

CORRECTIONS TO THE HURON CONSULTING GROUP ASSESSMENT OF THE UCLA GRADUATE DIVISION

Graduate Division
March 22, 2011

The 2/4/11 draft copy of the UCLA Graduate Division Assessment prepared by the Huron Consulting Group for the Restructuring Steering Committee contains a number of factual errors and misstatements that the Graduate Division wishes to correct for the record. In doing so, however, we also wish to raise concerns about the procedures used for developing this assessment. We request that this document be made available along with the draft Assessment whenever the report is distributed, and in particular to the Restructuring Committee, and the Graduate Division Sponsorship Group.

We believe that there is no more critical mission in the university than graduate education, which is both a source of vitality and renewal for disciplines and fields within the academic portfolio. Synergies between faculty and students in advanced study are the basis of scholarly advancement and creativity. Given the critical import of this assessment, then, we are gravely concerned that none of the individuals comprising the consulting team were experienced or expert in graduate education or the workings of graduate schools and divisions. Graduate education is now viewed as an enterprise with philosophical foundations and known best practices. The Council of Graduate Schools (CGS) is an international organization with the mission of improving and advancing graduate education in order to ensure the vitality of intellectual discovery. This organization gathers and maintains data and ideas critical to understanding and implementing best practices in graduate education. CGS also offers a consultation service specifically for improving the administration of graduate education. A review by a reputable organization expert in just this activity would, in our view, better serve the efficiency goals cited as the basis of Huron assessment [<http://www.cgsnet.org/Default.aspx?tabid=186>]. Given the growing concerns throughout campus about the adequacy of the Huron assessment, a second review conducted by CGS could be useful.

Great universities depend for their life blood on careful and procedurally sound assessment and evaluation. With respect to the review of individual faculty, the process is clearly laid out, multi-tiered and undertaken with considerable solemnity. We do this in the interest of achieving and maintaining excellence and with a commitment to balance and fairness for the subject of the review. Surely no less a rigorous standard should be applied to the assessment of an administrative unit so vital to the campus goal of excellence and accountability in graduate education.

We also wish to make several contextual observations at the outset that frame our view of the report:

1. Every staff member of the Graduate Division is committed to delivering exceptional service to the entire UCLA campus and will do whatever is required to optimize service delivery and relationships with all constituencies. In concert with this commitment the Deans' Office conducts annual Chairs meetings and Admissions Committee meetings. The Deans' Office also issues 15-20 invitations per year to staff administrative colleagues, Senate leadership, graduate student association leaders and postdoctoral scholar groups, to attend Graduate Division executive staff meetings for exchanges of information and discussion of issues of common concern.
2. Consistent with every published mission statement of the benchmark institutions cited in the report (see **Appendix A**), our focus is and, we believe should remain, **graduate education**, rather than graduate students, per se, as the report suggests. Here at UCLA the Graduate Division serves the multiple constituencies that are engaged in the process of graduate education, including—in addition to students—faculty, postdoctoral and visiting scholars, department and program administrators, other administrative units at UCLA (e.g., the Registrar, OCGA, Housing, Benefits, etc.) and the general public (who must be regularly informed about graduate education opportunities at UCLA). This primary mission has been reaffirmed in all Senate and System-wide reviews of the UCLA Graduate Division going back to 1963.
3. Most academic regulatory activities carried out by the Graduate Division are responsibilities delegated to it by the Graduate Council, a committee of the Academic Senate. As such, this oversight consists of academic standards for graduate study and postdoctoral training deemed important by the faculty and are not activities under our discretion. We are proud of the close and mutually beneficial relationship that exists between the Division and the Council, and will work with the Graduate Council to encourage more efficient application of policy. Other regulatory work carried out by the Division has as its source a number of external entities, such as the federal government (OMB), federal basic research and mission agencies, and university and campus policies of a fiduciary character, etc.
4. Given the very serious nature of restructure or redesign of any institution, we believe that decisions must be based on data obtained via methodologies that are scientifically sound and rigorous. Our chief concern with the Assessment is the absence of a strategy for obtaining a representative view of campus opinions of Graduate Division operations. Mathematical principles of sample selection are aimed toward reducing potential bias in research results. The groupings of individuals and University Services and Academic Units sourced for this study represent a very narrow range of campus entities, and exclude the vast majority of offices and individuals who work with us regularly. Of the 24 persons included in the Academic Units list, 13 are from professional schools with which we have only limited relations (e.g., 3 from the Law School). Only one student

was consulted in the process. It appears, then, that the consulting team was directed to speak primarily with individuals who had previously expressed criticisms of the division and neglected to speak with individuals who have had more positive interactions with the unit or no complaints at all. This does not meet the standards of basic scientific inquiry.

5. Finally, we would like nothing more than to modernize the information systems the campus relies on for graduate education and student support and are forging ahead with change in many key areas. However, due to UCLA's history of highly decentralized technology and the number of systems developed and in use throughout the campus, the Graduate Division uses and interfaces with at least 44 different campus and vendor information and transactional systems (please see full list in **Appendix B**). Therefore, many of the report's recommended system changes and upgrades must be carried out with the cooperation and commitment of many other campus units and involve extensive buy-in and approval processes and additional resources. Moreover, a number of these systems are incapable of interacting with each other, rendering some recommendations difficult or impossible to enact in the current environment.

Relatedly, however, one of the Graduate Division's stated strategic goals was to "Use information technology to transform all administrative processes, resulting in better services to all constituencies and cost efficiencies in service delivery." The development of the Jasmine intranet system (not even cited in the Huron report) and the new Admissions system are just two of the key successful advancements in this area. Recall, also, that the Graduate Division implemented the first on-line application system in the nation.

Similarly, another strategic goal was enhancement of the Division's reputation for quality and timely services. An enormous investment in developing and convening workshops for staff, postdoctoral scholars, and faculty have been a foundation for moving the Division ahead in this area.

MAJOR FACTUAL ERRORS:

1. On p. 3, the report states that the Graduate Division "now serves 8,500 students per year." The actual number of students served annually is approximately 11,200. This figure includes the total enrolled for the last three academic terms (10,774) plus an estimated number of on-leave students who still require Graduate Division services (about 2/3 of the 655 on leave last year).
2. On p. 6, the report states that "the Graduate Division then re-reviews all the admit decision." The Graduate Division absolutely does not re-review all admissions (an impossible task with approximately 6,000 recommendations annually). International evaluations do require some scrutiny due to the vast difference in academic records throughout the world.

3. The organizational chart on p. 26 omits a key function of both Outreach, Diversity and Fellowships (ODF) and Graduate Student Support (GSS). This is the coordination of the UCLA student summer research programs, which have been central in the reduction of time-to-degree.
4. Training courses for administrators are described on p. 22 in the report as being “occasional.” In fact, a whole series of courses are publicized and held on a monthly to annual basis by GSS, ODF, Admissions/Student & Academic Affairs and the Postdoctoral & Visiting Scholars unit. Moreover, individual sessions can be arranged for new employees and anyone in need of a refresher course. A listing of those courses is attached in **Appendix C**. Briefing sessions for department chairs are also held annually in addition to workshops for faculty admissions directors. The Dean has also conducted periodic briefing sessions for vice chancellors and deans. These presentations are all available within the Graduate Division for review by interested parties.
5. Although the report refers to postdoctoral scholars as “students” they are officially classified in the University of California system as employees.

KEY OMISSIONS:

1. Scope of diversity activities. The report implies that diversity efforts are limited to recruitment. However, a significant part of the Graduate Division’s diversity functions are retention efforts. Mainly through funding from the National Science Foundation’s Alliances for Graduate Education and the Professoriate (AGEP) and Diversity Initiative for Graduate Study in the Social Sciences (DIGSSS) programs, the Outreach and Diversity unit provides support to students in the form of summer research mentorship awards and funding for conference travel and professional development. ODI also works with students after they participate in our Competitive Edge summer bridge program, hosting follow up meetings and workshops to monitor their progress. We are also involved with the STEM-PLEDGE student group for underrepresented students in the STEM fields, co-sponsoring a lecture series and other events that they hold.

Through DIGSSS, a very successful Summer Statistics Institute was held last summer, bringing together current PhD students in the SBE fields from UCLA, Berkeley, and Santa Barbara. Students spent a week on campus honing their statistics skills through workshops and lectures given by Statistics and Psychology faculty and advanced students in the Statistics PhD program.

2. Conflict management and problem resolution. One crucial activity of the Graduate Division is not addressed in any fashion in the report. This is the extensive role played by the Dean and the Associate Deans in conflict management and problem resolution. We are regularly called upon to ensure fair and equitable resolutions to conflicts and misunderstandings between

faculty and students, faculty and faculty (over graduate education matters), postdoctoral scholars and mentors, postdoctoral scholars and graduate students, and the many variations on these relationships. Sometimes department representatives (e.g., chairs, SAOs, graduate student advisors, academic personnel administrators) contact us when the problem first surfaces. At other times, we are called in by other campus units, such as the Office of Students with Disabilities, the Office of Counseling and Psychological Services, the Office of Ombuds Services, the Dean of Students, and the Office of Research Administration. Problem resolution is a very time-consuming, but critical function that addresses risk to various parties (students, postdoctoral scholars and faculty alike) as well as university liability. Indeed, during the past year, our involvement in resolving a major laboratory issue resulted in two major changes in university policy that ultimately serve to reduce risk to those who work and study in our laboratories. We have learned that conflict resolution is far more effective and timely when the party seeking resolution is regarded as neutral rather than suspected of having a conflict of interest.

In sum, we have concerns that the Graduate Division has not been fairly represented in the assessment submitted by the Huron Consulting Group. We clearly recognize that improvements in efficiency and service are fundamental to the effectiveness of the Graduate Division and all other service units on this campus and every employee of the Graduate Division is dedicated to that end. Any reorganization of the structure that supports graduate education on this campus will have far-reaching impact on students, faculty, postdoctoral and visiting scholars and administrators, perhaps for the foreseeable future. It is essential that such consequential changes be informed by impeccable study and information.

Finally, we refer readers of both the report by the Huron Consulting Group and this correction offered by the Graduate Division to the assessment of the Graduate Division released this week by UCLA's Campus Human Resources (CHR). The CHR report noted that virtually all Graduate Division staff exhibit "passionate identification" with its mission [i.e., "striving for excellence in graduate education, equity in funding for graduate students, and student diversity] and are consistently able "to articulate it clearly." CHR views this kind of unit-wide consensus as extraordinary. The report also emphasizes that staff members see themselves as "operating internally in a collegial, cooperative environment that fosters candor, camaraderie, and mutual assistance with work demands to serve clients responsively." This is precisely the ethos that we believe the campus wishes to see in a unit so vital to academic goals of this university.

APPENDIX A

MISSION STATEMENTS OF BENCHMARK INSTITUTIONS

Name of University	Mission Statement
University of Minnesota-Twin Cities	The Graduate School's mission is to make the advanced teaching and research of the University as effective as possible by providing efficient and innovative central services; promulgating best practices in graduate education; providing competitive support to the best faculty and students; providing support for the most promising interdisciplinary research; and working with the Provost to support college and intercollegiate programs.
University of Florida	<p>The University of Florida belongs to a tradition of great universities. Together with our undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes, and nurtures generations of young people from diverse backgrounds to address the needs of our societies. The University welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.</p> <p>Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the education process and to the expansion of our understanding of the natural world, the intellect and the senses. Service reflects the University's obligation to share the benefits of its research and knowledge for the public good. These three interlocking elements span all of the University's academic disciplines and represent the University's commitment to lead and serve the state of Florida, the nation, and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The University of Florida aspires to advance by strengthening the human condition and improving the quality of life.</p>
University of Illinois-Champaign/Urbana	The Graduate College provides campus-wide leadership for the advancement of graduate education; promotes excellence, integrity, and equity in all graduate programs; and serves the scholarly and professional needs of prospective and current graduate students from recruitment and admission through graduation. We work with graduate faculty and staff to establish academic policies and programs designed to assure quality and support student progress.
The University of Wisconsin-Madison	"To foster excellence in research and graduate education" -Mission of the UW-Madison Graduate School. Given its campus-wide responsibility for research and graduate education, the Graduate School is in a unique position to set university-wide standards and policies, serve a special advocacy and communication role, promote diversity

	<p>initiatives, and otherwise add to the margin of excellence. The Graduate School will fulfill these roles by initiating and incubating new ideas, and facilitating research and graduate education through partnerships with schools/colleges and other campus units.</p>
<p>University of North Carolina-Chapel Hill</p>	<p>The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States, and the world through teaching, research, and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities. Our mission is to serve as a center for research, scholarship, and creativity and to teach a diverse community of undergraduate, graduate, and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State. With lux libertas—light and liberty—as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems.</p>
<p>UC Berkeley</p>	<p>The mission of the Graduate Division is to promote excellence in graduate education at Berkeley and to support a diverse student population in carrying knowledge forward and achieving professional goals and intellectual fulfillment. In providing administrative and academic services and support to graduate students and to departments, the Graduate Division, in partnership with the Graduate Council, seeks to apply to its own work the high standards for which Berkeley is known. We are committed to working collaboratively with departments, faculty, other campus units, and with one another to provide graduate students with the guidance they need as they move through the various stages of their graduate studies. We are also committed to assessing our work through input from graduate students and the broader campus community, with the goal of improving the administrative and academic services we provide. We believe that difference plays a crucial role in generating knowledge. We work toward advancing Berkeley's commitment to a diverse community. We strive to develop a day-to-day work and service environment that fosters respect and innovation.</p>

<p>University of Michigan at Ann Arbor</p>	<p>Since conferring its first doctoral degree in 1876, the University of Michigan has advanced the value of graduate education in meeting society's needs. In 1935, donor Mary Rackham worked with President Alexander Ruthven to endow the Graduate School with the means to support graduate education at Michigan. Today, the Horace H. Rackham School of Graduate Studies is a community of scholars, researchers, and students in 181 programs at the University of Michigan, joined together by the rigors of their academic pursuits and housed in the magnificent Rackham Building. The Rackham community is engaged in the creation of new knowledge, new discoveries, and perhaps more important, in the formation of our future leaders. More than 85,000 Rackham alumni all over the world bring their talent and training to the problems they encounter and can claim important accomplishments within their professional and personal lives.</p>
<p>Ohio State University</p>	<p>The Graduate School helps fulfill the University's academic goals by fostering quality in graduate education and research and by promoting cultural diversity in the community of graduate faculty and students. The Graduate School provides leadership in graduate education and research in ways that exemplify the highest standards of the academy and contribute to the reputation of the University as one of the major public teaching and research institutions in the world.</p>
<p>University of Texas at Austin</p>	<p>The Graduate School at The University of Texas at Austin is an active community of diverse scholars in over 100 academic programs dedicated to excellence in original research, teaching, creative expression, and intellectual leadership. Using our extensive resources and talents, we cultivate individuals who work together to bring knowledge, innovation, and best practices to meet the great and small challenges of time.</p>
<p>University of Washington at Seattle</p>	<p>The Graduate School was created in 1899 and was established permanently in 1910. Its purposes are to exercise leadership for the University of Washington in matters pertaining to graduate education, to facilitate the performance of research by its faculty and students, and to foster the integration of education and research to the benefit of both. Through graduate programs, the University fulfills several functions vital to a healthy society: by fostering research, it advances human knowledge; by educating scholars and teachers, it preserves and transmits our cultural heritage; by training professionals, it makes information and help available to the various sectors of the public; and, by virtue of all of these, it contributes to the resolution of the problems and needs of society.</p>

APPENDIX B

INFORMATION SYSTEMS REQUIRING GRADUATE DIVISION USE OR INTERFACE:

March 2011

- Accounts Payable
- ASR (AIS's application service request system for modifications to GRO screens, reports, logic, etc.)
- BAR (Billing and Accounts Receivable)
- BruinCard
- Cashiering
- Graduate Division Contacts Database
- COGNOS
- Connect Customer Relationships Management (CRM)
- Consolidated Gift Fund Management
- Course Inventory Management System (CIMS)
- Cyberpay (soon to be CashNet)
- eGrants (Fulbright-Hays applications administration system)
- Edina (Graduate Division exceptions database for non-web based exceptions)
- Embark (Fulbright IIE administration system)
- Employee Database (EDB)
- Encumbrance Database (Graduate Division's tracking of students' departmental and Graduate Division funding in future years)
- Electronic Research Administration (NIH eRA Commons, xTRAIN—grant management system)
- FAM (Financial Aid Management System)
- Fastlane (NSF financial reporting)
- Fastlane Graduate Research Fellowship Program module (NSF GRFP fellowship administration)
- FS (Financial System)
- fsaAtlas (student visa production)
- GAIN (Graduate Division fellowships administration database)
- GLACIER (Online Non-Resident Tax Compliance System)
- GRO - mainframe graduate admissions database
- Hobsons/AY On-Line Graduate Application
- HHMI (financial reporting)
- IEPS IRIS (International Education Programs Service International Resource Information System for Fulbright-Hays fellowships activation and reporting)
- Jacob Javits Annual Performance Report (US DOE)
- Jasmine
- Local SQL database for master's/doctoral committees and Doctoral Hooding Ceremony
- Monetary Transfer of Funds (MTF)
- ORA Online Resource Center

- OASIS (UCLA Online Administrative Systems Information Services)
- Personnel/Payroll System (PPS)
- Post Authorization Notifications (PAN)
- Postdoctoral Scholar Database
- UCLA Query Data Base (QDB)
- RDS - (Document Direct, AIS's web-based system for viewing reports from GR0)
- Student Records System (SR)
- Student Records System (new) (SR2)
- Transfer of Funds (TOF)
- Visiting Scholar Database
- Web DocumentDirect

Count: 44

APPENDIX C

TRAINING OPPORTUNITIES OFFERED BY THE GRADUATE DIVISION

Many of these presentations are available for download from the following website: <http://www.gdnet.ucla.edu/publications.asp>

Admissions/Student and Academic Affairs

The following courses are held in the fall for all SAOs and mid-year for new hires

Graduate Admissions: An Overview of Procedures and Updates on System: Changes, Policy and Processing

An overview of the policy, procedures, on-line systems and forms used in the graduate admissions process. This course is important for all departmental staff involved with graduate admissions and will include an update on changes for this admissions cycle. Topics include:

- Online processing, including annual updates/changes to Hobson's AY and Connect producing and use of Hobson's Webcenter
- Baseline standards for admission and the Academic Senate Graduate Council *Guidelines for the Graduate Admissions Process and Codification of the Policies and Procedures Governing Graduate Admissions*
- Changes in the format and test score reporting for ETS and other standardized tests
- Dean's Special Action requests
- A brief discussion of recruitment activities in departments and programs and the Graduate Division

International Admissions: An Overview of Graduate International Admissions, English Language Testing, Federal Policies and Procedures for Student Visas, and Records Evaluation

Everything you need to know about reviewing applications and admitting international graduate students. This course is important for all departmental staff involved with admitting international students. Topics include:

- Application fees for international applicants
- Mandatory English language proficiency for international admission: TOEFL (including the new internet-based TOEFL) and the International English Language Testing System (IELTS) examination, UCLA's English as a Second Language Placement Examination (ESLPE), and Test of Oral Proficiency (TOP) for TA's

- Update on the Student and Exchange Visitor Information System (SEVIS) and related policies and procedures, and feedback from all on the experiences of newly matriculated international students and those who were unable to arrive due to visa delays/denials
- Documenting financial support for the student budget and demographic information for non-immigrant visa forms (I-20 and DS-2019) – what you can do to make this process work better
- Reviewing the consular process: why are requests denied?
- Mandatory reporting on enrolled international students and how this impacts the student advising process, including policy on registration/enrollment and leave of absence
- Recruiting and admitting international students
- Evaluation of international records, including any recent updates or changes, impact of the Bologna Accord on European degrees

Participants should bring examples of records they need assistance with and be prepared to share their experiences regarding international admissions issues and concerns.

Graduate Applicant and Student Appeals and Complaints

The purpose of this course is to review policy and procedure regarding graduate applicant and graduate student appeals of denial of admission, academic termination, and other actions, and to explore best practices that ensure due process, protect rights, and avoid liability pitfalls and problems. Topics include:

- Review of appeal policy and procedure for graduate admission and academic termination
- Defining due process and standards used in applicant and student appeal cases
- Discussion of some major court decisions that impact university policy and procedure
- Academic decision-making versus judging student conduct: crucial difference
- ADA and higher education: what is required?
- What we can learn from past student trouble cases at other universities
- Where to refer different kinds of trouble cases
- Best practices for your graduate program

Graduate Student and Academic Affairs

This course is especially designed to introduce new department student affairs officers and other support staff who work with graduate students to basic concepts needed to work in graduate student and academic affairs, as well as for those who

desire training for future employment opportunities in this area. Veteran staff who wish a refresher course are welcome and encouraged to enroll and share their knowledge and experience. Topics include:

- *The Academic Senate/Graduate Council*: the structure and philosophy behind the regulations, including changes over time.
- *Student records*: how to access online, what is available offline, privacy holds, and best practices in central and departmental record-keeping. There also will be an update of campuswide IT strategies that include planned changes in structure and access for Student Records
- *Registration and enrollment issues*, including deadlines for fee payment to prevent courses from being dropped, retroactive change petitions, withdrawal and leave of absence petitions
- *Master's thesis committees and advancement to candidacy*: how to document transfer credit petitions, language fulfillment, and extensions of time in order to expedite processing and approval
- *Doctoral committees and advancement to candidacy*: the ins and outs of the regulations, nominations and reconstitutions, language fulfillment, and to candidacy
- *Special cases*: academic provisional and probationary status, deferred report grades.
- *Student visitor programs*: Education Abroad, UC Intercampus Exchange, and Cross-Enrollment with USC.

Preparing Course Actions and Proposals for Changes in *Program Requirements for UCLA Graduate Degrees*

Participants are trained in the submission of course actions and program changes, and given information regarding other issues and concerns that should be taken into consideration when submitting proposals. Topics include:

- Discussion of concept of *shared governance* behind the policy and procedures.
- Preparing, documenting and routing a course action to create, modify or delete a graduate or professional course
- Academic concerns regarding what defines graduate or professional course work.
- Preparing, documenting and routing changes in *Program Requirements for UCLA Graduate Degrees*

Office of Postdoctoral and Visiting Scholars Services

The following training sessions are offered bimonthly:

Employee Data Base (EDB) Training

- Policy overview and instruction for administrators using UCLA's Employee Data Base (EDB) to process postdoctoral scholars appointments.

Administrators Workshop

- Presents policies and information (including appointments, exceptions, and labor contract requirements) related to postdoctoral scholars and visiting scholars at UCLA to assist department administrators processing postdoctoral and visit scholar appointments.

Postdoctoral Scholar Orientation

- Presentation on resources and policies relevant to all postdoctoral scholars at UCLA.

Postdoctoral Scholars Career Development Training Series

- Regular sessions on a variety of topics related to postdoctoral career development interests (e.g., Gina Hiatt on academic writing projects, NIH Office of Intramural and Training Education presentation, Peter Fiske on transferable skills for scientists, annual leadership institute). (Will be held monthly starting in AY 11-12.)

The following training sessions are offered annually:

Postdoctoral Scholar Health Benefits Plans Workshop

- Session provides overview of the postdoctoral health plan and options offered through the University of California by Garnett-Powers & Associates. Also includes discussion of other wellness and pregnancy benefits.

Postdoctoral Scholar Non-resident Federal Tax Preparation and Retirement Planning Seminar

- Presentation addresses determining residency, types of income paid by UCLA, and forms that need to be filled out. Session also covers planning for the future through the UC Retirement Savings Program.

The following training sessions are offered on an as-needed basis:

UC Postdoctoral Scholars Labor Union Contract Training for Administrators

- Overview of newly ratified labor union contract for postdoctoral scholars in the UC system with a focus on implementation at UCLA.

UC Postdoctoral Scholars Labor Union Contract Training for Faculty

- Overview of newly ratified labor union contract for postdoctoral scholars in the UC system with a focus on implementation at UCLA.

Postdoctoral Scholars Labor Contract: ATB Increase Training for Administrators

- Presentation on the one time across-the-board (ATB) increase for postdoctoral scholars with a focus on implementation at UCLA.

Postdoctoral Scholars Labor Contract: NIH Steps Implementation

- Presentation on the multi-stage implementation of a NIH-steps compensation structure at UCLA.

Graduate Student Support Services and Special Fellowships

The following training session is offered every fall and often in winter quarter

Fellowship Nomination and Processing (separate sessions for new employees and for current SAOs)

- Sessions covers overview of special fellowship nomination procedures & web information, encumbrance database, Chancellor's Prize Fellowship, Cota-Robles award, Graduate Opportunity Fellowship Program, Graduate Research Mentorship Program, Dissertation Year Fellowship Program, privately endowed programs, fellowship exception requests, OASIS Screens, Fee payments' hierarchy, Summer programs for Undergraduate and Graduate research, and UC LEADS.

The following training session is presented at the invitation of SAOs to their Fall quarter orientations. One-on-one training is also available.

Graduate Division and Extramural Fellowship Orientation

- Review of UCLA fellowship offerings, procedures for application, review process, and extramural opportunities. Also includes introduction to GRAPES (noted UCLA grant and fellowship database).