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November 14, 2000

CHANCELLOR CAROL TOMLINSON-KEASEY  
University of California, Merced

Dear Chancellor Tomlinson-Keasey:

On behalf of the UC Merced Student Planning Advisory Committee, I am delighted to submit to you our final report regarding the quality and organizational character of student life at UC Merced. As you requested in your most recent charge letter to our group, we have endeavored to create a comprehensive planning and recruitment tool for your use. To that end, the report defines the philosophic premises, functional assumptions, service delivery systems and organizational resources upon which a 21<sup>st</sup> century student service enterprise can be founded.

Since its inception in April, 1998, the Student Planning Advisory Committee has been asked to create a unique, unblemished vision of student life at UC Merced; a vision of optimal relationships and organizational conditions that might propel student success and scholarly discovery, while fostering an inclusiveness of access and purpose unparalleled in the University of California. In charting such a vision, the committee established a pervasive culture of creativity in its discussions, refraining from focusing on those administrative realities that might constrain innovative thinking. The recommendations contained in this report fundamentally reflect that culture of possibility. They are tempered only by the recognition that the implementation of this vision will require a sustained pioneering spirit and significant political persistence.

I wish to express the committee's appreciation to you and the Office of the President for providing this rare opportunity to work across educational boundaries and to participate integrally in the design of a new university campus. We remain eager for your consideration of our work and look forward to our upcoming discussion.

Respectfully,

[original signed by]

Janet C. Gong  
Chair, UC Merced Student Advisory  
Planning Committee

Enclosure

Cc: Members, UC Merced Student Planning Advisory Committee  
Chancellor's Senior Staff Members, UC Merced  
Academic Senate Task Force on UC Merced Chair, Fred Spiess

# THINKING IN FUTURE TENSE:

## Designing the New Architecture of Student Life at UC Merced

UC Merced Student Planning Advisory Committee  
Report to the Chancellor  
November 2000

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## I. Preamble

Clean slate. Blank page. Fresh start. A new campus is all of these and presents an opportunity to reshape the way things are traditionally done at the University of California.

For UC Merced, the challenge is to think in future tense about students who will attend this campus and the expectations they bring regarding their higher education experience. These expectations will differ from those of their predecessors who attended existing UC campuses. How can this campus best serve the needs of its students? How can the campus create a unique relationship with its region? How can it reach out to them during their K-12 years, recruit and admit them, acclimate them once admitted, help them persist in working toward their educational goals, and enable them to graduate with the degrees they seek? How can its leaders think in new, creative ways about student success? The clean slate offers the opportunity to develop new ways to support academic success in the context of the curriculum, research, and student life.

The University of California, Merced, can meet this challenge by becoming the 21<sup>st</sup> century's premiere student-centered research University. Excellence in the institution's academic profile must be complemented by excellence in student life and service functions in order to transform a mere collection of buildings into a vital place of learning. To effect this outcome, the Student Planning Committee recommends that the following hallmarks characterize student life at UC Merced:

- *Integration, Flexibility and Community* as guiding principles in planning for the new campus and as enduring values for all subsequent endeavors;
- *Education on a Human Scale* through mentor advisors, academic lounges and other structures—both physical and organizational—that support academic success by providing each student a strong sense of intimate, individual place connected to the larger campus whole;
- *Diversity and Multiculturalism* as a core features of University life;
- *Distributed Learning Centers* that provide broadly dispersed campus satellites to serve students, prospective students, families, alumni and community members throughout the Central Valley;
- *New Concepts of Staffing* that emphasize the need for problem-solving with technological fluency and an ethic of personal service;
- *Reliance on Technology*, integrating advanced capabilities into all aspects of University operations, assessment and services; and
- *A Complement of Enrollment Management and Student Life* functions linked through a redefinition of advising.

This last feature should provide the foundation for building a collaborative relationship between student services and academic affairs. Unconstrained by institutional precedent, campus leaders have an opportunity to bridge the division that traditionally exists between these two areas.

As important, recommendations in this report do not preclude any particular organizational structure. They represent effective strategies for student success with any academic model, college or otherwise, as long as the elements that promote a human scale, personal quality of education at UC Merced are present.

## II. Committee Overview

The UC Merced Student Planning Advisory Committee (SPAC) has worked since April 1998 to outline a comprehensive vision for serving students at the new campus. Early work focused on responding to specific questions from the initial committee charge. These items—enrollment projections as well as recommendations on student housing, employment and transportation among other issues—were submitted previously for use in the initial stages of campus physical planning efforts. (Advice and counsel regarding specific fee and financial aid questions also has been previously provided.)

In March of this year, UC Merced Chancellor Carol Tomlinson-Keasey requested reviews of enrollment management, student life and auxiliary services as well as a synthesis of the Committee’s thinking on how to most effectively organize the Student Affairs enterprise. This report responds to this request by providing:

- a mission statement to articulate Student Affairs’ broad role as “a full partner in creating an environment of educational effectiveness;”
- a list of planning principles to guide student services, student life, and physical planning (fully enumerated in Appendix I);
- a set of hallmark features which should distinguish the truly exceptional educational experience to be offered at UC Merced;
- detailed charts outlining the audiences, attributes, programs and operations within a dozen major Student Affairs areas as well as comments on related services;
- a set of immediate, short-range, and long-term organizational recommendations; and
- a series of appendices that provide further detail of the aforementioned statements.

### III. Student Affairs Mission Statement

The following mission statement is proposed to articulate the essence, institutional culture and functional assumptions that both support and foster a successful student life and service organization at UC Merced. An expanded description of this statement is included as Appendix 2 to this report.

**Student Affairs, a full partner in creating an environment of educational effectiveness for the campus, enhances the academic enterprise through an integrated approach to student learning by intentionally linking academic and co-curricular educational experiences. The division's organizational environment adapts to evolving needs and relies upon interpersonal interaction as well as technological systems for service delivery.**

**Integral to individual success, the Student Affairs enterprise fosters each student's academic progress, intellectual growth, social development, initiative, creativity, multi-cultural appreciation and civic engagement. To fulfill this mission, the following precepts about the institutional culture and student service commitments should prevail at UCM:**

- (1) Student affairs should be viewed as a full partner in achieving educational effectiveness on the campus and should be included in academic planning/policy development discussions.
- (2) Success for each student should be defined by development in the many dimensions that constitute an "educated man or woman:" (academic achievement, academic enrichment, intellectual growth, social development, initiative/discovery/entrepreneurship, creativity, ethical reasoning and civic commitment).
- (3) All members of the UC Merced community should benefit from an emphasis on the quality of personal interaction.
- (4) The campus should establish flexible, creative administrative systems for service delivery.
- (5) Technology should provide a tool to facilitate discovery, service delivery, and business functions.
- (6) Reciprocity and mutual benefit should characterize relationships between the campus and its environs.
- (7) UC Merced should be as motivating and engaging as any other general campus in the UC system. Therefore, even in the early years, the ability to offer a broad array of student life opportunities should be in place when the campus opens.
- (8) UC Merced should consider developing a "hybrid administrative model" for student services in the early years to assure maximum flexibility. This model would (1)

centralize functions that benefit from economies of scale or specialized expertise, (2) decentralize services that require more personal interaction, (3) employ innovative outsourcing, joint venture or external collaborative relationships where appropriate, and (4) employ technological systems that foster administrative efficiency and access.

## IV. Hallmarks for Student Success

A unique constellation of features designed to promote student success should distinguish the tenth campus of the University of California as a remarkable place even before opening day. Endowed with sufficient resources, institutional leadership, and faculty confidence, these features will become hallmarks of a truly exceptional educational experience that melds UC's long-standing academic excellence with a new model of service to students.

### INTEGRATION, FLEXIBILITY, AND COMMUNITY

To this create this new model, three concepts—**integration**, **flexibility**, and **community**—are critical. They must guide campus planning and endure as fundamental principles in all campus endeavors. Each concept is crucial to the physical, intellectual and social development of UC Merced; each encompasses activity occurring inside and outside the classroom.

The first essential task in founding UCM will be unifying the disparate parts of the fledgling campus. Myriad groups, organizational structures, and educational activities traditionally separated into distinct sectors will need to be integrated to effectively support student success. Establishing a full partnership between student services and academic affairs is one example already cited. Bridging the physical and psychic distance between Distributed Learning Center students and the campus is another challenge. The mandate for integration has a range of applications from involving students in faculty research to planning physical spaces that encourage informal gatherings of faculty, students, and staff.

As requisite accompaniment to this principle, planning and operations should be guided by the need for flexibility. UC Merced should be organized with flexible physical designs, facility use, and approaches to students. Such flexibility is essential to cohesively link short- and long-term planning efforts, to accommodate future change in facility use and requisite technologies, to offer diverse routes of access to the campus, to establish high retention and persistence rates, and to foster student achievement.

In addition, UC Merced should be sustained by a strong, unifying sense of community—one founded upon the values, academic principles, and diverse cultural experiences that bind its members together in common commitments. This community will include direct UCM constituents (students, staff and faculty) as well as indirect constituents (local, San Joaquin and Central Valley residents).

A complete iteration of these guiding principles is included as Appendix 1 to this report.

## EDUCATION ON A HUMAN SCALE: Mentors

In concert with these broad values, the educational experience at UC Merced should be personal and human scale—imbuing each student with a strong sense of intimate individual place that is connected to the larger whole. The campus must provide the one-on-one support and full advising assistance that students need to succeed in their educational careers. Success for the first few graduating classes is pivotal in establishing a favorable reputation and to the resulting “word” that is spread among prospective students that may apply in subsequent years.

The basic premise: assign each incoming student a mentor to guide, counsel and advise the student during his or her entire UC Merced career. Regardless of the issue, this person would be a student’s primary resource for answering questions or resolving problems. Mentors, accordingly, would handle not only the types of general academic questions traditionally fielded by college advisors, but also work with students on financial, personal, career-related, and co-curricular development.

Faculty as well as staff specialists from individual service areas would be sustaining partners in mentoring students. Through freshmen seminars and other forums, faculty would work cooperatively with mentors to assist lower division students as they progress through their first two years. Once a major is declared, each student would be assigned a faculty advisor who would then take the lead on discipline-based, academic guidance. Staff “specialists” in a variety of functional areas—registrar, financial aid, internship placement, student health, etc.—would work closely with mentors to help address specific or detailed issues raised by students.

Cooperative relationships between these specialists, faculty and mentors would give students the appropriate contacts and resources to overcome obstacles to completing their degrees. Consistency of students’ personal relationships helps them through difficult periods rather than allowing them to flounder unnecessarily and perhaps drop out. In addition, mentors would serve as partners to and resources for faculty advisors once students declare a major. They should participate in a common training program, and both should be able to access information about the student through the student information database.

## EDUCATION ON A HUMAN SCALE: Academic Lounges and More

Mentors and faculty advisors would provide a core to each student’s personal circle of relationships at UC Merced—as noted, a sense of personal place within what will grow to be a relatively large community. Education on a human scale needs appropriate physical space to complement and reinforce the sense of belonging that comes from personal relationships. Planning for appropriate types of physical space to provide this complement must be thoughtful and deliberate.

Specifically, UCM should have places that bridge the social and academic environments where a broad range of students feel comfortable and can engage in discourse with faculty.

The term “academic lounge” captures this notion. An academic lounge would be an inviting, casual, communal space to gather. It would be a place where members of the University community, particularly students and faculty, could convene informally to sit, converse, work, mingle, study. To make them viable congregating points, academic lounges should be placed at convenient junctures of student and faculty “traffic.” Some form of food service (snack carts, coffeehouse, café, etc.) should be adjacent to or part of lounges as food and drink often provide occasion for socializing. Academic lounges could be freestanding structures, annexes, or simply part of academic buildings. They would likely take a variety of forms according to the different campus locations at which they would be placed. It is their function as a point of interface between the learning and social environments, rather than their exact physical features, which is most important.

Within these lounges and at other common areas of campus, special attention should be given to amenities for transfer and commuter students. The University’s strong relationships with local community colleges and renewed emphasis on promoting transfer as well as historical attendance patterns of Central Valley students suggest UCM will have high numbers of these students. Campus buildings should have lockers and perhaps rest or quiet areas for students who commute. Commuters, prospective students, and other visitors also may need overnight/short-term stay facilities that are on-campus and easy to use. Given their unique needs, transfer students would benefit from targeted programming and advising services that might be offered through a special transfer center.

## DIVERSITY AND MULTICULTURALISM

Providing necessary amenities to meet varied student needs is part of creating a community in which all members feel vested. Accordingly, it is important that UC Merced operate on principles of inclusion. Certainly the campus will benefit from the rich diversity of people, cultures, and ideas characteristic of the entire state as well as the Central Valley region.

To realize this benefit, the campus will need to develop ways that diversity becomes part of the core program rather than simply an “add-on” to the existing responsibilities of work or study. This process can begin by teaching students and other University constituents to first understand their own identity. They can then move within a community that values interactive diversity—where cultural groups are not isolated from one another but where they are open to interchange. Multi-lingual and multi-cultural activities would provide excellent opportunities for such interchange and could become a distinguishing feature of campus programming. An institutional commitment to cultural competence, equity and respectful interaction should set parameters of conduct for different groups and individuals that come together.

## ROLE OF DISTRIBUTED LEARNING CENTERS

UC Merced's distributed learning centers (DLCs) embody the import that community connection will have to the campus. The DLCs are a network of regional facilities that already are offering coursework taught by University faculty. They are consolidating existing UC programs in their respective areas, establishing new academic degree/extension/research programs, and collaborating with the California State University, California Community Colleges, and local school districts to better serve the people of the Central Valley.

Currently, UC is operating three of these centers throughout the Central Valley (one is in Merced). Discussions are in progress on new ways to deliver lower division education through the DLCs. Some students might take part of their lower division coursework through these centers while enrolled at UC Merced. Others might participate in a dual admission program in which students would take some courses at their local community colleges and UC Merced courses at a campus DLC. These regional learning facilities will enable students who may otherwise be unable to attend benefit from a UC education. Perhaps up to 250 students might be part of these programs in fall, 2004.

As important as their instructional function, the centers' role as connecting people with the campus is critical. The centers will act as information and mentoring points for prospective students, families, alumni, and community members. They will be gathering places for outreach and recruitment activities, for example, playing host at send-off celebrations for local students admitted to UC Merced. In sum, the DLCs will serve in both educational and community building capacities as a network of academic, advising and extracurricular hubs unparalleled in the current University system.

## NEW CONCEPTS OF STAFFING

Students, prospective students, parents, alumni, faculty, local community members—there are so many groups that comprise a university. UC staff members are a fundamental part of bringing these constituents together and making the entire operation run well.

UC Merced will need a special type of staff person. To successfully meet programmatic and operational challenges, staff will need to be problem-solvers with technological fluency and an ethic of personal service. Their jobs will require their participation in ongoing training and professional development—a type of periodic certification to ensure that their skills are up-to-date.

Consistent with the principles of integration and flexibility, staff should feel comfortable cross-training in areas related to their primary responsibilities. In keeping with the principle of community, staff, like students and faculty, should be involved in some type of service. Service activities could take a variety of forms from acting as a student organization advisor to assisting with a campus outreach program. UCM leaders and supervisors should commit to supporting release time (perhaps 5%) for staff to do their part in enriching the campus community by such activities as service, student engagement and mentoring.

## RELIANCE ON TECHNOLOGY

The use of technology will shape every endeavor, instructional or co-curricular, at UC Merced. Prospective students now in the pipeline have sophisticated expectations and abilities with regard to all types of technologic applications. The new campus will need to meet those expectations and employ technology wisely to engage students before, during, and after their tenure at UCM.

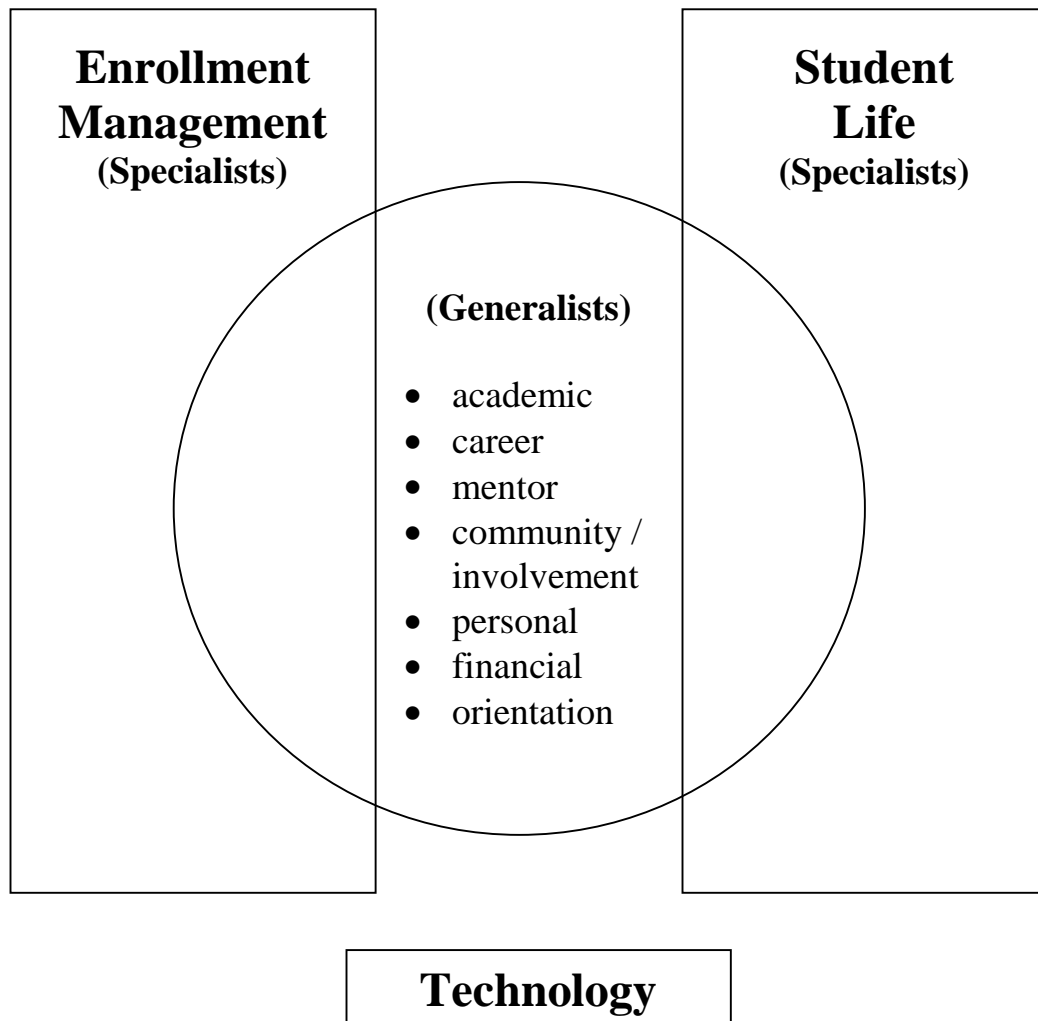
Online programs already are part of outreach and emerging distance education programs as long-range efforts designed to generate interest in the campus. Building on this base, UC Merced will employ interactive technologies in recruitment, admissions, registration, instruction and advising. Students will be active partners in meeting their educational needs by monitoring their own academic progress through online information and navigation systems.

Accordingly, an integrated student information system and comprehensive student database will be the lynchpins in planning for educational and administrative effectiveness. These two components provide the foundation for all enrollment management functions and for institutional evaluation and assessment activities. An integrated student information system would act as a rich campus resource, allowing leaders to aggregate data relevant to strategic campus decision-making and the cultivation of “life-long” student relationships to the campus.

To support these efforts, the campus must consistently commit sufficient resources for technology upgrades as well as ongoing staff training and professional development. This commitment is imperative to establish and maintain UC Merced’s ability to function well as a “high tech” campus.

## V. Student Affairs at UC Merced: A Complement of Enrollment Management and Student Life

The educational benefits of all campus hallmarks should be realized through an organizational concept that centers on students. As noted, mentors would be students' primary resource in negotiating academic and other obstacles to degree completion. Providing a touchstone for individual students, mentors would connect the two major categories of services: enrollment management and student life. Technology would undergird these functions as well as the mentors that bridge them. The following diagram provides an illustration.



This complementary relationship between enrollment management and student life underscores the importance of each function in helping students transition through all stages of the educational process. The following section includes an overview of each of the major

service areas within each cluster, as well as summary charts that detail the unique audiences, attributes, programs and operations for each respective service area.

Building upon the preliminary work of these charts, it is recommended that the newly hired chief student affairs officer convene a series of “roundtables” specific to each service area (e.g.; health and welfare, outreach, internships) to refine further the best practices and operating approaches for each area. These roundtables should include faculty members as well as student service professionals from the other University of California campuses, (as well as other exemplary campuses from across the country) who might bring their collective and substantial expertise to bear.

## Enrollment Management and Related Services Cluster

Enrollment management encompasses a range of activities that enable students to enroll in, persist throughout and ultimately complete their degree programs. The collection of services in this cluster includes not only the administrative core—admissions, registration, financial aid—but also outreach, mentoring/advising, housing, and internships/careers/service education. Strategies from all these areas are instrumental to student success.

ENROLLMENT MANAGEMENT CORE functions must be supported through an integrated student information system. This system should perform a variety of automated tasks, run and customize reports, be accessible to all faculty/staff/students, provide individual profiles, protect the privacy of those records, offer a 24/7 help line, and be user-friendly. To serve the campus well, the system will require a sizeable commitment of resources to establish, maintain and upgrade. Knowledgeable staff who participate in ongoing professional development to keep their skills current will complement technological resources in this area. Care should be given in where services are placed on campus according to who uses them as well as when and how they are used.

OUTREACH activities create a stream of students interested in educational opportunities at the University. Targeted efforts already are underway designed specifically to interest prospective students in UC Merced. Concentrated in the Central Valley, these activities include general information sessions about the University, UC admission applications workshops, transfer assistance, and early academic outreach programs. Offerings will be expanded to provide additional outreach services (e.g., teacher training, tutoring centers, summer college academies, etc.) as opening day nears. In keeping with the call for education on a human scale, outreach efforts should aim to give prospective students a personal connection to the campus, highlighting the place/activities within the whole that may appeal to their aims for academic success.

Once admitted, MENTORING/ADVISING SERVICES will help students navigate administrative, academic, and developmental steps from admission to graduation. Mentors will provide students with consistent, personal and timely assistance in collaboration with faculty advisors and, as needed, staff specialists. A comprehensive Student Information System (with appropriate security measures to maintain student record confidentiality) should be universally accessible to these individuals for efficient and effective work with students.

Moreover, self-help mechanisms such as Degree Navigator will enable students to answer routine questions on their own.

To realize the benefits of both extensive advising and technologic resources, students will need to be educated early (perhaps in outreach, admissions process, orientation, first-year experience, transfer sessions) on the role of advising at UC Merced. Likewise, students should be groomed early on to take advantage of INTERNSHIP/CAREER/SERVICE EDUCATION opportunities. Internships or service education experiences should be guaranteed for all those who are interested. Academic and career advising should be linked so students can explore potential work options as they chart their academic course.

Finally, HOUSING is included under enrollment management here to highlight the ways in which it is operated as more than simply an auxiliary enterprise. Housing should be guaranteed to all first year students (new freshmen, transfers), as it is on the existing campuses. Paired with financial aid policy that defrays on-campus residential expenses, housing subsidies act as an indirect enrollment management tool to support degree completion and provide a residential experience for students who might otherwise not be able to attend UC Merced. It is imperative that UC hold land both on and near campus to retain control over the future housing inventory and thereby exert some influence over housing market costs. Land set-asides should include space for faculty, staff and student housing development.

# OUTREACH

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
K-12 students	Learning Assistance tutoring	Saturday Academies	
K-12 parents	testing taking skills time management	Tutoring Centers	
K-12 teachers and counselors	College Information financing College attendance	Campus Visits Faculty-to-Faculty Conferences	
community college students	career exploration college awareness	Faculty/Teacher/Parent Workshops	
community college faculty	Web-based information Services	On-line Education Training	
migrant education programs	Teacher Training	Information Technology Training	
	Faculty-to-Faculty Course Articulation	Summer College Academies	

# ENROLLMENT MANAGEMENT CORE

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
Applicants	<p><b>Easy for student consumer to use:</b></p> <ul style="list-style-type: none"> <li>Perform multiple functions in one “stop”/location</li> <li>Include appropriate links to related services</li> </ul> <p>Where appropriate and to extent possible, services should be <b>available on Web</b></p> <p>Carefully planned and guided by needs of UC Merced students</p> <p><b>Linked through an integrated student information system:</b></p> <ul style="list-style-type: none"> <li>Include automated registration, degree audits, classroom scheduling, and curricular progress <b>BY TERM</b> (rather than year); also co-curricular progress</li> <li>Ability to run &amp; customize reports</li> <li>Accessible to all faculty, staff &amp; students through offices, classrooms, libraries, residence halls</li> <li>24/7 help line (multi-lingual; staff w/ people—not have only automated voice assistance)</li> <li>FAQs</li> <li>Ability to do individual profiles: reg status, course enrollment, financial aid, housing info, etc.</li> <li>Security privacy primary considerations</li> </ul> <p><b>At critical junctures in students’ progress, be guided by exemplary service from <i>people</i></b> (rather than impersonal forms of communication)</p> <p>Employ new strategies for engaging students before, during &amp; after UCM careers (e.g., use distributed centers for alumni; events for local students admitted to UCM)</p>	RECRUITMENT	<p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Sizeable commitments to               <ul style="list-style-type: none"> <li>-- outreach</li> <li>-- ongoing prof development &amp; training for staff</li> <li>-- all aspects of technology, including integrated student info system</li> </ul> </li> <li>Provide for marketing, publications, CD-ROMS, web links statewide</li> <li>From outset, institute fees to support activities for commuter students, academic lounges, &amp; other facilities not directly funded by state</li> <li>Outsource endeavors that result in net savings to UCM (transcripts, student employment, technical upgrades)</li> </ul> <p><b>PEOPLE:</b></p> <ul style="list-style-type: none"> <li>Support by significant financial commitment to ongoing professional dev               <ul style="list-style-type: none"> <li>-- use industry average % of payroll as benchmark</li> <li>-- maintain concept of periodic certification for staff</li> </ul> </li> <li>High degree of comfort with technological systems</li> <li>Employ generalists</li> </ul> <p><b>FACILITIES</b></p> <ul style="list-style-type: none"> <li>Consider/plan proximity to transit, parking, student congregating points, faculty space</li> <li>“Front door/welcome” services should be convenient, easy for visitors to find, near main entrance</li> <li>Where use/people flow indicates, functions could be located on an “upstairs/downstairs” basis (instead of front office/back office)</li> <li>Investigate partnerships w/ housing developers for tech links to schools</li> <li>Consider nature of work in determining ratio of cubes to offices (some functions require more privacy)</li> </ul>
Admitted students		ADMISSIONS	
Undergraduates		REGISTRAR	
Transfer students		STUDENT AID ACCOUNTING	
Graduate students		FINANCIAL AID	
Alumni			
Faculty		<p>TECHNOLOGY</p> <ul style="list-style-type: none"> <li>Operate well <b>ONLY</b> with sizable amount resources</li> <li>Balance effectiveness &amp; efficiency considerations</li> <li><u>Replace equipment on regular cycle</u></li> <li>Designing own integrated system may result in long term benefits &amp; savings over off-the-shelf system</li> <li>Work with K-14 partners, students, families to ensure access to system</li> <li>Plan with maximum flexibility to accommodate changing technologies</li> <li>Complement UCM tech resources w/ entrepreneurial partnerships</li> <li>Provide access areas in “front door” campus area</li> <li>In building cellular access</li> <li>Smart Card technology?</li> </ul>	

# MENTORING/ADVISING SERVICES

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
Admitted students prior to registration	<p><b>Connected:</b> academic advising needs career advising built-in and should bridge to other services (e.g., counseling, tutorial/learning skills, etc.)</p> <p><b>“One-stop” personal, timely assistance</b> with referrals to additional or complementary services</p> <ul style="list-style-type: none"> <li>Should eliminate cumbersome splintering of services into University organizational units</li> <li>Entire focus is to promote easy access for student use</li> <li>Use opportunities of captive student audiences (e.g., orientation programs, advising sign-off for registration)</li> <li>Both staff <u>and faculty</u> must have strong commitment to advising as part of job responsibilities</li> <li>Central physical space for advising at campus outset; satellite advising would expand function to other locales as campus grows (e.g., residence halls, library)</li> </ul> <p><b>Various technologic applications</b> (e.g., online degree checks) <b>can complement personalized advising services:</b></p> <ul style="list-style-type: none"> <li>Universally accessible online services</li> <li>Use prompts for more inquiry, examination, referrals to in-person advising services</li> <li>Technology campus <math>\neq</math> impersonal campus</li> </ul> <p><b>Focus on excellent advising services imperative for successful retention and completion efforts</b>  <b>→UC Merced niche</b></p>	<p><u>Undergraduate Advising:</u></p> <p>Each student assigned one mentor for all 4 years</p> <ul style="list-style-type: none"> <li>Advise on range of issues: academic, extracurricular, career, personal, financial aid, community involvement, etc.</li> <li>Integrated system &amp; database can answer routine questions for students and provide advisors with easy access to comprehensive student info</li> <li>Mentors connect students with faculty or other staff “specialists” for technical questions or more detailed academic guidance; specialists are “brought in” to student/mentor relationship</li> <li>Students &amp; mentors meet regularly (every term?)</li> <li>Individuals with student affairs masters degrees would be good candidates.</li> </ul> <p>Each student assigned faculty advisor when declaring major</p> <ul style="list-style-type: none"> <li>Faculty advisors take lead on academic guidance, particularly upper division</li> <li>Collaborate with mentors for student benefit</li> </ul> <p>Peer advising:</p> <ul style="list-style-type: none"> <li>Set up program on or before opening day</li> <li>Can employ at all levels (freshmen, transfers, upper division, graduate)</li> <li>Peers may be especially helpful with technological resources that answer straightforward questions (e.g., degree requirements) so students may use time with faculty/staff advisors for guidance on more complex matters.</li> </ul>	<p><i>Success of advising function rests on overall institutional commitment as well as sufficient resources to plan, staff, fund and maintain a comprehensive program that is responsive to student needs</i></p> <p>Educate students early on role of advising at UC Merced:</p> <ul style="list-style-type: none"> <li>Target &amp; establish contact with students filing statements of intent to register</li> <li>Orientation (require?): facilitate choice of major &amp; career exploration</li> <li>Assign mentor at outset; assign faculty advisor upon declaration of major (see Programs)</li> </ul> <p>Small administrative hub will organize common training for mentors and faculty advisors:</p> <ul style="list-style-type: none"> <li>Highlight issues that commonly arise during undergraduate careers</li> <li>Foster collaborative relationships among advisors and articulate</li> <li>Cross-training in several areas is critical for mentors.</li> </ul> <p>Technology resources:</p> <ul style="list-style-type: none"> <li>Degree Navigator or other self-help mechanism</li> <li>Online manual to assist faculty &amp; staff in advising</li> </ul> <p>Maintain confidentiality of student records with online access by multiple parties (may need separate sign-off for peer advising)</p> <p>Use distributed learning centers (DLCs):</p> <ul style="list-style-type: none"> <li>Locate generalist advisors in each</li> <li>Provide technological support for online services and access to faculty</li> </ul>
Lower division students			
Undeclared undergraduates			
Distributed learning center students			
Upper division students			
Declared majors			
Transfer students			
Pre-professional students			

# INTERNSHIPS – CAREERS – SERVICE EDUCATION

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
Students Employers	<p>Institutional commitment to <b>career “pathing”</b>; help students understand how to turn academics into a life occupation</p> <p><b>Improved integration of topic</b> into activities where students investigating/charting their academic course</p> <p><b>Tie career advising to academic advising</b> as soon as students come to campus (part of orientation)</p> <ul style="list-style-type: none"> <li>• Faculty advise on careers in their respective fields</li> <li>• Career information to be available in departments</li> </ul> <p><b>Advising services must be</b> easily accessible and personalized</p> <p>Support activities through <b>strong technological links to community placement resources</b></p>	<p><u><b>Guarantee internship or service education experience for those interested</b></u></p> <ul style="list-style-type: none"> <li>• Complement to academic coursework</li> <li>• Could be scheduled during school year or in summer, depending on nature of job and student need</li> </ul> <p>Though subject to faculty approval, recommend incorporating internship/career learning/service education into academic program</p> <p>Provide meaningful student employment related to academic program whenever possible</p> <p>Link learning skills center with career development</p> <p>Link career center with Development Office</p>	<p>Need a center for these activities, including dedicated interview space</p> <p>Decentralize externship, undergraduate research, and graduate school advising to faculty in departments</p> <p>Outsource related or support services where appropriate/cost-effective</p> <p>Cross-train academic and career advisors</p> <p>Utilize good web-based services for career planning</p> <p>Whole package of career-related opportunities could be on-line</p> <p>UC Davis practice of transcript notation (internships)</p>

# HOUSING – RESIDENTIAL EDUCATION – FIRST YEAR EXPERIENCE

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
<p>New Students: - freshmen - transfer - 1<sup>st</sup> year grads</p> <p>Returning Students: - undergraduates - graduates - postdocs</p> <p>Groups requiring special accommodations (including disabled)</p> <p>Affiliate (family)</p> <p>Faculty &amp; Staff (?)</p> <p>Short-term &amp; long-term campus visitors</p>	<p><b>Financially viable</b> (subsidized vs. auxiliary?)</p> <p><b>Cluster housing communities around campus academic core</b></p> <p>Because design affects behavior, student housing should be <b>human scale</b> (i.e., not huge high rises but reasonably sized facilities that provide students a better sense of belonging and are easier for staff to manage than large complexes)</p> <p><b>Flexible use:</b> Could build temporary housing and/or equip housing built in UCM early years for conversion to academic core once campus expands</p> <p><b>Secure:</b> Maximize security in design of, access to, and student conduct in UC Merced housing (use one card system?)</p> <p><b>Technologically equipped</b> with current systems AS WELL AS items needed to adapt to adapt/upgrade as necessary.</p> <p><b>Integrate</b> with parking and transportation</p> <p><b>Hospitable:</b> Plan casual recreation and gathering spaces, especially for integration of commuters and residential students wherever possible.</p> <p><b>Differentiated:</b> Provide different housing amenities for different groups</p> <p>Housing clusters should be <b>architecturally diverse with overall design cohesion</b> (e.g., not identical and unimaginative; rather signature elements should have some design diversity)</p>	<p>Offer a full range of residential experiences:</p> <p><i>Guarantee housing (with dining services) to all new students</i></p> <ul style="list-style-type: none"> <li>Not require but highly encourage students to enjoy educational advantage of living on campus for first year at UC Merced</li> <li>Connect with financial aid to support this goal</li> </ul> <p>Freshman students: suites &amp; semi-private baths; all others: apartments</p> <p>Academic lounges</p> <p>Academic or interest theme houses</p> <p>Short term campus stays for students taking classes at distributed centers</p> <p>Food service for new students and for integrating commuter students; should serve community-building function; run faculty club out of same kitchen? Small retail, grocery operation</p> <p>Weekend programming</p> <p>Summer activities: high school academies, freshmen/transfer orientation, etc.</p> <p>Conference center</p>	<p><i>UC should hold land both on and near campus to retain control over future housing inventory.</i></p> <ul style="list-style-type: none"> <li><i>control is critical to maintain some influence over housing market costs</i></li> <li><i>land set-asides should include space for faculty, staff and student housing development</i></li> </ul> <p>UC should maintain integral role in residential education, regardless of who owns/operates a given facility (UC or third party)</p> <p>Encourage/review/employ innovative housing options</p> <p>Opportunities for collaborations in housing (et al) with adjacent community</p> <p>Manage “campus edge” and emphasize phasing in development over time</p> <p>FINANCING: Kennedy Task Force Report has the range of financing models (contains long-term lease options)</p> <p>Plan for 24/7 campus</p> <p>Long term plan should allow for high rates of on-campus occupancy when housing in immediate campus vicinity becomes crowded.</p>

## Student Life Cluster

The functions in this cluster provide essential support services or substantive adjuncts to student development and success. Ideally complementing academic programs and experiences, they contribute vital, enriching components to students' educational experiences.

AUXILIARY ENTERPRISES include parking, food, campus bookstore, student union, child care, and in part housing (covered under enrollment management). Costs of these enterprises should be shared by all who accrue the benefits, not just students. Moreover, the campus should develop a fair and responsive basis for charging auxiliaries for services uses, with equitable subsidy formulas and without taxing any one enterprise beyond its ability to pay. UC Merced may well outsource more auxiliary functions in the short term until campus needs are more well-defined.

HEALTH AND WELFARE services will be needed for students, faculty and staff. In the short term, the campus could provide basic physical health services through a variety of contractual arrangements with community providers. On opening day, UC Merced must have an emergency response system, first aid, advice nurses/physician's assistants, and behavioral health services. Long term plans should call for expanded psychological and health services on campus, including wellness/health maintenance programs. The latter should include special efforts that focus on drug/alcohol abuse prevention and promote positive conduct.

TARGETED SERVICES should be identifiable, visible places to meet the needs of special populations or self-identified groups, including disabled, ethnic, gay/lesbian/bisexual/transgender, women's and men's groups as well as re-entry and transfer students. Initially, services could be offered through a single inclusive community center. The campus should plan to accommodate these anticipated student needs and be responsive to unanticipated needs that arise over time.

UCM founders also must plan for an approach to issues of CONDUCT and provide a forum for STUDENT ACTIVISM. Building upon systemwide policies, leaders should set norms for academic integrity, social conduct, and internet/technology use. These norms should promote a culture of mediation and conflict resolution rather than one of grievance. To respond quickly when problems do arise, the campus should have response teams in place as well as an ombudsperson dedicated to resolving disputes. In addition, thought should be given to locating a physical space on campus where large groups of students can gather safely and fairly to discuss the full "marketplace of ideas;" a place that will be least disruptive to instruction, accommodate amplified sound and be relatively easy to handle in terms of crowd control.

SERVICE/VOLUNTARISM/STUDENT ORGANIZATIONS & STUDENT GOVERNMENT constitute a rich portion of student life activities. Each student should be expected to contribute in some manner to the community and participate in some type of leadership development activity. Whenever possible, these endeavors ought to complement students' academic programs.

With its proximity to Yosemite and the Sierra Nevada, UC Merced has a unique opportunity to provide an outstanding RECREATION program. The continuum of activities should have

something for everyone: instruction, intramural and club sports, and ATHLETICS. All of these are very important to students' overall satisfaction with a campus, and collectively they form a powerful recruitment and involvement tool. Providing a meeting place for students, faculty and staff from diverse backgrounds, recreation and athletics must grow as the campus grows. It is critical to set aside significant amounts of lands to expand these programs.

CULTURAL AND PERFORMING ARTS at UC Merced should be a magnet for community involvement as it is on all UC campuses. Planners should consider the potential for multi-purpose spaces, including campus/community joint use facilities that could accommodate cultural events, academically-related activities, recreation, etc. Certain performing arts will require different venues – a small theater for plays, a large hall for concerts, an outdoor amphitheater, etc. The location of all these facilities is critical. They must be easily accessible: near the “main edge” of campus, close to public transportation and accompanied by sufficient parking.

# AUXILIARIES

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
Students Faculty & Staff Community	<p>Clearly defined mission, management &amp; reporting lines</p> <p><b>Treat equally</b>, employing a <u>rational</u> basis for charging auxiliaries for services used</p> <ul style="list-style-type: none"> <li>Formulas for subsidies should be equitable</li> <li>Do not tax any one enterprise beyond its means to pay</li> </ul> <p><b>Should be paid for by all who accrue benefits</b> (includes others besides just students)</p> <p>Need research on best current arrangements: <b>What can provide best service to students, make most money, and serve academic needs?</b></p> <p>Though beneficial contracts w/ outsourcing partners, UC can assure <b>quality control</b></p> <p><b>Attempt to</b> ameliorate competitive business tensions <b>between UC auxiliaries and local business</b></p> <p>Shared norms/expectations <b>with community (e.g., rent control)</b></p> <p>Family friendly services</p>	<p>Defined as services deemed important to provide for students, faculty and staff, including services and retail business:</p> <ul style="list-style-type: none"> <li>Housing</li> <li>Parking</li> <li>Food</li> <li>Child care</li> <li>Student union</li> <li>Bookstore</li> </ul> <p>In particular, food service draws people onto campus to foster community (may need to be a loss leader); <i>important campus community link</i></p> <p>Promote campus/community relations via joint use arrangements</p> <p>Monitor developing legislation that may affect auxiliaries</p>	<p><u>Budget</u>: equitable formula for program subsidies</p> <p><u>In house vs. outsource</u>:</p> <ul style="list-style-type: none"> <li>need to determine in-house vs. outsource for individual auxiliaries taking local context into consideration (e.g., campus bookstore)</li> <li>philosophical basis for certain functions to receive subsidies and remain in-house</li> <li>may outsource more in short term until campus needs more well defined</li> <li>pull in those operations which become more efficient and cost effective to do in-house as campus grows</li> <li>very difficult later to outsource function and dis-establish a existing unit</li> </ul> <p><u>Outsourcing = partnerships</u>:</p> <ul style="list-style-type: none"> <li>fees from partners to fund campus needs (student programs, maintenance, etc.) or provide surplus revenue for distribution</li> <li>UC must retain contractual control, including data management</li> </ul> <p>Auxiliaries provide a source for fee-funded structures</p> <p>Review e-commerce options (secure access web technology)</p> <p>Consider satellite operations</p> <p>Review turn-key staffing options</p> <p>Reciprocity with community colleges for some auxiliaries</p>

# HEALTH AND WELFARE

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
<p>All students</p> <p>Targeted groups</p> <p>Faculty &amp; staff</p>	<p>In general, campus will need <b>convenient, cost-effective care</b></p> <p><b>Counseling &amp; behavioral health services needed <u>onsite from beginning</u></b></p> <p>At outset, physical health services could be provided in the community (figure out what students need and connect them to community resources)</p> <p>Plan for <b>provision of basic physical health services</b> on campus at some point after opening and <b>locate these with behavioral health services</b> (proximate to residence halls &amp; playing fields)</p> <p>On-campus facilities could <b>serve faculty &amp; staff as well as students</b></p> <p><b>Services should include wellness &amp; health maintenance programs</b> (e.g., stress management)</p> <p>Access and information dissemination is critical; Use technology (e.g., on-line user initiated information requests—"e-nurse")</p> <p>Institute constructive policies on and create community norms for health, welfare &amp; conduct</p> <p><b>Attention to larger community health concerns and relations with local entities on health issues</b> (including student involvement in community health)</p>	<p>Integrate health maintenance, health education, wellness, risk mitigation (immunization, drug/alcohol/smoking abuse prevention), lifestyle/fitness, disability health services</p> <p>Provide gender support services (combined center for men and women?)</p> <p>Create opportunities for peer counseling</p> <p>Train residence hall staff (e.g., suicide prevention)</p> <p>Support intervention measures for domestic/sexual violence</p> <p>Establish task force to address aberrant, destructive behavior by students (focus on preventing these behaviors and promoting positive conduct)</p> <p>Foster strong relationship between student services and police to work together on campus conduct issues</p> <p>Involve students in campus/ community policing</p>	<p>UC will implement health insurance requirement beginning fall 2001.</p> <p>Plans should take into account services able to be provided locally (ensure transportation available)</p> <p><b>SHORT TERM:</b> provide services through variety of contractual arrangements with community providers (perhaps most cost effective)</p> <p><b>OPENING DAY:</b> must have emergency response, first aid, advice nurses/physician's assistant/nurse practitioner; check UC Santa Cruz model for ambulance needs; e-nurse?</p> <p><b>LONG TERM:</b> expanded health and psychological services on campus</p> <p><u><i>Hire a Chief Health Officer (CHO) early</i></u> to set up integrated physical and counseling services for students, faculty and staff</p> <p>CHO work with police and fire on campus Emergency Preparedness</p> <p>CHO consult on (or oversee?) occupational health and workers' compensation</p>

# TARGETED SERVICES

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
Disabled students Ethnic groups Gay, lesbian, bisexual and transgender groups Women's groups Men's groups Low-income/first generation college attendees Re-entry students Transfer students	<p>Up front and unequivocal commitment to diversity</p> <p><b>Identifiable, visible place</b> for offering services; community center should be one of <i>first</i> campus structures; should be <i>inclusive</i></p> <p><b>Imperative to couple institutional commitment with physical space</b> so that diversity and inclusion are not marginalized but permeate approach to everything on campus</p> <p><i>Expectation</i> that faculty and staff have service-orientation; <b>Broad-thinking, problem-solving approach will enable them to assist/enfranchise target groups</b></p> <p>“Generous spirit” to accommodate needs: <b>Plan services for anticipated student needs and be responsive to unanticipated needs that arise over time from UCM’s student population</b></p> <p>Campus culture and policies that support target group <u>mentoring</u> activities by faculty and staff</p> <ul style="list-style-type: none"> <li>• <b>appeal to prospective students and parents</b></li> <li>• <b>use as recruitment/hiring strategy</b></li> <li>• <b>upper division students could mentor lower division students</b></li> </ul> <p>→ UC Merced niche</p>	<p>Take opportunity at outset of campus to bring together students from different groups to explore what they want the “UC Merced experience” to be</p> <p>On-going diversity education and training programs</p> <p>Academic support services for students who may not readily enter engineering &amp; science programs</p> <p><u>Services for students with disabilities:</u></p> <ul style="list-style-type: none"> <li>• Mandate for “reasonable accommodation”</li> <li>• Need 504 compliance function separate from service delivery function</li> <li>• Fastest growing need is for accommodation of “invisible” disabilities (e.g., ADD, learning disabled)</li> <li>• Consult with service directors at UC campuses</li> <li>• Faculty/staff education</li> </ul>	<p>Different options for organizing services: single community center with subsets by function, target group, etc.</p> <p>Plan for how to fund subsidies for programs/activities; collaborate to provide funding base</p> <p>Host roundtables with UC groups in each area of targeted student services to advise on operational plans for Merced</p> <p>Link services &amp; activities with other institutions, local groups, etc.</p> <p><u>Students with disabilities:</u></p> <ul style="list-style-type: none"> <li>• Difficult to project funding and services because depends on needs of students who enroll</li> <li>• Assisted technology workstations are costly</li> <li>• Individual responses could be most cost effective</li> <li>• Provision of “distraction-free” environment for some students</li> </ul>

# CONDUCT – ACTIVISM

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
<p>Students</p>	<p><b>Culture of mediation</b> rather than grievance</p> <p>Climate of equity</p> <p>Recommend faculty have discussion early in UC Merced planning on:</p> <ul style="list-style-type: none"> <li>• Norms</li> <li>• Expectations</li> <li>• Principles of community</li> <li>• Ethics/civility</li> </ul> <p><b>All personnel promote and reinforce campus norms and expectations for appropriate student behavior.</b></p>	<p>Set norms for:</p> <ul style="list-style-type: none"> <li>• Academic integrity</li> <li>• Social conduct</li> <li>• Use of internet and other technologies</li> </ul> <p>Preventative education on these norms and other expectations (as part of orientation, on-going leadership development efforts, registration/sponsorship process for student groups, advising services, etc)</p> <p>Still need special dedicated function for conflict management and mediation</p> <ul style="list-style-type: none"> <li>• Ombudsperson (gives students a voice; good student/faculty mediator)</li> <li>• Other title or configuration?</li> </ul> <p>Create <u>campus response teams</u> for managing crises</p>	<p><i>Must create a “place” for activism; need intentional plan for large gathering area that will be:</i></p> <ul style="list-style-type: none"> <li>• least disruptive to instruction</li> <li>• easiest to handle in terms of crowd control</li> <li>• central enough to provide useful forum but that will not halt campus operations if filled</li> </ul> <p>Need other outdoor/indoor spaces for student gatherings and activities</p> <p>Build upon systemwide student conduct policies</p> <ul style="list-style-type: none"> <li>• use applicable elements from guidelines for individual UC campuses</li> <li>• involve faculty in academic conduct policies, procedures, &amp; adjudication from beginning; provide them on-going role</li> </ul> <p>Determine how to manage compliance/equity functions</p>

# SERVICE – VOLUNTARISM – STUDENT ORGANIZATIONS & STUDENT GOVERNMENT

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
<p>Students</p> <p>Student organizations</p> <ul style="list-style-type: none"> <li>• Registered</li> <li>• Sponsored</li> <li>• Associated Students (ASUC)</li> <li>• Sororities and fraternities</li> <li>• Religious</li> </ul>	<p>Expected of every student:</p> <p>(1) <b>contribute to the immediate, adjacent, or larger UC Merced community; and</b></p> <p>(2) <b>participate in leadership development activity</b>  <b>→ UC Merced niche</b></p> <p><b>Involve faculty</b> as soon as possible to discuss topic</p>	<p>Programs of various duration:</p> <ul style="list-style-type: none"> <li>• periodic (usually annual)</li> <li>• full-term</li> <li>• self-initiated</li> </ul> <p>Programs of various type:</p> <ul style="list-style-type: none"> <li>• service learning</li> <li>• internships</li> <li>• volunteerism</li> <li>• leadership development</li> </ul>	<p>Considered attention prior to opening day regarding student organizations' relationship to UC Merced</p> <p><u>Physical space</u>: need site for student activism with crowd control points and need a designated free speech area; could use academic lounges for more informal meeting area.</p>
<p>Student government</p> <p>Student newspaper</p> <p>Student radio</p> <p>Department clubs</p>	<p><b>Link to advising services</b></p> <p>Support expectation by <b>policies and practices that assist</b>, not impede, <b>student participation in programs</b>:</p> <ul style="list-style-type: none"> <li>• credit for academically relevant work</li> <li>• funding for programs, administration, student financial support</li> <li>• technology to facilitate participation</li> </ul> <p>Whenever possible, service or related activities should <b>complement a student's academic program.</b></p> <p>Climate of <b>problem prevention and fair adjudication</b> of disagreements</p> <p>Student government, radio and newspaper should be part of the University.</p>	<p>Formalize leadership education:</p> <ul style="list-style-type: none"> <li>• students can help design</li> <li>• faculty should be involved in groups, particularly academic based departmental clubs</li> <li>• give student training/skills <i>before</i> they engage in work with community</li> </ul> <p>Leadership activities through:</p> <ul style="list-style-type: none"> <li>• Outdoor programs (via National Park Service; can offer on campus and at distributed learning centers)</li> <li>• Peer counseling</li> <li>• Outreach to prospective students (UCM students become mentor)</li> </ul> <p>Service learning programs tied to curriculum; specific activities integrated with class work (e.g., engineering students develop models for new local bridge)</p> <p>Student-run technology learning/support services for peers</p> <p>Student entrepreneurship (food, crafts, etc.)</p> <p>Hold roundtables with local nonprofits to determine needs</p>	<p>Fund "common good" units through subsidies from all others—off top, no recharge</p> <p>Use general assignment classrooms as meeting places</p> <p>Be mindful of organizational adjacencies; keep program and business together</p> <p>Ombudsperson? Need someone or some place to fulfill that function</p>

# RECREATION AND ATHLETICS

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
<p>Students</p> <p>Faculty &amp; staff</p> <p>Community (including children)</p>	<p>Think of recreation <u>broadly</u>—how it can further institutional objectives:</p> <p>Need high quality recreation facilities with level of activities/services comparable to other campuses:</p> <ul style="list-style-type: none"> <li>• Recruitment incentive</li> <li>• VERY important to students' overall satisfaction with campus</li> </ul> <p>Make recreation <b>integral part of campus experience</b> →UC Merced niche</p> <p><b>Meeting place</b> for individuals from diverse backgrounds/cultures and for students/faculty/staff/community</p> <p>Strong recreation/athletics program <b>promotes positive student conduct and establishes good community relations</b></p> <p>Recreation space creates <b>aesthetically pleasing features</b> on campus</p>	<p>Offer continuum of activities:</p> <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Intramurals</li> <li>• Club</li> <li>• Athletics</li> </ul> <p>Educate students about rec programs from their first introduction to UC Merced (orientation)</p> <p>Take advantage of proximity to Sierras &amp; Yosemite with outdoor adventure program</p> <p>Programs should have appeal to varied athletic/recreational traditions of diverse student body:</p> <ul style="list-style-type: none"> <li>• Soccer</li> <li>• Running/cross-country</li> <li>• Cycling</li> <li>• Swimming</li> <li>• Boating/crew</li> <li>• Equestrian program (or partnership)</li> <li>• Golf</li> </ul> <p>Begin with intramurals when campus is small and plan for growth; allow for student input once campus opens to be responsive to current recreational interests</p> <p>For 5,000 students at opening, campus will need:</p> <ul style="list-style-type: none"> <li>• 12,000 square foot of space with 2 indoor basketball courts, three volleyball courts, fitness facilities, multi-purpose space (for dances, etc.)</li> <li>• 2-4 multipurpose fields</li> <li>• flexible space (weight training, etc.)</li> </ul>	<p><i>Critical to set aside <u>significant amount of land for growth of recreation/athletics programs:</u></i></p> <ul style="list-style-type: none"> <li>• shared use option at outset and as campus grows</li> <li>• need multi-purpose playing fields</li> <li>• need open casual recreation space (especially around residence halls)</li> <li>• small, quiet places for solitude/reflection</li> </ul> <p><i>Facility required: Joint (?) recreation &amp; cultural event space for campus and community</i></p> <p><u>Finance:</u></p> <ul style="list-style-type: none"> <li>• no state funds available; must use student fees &amp; other sources</li> <li>• credit instruction in rec/athletics brings \$ to programs</li> <li>• need fundraising</li> <li>• facility naming opportunities for donors</li> <li>• outsource early? investigate third party developer? community partnerships?</li> </ul> <p>Settle jurisdictional issues about recreation: single centralized administration vs. decentralized (e.g., dorms run own intramurals)</p>

# CULTURAL AND PERFORMING ARTS

AUDIENCES	ATTRIBUTES	PROGRAMS	OPERATIONS
<p>Students</p> <p>Faculty &amp; staff</p> <p>Community</p>	<p>Cultural and performing arts spaces extremely important as a <b>magnet for community involvement</b> with campus</p> <p><b>Very flexible spaces:</b></p> <ul style="list-style-type: none"> <li>• <b>Joint use with community</b> (e.g., Riverside cineplex)</li> <li>• <b>Multi-purpose:</b> cultural events, recreation, academically-related activities, etc.</li> </ul> <p>Attractive, inviting facilities; <b>architecturally interesting and stylistically consistent with buildings on campus and at campus edge</b></p>	<p>Link arts programming with other UC campuses (booking consortium already under discussion)</p> <p>Student groups from existing campuses can appear at UC Merced venue(s) early on to keep costs down and to attract community to performances as soon as possible (e.g., Ballet Folklórico)</p> <p>Consider satellite performing arts programs since UCM will serve students throughout the San Joaquin Valley via distributed learning centers</p> <p>Once established, UC Merced campus arts programs can be broadcast via a UC satellite station feed</p> <p>Campus radio station--need license early before frequencies unavailable. Important to building sense of community.</p>	<p><i>Need different venues to meet range of performing arts needs:</i></p> <ul style="list-style-type: none"> <li>• By size: smaller for plays; larger for concerts (NOTE: Merced College 400 seat auditorium fully booked; could double offerings if space were available)</li> <li>• Indoor/outdoor</li> <li>• Dual or multi-purpose (e.g., cineplex also used as lecture hall; tennis court as outdoor stage, etc.)</li> </ul> <p><i>Location of facility critical to success/use:</i></p> <ul style="list-style-type: none"> <li>• Place at “front door” of campus; on main edge where easily accessible to community and visitors</li> <li>• <b>MUST</b> have parking handy and public transportation available</li> </ul>

## VI. Related Administrative Units

Child care, police and parking are three functions often linked with student services. The Committee offers the following preliminary guidance on these areas:

### Childcare

Childcare should serve two primary functions at UC Merced: as a service to students and as a recruitment/retention incentive for faculty and staff. These functions set it apart from most auxiliary services. It requires an organizational “home” that recognizes its importance to these three campus groups as well as the need to fund the activity from sources other than undergraduates. Only a very small number of these students need childcare. Graduate students more commonly have a need for these services. Given significant demand from faculty and staff, subsidized user fees would provide more appropriate resource pools than general fee assessments. Campus subsidies are essential to provide sufficient space at a reasonable cost.

Planners should look at a variety of childcare models to see what might best fit the needs of the anticipated faculty, staff, and student populations. In the first few years, administrators may elect to outsource this function or establish early partnerships with childcare providers in the local area. Merced College may be interested in some cooperative arrangement for provision of services. Whatever the model chosen, childcare should focus on client service and offer schedules that will accommodate the diverse needs of faculty, staff, and students.

### Police

UC Merced should employ both the spirit and structure of community-based policing. From the outset, campus leaders should foster a cooperative, closely integrated working relationship between police and campus student affairs professionals in such matters as student conduct, safety education and violence prevention, policy and legal compliance issues, and campus community. Police should work particularly closely with the chief student affairs officer, campus response teams, housing and judicial officers, student activities advisors, and faculty members.

In planning for the organizational alignment of campus police and security services, again the campus founders should look at a variety of models, including both administrative and student affairs reporting relationships. Funding for these services should also be reconceived to avoid the traditional recharge category. Police service that maintains a safe, orderly and inclusive community is part of the “common good” enterprise that might well benefit from receiving a core of campus funding. While it is certainly appropriate to assess student events or off-campus programs market-driven competitive fees to defray expenses for police presence, care should also be given to provide funding mechanisms that foster affordable student programming. Lastly, event planning, coordination and the concomitant avoidance of disruptive or destructive behaviors on campus and in the adjacent community will also require attention by the campus.

## Parking

Imperatives for parking include adjacency to campus areas of greatest use (especially by commuters), safety, short-term vs. long-term parking needs, and aesthetics. Fewer large lots and more small, well-placed lots may be preferable both aesthetically and practically—allowing students, staff, faculty and visitors to access easily the various areas of campus. Parking with some degree of reasonable access to residence halls (both short and longer-term) should be considered. Lastly, alternate forms of transit that promote environmental stewardship, campus community and civic partnerships should be included in campus planning efforts.

## VII. Organizational Recommendations

The previous sections of this report identify the critical planning principles, philosophy and service delivery attributes that are recommended in support of student life at UC Merced. In concert with these elements, the committee also discussed their related organizational and resource implications. It has recommended a series of structural approaches for a "Student Affairs" operation that should be considered as the campus actively prepares for recruiting and meeting the needs of its entering class, including:

- Initiate a search process for a chief student affairs officer and define the qualifications and responsibilities of the position in a manner reflective of the recommendations of this report. (This process is already underway, with the leadership of Vice Chancellor James Erickson)
- Create organizational structures within the UC Merced academic and administrative hierarchy, that foster a "full partnership" in broad institutional and academic planning, policy development and resource allocation processes. To this end, create structures that include the chief student affairs officer as a peer and partner to both deans and other vice chancellors or provosts and provide a sufficient portfolio of duties and roles to support this premise.
- Once selected, the chief student affairs officer will need to pay particular and immediate attention to the development and integration of technological systems for the institution. Particular care should be taken to ensure that such systems foster administrative and student access (so as to support student advising and information dissemination functions), achieve a seamless integration of enrollment management functions, and offer opportunities for the use of data and assessment information that is tailored for both institutional and student service research purposes.
- At least initially and as described in the preceding section of this report, it is recommended that the student affairs organization include two principal clusters of specialized activity. These include one cluster focused broadly on enrollment management services and one focused broadly on all other specialized student life functions. Both clusters should be designed to complement each other, while equally supporting generalist mentoring/advising functions and related academic initiatives.
- Several specialized professional positions should be added to the "student affairs organization" at the earliest opportunity. These positions are considered essential because of the "start-up" time and expertise needed in preparing for the first several years of entering, transfer and graduate classes at UC Merced. It is assumed that recruitment functions for the campus, currently within the purview of outreach functions mounted particularly in the Central Valley, are already underway and staffed appropriately. However, if this is not the case, particularly given the unique recruitment challenges for UC Merced, it is recommended that additional staffing for recruitment functions also be immediately considered. Beyond outreach and recruitment, the specific positions for "first-round" hiring include:

- a lead person to design and develop all of the enrollment management systems and operational approaches, including the admissions processes;
  - a lead person to design and develop all of the "student life" systems, processes, and policies of specialization;
  - a lead person to coordinate the development of all student housing functions, particularly including the construction and operation of "on-campus" student housing capital and financing projects;
  - a financial aid director
- Student Affairs should play a significant role in designing institutional research and assessment systems and practices for the campus. In addition, student-related assessment and research activity should be integrally included in all advising and student service operations.
  - In addition to the recommendation that the campus create both an initial and sustained financial commitment to its technological and professional development systems, it is also recommended that UC Merced provide significant resources to its localized and statewide student recruitment functions. Such resources should be viewed as separate from its outreach functions, and speak to the unique cultural, socio-economic, curricular and logistical challenges that UC Merced will face in attracting a sizeable student cohort to the campus.

## APPENDIX 1: Planning Principles

UC Merced should lay a new foundation for higher education in which the domains of teaching, learning, research, public service, and community life are fundamentally linked and are supported by new communication technologies. To build this new foundation, three concepts—**integration, flexibility, and community**—must guide campus planning. Each concept is crucial to the physical, intellectual and social development of UC Merced; each encompasses activity occurring inside and outside the classroom.

The following planning principles articulate broad strategies for realizing an effective union between student services and academics. Likewise, these principles should guide more specific recommendations regarding campus layout, facility design, programs, services, and organization.

### Integration

*UC Merced should be designed to integrate those constituent groups, organizational structures, and educational activities of the University which traditionally have been separated into distinct sectors. In this spirit, UC Merced should:*

- integrate its students into the full life of a research university—involving students in research, reinforcing theoretical knowledge with practical application, and promoting interaction with the diversity of individuals who comprise the University community;
- develop and use regularly a broad statement of educational expectations, values, and learning outcomes for the University community; the statement should guide learning and reflect connections among endeavors such as student recruitment, orientation, advising, lower division curricula, retention efforts, undergraduate research opportunities, internships, career advising and placement, outreach, and public service;
- link constituents of various off-campus and on-campus communities;
- coordinate administrative and academic units in delivering services to students;
- create flexible, multi-use spaces within residential and student service facilities to integrate (1) academic, co-curricular, and social activity; (2) residential and commuter students; (3) transfer students and the entire campus community;
- initiate learning activities (research, teaching, service, career, and social) which address issues unique to the campus region; and
- incorporate technology into all aspects of campus life to support individual learning and to facilitate access, collaboration, and information dissemination.

- promote campus vitality by planning for informal gathering places both inside (furniture in building lobbies, access to vending machines or small food/drink concessions) and outside (grouped benches, sheltered/shaded seating, etc.)
- integrate opportunities presented by proximity to Yosemite, including unique academic, research, and co-curricular offerings as well as an outstanding recreation program.

## Flexibility

*UC Merced should be organized with flexible physical designs, facility use, and approaches to students. Such flexibility is essential to cohesively link short- and long-term planning efforts, to accommodate future change in facility use and requisite technologies, to offer diverse routes of access to the campus, to establish high retention and persistence rates, and to foster student achievement. Accordingly, UC Merced should:*

- construct a long-range development plan which accommodates short-term needs as well as future expansion with coherence at all stages of growth (such that UCM will not look like a partially complete campus but rather an interim whole);
- remain flexible in facility design, incorporating architectural and operational approaches to allow multiple uses over time, to offer a variety of settings for successful learning, to foster environmental stewardship, and to accommodate seasonal changes in climatic conditions;
- institute flexible funding policies to support innovative financing for both the construction and operation of campus facilities (including private development/public use relationships)
- provide a broad variety of co-curricular programs and experiences for students; these should acknowledge the diversity of interests, cultural traditions, and abilities present in the student body; (such items include student government, recreation, intercollegiate athletics, service, leadership, outreach, and cultural activities)
- establish multiple modes of transit to enhance the sense of community, to promote ease of access for all, to link the campus efficiently to the surrounding region, to maximize personal safety and to adapt to transit innovations of the future; and
- support the various pathways through which students arrive at and progress through the University at both the undergraduate and graduate levels (including preparation, admission, retention and degree completion)
- Forge partnerships and use collaboration where these approaches would result in outcomes that advantage the campus (for example, building development, outsourcing of selected functions, etc.)

- Initiate an improved approach to the budget, finding a way to fund common good activities without the expensive, time-consuming recharge phenomenon. (One option is to take out a portion of funds for common good purposes *before* allocating monies to individual campus units.)

## Community

*UC Merced should be sustained by a strong, unifying sense of community—one founded upon the values, academic principles, and diverse cultural experiences that bind its members together in common commitments. In this spirit, UC Merced should:*

- set expectation that students contribute in some manner to the surrounding community, including the area immediately adjacent to campus, the city of Merced and neighboring region, and the whole Central Valley. Fostering the notion of service gives students an appreciation of their environs and highlights their civic responsibility. Relationships forged from student service activities also create important ties between local residents and the campus.
- develop arenas to promote interaction between members of the University community and members of the community at large (i.e., joint-use health, recreational, and cultural facilities; common service/retail venues; a “marketplace” at the main physical intersection of the campus and surrounding community)
- create a physical environment that is welcoming, safe, environmentally sensitive and human scale;
- promote public events such as open lectures, various exhibits, and performing arts;
- offer both academic and out-of-classroom programs to encourage multi-lingualism and cross-cultural communication;
- offer both academic and out-of-classroom programs to bring together disparate groups for learning and socializing; (the aim is to understand and remove cultural barriers)
- create opportunities for commuter, residential, transfer and part-time students to interact with each other and to connect with the life of the campus; and
- utilize physical “off-site distributed learning centers” throughout the San Joaquin Valley to provide academic, learning, and social resources to local residents; the centers will foster a sense of inclusion for community members, parents, potential students, and UC Merced as well as other University alumni.

## APPENDIX 2: Student Affairs Mission Statement (expanded version)

**Student Affairs, a full partner in creating an environment of educational effectiveness for the campus, enhances the academic enterprise through an integrated approach to student learning by intentionally linking academic and co-curricular educational experiences. The division’s organizational environment adapts to evolving needs and relies upon interpersonal interaction as well as technological systems for service delivery.**

**Integral to individual success, the Student Affairs enterprise fosters each student’s academic progress, intellectual growth, social development, initiative, creativity, multi-cultural appreciation and civic engagement. To fulfill this mission, the following precepts about the institutional culture and student service commitments should prevail at UC Merced:**

- (1) *Student affairs should be viewed as a full partner in achieving educational effectiveness on the campus and should be included in discussions of academic planning and policy development.*
  - Both campus culture and physical space should promote the integration of learning that takes place inside and outside the classroom.
  - Expectations should focus on the challenge to and personal success of each student, rather than simply on persistence.
  
- (2) *Success for each student should be defined by development in the many dimensions that constitute an “educated man or woman”:*
  - academic achievement
  - academic enrichment (i.e. participation in dimensions of academic life beyond regular instruction such as undergraduate research, internships, etc.)
  - intellectual growth
  - social development
  - initiative/discovery/entrepreneurship
  - creativity
  - ethical reasoning and civic commitment
  
- (3) *All members of the UC Merced community should benefit from an emphasis on the quality of personal interaction.*
  - Providing a focus upon the “personal touch” in the delivery of services should be a primary goal.
  - This quality should apply to interactions among individuals at all levels: peer-to-peer, faculty to student, staff to student, etc.
  - Creating a campus environment that is “human scale” (physical features, size of work & instructional units, etc.) should assist in achieving this goal.
  - The campus should recognize and facilitate fulfillment of aspirations of its various constituents

- (4) The campus should establish flexible, creative administrative systems for service delivery.
- Staff members who create and maintain these systems should be knowledgeable, flexible, and visionary problem-solvers.
  - Ability to accommodate future growth and restructuring will require hybrid approaches to campus administration, organization, and operations.
- (5) Technology should be a tool to facilitate discovery, service delivery, and business functions.
- Using technology to accomplish detailed and routine tasks, staff should devote most of their time to addressing more complex issues, handling interpersonal dynamics, and solving problems.
  - The technology budget should be uncompromising—enabling investment in rapidly changing software and hardware, selection and renovation of technologies, staff to support changes, as well as ongoing staff training.
  - There should be a significant proportion of the technology budget (perhaps 10%-15%) available to allow UC Merced to maintain its cutting edge.
- (6) Reciprocity and mutual benefit should characterize relationships between the campus and its environs.
- UC Merced should work to establish and maintain effective relationships with multiple constituents, including:
    - the neighborhood immediately adjacent to campus
    - the larger communities, including the city of Merced, the San Joaquin Valley, and the entire Central Valley region.
  - In these relationships, the University should encourage students, faculty and staff to reach out to these various communities through public service and civic engagement.
  - Planned as a part of academic life, this engagement should focus on issues of particular relevance to the people, cultures, and economic imperatives of the Central Valley region.
  - Through distributed learning centers, the campus should link the institution to neighboring communities, not only for the benefit of distance learning, but also for connecting with constituents, students, families, alumni and community members, and inviting them to the university.
- (7) UC Merced should be as motivating and engaging as any other general campus in the UC System. Therefore, even in the early years, the ability to offer a broad array of student life opportunities should be in place when the campus opens.
- (8) UC Merced should consider developing a “hybrid administrative model” for student services in the early years to assure maximum flexibility. This model would (1) centralize functions that benefit from economies of scale or specialized expertise, (2) decentralize services that require more personal interaction and student contact, and (3) employ technological systems that foster administrative efficiency and access (e.g., single online student information database rather than split between registrar, financial aid, major department, etc.)
- Services should be provided on campus for which students require convenient and ready access.
  - Services should be considered for outsourcing when there is not yet a “critical mass” on campus requiring them, when there is community expertise in a specific area, and when they are ancillary to the core mission of the campus.

## APPENDIX 3: Unpolished Gems

In addition to the overarching themes, recommendations and specific service area descriptions that are highlighted in the report proper, two years of creative discussion by the Student Planning Advisory Committee has also yielded an abundance of conceptual notions and unrefined ideas. These “unpolished gems” include specific ideas that span the broad range of student service areas and delivery mechanisms. Not wanting to lose them from the process, the committee has included them here as brief “sketches” that might be considered by the campus in the years to come.

### Alternative Housing and Food Service Approaches

- A range of alternative residential contracts might be considered, particularly as a means of accommodating commuting and transfer students. These arrangements might include partial week or month housing rental options or shared housing arrangements with other educational institutions.
- Additionally, a range of alternative physical environments and construction methodologies should also be considered for UC Merced. These might include temporary housing arrangements, such as trailer parks or mobile home villages, “multi-lifetime” uses of residential areas (able to be converted readily to alternative use as the campus grows) and shorter-term lifespan expectations in construction design and material selection. Alternative development, funding and leasing arrangements should also be considered by the campus.
- In both of the above, appropriate regard for financial feasibility must be considered. Innovative financial arrangements, from funding source to financing strategies will need to be employed.
- Beyond traditional food service provisions in residence halls, the campus should review the potential for integrating food functions beyond residence halls, particularly in the early years of campus development. Designing food service facilities that accommodate multiple functions (including retail, catering, residence hall and community grocery needs through a common kitchen) might be considered. Integrating minimalist food service and convenience food into academic lounge and student gathering spaces should be considered. Joint venture or outsourcing arrangements with local vendors should also be reviewed.

### Demystifying Higher Education

- In the physical design of the campus, every effort should be made to provide first-time “visitor services” (for prospective students, families, faculty, staff, local community residents, and members of the public) in locations that are highly visible, inviting, and accessible. These “visitor services” should also be aligned to simplify services and create “one-stop shopping” connections to the campus for those individuals not familiar with the

complexities of a higher education experience. These visitor facilities might combine traditional public reception and tour services with a range of student service functions, including outreach, advising, admission, financial assistance, housing and student life/orientation space.

- The architectural concept of a “colonnade,” bridging the campus and the neighboring community, in which such visitor services might be located was considered by the committee. The openness and wonder symbolized by a colonnade might underscore the need to make education accessible and possible to Valley and state-wide populations.
- Outreach services will need to be redefined, to include constituents from broader groups, including parents and family members, alumni, and community advocates. A range of partners and strategies, including multi-lingual promotional tools, innovative and individually tailored technological resources, use of distance learning centers, and educational and corporate partnerships will all need to be employed to ensure that outreach services are cohesive and effective.
- Multi-lingualism might be encouraged within the curriculum, the co-curriculum and physical environment of the campus, as a means of creating a hospitable and globally-focused environment in which to learn. For those students whose first language is not English, this emphasis on multi-lingualism might also foster the plausibility of a college education.

## A Circle of Mentoring

- As indicated in the report, the role of mentoring is intended to play a significant part in ensuring the success of students at UC Merced. As such, it is felt that all members of the university community can play important roles in mentoring students. A “circle of mentoring” could be created, systematically connecting various groups and segments of the campus. As examples, the circle of mentoring might connect:
  - primary and secondary school children to lower division undergraduates;
  - upper division students to lower division students;
  - transfer students to four-year students;
  - graduate students to undergraduates;
  - faculty and staff to student partners; and
  - alumni to any of the aforementioned groups.
- Such a circle might also be expanded to complement outreach activities, alumni and development efforts, and intersegmental educational partnerships.

## Magnets of Involvement and Participation

- In both its ultimate physical and organizational design, care should be given to create multiple “magnets of involvement;” places, structures, programs and emphases that value participation by university members. Cultural and recreational programming, voluntarism, service opportunities and social gathering places all play a role in fostering a culture of active learning for students, as well as other members of the campus community.

## Guaranteed Experiences

- As both a recruitment tool and a unique feature of undergraduate education, it is suggested that UC Merced offer a series of “guaranteed experiences” for its students. These would include the guarantee of a service experience, a leadership experience and a research experience for any student desiring one. Such experiences should be aligned in an intentional way to link theoretical knowledge to practical application, while also providing an opportunity for each student to work directly with a faculty or staff member.
- As a ready vehicle for such guarantees, the campus should provide some sort of internship center or clearinghouse mechanism with strong academic connections. As well, appropriate recognition for these experiences, either through academic credit, transcript notation, co-curricular transcript development or technologically-provided student portfolios should also be considered.

## A Generous Spirit

- In the report, it is recommended that one of the hallmark features of the campus be its “special kind of staff,” in which the skill of innovative problem solving is distinctly valued and rewarded. In keeping with that concept, thought should be given to creating systems, policies, processes and incentives that foster a “generosity of spirit” in responding to student concerns. This “Nordstrom model of customer service” might be instituted through intensive cross-training activity, staff development support, technological skill “upgrades” and reward structures.
- Adequate, institutionalized funding for staff development and technological support is key to supporting this “special kind of staff.” Such funding might be conceived as a part of a staff “benefits package,” and could be benchmarked against private sector standards to ensure market competitiveness.
- As mentioned in the report, the concept of including a “5%” time commitment in staff job descriptions might be one mechanism to ensure that a culture of “generosity” is established at Merced from its inception.
- The first few classes enrolled at UC Merced have a unique opportunity to develop both a institutional and student culture for the campus. It is suggested that a group of undergraduate

and graduate students, faculty and staff members come together to develop a community statement about campus values, expectations, and cultural aspirations for the campus. Such a statement should then be used broadly as an orientation and community-building tool for future students and the campus as a whole.

## Technological Integration and Innovation

- To the extent possible, technological systems that span organizational and functional foci should be created. At a minimum, it is essential to link enrollment management, advising, conduct processes and purchasing and accounting systems together to facilitate student record coordination and service functions. Additionally, such systems should be readily coordinated with alumni affairs and development functions to enhance mentoring, career, and community-based activities. The co-curricular participation habits of current students should also be captured in such data systems, so that such information can ultimately be used to facilitate future alumni involvement, advocacy efforts and fund-raising opportunity for the institution.
- Additionally, technological systems should be designed with institutional assessment needs in mind, particularly as such assessment relates to student records, demographic information, recruitment and retention information, participation patterns, attitudes and evolving needs.
- Given these needs for integration, consideration should be given to designing a “home-grown” technological system for the campus, rather than acquiring and modifying an existing commercial product.
- The campus should consider developing “one-card” technology for the full range of campus and human service and purchasing needs of its students, faculty and staff from its inception.

## The Buddy System

- In the early years of campus development, student services at UC Merced may need to rely on sister campuses to provide expertise and support. A systematic “buddy system” might be developed to link specific campuses or UC-wide groups to the campus in such specialized areas as, by example, bookstore operations, judicial affairs, financial aid or immigration services. It is quite conceivable that policy-related advice, satellite operations or “travelling” arts and educational programming might be provided the campus through this buddy system. (Note: As an example, the University of California bookstore managers have already offered their assistance in conceptualizing and delivering bookstore operations for the Merced campus).
- Similarly, it might be possible to consider organizing a system of short-term furloughs, in which staff from other UC campuses might bring their expertise to Merced. Such a program might provide Merced with a high degree of concentrated expertise, at a fairly affordable rate, while also fostering collaboration and professional development options for other UC members.

- Technology should be used to supplement on-site expertise and service needs. As an example, the use of an “e-nurse” as is used currently at UCLA may be a convenient, accessible and affordable means of providing student service for some situations.

## Innovative Business Practices and Funding Approaches

- A number of innovative business practices are referenced in the report, specifically within the service area charts of Section V. In addition, the following ideas might be considered:
  - Design and develop alternative operating agreements between the university and facility developers, particularly in housing, that allow the university to maintain an optimal degree of control and flexibility over key educational functions to be delivered within the facilities.
  - Consider the potential for joint use agreements and business ventures for student service facilities, particularly such common-use spaces as student community centers, cultural facilities, recreation and athletic activity spaces, retail operations, or health and child care facilities. Joint use agreements with regionally-based community colleges, state universities, and tribal and private educational institutions should be especially considered.
  - Fair and reasonable bases for the fees and campus-based assessments charged to auxiliary enterprises should be established and institutionalized. This is particularly important in the early years, when auxiliary enterprises may not have the student base of participation to guarantee stable funding.
  - In the early years, it may be particularly important to consider the institution of “common good” fees or fund sources to establish the funding base for key student service priorities on the campus. These priorities might include the construction, maintenance or operation of academic lounges, a community center, cultural or recreational facilities or housing. The notion of establishing such a fund source is important to consider as a means of avoiding the imminent need for a student fee referendum, particularly given that the student enrollment projected for the first five years of the campus will be insufficient to support major capital costs.

## APPENDIX 4: Summary of Suggested Roles for Faculty Involvement in Student Life

This report recommends that numerous intentional intersections between the academic program and the co-curriculum at UC Merced should be designed to foster student success. These intersections represent an idealistic vision for the campus and, especially, for the faculty, given the competing pressures that they will uniquely face in managing the teaching, research and public service obligations of a new campus. To effect this vision, the academic and administrative leadership of the campus will jointly need to infuse an expectation of faculty involvement in the institutional culture of the campus and implement such expectations from the inception through critical faculty recruitment, retention and recognition processes. To assist in this process, the following recommended roles for faculty members are suggested, in tandem to the specific recommendations contained in the report:

- Aligned with student service generalists and specialists in a team approach, mentor and advise undergraduate and graduate students throughout their Merced tenure. Assume principal mentoring roles once students declare their academic major or research interests.
- In the early years of campus development, participate in roundtable discussions with student service professionals from other University of California campuses to define specific student service operational approaches for the campus.
- Assist in developing and sustaining a statement of community principles, values and responsibilities for members of the UC Merced campus community. Participate in creating corresponding policies and practices that support a climate of equity, welfare, inclusiveness and dialogue.
- Assist in designing policies, expectations and adjudication processes regarding academic integrity and student conduct.
- With student service professionals, design and supervise internship, research, leadership or service practice experiences that complement “classroom learning” and reinforce the “guaranteed experiences” approach at UC Merced.
- Provide advising support to student organizations or service and social groups that form which connect to, or supplement the academic program.
- Contribute a parallel “5%” of individual faculty workload (equal to the suggested “5%” for staff) to public service or community development efforts that benefit the unique mission of the UC Merced community.

As an explanatory note, the creation of this appendix was suggested by the Academic Senate Task Force for UC Merced, during discussions that occurred between that group and the Student Planning Advisory Committee in October, 2000. The Task Force’s intention was that such a summary might function as an aid, a sort of “additional job description for potential faculty members” which might be useful in faculty recruitment efforts.

## APPENDIX 5: Committee Charge

### Part I – April 1998

The University of California expects to open UC Merced by fall 2004. To meet that goal, the first step in physical development of the campus site—creation of a university-community concept plan—has begun. Work on the initial long-range development plan (LRDP) is also underway. For both endeavors, physical planners need expert advice on various items related to students, including housing, recreation, transportation, etc.

The committee was convened to provide this advice by considering questions such as those that follow:

- What currently contributes to undergraduate student choice of UC campus?
- What trends are emerging in student choice?
- What are current and future expectations about the overlap between living and learning needs?
- What are current and anticipated trends in student transportation?
- How can these insights contribute to initial physical planning for the tenth campus, particularly planning for residential and commuter students, living on campus and off?

These questions should be considered from several perspectives:

- by student origin: San Joaquin Valley, northern California, southern California
- by student residence: university housing, off-campus housing, home with parents/relatives
- by student level: freshman, transfer
- by student age group
- by economic category: low income, middle income, high income

The committee will give guidance to Office of the President staff on gathering information to answer the questions above and others that arise as early physical planning proceeds. Based on this background, the committee will be asked to advise on a variety of models for residential life and recreation.

### Part II – March 2000

Dear UC Merced Student Planning Committee Members,

I continue to be very appreciative of your work and good advice on student planning for UC Merced. Your thoughtful recommendations have helped us shape our enrollment estimates and recruitment planning. You've also contributed in critical ways to our initial physical planning concepts. The principles that you've recommended for student services have influenced our thinking in many ways as we envision what our campus can become. Most recently, your initial discussion on planning for gear-up of student services has helped us prepare a first-cut timetable and begin considering staffing alternatives.

I have been conferring with your convener Janet Gong on the work that I would like the Student Planning Committee to complete prior to this fall. By Fall 2000, we want to begin recruitment of the Dean of Student Services, one of the key academic leadership positions for UC Merced. We would like to share with candidates the fruits of your discussions of options and alternatives. Consequently, between now and early fall, I am asking that the Committee do the following:

1. Based on the initial student services framework, which you developed at your January meeting, complete your planned in-depth discussions of:
  - Enrollment management (integrating functions for attracting, admitting, enrolling, and fostering success of students: outreach, admissions/registration, financial aid, advising);
  - Auxiliary enterprises (including housing, food service, and bookstore);
  - Student life (including recreation, health, leadership development, co-curricula);
2. Questions for you to consider as you discuss each of these three arenas include:
  - How should the initial premises and requirements that you developed in January be refined for each arena?
  - What should be the attributes of service delivery in each arena?
  - What are the options for staffing, collaborating with other campuses, and using technology to deliver the service? What will best lend itself to outsourcing and what will not?

Please feel free to augment your group with campus people from the arena you are discussing, if you feel this would be useful.

I am also asking your advice on two financial questions:

- What alternatives should UC Merced consider for uses of the registration and education fees? What current campus uses will UC Merced need to incorporate and where is there flexibility for new uses, for example, to support student technology needs or other unique features ?
- How should financial aid be strategically planned for loan-averse low income families in the San Joaquin Valley? To suggest one alternative, we are talking to various Valley CCC's about creating dual admission programs. What would be options for creating four-year financial aid packages for dual-admit students?

Janet Gong and Karen Merritt will be in touch with you to design appropriate methods and a timetable to meet the specifics of the charge. I look forward to hearing your advice on these topics and thank you again for your important work on UC's newest campus.

Sincerely,

Carol Tomlinson-Keasey  
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