

**ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY**

AS-2527-01/AA
March 15-16, 2001

**Reaffirmation of Support for Redefinition of Full-Time Graduate
Study in the CSU**

- RESOLVED: That the Academic Senate of the California State University strongly reaffirm its support for redefining full-time graduate study at the post-baccalaureate and master's level from 15 credit units of instruction per term to 12 units per term for the purpose of calculating the number of state-funded full-time equivalent students (FTES) as previously supported by the Academic Senate CSU (AS-1987-91/AA); and be it further
- RESOLVED: That the Academic Senate CSU strongly endorse and support current efforts by the Chancellor and Trustees to secure approval and funding to redefine full-time graduate study in the CSU as 12 credit units per term; and be it further
- RESOLVED: That the Academic Senate CSU provide copies of this resolution to the Chancellor, Trustees, and members of the legislature, and that the copies that go to members of the legislature be accompanied by the compelling educational arguments for this redefinition.

RATIONALE: In 1991, the Academic Senate of the California State University supported a set of recommendations on graduate education in the CSU that were developed over the preceding several years. At that time, however, insufficient state funding precluded implementation of several of those recommendations. Currently, efforts are underway to secure approval to implement one of the most important of these funding recommendations, to convert the definition of a full-time equivalent graduate student from 15 units per term to 12.

APPROVED UNANIMOUSLY –March 15-16, 2001

ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

AS-1987-91/AA
February 28-March 1, 1991

Recommendations on Study of Graduate Education

- WHEREAS, The Academic Senate of the California State University is on record as supporting with only minor reservations the Report of the Advisory Committee to Study Graduate Education in the CSU; and
- WHEREAS, The Board of Trustees received a modified report with its recommendations, and requested the Chancellor to review the recommendations, and to prepare a plan for accomplishing the goals of the report and its recommendations; and
- WHEREAS, The Chancellor's staff have prepared (Draft Implementation Plan for Recommendations on Graduate Education 5/1/91) such an implementation plan; therefore be it
- RESOLVED: That the Academic Senate of the California State University express support for the Draft Implementation Plan for Recommendations on Graduate Education; and be it further
- RESOLVED: That the Academic Senate of the California State University urge the Board of Trustees to endorse the definition of quality in graduate education as the standard for graduate programs in the CSU as recommended in the Report of the Advisory Committee to Study Graduate Education in the CSU and set out in the Draft Implementation Plan for Recommendations on Graduate Education, Section 1a.

APPROVED UNANIMOUSLY - May 2, 1991

**THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275**

Code: AAP91-04

Reply Requested
March 15, 1991

Date: January 16, 1991
To: Presidents
From: Lee R. Kerschner, Vice Chancellor
Academic Affairs
Subject: Recommendations on Study of Graduate Education

At its meeting, of November 27-28, 1990, the Board of Trustees adopted the following resolution pertaining to proposed recommendations on graduate education:

RESOLVED, By the Board of Trustees of The California State University, that the Board receives the report of the Advisory Committee to Study Graduate Education in the California State University, with the recommendations as shown in Attachment A to Agenda Item 2 of the November 27-28, 1990, meeting of the Committee on Educational Policy; and be it further

RESOLVED, That the Board of Trustees requests the chancellor to review the recommendations contained in the report to determine:

1. those that can be effected immediately, without additional resources;
2. those that can be effected only if additional resources are obtained,
3. those that would require changes in Board of Trustees policies or regulations;
4. those that would require action by campus senates and presidents; and
5. those that have implications for collective bargaining agreements;

and further requests that the chancellor prepare, with appropriate consultation, a plan for accomplishing the goals of the report and its recommendations; and be it further

Distribution: Vice Presidents, Academic Affairs (w/attachment)
Associate Vice Presidents, Academic Affairs (w/attachment)
Deans of Graduate Studies (w/attachment)
Chairs, Academic Senates (w/attachment)
Chancellor's Office Staff

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RESOLVED, That the Board of Trustees directs the chancellor to encourage the campus presidents and faculty to pursue actively the goals of the recommendations of the report, subject to available resources, and to file periodic reports to the chancellor on campus progress towards the goals, and be it further

RESOLVED, That the Board of Trustees acknowledges the need to meet and confer with the appropriate bargaining agents as required by law; and be it further

RESOLVED, That the Board of Trustees expresses its appreciation for the work of the Advisory Committee to Study Graduate Education in the California State University.

I am pleased to forward to you, attached, the full report of the Advisory Committee to Study Graduate Education in the California State University. As you can see from the above resolution of the Board, a sorting of recommendations and an implementation plan have been requested. I am enclosing the proposed plan (labeled D 1/1 4/9 1), which will be submitted as an information item to the Board in March and as an action item in May, and I am seeking your comments and suggestions on the placement of particular recommendations into categories and on the implementation plan proposed within each category. The draft will be discussed at the Executive Council meeting, of February 13, but a formal campus response is being requested after that date.

This is not a request for comments on the recommendations themselves. The campus responses to the recommendations were sought from you in an earlier draft version distributed in September 1989 (AAP 89-35), and were subsequently used by the Advisory Committee to modify its recommendations. In preparing its final recommendations, the committee was able to incorporate most of the suggestions and accommodate most of the concerns made by campuses in their formal responses. Because the recommendations were renumbered after the campus responses were received, I am attaching a table that cross-references the numbers in the attached Trustee document; shows which recommendations were subject to comment by campuses; and shows whether the recommendations were revised as a result of campus comments.

While the proposed plan will be presented as an information item to the Trustees in March as it is shown in the attachment, we plan to address campus recommendations in the action item scheduled for the May Trustees meeting. To meet the agenda deadline, we will need formal campus responses by March 15, 1991. Please address questions to Dr. Sally Casanova (213) 590-5952 or ATSS 635 5952) or Dr. Janice Erskine (213) 590-595').

Attachment 1

Implementation Plan for Recommendations on Graduate Education

1. Recommendations that can be effected immediately, without additional resources.

a) The Board of Trustees endorses the following definition of quality in graduate education as the standard to which graduate programs in the California State University should aspire

Graduate programs of quality in the CSU require:

1. An institutional infrastructure which provides:

- * appropriate standards and processes for admission, continuation, and graduation;
- * adequate facilities and resources (including library and information technologies) to conduct graduate work and research at an appropriate level and in an appropriate and timely fashion;
- * recognition of the need for appropriate teaching loads, resources for research opportunities to maintain professional and pedagogical currency, and opportunities for renewal for faculty who teach graduate courses;
- * a scholarly environment providing such support programs as visiting lecturer series and faculty seminars.
- * appropriately qualified faculty to teach graduate courses or direct graduate research;
- * the involvement of graduate students in the program evaluation process, and
- * the opportunity for graduate students to participate in the intellectual discourse of departments.

2. A personalized learning format that permits greater student-professor contact (instruction, advising, and

guidance) than the undergraduate model.

3. *A core curriculum in each program (where it applies) which emphasizes integration of knowledge and preparation for specialization and which is designed to assure mastery of requisite knowledge and skills.*
4. *A curriculum characterized by advanced disciplinary content and intellectual rigor beyond the baccalaureate level which imparts within its scholarly or professional context an appreciation of the intellectual and/or professional contributions of women and minorities, and prepares scholars and practitioners for a diverse society.*
5. *A teaching faculty with the Ph.D. (or other appropriate terminal degree) and relevant professional experience where required.*
6. *A required demonstration of fundamental knowledge of research methods appropriate to the discipline.*
7. *A required demonstration of oral and written communication skills.*
8. *An opportunity to integrate and apply sophisticated knowledge in internships or practice related to the discipline.*
9. *A required culminating experience (e.g., thesis, project, or comprehensive examination) which demands demonstration of breadth of knowledge in the discipline, depth in specific areas, and the ability to integrate that which has been learned.*
(Recommendation 1)

b) The Board of Trustees directs the Chancellor to take the necessary steps to implement the following policies and/or practices, effective immediately:

- *New graduate programs should be initiated only if they have the enrollment potential to achieve this [four courses annually] minimal level of course offering. (Portion of Recommendation 3b)*

- *Information about successful approaches [to ensuring graduate student writing competency] should be disseminated among the campuses. (Portion of Recommendation 4)*

- *California State University campuses proposing joint doctoral programs shall evaluate proposals on the basis of the following minimal criteria:*

1. *Faculty with extensive experience in offering graduate programs, including supervision of thesis research; extensive, relevant, and on-going research experience and interest; demonstrated potential for obtaining funding for research.*

2. *Space, facilities, equipment, and support staff required for doing advanced research in the discipline.*

3. *Potential for obtaining funding to provide financial support for students and for student research projects.*

4. *Library holdings and staff appropriate for advanced study and research in the discipline. Institutes or Centers engaged in relevant work on the campus or in the region are desirable. (Recommendation 8)*

- *The Office of the Chancellor should add as criteria for system approval of new master's degree programs evidence of a department's capacity to support the level of research required for a graduate program, the capacity of the proposing department to offer at least four graduate level courses per year, departmental plans for recruiting underrepresented students, and campus/-departmental plans for assuring that each student is assigned to a major professor and a faculty committee. (Recommendation 15)*

- *System guidelines establishing minimum standards for graduate certificate programs should be developed. Authority for approval of graduate certificate programs should remain delegated to the campuses. (Recommendation 17)*

- *A separate graduate application form should be designed, taking into account the need to expedite student notification of admission while simultaneously recognizing the primary role of the department in the process of graduate admission. (Recommendation 14)*

- *The Chancellor should establish a Task Force to develop a comprehensive, strategic plan for addressing the generation of resources for instrumentation, technological, and other support needs of The California State University instructional program. That plan should incorporate recommendations for change in Federal and State policies; steps to increase the competitiveness of CSU in receiving donated equipment; changes in laws on gifts, bequests, and donations; proposals for new methods of financing; and such other strategies as may be developed. The Task Force should include campus representatives with expertise on the special instrumentation and technological needs of graduate and professional programs and expertise on public financing. (Recommendation 19)*

c) The Board of requests that staff return with an action plan to implement the following recommendations:

- *The Board of Trustees should aggressively support the Student Aid Commission in its attempt to seek full funding for financial aid programs in order to permit all students who are eligible to receive aid. (Recommendation 25a)*

- *The Board of Trustees should seek statutory changes that would permit the California Graduate Fellowship program to include full fees and sufficient funds in its grants for living expenses. (Recommendation 25b)*

**The CSU Board of Trustees should establish or attempt to have an appropriate funding agency establish a program of financial aid for postbaccalaureate students who are preparing for entry into master's degree programs. (Recommendation 25c)*

2. Recommendations that can be effected only if additional resources are obtained.

The study of graduate education had several recommendations for the generation of additional resources for graduate education. While several of these budget items were in fact requested in 1991-92 Program Change Proposals, it is clear that funding possibilities are slim until the State revenue situation improves. As soon as feasible, the Board requests that proposals be prepared to ensure that explicit State support is generated for the following activities, all of which are required to meet fully the definition of quality in graduate education.

**Faculty who earn workload credit for supervising graduate theses and projects should receive compensating courseload reductions. The Office of the Chancellor should seek necessary formula adjustments, and the campuses should assure that workload policy permits such recognition. (Recommendation 23a)*

**The recommended instructional workload for those with significant responsibilities for graduate instruction should be reduced. The California State University should seek funding to implement this workload provision. Budgetarily, this could be accomplished by changing the definition of a full-time equivalent graduate student to 12 Student Credit Units instead of the current 15, by negotiating an increase in the weighting assigned to graduate course units, or by adjusting the normative ratios by which faculty positions are generated for graduate instruction. (Recommendation 23b)*

**The California State University should continuously seek the number of faculty positions required to provide instruction of*

quality. A portion of these positions should be dedicated to tasks in support of graduate education beyond those associated with direct instruction. (Recommendation 24a)

**The Board of Trustees should continue to seek funding to meet the needs of CSU libraries, including funding to keep pace with inflationary price increases. In addition, The Office of the Chancellor, in consultation with CSU and other cooperating library directors and the Deans of Graduate Studies, should develop a specific plan for providing CSU graduate students and faculty with electronic access to specialized information not available in local campus libraries. Attempts should be made to develop mechanisms for communicating widely and quickly the information available to graduate students and faculty. (Recommendation 24b)*

**State support for research, scholarship, and creative activity should be increased to a base level of need expressed by faculty in 1988-89. At such time as the funding is increased, the Advisory Committee on Research, Scholarship, and Creative Activity should revise the program guidelines to permit flexibility in support of faculty time, including released time. (Recommendation 24c)*

**The Board of Trustees should seek General Fund support of the Doctoral Incentive/Forgivable Loan for Minorities and Women and the California Pre-Doctoral Program for Minorities and Women. To further support minority students and women in significantly the number of fellowships currently awarded. The Chancellor's Office should study the possibility of combining these categorical programs to provide campuses with greater flexibility in meeting the unique needs of local graduate students for support in master's and doctoral degree programs. (Recommendation 25e)*

3. Recommendations that would require changes in Board of Trustees policies or regulations.

The Board of Trustees requests that the Chancellor initiate consultation to effect the following changes:

** Title 5 should be revised to implement the admission categories proposed in Recommendation 12 [below] and to implement the required increase in graduate level coursework from 50 to 70 percent as proposed in Recommendation 3 [below]. (Recommendation 16)*

- The percent of graduate coursework required in a graduate program should be increased from 50 to 70 percent (e.g., from 15 units to 21 units in a 30-unit program). A phase-in period of five years should be permitted for existing programs. (Recommendation 3a)*

- The following categories of postbaccalaureate student should replace current Title 5 categories and be used by all CSU campuses for admission and student classification and for systemwide reporting: Graduate Classified, Graduate-Conditional, Graduate-Special, Postbaccalaureate-Credential Certificate, and Postbaccalaureate (2nd Baccalaureate Degree). (Portion of Recommendation 12)*

- The Office of the Chancellor should create a position classification that will accommodate graduate students who are teaching under supervision. (Recommendation 18)*

4. Recommendations that require action by campus senates and presidents.

The Board of Trustees encourages campuses to adopt policies and practices that support quality in graduate education. As the study of graduate education says, those recommendations on campus infrastructure attempt to protect campus autonomy in matters of administration while recognizing that any campus placing a priority on graduate education will need to support it with appropriate administrative and policy structures. The recommendations on budgeting are grounded in the

assumption that budget generation is a matter of system formulas and Trustee action, while budget allocation, which is a campus responsibility, will allow for needed local flexibility in the assignment of priorities. In accord with the advice of the committee the following recommendations are supported by the Board as defining sound practice at the graduate level, but they are advisory rather than mandatory to the campuses.

- Campuses should assure that students have an organized program of advisement and that all students' progress be monitored. Each graduate student should have a major professor and a faculty committee. The committee should normally be chaired by a tenured or tenure-track faculty member with the Ph.D. or appropriate terminal degree who is also the thesis adviser and/or major professor for the student. (Recommendation 2)*

- Each department offering a master's degree program should make available at least four regular graduate courses in addition to supervision and independent study per year. (Portion of Recommendation 3b)*

- The use of graduate independent study courses should be carefully controlled, and no graduate program should utilize independent study courses (excluding thesis or project) to meet more than 20 percent of the unit requirements for graduate level work. In disciplines which are research-intensive, 30 percent is allowable. (Recommendation 3c)*

- The use of "dual-listed" courses (courses offered under both an undergraduate course number and graduate course number and which enroll both undergraduate and graduate students) should be eliminated or limited to a few justifiable instances (e.g., studio or laboratory courses where the instruction is one-on-one). Existing small programs central to each University's mission may use, dual listing where it is necessary to assure sufficient offerings and where course requirements are clearly more rigorous for graduate students. (Recommendation 3d)*

• The development and assessment of graduate student writing competency demands renewed attention. Procedures for assuring writing proficiency both prior to admission and at advanced levels should be periodically examined by each campus. While all students must meet campus standards, alternative means of meeting those standards for students with special needs should be arranged. (Portion of Recommendation 4)

• When reviewing proposals for new master's degree programs, each campus should use, as one of the criteria for approval, the department's ability to provide graduate students with appropriate opportunities for research, scholarship, and creative activity. (Recommendation 5)

• Teaching opportunities or training should be provided to students as a regular part of graduate programs where appropriate to the discipline. All graduate students employed by the CSU in teaching positions shall be required to participate a discipline-related seminar, or the equivalent, on teaching. Each campus should provide an orientation or workshop for graduate students who will teach. (Recommendation 6)

• The choice of culminating experience should be that which is educationally most appropriate to the student, and to the discipline. Where a project or exam serves as the culminating experience, it should be equivalent in rigor to the thesis. An oral defense should be part of the culminating experience. (Recommendation 7)

• Policies concerning the qualifications of faculty teaching or serving in other roles in graduate programs should be established at each of the campuses. (Recommendation 9)

• Regular program review and evaluation should be used by each campus to assess the quality of its graduate program. The evaluation design should ensure that the graduate program is given specific attention separate from the other offerings of the

department. The program review guidelines now used at each campus should be reviewed and revised to incorporate the specific criteria and indicators of quality set forth in Section I, above, and in the following recommendations on campus policies and practices. External reviewers should be used in all evaluations of graduate programs, and graduate program review should be monitored by the Dean of Graduate Studies. (Recommendation 10)

• In addition to assessment of discriminatory barriers, each campus should explicitly assess the needs of all present and potential students in its constituency and develop plans to address the special needs of graduate students. (Recommendation 11)

• Graduate certificate programs should be utilized as a means of responding to student needs for occupationally related graduate coursework without unduly interfering with degree programs. The graduate dean should have administrative responsibility for policies and for monitoring of graduate certificate programs. (Recommendation 11)

* The department (or program) should be responsible for recommending admission of students to graduate programs. Students should be admitted either to Graduate-Classified or Graduate-Conditional status from the outset, if the students' objectives are a graduate degree and they are eligible for admission. Students not admitted to the department or program may be admitted as Graduate-Special, with the understanding that Graduate-Special students are not eligible to take graduate coursework in the department (or program) in which they have been denied admission, without explicit approval of the graduate dean and the department or program graduate coordinator. (Portion of Recommendation 12)

• To improve the pipeline which ultimately produces doctorally qualified faculty, each campus should attempt to reach an agreement with doctoral granting institutions for articulation of one or more of its master's degree programs with a doctoral program,

emphasizing those fields where the underrepresentation of women and minority faculty is most acute. The CSU in addition should increase the number of joint doctoral programs it offers. (Recommendation 13)

- Each California State University campus should identify an administrator who is the chief spokesperson for graduate education and who has direct administrative responsibility for actions and policies affecting the quality of graduate programs. This individual should be the designee of the president in such areas as admissions and graduation policies involving graduate students; should be centrally involved in graduate program development and evaluation, including decisions regarding the implementation of programmatic or budgetary changes that derive from such evaluations; and should be recognized as the campus official (under the president and in consultation with the faculty) most directly concerned with all matters pertaining to graduate program enhancement. (Recommendation 20a)

- The faculty graduate coordinator in a department or program should be recognized as an important element in promoting graduate student diversity and providing leadership necessary to the vitality and quality of the graduate program. Such recognition should be made explicit by adjustment of teaching load. (Recommendation 20b)

- A review of campus infrastructures (policies and practices) that support basic and applied research should be initiated by each campus. The review should consider such issues as hours of laboratory, library, and facility availability; computer access policies; equipment conditions and availability; campus policies for the governance of research; and processes for the flow of financial resources that support research.

- To support the kind of research required for graduate education of quality, campus policies on intellectual property rights should

be more clearly delineated, and procedures should be established which encourage faculty and students to produce and disseminate original work, with appropriate protection and advice for patents, licenses, and copyrights. (Recommendation 21)

- Means should be sought to increase graduate course enrollments to economically justifiable levels while increasing the availability of graduate level coursework. Such means might include "pooling" graduate courses between related departments, encouraging cross-registration, or coordinating graduate offerings in a between related departments, encouraging cross-registration, or coordinating graduate offerings in a region with other campuses and institutions. (Recommendation 22)

- Until such time as full funding is available to support graduate students who are eligible for financial aid, each campus should review its policies on the relative priority of undergraduate and graduate students for receipt of financial aid and consider the extent to which some percentage of financial aid funding should be reserved for graduate students, particularly for students who have historically been underrepresented in graduate study. (Recommendation 25d)

- Joint doctoral programs should be implemented only when supplementary budget support is provided for them. (Recommendation 24d)

5. Recommendations that have implication for collective bargaining agreements.

The following recommendations have been included in the categories above. They will need to be negotiated with the bargaining agent prior to implementation.

- Faculty who earn workload credit for supervising graduate theses and projects should receive compensating courseload

reductions. The Office of the Chancellor should seek necessary formula adjustments, and the campuses should assure that workload policy permits such recognition. (Recommendation 23a)

• The recommended instructional workload for those with significant responsibilities for graduate instruction should be reduced. The California State University should seek funding to implement this workload provision. Budgetarily, this could be accomplished by changing the definition of a full-time equivalent graduate student to 12 Student Credit Units instead of the current 15, by negotiating an increase in the weighting assigned to graduate course units, or by adjusting the normative ratios by which faculty positions are generated for graduate instruction. (Recommendation 23b)

• The faculty graduate coordinator in a department or program should be recognized as an important element in promoting graduate student diversity and providing leadership necessary to the vitality and quality of the graduate program. Such recognition should be made explicit by adjustment of teaching load. (Recommendation 20b)

Note: This draft contains recommendations submitted to the Board of Trustees in November 1990. In recommendations 8 and 13, references to doctoral programs have been revised to indicate that these are "joint doctoral" programs. All other recommendations are identical to those previously submitted.

SLC DRAFT 5/1/91 Grad mpl. May 91