



Ahmet Palazoglu
Chair, Assembly of the
Academic Senate
Faculty Representative,
UC Board of Regents

Academic Senate

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May 4, 2026

Katherine S. Newman
Provost and Executive Vice President
University of California

Re: Approval of UCSB Master of Engineering and Technology Leadership
(METL)

Dear Provost Newman:

In accordance with the Universitywide Review Processes for Academic Programs, Units, and Research Units (the “Compendium”), and on the recommendation of the Coordinating Committee on Graduate Affairs ([CCGA](#)), the Academic Council has approved the UC Santa Barbara division’s proposal to establish a self-supporting Master of Engineering and Technology Leadership (METL).

Because this is a new degree title, and the Assembly of the Academic Senate is not meeting within 30 days of CCGA’s approval, Council must approve the program per [Senate Bylaw 125.B.7](#).

I am enclosing CCGA’s report on its review of the new program, and respectfully request that your office complete the process of obtaining the President’s approval.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

Ahmet Palazoglu
Chair, Academic Council

cc: Academic Council
UCSB Division Chair Raley
UCSB Senate Division Executive Director Delp
Director of Academic Planning and Policy Corona
Senate Executive Director Lin



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COORDINATING COMMITTEE ON GRADUATE AFFAIRS

Partho Ghosh, Chair
pghosh@ucsd.edu

April 20, 2026

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Ahmet Palazoglu
Academic Senate Chair

Dear Chair Palazoglu,

At its April 8 meeting, CCGA reviewed the proposal for a Master of Engineering and Technology Leadership (METL) program from the Santa Barbara Division. After discussion, the proposal was approved 10-0-1.

METL is a 38-unit, Plan II self-supporting interdisciplinary online professional master’s program that would prepare early- to mid-career technology professionals to become corporate leaders and would serve to accelerate their careers. The program will focus on and leverage domains in which UCSB has strong existing educational and research programs and industry partnerships and is recognized as a world leader, initially offering tracks in the following four core technical areas:

1. Semiconductor Technology
2. Quantum Information
3. AI and Machine Learning for Science and Technology
4. Technology Management

Students in the program will receive technical training in their core area of focus and acquire key skills in business, leadership, and technology management. Course structure and class meeting times are designed to be flexible in order to allow for students to continue working while completing their degree. The program is designed to be completed by a full-time student in 10 months, but students (particularly those that continue to be employed) can complete the program at their own pace by dividing the coursework over up to 4 years (most are expected to finish within 2 years).

Comments were obtained from four reviewers, as well as from UCPB. The reviewers highlighted the quality of the curriculum, especially in

Semiconductor Technology and Quantum Information, and high reputation of faculty involved in the program. The reviewers noted strong demand for a program designed for professionals whose role requires a combination of technical knowledge and management skills. The reviewers felt that METL program is well-positioned to close this gap by allowing early-career technology professionals to develop leadership skills, and by providing mid-career professionals opportunities for advancement of their technical expertise. The reviewers also noted strong support of the CoE leadership and the materials provided for review show support of industry partners and/or potential employers.

The reviewers provided several suggestions for improvement of the program. These were relayed to the proposers, who submitted a revised, red-lined proposal, which is attached. UCPB found the proposal very strong and worthwhile (the UCPB review is attached). Overall, the revised proposal is well written, appropriately designed for early- and mid-career working professionals, and likely to attract substantial enrollment.

CCGA's approval is the last stop of the Academic Senate side of the Systemwide review and approval process except when the new degree title must be approved by the Senate. I submit this proposal for your review; please do not hesitate to contact me if you have further questions regarding it.

Sincerely,

A handwritten signature in black ink, appearing to read 'Partho Ghosh', with a long horizontal stroke extending to the right.

Partho Ghosh
CCGA Chair

cc: Academic Senate Vice Chair Scott
Academic Senate Executive Director Lin
Academic Senate Assistant Director LaBriola
CCGA Members
Director of Academic Planning and Policy Corona
UCSB Graduate Dean Jones
UCSB Senate Executive Director Delp
UCSB Senate Analyst Gifford

To: Partho Gosh, CCGA Chair
From: Dorota M. Dabrowska, Lead Reviewer
Re: UC Santa Barbara proposal for SSGPDP Master of Engineering and Technology Leadership
Date: April 11, 2025

The College of Engineering (CoE) at UC Santa Barbara proposes a ten-month, self-supporting Master of Engineering and Technology (METL), a 38-unit, Plan II interdisciplinary online professional program for early- to mid-career technology professionals. The program includes four specializations: Semiconductor Technology, Quantum Information, AI and ML for Science and Technology, and Technology Management. In addition to these four tracks, the program will provide training in the area of business and technology leadership.

1. A pilot launch is planned for Fall 2026 with two tracks -Semiconductor Technology and Technology Management - and offered to approximately 30 students, followed by full implementation in Fall 2027. The enrollment is projected to reach 90 students in 2027-2028 and grow to about 200 students by 2031-2032.

Applicants must meet the standard university graduate admission requirements, including a minimum 3.00 cumulative GPA, although a GPA of 3.5 or demonstrated excellence in professional work relevant to applicant's field of study is recommended. Additional technical prerequisites apply to specific tracks (Section II.1).

The program can be completed in 10 months by full time students, but working students will have an option to complete it at a slower pace by spreading the course work up to 4 years. The curriculum includes specialized courses in one of the four tracks (16-29 units), a series of business and leadership courses in the technology sector (12 units), a selection of seminars/workshops and elective courses which cover modern and emerging topics (2-8 units), and a capstone project (2-4 units). Whereas core courses will be offered in asynchronous mode, interaction with faculty, industry experts and collaboration among students will be fostered by synchronous discussion sections, seminars/workshops, and electives. The capstone project will provide students with an option to participate in on-site projects at UCSB CoE labs or CoE corporate partners facilities. There is also an option for a group online capstone project supervised by UCSB faculty or researchers, or by CoE corporate partners.

Students will pay as they go, with 38 units costing \$40K (\$42 with additional fees), and the tuition will increase three percent annually. Instruction will be provided by the existing UCSB engineering faculty and industry leaders, with faculty compensated through stipends that do not replace their state-funded teaching.

The program is expected to begin with \$5 million deficit due to the cost of development of the online format of the program and OPM fees related to marketing, advertising, and instructional development. The deficit will be covered by non-state funds from the EVC's office and the CoE. The program is projected to become self-supporting by year 2, with revenues supporting GSRs, faculty recruitment, student retention within COE through mentorship programs, research seed funding, on-campus seminars, and future program expansion. The indirect costs include return-to-aid (15% of gross PDF revenue), as well as Non-State Funded Admin Services fees (NSFAS, 10% of expenses) that are collected by UCSB.

2. The academic program was reviewed by faculty from UC Davis, UC Berkeley, Stanford, and Ohio State University with expertise in the four tracks. The reviews were requested between February 6 and February 23, with reviews given a two-week window between February 7 and April 6 to accommodate other commitments.
3. The reviewers highlighted the quality of the curriculum, especially in Semiconductor Technology and Quantum Information, and high reputation of Academic Senate faculty involved in the program. The reviewers noted strong demand for a program designed for professionals whose role requires a combination of technical knowledge and management skills. As pointed out by one of the reviewers: "Most comparable programs fall into one the two camps: engineering management programs that are strong on leadership and business skills but light on technical depth, or online engineering master's programs that are technically rigorous but offer little or no management training." The reviewers felt that METL program is well positioned to close this gap by allowing early-career technology professionals to develop leadership skills, and by providing mid-career professionals opportunities for advancement of their technical expertise. The reviewers also noted strong support of the CoE leadership and the materials provided for review show support of industry partners and/or potential employers (Appendix K).
4. The reviewers provided several suggestions for improvement of the program.
 - a. The original proposal defined the potential pool of students too broadly and one reviewer pointed out that early- and mid-career professionals may differ in terms of their preparation and/or work experience and may also look at different learning outcomes. The revised Section I.1 of the proposal clarifies that the program recruitment effort will focus on early-career technology professionals and provides a detailed description of the ideal background for each of the four tracks and the corresponding learning outcomes. The program will also admit mid-career technology professionals but will be limited to candidates intending to focus on one the technical tracks (semiconductor, quantum information, AI) and intending to move into these areas from a different field.
 - b. The reviewers also requested a more detailed specification of admission criteria for each track, noting in particular that students interested in quantum program need to have a strong math and physics background. The revised proposal includes detailed prerequisites in Section II.1.
 - c. Addition of an extra course in quantitative business tools to the Technology Leadership program was suggested by one reviewer. The proposers clarified that the students will have an option to take additional business and leadership courses as electives.
 - d. One reviewer requested clarification if students may get credit for coursework completed prior to the METL program. The proposers clarified that in such circumstances the students will be allowed to petition for a replacement of a course by an elective from the METL program.
5. Overall, the revised proposal is well written, appropriately designed for early- and mid-career working professionals, and likely to attract substantial enrollment. Given the strong support of reviewers as well as the support of the CoE leadership and industry partners and/or potential employers, I recommend approval of the program.



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UNIVERSITY COMMITTEE ON PLANNING AND BUDGET (UCPB)
Robert Brosnan
rjbrosnan@ucdavis.edu

March 6, 2026

Partho Gosh
Chair, CCGA

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RE: UC Santa Barbara Master of Engineering and Technology Leadership (METL) Self-Supporting Graduate Degree Program Proposal

Dear Partho,

UCPB discussed the UC Santa Barbara proposed Master of Engineering and Technology Leadership (METL) as well as reviewing a written evaluation by a committee member (attached). This degree is designed so students can complete it in ten months as full-time students, or for employed students, part-time over four years. Therefore, it fills a need for professionals hoping to advance in their careers and is distinguished from programs at other UCs by this focus.

Students will pay as they go, with 38 units costing roughly \$40,000, with additional fees, and the tuition will increase three percent yearly.

The program will be taught by existing engineering faculty and industry leaders. Faculty will receive a stipend, falling under OATS Category II reporting and does not replace their state-funded teaching. Committee members noted during discussion that monitoring faculty composition over the first three years and evaluating at the three-year review whether there had been any drift in program delivery, for example, to lecturers or more outside presenters.

The program will cover its first year, \$5M deficit through non-state funds from the EVC's office and the College of Engineering. It plans to be in positive funding by the second year. A soft rollout of two of the four planned tracks and only 30 students for the start will grow to a final, stable enrollment of 200 students/180 FTE.

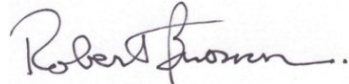
The proposed indirect cost (IDC) rate seemed low, even for a program without physical space needs beyond a video recording setup and staff members. The IDC will cover marketing costs, instructional development video post-processing and miscellaneous costs such as travel, IT, and special events.

Revenues from the pay-as-you-go program will pay for GSR support, startup packages to high-demand faculty, a mentorship program in the College of Engineering designed to increase student retention, seed funding for faculty research programs, on-campus seminars, and creating additional tracks for the METL program.

The focus on students with existing careers, tracks designed to provide career-specific education, and its flexibility all make this program an attractive addition to the campus' offerings.

UCPB members provided enthusiastic support for the program and recommend that CCGA approve it.

Sincerely,

A handwritten signature in black ink that reads "Robert Brosnan". The signature is written in a cursive style with a long horizontal flourish at the end.

Robert Brosnan
Chair

cc: UCPB

UCPB Proposed Self-Supporting Professional Degree Program Review Template

Name and Location of Program: Master of Engineering and Technology Leadership (METL), UC Santa Barbara

Lead reviewer(s): Raphael Kudela (UCSC)

Academic justification:

The UCSB College of Engineering as a whole would like to increase master's offerings to better serve the growing needs in industry, and in particular would like to provide opportunities for early- to mid-career working professionals to earn a master's degree that will help them advance their careers without necessarily needing to leave their jobs while completing their degree. It will offer specializations in specific fields that leverage strengths of UCSB departments and for which there is a demonstrated need in the workforce. There are 4 tracks or technical areas: 1. Semiconductor Technology 2. Quantum Information 3. AI and Machine Learning for Science and Technology 4. Technology Management. Students must be in one but can engage in multiple tracks.

The METL program is designed to be completed by a full-time student in 10 months (10-12 units per quarter plus a 2-4 unit Capstone project during summer), but students (particularly those that continue to be employed) can complete the program part-time at their own pace by dividing the coursework over up to 4 years.

Students in the program receive technical upskilling in their core area of focus and acquire key skills in business, leadership, and technology management by completing:

- (i) A series of Core Track courses in one of the tracks listed above taught by renowned UCSB engineering faculty and industry experts (16-20 units)
- (ii) A series of courses in business and leadership in the technology sector (12 units)
- (iii) A selection of seminars/workshops and elective courses that cover modern and emerging topics and foster interaction between students, faculty, and industry experts (2-8 units)
- (iv) (iv) A Capstone project that can be completed online, at a company, or at a lab facility at UCSB during the summer (2-4 units)

Planning and Budget overview:

1. Proposed initial tuition and any rate of increase:

Pay as you go: for 38 units, will be ~\$40K, \$42,400 with fees. 3% per annum increase.

2. Target enrollments for years 1-3:

Note: soft roll-out, 30 students in Fall 2026 and only 2 tracks

90*	110	130
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*all numbers are considered conservative, expecting higher enrollment; stable at 200/year with 180 FTE equivalent

3. Projected net revenues for years 1-3:

\$5M deficit in the first year, covered by non-state funds from EVC's office and College of Engineering

\$0	\$1,046,798	\$1,868,204
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4. Proposed indirect cost rate (IDC):

Indirect costs include withholdings for return-to-aid (15% of gross PDF revenue), as well as Non State Funded Admin Services fees (NSFAS, 10% of expenses) that are collected by UCSB.

Detailed areas of review:

5. How was the proposed IDC rate determined? Does the proposed rate appear to cover all indirect costs (facilities, IT, etc.)? What are the space needs of the program?

Doesn't explicitly specify what IDC is covering, but is low. Explicitly discusses marketing costs, instructional development, video post-processing, other misc. expenses including IT, travel, special events, etc. Plan to update content every 3 years.

The only physical facility that will be required to run and facilitate the program is a small video recording facility and office space for two staff members. Notes that capstones often require software tools but do not require any hardware or physical lab space. Recording space for video will be established in Engineering.

METL differentiates from UCLA, UCR, and UCB through the unique tracks, emphasis on technical and business skills, and a flexible program designed to attract working professionals.

6. What are the proposed uses of net revenues? How will they supplement [enhance] state-funded programs? Are there other ways that the program, if successful, will benefit the UC mission (e.g., filling a need not covered by state-supported programs)?

Revenue will be used towards the following:

- GSR support to help offset recent increases in GSR costs
- Providing competitive startup packages to faculty who are in high demand
- Supporting student retention within COE through mentorship programs
- Providing seed funding to faculty to facilitate large research programs.
- Supporting seminars on campus to add to the vibrancy of on-campus programs
- Creating additional tracks for the METL program

METL will target an entirely different demographic of students from existing non-professional MS programs. Namely, it targets working professionals who seek to become industry leaders and accelerate their careers. METL's flexible online structure will allow these professionals to continue working at jobs located outside the Santa Barbara vicinity while completing the program. The METL program will be highly complementary to all of the College of Engineering's existing set of degree offerings while at the same time offering specific new opportunities that are not otherwise available with existing COE degree programs.

7. How are any potential negative impacts on state-funded programs and the research mission of the UC mitigated?

States that the METL program will not have any negative impact on any existing state-supported undergraduate and graduate programs and associated resources. Goes through Faculty, Staff, Shared Facilities. METL will benefit existing state-supported programs by generating a recurring revenue stream that will provide the resources needed to maintain and grow these programs as existing budgets become more constrained.

8. Describe disposition and compensation of faculty serving the program. What is the proposed ratio of UC Senate faculty to non-UC

adjunct faculty? For the former category, differentiate between ladder rank and P/LSOE. How will UC Senate faculty be compensated? On-load (i.e., course buyout), overload, or some combination thereof?

Faculty will receive a stipend, as described in letters of commitment. Does not replace state-funded teaching. Falls under OATS Category II reporting.

Each of the tracks in the METL program will be taught by a team of faculty from a variety of departments, along with select experts from industry. Each course will have a specific faculty member in charge of the course who is also a course instructor. Approximately 22 senate faculty, 2 lecturers, various department chairs, administrators, and outside experts.

Establishing and operating the program will require appointment of several faculty to administrative positions and hiring of several program staff members, content creation and course instruction by faculty and industry experts, readers/graders to grade assignments and exams, support from OPM for marketing and instructional development, video post-processing, and a variety of other resources and their associated costs.

9. Describe how the program will ensure accessibility and encourage diversity. Note: these concerns may be addressed through return-to-aid used for need-based fellowships, although programs may address accessibility and diversity in a variety of ways and UCPB does not set a standard return-to-aid percentage.

Return to Aid is set at 15% of gross profits. Diversity section discusses accessibility/flexibility of the program, marketing and recruitment, industry partnerships, participation in national and regional diversity conferences, and annual tracking of admissions, retention, and student success.

10. Describe the market analysis used to justify demand and price point for the proposed program. Will the program compete with others in the system? What are projected percentages of California resident, domestic non-resident, and international students in the program?

The market validation study conducted in preparation for the METL program included:

Extensive interviews with and feedback from executives and hiring managers at 10 medium and large sized corporations that have existing relationships with UCSB and have a substantial number of employees

who (i) meet the target student profile for the METL program and (ii) currently work in a field corresponding to at least one of the METL tracks.

A survey and analysis of 420 individuals meeting the general profile of potential applicants to the program carried out by market research and consulting firm Strategic Development Associates, LLC. The surveys included questions about cost, which ranked highly (as reasonable).

It is expected that about 40%-60% of students in the program will be CA residents, about 20%-40% will be domestic out-of-state students, and about 20%-40% will be international students

11. Describe relevant consultation and assessment from lower levels of review, external assessments of the proposal, and the like.

The proposal has gone through substantial and robust review at UCSB. WSCUC review has been initiated.

12. Any other planning and budget concerns?

Nothing significant. The proposed fee increase appears to be tied to cost of living, so could be more explicit about how the rate increase will be determined in out years.

13. Any academic-quality or related concerns to flag for CCGA?

None.

14. Are there specific areas of concern that the mandated review after the third year of operation ought to capture?

It would be useful to track how many of the initial faculty remain involved, how many new participants there are, and whether faculty are being swapped for lecturers or outside specialists.

Conclusions and recommendation:

This appears to be a well-designed program that meets all UC criteria. The expectation is that it would generate revenue almost immediately and will be very attractive to working professionals. From a planning and budget perspective, there are no significant concerns about approving the proposal.