

GRADUATE COUNCIL (GC)

Tuesday, November 16, 2021

1:30 – 3:00 PM

COB 1 Room 320

Zoom URL: <https://ucmerced.zoom.us/j/84757526508> Passcode: 050205

Zoom Phone: 1 669 900 6833, Meeting ID: 84757526508

Documents available in [box](#)[Graduate Council Duties](#)

The meeting was called to order at 1:33pm, with Chair Hestir presiding.

I. Chair's Report (1:30-1:35)—Chair Hestir**A. CCGA (11/3)**

- UC President and Regents are aiming to increase graduate student population by 4000, with systemwide resource to support the growth. UCOP representative engaged in discussions with CCGA on teaching assistants and graduate student instructors, as well as UCOP's recent advocacy for change in state agency grant rules, for all state grants to allow charges for student fees.
- There is a system-level discussion of the evaluation of graduate students and postdocs to take Covid-19's impact into account. This is already being addressed at the faculty level, but it needs to be considered in the hires in the near future, and should be addressed from department to system levels.
- Dual degree programs—pet WSCUC, no more than 25% of credits can be shared between the two degree programs, but it is not clear what that 25% means. CCGA is considering whether there should be a systemwide norm, or the definition should be made at the campus level as it is now.

II. Consent Calendar (1:35-1:35)—Chair Hestir**A. The agenda (11/16)****B. [Minutes](#) from the 11/2 meeting****C. Course Proposals—NEW courses:**[MBSE 265/ES 265](#) (cross-listed)-- Solar Cells, Modules and Systems[EECS 242](#)-- Advanced Topics in Computer Architecture**D. [Draft memo](#) on supervision of TAs/TFs/Postdocs****E. [Draft memo](#) on Proposed Revised APM-759 (Leaves of Absence/Other Leaves without Pay)****F. [Graduate Policies and Procedures Handbook](#) (including the latest revisions)****Action:** The Consent Calendar was approved as presented.**III. Discussion Item: Course Proposals with Online Components (1:35-1:55)—CPS Chair Ha**

CPS met on October 29, and is proposing additional language and questions for review of courses with online components. The proposal is accessible [here](#). The current supplemental questionnaire is [here](#). Additional criteria for online courses are pedagogical needs, parity with in-person course, training of instructor to teach online courses, cross-campus collaboration, academic integrity, technological resources, accessibility, interactivity, and cost. The definitions for "online" and "hybrid" courses are also being revisited, in coordination with UGC. Currently undergraduate and graduate definitions are different.

A member shared that their department decided that any course with online component needed to be developed in consultation with CETL, and use the rubrics provided by CETL. While they agree that it should be the department and not individual instructor that determines the modality each semester, instructors need training. Chair asked if CETL must provide the training, as discipline-specific training are available in at least some disciplines. It was suggested that training description could be vetted by CETL.

Action: Schedule an additional consultation with CETL on online course training by CETL.

Discussion followed about the language of both the current and proposed questions for online courses, which seems to suggest that in person is always better than online. The revised language is intended to move away from this, casting online in a more positive light, by asking about the benefits of online instruction. Chair added that for dual modality, it would be important to ensure parity/comparable outcome.

IV. Discussion Item: Teaching Fellows (1:55-2:10)—Policy Subcommittee Chair Ryavec, Guests James Zimmerman, Senior Associate VPDUE and Director, CETL, and Jackie Shay, Associate Director, CETL

Policy Subcommittee is proposing revised [policy](#) and [form](#). Part of the proposed revision is to require CETL training beyond the half-day workshop at Orientation. GC consulted guests from CETL to ensure the feasibility of this requirement. CETL currently offers mandatory training at level 1 (fundamentals) during graduate student orientation, and all incoming graduate students receive it. The only possible exceptions are self-supporting Master's students. Training is offered every semester, and also asynchronously.

For 2 semesters now, CETL has piloted the level 2 training, consisting of 6-8 1-hour sessions facilitated by CETL teaching fellows. Discipline-specific training is being offered. First semester 90 students enrolled, second semester 80. Students who complete CETL trainings receive certificates, but it is working with the Graduate Division to make the certification be recorded electronically. CANVAS tracks the student's progress/completion of the training. At the end of the semester, Graduate Division and CETL will propose mandatory level 2 for TAs. CETL will be piloting level 3, more for students who are aiming for community college IORs or UCM Teaching Fellows. This training is marketed to postdoctoral scholars as well.

Dean Kello looked into the union rules, and it seems that level 2 training can be mandated without violating union contract. The training will work into the workload calculation, but CETL has ensured level 1 is 6 hour expectation, and level 2 is 8-12 hours in 14 weeks, less than 1 hour/week. However, Department chairs may have resource concerns. Chair Hestir requested CETL to provide a timeline for the operationalization of level 2 as mandatory.

Action: Continue discussion on the level 2 training before consideration of the approval of the proposed revised policy and form.

V. Discussion Item: Proposals for the McKenzie Scott Funding for the Senate (2:10-2:25)—Chair Hestir

The Chancellor has pledged \$1 million funding for the Senate, to be disbursed in the next three Academic Years. Chair Hestir invited GC members to share their ideas to present to DivCo as a GC proposal. Dean Kello shared information from other campuses how/whether graduate students are compensated for Senate/other campus services. It would incentivize student participation, but it needs to be made sure that the selection is being conducted equitably and fairly. GSA bylaws may need changes.

Chair would like to propose \$500-\$1000 stipend/travel/conference attendance funds, and coaching/mentorship by faculty as additional professional development in leadership, governance, committee work (and how to present this work in CVs), without violating APO's rules. Dean Kello thinks that, since it is done at other campuses, it should be fine in principle. A member expressed concern about paying students to be on GSA. At other campuses, some are paid for their time. UCM would need to work with APO on how to do it appropriately, especially for postdoctoral scholars, whose terms do not follow the Academic Calendar.

Continuation of the funds is not guaranteed, but if successful, it is a possibility. VC Nies is collecting data about student participation in senate committees (which is promising). A member suggested that DivCo members also receive stipend for training. School deans have provided funds for department chairs to get training. This would also signal the appreciation for faculty who serve on the Senate, and their need for training, especially outside UCs, for networking and for inspirational ideas from outside the UCM setting.

Action: Chair will draft a funding proposal to present to DivCo on 11/18/21.

VI. Consultation with Vice Provost/Dean of Graduate Education —*Interim VPDGE Chris Kello (2:25-2:45)*

- A. Additional Fellowship Funds for Reaching R1—Per discussion at the last (11/2) meeting, a workgroup (including GC and CoR representatives) drafted a 3 year fellowship program. It was reviewed by Graduate Group Chairs, and in response to their feedback, Dean Kello is adding items to FAQ as they come in. A member asked about students who are offered fellowship who do not come, and about programs with rotations. For the latter, there only needs an explanation of how a permanent advisor will be decided. For first, depending on when decline happens, Grad Dean will have discretion, and some funds may not be disbursed.
- B. Graduate Student Funding and Enrollment Model—Dean Kello explained the model and sources of data to the meeting participants. “Yield” is 3-year average per program. A member commented that a department at another campus made a statistical model to calculate yield.
- C. Graduate Professional Development One-Credit Course: it has been offered for 5-6 years. Graduate Group Chairs support making it a course for all graduate groups. The only remaining question is prefix. The Registrar recommends GSTU, as the counterpart to USTU. All agreed that GSTU is a good prefix.
- D. Normative Times for All Programs and E. Policies and Procedures for Graduate Group Members to Maintain Membership were tabled until next meeting

VII. New Business? Chair Hestir asked members to review the data provided by the Registrar, which Chair Hestir has shared before this meeting as a number of figures. This data will be discussed at the next meeting.

VIII. Informational Items

[University of California Budget Overview](#) by David Alcocer, Associate Vice President, Budget Analysis and Planning

Chancellor and EVC/Provost [responded](#) to the CoR/GC/FWAF memo on campus research infrastructure

IX. EXECUTIVE SESSION—Economics P&Ps (2:45-3:00) entered at 2:50PM.

Action: members will vote by email on the draft approval memo to the Economics Graduate Group.

There being no further business, the meeting was adjourned at 3:05pm.