

**COORDINATING COMMITTEE ON GRADUATE AFFAIRS (CCGA)
ANNUAL REPORT 2003-2004**

TO THE ASSEMBLY OF THE ACADEMIC SENATE:

The Coordinating Committee on Graduate Affairs (CCGA) met a total of eight times during the 2003-2004 academic year. Highlights of the Committee's activities and accomplishments are noted in this report.

Reviews of Proposed Graduate Degree Programs

One of CCGA's primary responsibilities is to review all campus proposals for new graduate degree programs. A total of 13 proposals were forwarded to CCGA for review during the academic year. The following table is a summary of actions of these proposals as of August 2004.

Program Proposed	Disposition
UCD, Ph.D. in Linguistics	Approved 10/7/03
UCI/CSULA/CSULB/ CPP with newly added CSUF Joint Ed.D.	Approved 11/4/03
UCSD, Ed.D.	Approved 12/3/03
UCDS, M.A.S. in Marine Biodiversity and Conservation	Approved 1/4/04
UCSF, M.S./D.P.T. Physical Therapy	Approved 1/6/04
UCSC, D.M.A. in Music Composition	Approved 3/16/04
UCSC, M.A. in Social Documentation	Approved 3/16/04
UCSC, M.A./Ph.D. in Ecology and Evolutionary Biology	Approved 3/24/04
UCSC, M.A./Ph.D. in Molecular, Cell and Developmental Biology	Approved 3/24/04
UCSB, M.A./Ph.D. in Film Studies	Approved 4/14/04
UCD, M.A.S. in Maternal and Child Nutrition	Approved 4/15/04
UCSD/SDSU/CSUSM, Joint Ed.D. Degree	Approved 5/11/04
UCR, M.A./Ph.D. Religious Studies	In Progress

CCGA also reviewed and approved proposals to reconstitute, change an existing graduate program or unit, and establish a new school. These included:

- UC Irvine proposal to reconstitute the College of Medicine as the College of Health Sciences
- UCLA request to change the name of the School of Public Policy and Social Research to the School of Public Affairs
- UC Davis proposal to establish a Graduate School of the Environment

Budget Crisis and Graduate Education

The effect of the budget crisis resulted in numerous discussions about the impact on graduate education. In the present fiscal environment, CCGA was extremely concerned about the lack of understanding towards graduate education that seems to exist among legislators and the public. The committee was also concerned about the consequences this misunderstanding might have for graduate funding and fees. CCGA took a strong position that increases to graduate fees and non-resident tuition will inevitably decrease the accessibility and appeal of this highest level of education. The committee maintained

that increases in graduate fees and tuition is a major hurdle in UC's ability to attract high quality students. UC struggles to compete with other major research universities across the nation and world to recruit the best graduate students, and every increase in fees reduces UC's competitiveness. CCGA also argued that the quality of graduate education also has profound and hidden ramifications for our state's economy.

In several letters to the Academic Council, the committee tried to highlight importance of graduate education to the State of California. Members advocated committing more fundraising efforts to the needs of graduate education and increasing public awareness about the critical value for the economic and educational advancement of the state and its citizens. Graduate education at UC should be promoted as a profound contributor to the state's industrial, economic, agricultural, and service infrastructure. To ensure the quality and excellence of graduate education and continue driving the California economy forward, the UC graduate enterprise must remain competitive with other institutions in the world.

CCGA members were very disturbed by the budget compact with the Governor which agreed to a 50% differential between undergraduate and graduate fees. The committee will continue to stress the importance of UC's ability to maintain high caliber graduate programs and attract high quality graduate students. The contributions of graduate students help to form an essential component of the University's reputation and are important contributors to the vitality and economy of the State of California. Members also suggested.

Applied or Professional Doctorates

This year, CCGA had several discussions about the challenges UC is facing with the proliferation of applied doctorates, also referred to as professional doctorates. Applied doctorates blend clinical and research components and concentrate on the practice of a discipline in a professional field. Recognizing that they are uniquely different than PhD degrees, CCGA developed separate guidelines for reviewing applied degree program proposal, which were incorporated into the CCGA Handbook. With last year's approval of two applied doctorates - audiology (AuD) and physical therapy (DPT) – there were concerns that professional associations were elevating entry-level certification to require doctoral-level training. This raised questions about whether degree inflation was a result of an expanding knowledge base in applied fields or an attempt by professional organizations to increase the status of practitioners. In discussions, CCGA concluded that changes in degree requirements should be subject to a rigorous academic review to determine whether doctoral level training is educationally justified. Noting that many applied doctorates are joint degrees with CSU, CCGA also discussed UC's continued role in offered applied doctorate degrees. In many professional fields, CSU has significant master's level programs and has expressed a desire to offer the applied doctorate independently, which is contrary to its role under the Master Plan. CCGA briefly outlined these issues in a letter to Academic Council, which was ultimately forwarded to the Provost.

Graduate Instructional Activities

In reviewing the Report of the Task Force on Instructional Activities, CCGA commented that the report seemed primarily aimed at undergraduate teaching and did not address the complexities of graduate education. Subsequently, the Academic Council requested that CCGA develop alternative metrics for recording faculty activities that more accurately reflected graduate level instruction. A CCGA subcommittee produced several possible algorithms to quantify the broad range of instructional activities associated with the mentor-apprentice-based system of graduate education. The committee also outlined several guidelines to consider when viewing the graduate educational enterprise.

Review of Other Policies and Issues

During the course of the year, the committee also reviewed and commented on the following issues and proposals:

- Report of the Graduate and Professional School Admissions Task Force
- Proposed New Policy on Conflicts of Interest Created by Consensual Relationships & Proposed
- Revised Policy on Sexual Harassment and Procedures for Responding to Reports of Sexual Harassment
- Course approval for off-campus graduate courses
- Report of the Professorial Step System Task Force
- 15-Year MRU Review Reports: Pacific Rim Research Program and Humanities Research Institute
- UCPB Resolution on Graduate Student Support
- UCPB Report on Restructuring the MRU Review Process

Respectfully submitted:

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