

July 8, 2019

PROFESSOR LESLIE CARVER, Provost
Thurgood Marshall College

SUBJECT: Undergraduate Program Review for Thurgood Marshall College

Dear Provost Carver,

At its April 12, 2019 meeting, the Undergraduate Council discussed the Thurgood Marshall College's response to the Council's December 21, 2018 memo. The Council thanks the College for responding to the Council's questions, and will conduct its follow-up review of the College in Fall Quarter 2019. At the time of the follow-up review, we look forward to hearing about the discussion to move the Film Studies Minor from the College to the Institute of Arts and Humanities.

Sincerely,

Anthony Burr, Chair
Undergraduate Council

Attachment

(1) Undergraduate Program Review Report and Response for Thurgood Marshall College

cc: M. Corr
R. Horwitz
J. Moore
R. Rodriguez
M. Sidney
J. Teranes

**Review of Marshall College
Submitted, _____**

Review committee:

Jane L. Teranes, Scripps Institution of Oceanography, UC San Diego
Ross Frank, Department of Ethnic Studies, UC San Diego
Andrew Szasz, Environmental Studies, UC Santa Cruz

Current Status of the College

Introduction

Founded in 1970 as the third of six colleges on the UC San Diego campus, Thurgood Marshall College has long been dedicated to preparing UC San Diego undergraduate students to be both “scholars and citizens.” Marshall College has a remarkable history in fostering diversity and promoting social justice and public service; ideals that are as important and relevant today as they were when the college was established. The Marshall College mission and philosophy are well aligned with the campus goals of cultivating a diverse, inclusive student-centered and service-oriented community.

On May 4, 2018, this review committee met with Provost Leslie Carver, Dean of Student Affairs Dr. Bernard Anderson, Dean of Academic Advising Clare Harrington, Director of the Dimensions of Culture Program, Dr. Amanda Solomon Amorao, members of the college academic advising staff, members of the college writing advisory committee, members of the faculty executive committee and other affiliated senate faculty, undergraduate students in the college, and graduate students who had served as TA's for DOC courses. Linda Vong (Senior Analyst, Academic Senate) also took part in this review committee meeting. The chair of this review committee also spoke with the college business officer, Pamela Fruge, by phone.

Current Operations of the College

There have been significant changes in the administrative structure of the college systems and in leadership at Marshall College since the last program review in 2010. To start with, the entire administration of the college systems at UC San Diego has been restructured so that all colleges now have a central administration and a centralized college business officer position, Pamela Fruge, who manages funds and other business operations for all six colleges. Marshall College has managed the logistics of the new centralized college administration structure well, and the college is fiscally sound and adequately served by the centralized business office. The current Marshall College Provost, Leslie Carver, the Marshall College operational specialist, Tylar Pendegraft, and the Dean of Student Affairs, Dr. Bernard Anderson, have all started in the college within the last two years. They have successfully navigated initial challenges that come with the start of any new leadership position and seem to now be guiding Marshall confidently and integrated into the campus structure. For example, Dr. Anderson has also taken on a position as campus LEAD (Leaders for Equity Advancement and Diversity) Fellow this year, which has represented Marshall College in promoting diversity and inclusive excellence at the campus level. The director of the Dimensions of Culture (DOC) writing program Dr. Amanda Solomon Amorao, is also new, in a position that has been restructured as an assistant teaching professor (LPSOE) position housed in the college. Another college leadership position is the

Dean of Academic Advising, Clare Harrington, who oversees an academic advising team of eight professional staff, three student interns, and two peer advisors. It is notable that the college academic advising unit has grown from five to eight staff members since the last review, with plans to additionally hire a new senior academic advisor and a new student program specialist. Finally, the college administration receives advice from an executive committee comprised of faculty and student representatives.

Marshall College reports about 140 total affiliated faculty. About ten faculty serve on the college executive committee. Other faculty are engaged through teaching courses offered or administered through the college including TMC 1: First year experience, TMC 2: Transfer experience, TMC 20: Honors seminar, FILM 87: Freshman Seminar, TMC 87: Freshman Seminar and TMC 198: Directed Group Study, and other courses. The other regularly offered TMC course, TMC 15: Public Service in America, has been taught by Patricia Sinay, a unit-18 lecturer, over the past several years. There are several opportunities for enhancing faculty engagement within the existing college programs, including the Marshall Mentor Program, which is currently going through some transitions and is not as vibrant as it could be, participation and teaching in the Public Service Minor that is administered by the college.

Marshall College minors and other programs

Marshall College hosts two minor programs, the Public Service minor and the Film Studies minor. Student advising in these two minor programs are handled by the college advising staff. Marshall College is a very appropriate home for the Public Service minor. Through coursework on social issues, education and government, the Public Service minor echos the Marshall College themes of “scholar and citizen.” And additional requirement of the minor is an internship in public service, which is a logical fit with Marshall College’s emphasis on civic engagement, fostering civic skills and experiences for all students. Given the relevance of this minor to the themes of Marshall College, it was surprising to this review committee that current enrollment in the minor is very low. The minor currently (SP18) has only nine students enrolled, only three of which are Marshall College students. This minor could benefit from greater oversight, advertisement and investment from the Marshall College administration.

Marshall College also serves as the administrative host for the Film Studies minors, an interdisciplinary approach to the investigation of cinematic art that pulls from relevant coursework from Communication, Literature, Sociology and Visual Arts. The minor currently (SP18) has 25 students enrolled. This administrative arrangement might have made more sense under the previous Marshall College Provost, Allan Havis, professor of Theatre and Dance, who had greater connection and oversight of the minor curriculum. It’s not clear now how the Marshall College administration currently enhances or promotes the Film Studies minor.

Marshall College boasts several innovative academic and student life programs that present opportunities for meaningful student engagement with faculty. The Marshall Mentor Program, established over a decade ago, pairs transfer students with faculty mentors to encourage student success. The academic Honors Program, consisting of honors seminars, connects exceptionally motivated students closely with faculty and other honors students. Marshall College also has programs that have expanded the College’s reach into the community. For example, Marshall College has a long standing commitment to the success of two partner schools, Preuss School

and Gompers Preparatory Academy. The College has an exchange program with several Historically Black Colleges and Universities including Spelman College, Morehouse College and, starting a few years ago, Xavier University. Many of the programs mentioned here were shepherded and/or heightened by the previous Provost, Allan Harvis. We heard from numerous faculty during the review that some of these important programs, in particular the Marshall Mentor Program, might have recently fallen off the radar of the current college administration. A recommendation to reinvest time and energy in these programs, and a recommendation for innovation of new programs of these kinds, is detailed further below.

The Marshall College Curriculum

The Marshall College general education requirements (GEs) are designed to challenge students to examine and comprehend U.S. society and the world. All incoming freshman students are required to complete the three-quarter core writing sequence, Dimensions of Culture (DOC): Diversity, Justice and Imagination, which focuses on U.S. history and society (discussed more completely below). In addition, students also take the following general education courses designed to provide a broad liberal arts background: two courses in Math, Statistics and Logic, three courses in Natural Science, one Fine Arts course, two courses in Humanities/Culture courses. Finally, all students are required to complete a “disciplinary breadth” requirement that consists of four 4-unit courses outside the students’ major field of study. The Marshall College GEs have remained the same since the period of the last review. The Marshall College GEs are noted for being highly flexible; students are afforded quite a lot of choices in the courses that they can use to satisfy these GE requirements, perhaps with the exception of the two humanities/culture courses that has the fewest number of possible options. . They are successfully designed in that they encourage a broad liberal arts background without compromising time-to-degree by forcing rigid course requirements. The reported average time-to-degree of Marshall College students is around 4.2 years for four-year students and 2.5 for transfer students, which is close to campus averages.

The review committee found the maze of GE requirements, and particularly the wording for the disciplinary breadth requirement a bit confusing. The breadth of GE requirements were also confusing to the previous review committee, who at the time wrote that “the choices seemed to lack any coherent theme.” However, and despite prodding during our discussions during the review, that the lack of theme in the GEs does not seem to concern the administration, faculty, academic advisors or the students in Marshall College. From all those groups it was generally agreed that the GEs provided a robust liberal arts education, and the flexibility afforded to students in selecting their GEs guaranteed that these requirements do not negatively impact students’ time-to-degree. The only criticism of the GEs that we heard from students and advisors, was that the humanities/culture requirement could be improved by adding more formally accepted courses.

The new DOC director has made several improvements to the DOC 1,2 and 3 courses, including more thoughtful course titles that clarify the course objectives and connection between courses. DOC 3. Imagination, also has a new format in which students are engaged in more project-based study around an issue of their choice related to diversity and justice on campus. These adjustments have resulted in increased student satisfaction, as evident from student CAPE evaluations. The DOC program is dependent on highly qualified teaching assistants (TAs) who

are hired from a general pool of graduate students from a variety of departmental homes across campus. There is some concern from the DOC staff that the pool of qualified TAs is often not adequate to meet the need for TAs. DOC courses also include DOC 100D. Dimensions of Culture: Promises and Contradictions in US Culture, an upper division course specifically designed for Marshall transfer students that have not taken the DOC 1,2,3 series. DOC 100D, currently taught by Natalye Pass, a unit-18 lecturer is an elective, not a *required* course. The suggestion that DOC 100C should be required came up several times during the review from faculty, advisors and students.

This review committee interviewed three graduate students who had served as TAs in the DOC program. These graduate students reported that they are highly motivated by the message and philosophy of the DOC program and felt that they were generally successful. However, the TAs also all agreed that they would have benefitted from more training before starting their work in DOC. The training that exists now is a weekly two-day training session and weekly TA meetings, but the TAs felt that more formal training was needed. This need for additional TA training was brought up in the college self-study and the review committee endorses this in our list of recommendations below.

Increasing College enrollments

As with other colleges and many departments on campus, a real concern in the near future of Marshall College is the current and projected growth of undergraduate students. Maintaining the excellence of our academic and student services as our campus enrollment grows is a shared task, but some specific aspects of Marshall will heighten these challenges. The two most serious impediments to adequately serving growing numbers of students in Marshall is insufficient housing for incoming students, which has already created the need for overflow housing in other colleges, and the growly likelihood that there will not be enough seats in the DOC core sequences for all first year students. Throughout the review it was clear that everyone is keening aware of these enrollment challenges and cognizant that maintaining a strong residential community and the foundational DOC courses are critical to the Marshall College experience. Less clear were concrete plans or requests that would easily provide solutions. Unique aspects of Marshall College's enrollment challenges are provided below and in other sections of this report.

College Infrastructure: Administrative buildings, residence halls and other student areas

The out-of-date and inadequate infrastructure was a theme that resonated throughout all of our meetings and seems to pose challenges to every facet of college operations. The college administration buildings are old and the inhabitants reported significant concerns including inadequate space for advising, basic health and safety issues related to mold, and a building lay out that hindered collaboration between student affairs and student advising. Another significant space concern that was mentioned by nearly everyone during the review was lack of adequate housing and the sagging appearance of the residential areas. Marshall College has always had the smallest number of beds for undergraduates of any other college on campus and increasing enrollments have already created the need for overflow student housing in Revelle College and in the Village. The college administration and Marshall College students that we spoke with were equally distraught about the need for overflow housing, and the experience has resulted in a lack of community for the overflow students. It's not clear that there is any plan to remedy this, rather it looks like this will continue to be an area of growing concern. The space issue extends

into services for commuter students as well. The one commuter lounge, Fireside Lounge, is woefully small and not adequately furnished to serve the population of Marshall student commuters who need space to relax and study in their college community during the day.

In addition the practical limitations of the aged Marshall College infrastructure, we should also comment on the visuals of allowing Marshall College to get so run down. Several people during the review referred to the buildings and residential areas of Marshall College, the college named for and dedicated to the ideals of Thurgood Marshall, a hero of social justice, as “slum-like.” Especially as we look to the near future when Marshall College will abut the northern boundary of the brand new, shiny Torrey Pines Living and Learning Center, we should be concerned by what the neglected physical appearance of Marshall College might convey about our campus priorities. Given this situation, the committee believes that Marshall has claim to some central campus resources for programs that would address the deleterious effects of this aging infrastructure.

Faculty engagement

Contributions of affiliated faculty are essential to the academic mission of any college, and Marshall College is fortunate to have significant contributions of faculty and lecturers who teach TMC 20: Honors seminars, courses for the Public Service minor, the first year experience courses (TMC 1 and TMC 2) and courses in the DOC program. Faculty also participate in the Marshall Mentor Program. Meeting with the college faculty executive committee and the affiliated faculty revealed that faculty would appreciate more connection to the college, particularly in the form of outreach and engagement from the college administration. Faculty reported that the executive committee was not meeting regularly. Faculty reported that the current restructuring of the Marshall Mentor Program had all but buried a once successful program, which they thought was a loss not only to the students that it served but also a loss to those served as faculty mentors and enjoyed meeting their colleagues regularly. Faculty reported that several other Marshall College programs had fallen off the radar (i.e. interactions with the Preuss school and opportunities in the Public Service minor), which they in equal parts attributed to lack of outreach to students, lack of engagement with faculty and lack of dedicated vision of the college administration.

Strengths of Marshall College

An outstanding strength of Marshall College, as reported to us by the self-study, administrators, faculty, TAs, staff and students, is clearly the clarity and importance of its mission. Marshall stands for diversity and inclusive excellence and public service, and the programs and practices of the college are all aligned to promote those themes. Several administrators and faculty detailed the history of campus departments, programs and community partnerships that were initiated and guided by Marshall College. Some of these include the Ethnic Studies and Communications departments, the Urban and Studies Program and the Preuss School. We couldn't image campus now without these major entities. This illustrates the potential within the college model, and the prowess of Marshall College, in particular, to direct and align our campus efforts. Thus, a considerable strength of Thurgood Marshall College is its tradition and its potential to continue to innovate programs that align our efforts to be a student-centered and a service-oriented public university.

Feedback from the current Marshall College students who came to the review meeting was very positive. The review committee met with four undergraduate students, three students who started as freshman and one transfer student. All four students were overwhelmingly satisfied with their experience in Marshall College and spoke to understanding the importance of the college's educational mission. The three students who had taken or who were in the DOC series described the importance of the themes of the course and the quality of the writing requirements. The one transfer student was not as enthusiastic about her experience in DOC 100D. Dimensions of Culture: Promises and Contradictions in US Culture, which is the DOC course (elective) for transfer students. However, we also note that this course receives generally positive CAPE scores, so it's hard to make other judgements based on the opinion of just one student.

The general education requirements (GEs) appear to be well aligned to the college mission. Some strengths in the GEs are noted as their flexibility (i.e. lots of possible courses to meet requirements, making it easy for students to finish their requirement) and the focus of the GEs in building writing skills. All the students we spoke to were very satisfied with their GE requirements and reported that the advisory staff are always ready to help and give good advice in navigating these requirements. The advising staff also expressed general satisfaction with the college GEs. The one exception here was the humanities/culture requirement which students and administrators all felt could be improved by adding more acceptable courses. We endorse this in our list of recommendations below.

A recent innovation of the college advising program is a new initiative, starting in fall 2017, to combine freshmen and transfer student orientation into a unified program. The goal of this initiative was to expand orientation services for transfer students as well as better assimilate transfer students into the college. Marshall the only undergraduate college at UC San Diego to orient transfer and new freshmen students in the same program. This initiative was reported as successful, and might serve as a model for other college orientation programs to follow in the future.

The previously mentioned modifications to the college's DOC program all seem to have positive outcomes. Despite some structural strains with increasing enrollments, discussed elsewhere, it should be noted that the DOC curriculum is viewed by all as a strength of the Marshall College experience.

Weaknesses of Marshall College

The most conspicuous near-term challenge facing the college is the inadequacies of their physical space. The college needs significant investments improved administrative building, residential areas and other spaces for student use. The challenge of adequate housing as this campus continues to accept increasing numbers of students is not unique to Marshall College, however Marshall College seems to be feeling it most acutely due to the age of the existing infrastructure and pervasive housing shortages. In particular, the need to house overflow students in Revelle College and the Village will lead to a diminished Marshall community and, if left unaddressed, will undermine the college experience for too many students.

In addition to physical space, increasing enrollments has led to concern regarding the new cohort's ability to enroll in the DOC core course sequence, the foundational courses of Marshall's vision and curriculum. It is critical that planning and resources be in place to ensure that all students can successfully enroll in the DOC series their first year. Continued success of the DOC program is also dependent on sufficient numbers of TAs that are well trained and confident in their roles. Currently, there is a reported shortage of graduate students to hire to TA for DOC, and the interviewed TAs reported that they did not feel adequately trained.

The current status of the Marshall Mentor Program is tenuous. This program, established under the previous provost, once paired over 75 transfer students with faculty mentors to great success. The program is currently being restructured to provide mentorship to second year transfer student (instead of incoming transfer student). While it's possible that this program will emerge from this restructuring as a vibrant and an improved program, the immediate impact is that very few transfer students are currently being served by the program. Programs such as this transfer mentor programs are perhaps particularly important in Marshall college, which admits a higher percentage of students as transfer students that other college.

The Public Service minor has very low enrollments and is not adequately supported. In spring 2018, only nine students were enrolled in the minor, and only three of those students were Marshall College students. This suggests that the college is not doing enough to promote the minor and, perhaps, not making an effort to engage with community partners, including the Preuss School that could provide the placements for the internship requirement. The review committee viewed this as a current weakness, and recommends increased attention in this important curricula area.

This committee felt an overarching weakness of Marshall College, perhaps more troubling than any of the logistical or structural weaknesses mentioned above, is a lack of commitment to the innovative programs focused on campus and community engagement that execute the Marshall College vision. Many of the great programs and innovative ideas that were described in the self-study and here were started by previous provosts or through other college collaborations. And, several of these programs currently are just scraping by with dwindling enrollments and diminishing influence. Neither the self-study nor the review meeting revealed a sense of where Marshall College was headed, nor revealed promise of what new programs Marshall College was fostering to promote its vision of civic engagement and social justice.

Recommendations Marshall College

Marshall College is well-operated college that has been highly successful in establishing a philosophy and mission of "scholar and citizen." The College's mission has been highly visible and influential through launching programs, aligned with its themes of social justice and civic engagement, which have expanded into campus and reached into the community. Marshall College is very attractive to students and serves them well in the general education requirements, including the DOC series, and in the array of programs it offers to promote student success. A number of the recommendations below, some of which are also included in the College's self-study, will help to maintain and strengthen the mission and the influence of Marshall College.

Strongest Recommendations, some requiring campus resources and support:

- 1) Marshall College needs additional campus resources to renovate and build out its physical space. In the absence of such resources, the quality of this extremely valuable college curricula and undergraduate experience will diminish. In particular, resources are needed for renovation of the administration buildings, renovation and new capacity in the residential areas, and better facilities for transfer students. In the interim, additional resources needed to implement the recommendations at 2) and 3) below should be made available to the college.
- 2) Transfer student programs should be continued and enhanced. With its higher percentage of students that are admitted as transfer students, Marshall College is an excellent position to model successful programs to encourage transfer student success. The college is currently making efforts to better engage their transfer students in the Marshall experience and we encourage and endorse these efforts.
 - The recent and successful initiative to combine the freshman and transfer orientation should be continued, with the possibility that it could eventually serve as a model for other colleges.
 - Innovation and improvement of TMC 2. Transfer Year Experience. TMC 2 is a version of the first year experience course specifically for transfer students that has been offered in FA16 and FA17. This course shows great promise, although more thought and effort is required to make it useful resource specifically for transfer student.
 - The college should consider requiring all transfer students to take DOC 100D. Dimensions of Culture: Promises and Contradictions in US Culture as a means to ensure that transfer students get some of the Marshall academic experience that happens otherwise in the DOC 1,2,3 series. To ensure that this has the maximum positive impact, additional attention might be needed to ensure consistent and quality instruction.
 - The Marshall Mentor Program should be revitalized. This program has a history of success both in benefits to the students and in providing a community for faculty mentors in the program.
- 3) Marshall college needs to be active and responsible in handling enrollment pressures and TA hires and training in DOC 1,2 and 3. Ensuring that the first-year cohort can successfully enroll in the DOC series their freshman year needs to be a priority. More resources might be needed to ensure that the teaching needs in the DOC series can be met. The college should think creatively about ways to provide incentives to other departments and their graduate students to ensure that the DOC program is able to hire enough TAs for the DOC series. Finally, the graduate students that are hired to TA in the DOC series need more robust initial training.

Functional Recommendations:

- 4) Faculty affiliated with the college need to be reengaged with the college mission and the programs, and this effort should be led by the college provost and administration. The faculty executive committee should be called to meet regularly, and they should be consulted for improvements and direction of the college. Faculty should be called on to revitalize the Marshall Mentor Program, continue the Marshall Honors Program and participate in the new undergraduate research initiatives.

- 5) Improve the GE requirement for two humanities/cultural courses by formally adding more courses (many of which might already be acceptable by petition) to the list of courses that can satisfy this requirement. More course options provide more flexibility to student and formalizing courses provides better transparency to students as to what courses are allowed.
- 6) The minors that Marshall College hosts should be given more thought and consideration. The Film Studies Minor has no natural overlap with Marshall College currently, and it might be better placed in another department, or perhaps it should be hosted in the Institute for Arts and Humanities. The Public Service minor has considerable overlap with the mission of the College. The paucity of enrolled students in this minor is perhaps testament to a lack of attention and advertising. Recommendations to increase participation in the minor are a) increase outreach to students regarding the minor and the required introductory course, b) improve integration with the DOC series (perhaps DOC 3 in particular) c) increase engagement with internship and service opportunities at the Preuss School, and d) increase effort to seek out additional service opportunities for students.

A Final Recommendation:

- 7) Throughout this review, this committee noted that Marshall College has a rich tradition of incubating and promoting programs that have then risen to the stature of departments (i.e. Ethnic Studies), programs (Urban Studies and Planning) and institutions (Preuss School) at UC San Diego. In doing so, the mission and philosophy of Marshall College has become intrinsically woven into the culture of this campus. However, this review committee did not see any signs of nascent ideas or innovating programs that promise to advance or interpret the mission of Marshall College within in the ever-evolving context of public life in the United States. Yet, there seems to be countless ways (e.g. freshman seminars, seminar series, internship opportunities) and countless reasons to do this. A final recommendation for Marshall College is to not lose its charge for relevant discourse on social justice and public engagement amid the day-to-day challenges of running a college. Marshall College is more than its history; the college should also continue to lead in building programs and providing student opportunities to engage in public service and promote social equality and justice.