

**COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)
Annual Report 2022-23**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

Per Senate Bylaw 180, the Coordinating Committee on Graduate Affairs (CCGA) advises the University President and all agencies of the Senate on matters regarding research and learning related to graduate education. One of CCGA's chief responsibilities, as delegated by the Regents, is the authority to review and evaluate campus proposals for new graduate programs and schools that require approval of the President. In addition, CCGA establishes basic policies and procedures for coordinating the work of the various graduate councils and divisions, recommends to the Assembly minimum standards of admission for graduate students, reviews policies applied by graduate councils, reviews policies concerning relations with educational and research agencies, and approves UC graduate courses as system-wide courses to be listed in divisional catalogs.

Review of Proposed Graduate Degree Programs

During the 2022-23 academic year, CCGA approved 18 program proposals and declined one. Eight of the approved proposals were Self-Supporting Graduate Degree Programs (SSGPDPs), and two proposals had PDST (Professional Degree Supplemental Tuition). The single declined proposal was an SSGPDP. Two proposals will carry over to the 2022-23 year. One of these was received in March and has been in the process of review with the campus. The other was received on June 16.

Programs Decided Upon During the 2022-23 Year

Campus	Program	Date Received	Date Approved	SSGPDP
UCB	Master of Computational Social Science	6/17/22	12/5/22	Yes
UCB	COLLEGE – Data Science and Society	6/16/22	3/1/23	No
UCB	Master of Advanced Study in Engineering	8/19/22	4/5/23	Yes
UCB	Master of Climate Solutions	1/17/23	6/7/23	Yes
UCB	Master of Biotechnology	3/28/23	7/5/23	Yes
UCB	Addition of an <i>en route</i> MA to the PhD in Buddhist Studies	4/10/23	6/7/23	No
UCD	Master of Management	12/14/22	5/3/23	Yes
UCD	Master of Engineering in Medical Device Development	1/26/23	5/3/23 (rejected)	Yes
UCD	Certificate in Psychiatric Mental Health Nurse Practitioner	5/26/23	7/5/23	No
UCI	Pre-Proposal SCHOOL of Population and Public Health	6/24/22	12/5/22	No
UCI	Addition of an <i>en route</i> MA to the PhD Psychology Science	3/17/23	5/3/23	No
UCLA	Master of Legal Studies	6/14/22	4/5/23	Yes
UCLA	Master of Data Science in Health	7/8/22	12/5/22	Yes
UCR	MS in Computational Data Science	6/6/22	11/2/22	No
UCR	PhD in Astronomy	6/3/22	1/8/23	No
UCR	4+1 in Microbiology	12/18/22	3/1/23	No

UCSC	MA in Geographic Information Systems, Spatial Technologies, Applications, and Research	7/6/22	4/5/23	No
UCSC	MS/PhD in Materials Science and Engineering	2/1/23	4/5/23	No
UCSD	Pre-Proposal SCHOOL of Computing Information and Data Science	9/13/22	2/15/23	No

The committee worked diligently with campuses and faculty throughout the year to help them craft and improve proposals that would meet the University’s expectations of excellence.

Proposals Under Review to be Carried Over to 2023-24

Campus	Program	Date Received	Status	SSGPDP
UCLA	Master of Real Estate Development	6/16/23	On Hold Until October	Yes
UCR	Master of Public Health	3/1/23	On Hold Until October	No

Topics of Note During the 2022-23 Year

Labor Relations and the Graduate Student Strike

In November 2022, nearly 50,000 UC graduate students, led by the UAW, went on strike for better pay and benefits. This strike resulted in a tremendous disruption of graduate and undergraduate education systemwide. Throughout late fall and into early winter, faculty struggled (with limited success) to manage their classes and laboratories without student support or assistance. For the faculty, the strikes were an especially challenging situation given they required last-minute pivots following so closely on the Covid period. Faculty on CCGA reported how on the campuses faculty members were strained by these two historic circumstances in such close proximity. Nevertheless, the CCGA members, together and with faculty on their home campuses, worked to develop guidelines in response to the evolving situation.

CCGA members spent considerable amounts of time at the November and December meetings discussing the situation on their home campuses. For many, the sense was that faculty were left to figure out what to do in terms of grading without clear and timely guidance from the Office of the President. Faculty also felt left out of the negotiations since they were repeatedly told that they could not be part of those. For many, this meant that they felt their input was neither sought nor valued. Faculty members expressed this to the CCGA members, and CCGA members shared this sense among themselves. While faculty had no direct role in the negotiations, the consequences for the faculty were strongly and immediately felt in terms of a changed relationship with their graduate students. The faculty-student rapport is one of the cornerstones of graduate education and research at UC. However, during the period of the strike, this relationship was strained because neither party was able to fully and transparently communicate with one another. CCGA members were concerned that this evolving situation would have an impact on longer term mentor/mentee relationships among faculty and students. CCGA members continuously lamented that there were connections that could be potentially lost, that the graduate enterprise was evolving, and that the graduate student and faculty connection was something that should be preserved.

UC Labor Relations reached an agreement with a portion of the students in early December, with the remainder being brought to agreement at the end of the month. Classes were able to resume as usual after

winter break. CCGA members considered how to return to productive teaching and mentorship as quickly as possible. All agreed that CCGA had an important role in developing guidelines for some of the more challenging areas. One of these areas included guidelines over independent study courses (called 299s or 599s on many campuses). CCGA began a months-long process of developing these syllabus guidelines with input from Labor relations and legal counsel as well as from the APC committee on the Future of Graduate Education. At the same time, discussions about faculty-student interactions and communications remain fraught in light of what will certainly be further contract negotiations in the future and amidst a number of known grievances. Faculty systemwide are uncertain about their current relationship with their students and would like to preserve the important role they have had as mentors and guides in their student's academic journeys.

Language Pertaining to Online Instruction/Education

In response to a program proposal that involved an online component, the committee determined that the language/terminology pertaining to types of online education (e.g., “remote,” “hybrid,” “mixed-modality,” etc.) was not being used in a uniform manner across the campuses. Members felt that it would serve the University – and be helpful to CCGA – if UC had agreed-upon definitions that were used systemwide. It was determined that CCGA should work with UCEP to develop a glossary of terms related to online education. Members forwarded any existing campus definitions that were in place, and Professor Macey (UCLA) volunteered to work with representatives from UCEP to develop standard terminology systemwide. Professor Nieri (UCR) volunteered to help with the effort.

Professors Macey and Nieri worked with UCEP representatives. The subgroup determined that the fundamental distinction between an in-person class and other modalities is whether it requires a physical classroom. The subgroup developed clear and standardized definitions, drawing from accrediting agencies and federal guidelines, to bring a shared understanding of terms related to online education. These guidelines do not aim to replace existing campus terms and definitions. However, inconsistencies in definitions across campuses has, at times, led to confusion. It is hoped that campuses will use these shared definitions, at least within the program proposal process. Council endorsed the [glossary of standard terminology](#) at its June meeting; it will be included as reference material in the *CCGA Handbook*.

Interim Guidance on Directed Studies Courses (“299s”¹)

In the wake of the graduate student strike, there was much confusion about how to delineate the expectations for academic research, distinct from expectations for employment. The Chair asked for any materials developed by the campuses to guide this distinction and shared a draft Google Doc for input. Vice Chair Tantillo volunteered to head the effort to develop guidance with regard to 299s; Professors Schank (UCD) and Kruggel (UCI) agreed to help. Directed studies courses are often classified as research for the thesis or dissertation. They may also be taken as a form of independent study, in connection with research in laboratories and towards a student’s thesis. The material produced as part of the 299 may be intended for future publication or other activities (e.g., performances, poster presentations, etc.). In a lab setting, the 299 allows a student to conduct research under the oversight and mentorship of a professor. 299 courses are typically for S/U grades and taken for 1 up to 12/16 units (quarter/semester) per term.

The subgroup developed some preliminary guidelines, which subsequently were reviewed by UC Legal and Academic Personnel and Programs. Following these reviews and revisions, the committee brought

¹ On most campuses, 299 courses come under the category of graduate-level directed studies courses (290s). On some campuses, 299s are used interchangeably with 297 or 295, and on some campuses 596 and 599 are used for directed study courses, while others use 299 for education-only courses. For the purposes of this document, we will refer to all directed study courses as “299.”

the draft language to Council in June. Council had input, which was taken back to CCGA, UC Legal, and APP. A new draft was brought to Council in July, and still more revisions were suggested. In early August, a [final set of guidelines](#) was approved by CCGA, UC Legal, and APP, and was submitted to Council.

Clarifying the research and mentorship component of 299 courses is ongoing on a departmental, campus, and systemwide level. It is hoped that this guidance will assist the campuses until more definitive help is provided by the Office of the President.

Visit with Provost Newman

In July, Provost Newman met for an hour with CCGA. The Provost talked about her educational and employment history. She said that her commitment to graduate education is very deep. She acknowledged that she came to the University after the graduate student strike, but the aftermath reflects a new reality that the University had to face. She said that the moment calls for a reinvention of graduate education. A significant hurdle is the real limitation of funding for graduate education. There is a question about what is affordable and where UC is going to invest the dollars it has; the state will probably not “save” UC. Decisions are going to have to be made on the campuses. For the sciences (and other areas that are grant funded), the funding agencies have new limitations. They are facing pressure to distribute things more widely rather than granting large gifts to concentrated areas. She asked how can graduate education become more efficient. The Provost said she has an effort underway to try to address these questions and concerns. She intends to hold a system-level congress about the future of graduate education in early October. A second congress may be held in the spring. Members had questions for the Provost and there was considerable discussion.

Presentation of UC Systemwide Workgroup on Students with Disabilities

At the June meeting, Vice Chancellor Reguerín (UCD) explained that he and Vice Chancellor Sutton (UCB) have been serving as co-chairs on a two-year workgroup - with considerable involvement from the Regents - to look at ways to make strides forward in the University’s work with students with disabilities. The workgroup is comprised of about 30 staff, faculty, and students. The Regents ask for regular updates from the workgroup, and Vice Chancellors Reguerín and Sutton shared material from those updates asked committee members how UC can better serve students with disabilities.

The workgroup came up with six “Elevated Items” that the co-chairs presented to the Regents:

- Sufficiently increase staffing at offices for students with disabilities so they can offer students an appointment within 2–4 business days of first contact.
- Require training for faculty, staff, and leadership on addressing and serving students with disabilities to ensure effective service of students with disabilities and to move toward UC’s goal of disability inclusion.
- Require all campuses to have a full-time ADA Coordinator focused exclusively on disability compliance issues, consultation, and education.
- Develop and appropriately staff disability cultural/resource centers for students on each campus.
- Establish on each campus a disability task force appointed by the chancellor and co-chaired by a senior faculty member and a senior administrator. The task force will engage in an ongoing dialogue on disability inclusion and other issues concerning students with disabilities and will be tasked with developing actionable recommendations.

- Develop a systemwide community of practice by convening the chairs of the campus disability task forces semiannually, to share best practices and challenges and to ensure accountability.

Committee members had questions and suggestions for the Vice Chancellors.

Return of Graduate Student Members

In 2022-23, CCGA was very gratified to welcome two graduate student members to serve on the committee. The committee has had no graduate student applicants since the advent of Covid-19, and has very much missed student input and interaction. The committee sincerely hopes to have applicants for its two graduate student positions going forward.

Acknowledgements

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Respectfully submitted,

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Paul Macey (UCLA)

Michael Scheibner (UCM)
Tanya Nieri (UCR)
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Andrei Goga (UCSF)
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