



November 19, 2014

To: Jose Wudka, Chair  
Riverside Division

From: Ken Baerenklau, Chair   
Committee on Educational Policy

Re: Senate Doctoral Support Proposals and Recommendations

The Committee on Educational Policy (CEP) reviewed the Doctoral Student Support Systemwide Review and considered the potential implications of its proposals for undergraduate education. While CEP generally supports efforts to improve UC's graduate education and research enterprises, committee members also registered several specific concerns with some of the proposals.

*Nonresidential Supplemental Tuition and Net Stipend Competitiveness and Multi-Year Support*

Attracting sufficient numbers of high-quality graduate students to UC provides significant benefits for faculty and undergraduates. Reducing the expenses that must be borne by graduate students, graduate programs, faculty advisers, and/or other sources of UC funds should increase graduate enrollments. Making graduate financial aid packages more competitive and secure also should boost the quality and number of graduate students. However pursuing these goals may create risks for undergraduate education. CEP has the following concerns.

- Significant financial sums are at stake, but a detailed plan of how to close the funding gap has not been provided. The fiscal impact on UC core funds could be shifted, at least in part, to undergraduate education. Undergraduate education resources should not be sacrificed to achieve graduate funding goals, and a mechanism should be put in place to ensure this.
- More specifically, the impact of these proposals on the number of available Teaching Assistantships is unclear. Increased TA-ships will be needed to meet the demands of expected undergraduate enrollment growth without sacrificing education quality.
- Even if undergraduate resources are protected, these proposals along with the recently announced plan by President Napolitano to increase tuition by up to 5% in each of the next five years may create the perception that non-resident graduate education costs are being shifted to undergraduates and their families, most of whom are residents.
- Undergraduate programs are under acute pressure to reduce time to graduation. One of the stated benefits of doing so is to reduce costs for students. Graduate programs should not be exempt from these same pressures, particularly when shorter normative time to degree is another way to reduce graduate support costs without fiscal implications for undergraduates.

*Diversity*

Achieving and maintaining a diverse graduate student population contributes to the undergraduate teaching mission both formally and informally. A diverse graduate student body provides Teaching Assistants who can relate to the experiences of a diverse undergraduate student body, and who serve as mentors and role models for undergraduates who may not have considered pursuing graduate degrees. The UC LEADS recruitment award is potentially beneficial for all UC undergraduates from diverse backgrounds. The UC-HSI-TCU proposal is potentially beneficial for undergraduates at UC campuses that qualify as Hispanic Serving Institutions, including UCR, but the program appears focused on partnering with CSU campuses. It should be expanded to include eligible UC campuses, as well.

### *Professional Development*

Graduate professional development efforts should include a greater commitment to training graduate students as teachers/mentors for undergraduates. Those who (increasingly) do not plan to pursue teaching careers must nonetheless take seriously their jobs as teaching assistants at UC. UC Berkeley has recently embarked upon a mentoring relation between graduate students and undergraduates (Berkeley Connect), which expands the role of graduate students in the undergraduate teaching mission, reiterating their importance to that mission but also offering different ways in which graduate students can serve as role models for undergraduates.