it easier and more affordable to be a part of campus activities.

B. Simple, straightforward

- **Expand city shuttle program:** To diminish the need students have for bringing cars to school, the successful city shuttle program should be expanded. Specifically, shuttles should run regularly to downtown San Diego, downtown La Jolla, Pacific and Ocean Beach, Mira Mesa, Clairemont, and University City. Additional routes should be investigated for their worthiness. Because of the success of these shuttles, it would be reasonable to have a minimal fee per quarter or year to ride them, especially if they are successful in cutting down the number of vehicles on campus and, therefore, cutting down on revenue from parking permits.
- **Trolley expansion:** Continue advocacy for the San Diego Trolley expansion to UCSD.

C. Important: major impact but needs further development

- **Create a Student Transportation Committee:** The Committee recommends the creation of a Student Transportation Committee vested with allocating student parking permits. The Committee will be elected during the annual A.S. elections and will consist of three seats for on-campus residents and three seats for commuter students. Under the guidance of the parking and transportation staff, and consistent with the financial obligations of that office, the Student Transportation Committee will be responsible for determining policies that maximize the utility of student permit spaces, including determining whether or not student permits should be allocated in a manner that gives preference to commuter or residential students and whether permits will be sold for part-day or part-week use. The Committee will also be responsible for determining city shuttle routes, consistent with the budget restraints provided by the transportation office. Further, the Student Transportation Committee will be responsible for furthering ideas and goals consistent with increasing access to the campus for undergraduate students.
- **Make UCSD bike-friendly:** The Committee recommends that the campus explore the feasibility of transforming the campus into more of a bicycle campus, similar to UC Davis and UC Santa Barbara. This is important for two reasons. First, encouraging bicycles on campus will decrease the need for vehicles on campus. Second, once on campus, students generally do not have ease of access to varying campus neighborhoods. UCSD is uniquely spread out, and many students complained about not being able to arrive at class on time because of the 10-minute passing period. Further, many students indicated that the campus feels “*disconnected*” because it could take 20-plus minutes to meet a friend at another college. The campus should preserve a number of bicycle-free thoroughfares, such as Library Walk, but should have a number of North-South and East-West bike lanes. The bike lanes could follow the campus loop, with a number of cross-campus lanes. This transformation would require the means for students to secure their bicycles on campus while attending classes, which currently does not exist in a sufficient number of areas. The campus must recognize, however, that the success of such a

program would depend on providing access to showers and lockers for those who come to the campus by bicycle. Currently, only RIMAC and the Main Gym provide access to showers. UCSD should look at other institutions for ideas about how to solve this problem. The Salk Institute, for example, provides lockers, showers, and towels to employees free of charge. Even bike tool kits and bike pumps are available. Further investigation should be given to the requirement that UCSD require all new buildings to have showers.

- **Make La Jolla bike-friendly:** UCSD's government relations office should focus its efforts on making the area surrounding UCSD more bicycle-friendly. For example, there is insufficient street lighting, currently making it unsafe to ride a bicycle around campus after dark. Also, many roads do not have bike lanes; in many of those that do, the surfaces of the bike lanes are uneven.
- **Find creative solutions to ensure access for students with disabilities:** Resources for the Office of Students with Disabilities (OSD) (like many offices) are insufficient. Understanding the financial complications associated with such an office, the campus should seek creative ways to provide resources to OSD in order to guarantee access to all undergraduate students once on campus. For example, the service OSD provides shuttling disabled students from one class to another can partially rely on campus community service organizations to act as drivers. The campus can also foster a senior volunteer group to drive carts. Further, the campus should seek donations in-kind to obtain carts and other resources.
- **Build additional parking structures:** The campus must build additional parking structures. This was a priority identified by many of the student groups the Committee spoke with. UCSD should develop creative ways to obtain outside funding to help defer the costs of such construction. For example, the naming of RIMAC should include funds to defer part of the cost of building a parking structure that would serve RIMAC.

Next Steps

The Committee recommends that the Senior Vice Chancellor, the Vice Chancellor for Student Affairs and the Vice Chancellor for External Relations use this report as a roadmap to guide their ongoing efforts to improve the experience and satisfaction of undergraduate students at UCSD. We believe that a free discussion about the recommendations will stimulate innovative and imaginative solutions that can lead to concrete implementations and measurable success.

One of the key findings of the report is the campus community's need to feel informed. We therefore urge the Vice Chancellors to keep the UCSD population updated about the actions taken in response to the Committee's report. Furthermore, the campus should be informed, to the degree that is feasible, about the reasons particular strategies are adopted. Doing so will go a long way toward preventing the creation of new myths and folklore.

The Committee learned through its own work that the act of reaching out to members of the community – i.e., engaging them in a dialogue and asking for their opinions – has in itself the potential to affect the campus climate positively. Because they were asked and their voices heard, students and other members of the community (including alumni) felt appreciated and taken seriously. Those are positive feelings that can lead to an increased sense of community and involvement. Because of this the Committee strongly recommends that the process going forward include dialogues with, and solicitation of feedback from, the campus community on a regular basis.

Last, but not least we recommend the identification of benchmarks that will provide a sense of accomplishment and progress. Improved perceptions of the campus climate and student satisfaction that are measured in surveys or interviews are necessary both to assess the effectiveness of institutional changes and to document the continuing growth and success of this young and vibrant university.

Appendices