

GSC Townhall  
Wednesday, March 24, 2022

### ***Cost and Funding***

**Question #1:** Many students have expressed concern about the price of continuous doctoral study. When it comes to preparing for qualifying examinations, drafting dissertation proposals, and developing dissertations, students work at different paces to finish their degrees. Managing the continuous burden of paying the doctoral fees every year without access to fellowships can be challenging for students completing the post-coursework phases. Can you justify why it costs about \$5,000 per year for post-coursework students to continue progress towards graduation? Since the majority of post-coursework is independent study, what specifically are students paying for? How is CGU leadership addressing the shortage of resources for post-coursework PhD students during COVID?

**Answer:** Graduate education (Master's and especially doctoral) requires a significant investment of time and money for our students. During the post-work phase of graduate education, university support maintains your access to all CGU resources, including library, software platforms, computing support, student services, staff, and faculty. You can audit classes, meet regularly with your advisor, attend workshops, etc. The charge of \$5,000 per year (summer is not a regular semester and so is only levied student and tech fees if you are taking a class) is a nominal charge for the cost of resources provided. Compared to other graduate programs regionally and nationally, our post-work graduate fees are quite low. Most graduate programs offer funding for a limited number of terms (three or four years), which often does not include student fees, and charge full-time tuition for subsequent years, post-course work, often without funding. This can be anywhere from 2-5x the cost of doctoral fees charged at CGU. We revisit this pricing and cost structure regularly and have continued to conclude that given the number of students who wish to complete their degrees on a part-time basis, and with the flexibility that our students typically seek, that an affordable post-course work model works best. .

It is worth noting that we are sensitive and responsive to the rising tuition costs. We have not increased our tuition or fees in the past two years, and we have recommended to the board that we maintain the current tuition rate again in 2022-23.

None of this response is intended to take away from the point that doctoral studies are costly—but CGU limits what costs it passes on to its students in the post-course work phase.

**Question #2:** Funding is a particular and pressing concern for CGU students given the fact that the school does not offer full funding packages including teaching assistantships and/or paid internships like comparable schools. Recent announcements of large endowments that do not mention tuition relief or post-graduation employment initiatives have made that gap even more noticeable. What plans does the administration have to facilitate significant tuition funding for students to ensure an economically and socially diverse student body that is also better positioned to use its CGU degree to find related post-graduation employment?

**Answer:** The university prioritizes student fellowships and support in its major annual appeals, which take place every fall and spring. When we talk with donors, we attempt to align their interests to the needs of CGU in four key areas: support for students and faculty, with a focus on endowments; support for research; infrastructure, such as new buildings that expand academic opportunities; and specific programs at CGU's schools, centers, and institutes. Student fellowships are a funding priority for many donors.

We highlight donors and their gifts through university announcements and *Impact*, our fall and spring Development magazine, [available online](#). This summer, the university will summarize gifts received during the financial year, which runs from July 1 through June 30.

Experiential learning is increasingly important to employers (academic and industry). While students need to be active in their career journey, there are resources, including the Career Development Office and our Preparing Future Faculty Program to guide students and help connect them with employers. We are working on expanding those resources as much as possible. There are also opportunities within the university and the Claremont Colleges to gain higher education experience and teaching and research assistantships. These positions are posted on Handshake as they become available.

**Question #3:** How much funding is being awarded to Veteran support services? How many Veteran student worker positions has CGU requested to be federally funded through the VA?

**Answer:** The Ahmanson Fund provides \$50,000 annually for fellowships and supplemental VA funding. CGU recently created a VA student worker position designed to provide Veteran student support to the Registrar's Office and Office of Student Life, Diversity, and Leadership. CGU will continue to collaborate with students on our Veteran student needs and expand these opportunities as needs are identified, and funding is awarded.

CGU supports all registered student organizations and clubs. Funding amounts vary depending upon the needs and reach of the organization and audience. Students interested in providing Veteran student leadership or organizing a student club should contact [student.life@cgu.edu](mailto:student.life@cgu.edu).

### ***Professional Development***

**Question #4:** What policies are in place for hiring student TAs? Can we limit the number of times a particular student can TA for a CGU professor to allow for other students to get a chance to TA?

**Answer:** CGU's [Policy and Procedures for posting student employment opportunities at Claremont Graduate University](#) are available in Policy Stat. All student worker positions are posted on the Handshake platform except when there is an approved non-selective process. For Example, when a faculty member and a student apply for a grant and are funded externally, or when a faculty member has designated TA/RA funds they may choose a selective or non-

selective process. Different schools and departments have policies and procedures that may vary. If it appears that there is an inappropriate non-selective process, you are encouraged to bring this to the attention of your dean/director.

Human Resources is collaborating to develop a Student Worker Handbook. This will include all CGU's policies and procedures around student workers and funded research and student positions.

**Question #5:** Can CGU start a program with local junior colleges (such as MtSAC) to allow for TA internships or more teaching experiences?

**Answer:** Yes, this is a great idea. Some years ago, there was a state-funded Teaching Assistantship Program (TAP) program with community colleges in the region (e.g., Chaffey, MtSAC, PCC, Cerritos, etc.). We will revisit this idea and explore funding opportunities through our network of community colleges.

Our Preparing Future Faculty leadership is creating a teaching observation and experience program and planning to collaborate with the Career Development Office; they will also follow up on this to connect our pedagogy development and training with teaching experience. PFF also provides TA training that can help build a job search portfolio.

**Question #6:** Why doesn't CGU host any academic conferences (even virtual ones)? Could a student help start this process if they were interested in CGU hosting/ starting an academic conference?

**Answer:** Although the pandemic has paused many of the academic conferences CGU hosted on campus in the past, these are starting back up (see examples below). Please talk to your faculty, your academic dean, GSC and fellow graduate students (depending on the scope and topic of the conference) about ideas and tell us how we can support the efforts.

Here are examples of recent academic and other conferences:

- 2nd year of Realizing Equity Symposium (virtual)
- Western Association of Positive Psychology (annually in January)
- "Visions in Methodology," (annual political science conference)  
<https://research.cgu.edu/democratic-renewal/2021-visions-in-methodology/>
- Claremont Student Affairs Conference (annually each spring)
- NASPA SoCal Careers in Student Affairs Day (Spring 2021)
- Material and Travel Awards (annually): this annual program provides monetary support for student awardees to attend conferences and workshops.

### ***Virtual and Hybrid Education***

**Question #7:** Due to covid and the transition to remote classes, the campus experience is missing. How is the Executive Leadership Team building hybrid or even virtual experiences for the CGU community? Does the Executive Leadership Team have any plans, for example, to create a metaverse for CGU students?

**Answer:** In Fall 2022, emergency remote courses will be augmented by expertly designed online education spaces with more social learning experiences, intentional synchronous and asynchronous opportunities for engagement, and enhanced features to make our digital campus feel as exciting and connected as possible.

Several CGU offices, including Student Services, Student Affairs, and academic departments, have been incorporating 'traditional' CGU campus social elements into the online experience, including musical performances hosted by the art department, DPE Tuesday Talks, CGU in Conversation moderated by President Jessup, Career Center Workshops and GSC meetings - all traditionally hosted in-person and now hosted both in-person and online or online only. IT encourages all student-facing departments to continue to pursue bringing back many of CGU's normal campus-based programming and intentionally incorporating those CGU student members who cannot come to campus.

CGU IT and several faculty are exploring new immersive options such as Metaverse-like solutions, but such solutions take time and effort to implement, especially in a graduate research environment.

**Question #8:** Will remote be an option permanently for CGU classes moving forward?

**Answer:** Cgu's vision for an Agile Connected Campus encourages on-ground/hybrid/fully online depending on the needs of the students/departments/faculty--this is a process in progress. Please check with your chair or dean for details on your program.

We have two fully online degree programs, with three more in the works; we have one newly approved hybrid program (master's in leadership). It meets monthly for a full day on the weekend and online in between, and an international experience is in the works.

There are issues of accreditation and quality of instruction that we are carefully working through as well as faculty training and development around new teaching technologies and modes.

### ***Consortia and University Resources***

**Question #9:** When will graduate students be allowed to use one of the 7 C's campus gyms again? I have contacted several of them and no one seems to have an answer. Given the mask

mandates are being lifted, should it not be okay for us to have access again given that undergrads are allowed in?

**Answer:** CGU does not have a dedicated gym and has partnered with CCA and OASIS to provide recreation spaces for students that live on campus. With our student's needs changing, we will continue to assess and work with our Claremont Colleges partners to identify recreation options for our students as we return to campus.

**Question #10:** When can CGU students expect a **policy** that will offer 1-on-1 tutoring, a basic support service for student success?

**Answer:** We are currently assessing student needs to understand resource requests better and appreciate hearing more detail on student needs from GSC. For example, are the needs associated with: particular courses, pre-course work skills review, or proposal development and research?

### ***Covid Requirements***

**Question #11:** Will COVID vaccinations still be required for students during the fall semester?

**Answer:** CGU is proud of the wellness-driven decisions made throughout the pandemic to keep our community safe. We will continue collaborating with our COVID-19 Task Force and Student Health Services leadership to support a safe return.

Currently, all students are required to submit a complete COVID-19 vaccination record. Students that have received an approved medical or religious exemption are engaged in weekly testing. Beginning fall 2022, all new CGU students must complete and submit a Medical Record Form, which includes a requirement for COVID-19 vaccinations. It is also essential that students are aware of the requirements of each of the campuses as they make decisions about courses to enroll in and on-campus student employment.

### ***Accreditation and Faculty***

**Question #12:** When will the business school be ranked, and what attempts have been made by administration to get it ranked?

**Answer:** The Drucker School itself is not ranked, rather it is the programs offered by the school that are ranked. Further, not all programs are ranked by (inter)national ranking organizations. The quality of programs is more than just a particular ranking and the pursuit of rankings for that purpose alone is imprudent. That said, we cannot nor should not ignore rankings and we are being more strategic about how we address rankings (e.g., actively monitoring key metrics, enhancing the presence image of the school nationally, etc.).

Currently, Drucker's MSF and MSFE programs are both ranked on the TFE Times ranking. Our Flex MBA (considered for part-time MBA programs) is ranked in the top-10 in Southern CA. The MBA has not qualified for rankings due to its small size over the past few years (min of 20 students seeking employment in a year). As the program continues to grow and attract more full-time students, we can pursue rankings in coming years. This reflects an issue that Drucker faces in the rankings area, namely size. While we value the small size of our school (Drucker is one of the smallest accredited business schools), ranking criteria does not always support smaller program inclusion (e.g., key data can change considerably from year to year with modest changes in response rates).

**Question #13:** Are there plans to hire more professors for the SES department?

**Answer:** Dean Ganley assumed the role of dean in January 2018. Since then, we have hired 4 new full-time faculty members in SES. Dean Ganley is working on a three-year plan with her faculty that she will soon share with the provost that will define the future of SES. Major investments have also been made in teacher education training in this past year. CGU is investing in SES.

**Question #14:** The GSC hosted Gary Gaulker, the chair of the FEC, during the last general meeting before spring break. We discussed issues of faculty conduct in virtual environments where students are not happy with faculty pedagogy. What ongoing professional development and/or trainings are required of faculty to continue their commitment to DEI in the classroom?

**Answer:**

- NCORE (Center on Race and Equity)
- Foundry annual training (Preventing Harassment and Discrimination)
- Training required for approved search committees and as a sanction (continuing ed)
- Center for Teaching and Learning (inclusive pedagogy)
- National Center for Faculty Diversity Development (DEI)

**Additional unanswered questions submitted to Q&A during the meeting:**

**Question #15:** How prepared and knowledgeable is the staff (especially the student support staff, professional development staff, as well as faculty) at CGU to help and advise international students and the diverse backgrounds they bring? Can some kind of regular staff training be conducted so the burden of such advising is not on SLDL alone but on every department?

**Answer:** We have highly trained staff in three main offices at the university: 1) Our office of International Services supports CGU's Student Exchange Visitor's Program (SEVP) to assist with questions and support for obtaining student visas, how to remain compliant with the conditions of the student visa, the OPT and CPT program conditions, etc. As part of the Student Life, Diversity, and Leadership Team, they host programming directed toward student groups, including international students, such as New Student Orientation for International students. 2) Our Center for Writing and Rhetoric hosts our International Scholars Program that helps

students prepare for graduate-level research and writing upon arrival. 3) Dean of Students Office has staff well attuned to international student needs. Their staff is resourceful in finding answers to questions or difficulties you may be experiencing inside or outside the classroom. The staff in academic programs have varying knowledge about the unique needs of international students. While training is provided, this is certainly an area that we will give more attention to.

**Question #16:** International students are about a quarter of the CGU student community. Is it possible to have a specific number or quota of on-campus jobs for international students? Or that 25% of the positions at all departments be held by international students?

**Answer:** All positions for student workers must be posted in Handshake and follow a fair hiring process. There is no quota-driven way to ensure that any particular group receives its “share” of on-campus positions. However, I encourage you to talk to the chair or director of your program to make it known that you are interested in working and that international students have restrictions on how much and where they can work. Monitor Handshake because there are often positions offered on campus that are not filled—including positions at the Honnold Library.

**Question #17:** How is leadership supporting departments that do not have the necessary support structures to help their students? When I reach out to my department (admin), they do not respond to emails, people have left positions and it just is not sustainable, how can leadership help?

**Answer:** Departments and schools are managed locally for good reason—they know the direct needs of their students, staff, and faculty. Please talk with your academic dean/director about what issues or problems you are experiencing and ask them to assist. The provost and HR work with departments and if the problem is persistent, we should be made aware of it and assess how best to support the dean/director in addressing it.

**Question #18:** For the search for a new provost, why is there only one student involved in the process? Shouldn't there be more transparency and community involvement/effort to identify a potential new CGU member who embodies diversity, equity, inclusivity, and justice?

**Answer:** CGU has hired a search firm to help with the process. There will be opportunities for the entire campus community to weigh in on desired characteristics and expectations for a new provost. In selecting the composition and size of the provost committee we decided to keep the search committee moderate in size to facilitate the effectiveness of the committee. It is chaired by a sitting dean, one vice president, three faculty, one trustee, an alumna, one staff, and one student. The idea is that the search firm and committee will solicit input from all constituents and have an open process with the candidates who are brought to campus. Please contact any members of the committee if you have any questions:

Representation Role	Name	Description
Search Firm	Alberto Pimentel	
Chair	Michelle Bligh	Dean of SSSPE
Trustee	Carolyn Stephens	Current trustee & Alumna
Alumni	Gloria Willingham	Education & Operations Management, SES
Cabinet Rep	Kristen Andersen-Daley	Vice President for Development & External Relations
Faculty	Bernie Jaworski	Professor of Marketing, Drucker
Faculty	Daniel Ramirez	Associate Professor of Religion, SAH
Faculty	Tom Luschei	Professor of Education, SES
Academic Administration	Darleen Peterson	Associate Dean of Academic Affairs, SCGH
Student Engagement	Rachel Camacho	Director of Student Engagement
Graduate Student Rep	Arline Votruba	GSC President

**Question#19:** Will there be any updates on how many guests can attend commencement?

**Answer:** Students may bring up to 5 guests each to commencement.

#### **Answered Questions in Q&A of general interest**

**Question #20:** Student insurance is focusing emergency and accident but doesn't cover for prevention and prescription. This impacts international students to afford expensive preventive care that's a requirement, since it's an environment change which can lead to health issues. Is there a way CGU can help support this community better?

**Answer:** CGU requires all international students on F-1 and J-1 visas, whose active SEVIS record is held by CGU to enroll in the GeoBlue Accident and Sickness plan unless eligible for a waiver. Waivers are eligible for students who have comparable insurance or those residing outside the United States. All students are strongly encouraged to review the GeoBlue Student Member Guide to determine if additional coverage is needed beyond what is included in the GeoBlue plan. Please review the Student Health Insurance information available on the CGU [website](#) and watch the [GeoBlue Information Session](#) for additional information. Should you have other questions, please contact [healthins@cgu.edu](mailto:healthins@cgu.edu) or GeoBlue directly: [customerservice@geo-blue.com](mailto:customerservice@geo-blue.com).

CGU worked closely with our plan provider before and throughout the COVID-19 pandemic to ensure reasonable benefits for urgent care, emergency room visits, pre-existing conditions, routine (preventive) examinations, and free or low-cost immunizations. Additionally, CGU students continue to have access to Student Health Services, Monsour Counseling, telehealth and teletherapy through 7C Health/ Timely MD, and telehealth and teletherapy resources provided through their plan carrier.

**Question #21:** As graduate students, we end up teaching somewhere in career journeys. Teaching tools are a part of some doctoral programs. Would it be possible to open opportunities for graduate students to teach at least 1 class to 1 semester at the 5Cs? Not only providing experience but also an opportunity to earn while learning.

**Answer:** While the 5Cs commitment to their students is small classes taught only by their professors, there might be opportunities for an “internship model” that will work. Initial explorations have indicated that professors are open to graduate students who will observe and discuss teaching with them. While these are not paid positions, they address one of the needs – gaining in-class experience in undergraduate teaching.

While it does not address all needs, students also can make use of PFF services beyond the Certificate program, especially if they want to develop specific things for the job market, such as:

- Teaching philosophy and diversity statements
- Sample course design and syllabi
- Explore and develop responses to teaching questions for interviews
- Develop and practice teaching demonstrations

We have found that being ready with good materials and a clear articulation of your teaching values and approaches helps students do well in the job search process and succeed in finding teaching positions.

**Question #22:** How does CGU hold Deans accountable to supporting all students in departments? If Deans are not advocating for students when it comes to funding, opportunities, etc., who should students reach out to?

**Answer:** Students should first reach out to department chairs, school directors, and academic dean. Questions beyond that should be addressed to the dean of students who will help you figure out how to navigate this issue.

**Question #23:** Although summer semester is not a mandatory semester, why are a few mandatory core courses only offered over summer?

**Answer:** This should not be the case. Some programs offer a required course in the summer, but they should also be offering it during the regular academic year as well. For example, there is a 4-unit requirement in Transdisciplinary Studies, and although courses are often offered in

the summer, they are also offered in fall and spring as well. If you believe this is not the case, please talk with your dean/director.

**Question #24:** Does CGU IT plan to provide qualitative software such as NVivo and Dedoose anytime soon? The software resources currently offered by CGU center quantitative methodologies.

**Answer:** In addition to various quantitative software solutions, CGU provides Atlas.ti qualitative data analysis software which is like NVivo and Dedoose and operates on all computer platforms (Windows, Mac and Web). It is installed on CGU's virtual computer lab solution, Apporto and is also available to be installed on students' computers. Please refer to OIT [webpage](#) for additional information.