

Appendix K
Guidelines for Review of New and Continuing
Self-Supporting Graduate Professional Degree Programs¹
(Adopted by CCGA August 2016)

Campus Review of New Self-Supporting Programs

Each of the ten UC campuses has its own unique culture, and the guidelines for review of new and continuing self-supporting graduate professional degree programs (SSGPDPs) are intended to be sufficiently flexible to accommodate all of these cultures. Divisional Senate review should focus on the degree to which a proposed new SSGPDP embodies and reflects the values of the campus and the specific needs of the target student body.

Proposals should follow the format as specified in Appendix B, in addition to the SSGPDP-specific items listed below. As is the case with all graduate program proposals forwarded to CCGA for review, the academic rationale of the SSGPDP program should be explained. In addition to evaluating all new proposed SSGPDPs under the criteria set out in the Compendium, the UC Policy on Self-supporting Graduate Degree Programs, and the CCGA Handbook, Graduate Councils should address the potential impact of the addition of a SSGPDP on a department or school's established state-supported degree programs.

Proposals for new SSGPDPs shall provide a detailed explanation of the measures taken in designing the SSGPDP to ensure that faculty will continue to provide at least the current level of support and commitment of energy to existing state-supported programs, especially those programs leading to the granting of the doctoral degree.

Proposals for new SSGPDPs shall provide a detailed explanation of how teaching assignments will be managed. The explanation shall explicitly discuss teaching assignments in SSGPDPs in relation to the usual workload of involved faculty members and whether teaching in the SSGPDPs will be on a buyout or overload basis; the explanation shall be accompanied by a copy of any campus policies that deal with overload teaching and with teaching in SSGPDPs specifically (CCGA strongly recommends that each campus develop and maintain such policies).

Proposals for new SSGPDPs shall explain admissions criteria and outline measures taken to uphold the quality of admitted students comparable to those enrolled in similar academic programs. Proposals should also provide a detailed market analysis to demonstrate sufficient demand for the program and to show that the proposed program is likely to succeed as a self-supporting program. Graduate Councils may be ill-equipped to consider the financial aspects of proposed new SSGPDPs in the context of the broader planning and budget considerations facing campuses and the university as a whole; consequently, all new SSGPDP proposals shall be shared with the Divisional Senate Committee on Planning & Budget (P&B) or its equivalent (for campuses without a P&B) for comment. Proposers of a new SSGPDP should address the question of fiscal viability by including a copy of the cost analysis that is submitted to Budget and Capital Resources. Budgets are provisional estimates and should be treated as a reference only. P&B comments shall be considered by Graduate Council and the Graduate Council's view of P&B comments shall be communicated to CCGA following approval of the proposed program. CCGA will, in turn, seek the advice of UCPB in evaluating all proposed new SSGPDPs.

Graduate Program Reviews: Self-Supporting Programs

SSGPDP policy requires that all SSGPDPs be reviewed along with all other graduate programs during regularly scheduled program reviews, which typically recur on a 7 to 8 year cycle. SSGPDPs shall bear their full share of the cost of regularly scheduled graduate program reviews, including costs to the Academic Senate. CCGA has developed a set of [suggested guidelines for local Graduate Councils](#) to refer to for the periodic review of SSGPDPs.

Graduate program reviewers shall be tasked explicitly with evaluating the impact of SSGPDPs on state-supported programs. Graduate Councils shall consider the suspension of admissions to any SSGPDP that has been found, in the course of a graduate program review, to have had an adverse effect on state-supported programs. Given the sensitivity of SSGPDPs to market forces, it may be advisable for Graduate Councils to conduct their own reviews of SSGPDPs more frequently.

The Meaning of “Self-Supporting” in Self-Supporting Programs: Phase-in Period

The SSGPDP policy allows for a three-year phase-in period during which a SSGPDP may not be able to recoup its full costs. Any funds used to support a SSGPDP should be funds that are not being devoted to the support of existing programs. Graduate Councils, in consultation with P&B should request that departments and schools demonstrate on

an annual basis that following the phase in period SSGPDPs are in fact recouping the full cost of their operation. Graduate Councils shall report the degree to which SSGPDPs are succeeding in recouping their full costs to CCGA at the end of each fiscal year. In the case of SSGPDPs that show a pattern of failing to recoup their full costs (such as incurring losses in two years out of three, for example), Graduate Councils shall consider suspending admission to the program(s) in question.

Uses of Self-Supporting Program Income in Excess of Cost

The process for reviewing proposed new SSGPDPs described here focuses on preserving the strength and potential for future growth of existing state-supported programs, particularly those leading to the Ph.D. degree. CCGA recommends that Graduate Councils conduct ongoing discussions with campus administrations on how SSGPDPs might contribute financially to the campus beyond full-cost reimbursement since the value and viability of these programs rests on significant, long-term, state-supported investment in University academic programs and research.

Review for Self-Supporting Programs

CCGA as of 2014 is removed reference to so-called “expedited” review for self-supporting programs. CCGA currently aims to complete its review of all new proposals within 4 months (and well- conceived and well-written proposals are often reviewed in less than 6 months, when proposals arrive at a propitious time of the academic year and reviewers are identified promptly and complete their tasks on time). This time frame should not be particularly burdensome to self-supporting proposals, and CCGA is convinced that such proposals raise significant issues that the Academic Senate must not neglect.

For all proposals, as described in Handbook section “Steps in the CCGA Review Process,” CCGA uses its discretion to decide how many and what kinds of reviews are needed. Self-supporting proposals, like state- supported ones, will receive more rapid review if they follow strictly and completely the guidelines for proposals (see Appendix B above).

Specifically, in following the guidelines stated in Appendix B, new SSGPDP program proposals shall include sufficient information to address the common concerns that have arisen in recent SSGPDP reviews:

- (1) Faculty Teaching and Advising
 - 1.1. Faculty teaching ratio: What fraction of the program courses will be taught by ladder rank faculty?
 - 1.2. Faculty workload: How many faculty members, and what proportion of the department’s/program’s faculty, will be involved in teaching courses in the proposed program? How many additional courses, on top of their state-supported program teaching load, will they be responsible for?
 - 1.3. Faculty overload: Among the courses taught by faculty, what percentage will be done by faculty overload? What percentage by faculty buyout (i.e., faculty using their remuneration from teaching in the program to buy out other course commitments)?
 - 1.4. New Faculty: Does the extra workload require the hiring of new tenure-track faculty and/or full or part-time lecturers?
- (2) Faculty Advising
 - 2.1. Will there be a program director for advising students or assisting with job placement? Is the person an existing faculty or staff member? How will the person be compensated?
 - 2.2. Are faculty involved in advising students on requirements such as capstone projects or master theses? If so, how many faculty members? What is the expected faculty to student ratio for these activities?
- (3) Facilities and Staff Support
 - 3.1. Any dedicated space for the proposed program?
 - 3.2. Will the courses be taught in existing facilities? If so, how will the arrangement impact the scheduling of existing classes, and how much will the existing facilities be used?
 - 3.3. Any additional facilities required for the program? E.g., classrooms, laboratories, recording facilities (for online lectures/discussions)
 - 3.4. Who provides support? Does the program require staff personnel? Will new additional staff personnel be hired? If so, how many?
 - 3.5. Will the courses of the program create needs for additional TAs? Are there enough graduate students to serve as TAs?
- (4) Financial Accessibility
 - 4.1 In accordance with the 2016 Presidential Policy on “Self-Supporting Graduate Professional Degree Programs,” a proposal must state an articulated financial accessibility goal for their students and a student financial support plan for achieving that goal.
 - 4.2 Examples of possible student financial support plan components include providing scholarships or

grants from the program's own resources (e.g., return-to-aid from program tuition and fees assessed but not from state funds or tuition and/or fees charged to students in state-supported programs, or funds raised through private philanthropy), providing tuition and fee waivers, participation in federal and/or private loan programs, and participation in other external support programs such as veterans benefits.

- 4.3 If financial aid is the primary means to achieve financial accessibility, proposal shall state its rate of return-to-aid (if zero, state zero).
- (5) **Impacts on Related State-supported Programs**
- 5.1 Will the enrollment of any existing state-supported program(s) be adversely affected by the creation of the program?
- 5.2 How would faculty participation (both in teaching and advising of students) in existing state-supported programs be affected by the proposed program?
- 5.3 How would staff support of existing state-supported programs be affected by the proposed program?
- 5.4 Will there be foreseeable impacts on the class sizes of courses offered by the existing state-supported programs?
- 5.5 Will new courses offered by the proposed program be made available to students enrolled in state-supported programs of the same department or school?
- 5.6 Will the new program create competing needs for instructional facilities and physical and intellectual infrastructures in the proposed department/school? Will new infrastructures and facilities be created to share with related state-supported programs?
- (6) **Admissions Criteria**
- 6.1 What are the expected initial and steady-state enrollments?
- 6.2 What are the admissions criteria? How do they compare to other similar programs of comparable standing?
- 6.3 Do admissions criteria specify some type of work experience in the field?
- 6.4 What measures are taken to ensure that unqualified students are not admitted for financial reasons?
- (7) **Financial Viability Analyses**
- 7.1 A proposal should include a market analysis of the viability of the self-supporting program.
- 7.2 The proposal should include a copy of the cost analysis that is submitted to Budget and Capital Resources and UCOP. CCGA understands that the cost analysis submitted is of a provisional nature.
- 7.3 It should specify the source and nature of any financial support, including start-up funding and loan(s).
- 7.4 It should specify the launch date of the new program.
- 7.5 It should describe the phase-in process to demonstrate that it satisfies the self-supporting requirement of a SSGPDP and specify when the phase-in period is forecasted to end.

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April 21, 2015

CAMPUS GRADUATE COUNCIL CHAIRS

Dear Colleagues:

CCGA has had several in-depth discussions of the issues associated with self-supporting graduate professional degree programs (SSGPDP). The attached document summarizes our analysis of the situation and our recommendations. SSGPDPs raise important issues for each of our campuses and the UC system. They need close attention and in-depth discussion between the Senate and administration on each campus. This will hopefully result in joint action guided by strategic academic planning.

We ask you, as chair of your campus Graduate Council, to bring this issue to discussion in your council, and then – informed by this discussion – start a conversation with the administration (provost's office and planning and budget leaders) on your campus. In this process, it likely will be useful to also involve the Council on Planning and Budget on your campus.

All the best and please keep us posted (via your CCGA representative) on how things progress!

Jutta Heckhausen



Jutta Heckhausen, Ph.D.
Chair, CCGA

cc: Mary Gilly, Academic Council Chair
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Enclosures (1)



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CCGA Recommendations Regarding Self-Supporting Graduate Professional Degree Programs

Current planning on different campuses in the UC system indicates that three campuses (UCI, UCLA, UCSD) anticipate starting a relatively large number of new self-supporting graduate professional degree programs, whereas the other campuses have plans for few or no such programs. Given the potentially substantial impact - for better or worse - of these programs on our campuses' instruction and research, CCGA has developed the following statements and recommendations for consideration by the divisional Graduate Councils. We hope you find these helpful in the immediate and intermediate future to guide your judgment and initiatives as well as joint academic planning with the administration on your campus.

Self-supporting graduate professional degree programs differ from traditional academic programs.

The complementary missions of a Research One university are research and instruction. What distinguishes UC from the Cal State system is its dedication to research, both pure and applied. Professional programs do not typically focus, as do our doctoral programs, on the generation of new discovery. They exist, in large part, to train and to certify working professionals. Apart from our well-established state-supported professional schools of law, medicine, public health, social work, and business, these programs supplement our core mission in research and instruction. In the aftermath of large budget cuts to the University of California system, the development of self-supporting graduate professional degree programs promises new streams of revenue for our campuses. At the same time, these professional programs help address the needs of the State's working professionals for high quality graduate education. Of course, all educational programs need the robust involvement of the faculty in the relevant academic unit. Faculty engagement is a prerequisite for creating any educational programs, whether traditional academic or professional.

A distinguishing feature of self-supporting graduate professional degree programs is that they have a predominantly applied focus,

as seen in reviews of recent proposals for new self-supporting programs. This is often reflected in the capstone requirement and its focus on applied research and not on generating new discovery. Students in professional programs are typically working full-time or are looking to pursue a specific career.

CCGA recommends that Graduate Council and Provost's Offices on the individual campuses should jointly engage in strategic planning for self-supporting professional graduate programs.

For the already very active campuses in this regard, the conversation probably needs to focus on prioritizing and sequencing new proposals and their start-up funding. For the less active campuses, Senate-administration discussions might focus on exploring opportunities and identifying and overcoming possible obstacles (e.g., regional constraints may be overcome with online formats). CCGA would like to see in the introduction section of every proposal for a new self-supporting program answers to the following questions: How does this program fit into the campus' priority planning for self-supporting programs and into its overall strategic

academic plan?

We recommend that campuses conduct rigorous marketing analyses to identify the professional graduate programs that will attract robust cohorts of applicants over the next decade. Launching a self-supporting program takes a significant investment of faculty and administrative time as well as start-up funds. To assess the market for some self-supporting programs, campuses may look at the professional education needs in their local or regional community, whereas for evaluating the potential for other programs, particularly those that promise the on-line delivery of courses, campuses may want to evaluate national or international demand. Estimates of market need for a given professional program should be based on high-quality and specifically targeted analyses, which may require seeking the input from a consulting company for higher education institutions or for economic modeling.

We recommend that campuses invest in these programs with sufficient start-up packages for developing new courses and advertising, additional faculty where needed, and support services necessary to ensure not just self-supporting status, but sufficient growth to yield revenue beyond mere cost-coverage.

CCGA believes strongly that self-supporting professional master programs must adhere to UC's commitment to affordability and accessibility and should have solid financial aid components. This implies that a significant part of the revenue from a new program should be reinvested in financial aid, particularly in programs that are targeting applicants with limited financial means.

Our campuses and their respective Senate Graduate Councils and Offices for Planning and Budget should assess at regular intervals (possibly every three years) whether these programs are thriving, whether the funds they generate are supporting the core mission of the university, and whether they are draining faculty time from teaching in traditional academic programs or from research.

If programs do not thrive, there needs to be a process in place, administered by the respective Graduate Councils, to sunset them. With the judicious choice of particular programs to develop, self-supporting programs should be generating strong revenue by year five.

We strongly recommend that campuses think ahead about the proper distribution of “profits” from these programs. We know that some programs will be more financially successful than others, and we fear that serious inequities might result. We strongly recommend, therefore, that campuses think ahead about the proper distribution of “profits” from these programs between the sponsoring department, school, and general campus. We realize the need for incentives, but we also fear a situation in which some parts of a given campus may enjoy the lion share of revenue generated by professional programs, while other parts of that campus, where entrepreneurial efforts are less promising, languish with far less support for their research and doctoral programs.

In sum, CCGA recommends that the Graduate Councils on all campuses engage in serious strategic academic and budgetary planning efforts regarding SSGPDPs with the cooperation of their campus' Provost and key leaders in budget and planning.