MINUTES


ABSENT: Sergio Baranzini, Mark Courey, Anthony Hunt, Margaret Walsh, Jason Tien

GUESTS: Doug Carlson

The Graduate Council was called to order by Chair Desai on February 14, 2013 at 2:10 p.m. A quorum was present.

The minutes of January 17, 2013 were approved.

Chair’s Report – Tejal Desai

Academic Senate Coordinating Committees is coordinating meetings between leadership of the three committees that oversee graduate education: Educational Policy, Graduate Council, and the Committee on Courses of Instruction (COCOI). Among the issues we tackling is clarifying the approval process for the development of new online course and new online degree programs and which ought to be approved first. If an existing program has a conventional course and wishes to move it online that is one path of approval. If a new program is being developed should the program be approved first with “theoretical” courses or should the courses be approved first? Chair of the COCOI, Susan Promes, has indicated a preference for program approval first followed by approval of specific courses.

We are the body the reviews merit fellowships for the Graduate Division. Historically, we have formed a small subcommittee to review a large number of applications. To ease the burden on reviewers, we will now have all members of the Council review a smaller number of applications.

Vice Chair’s Report – Youngho Seo

President Yudof announced his intention to retire in the coming months. CCGA is concerned about the lack of faculty involvement in the search for a new leader at UCOP.

UCOP has issued a Request for Proposals for online education to the tune of $10 million. Most believe that this RFP is geared almost exclusively toward undergraduate education. Funding online education arguably has merits, but UC currently has no internal infrastructure to support such programs. As seen
with the pending MS HAIL program, the current model requires partnering with an external vendor that will siphon off much of the revenue from the degree program.

**Dean’s Report – Elizabeth Watkins**
The Graduate Division is working on a reproducible way of calculating and comparing time-to-degree and completion rates. TTD is not necessarily a straightforward concept; it can be calculated by terms, by elapsed time, prospective, retrospective... We have decided to consider elapsed time to degree: from the date of entry until the date students submit the dissertation. We have also decided to count from entering cohorts; the data we considered was the cohorts who entered from 2000-2004 and went forward. This will allow us to eventually see if interventions (pouring money into one year, programs changes to the curriculum, etc.) make a difference. In addition we have decided to consider median rather than average time to degree. Historically the average for all programs is 5.75 years.

Discussions continue among program directors about how we should address students in year six and beyond. There are times when extended time-to-degree is warranted and we want to readily accommodate students who, for example, may have compelling data and are desirous of a first authored paper in a leading journal. Conversely, there are some students who linger in programs because they are not productive. If we could identify those students in the first or second year they might be better served by being encouraged to leave with a terminal masters. Training Grants discourage this kind of behavior as they define success as publication and PhD completion. Within the context of a time-to-degree this is part of an ongoing conversation; we are moving to compile a list of best practices to be shared among all the program leaders.

**Attachment.** Return to Aid represents a portion of funds that come to the Graduate Division; it is based on the amount of tuition money brought in by the campus and we reallocate those funds directly to students for tuition and fees. The first two pages of the attached is historical data indicating what dollar amounts programs were allocated in recent years. We are moving to provide a degree of transparency to program directors with regard to how funds are allocated across all programs.

As indicated on the attachment (page 3) unfunded obligations are amortized over five years rather than taking a disproportionally large debit this year. Following years of advocating from the graduate students and with the support of the PIBS executive committee, next year we will initiate Child Care Grants for our PhD students. The $80,000 figure with which we will begin is based on a UC Berkeley model that disburses $800,000 for childcare; we are considerably smaller than UCB so our initial dollar amount is correspondingly smaller.

**Attachment Page 4.** Social Science support is based on funding one year of first year admits at resident tuition and a $20,000 stipend. The programs may use the disbursement as they see fit, perhaps spreading it across the five years, but the funding is based on a five year average of new admits. Some programs (History, Medical Anthropology) elect to admit students every other year to maximize their funding. For this purpose Nursing is recognized as a basic science program because it is so large and because they have training grants.

**Attachment Page 5.** Basic Sciences are funded in a manner similar to the first year funding model used for the Chancellor’s Fellowship; a per capita allocation based on a five year rolling average of the number of students in years 1-5. This creates an obvious discrepancy between the total enrollment and the rolling average of students in years 1-5.

**Attachment Page 6.** Allows programs to project future allocations.

**Attachment page 7.** Is a picture of student support (tuition, fees, stipend) for this academic year with a total amount of $34,694,420. The various sources of funding are indicated: Return to Aid, 1st year Chancellor’s fellowship, Merit Awards, IMSD award. School funds are indicated as are Student
fellowships, Faculty Research Grants, Institutional Training Grants, and Other sources (Gladstone, HHMI, self pay, etc).

Katherine Lucey, the Vice Dean for Education in the School of Medicine, has raised an issue for us to consider: each year in the SOM there are a small number of students who cannot earn the MD. They have completed the first two years and passed their boards, but they have issues with the clinical component (often for mental health reasons). Could there be a terminal degree for this population? For example, a Master’s in Medical Science? Currently, nothing like this exists, but we do offer a terminal masters for our PhD students who qualify but will not finish the doctorate. Having a degree of some kind would help the student into another career.

**Senate Analyst’s Report**
None.

**Graduate Students’ Association (GSA) Report – Jason Tien, GSA Representative**
None.

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