GRADUATE COUNCIL
Annual Report 2023-24

To the Academic Senate, Santa Cruz Division

The 2023-24 academic year was a busy one for Graduate Council (GC), once again, with the committee exercising oversight of graduate programs, degrees, and courses; addressing immediate matters of policy and its implementation; representing the graduate enterprise as part of Senate leadership; conducting reviews for fellowships; and working more broadly to strengthen the graduate programs, including efforts to secure resources in support of students. Regular business included review of graduate program statements and proposals for new graduate degree and non-degree programs, participation in the external review of departments and programs, and chair participation on the systemwide Coordinating Committee on Graduate Affairs (CCGA). As it does annually, Graduate Council consulted extensively with the Vice Provost and Dean of Graduate Studies (VPDGS), who served as an *ex officio* member during regular meetings, and other Graduate Division colleagues on issues throughout the year, including an orientation on the "state of graduate education" for members at the start of the year, fellowship review, and the block allocation formula and procedures. A summary of GC's work in 2023-24 is presented in the rest of this report.

I.   Senate Policy and Process Reviews, Changes, and Revisions

During 2023-24, Graduate Council reviewed issues and requests broadly related to policy and process with impacts on graduate education, including the following:

A. *299 Syllabus Policy*

GC provided guidance on expectations for and evaluation of Independent Study and Thesis Research classes, referred to herein as "299 courses" (although other course designations may be used), which are typically taken by students as they work toward their academic goals through research and other creative activities. GC released written guidance on this topic (see Appendix I), distributed across the campus community and linked to Graduate Council's webpage along with 299 syllabus examples.[1] The GC chair presented this information at the winter Senate meeting and answered questions.

Goals for 299 courses should be developed by faculty in collaboration with graduate student mentees to help students make timely progress towards their degrees, whether or not they are employed or otherwise supported financially as part of their academic work (i.e. as a graduate student researcher, teaching assistant, graduate fellow, etc.). These goals and other metrics of achievement may be best developed as a course "syllabus," listing qualitative and/or quantitative aspirations for the quarter. Again, GC posted a template and example syllabi on its website, for consideration and potential use by mentors and students.

Syllabi for 299 courses should be ambitious, reasonable and flexible, taking into account the aggregate of obligations that a student may have, including employment that may be

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[1] https://senate.ucsc.edu/committees/gc-graduate-council/policies-and-memoranda%20/graduate-council- guidance-on-developing-syllabi-for-299-courses.html

distinct from their academic studies. A well-crafted syllabus allows for delays and changes in plans, new creative approaches, and mistakes that are commonly part of rigorous research and scholarly activities. Given uncertainties in research directions and progress, good communication between mentors and students, including regular meetings, is essential to avoid misunderstandings and stay on track with degree plans.

B. *En Route M.A. Policy*

GC received multiple requests from existing Ph.D./Doctoral (referred to herein as Ph.D.) programs that wished to add an en route Master's degree, and in response GC developed written guidelines that are now posted on the GC website (see Appendix II).[2] An en route Master's degree is a non-terminal degree, only available for students who are working towards a Ph.D. Many current Ph.D. programs already offer an en route Master's degree, and faculty/programs developing new Ph.D degree proposals are encouraged to include an en route Master's degree as part of their proposal if it will be useful for their students. Common reasons for offering an en route Master's degree include recognition of achievement (typically in association with advancing to candidacy), and providing an additional credential that can generate professional benefit.

The GC policy on adding an en route Master's degree explains general requirements for preparing a proposal for a non-degree program (as would be relevant if a department that offers a Ph.D. also offers a terminal Master's degree), and explains how to align the proposal with relevant Academic Programs and Units (APU) and CCGA policies. A proposal to add an en route Master's degree must be accompanied by endorsement from the divisional dean, and is typically reviewed by GC, with copy to the VPAA. Consultation with the Committee on Planning and Budget (CPB) is also expected if resource needs are identified, to help assess potential financial implications. In cases where a Ph.D. program wishes to offer an en route Master's degree but does not already have an approved (terminal) Master's degree, the program will need to prepare a full degree proposal.

C. *Normative Time*

Following a query about process from a Ph.D. program that wished to extend their normative time-to-degree from six years (the standard at UCSC and for UC overall) to seven years, GC found that there was no standing policy on the criteria by which such a request might be reviewed. GC wrote an internal policy document that provides guidance for GC to provide to departments and campus units on factors that should be addressed when requesting an extension to normative time. Considerations include factors such as: training needs, course requirements, language requirements, qualifying exam timelines, job market competitiveness, an explanation of any steps the department has taken to try to streamline their curriculum, and a comparison of normative times at peer programs including, but not necessarily limited to, other UC campuses. In addition, although the APU and CCGA manuals provide no explicit instructions on requesting an increase in normative time, it is noted in CCGA instructions for proposing new Ph.D. programs that any subsequent request for an increase in normative time beyond six years must be

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[2] https://senate.ucsc.edu/committees/gc-graduate-council/policies-and-memoranda%20/graduatecouncil_enroutemapolicy_022024.pdf

approved by CCGA. GC also expects that CPB would be consulted to assess financial implications.

GC provided guidance to the program whose query sparked discussion on this topic, and asked that the External Review Committee address the topic as part of their report, as external review was scheduled for this program for winter 2024. A formal request was subsequently received from the department, and GC explained the process for consideration, including the need for CPB review and forwarding of the request to CCGA. GC was broadly supportive of the program's request, although members raised several issues and concerns that the program was asked to address in a revised proposal. GC expects that a revised proposal will be submitted early in the 2024-25 academic year.

D. **Committee on Educational Policy Feedback Request: American Disabilities Act (ADA) Compliance and DRC Access to Canvas**

GC was asked to review a policy proposal by ADA Compliance Officers Nubyaan Scott and Mohamed Shahin, allowing default access by Disability Resource Center (DRC) personnel to Canvas course materials. The goal of this request was to aid in meeting DRC accommodations and otherwise satisfying ADA requirements to convert/modify certain course materials for access by students with disabilities. The response rate of faculty to email requests to approve DRC access to their materials in Canvas is appallingly low, which delays or makes impossible conversion of course materials in a timely way to accommodate student needs. The memo from the ADA Compliance Officers suggested there be a change in policy so that access by DRC personnel to Canvas materials is the default, with option to deny access if a faculty member wishes to engage in accommodation work directly.

In discussion, GC members agreed it would be best to have a solution whereby (a) there is default "opt-in" for DRC access to Canvas materials, with faculty allowed to opt-out if they choose (meaning that the faculty will take responsibility for meeting all accommodation requirements without DRC being able to access key materials), and (b) there is a clearly defined category of access for DRC use, for which faculty (or others in charge of courses) have some control over what materials are accessible. There is currently an option within Canvas for allowing DRC personnel to access Canvas materials, but it is not clear what materials are made accessible with this choice. There are also potential problems with automated access if DRC personnel end up converting old or interim materials that were not intended to be released. However the access is granted, there needs to be good communication between DRC personnel and instructors, to be sure that correct and current materials are converted in a timely way. GC agreed that it is not acceptable for faculty to be unresponsive to DRC requests. Faculty should be made aware of the importance of responding as needed for student success (and to fulfill ADA obligations), and accountability should be enforced, perhaps through engagement with program/department chairs.

E. **CCI Feedback Request: Reviews, Expectations, and Credits for 281 Courses**

GC considered questions raised by the Committee of Courses of Instruction (CCI) regarding how 281 course proposals should be reviewed in terms of their credits, syllabi, and basis for evaluation. GC did not have a standing policy on this topic, so reviewed how 281 courses are currently taught across the campus, and considered consistency of this

usage with broader policies, including the Carnegie standard that is commonly applied at UCSC, with expectation that each unit of course credit should be equivalent to three hours of weekly work (in and out of the classroom).

Following some investigation and discussion at a regular meeting, GC identified the following areas of concern, summarized in a memo to CCI (3/5/24). 281 courses at UCSC are commonly used for reading seminars, often as the basis for meetings of research (or other) groups that are narrowly focused in terms of topical interest. In many cases, 281 courses offered on this basis are associated with two units of credit, implying six hours of weekly work, but it was not clear that this was an accurate indication of how these courses were run. Many of these courses did not post a syllabus, so the basis of assignments and grading was not clear. In addition, there is the possibility that work being done for 281 courses might overlap with work being done as part of Independent Study/Thesis Research courses (297/299). It is also not clear how many of these courses may be restricted to members of a single research group, or could be more open for enrollment by other students who have the appropriate background and interests. A quick review of the course catalog suggested that there are at least 70 of these courses currently offered (mostly in Physical & Biological Sciences and Baskin Engineering), and dozens of additional 280 courses that serve a similar purpose.

GC suggested to CCI that it may be worth developing a written policy (perhaps as a consultative process between CCI and GC), then using this policy to align 281 (and 280) course credits with expectations for hourly work, focusing first on new courses or those for which a revision is proposed. While it could also be helpful to align all existing 281 courses in this way, it would create a challenge to address all of these at one time, along with the regular CCI workload. Another option would be to establish a schedule for the next 4-5 years for review of existing 281 (and 280) courses, to bring all of them into compliance with UCSC policies on course credits, student access, potential for double counting, and other issues.

F. CCI Feedback Request: Proposed Course Modality Questions
Over the last year, CCI has worked on updating and simplifying the application process for new or modified courses, particularly for those offered with online or hybrid modalities. CCI asked GC for comments on a draft document listing updated questions that could be asked as part of a revised application. GC sincerely appreciated CCI's thoughtful approach to this topic, as the existing application system and materials seemed to place an unnecessary burden on applicants, and did not provide all of the information needed to review proposals. GC's feedback was modest, mainly some small suggestions for rewording a few of the questions, particularly with respect to modality/modalities to be used, and examples of and/or typical weekly schedules and activities. GC also suggested that there could be some discussion of expected Teaching Assistant (TA) roles in proposed/revised classes.

G. COT Feedback Request: Graduate Student Experience of Teaching Surveys (SETS) Pilot
GC discussed the revised graduate SETS that were developed by the Committee on Teaching (COT) and piloted in the winter quarter of 2024. In reviewing the pilot SETS questions, GC considered the importance of student anonymity and advised against using

questions that could single out specific students based on their degree status and/or need for taking a specific course. That said, there was unanimity on GC for having SETS for all graduate courses, as these tend to be small, and feedback is essential so that the importance of graduate student coursework is not elided when considering program curricula, costs of teaching, personnel actions, and effort required by both students and instructors. GC questioned the need to have as many SETS questions as were included on the pilot, which could have contributed to a low response rate. Moreover, many of the questions were considered more appropriate for undergraduate courses. GC thought open-ended/free response questions would, for many graduate courses, be more appropriate for giving feedback to instructors.

H. United Auto Workers (UAW) Strike: Guidance and Faculty Responsibilities and Authority

UAW voted in favor of a graduate student strike during spring 2024. Subsequently, systemwide Academic Council provided UAW strike guidance to faculty and units, including a brief FAQ that explains some aspects of faculty roles based on a longer FAQ prepared by UCOP.[3] This guidance followed a statement from the Joint Senate-Administration Workgroup On The Future Of UC Doctoral Programs, describing expectations for academic effort by M.F.A. and Ph.D. students, as needed to advance towards academic milestones and complete degrees.[4] GC felt that while these documents were helpful in clarifying some aspects of faculty responsibilities and authority, with respect to evaluation of graduate student progress, a clearer and more direct statement was needed. In response, GC wrote and released a memo to graduate program/department directors and advisors (see Appendix III) explaining that faculty oversight of graduate student progress is clearly a matter of faculty purview.[5] No matter what the state of graduate student contracts (for teaching assistants, graduate student researchers, or others) and/or the nature of fellowships graduate students may hold, faculty and programs/departments retain full authority for evaluating academic progress, as required for students to meet milestones and complete their degrees.

I. Spring Protests and Course Modalities

There was additional campus disruption in spring 2024, beyond that associated with UAW strike activity, especially in response to the Israel-Gaza conflict. There were numerous individual protest activities (marches, informational events, building/facility occupations, etc.) and eventually an encampment was established, initially in the Quarry Plaza and later near the campus main entrance at the intersection of Bay Street and High Street. Senate leadership, including the GC chair, met periodically on an ad hoc basis and as part of regular Senate and administration consultation, to get updates on dynamic conditions and offer perspectives as decisions were made about campus access, safety, policing, enforcement, and related policies. Following the shift of the protest encampment to the main campus entrance, access to and from campus was blockaded with increasingly "hardened" structures, eventually leading the administration to declare the need to shift

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[3] https://senate.universityofcalifornia.edu/_files/reports/js-sc-faculty-strike-guidance.pdf
https://ucnet.universityofcalifornia.edu/uaw-faqs-2024/
[4] https://senate.ucsc.edu/archives/Current%20Issues/apc-memo-on-non-graded-academic-effort.pdf
[5] https://senate.ucsc.edu/committees/gc-graduate-council/policies-and-memoranda%20gc_re_apcwork
groupmemo_052424-1.pdf

most teaching to an "emergency remote" modality. Senate leadership expressed concern about negative impacts on teaching, particularly for more experiential (hands-on) and technical courses, and emphasized that faculty and programs retain purview over teaching modalities. The GC and CEP chairs sent guidance (see Appendix IV) concerning these issues to the deans, chairs, directors, and provosts, noting that instructors retained discretion for choosing teaching modality.[6] The main challenge here was in assessing when it was safe and practical for classes to be held on campus (at a time when the administration was trying to limit the day-to-day campus population), especially when access limitations posed challenges for safety, food delivery, research activities, and other campus operations. While protests and blockade conditions varied day by day, and often hour by hour, GC and CEP chairs met regularly and encouraged the administration to assess conditions and make decisions about campus access several days at a time, to allow instructors, students, and others to plan accordingly. Senate leadership also noted that buildings containing teaching spaces should not be locked to prevent student and instructor use of these facilities, retaining flexibility to adapt as needed, course by course. Eventually, the administration made the decision to bring police to campus and break up the entry blockade—this was done with neither advance notice nor consultation with Senate leadership. In-person courses and graduation events were subsequently held in person.

II.   Review of Programs with Suspended Admissions

GC has purview over changes to existing graduate programs, including proposed suspensions of graduate admissions. Once a program has suspended admissions, GC monitors the program through reports submitted to GC by the department. In 2023-24, four graduate programs had suspended admissions:

A. Digital Arts and New Media (DANM) M.F.A.

Following suspension of graduate admissions for 2022-23 and 2023-24 by the Digital Arts and New Media (DANM) M.F.A. program, based on feedback from their 2022 External Review Committee report, Graduate Council requested a detailed working plan from DANM and the Arts Dean in fall 2023 for restructuring DANM. GC received letters from the Arts Dean, DANM Director, and Performance, Play, and Design (PPD) Chair in April 2024, indicating intent to propose a change of administrative home (COAH) for the DANM M.F.A. to operate from PPD. GC responded to these letters with encouragement and some requests for clarification and additional information. On May 1, 2024, GC received a more structured proposal for COAH of DANM to operate from within PPD. Graduate Council reviewed the proposal, with additional input from CPB, at their regular meeting on May 30, and while we appreciated progress made in transitioning the M.F.A. program to PPD, there are important aspects of the COAH that need to be resolved, mentoring and administrative responsibilities that need to be clarified, and resource commitments that need to be made more explicit. Graduate Council approved a third and final extension of suspension of graduate admissions for the DANM M.F.A. for the 2024-25 cycle while the proposed COAH is updated and resubmitted for assessment. This should be done by early fall 2024 in order to stay on track to reopen DANM admissions for the following cycle.

B. Feminist Studies Ph.D.

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[6] https://senate.ucsc.edu/archives/Current%20Issues/cep_gc_csa_strikeguidance_052024.pdf

This year, Graduate Council approved a renewed suspension of graduate admissions for the Feminist Studies (FMST) Ph.D., which has had suspended admissions in the recent past, for both the 2023-24 and 2024-25 admissions cycles. However, requests this year by several FMST faculty who wish to transfer out of FMST (to another department or to a divisional appointment) leave GC gravely concerned about the future of the program. Graduate Council endorsed the requested transfers (as we trust faculty to assess how best to manage their professional affiliations), but emphasized the need to assure mentoring of remaining graduate students, including participation on qualifying exams and reading committees, as may be needed. Given that FMST now lacks critical mass as a graduate program, making it difficult to offer a curriculum and support student research, GC encouraged consultation between remaining FMST faculty and the Humanities Dean to consider options for both the Ph.D. program and the Designated Emphasis in FMST, to decide if either of these can be sustained. GC requested a report from FMST by November 15, 2024.

C. Games and Playable Media (GPM) M.S.

Graduate Council approved an initial suspension of graduate admissions for 2023-24 for the Games and Playable Media (GPM) M.S. program, operated through the Computational Media (CM) Department, then approved a second year of suspended admissions. In GPM's requests, the program noted a lack of available faculty to teach critical courses (at the Silicon Valley Center), financial challenges for the program and UCSC overall, and recent layoffs in the video game industry that call into question the professional basis for sustaining the program. At the end of the GPM report submitted to GC in March 2024, CM promised an updated report to GC by December 31, 2024. GC looks forward to receiving this report, which should help in assessing next steps for the GPM program.

D. History M.A.

Graduate Council approved the History Department's proposal to reinstate admissions for their M.A. program, which has had suspended admissions since 2020. GC acknowledged concerns raised by CPB in their review of the proposal, specifically about funding to support TA positions for History M.A. students, but also notes that the M.A. students are not guaranteed funding/employment while attending UCSC, and having a cohort of M.A. students could be helpful with maintaining a robust graduate curriculum. On this basis, GC supported reinstating admissions for the History M.A. degree program.

III.   Additional Highlighted Reviews

During 2023-24, Graduate Council reviewed additional reports and proposals with significant impacts on graduate education, including the following:

A. HCI Professional Degree Supplemental Tuition (PDST) Proposal

Graduate Council reviewed a proposal from the Computational Media Department (CM) to renew Professional Degree Supplemental Tuition (PDST) for the Human Computer Interaction (HCI) M.S. degree, which is offered mainly at the Silicon Valley campus. This proposal was also reviewed by CPB, who recommended approving the request for a 5% increase in year-over-year PDST fees. Both GC and CPB expressed concern that the program was expensive relative to peer and competitor programs, and wondered about budget priorities for continuing this program, given costs, modest enrollment, and

competing needs for resources on the main UCSC campus. GC is also concerned about job placement, and a lack of information on diversity and equity in the PDST renewal proposal. GC hopes that these issues will be addressed going forward, with the campus performing a detailed and transparent budget analysis and discussing trade-offs concerning how specialized graduate programs of this kind are financed.

B. *CSE Enrollment Management Plan*
Graduate Council commented on the AY2024-25 Enrollment Management Plan for the Computer Science and Engineering Department (CSE). GC supported CSE's plan for managing enrollments for the Computer Science (CS) major. Excessive enrollments in CS courses have led to unacceptably large class sizes and overworked faculty, TAs, and Graduate Student Instructors (GSIs). GC discussed the potential negative consequences on faculty research productivity, graduate student mentorship, and graduate student success for students who are TAs or GSIs of large classes. GC was especially concerned about potential impacts of increased teaching workload on graduate student progress, including time-to-degree, generation of publications, and presentation at technical meetings. While GC commended CSE for success in running such a popular major, GC agreed that an enrollment management plan is required for the CS major and urged the administration and CSE to work closely on setting reasonable enrollment expectations moving forward.

C. *Interim Report of the APC Workgroup on the Future of Doctoral Programs at UC*
Graduate Council discussed the Interim Report of the Academic Planning Council Workgroup (APC Workgroup) on the Future of Doctoral Programs at the University of California, and prepared a memo to the Workgroup chairs in response (2/5/24). While GC appreciated that the Interim Report described many of the challenges the UC faces, and the ongoing and potential impacts of those challenges on graduate education, we were disappointed with a lack of specificity, particularly a failure to make actionable recommendations and consider the allocation of resources to achieve critical objectives in graduate education and research. GC also noted that the Workgroup needed to be more realistic in addressing perceptions around UC's need to fund, house, and otherwise support graduate students. UC has been negligent in recent decades in explaining the value of graduate education, including economic and quality-of-life benefits to the State of California, and ways in which graduate student training helps to solve vexing problems that impact communities, ecosystems, and industries. UC requires both short-term and long-term solutions to the challenges UC graduate programs and colleagues are facing across the system, and a real and demonstrated commitment to the graduate enterprise. GC was gratified to learn CCGA incorporated some of our language in their assessment of the Interim Report, and CCGA later heard from Workgroup chairs that our assessment was valued by the Workgroup, in that it helped them to make the case for substantive and impactful changes to policy and budget priorities.

D. *Proposed Revision to CAPM 100.500 and Establishment of New CAPM 103.500*
GC reviewed a proposal to revise CAPM 100.500, which concerns academic personnel search procedures. The proposal would move and revise sections I and J on Search Waivers and Search Exemptions for Non-Senate Academic Appointees into a new chapter numbered CAPM 103.500. Graduate Council expressed concern about section J, which would afford a Search Exemption to recent UCSC Ph.D. graduates to serve as an Early

Career Lecturer in the Summer Session following their graduation. Specifically, the proposed policy did not call for the candidate to have a faculty mentor, as is the case in GSI appointments. Particularly because some recent Ph.D. graduates lack teaching experience, or section J hires could be assigned to classes that are new to them, GC urged that policy language be modified so that programs would assign a Faculty Mentor for all section J hires. The support and mentoring level might be modest, on average, but it would be best to default to a system by which there is a foundation of close supervision and guidance for young colleagues taking on teaching responsibilities soon after completion of their graduate degrees.

E. Western Association of Schools and Colleges (WASC) Report

GC reviewed UC Santa Cruz's draft institutional report for WASC ten-year reaccreditation, scheduled for spring 2025. GC was disappointed with how little the draft said about graduate education, particularly because undergraduate education greatly benefits from a thriving and enriching graduate education and research community. Moreover, the report makes assertions about the aspirational size of the graduate enterprise, which has not been discussed with relevant Senate committees (including GC), nor presented by the administration as institutional goals. While GC acknowledges that there are current and future challenges in graduate student and program funding, major decisions about appropriate program sizes and priorities must be developed thoughtfully and in consultation with the Senate, and presented clearly to the full community. A strong case can be made that UCSC should increase the size of at least some current graduate programs in order to achieve or sustain critical mass, and to raise the performance and reputation of the university, which will be helpful with undergraduate recruiting and sustaining graduate student engagement in the undergraduate education mission. GC was also disappointed that the draft did not discuss clear, well-documented, and actionable recommendations needed to support graduate programs and students, as described in the Implementation Task Force (ITF) report on graduate education (see Section VI.F. below), despite the draft WASC report highlighting other recent planning activities at UCSC.

F. Reduction of Appointment Request

GC reviewed a personnel case this year that triggered significant discussion and concern. This was a request by a faculty member to have their appointment reduced from 100% time to 50% time, with the other 50% time being used for non-UCSC activities of interest. GC was especially concerned about how approving this request could negatively impact graduate courses and graduate student and postdoc mentorship. The Memorandum of Understanding (MOU) for this request suggested that there would be no graduate teaching, and it was not clear what problems that might create for the associated graduate degree program. It was also not clearly stated how many graduate students this faculty member supervised as primary advisor, nor how many graduate committees the faculty member would serve on in the future (the accompanying CV did not help to clarify this issue and apparently was not up to date). It was not clear if the faculty member would be expected to serve on half as many graduate committees as peer FTEs with 100% appointments or if, perhaps, the faculty member would serve the same number of students but provide only 50% of the contact or support time. Simply put, it appeared that a 50% reduction in faculty effort might translate to a much larger reduction in effort in support of the graduate enterprise. GC also questioned how affiliated graduate and postdoctoral office and

laboratory spaces would be assigned (perhaps reduced by 50%), as this was not addressed in the MOU. GC noted that requests of this kind have broad resource implications, particularly in times of contracting budgets and faculty provisions being unfilled following separation. GC did not endorse this request, and urges caution in considering requests of this kind in the future.

G. *Graduate Handbook Revisions*

Graduate Division maintains and posts a Graduate Handbook for students and programs, which helps to present selected UCSC (and wider UC) policies in simple language and links additional guidance and best practices that may be helpful in navigating requirements and milestones. Individual departments and programs are expected to develop and maintain their own handbooks, but the Graduate Division handbook provides a foundation of essential information and guidance. Graduate Division's last substantial update to the Graduate Handbook was completed in 2016. In recent years, changes in policies, funding, and the roles of graduate students as represented employees resulted in the Graduate Handbook becoming outdated and, in some cases, contradictory with itself and/or with UCSC or UC policies.

Graduate Division made some suggested edits to the Graduate Handbook and asked GC to comment on these and suggest additional revisions, particularly in areas of GC purview. There was an initial request for GC assistance in making revisions in May 2023, and an additional request was submitted in May 2024. Unfortunately, these requests arrived too late during the academic year for GC to give them necessary consideration, discussion, and consultation, particularly for cases in which Graduate Division was proposing substantive changes to policy, including changes that would require editing of UCSC Policy and Procedures Governing Establishment, Disestablishment, and Change (the APU) and/or Appendix D of the Santa Cruz Division Manual of the Academic Senate.

In responding to the latest Graduate Division request for comments and editing of the Graduate Handbook, GC noted that there are two main categories of review and editing needed: (a) proposed changes to policy, and (b) revisions to language to clarify existing policy and/or suggest best practices. GC suggested that, in the future, all Graduate Handbook modifications that comprise a change to policy for which GC has purview be proposed in writing by the Graduate Division early in fall quarter. This is typically when GC has the best opportunity to consider policy issues. Graduate Division could develop their requests for policy changes in summer, and prepare supporting documentation, so that requests are ready for submission before or soon after GC meets initially in the fall. If proposed changes to the Graduate Handbook would require revision to Appendix D, this would allow time for GC to craft/revise proposed revisions and submit these to the Senate Committee on Rules, Jurisdiction, and Elections (CRJE), confer with the Committee on Planning and Budget (CPB), and take other steps as may be needed.

Graduate Division could subsequently request changes to language in the Graduate Handbook, either as part of changing policy or to clarify existing policies, by the first meeting in winter quarter. This will put these requests in front of GC before the committee begins work on fellowship review, and around the same time as the committee begins program statement review. As with program statements, for which GC can see the prior text and what changes are proposed, GC should be provided with redline text for which

feedback/approval is requested. Depending on the extent of requested/necessary edits, GC may wish to create a subcommittee to focus on this task, bringing selected questions/topics to the full GC for discussion. This schedule and approach will allow sufficient time for discussion and careful revision, including more than one round of edits, if needed to avoid confusion or errors, with decisions before the end of the academic year. This allows time for the updated Graduate Handbook to be posted online before the start of the next academic year.

With regard to the changes Graduate Division proposed to the most recent version of the Graduate Handbook, GC provided numerous suggestions for streamlining, including removal of redundant text and careful use of consistent terminology to describe key policies and requirements. GC noted that other proposed edits should be discussed with GC and submitted as policy change requests, as they have significant implications for graduate students and programs, including minimum course requirements, distinctions between full-time and part-time attendance, the shortening of the time to key milestones, and requirements for programs to request academic probation for students in specific cases. The Graduate Handbook also makes reference to graduate student Mentoring Guidelines, based on a document developed in 2006. This guidelines document should be updated as part of Graduate Division's broader effort to modernize and standardize guidance. There is also a need for GC to consider updating graduate grade policies, as there is ambiguity in current policies as to whether the lowest course grade that can be used to satisfy course requirements (mandatory or elective) is a B or B- (if a program does not have a more stringent requirement).

GC sincerely appreciates Graduate Division efforts to update and clarify this and other valued guidance documents, and looks forward to continued collaboration on this effort in the 2024-25 academic year.

IV.   Delegation Policy

Graduate Council's "Delegations of Authority" document lists routine administrative decisions delegated to the Vice Provost and Dean of Graduate Studies (VPDGS), as well as those decisions delegated to the GC Chair, the Committee on Courses of Instruction (CCI), and the Vice Provost of Academic Affairs (VPAA). The document also states, as established in GC bylaws, that the Council will annually monitor and review its delegations of authority and consult with the VPDGS, who will report annually on 1) the formulation of general procedures established in conformity with the delegations of authority, and 2) redelegations of authority. Graduate Council reviewed its list of currently delegated decisions, with no substantive changes for the current year. The "Graduate Council Delegations of Authority 2023-24: Santa Cruz Division" document was made available on the Academic Senate's public Graduate Council webpage and communicated from GC to the VPDGS, VPAA, and CCI Chair on November 8, 2023.

V.   Guest Policy

GC discussed its guest policy early in the academic year, and enthusiastically agreed to extend a formal invitation to Assistant Dean of Graduate Studies Stephanie Casher to attend Council meetings as a guest for 2023-24 (GC to VPDGS, September 28, 2023).

VI. VPDGS Consultations

Graduate Council and the Graduate Division formally consult on numerous issues and specific topics throughout the year. Some of these are scheduled when the year begins, and others are added to agendas based on matters arising and in need of resolution. To facilitate communication and review of key issues, GC maintains a standing consultation calendar with the Vice Provost and Dean of Graduate Studies, produced collaboratively during the summer. This year's consultation topics, many of which are anticipated to occur annually, focused on the following:

A. *State of Graduate Education Overview*
At their initial consultation, Graduate Council welcomed VPDGS Peter Biehl, who provided briefing on these topics:
   a. The structure and goals of the Graduate Division for the current year, including key priorities.
   b. An update on graduate applications and enrollment for the last five years, including a breakdown by race/ethnicity and nationality.

B. *Review of Block Allocation Formula and How Programs Use Block Funds*
This annual consultation focuses on an orientation on the block allocation formula. GC specifically asked the VPDGS to discuss what the Graduate Division interprets as intended and appropriate uses of block funds by programs.

C. *Academic Integrity Cases*
The VPDGS reports annually to GC on any academic integrity cases at the graduate level from the previous year. This year, GC also asked the VPDGS to share any concerns for this academic year related to academic integrity and the Graduate Division's perspective on those concerns. The Council also reviewed the Delegations of Authority with VPDGS Biehl at this consultation.

D. *Graduate Fellowships*
Graduate Council consults annually with the VPDGS concerning processes and outcomes for the Dissertation Year Fellowships (DYF) and Cota-Robles (CR) Fellowships awarded in the most recent cycle, and to discuss the calls for the fellowships' upcoming cycles. In 2016, GC delegated DYF review to the divisions, and this continues at present. The VPDGS annually collects data on the divisional review and evaluation process for the DYF, and this information is reviewed by GC along with the annual reporting of awards and outcomes data for both fellowships.

As part of the CR consultation this year, GC reviewed the fellowship timeline for 2023-24 and the rubric used by GC to assess nominations in 2022-23, then discussed the process by which GC would conduct their reviews this year. Following the consultation, GC revised the CR Fellowship rubric for the 2024 review cycle and worked with the Graduate Division to update the annual call to ensure that language describing review was consistent with the rubric.

Next year, GC would like to incorporate data on the UC-Hispanic Serving Institutions Doctoral Diversity Initiative (HSI-DDI) President's Pre-Professoriate Fellowships into this consultation. In addition, GC suggests that Graduate Division prepare an annual Fellowship

Coordination memo (essentially an MOU), that clearly defines roles and expectations for handling the CR and HSI-DDI materials, in advance of this consultation. There was confusion this year as to what information Graduate Division wanted from GC as part of GC's CR Fellowship review, which caused additional (unnecessary) work and angst. GC would like to collaborate with Graduate Division to clarify and smooth this process going forward, and having a clear and detailed written agreement as to process and goals ahead of the review cycle will benefit all involved.

E. Graduate Student Handbook

Last year, GC received a proposed update to the Graduate Division's graduate student handbook, but it arrived too late for GC to review and offer recommendations during the academic year. Instead, Chair Fisher edited the updated handbook during summer 2023 with plans for GC to revisit additional proposed changes in 2023-24. In service of this review, Graduate Council consulted with VPDGS Biehl and Assistant Dean Casher in early winter quarter to learn Graduate Division's plans for revision and how GC might contribute to that effort, including the nature of the feedback desired, the preferred date for completion of GC's response, and anything else deemed pertinent on this topic. During the consultation, Chair Fisher requested that the proposed changes be submitted to GC for review early in spring quarter. The proposed revisions were submitted to GC later in spring, and there was only time for discussion at the final GC meeting of the year. As noted in Section III.G. above, GC requests a revision to the schedule for periodic collaboration on the Graduate Handbook, with requests for major policy changes to be proposed by Graduate Division in early fall quarter, and changes to presentation (wording) submitted in early winter quarter.

F. ITF Report

In March 2023, the Implementation Task Force for Inclusive Excellence in Graduate Education (ITF) produced a report offering a roadmap for reimagining how graduate students and programs can thrive at UC Santa Cruz, including detailed and targeted recommendations to improve student success and well being. The 2022-23 GC supported the recommendations put forward in the ITF Final Report[7] and encouraged swift action. Endorsement was also solicited and received from the Chancellor and Campus Provost and Executive Vice Chancellor (CP/EVC) at the spring 2023 Senate meeting. This year, GC consulted with the VPDGS to learn about and discuss progress and plans for implementing recommendations from the ITF report, and to see how GC can contribute to these efforts. While GC was hopeful that several of the recommendations from the report would be implemented this year, progress was limited.

GC urges that the ITF report and its recommendations be used as a guide going forward—this is especially important since other planning documents (which often focus on broader sets of topics and/or principles rather than actionable steps) tend to be much less specific. Also, the ITF report and recommendations were crafted through a multi-year process that included quantitative analysis of more than a decade of data from across the campus, demonstrating key factors and actions that reduce attrition and time to degree. Please see

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[7] https://graddiv.ucsc.edu/about/reports/itf-final-report.pdf

the May 2023 GC memo that accompanied release of the report for guidance as to why the ITF report and recommendations remain timely and important.[8]

G. Graduate Admissions Report

This annual consultation includes a report on graduate admissions for this cycle, including applications, admissions, and acceptances. GC also requested data by race/ethnicity, gender, and international status, as well as data presented by division.

VII. Additional Consultations

Graduate Council also consulted with Karen Nielson, Director of the Disability Resource Center (DRC); Amanda Rysling, Chair of the Committee on Courses of Instruction (CCI); and Kalin McGraw, Associate Registrar. The GC Chair was also invited to consult with the Committee on Planning and Budget (CPB), and met repeatedly with the chairs of CCI and the Committee on Educational Policy (CEP) to discuss the course review process, particularly for online and hybrid modalities. The GC Chair also met informally with department/program chairs, deans, and staff to aid with completion of key tasks involving program review, suspension of admissions, and other administrative matters.

A. DRC Director Nielson

At its March 7, 2024 meeting, GC and Disability Resource Center (DRC) Director Karen Nielson discussed the DRC's work with graduate students and programs. GC asked Director Nielson to provide information to help GC understand how the DRC interacts with graduate students and programs, including statistics for the current year—by degree type (Ph.D., M.S./M.A., M.F.A.)—concerning the numbers and percentage of graduate students seeking and receiving accommodations, and the kinds of accommodations that are most common. GC also asked about time-to-degree information for graduate students who work with the DRC to secure accommodations, and DRC staffing levels for support of graduate students and programs.

Some of this information was provided as part of the GC consultation, and GC followed up to request additional information for consideration by the committee (that additional information is still pending). Time-to-degree data for graduate students with accommodations would be particularly useful information, and GC should request this data in a 2024-25 consultation with the DRC Director.

GC learned during the consultation that one DRC Specialist supports all graduate student accommodation requests, in addition to supporting hundreds of undergraduates, with a caseload of over 400 students in total. This workload is well beyond standards of professional practice, and likely underserves graduate students and programs. GC should follow up with the DRC Director in 2024-25 to see if caseloads are more reasonably balanced with professional staff capacity.

GC also noted that graduate student accommodations that extend time-to-degree do not come with additional institutional financial support, and we are not aware of any fellowship

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[8] https://senate.ucsc.edu/senate-meetings/agendas-minutes/2022-2023/2023-may24-senate-meeting/graduatecouncil_re-itf-report_230504_scp2060.pdf

or GSR support mechanism that provides resources to fund accommodations of this kind. This is a challenging issue that UCSC must address if we are to be realistic about disability accommodations. GC highlighted these DRC caseload and time-to-degree funding concerns as part of their review of the January 2024 "Transforming Culture and Practice: serving students with disabilities at the University of California" report in a memo sent to Senate Chair Gallagher on April 8, 2024.

B. *CCI Chair Rysling*

On May 30, 2024, Graduate Council consulted with CCI Chair Amanda Rysling. CCI Chair Rysling and Analyst Morgan Gardea requested GC feedback on CCI's proposed revisions to course modality questions, intended to replace questions used previously as part of Senate review of new course proposals. Chair Rysling provided CCI's working document for GC review ahead of the consultation, which formed the basis for discussion. GC followed up with Chair Rysling on June 6 to suggest minor edits to the proposed course modality questions, and sincerely appreciates the thoughtful and detailed work CCI has done to improve the course review process.

C. *Associate Registrar McGraw*

On November 30, 2023, Graduate Council consulted with Associate Registrar Kalin McGraw. The purpose of this consultation was to inform GC members about the program statement review process, and to introduce them to the document management system we would use extensively for the rest of the year (CAT). Chair Fisher began by explaining Council's plenary authority and the need for careful, annual review of program statements, then provided examples to help illustrate the process. Associate Registrar McGraw walked members through the CAT system and the process by which program statements are managed. This introduction to program statement review helped to smooth this year's review process, and it is recommended that GC consult with the Associate Registrar annually, as part of preparation to begin reviews.

In addition, GC would like to acknowledge and thank Associate Registrar McGraw and her colleagues, who worked with GC last year to advance the schedule for submission of program statement materials by about one month, so that materials are now submitted to divisions in early November, and released to the Senate in mid-November. As a result of this shift in the schedule, GC was able to plan and stage reviews using essentially all of winter and spring quarters, with review assignments to GC members that balanced workload and expertise. This allowed GC to begin program statement review in January, generally scheduling 4-6 sets of documents for review and discussion at each subsequent GC meeting, until the vast majority were completed and submitted to the Registrar by mid-May. There were a few additional documents that required work into June, but in general, the process went smoothly and remained on schedule. In addition, the Office of the Registrar staff remained patient and helpful throughout the process, providing the GC Analyst and members with advice as needed to answer specific questions and move swiftly through the programs and documents.

VIII.   Faculty FTE Recruitment Requests

Prior to the last several academic years, Graduate Council reviewed decanal faculty recruitment requests and provided feedback to the CP/EVC (and implicitly to deans and others). More recently,

GC has opted out of full committee review of the FTE requests. This decision was made with the recognition that GC opinions do little to influence which FTE are ultimately authorized. In addition, detailed review of decanal FTE requests requires considerable time and effort, diverting GC from other critical issues. However, the decanal FTE requests were included in GC agendas as informational items and the committee is able to discuss them and the review process if this seems worthwhile. In addition, the Graduate Council Chair (or another GC representative) participates in decanal consultations held by the Committee on Planning and Budget (CPB), along with the chair of the Committee on Educational Policy (CEP), then reports back to GC at subsequent meetings. The GC Chair also participates in CPB's annual FTE review consultation with the chairs of GC and CEP, to review the full process and provide feedback on faculty hiring and implications for graduate education.

IX.   Regular Committee Business

A. *New Degree Proposals*
Graduate Council did not review any new degree proposals this year.

B. *New Non-Degree Proposals*
Non-degree proposals include Designated Emphases (DEs), Five-Year Contiguous Bachelor's/Master's paths (4+1s) (in departments/programs that already have a separate Master's degree), En Route Master's degrees (in departments/programs that already have a standalone Master's that aligns with the proposed en route degree), and non-SR 735 certificates. In 2023-24, Graduate Council reviewed and approved a Five-Year Contiguous Bachelor's/Master's Pathway for Literature/Education M.A./C, effective fall 2024. Council also reviewed and approved two en route Master's degrees: Music M.A. en route to the Music D.M.A., and Ocean Sciences M.S. en route to Ocean Sciences Ph.D.

C. *Suspensions*
Graduate Council approved suspensions of admissions for three graduate programs this year. GC extended the ongoing suspension of DANM admissions for a final year. GC expects DANM to reopen applications for admission beginning in fall 2025 for students starting in fall 2026, once a change of administrative home is approved. GC approved a last-minute request from Feminist Studies to suspend their Ph.D. admissions this year, then subsequently approved a request to extend this suspension through the next cycle (2024-25 applications for 2025 admission). Similarly, GC approved a request to suspend admissions for the Games and Playable Media (GPM) M.S. this year, and subsequently approved a request for an additional year of suspended admissions into next year. The current state and potential future of these programs are discussed in Section II.

D. *Reinstatements*
Graduate Council reviewed and approved a proposal from the History Department to end its suspension of the History M.A. and reopen admissions for matriculation in fall 2026.

E. *Professional Degree Supplemental Tuition (PDST)*
At the request of the VPAA, Graduate Council reviewed reports and assessed proposed fee levels for the renewal of the Human Computer Interaction (HCI) M.S. Professional Degree Supplemental Tuition.

F. External Reviews

Graduate Council annually participates in department and graduate program external reviews. During 2023-24, GC reviewed department/program self-studies and subsequently submitted questions to supplement the charge for upcoming reviews for: Applied Mathematics, Art, Astronomy & Astrophysics, Biomolecular Engineering, Economics, History, Politics, Sociology, and Film and Digital Media. GC also prepared responses to department/program External Review Committee (ERC) reports and department/program and dean responses as preparation for closure meetings for Education; Molecular, Cell, and Developmental Biology; Music; and Statistics. GC reviewed mid-cycle reports and made recommendations on the length of review cycle for Electrical & Computer Engineering; Performance, Play, and Design; Critical Race & Ethnic Studies; and Anthropology.

Unfortunately, several scheduled self-studies were not submitted on time or were not completed in 2023-24, resulting in some of these reviews being pushed back to the next academic year. Similarly, department and dean responses to ERC reports have been seriously delayed for multiple departments/programs. Departmental responses to ERC reports are expected to be submitted within four weeks following receipt of the ERC report, and the dean's response is due two weeks after that. When these responses are delayed, GC is not able to review the ERC reports and these materials in preparation for closure meetings (several of which were supposed to be held in 2023-24 and have now been pushed back to 2024-25). Several mid-cycle reviews were also late. During the 2023-24 academic year, external or mid-cycle reviews and closure meetings were deferred to 2024-25 for the following graduate programs: Earth and Planetary Sciences, Ocean Sciences, Computer Science & Engineering, Ecology & Evolutionary Biology, and Environmental Studies.

In response to these delays, Graduate Council sent a joint correspondence with CPB and CEP to the deans explaining that late external review materials may result in the Senate deferring committee reviews to the following academic year. Additionally, these delays will result in Senate committees being unable to schedule other (intended) reviews, and the backlog could build up over time if there are additional delays in submission of materials, as seems to be increasingly common. Going forward, GC and other Senate committees may delay review and response to other departmental requests in cases where external review materials are outstanding (absent an approved extension).

G. Program Statement Review

Graduate Council reviewed graduate program statements for the 2024-25 catalog copy in teams of two members, with support from the Analyst and Chair. This remains an important, yet time-consuming and challenging process, requiring significant time and effort from the full committee. The GC Chair and Analyst also exert significant effort around program statement review outside of meeting preparation. As noted in Section VII.C., this was the first year that CEP and GC, in collaboration with the Office of the Registrar, adjusted the program statement due dates to November 5 to the Division, and November 15 to the Senate, to better align the timing of committee reviews with other work and deadlines. This new timeline worked well for GC, as the Analyst and Chair were able to prepare and stage reviews during fall quarter, then begin detailed work at the first meeting of winter.

That said, there were frustrating challenges with completing program statement reviews for many programs. Most common was the omission of a cover letter detailing (a) what text was changed, and (b) an explanation as to why changes were needed. Many programs did not submit cover letters, or the letters that were submitted were incomplete. For the former case, GC returned those program statements unreviewed, with a request that programs prepare a suitable cover letter and resubmit. In cases of incomplete letters, GC members and the Analyst often spent considerable time trying to deduce what changes had been made and why, generally resulting in a request for revision that included a more complete explanation. In an extreme case of the opposite problem, one program submitted an unnecessarily lengthy and detailed cover letter that highlighted and justified each change in punctuation and wording.

There were also delays in program statement review for some new programs because pages were missing from the CAT system, submitted program statements did not align with the catalog copy in program proposals approved by GC, new courses were late being submitted to CCI (these should be submitted in fall), or submissions were delayed for other reasons (sometimes because of program/department staffing shortages). The first three issues have been addressed in the memo on the Program Statement Review Process for 2025-26 General Catalog, which was sent to Course Sponsoring Agencies by the Office of the Registrar on August 5.

H. *Graduate Student Instructor Requests*

Graduate Council delegates to the GC Chair review and approval of GSI requests (which GC reviews for GSIs teaching graduate courses specifically). The systemwide University Committee on Educational Policy (UCEP) and the Coordinating Committee on Graduate Affairs (CCGA) have taken the position that graduate students should not take on an instructional role for which they can influence the grade of another graduate student's performance, unless faculty oversight of the assessment process is sufficient to prevent any semblance of a conflict of interest. In practice, it is common for GC to approve GSI requests for graduate courses that focus on TA training, and applicants this year were especially qualified and well-prepared to take on this important role. In 2023-24, GC reviewed and approved twenty GSI requests from: Astronomy & Astrophysics, Computational Media, Earth & Planetary Science, Ecology & Evolutionary Biology, Economics, Education, Environmental Studies, Film & Digital Media, History of Consciousness, Literature, Music, Philosophy, Physics, Politics, and Sociology. The GC Chair notes that, although reviews of GSI requests are done on a rolling basis, it becomes difficult to respond quickly late in the academic year. It is in departments' best interests to submit GSI requests several quarters ahead of planned hiring, in accordance with posted GC deadlines, to assure a timely response.

I. *Fellowship Review*

Graduate Council reviewed nominations for two graduate fellowships this year, the Cota-Robles Fellowship and the UC HSI-DDI President's Pre-Professoriate Fellowship. The review process is both rewarding and time-consuming for GC members, who complete much of this work outside of regular GC meetings and meeting preparation, and for colleagues in Graduate Division, who guide the process, prepare review materials, and (for the Cota-Robles program) select fellows following GC recommendations. Fellowship

review occurs during winter quarter, but work on this process begins in fall quarter, when GC works with Graduate Division to review timelines, language in the calls, rubrics used for evaluation, and the basis by which nominations will be assessed.

GC has one major request to smooth and clarify the fellowship review process going forward: we ask that Graduate Division prepare and submit to GC an annual "Fellowship Coordination memo," early in fall quarter, that clearly defines GC and Graduate Division roles and responsibilities, and lists both key steps and desired outcomes for the multiple fellowship review processes (see Section VI.D.). This submission should be followed by consultation and discussion among Graduate Division personnel and GC, allowing the fellowship review process to be finalized for the coming year, well ahead of beginning reviews. This will take a modest effort the first time, and will be simpler going forward, as roles and responsibilities are clarified and updated.

There was particular confusion this year as to what information Graduate Division expected GC to provide as part of Cota-Robles review, particularly who was to select the awardees and whether there were desired goals for the outcome (e.g., distribution among divisions and/or between departments/programs, and whether these would be assessed each year or based on results over multiple years). There will never be an outcome that satisfies all parts of the UCSC community, but if Graduate Division and GC will define and agree to goals and expectations ahead of time, we can work more collaboratively and effectively.

a. Cota-Robles Fellowship

GC continued work this year, in collaboration with Graduate Division, to streamline and clarify the process by which Cota-Robles Fellowship nominations from departments and programs would be assessed, and a subset of these nominees were selected to receive fellowship offers. As in past years, while GC reviewed and rated the nominations, Graduate Division selected the nominees to whom a Cota-Robles Fellowship was to be offered.

GC reviewed a draft of the Cota-Robles Fellowship call, prepared by Graduate Division, to make sure that the basis for selection of nominees was consistent with the language in the rubric to be used for review of the files. This provided an opportunity for GC to discuss the rubric and how it would be applied, and to make adjustments in how different categories of achievement were to be assessed and weighted. This is especially important because GC membership changes each year, and many are not familiar with the review process and its nuances.

A GC subcommittee of six members was selected, with representation across the divisions (as best as possible, given GC's membership). GC members who did not participate in Cota-Robles review were assigned to conduct UC HSI-DDI President's Pre-Professoriate Fellowships review (discussed below). Once the Cota-Robles nominations were submitted by programs, Graduate Division staff prepared a spreadsheet listing all of the nominees, with hyperlinks to files in the Slate system and dropdown selection options for the main categories of assessment: academic achievement, contributions to diversity, and program and faculty mentoring/support. This workflow, which was developed initially for review in the 2022-23 academic year, greatly smoothed the review process.

All nomination files were reviewed by three GC members, assigned by Graduate Division to avoid conflict of interest with individual departments/programs. Once the spreadsheet was released, GC subcommittee members quickly evaluated and compared results for a subset of nominees to test application of the rubric, compared and adjusted results, then completed evaluation of the remaining files. The time window available for review was short, but this is a consequence of the timing and nature of the admissions cycle—departments and programs need time to assess all applications in order to select and nominate fellows, and decisions are needed quickly so that UCSC remains competitive for attracting these outstanding young scholars.

For the second year, GC released a memo after the cycle was complete, describing the Cota-Robles nomination and review process. We think this is an important step for maintaining transparency and for helping programs and faculty learn how to prepare better nomination packages and develop better mentoring plans. GC does not provide feedback on individual files, but this memo lists common shortcomings in nomination files and explains in some detail how the rubric was applied. We urge future GCs to consider preparing and distributing this type of memo. We also urge the Graduate Division to not release individual nomination "ratings" as developed by GC during review, as this would serve no useful purpose and would cause confusion and consternation for programs (as it has in the past).

b. ***UC HSI-DDI President's Pre-Professoriate Fellowship***
This was the second cycle in which Graduate Council had the opportunity to review applications for the UC HSI-DDI President's Pre-Professoriate Fellowship. Three campus awards were available, and sixteen applications were reviewed. Candidates represented all of the academic divisions except for Baskin Engineering. This represents a significant increase in applications, as last year's Council reviewed only eight applications from three divisions.

A review subcommittee of three GC members considered all of the eligible files using the rubric described in the call for applications, assigning scores in three key areas: student excellence and demonstrated research achievements; potential as an exceptional academic pursuing a professoriate career; and advancing inclusion, equity, and diversity. The review subcommittee noted that, once again, this year's applicant pool was very strong. As such, after the review subcommittee decided on three awardees, they urged Graduate Division to award an Honorable Mention to two additional applicants.

X. Local and Systemwide Issue Review

In addition to the issues discussed in earlier sections of the report, GC reviewed and commented on the following issues and/or policies:

- TIM Program External Review Deferral Request (November 2023)
- CCI Undergraduate Teaching Assistant Approval Policy (April 2024)
- Five-Year Perspectives – 2024 to 2028-29 (April 2024)

- April 19, 2024 Memo From the Chairs of the APC Workgroup on the Future of UC Doctoral Education (May 2024)
- Divisional Review: Classroom and Modalities Advisory Committee Year One Report (May 2024)
- Faculty FTE Transfer Requests (n=5) (May 2024, June 2024)
- Graduate Program Name Change for Earth and Planetary Sciences (June 2024)

XI.   Suggested Priorities and Ongoing Issues for GC in 2024-25

As always, there will be numerous important issues for GC to address in the coming year, including some that are routine or expected, and others that can't be anticipated. In the rest of this section, we list some issues and topics that would benefit from GC attention in the 2024-25 academic year, separated into two main categories: (a) matters of policy and/or topics that require short-term attention, and (b) regular and repeating issues and other work that will require GC effort year after year. Some of the items below are carried over from the 2022-23 GC annual report, or from earlier reports, and others have come to GC's attention more recently.

A.   *Matters of Policy and/or Short-term Topics of Interest to GC*
- Follow up with Graduate Division and the administration to advance implementation of recommendations from the Implementation Task Force report.
- Monitor and comment on negotiations (and any protests that may develop) during consideration of the next round of graduate student contracts, covering teaching assistants, graduate student researchers, and other job titles.
- Follow up with programs that have suspended graduate admissions in 2024-25 (DANM M.F.A., Feminist Studies Ph.D., and Games and Playable Media M.S.).
- Work with Graduate Division to define the scope and goals of GC participation in fellowship review, including use of a Fellowship Coordination Memo (essentially an MOU) to clearly state roles and priorities.
- Work with Graduate Division to refine matters of policy, scope, and language in the Graduate Handbook, and establish a schedule and work plan for managing this process moving forward.
- Refine and clarify UCSC policy as to whether B- grades in graduate courses can satisfy requirements, as a default, then propose associated updates to Appendix D (perhaps along with other policy changes requested by Graduate Division associated with modifications to the Graduate Handbook, assuming such changes are approved by GC).
- Work with CCI to develop a plan for alignment of 281 courses with standard numbers of credits based on anticipated hourly workload.
- Continue work with CCI and CEP on clarifying and simplifying the course proposal and review process, particularly for online and hybrid courses.
- Follow up with COT on use of SETS for graduate courses.
- Finish development of a template for department/program Graduate Handbooks, and post with guidance for use of the template on the GC website.
- Develop a policy on graduate student catalog rights, using CEP's Students' Catalog Rights policy as an example.[9]

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[9] https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/cep-policy-on-students-catalog-rights-0108201.pdf

B. *Regular and/or Repeating Issues of Concern and Oversight*

- Provide guidance to programs on creation of new degrees and pathways to existing degrees, and application of related UC and UCSC policies.
- Support efforts to develop innovative graduate courses and/or programs that could help to improve academic and financial conditions, including outstanding online options, self-supporting programs, and/or combined degrees with other institutions.
- Participate in fellowship review for Cota-Robles and UC HSI-DDI President's Pre-Professoriate programs, and maintain oversight of the DYF Fellowship program.
- Complete program statement review and contribute to external reviews of graduate programs.
- Keep track of proposals from CSUs to develop doctoral degrees in specific areas, looking for potential overlap with UCSC doctoral/Ph.D. programs.
- Consult with the Disability Resource Center on graduate student needs, and follow-up on issues raised during previous consultations.
- Collaborate with the VPDGS and colleagues in Graduate Studies on issues related to graduate education, including aspects of student success, increasing funding for fellowship and GSR support related to student academic goals, assuring that graduate students are paid on time (no matter what the source), and that transitions between work as a GSR, TA, and other positions are smooth and seamless for students.
- Develop UC Santa Cruz policy on remote participation on QE committees.
- Follow up on Chairs Fisher and Saltikov's memo to the Committee on Committees assessing GC workload and advocating for compensation for regular members (perhaps in association with two years of continuous GC service).

Respectfully submitted,

GRADUATE COUNCIL

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Jennifer Kelly   Kendall Grady, GSA Representative
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Peter Biehl, *ex officio*, Vice Provost and Dean of Graduate Studies
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August 31, 2024

Appendix I

Graduate Council Guidance on Developing Syllabi for "299" Courses

UC Santa Cruz graduate students take Independent Study and Thesis Research (a.k.a. "299") courses as they work towards academic goals in producing scholarly work. Graduate Council (GC) encourages faculty mentors and mentees to set quarterly quantitative and/or qualitative goals for academic and research progress, in writing, to help clarify expectations and set priorities. Goals in 299 courses should be developed to help students make timely progress towards their degrees, whether or not they are employed or otherwise supported financially as part of their academic work (i.e. as a GSR, TA, graduate fellow, etc.). Quarterly goals should be ambitious and reasonable, taking into account the aggregate of obligations that a student may have, including employment that may be distinct from their academic studies. In addition to helping manage expectations and goals quarter by quarter, 299 syllabi can assist with annual evaluation and reporting of graduate student progress.

GC recognizes that research and scholarly work advances unevenly at times, and varies considerably across disciplines and from quarter to quarter. The crafting of a syllabus for a 299 course should allow for this variability, maintaining flexibility and preserving the autonomy of faculty mentors in guiding student research as best fits the discipline and circumstances. A well-crafted syllabus will allow for delays and changes in plans, new creative approaches, and mistakes that are commonly part of rigorous research and scholarly activities. Good communication, including regular meetings, is important to help assure research progress. Quarterly progress could include production of ideas, analyses, samples, data, reports, papers, or other materials, eventually including thesis/dissertation chapters or other products that lead to completion of a graduate program and awarding of a degree.

GC encourages that graduate departments, programs, and mentors develop and use a simple syllabus to aid in clarifying 299 course expectations. An example template follows this statement—please adapt and modify as appropriate.

When developing a 299 syllabus, please consider including these topics (and others that may be applicable):

- timing and duration of expected interactions between faculty and students (office hours, individual meetings, reading groups, etc.)
- participation in lab or group activities (including presentations at lab or group meetings)
- anticipated academic outputs stemming from research in lab, field, archive, or other environments
- development of data analyses, scholarly activities, or progress in writing
- participation in scholarly events such as presentations at seminars, conferences, workshops quality of scholarly or creative works

Last revised: November 28, 2023

Syllabus for Independent Study/Thesis Research 29X
(Please modify to align with student, mentor and/or program needs)

Professor:
Student:

Objective:
Overview of plans to make academic progress towards the completion of [Graduate Degree].

Mentor/Mentee meetings:

	Bi-weekly
	Weekly
	Every other week
	Monthly
	Other (SPECIFY)

Expectations:
SPECIFY (The expectations vary with the department/area of research/year in the program. For example, at the end of the second year of the Ph.D. in XXX, students must present a research paper. During the third year, they take the XXX exam. Expectations aligned with program objectives are encouraged.)

Hours/Schedule:
(Hours should match the credits received, with a rough conversion of 3 hours effort for each unit of credit).

Grading:
Independent Study/Thesis Research courses are generally taken:
S = Satisfactory
U = Unsatisfactory

Last revised: November 28, 2023

Appendix II

Graduate Council Guidance on Adding an En Route Master's Degree to an Existing Doctoral Degree in a Program with an Approved (Terminal) Master's Degree
Last updated: February 20, 2024

Background

UC Santa Cruz's Graduate Council (GC) prepared this document in response to multiple requests in the last year by graduate programs that offered a Ph.D. or Doctorate (herein referred to as "Ph.D." to simplify discussion) and a terminal Master's degree with the same name and wanted to add an en route Master's (MA or MS) degree to the Ph.D. In this case, the en route Master's degree is a non-terminal degree, awarded upon completion of a course plan that meets all minimum requirements, as defined in **Appendix D of the UC Santa Cruz Division Manual**.

Many Ph.D. programs at UCSC already offer an en route Master's degree, which satisfies the same minimum requirements as any other UC Master's degree program, including:

• Completing required coursework, often the same as that associated with the coordinating Ph.D. program.

• Satisfying a Plan II capstone requirement by passing a qualifying exam, advancing to candidacy, and/or submitting and having approved some kind of project report or other product.

Assuming that a Ph.D. program already offers a Master's degree with the same program name, proposing to add an en route Master's degree would comprise a "non-degree proposal" as defined by UCSC's **Academic Programs and Units (APU) policy guide**, because the degree already exists,—the proposal would be to add a new pathway to the degree. The APU guide notes that approval under these conditions lies with GC. The Divisional Dean will be asked to comment on resource needs (which should be minimal), and the VPAA may provide comments to GC on the proposal. **Requirements and other information are listed on the following page.**

If a Ph.D. program wished to offer an en route Master's degree but did not already have an approved (terminal) Master's degree, the program would have to prepare a full degree proposal. This is described in the **APU policy guide**, Appendix B, which includes a detailed proposal template. In this case, the proposal would undergo UCSC campus review followed by evaluation (potentially including external review) by the UC-wide Coordinating Committee on Graduate Affairs (CCGA), as per instructions in the **CCGA Handbook**. New degree proposals should be submitted to the VPAA's office to begin the review process.

Instructions

A Ph.D. or Doctoral program that also offers a terminal Master's degree with the same name may request to add an en route (non-terminal) Master's degree by preparing and submitting these materials to Graduate Council (GC). Please assemble these elements in a single PDF file and submit it to gc@ucsc.edu with the VPAA's office cc'd. Please reach out to gc@ucsc.edu with questions.

The complete proposal package, submitted to GC and the VPAA, should contain these elements:

(1) The Department Chair or Program Director (as appropriate) should write a cover letter addressed to Graduate Council, briefly describing the proposed modifications to the Ph.D. program and explaining the need/benefits of adding an en route Master's degree.

(2) The Dean of the Division/School should endorse the request and comment on associated resource needs, if any, based on start-up and steady state operation of the en route master's program. If resource needs are identified, GC will ask that the proposal be reviewed by the UCSC Committee on Planning and Budget.

(3) The Department or Program must document proposed changes to the appropriate Program Statement and catalog pages that will require modification in order to offer the en route Master's degree. These should show (a) the current program statement pages, as approved during the last cycle of review by GC, with redline/mark-up that shows modifications, and (b) a clean copy of the proposed revised Program Statement pages. The revised Program Statement and catalog pages should clearly state the requirements and anticipated timing for the en-route master's degree, and note that this is to be a *non-terminal* degree.

> **Notes on preparing draft (edited) program statements:**
> • Preparing modified Program Statement pages as part of this application process will simplify GC review and speed the process of launching the new degree route, assuming it is approved.
> • Please do not submit changes to Program Statement pages in CAT until the en route Master's degree proposal is approved.
> • Please note that the proposed changes to add an en route Master's degree should not result in changes to the doctoral degree program, or else the latter would require separate approval from GC (most likely as part of the annual Program Statement review process).

(4) A narrative proposal should discuss the issues highlighted by items (1) to (3), and should also contain the following information:

A. Explain how the proposed en route Master's degree meets all requirements for Master's degrees listed in Appendix D of the Santa Cruz Division Manual, including the number and kinds of units required and whether this is to be a thesis (Plan I) or capstone (Plan II) degree. In either case, this en route Master's degree is a non-terminal degree.
B. Describe the expected impact on time to degree for doctoral students, if any.
C. Describe the expected impact on the quality of the doctoral program, if any.
D. Describe expected changes to outcomes for doctoral students, including anticipated employment prospects.
E. Describe expected impact on recruitment of doctoral students.
F. Explain if and how current doctoral students may be permitted to take advantage of the new en route Master's option. Please explain the process for these students, and for new graduate students, if the processes are different.
G. Provide information on a faculty vote for the en route Master's degree, including:
   Total number of eligible faculty:
   Total number of voting faculty:
   Final vote:
       Support:
       Oppose:
       Abstain:
   Date of vote:

Appendix III

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

May 24, 2024

GRADUATE PROGRAM DIRECTORS
GRADUATE ADVISORS

Re: April 19, 2024 Memo From the Chairs of the APC Workgroup on the Future of UC Doctoral Education

Dear Colleagues,

At its May 2, 2024 meeting, Graduate Council (GC) discussed the memo released by the chairs of the APC Workgroup on the Future of UC Doctoral Education, titled, "Expectations for non-graded academic effort in Ph.D. and MFA programs." This memo was prepared in an effort to clarify the authority and responsibility of UC faculty in assessing graduate student progress. We agree with much of what was presented in this APC Workgroup memo, but found that some of the language was open to misinterpretation, particularly if interpreted narrowly or taken out of context. This is concerning to GC because there remains a lot of confusion around graduate student assessment, academic progress, and related topics, particularly because graduate students may take on a variety of academic and/or paid roles during their time at UCSC.

While it might seem as if past and future contract negotiations have the potential to change relationships between faculty mentors/advisors and their students, GC wishes to assure UCSC faculty that these critical relations *have not and will not* be changed:

- UC faculty authority for oversight and assessment of academic progress is infrangible and applies whether or not a graduate student is supported with a fellowship; whether or not a graduate student is employed as a researcher, teaching assistant, or in any other capacity; and/or whether or not a graduate student is enrolled in a traditional or independent study course.

- UC faculty oversee and have plenary authority over all graduate programs, degrees, and courses, and are responsible for setting disciplinary and interdisciplinary standards and assessing the academic progress of students they advise.
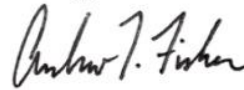
Academic activities, mentoring, and assessments are developed and implemented for the benefit of graduate students, in their pursuit of advanced degrees, by helping to assure that students remain on track and on schedule, have clear goals and expectations, and establish themselves as experts and professional leaders in their chosen fields. Mentoring, collaboration, and creative discovery may occur through a wide variety of activities and methods, on the basis of both formal and informal interactions. We must avoid being distracted by ways in which graduate student financial support and employment may vary over time.

Graduate students, education, and research/creative activity are critical to our academic and professional missions. This is one of reasons why many faculty work so hard on behalf of our graduate student colleagues, including efforts to support them financially. It would be ideal if there were sufficient funding so that all UC graduate students could be financially supported throughout their academic careers, but we should be clear that financial support and work status

make no difference for assessing academic progress. We know that having more financial support would help to improve graduate student outcomes (data and analyses shown in the ITF report demonstrate this), and we will continue to work strenuously to improve financial conditions for all of our students. Academic goals and schedules were developed and are applied independent of student funding and/or paid work, and we should not conflate or entangle one with the other.

Sincerely,

Andrew T. Fisher, Chair
Graduate Council

cc: Cynthia Larive, Chancellor
        Lori Kletzer, Campus Provost and Executive Vice Chancellor
        Jasmine Alinder, Dean, Humanities
        Bryan Gaensler, Dean, Physical & Biological Sciences
        Katharyne Mitchell, Dean, Social Sciences
        Celine Parreñas Shimizu, Dean, Arts
        Alexander Wolf, Dean, Baskin School of Engineering
        Assistant Deans
        Peter Biehl, Vice Provost and Dean of Graduate Studies
        Stephanie Casher, Assistant Dean, Graduate Division
        Herbie Lee, Vice Provost of Academic Affairs
        Patty Gallagher, Chair, Academic Senate
        Matthew Mednick, Executive Director, Academic Senate
        Susannah Scott, Co-Chair, APC Workgroup on Future of Doctoral Programs at UC
        Gillian Hayes, Co-Chair, APC Workgroup on Future of Doctoral Programs at UC
        Dean Tantillo, Chair, Coordinating Committee on Graduate Affairs

Appendix IV

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

May 20, 2024

DIVISIONAL DEANS
DEPARTMENT CHAIRS
PROGRAM DIRECTORS
COLLEGE PROVOSTS

Re: Spring Quarter 2024 Protest Activities & UAW Strike

Dear Colleagues,

In light of the ongoing protest-related disruptions and the UAW strike that began today on our campus, the Chairs of the Committee on Educational Policy (CEP) and Graduate Council (GC) seek to clarify the mode of instruction options for instructors currently teaching.
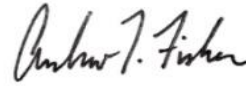
Instructors are best situated to know how to adjust their curriculum to challenges, and as such we will not presume to give wide-ranging specific directions on how to adjust classes. We are authorizing emergency remote modes of instruction as an option for all spring quarter 2024 courses until such time as campus access is reasonably predictable.

Please assist us by conveying this to your faculty, and as always advising patience and compassion as our students and instructors navigate these challenging circumstances. Additional information will be provided concerning the anticipated length of these activities as soon as feasible so that all affected parties can plan ahead.

Sincerely,

David Lee Cuthbert, Chair   Andrew T. Fisher, Chair
Committee on Educational Policy   Graduate Council

cc: Cynthia Larive, Chancellor
        Lori Kletzer, Campus Provost and Executive Vice Chancellor
        Richard Hughey, Vice Provost and Dean of Undergraduate Education and Global
        Engagement
        Peter Biehl, Vice Provost and Dean of Graduate Studies
        Herbert Lee, Vice Provost for Academic Affairs
        Department Managers
        Carrie Malcom, Associate Director of Academic Planning and Student Success,
        Colleges Academic Managers
        Tracy Crick, Assistant Vice Provost and Chief of Staff, Undergraduate Education
        Patty Gallagher, Chair, Academic Senate
        Matthew McCarthy, Vice Chair, Academic Senate
        Matthew Mednick, Director, Academic Senate