

UCLA Graduate Division Assessment

A Report for the Restructuring Steering Committee

February 4, 2011



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Executive Summary

Overview

University of California, Los Angeles' (UCLA) Graduate Division (also "the Division") is responsible for the quality and progress of graduate education on the campus. The Division oversees the provision of education in most of the institution's schools and colleges save law, dentistry, and medicine. Enrollment in Graduate Division programs rose 13% from 1998 to 2008, and now serves 8,500 students per year. The Division was led by Vice Chancellor for Graduate Studies Claudia Mitchell-Kernan from 1989 to 2010. As a result of her recent retirement, UCLA identified an opportunity to review the services provided by, and organization of, Graduate Division.

UCLA engaged Huron Consulting Services (Huron) to conduct this assessment of Graduate Division. The principal objective of the assessment was to make Graduate Division as effective and efficient an operation as possible, providing recommendations that will improve Graduate Division's service to the graduate education community. The operations of UCLA Ethnic Studies Centers and the Institutes of American Culture were out of scope for this assessment. Over the course of the assessment, Huron met with approximately 50 individuals, including Graduate Division staff and leadership, university administration, faculty members, graduate students, and stakeholders throughout the institution (see Appendix A for a list of interviewees). The development of recommendations was further supported by best practice conversations with other leading graduate schools.

Current State Assessment

In an increasingly complex environment, Graduate Division has striven to support high quality graduate education on campus. Examples of recent accomplishments include:

- Expedited implementation of the Hobson's admission system;
- A recently-initiated annual performance evaluation of all Graduate Division staff;
- A National Science Foundation Alliance for Graduate Education and the Professoriate (AGEP) grant (this program is for newly-admitted doctoral students in the STEM fields with an interest in pursuing a faculty or research position);
- Redesign of the Graduate Division website;
- Events surrounding the 40th anniversary of the Ethnic Studies Research Centers; and
- Development of campus tours for prospective graduate students.

However, Graduate Division's current efforts to manage the graduate education enterprise leave room for improvement. Generally, the Division is viewed as an obstacle, not an enabler, serving as a "policing unit" instead of facilitator, following the letter of the law instead of its spirit. Graduate Division decisions lack transparency and standards, and methods of decision-making are not always clear and not communicated effectively to other UCLA units. Many Graduate Division processes are cumbersome and time-consuming. Additionally, the suite of services provided by Graduate Division is unclear to the University community. There is a lack of clarity around authority between the Division and the Academic Senate's Graduate Council. Certain services provided by Graduate Division could be removed from its purview to reduce duplication and/or better leverage synergies with other campus units.

The following themes were identified over the course of the review:

- **Culture:** Graduate Division lacks a culture of service and could benefit from improved communication and increased transparency.
- **Student Focus:** Graduate Division needs to focus on being a student centered organization, serving as a one-stop shop for graduate students themselves, either providing the services or connecting students with the offices providing the services.
- **Academic Unit Flexibility:** Graduate Division's oversight can unnecessarily infringe on departments' and schools' independence.
- **Administrative Support:** Departments with smaller graduate programs may require a more robust central clearinghouse for value-added administrative support.
- **Streamlined Processes:** Administrative processes are often paper-based, frequently burdensome, and can take a long time to process.

Recommendations

Service Recommendations

The following service recommendations were developed to optimize the services offered by Graduate Division:

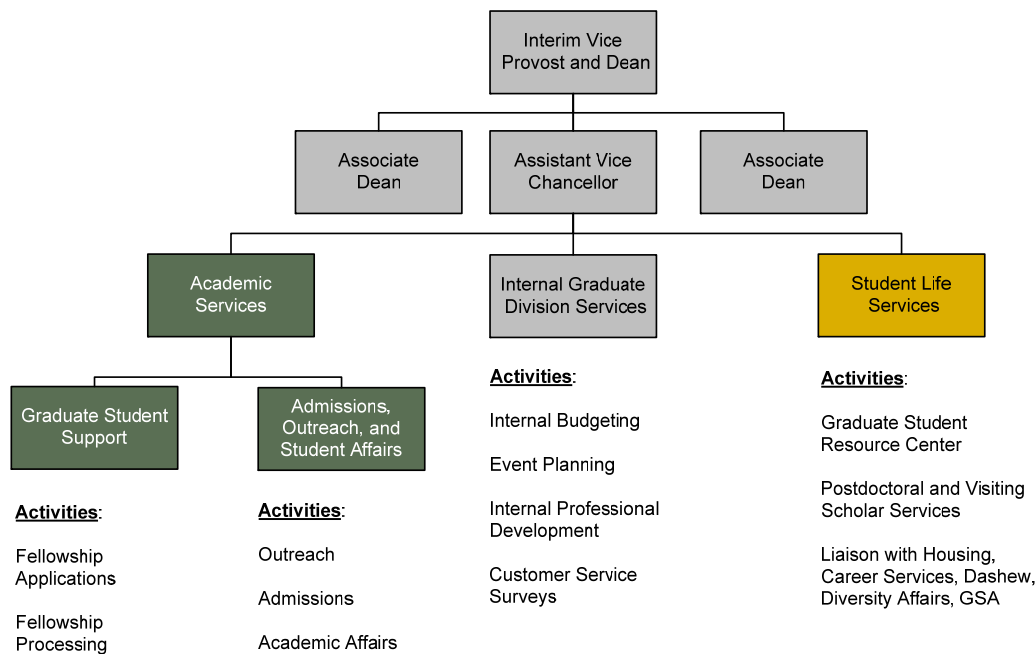
<i>Admissions</i>	<ol style="list-style-type: none"> 1. Reconstitute Graduate Division’s role in the admissions process. <ol style="list-style-type: none"> a. Eliminate duplicative reviews of admitted student files and limit Graduate Division review to only those applications not meeting minimum University standards. For those files needing additional review, the Dean’s Special Action process should be simplified. b. Allow schools with mature admissions functions to opt-out of Graduate Division application support and review 2. Create a postdoctoral opportunities database 3. Better coordinate with academic units and other university resources to improve outreach capabilities
<i>Academic Services</i>	<ol style="list-style-type: none"> 1. Review all academic affairs policies and procedures in order to decrease workload of staff in Graduate Division, students, and staff in academic units 2. Shift primary responsibility for minor course changes to academic units 3. Remove oversight of all interdepartmental programs from Graduate Division’s purview and shift them to the academic units to which they best relate 4. Review organizational placement of Ethnic Studies Centers and the Institute of American Cultures 5. Reconsider Graduate Division role in program review process
<i>Financial Services</i>	<ol style="list-style-type: none"> 1. Consider alternatives to the current fellowship funds allocation strategy to reflect academic priorities 2. Prioritize transparency around the funding algorithm and distribution of funds 3. Streamline fellowship payment processing by using one consolidated online form 4. Better define which research grants are administered by Graduate Division and which are handled by the Office of Grants and Contracts Administration
<i>Student Services</i>	<ol style="list-style-type: none"> 1. Create a one stop shop for students by bringing the Graduate Student Resources Center into Graduate Division 2. Improve international student services through increased coordination and a stronger delineation of responsibility 3. Re-align Graduate Division SAOs and associate deans so that units have one point of contact
<i>Division Administration</i>	<ol style="list-style-type: none"> 1. Consider rolling certain Graduate Division functions into external offices 2. Limit special projects to initiatives within the umbrella of graduate education 3. Continue to develop performance evaluation process 4. Create a budgeting process where units review strategic budgets with an assistant dean and have incentives for keeping expenditures low
<i>Communication</i>	<ol style="list-style-type: none"> 1. Improve communication with academic units, central university offices, and students. <ol style="list-style-type: none"> a. Create a Dean’s Advisory Committee with academic unit and central service representation b. Conduct quarterly meetings with SAOs to create more of a community and communicate out about new processes, events, and policies. c. Become more proactive in developing relationships with department staff for both sides to better understand the day-to-day experiences and demands of the other d. Institute an annual Division performance survey for students, department personnel, and other personnel with Graduate Division interactions, created with input from key stakeholders e. Appoint member of Graduate Division to attend Graduate Student Association meetings f. Offer innovation awards to the wider community for ideas that will improve graduate recruiting, retention, and/or career development g. Develop an online system that all stakeholders can access through which forms can be routed and progress viewed 2. Clarify Graduate Division’s mission and evaluate all services against it 3. Move Annual Reports and <i>Graduate Quarterly</i> online

Structural Recommendations

As Graduate Division moves to the optimal suite of services outlined in the services recommendations, the organization will need to be restructured. Four basic tenets should be considered in developing an updated structure for the Division:

1. **Organize around mission-based activities**
2. **Increase synergies between areas in Graduate Division**
3. **Minimize internal administrative activities**
4. **Optimize staffing levels**

Ideal State Organizational Structure



Implementation Considerations

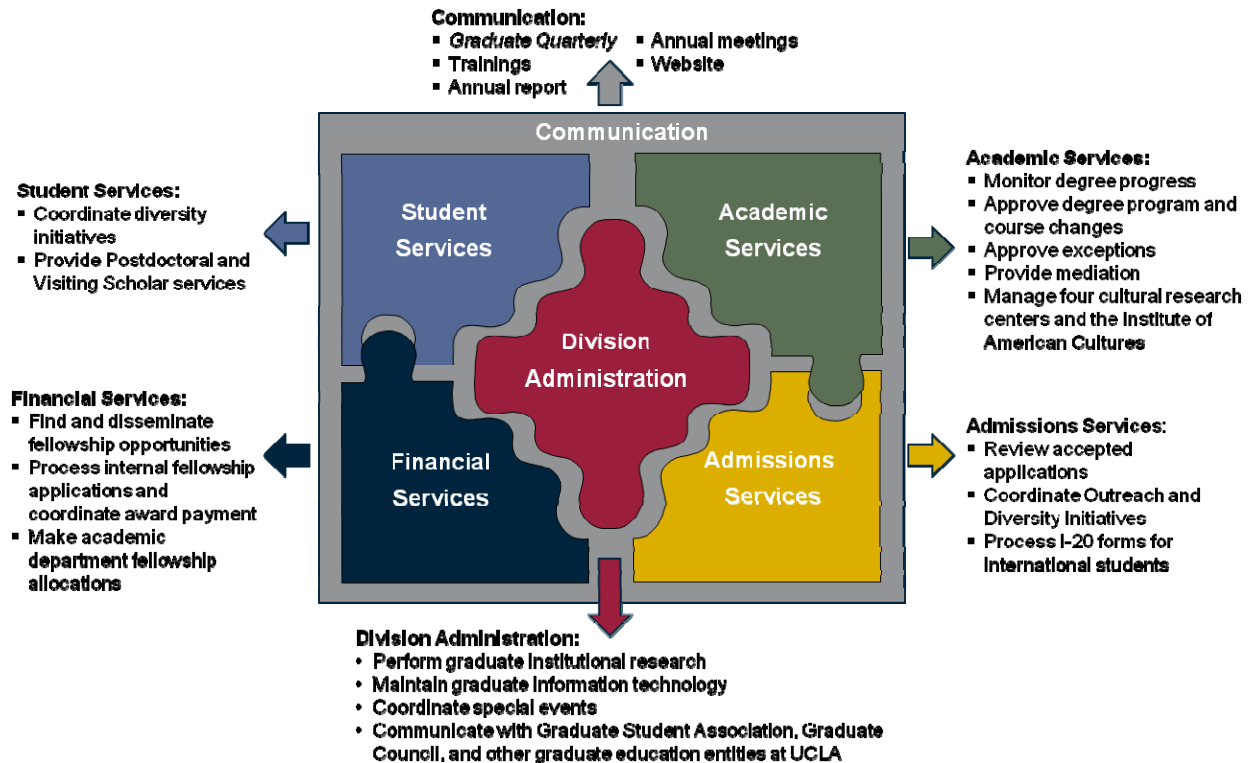
This assessment is the first step in what should be an ongoing and iterative process to enhance the service, efficiency and effectiveness of Graduate Division. To implement the recommendations outlined in this report, we recommend that UCLA should proceed as follows:

- Step 1. Obtain consensus to proceed with the implementation of a prioritized list of recommendations contained in this report**
- Step 2. Develop implementation plans for those areas considered highest priority**
- Step 3. Appoint project teams and allocate resources to begin execution of recommendations**

Services Recommendations

Overview

Graduate Division's services can be loosely separated into the six major activities depicted below:



Admissions Services

The graduate admissions process is, by its nature, decentralized, with individual academic units determining which students to accept to their programs. At UCLA, these decentralized decisions are supported by a central admissions office within Graduate Division that re-reviews decisions and determines whether admitted students meet UCLA's minimum requirements. Graduate Division also plays a critical role in supporting outreach to potential applicants, especially those from diverse backgrounds.

Recommendations

The following recommendations will strengthen admissions processing, providing schools increased flexibility while still controlling risk to the institution:

1. **Reconstitute Graduate Division's role in the admissions process**
 - a. **Eliminate duplicative reviews of admitted student files and limit Graduate Division review to only those applications not meeting minimum University standards. For those files needing additional review, the Dean's Special Action process should be simplified**

Individual departments review the application files and make admissions decisions. Graduate Division then re-reviews all the admit decisions, ensuring that the admitted students meet all UCLA standards; for example, a 3.0 GPA and a bachelors degree or equivalent from an accredited institution are the minimum UCLA standards. If the student meets the requirements, they are officially admitted to UCLA. For those instances where an applicant does not meet

minimum standards but the school or department wishes to offer admission nonetheless, Graduate Division requires that the academic unit submit a Dean's Special Action (DSA) form to explain why the candidate should be admitted. The DSA process is paper- and time-intensive, both on the part of the academic unit seeking an exemption, as well as Graduate Division, in which associate deans review and analyze the requests. According to Graduate Division's Annual Report, in fall 2008, there were roughly 6,000 admitted students and 284 DSA requests. The Graduate Admissions office confirmed that only six of these DSAs were denied, though there were additional files that required some back and forth with the academic unit before the DSA was approved.

Academic Unit	Fall 2008		
	Admits	DSAs	Denied DSAs
Access	116	2	
Arts and Architecture	283	21	1
Education & Info Studies	487	43	
Engineering	1,100	26	3
Health Sciences Academic	92	5	
Humanities	214	5	
International Institute	83	5	
Life Science	118	5	
Management	754	7	
Nursing	199	21	
Physical Science	416	19	1
Public Affairs	454	18	
Public Health	461	36	
Social Science	465	5	
Special Fee	612	85	
Theater, Film, and TV	180	12	1
TOTAL	6,034	284	6

Sources: Graduate Division's Annual Report 2008-2009, 12/16/10 email from Dan Bennett

Suggested System Improvements: Technology can be utilized to enhance the functionality of the existing application review system. The system should be able to flag all candidates that do not meet UCLA standards whom the schools and departments wish to accept. If there are no system flags, an official acceptance can be communicated to the students without any review by Graduate Division. Random checks could be employed to ensure that admitted students are indeed meeting the requirements. For flagged candidates, departments could be required to enter a DSA justification attached to the admission recommendation forwarded to Graduate Division, with supporting documentation uploaded to the system (the University of Florida has developed a system that manages the graduate admission process in this way).

The DSA Process: Taking this one step further, given that such a small percentage of the filed DSAs are ultimately rejected by Graduate Division, the DSA process could be simplified to focus on the highest risk issues. Graduate Division admissions /student affairs officers (SAOs)

should be empowered to review the routine DSA and approve those exception requests that are straight-forward and low risk. Only when the decisions are complicated/non-standard should they be passed on to an associate dean within the Division. All of the 22 DSA denials that occurred from 2006 to 2009 were for a candidate's failure to meet the institution's ESL requirement, so those DSAs could potentially be reserved for associate dean review.

International Review: International candidates make up roughly 20% of admitted graduate students at UCLA and the process around the review of their materials is slightly more complicated. For example, it can be more complicated to ascertain whether a candidate's undergraduate institution is appropriately accredited, and calculating the candidate's undergraduate GPA is not always straightforward. Graduate Division prepares a binder for academic unit personnel which provides some guidance, but a secondary review by Graduate Division staff would be reasonable to ensure the University maintains its quality standards. For this reason, Graduate Division should continue to review all international candidates recommended for admission.

b. Allow schools with mature admissions functions to opt-out of Graduate Division application support and review

Currently, all schools under Graduate Division's purview must run all admissions decisions through Graduate Division. However, department admission processes can be delayed because of the time involved in Graduate Division reviews. Unit recruiting ability is damaged by having to offer top candidates only conditional acceptances until Graduate Division review is complete.

Schools or departments should be allowed to opt-out of Graduate Division's review if they meet the following criteria:

- 1) They have mature admissions functions and would not need additional FTEs to complete the admissions process; and
- 2) They have not had any DSA requests denied in the last two years.

Academic units that opt-out of Graduate Division review would be empowered to make final admissions decisions not subject to further review from Graduate Division. This would speed the admissions process and allow units to inform top prospects of acceptance on a quicker timeline. This would also eliminate the practice of students receiving two letters, one from the unit with conditional acceptance and one from Graduate Division with final acceptance, which has been confusing to candidates.

In order to facilitate tracking and ensure continued system compatibility, even schools that opt out of Graduate Division review should still use the shared application. Moreover, units that opt out of Graduate Division review of admissions are not absolved of responsibility for ensuring that admitted students meet UCLA standards; the dean of the division or school will be responsible for approving admissions decisions and maintaining accountability. A reckoning of exceptions will need to be shared with Graduate Council semi-annually to ensure that admissions decisions are appropriate.

The first two years of this process could be provisional, with Graduate Division performing an audit of admissions decisions for all opt-out schools. If a persuasive case can be made at the end of the provisional period that academic standards are being harmed, the academic unit should be required to resubmit to Graduate Division review.

2. Create a postdoctoral opportunities database

Over the last several years, Graduate Division and the Division of Health Sciences have been collaborating to effectively serve postdoctoral scholars and raise awareness of their needs. Although the services provided to postdoctoral students are robust, the staff in both offices continue to seek new ways to service their constituencies.

Currently, scholars in search of postdoctoral positions apply directly to UCLA faculty members, often sending out *curricula vitae* to all faculty members within a department without an understanding of which professors are in need of assistance. Faculty often rely on connections to find quality postdoctoral students

for their labs. An additional service that Graduate Division could provide through its Office of Postdoctoral and Visiting Scholar Services would be a centralized online postdoctoral opportunities database.

The database would provide a space for potential postdoctoral scholars to post their *curricula vitae* so that faculty could identify scholars who would be a good fit for their studies and for UCLA faculty members to share any postdoctoral opportunities for students to peruse. Interested applicants could share their information with the faculty member through the database. This would let interested parties depend less on connections, helping newer faculty build out their research teams and opening up the postdoctoral applicant pool.

In the first year of the database, it will be important to advertise this service thoroughly and provide excellent support to both prospective postdoctoral students and, especially, faculty in order to build a critical mass of participants. If the system is not quickly viewed as providing a value-added service, participation in future years will not be high enough to keep the system viable.

3. Better coordinate with academic units and other university resources to improve outreach capabilities

Many of UCLA's small departments do not have the resources necessary to widely share their programs and, therefore, rely on Graduate Division to advertise their programs. In particular, with their limited resources, many departments feel they do not have the capacity needed to reach out to diverse students in an effective way. Therefore, many interviewees expressed appreciation for central support for diversity outreach. Graduate Division staff have helped departments develop more impactful recruiting strategies.

Graduate Division represents many UCLA programs at outreach events such as graduate education fairs. Graduate Division has reported attending such events and discovering other UCLA schools at the same fair, doing independent outreach. This is a waste of resources in terms of recruiter time and registration fees and could also serve to confuse students who see two different UCLA tables at the same event.

Shared Calendar: To address this concern, a shared calendar should be created and updated by all units conducting graduate recruiting and outreach. Once it is clearer which UCLA units are planning to attend certain events, the recruiting leads could coordinate more effectively, combining tables and sharing materials when appropriate and, at the very least, keeping the UCLA presence unified.

CRM System: A shared customer relationship management (CRM) system could also serve to increase coordination between units on campus, recording all points of contact with a given student. The system would allow 'hand-offs' between units to ensure that a student receives consistent communications. Such a system would also help provide data to measure the impact of outreach efforts. Currently, the effect of outreach efforts can be hard to track because it is unclear where students have their initial points of contact with the school, and these points of contact are not tied to eventual enrollment decisions. The system would have to be open to Graduate Division and all academic units and would ideally be tied to the admissions system, in order to trace the student from the initial point of contact through application, enrollment, and ultimately graduation and beyond. It is our understanding that Graduate Division has purchased Hobson's CRM tool and the Division plans to implement the tool later this year.

Academic Services

Graduate Division performs a wide range of academic support services, in part as delegated by Graduate Council, administering academic processes throughout the student lifecycle, ensuring department and student compliance, and processing exceptions to policies when necessary. Additionally, Graduate Division oversees and jointly administers interdepartmental programs. The Ethnic Studies Centers and the Institute of American Cultures have a dual-reporting relationship to Graduate Division and academic units.

Recommendations

1. Review all academic affairs policies and procedures in order to decrease workload of staff in Graduate Division, students, and staff in academic units

The dean of Graduate Division "is delegated authority (a) to establish administrative procedures for implementing such [Graduate Council] regulations and policy, (b) to approve exceptions to Council policy in individual cases in accordance with Council-approved precedents." Therefore, Graduate Division provides administrative oversight of a number of areas, including foreign language actions, leaves of absences,

degree progress (such as advancement to candidacy), and other student actions. The processes for ensuring compliance with Council policy are often manual, time-consuming, and administratively burdensome to academic units without due cause. Many forms must be filled in by hand and require department staff to get original signatures from chairs and graduate advisors, even when generally the SAOs have been given authority by the department to sign for other matters. Additionally, department staff are generally the ones with the most intimate knowledge of whether a student has met the requirements set by the departments themselves. Extensive review by Graduate Division should not be necessary.

Without some sort of central review, we recognize that there could be a “slippery slope” where departments could surmise that, since they aren’t being monitored, they could get away with small instances of non-compliance that would escalate over time. Due to this risk, we believe that some degree of oversight should remain but it should be in more of a post-audit, rather than a pre-approval, vein.

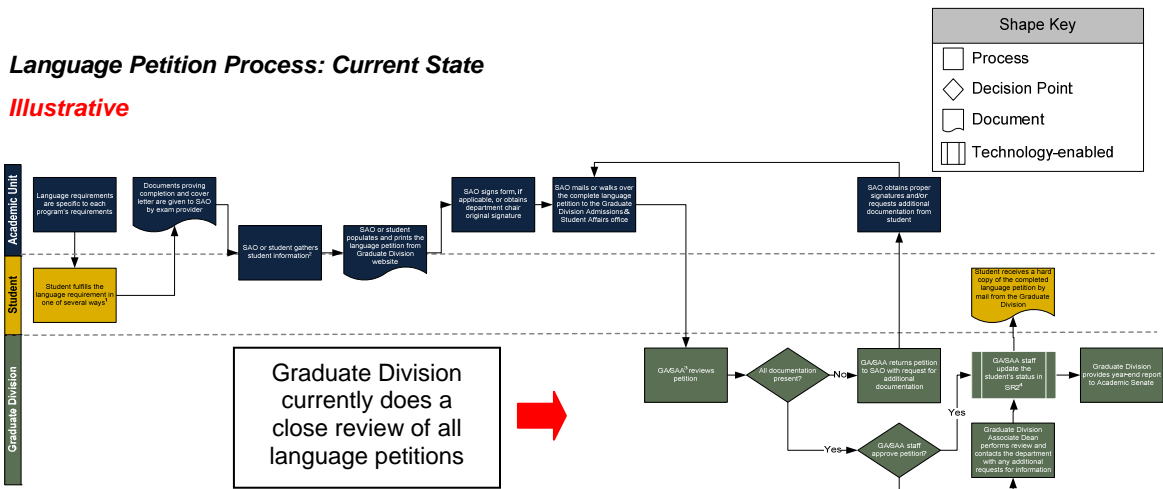
The provost and the Academic Senate should form a joint administrative/Senate committee to examine which policies can be entrusted to departments and which should remain under Graduate Division review. The graduate dean should work in consultation with the task force, Graduate Council, and deans to implement these decisions.

For most areas, we believe that departments should be able to make the initial decision of compliance with Council policies and directly enter them into the appropriate systems. However, Graduate Division should audit these on an annual basis (and perhaps perform random checks) to ensure that academic standards are being upheld. Departments where changes in practice or policy are noted will be notified and noted in reports shared with Graduate Council and perhaps be made re-subjected to pre-approval.

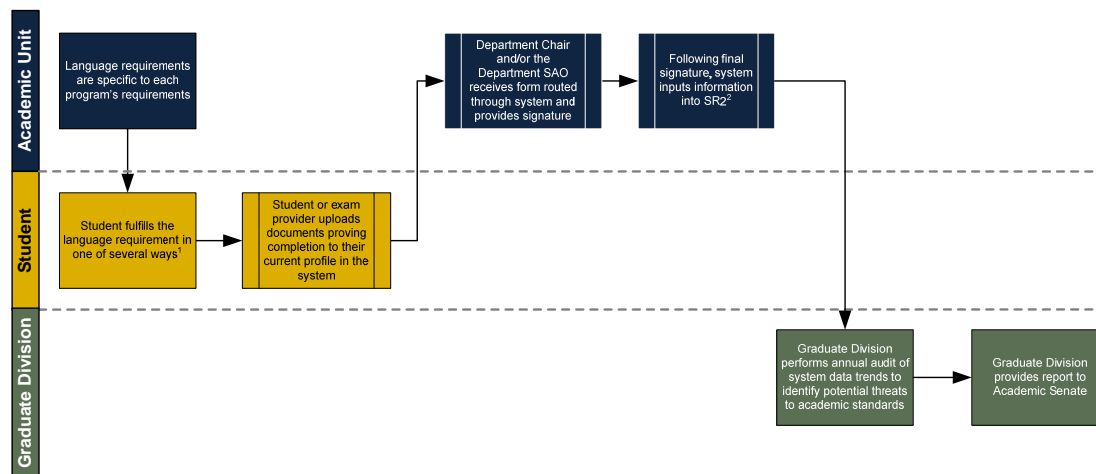
There are some areas where the risks associated with department-level review are too great to not have more detailed central reviews. An example would be exceptions to term limitations for teaching apprentice appointments (TAs cannot work more than 12 quarters and also cannot work more than 50% during a quarter). There can be incentives for faculty to advocate for this exception to the detriment of the student; central review is critical to protecting the student interests.

Academic services reviews should also be more automated. Progress has been made in this regard, as processes such as the form to allow students to exceed certain work hours have been moved online. This needs to remain a priority for Graduate Division since processes too often require department SAOs to print out a form, enter information manually, and provide Graduate Division duplicate copies. This redundancy of effort would be eliminated with increased automation and lost paperwork would also be reduced.

The language petition process would be greatly improved by this recommendation. The process maps below demonstrate the change realized from both shifting the initial decision to departments and automating the entire process. The illustrative current state shows a process ridden with manual steps and review responsibility with Graduate Division, while the future state is simplified due to automation and direct department management.



Language Petition Process: Future State



Notes:

- (1) Although specific requirements vary by department, UCLA students can meet a language requirement by completing coursework, taking an exam (variety of examinations offered), or speaking the language as their native language; the most common method of completing a language requirement is by taking an examination given by a faculty member in their own department
- (2) Transcripts are automatically updated in SR2 to reflect status

2. Shift primary responsibility for minor course changes to academic units

Graduate Council has delegated Graduate Division the authority to act on behalf of Graduate Council “in the approval of proposals for courses, for articulated degree programs, and for minor programmatic changes.” As part of this delegation, Graduate Division has authority for approving, among other modifications, new courses, changes to course numbers, and changes to course requirements. According to the summary of Dean’s Actions provided by Graduate Division, there were 449 course actions filed in the 2009-2010 year, including 110 new courses, 240 changes in existing courses, and 99 course deletions. Course changes are routed through Graduate Division and ultimately to the Registrar’s office through an electronic Course Inventory Management System (CIMS) developed by the Registrar’s office. Decisions are often delayed, waiting for Graduate Division sign-off, though the process is fairly routine and rarely routed back to departments.

We recommend that academic units be allowed to fulfill their course change needs with the authorization of the academic deans or department chairs, instead of requiring Graduate Division approval. Department chairs and deans are more familiar with the pedagogy of their academic disciplines and the needs of their students. Graduate Division does not add sufficient value to the process to justify their involvement and the delays caused by their approvals. Course changes will still be routed through the CIMS system so a record of changes can be maintained by the institution, audited by Graduate Division, and reviewed by Graduate Council. The University of Minnesota recently instituted a similar change to their approval process for smaller course alterations, eliminating the requirement of Graduate School review. Additionally, the Undergraduate Council at UCLA has delegated these decisions to Faculty Executive Committee and has laid out specific criteria for which changes can be approved by them; this definition could be helpful in determining the parameters for the review on the graduate side.

This recommendation will require the approval of the Graduate Council as it changes a decanal delegation.

3. Remove oversight of all interdepartmental programs from Graduate Division’s purview and shift them to the academic units to which they best relate

Graduate Division’s mission is to “provide central administrative services which help sustain and improve the quality of graduate education at UCLA.” Oversight of actual academic units does not fit within these parameters and yet this is the role that Graduate Division is being asked to play with the interdepartmental programs (IDPs). There a wide range of graduate IDPs at UCLA, including Afro-American Studies and Molecular, Cellular, and Integrative Physiology. The graduate dean works in concert with other deans to oversee these programs. The graduate dean is jointly responsible for appointing the chair of the IDP (with an

academic dean), but then also serves as the ultimate arbitrator of its academic standards which can create a conflict of interest. Further, communication between the deans is not always optimal; sometimes decisions can be made by one dean without the knowledge of the other. To address these concerns and to better align Graduate Division's responsibilities with its mission, the graduate dean should no longer serve as a cognizant dean for these programs. The Division should still provide administrative support such as fellowship processing and admissions review.

This recommendation will need further review by the provost and consultation with the program chairs to determine the best location for these units. Preliminarily, we believe the units could be moved under the academic division to which they are most related. If there are two academic deans with ties to the program, an arrangement will need to be worked out such that there is one cognizant dean to oversee the IDP.

It will be important to work in close consultation with the Graduate Council because Graduate Division has been delegated authority "in appointment of committees of the faculty in participating departments to administer interdepartmental degree programs." This responsibility would have to be re-delegated.

4. Review organizational placement of Ethnic Studies Centers and the Institute of American Cultures

Graduate Division played a critical role historically in housing UCLA's Ethnic Studies Centers, allowing these Centers to grow and perform critical research. In 2009, UCLA celebrated the 40th anniversary of Ethnic Studies on the campus. The operations of the Ethnic Studies Centers and the Institute of American Cultures are not in scope for this evaluation; however, organizationally speaking, we do not believe that the optimal placement of the Ethnic Studies Centers and the Institute of American Cultures is Graduate Division. As noted above, the Division's mission is to offer central administrative services; Graduate Division does not oversee any other research units and therefore lacks the ideal infrastructure to support them effectively.

Careful consideration of the future placement of the Centers is necessary to ensure the sustainability and success of these programs. The graduate dean should confer with the provost and the Academic Senate to determine the optimal location and administrative structure for these critical units.

5. Reconsider Graduate Division role in program review process

All UCLA academic departments are reviewed every eight years. As part of this process, departments perform a self-review and then external entities are invited to submit issues statements that provide further insights to the department under review. The graduate dean and division associate deans work together to draft an issues statements for graduate programs under review; an associate dean writes the first draft and the other deans review and offer feedback. In the 2010/11 academic year, there were nine graduate programs under review. Currently, Graduate Division submits an issues statement for every department review. However, most of the issues articulated in these statements are perfunctory and do not reflect distinctive insights from Graduate Division. Graduate Division's role in the program review process should be more judicious, with the graduate dean and associate deans only submitting an issues statement when the division has a unique perspective, for example, if the associate deans are aware of concerns from student surveys or in-person feedback and need to advocate on the students' behalves.

It is our understanding that Graduate Division issues statements very often raise diversity issues. If this is an area that is raised in most of the issues statements, it could be worth making diversity a standing agenda point on every program review rather than relying on Graduate Division to raise the point through an issues statement.

Graduate Division's institutional research team also prepares a packet of performance indicators to support program reviews. This valuable contribution to the process should continue.

Financial Services

Graduate Division is responsible for allocating funds to academic units to provide fellowship support to graduate students. Funds are allocated in two general pools:

- 1. Allocation funds** ("Return to Aid" funds): The large pool of funds distributed to the departments. For the 2011/12 academic year, these funds totaled almost \$24.4 million dollars. These dollars are distributed by a formula that is based upon enrollment numbers, weighted by degree objective, and adjusted by degree progress. In previous years, the graduate dean had determined the allocation to a particular field and the allocation formula was applied from there. However, in the last two years, the allocations have been based

solely on the formula. With the money that departments are allocated to distribute to students, there is a Graduate Division requirement that students are apportioned at least \$10,000.

2. **Dean's Recommendation funds:** A smaller portion which deans have the ability to allocate in order to assist strategic planning. In the 2011/12 allocation, the total in this pool was \$353,734, 1.4% of the larger pool distributed by formula; this number has remained consistent in recent years. For this pool, Graduate Division shares information with the academic deans about how much each department received from this pot in the previous year and the deans can adjust that allocation as they see fit.

Graduate Division also processes student payments for the different funding streams used to support graduate study.

Recommendations

1. **Consider alternatives to the current fellowship funds allocation strategy to reflect academic priorities**

The provost should facilitate a campus-wide conversation about the fellowship allocation strategy and whether it meets the needs of campus. As described above, the large pool of "Return to Aid" funds are distributed to the departments based on weighted enrollments, with a very small percentage left to the dean's discretion. This strategy rewards high enrollments and degree progress, but it also presents challenges when there are atypical situations like a new department that lacked graduate students in the previous year. The current approach also limits strategic decision-making at the academic division level since the deans have such a small amount of money with which to influence change.

There are two main issues to be discussed:

Allocation Formula: The optimal formula for the allocation needs to be determined. The allocation model is currently driven by enrollment, with Ph.D. and MFA students more heavily weighted than Masters students, who, in turn, are more heavily weighted than professional Masters students. Some units have expressed frustration with this weighting while others feel that it correctly prioritizes the role of Ph.D. students on the campus. Others questioned whether the current allocation incorrectly prioritizes quantity over quality. There needs to be an open discussion led by the provost around whether the current formula provides the appropriate incentives and levels of support.

Distribution Level: It needs to be decided where allocation discretion should reside, centrally or at the academic dean level. Possible alternative distribution strategies, with associated risks and opportunities, are shared in the table below:

	Alternative A: Current Strategy	Alternative B: 50/50 Split	Alternative C: Decanal Allocation
Description	Allocations are made directly to departments by Graduate Division, with a small set-aside for dean's recommendations	Half of the fellowship dollars are allocated to departments using the allocation formula and the other half is allocated by the academic deans. The dean's half is allocated to deans based on the formula	All funds are allocated out to the academic deans using the formula and deans make all allocation decisions from there
Opportunities	All departments receive fellowship funding based on their enrollments	Departments receive some funds based on enrollment but strategic aims are also supported	Academic deans can work to achieve division/school goals through strategic allocation decisions
Risks	Strategic allocations at the decanal level are severely limited	Controls must be in place to ensure funds stay focused on student fellowships Departments out of the dean's focus could see a decreased funding base	Controls must be in place to ensure funds stay focused on student fellowships Departments out of the dean's focus could see a decreased funding base

If deans are given more authority in the allocation process, protections should be put in place to ensure that the distributed dollars are used only for graduate student fellowships; deans should not be allowed to

repurpose these funds. However, more flexibility could be offered around some requirements, like the \$10,000 per student minimum. Close collaboration between deans and their department chairs is also critical and the provost will need to mediate challenges that may arise.

2. Prioritize transparency around the funding algorithm and distribution of funds

There is a widespread sense that Graduate Division allocation decisions are made in a black box. Though the Division has distributed funds based purely on the allocation formula for the past few years, many interviewees believed that Graduate Division made discretionary choices about how funds were allocated. To address these misconceptions, transparency must be a priority throughout the funding allocation process.

Each dean and department chair should have easy access to the allocation formula, with clear descriptions of the involved variables. There should be multiple training sessions open to interested parties to describe the process and discuss any concerns, with one session at the Deans' Council led by the graduate dean. Additionally, the allocation announcement should be accompanied by a detailed explanation of unit's performance on the formula variables.

If changes are made to the level of the allocation distribution and deans have increased discretion over distributions, it is necessary that they meet the transparency standards set by other units; they should be open about the allocation decisions and how they align with their strategy for their units.

3. Streamline fellowship payment processing by using one consolidated online form

Graduate Student Support (GSS) is responsible for processing the dollars used to support graduate students. GSS services are critical in navigating the different sources available to support graduate students (TA-ships, tuition 'return to aid', endowments, competitive fellowships) and the large numbers of systems (from University payroll to Graduate Division databases of competitive fellowships) associated with them. However, the current processes in place to manage the admittedly complex portfolio of dollars are overly differentiated and manual. As demonstrated in the table below, students and departments must follow different procedures, with different paperwork, for each of the four main pots of graduate support dollars.

	Departmental Funds	Graduate Division Allocation Funds	Fee Remissions	Special Graduate Division Controlled Awards
Recipient	Students nominated by department and/or working in a department as a ASE or GSR	Students nominated by department to receive Graduate Division allocation funds	Students selected by departments (departments make selections on ASE or GSR positions)	Students nominated by departments and elected by Graduate Division to receive a centrally-funded fellowship
Funding Source	Chancellor's Office, endowments, private grants and contracts, private gifts, and government funding	'Return to aid' dollars from tuition	Department funds or fellowships (various sources)	Fellowship funds and portion of 'return to aid dollars' from tuition
Form	Form 10	Department Allocations Recommendations Form	Fee Remission Form	Online system through Graduate Division Fellowship Office
Graduate Division Role in Processing	<ul style="list-style-type: none"> ▪ Verify student information ▪ Review Form 10 for compliance (signatures, valid visa) ▪ Identify and reduce original funding source ▪ Input data into FAM (BAR account automatically updated through FAM) 	<ul style="list-style-type: none"> ▪ Verify student information and confirm student eligibility ▪ Review Allocation Recommendation form for compliance ▪ Identify and reduce original funding source ▪ Input data into FAM (BAR account automatically updated through FAM) ▪ Produce funding offer letter 	<ul style="list-style-type: none"> ▪ Confirm student eligibility ▪ Review compliance or presence of exception ▪ Identify and reduce original funding source ▪ Input data into FAM (BAR account automatically updated through FAM) ▪ Ensure reimbursement from Payroll Office 	<ul style="list-style-type: none"> ▪ Confirm student eligibility ▪ Record reduction in original funding source ▪ Input data into FAM (BAR account automatically updated through FAM) ▪ Notify department of student award ▪ Produce funding offer letter to student
Office of Accountability	Individual departments	Graduate Division and individual departments	Departments, Graduate Division, UCLA Payroll	Graduate Division Office of Fellowships & Summer Programs
Method of Payment	Student: BAR Non-Student: Bruin Pay	Student: BAR	All: Payroll	Student: BAR

In addition to the plethora of forms, much of the department-side processing occurs in hard-copy.

- A Form 10 form is used to apply department funds to a student's support package. The form can be located online but must be submitted in hardcopy.
- The Fee Remission form is used for students with TA-ships. A pilot group is sending in this form online though the majority of campus submits hard copy forms.
- The Department Allocation Recommendations form details how the department would like to distribute its 'return to aid' allocation dollars. The form is found online but then must be submitted manually.
- Funds awarded competitively through Graduate Division Fellowship Office are shared with GSS electronically

While the sources of funds are processed differently internally on the back-end, there is no need for the customers to need to see these distinctions on the front-end. There should be one online entry form that can collect the necessary information from departments for all sources of funds. Having the form online will allow the process to be dynamic, adjusting the information requests to the type of student support being offered to

each student. Additionally, the online form should be able to automatically populate GSS systems in order to eliminate manual entry by the GSS staff, reducing errors and saving staff time. The creation of such a form will take an investment of information technology resources, as well as time from GSS and department staff to ensure that the information collected is sufficient to meet the needs of all parties.

As part of this process conversion, department staff, students, and central offices should be surveyed to learn the customer perspective on current student support processes; are there changes that would improve student and department experiences? As an example, department administrators identified challenges in the timing of payments on dollars support by Form 10 funds. As graduate students transition from receiving support from department funds to full-time positions on grants, they can often go for an extended time without a paycheck. This is because the department funds are paid out before work is done, while the grant positions receive funds for work performed and so are paid in the pay period after work. The timing of the payments also makes it more difficult for Extramural Funds Management (EFM) to identify the payments for the correct month of work as they prepare their financial reports. Greater communication is needed with students so they understand the timing of payments they will receive. Additionally, GSS could consider more flexibility in payment schedules to allow students to receive compensation more consistently. Through a survey of customer needs, GSS can hear about similar potential improvement opportunities and then determine whether suggested process changes are viable. From there, it will be important that GSS report out to stakeholders what they are able to address, what they aren't, and why.

The GSS is currently undertaking two important changes that will support more efficient processing on the department end. They are considering a pilot for putting Form 10 online, but the pilot has been delayed by technical challenges. It is critical that resources be committed to making this pilot successful. As suggested above, the migration of forms online must take priority and should not be delayed, even if the consolidation of forms to one online system is not possible in the short term. Further, GSS is considering adding a disclosure that would allow SAOs to sign forms. This is also an important shift; department SAOs are too often forced to track down graduate advisors or department chairs for original signatures when the SAO is generally granted the internal authority to sign on the department's behalf in other circumstances. Similar to the recommendation on academic affairs process reviews, if the signature authority has been granted to a person at the department level, it should be recognized by Graduate Division. Again, this change should be a priority, as the more comprehensive changes to the front-end processes are considered.

4. Better define which research grants are administered by Graduate Division and which are handled by the Office of Grants and Contracts Administration

UCLA's graduate students play a critical role in the development and execution of UCLA's research grant portfolio. Most of UCLA's grant portfolio is administered by UCLA's Office of Grants and Contracts Administration (OGCA). However, some grants, particularly those that provide individual fellowships to graduate students and postdoctoral scholars, are run through Graduate Division. The division of responsibilities between the two offices is not completely clear.

The two offices are currently in the process of creating a "decision tree" that would help determine which office should administer which grant. This tree will outline a series of questions that could be asked about any grant, including its sponsor, its purpose and its size, to decide which UCLA office should be administering the grant. As part of the conversation, it should be discussed what unique contributions Graduate Division is making to the provision of grants under its control. At many institutions, these grants are run mainly through the research office where there is a strong infrastructure in place, familiar with the administration of grants and the management of compliance risks. Graduate Division does not have such an infrastructure and should only hold authority over grants if they are better able to administer them as a result of information that is unique to their systems.

Student Services

Graduate Division plays a limited role in student support services, generally serving as a liaison to units that provide the services directly. Units that Graduate Division coordinates with include Housing, the Career Center, and the Graduate Student Resources Center. The Division also plays a larger role in supporting international students, processing their I-20 visas, though other services are provided by the Dashew Center for International Students and Scholars.

Recommendations

1. Create a one stop shop for students by bringing the Graduate Student Resources Center into Graduate Division

Currently, there are multiple offices on UCLA's campus that address non-academic graduate student needs, including Graduate Division, Graduate Student Resource Center (the GSRC), and assorted central university offices.

Graduate Division: The Division provides student life services to graduate students through the Outreach and Diversity Initiatives, Fellowships and Summer Programs, and Special Events Management offices. Student life activities within those offices include limited professional development workshops, involvement in the graduate student orientation, and occasional student surveys. Graduate Division staff also coordinate with include Housing, the Career Center, and the Graduate Student Resources Center.

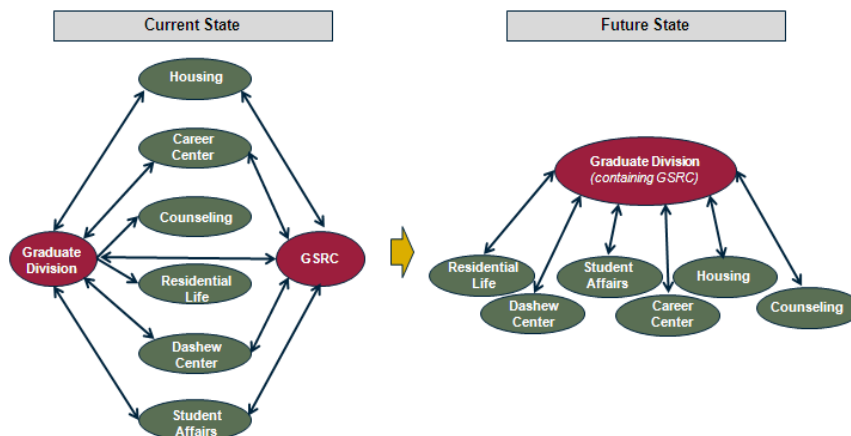
Graduate Student Resource Center: GRSC is a Graduate Students Association initiative that is managed by Student Affairs. The GSRC is a resource, referral, and information center for graduate students, offering programs and workshops on a variety of topics, drop-in advice and assistance, meeting and study space, and the opportunity for social interaction. The Center also organizes graduate student orientation, oversees the Graduate Writing Center, and acts as a liaison for many central units on campus.

Central University Offices: There are a number of central offices that provide graduate student support, including Health and Wellness, the Dashew Center, and Career Services. These units provide support to both undergraduate and graduate students. but often the primary focus of many central university offices remains the undergraduate students given their larger numbers on campus.

With services provided across multiple offices and often not attuned to the unique needs of non-undergraduates, graduate students do not have one place where their needs come first. The creation of a graduate student hub will help address communication and service gaps in graduate student life activities. Graduate Division is positioned to fulfill this role, in that it already is the clearinghouse for academic service activities and *some* student life activities. Building a more defined role for Graduate Division in the student life arena would both serve to improve graduate students services and bolster the customer service culture of Graduate Division.

Graduate Division should be the clearinghouse for understanding the student life services provided across campus and how they work for graduate students, particularly in areas where the character of the services provided is different for graduate students. The one-stop shop would create the ability for students to visit one place and be directed to the correct contact in one step. A key step in establishing this is aligning the GSRC under Graduate Division. Currently, the Center is under Student Affairs, which means that both the GRSC and Graduate Division are often liaising with other campus offices; joining them together will eliminate any duplication of communication or effort. More importantly, graduate students would have one office on campus where they can go to with both academic and student life issues and questions.

Lines of Student Services Communication



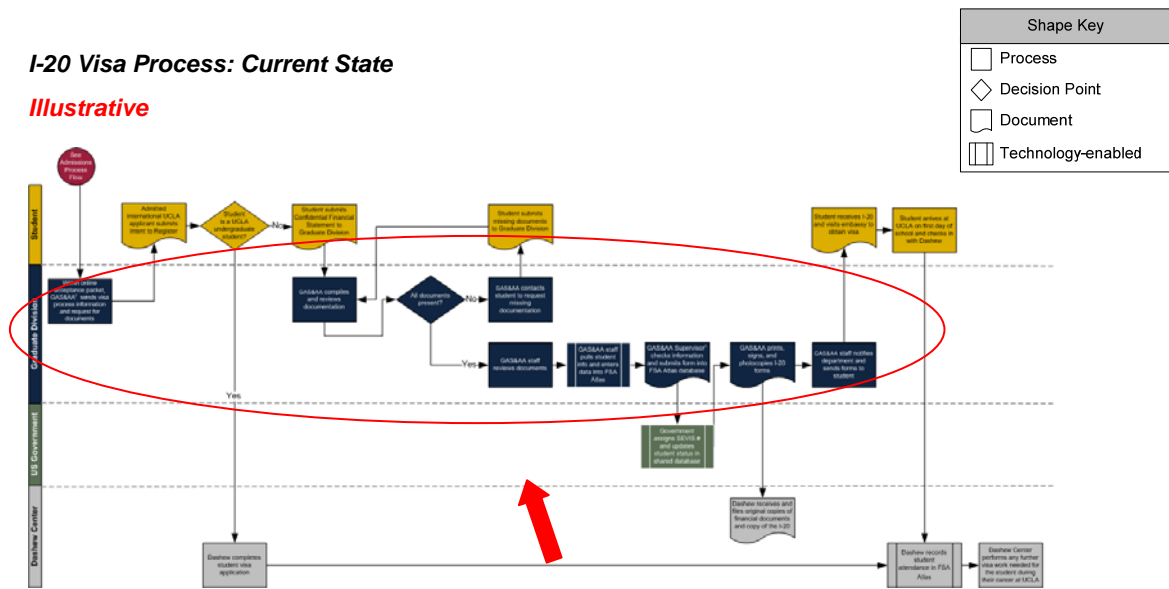
2. Improve international student services through increased coordination and a stronger delineation of responsibility

There are multiple offices on campus that have a role in international graduate student affairs. Graduate Division is responsible for processing graduate admissions, and it also processes graduate student I-20 (Certificate of Eligibility) forms needed for obtaining the F-1 visas. Another key player is the Dashew Center for International Students and Scholars, under UCLA Student Affairs. This office seeks to support the community of student scholars through the provision of programming, like an international orientation, and visa services for J-1 and employment based visa holders, as well as F-1 visa holders who were UCLA undergraduate students. The International Education Office oversees study abroad and student exchange at the institution. While the offices do play distinct roles within the support of international graduate education, the distribution of responsibilities is not clear to all on campus.

The Dashew Center is seen as the go-to resource for questions regarding international questions or concerns, and interviewees often spoke of going to Dashew Center with questions, even when they fell under the purview of Graduate Division. This division of responsibilities causes unnecessary confusion over who to talk to and where to go on matters regarding international student affairs. Additionally, this arrangement means that two offices must stay abreast of the evolution of regulations involving visas and other international special concerns. I-20 preparation should be moved from Graduate Division to the Dashew Center so that there is a single entity with authority over visa preparation. The Dashew Center will likely need additional FTE support to take on this new responsibility.

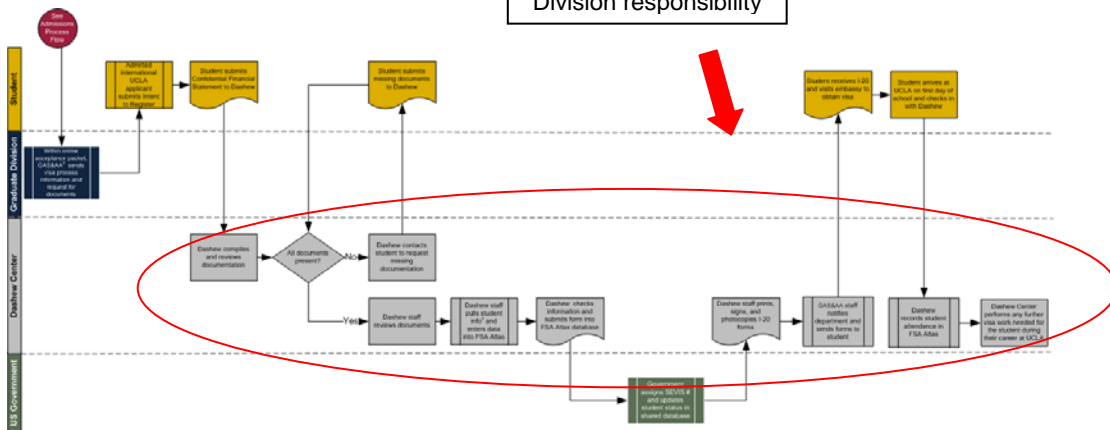
I-20 Visa Process: Current State

Illustrative



I-20 Visa Process: Future State

Shift from Graduate Division responsibility



As described above and in the preceding illustrative current state process map, visa support services are split between Graduate Division and the Dashew Center. In the illustrative future state process map, visa support responsibilities are moved to the Dashew Center in order to better align with the mission of each unit.

Beyond this relocation of visa services to the Dashew Center, we have also observed the need for more collaboration around decision-making for international student and scholar issues. The lack of coordination has been a challenge in the past. As an example, the announcement of a new fee on graduate student visitors came as an unwelcome surprise to many of the other stakeholders in international graduate education. Other international offices were not adequately consulted and neither were the deans. At issue here is not the decision that was reached but the process by which it was reached. Graduate Division has only one perspective on issues involving international students. The perspectives of other international stakeholders should also be integrated into the decision-making process. To address this, the provost should spearhead the creation of a Committee on International Student and Scholar Affairs. This committee would allow all perspectives to be shared before final determinations are made. The following stakeholders should be part of the committee: the Dashew Center, Graduate Division, the International Education Office, at least one dean, and at least one international student.

3. Re-align Graduate Division SAOs and associate deans so that units have one point of contact

Within Graduate Division, the provision of admissions and students and academic affairs services by the SAOs is often assigned by department. The advisory and mediation services provided by associate deans are assigned more generally by division. This often means that schools such as Anderson School of Management work with multiple SAOs and campus sectors such as Health Sciences work with multiple associate deans. (The SAO issue is further complicated by the fact that there is one staff member within the Admissions, Student and Academic Affairs team who only does Admissions work and not other work in students and academic affairs performed by his colleagues.) For example, four SAOs work with the different programs within the Anderson School of Management. Health Sciences works with one associate dean and SAO for Dentistry and another associate dean and SAO for Nursing. This means that synergies between areas might not be recognized and that leadership within schools and campus sectors must build separate relationships with multiple Graduate Division staff.

Graduate Division assignments should be aligned such that, as much as possible, schools and units are working with only one associate dean and with SAOs that have a full portfolio of the school or unit's programs. As an example, at University of Michigan's Rackham Graduate School, there is one associate dean who "oversees initiatives related to graduate study in the biological, biomedical, and health sciences."

It will be important that work loads are made to be generally consistent which could mean that there isn't a perfect alignment between Graduate Division staff and the units and schools, but better alignment is still necessary. Additionally, some cross training should be done to ensure that SAOs for other areas can step in to assist their colleagues if a school or division has a particularly intense work load at certain times of the year.

Division Administration

Graduate Division has a small cadre of staff who support the internal operations of the Division, including an information technology team, institutional research staff, communication employees, and a budget and personnel staff. Additionally, Graduate Division provides support for Friends of Jazz, an organization that supports UCLA's jazz programs.

Recommendations

1. Consider rolling certain Graduate Division functions into external offices

Graduate Division currently has a number of internal administrative units (serving primarily to support the other units within Graduate Division) that could be placed under central university offices. The services provided by these units are still vital to support the administration of Graduate Division, so it would be necessary to ensure that the use of any shared resources did not negatively impact the level of service provided to Graduate Division. Moving Graduate Division staff to central units would provide efficiencies of scale and right-size the staffing levels needed to support Graduate Division by allowing central staff to spend available time serving other campus units. If Graduate Division units are not rolled out, efforts still must be

made to increase coordination with central units across campus to determine how services can be better aligned, best practices better communicated, and data better shared.

Communications: Graduate Division has two staff who work on the Division's communications efforts: a communications consultant who writes articles for *Graduate Quarterly* and a staff member who serves as the staff photographer and works on the Division's print materials, including the Annual Report. Graduate Division does not need a dedicated staff to focus on their communications. UCLA already has a developed communications function, staffed with professional editors and writers practiced in the craft of publicizing the work of UCLA. An example of their publication expertise is *UCLA Magazine*, a monthly magazine that is currently online and in print. In addition, many schools have communications staff. Graduate Division should make use of these communication team members, rather than have a communications staff housed within an administrative unit. We believe this shift could occur now without a reduction in service to Graduate Division or the graduate student community.

Information Technology: There is a relatively large IT staff in Graduate Division, with a Director, four staff in programming support and networking services, and a website developer. This team provides important services; for example, the team was responsible for bringing the Hobson's application system online and supporting the other technical needs of the Division. Additionally, many recommendations in this report are centered around increased automation and improved systems; it is imperative that improved technology be a priority within the Division. However, whether IT services need to be based within the Division is an open question. In an ideal state, there would be a shared services pool for IT that would provide services to central administrative units; we believe that efficiencies of scale would be realized if Graduate Division used IT services from this pool instead of having its own in-house team. Student Affairs is handling the IT needs of some outside units including the Chancellor's office and the Academic Senate, but such IT centralization is not yet widespread. Until a strong central pool for IT support is created, we recognize that IT staff will need to remain within Graduate Division.

Institutional Research: Graduate Division has two institutional researchers who track graduate data and respond to requests from internal (such as departments applying for grants) and external stakeholders (such as government and unions). There are other IR units across campus and Graduate Division could consider using IR support from the Office of Analysis and Information Management (the IR team within Academic Planning and Budget) which provides other campus-wide academic and enrollment information. At the very least, this unit needs to be better coordinate with other IR units on campus to ensure appropriate access to data and support increased use of data to support strategic decision-making.

Diversity: UCLA should consider housing all graduate diversity efforts in a central diversity office where more specialized resources are available. Currently, there are three staff members (an associate dean, and a diversity and outreach manager and program coordinator) who orchestrate the Division's diversity efforts, facilitating outreach efforts and aiding departments in shaping effective recruiting strategies. However, these efforts might be better served by a unit that is more specialized in the area of diversity, with more complete knowledge of UCLA's diversity offerings and strong, campus-wide connections. At this time, the UCLA campus doesn't seem to have an office that is responsible for coordinating university-wide diversity efforts and prepared to take on responsibility for graduate diversity. Until the time that there is such a central office, graduate diversity services should seek increased coordination with other campus diversity units.

2. Limit special projects to initiatives within the umbrella of graduate education

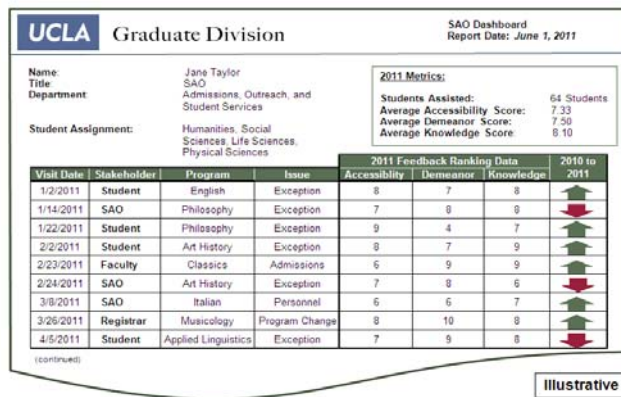
Any special initiatives that are considered for Graduate Division should be put to the mission test: Does the project align with Graduate Division's mission statement? If not, the project should be administered or housed somewhere else. Otherwise, these projects will take up the time of Graduate Division staff and are areas where staff are less likely to have areas of relevant expertise to offer that differ from other personnel on campus.

Currently, at least three Graduate Division staff members, the Office Manager, the Special Events Coordinator, and a communications specialist, support the work of Friends of Jazz, an organization that "provides financial support and other resources to advance the study of jazz at UCLA." This was a special project of the former graduate dean, but resources should not be used on such a project that is clearly out the scope of the Division. The project should be administered by personnel within the School of Arts and Architecture where the school's jazz programs are based. The time previously spent by Graduate Division staff should be reassigned to other more strategic uses.

3. Continue to develop performance evaluation process

In the last year, Graduate Division has established a performance review process and instituted a policy for offering professional development funds. These are important steps for developing the talent pool within the Division but more can be done to fortify this practice. The reviews should become more strategic in nature, tying performance improvement opportunities to upcoming trainings and initiatives. Another potential opportunity is to initiate 360 degree reviews in to the performance review process. This will give employees a more complex understanding of their performance and make them more accountable to their colleagues and customers, not just their superiors. As part of this process, it would be beneficial to get reviews from customers, such as students and department staffers to both help stakeholders feel as though they have an opportunity to meaningfully provide feedback and reward Graduate Division staff who are customer-service focused.

Another element that could be added to the performance evaluation process is a performance dashboard.



The dashboard would share metrics against which employees were assessed and show progress over time. Developing these metrics in partnership with the Division units will yield productive conversations about the goals of each unit.

4. Create a budgeting process where units review strategic budgets with an assistant dean and have incentives for keeping expenditures low

The current budgeting practices used by Graduate Division do not involve creating separate budgets for the units within Graduate Division, though the Ethnic Studies Centers and the Institute for American Cultures are treated separately. The Division’s units instead are encouraged to spend roughly the same as last year and approach the assistant vice chancellor if any additional funds are needed. This system does not offer enough accountability for controlling annual spending and does not allow units to plan strategically. In preparation for the year to come, unit heads should be asked to prepare a budget that includes strategic improvement initiatives. The budgets should be reviewed with the director of graduate budgets and personnel and the assistant vice chancellor and eventually shared with the dean. Incentives should be offered for those units who are able to cut their spend. A portion of what they save should be shared back with the unit to take on strategic initiatives.

Communication

A main theme heard in interviews done for this report is that Graduate Division needs to invest more effort in effectively communicating with the campus. Many interviewees stressed the importance of Graduate Division developing a consultative approach in making decisions that affect others on campus, letting stakeholders external to Graduate Division feel that they have a voice that the Division hears and respects. We believe that enhanced communication and transparency will be valuable tools in signaling a shift in Graduate Division’s approach to how they carry out their responsibilities.

Recommendations

1. **Improve communication with academic units, central university offices, and students**

It is important that Graduate Division do more to communicate out its decisions and decision-making processes more transparently. There are a number of tools that would allow the Division to do so:

a. **Create a Dean's Advisory Committee with academic unit and central service representation**

The graduate dean holds annual meetings with various stakeholder groups such as department chairs to discuss Graduate Division programming. However, more can be done to ensure that the wider campus community believes it has the ear of the dean. One method that has been successful at other institutions is the creation of a representative body that the dean can consult with on policy matters. For example, the University of North Carolina's Graduate School has an Administrative Board that advises the dean. University of Michigan has the Rackham Executive Board, where faculty members from across the academic divisions of the Graduate School advise the graduate dean on operational matters, a Board of Governors which reviews the endowment investment strategy and approves the annual budget, and a Graduate Student Form founded "to promote communication between the Dean of Rackham and graduate students across all disciplines."

Graduate Division's Dean's Advisory Committee would be made up of faculty, students affairs officers, students, and personnel from other central offices like the Dashew Center to ensure that the dean is getting perspectives from across the campus. All campus academic divisions should be represented. The Committee should meet at least once a quarter to offer the dean its perspective and review progress on the Division's initiatives. The Committee also has a key role in communicating out Graduate Division programs and improvements. This Board should be different from the Graduate Council in that has wider membership and has no officially delegated responsibility besides providing external perspectives to the graduate dean.

b. **Conduct quarterly meetings with SAOs to create more of a community and communicate out about new processes, events, and policies**

Currently, academic department SAOs (and other graduate support functions) are offered occasional in-person trainings by Graduate Division, in addition to training materials, with background on Graduate Division processes. However, SAOs commented there weren't consistent ways on ensuring they knew about rule changes. Additionally, there is high turnover in the department offices and often new SAOs feel out of the loop. Lastly, SAOs feel that they have a lot to learn from each other but don't have regular opportunities to interact.

Graduate Division's Student and Academic Affairs team should hold quarterly meetings for SAOs to inform them of any new changes, events, or policies, to allow them to meet Graduate Division staff, and to offer a venue for best practice sharing between departments. Depending on time and resources, it might be valuable to have sessions for different schools on campus to allow announcements and best practices to be most relevant to attendees. SAOs in the departments reported that the Undergraduate College holds this type of meeting and that it has been valuable.

c. **Become more proactive in developing relationships with department staff for both sides to better understand the day-to-day experiences and demands of the other**

Another way to build connections between Graduate Division staff and department staff would be for Graduate Division staff to hold short one-on-one meetings annually with their counterparts in academic unit departments, to share what their processes and challenges and to hear from the department staff what they are facing. At these meetings, both sides can walk through "a day in the life" to explain their day-to-day experiences and the demands being places on them. This common understanding of what the other is facing will hopefully allow the personnel to find common ground and compromises in some of the challenges of the shared work that they do.

d. Institute an annual Division performance survey for students, department personnel, and other personnel with Graduate Division interactions, created with input from key stakeholders

At this time, there is not an official outlet for stakeholders to communicate their feedback about the services provided by Graduate Division. An annual services survey would elicit opinions on Graduate Division from across campus and instigate a dialogue about areas for improvement and what initiatives will address organizational challenges.

The University of California, Berkeley recently offered a Services Survey in 2010 to “assess the Division’s effectiveness as a central campus unit and guide the development of concrete plans for further betterment.” The survey covered each of Graduate Division’s units and Programs, such as Admissions and the Graduate Diversity Program. Respondents were asked about the performance of each unit, including their responsiveness and overall quality. Each unit then offered an action plan to how it would address the improvement needs identified in the survey.

UCLA’s Graduate Division should establish a similar survey. Each unit within Graduate Division should determine the key areas on which they would like to be surveyed. These areas should be vetted by external stakeholders such as the Association of Graduate Counselors and Advisors and academic deans to ensure the right areas are being assessed. Making this an annual survey will allow the Division to measure progress across key performance indicators and will provide stakeholders a continued voice in improving Graduate Division performance.

As in the Berkeley example, after the survey results are received, it is important that each unit develop an action plan for how to address the findings of the survey. This will lend accountability to the process and ensure that the survey results are addressed.

e. Appoint member of Graduate Division to attend Graduate Student Association meetings

A member of Graduate Division should attend all Graduate Student Association meetings. This would allow the Division to keep a better finger on the pulse of student concerns and would also signal to students that Graduate Division has a strong interest in student needs across the campus. The representative could vet potential Graduate Division initiatives and share progress updates on issues that are most germane to students, but their primary role would be to listen and report back on the student perspective to relevant units within Graduate Division.

f. Offer innovation awards to the wider community for ideas that will improve graduate recruiting, retention, and/or career development

Graduate Division could offer a one-time innovation award to elicit ideas for strengthening the provision and administration of graduate education on the UCLA campus. An open nomination could be put out to the campus asking for innovations that will improve graduate education at the department or Graduate Division level. The innovations could be ideas that have worked in one department whose replication would benefit others, programs used at other institution, or previously untested possibilities. The proposals should be reviewed by a committee that includes Graduate Division staff, in addition to stakeholders from across campus. Two winning teams could be provided a small stipend to support the implementation of their programs. A program like this will help Graduate Division be seen as a partner in innovation, not a police force charged with implementing rules. The University of Minnesota Graduate School ran such a program. Successful proposals included a program to support dissertation completion and program to increase matriculation in the biomedical sciences.

2. Develop an online system that all stakeholders can access through which forms can be routed and progress viewed

Graduate Division needs to develop a comprehensive online system that will offer students, faculty, and departmental staff members across campus quick and easy access to the information they need regarding graduate education. Currently, information is only available online in certain areas and across a variety of

systems. The system should offer access information to important records information in areas such as degree progress and student support payments.

The system should also facilitate online submission of forms and requests. Department administrators should be able to upload information directly into the system instead of having to manually submit forms. The review process should also take place in the system to speed review but also to allow stakeholders to check in on the progress of their requests. Given the prevalence of manual and paper-based processes within Graduate Division, stakeholders often don't have a firm understanding of the progress being made on their requests. Delays can be all the more frustrating when it is unclear what the hold-ups are and when they are likely to be addressed. The online system should offer stakeholders easy access to information about the current state of requests (whether they have been approved, who is currently reviewing them, etc.).

Other graduate schools have started to develop more comprehensive systems that allow stakeholders from across the institution to access information more easily, helping make decisions more transparent and efficient. (One similar system was developed at the University of Florida. See Appendix B for more information.) Designing and implementing such a system would be expensive but the long-term benefits are clear: it would move the Graduate Division away from its manual systems and bring transparency to many of the processes that the Division facilitates by allowing all stakeholders access to information.

3. Clarify Graduate Division's mission and evaluate all services against it

Graduate Division has a strong mission that clarifies its role in administrative support and its dedication to promoting academic excellence:

The fundamental mission of the Graduate Division is to provide central administrative services which help sustain and improve the quality of graduate education at UCLA. The Division's organizational structure and administrative activities can be viewed in terms of two basic interrelated functions:

- (1) *programmatic activities which help develop and promote academic quality through strategic planning, policy development, and effective resource allocation; and*
- (2) *regulatory activities designed to ensure campus-wide accountability in maintaining academic quality standards and other institutional policies and regulations related to graduate students and postdoctoral scholars.*

However, the Division should assess its mission to see if there are changes that could more clearly define its goals, specifically in the area of customer service, and share its priorities. The Division's executive committee should confer on changes that could be made to strengthen the mission statement. Their draft should be shared with the previously recommended Dean's Advisory Council and then approved by the provost.

One possible revision of the mission statement that better highlights the customer focus of the Division and highlights the critical services provided to the campus follows (with key changes bolded):

*The fundamental mission of Graduate Division is **to serve the graduate student community** by providing central administrative services which help sustain and improve the quality of education at UCLA. Graduate Division's organizational structure and activities can be viewed in terms of two basic interrelated functions:*

- (1) **Academic support activities** which help develop and promote educational excellence through support of quality standards and administrative policies and processes; and
- (2) **Student life support activities** designed to foster campus-wide collaboration across all aspects of the student experience at UCLA.

The above changes are recommended to: 1) emphasize the concept of service and recognize the graduate student community as the primary client of Graduate Division, 2) demonstrate that Graduate Division will continue to facilitate academic excellence through its administrative support of students and units, and 3) communicate that Graduate Division has a critical role as a central clearinghouse for all student life services, with stronger coordination with other units.

4. Move Annual Reports and Graduate Quarterly online

Graduate Division has two major publications that it shares externally: *Graduate Quarterly* and the Division's Annual Report.

Graduate Quarterly is a newsletter created within Graduate Division that “highlights the achievements of UCLA graduate students and includes articles of interest to master’s and doctoral students.” *Graduate Quarterly*, published three times a year, is a magazine-style publication with articles written by Graduate Division’s communication consultant. Issues are available online and in hard copy.

On approximately a yearly basis, the Division releases its Annual Report that provides a wide variety of statistics, including admissions analysis and degree progress information, about UCLA’s graduate programs. This report is put together by the Graduate Division’s institutional research team and laid out by the Division’s communication staff. The annual report is put online in PDF form and published in a paper copy.

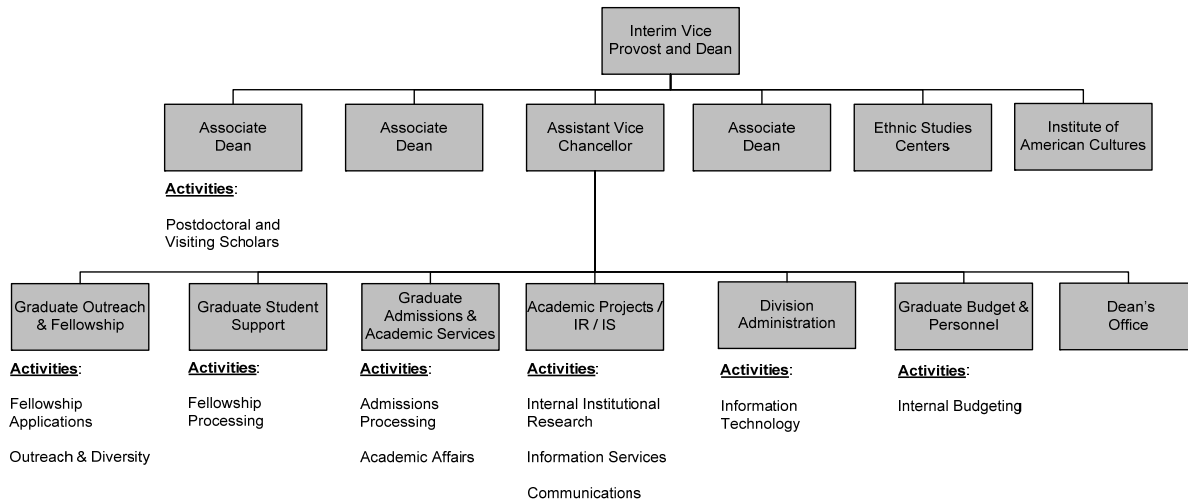
Both of these publications should be moved entirely online to save on publishing and distribution costs. A distribution email should be sent when the communication is web-ready and highlighted on the Division website. Additionally, the format and content of the Annual Report should be reexamined. This publication was highly valued by the former graduate dean who used the report’s numbers in support of her work and presentations. The future dean will need to assess how critical such information is to his or her work. Additionally, departments should be surveyed to better understand how they use the data from the report and if there are ways to make it more accessible.

Structure Recommendations

As Graduate Division moves to the optimal suite of services outlined in the services recommendations above, the organization will need to be restructured. Graduate Division is currently dispersed across a variety of siloed administrative support activities. The updated structure will retain academic support functions, while strengthening student life services. The new structure will realize a reduction in staffing levels as efficiencies are improved following the implementation of the recommendations.

Current Organizational Structure

Graduate Division's current organizational structure is top-heavy, extending itself on activities beyond the mission, and not capitalizing on synergies within Graduate Division.



Graduate Division is led by the graduate dean, three associate deans, and an assistant vice chancellor:

Associate Deans: The three associate deans are each aligned with a specialty – Housing, Diversity, and Postdoctoral and Visiting Scholar Services. The main responsibilities of the three associate deans include reviewing academic exceptions and overseeing program reviews, and therefore the associate deans do not have a large number of direct reports. The only unit reporting solely through the associate deans is the Postdoctoral and Visiting Scholar Services.

Assistant Vice Chancellor: The Assistant Vice Chancellor is responsible for coordinating each of the following units with the related activities:

- *Graduate Outreach, Diversity & Fellowship* provides central fellowship allocation, administers summer programs, secures diversity funding, and coordinates outreach.
- *Graduate Student Support* processes awards and practices compliance.
- *Graduate Admissions & Academic Services* processes admissions and handles academic affairs, such as degree progress and reporting issues.
- *Academic Projects / Institutional Research / Information Services* organizes research for internal and external purposes and prints electronic publications.
- *Information Technology* creates and maintains internal applications, performs data management, and maintains Graduate Division website.
- *Graduate Budget & Personnel* determines internal and program budgets and performs internal human resources, payroll, and purchasing functions.
- *Dean's Office* manages events and special initiatives.

In the current structure, the Ethnic Studies Centers and Institute of American Cultures report directly to the graduate dean, but are administered separately from the rest of Graduate Division.

Organizational Tenets for Reorganization

Four basic tenets should be considered in developing an updated structure for the Division.

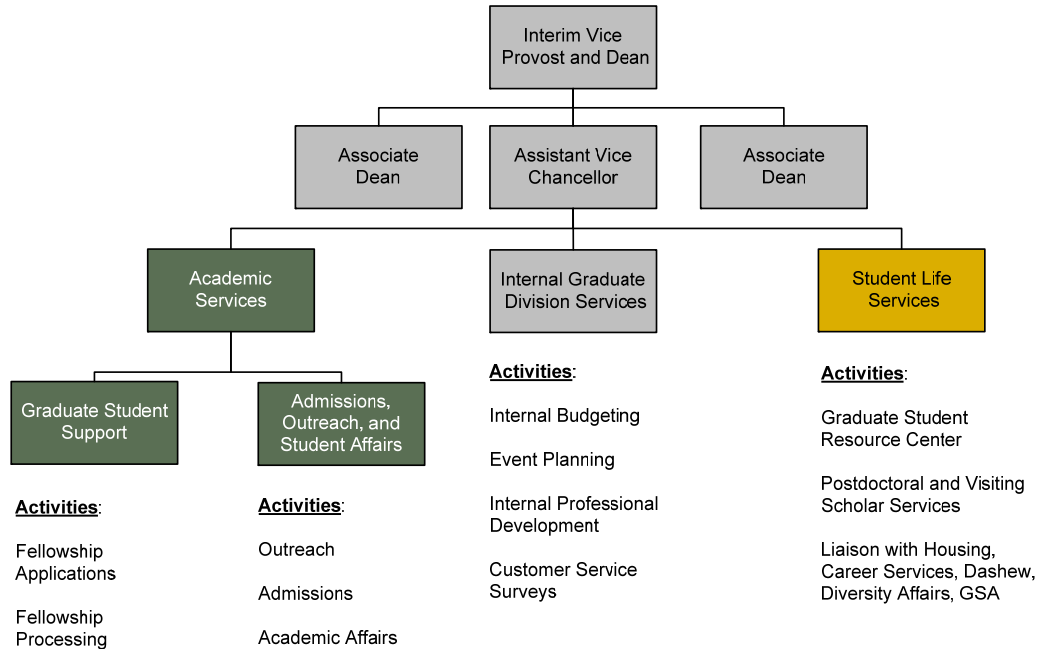
1. **Organize around mission-based activities:** Graduate Division should realign service units to parallel with the two mission-based activities of administrative support for academic services and student life services. In an ideal state, part of the reorganization would involve removal of non-mission-aligned activities. As such, many internal administration functions and oversight of academic and research units would be removed from Graduate Division purview.
2. **Increase synergies between areas in Graduate Division:** Partnerships should be developed between related areas in Graduate Division, creating a more functional alignment for its activities. More defined alignments should be made between:
 - a. Central fellowship allocations and fellowship processing
 - b. Admissions and outreach
 - c. The Graduate Student Resource Center and various Graduate Division student life activities

The goal of these realignments is to improve lines of communication and service levels and elicit operational efficiencies. The physical location of the units need not necessarily reflect the partnerships, but the reporting structure and cross-training will produce improvements visible to stakeholders through improved customer service and more fluid processes.

3. **Minimize internal administrative activities:** In an ideal state, Graduate Division should consider removing certain in-house functions provided by central UCLA offices. Areas for consideration include information technology, institutional research, communications and publications, and diversity services. As UCLA does not currently practice a shared-services model, one risk assumed by removing these units is a decrease in the level of service provided to Graduate Division. In order to ensure continued levels of service are present, the Division should continue discussions with central services in order to understand central unit capacity.
4. **Optimize staffing levels:** As the Division moves to offer the optimal suite of services, efficiencies are expected to change necessary staffing levels. For example, increased automation and reduced oversight within Graduate Student Support and Graduate Admissions and Academic Services will eventually reduce the staff needed to perform day-to-day operations. Further, all three associate deans will not be necessary to fulfill the reduced portfolio required from these deans. Graduate Division should perform a review of operations within each unit and overall to determine the necessary management and support staff needed to complete the updated portfolio of services outlined in this report. For example, in the current state, five layers exist in Graduate Admissions and Academic Affairs, exemplifying a need for an analysis of spans and layers. Some changes to staffing demands will occur in the shorter term (for process and policy changes), while others will come further down the line as technological solutions are implemented.

Taking into account the four tenets identified for developing an effective and efficient mission-based structure, the following organizational model has been created to reflect the ideal state of future Graduate Division operations.

Ideal State Organizational Structure:



Associate Deans: The current workload around exceptions and program review will be significantly diminished following implementation of the recommendations and the portfolios of associate deans will be reduced. Updated portfolios will include reviews of high-risk academic process issues, postdoctoral oversight, diversity oversight, and a liaison role with the academic community.

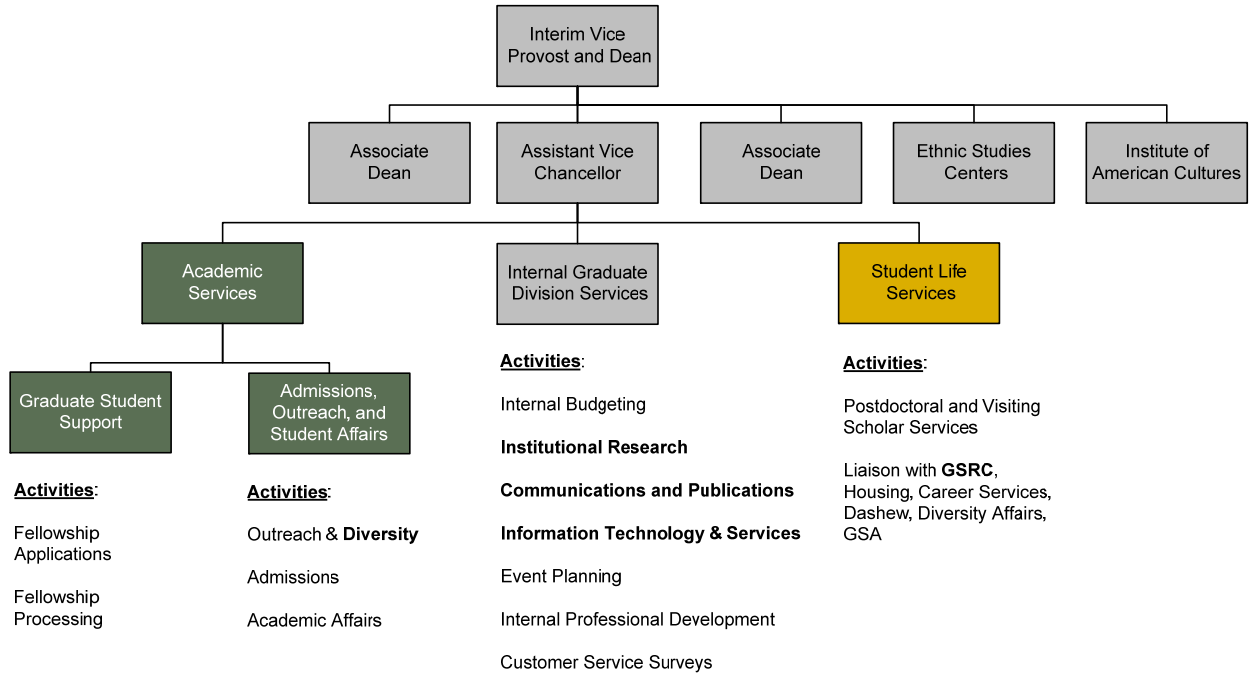
Academic Services: Activities within the Academic Services unit will encompass administrative student support, Graduate Council delegations, and stewardship of UCLA's academic excellence standards. The unit will be divided into two sub-units: Graduate Student Support and Admissions, Outreach, and Student Affairs. The Graduate Student Support sub-unit will provide fellowship processing and allocations, while the Admissions, Outreach, and Student Affairs sub-unit will provide application processing, outreach, and academic affairs review.

Student Life Services: Activities within the Student Life Services unit will be collaborative efforts to create a one-stop shop for graduate students. The Graduate Student Resource Center will reside within the unit, working closely with central units on campus as a liaison and advocate for the interests and needs of graduate students. The Postdoctoral and Visiting Scholars office will be located in the unit in order to share existing resources and offer scholars a more comprehensive array of services.

Internal Graduate Division Services: Activities within this unit serve the internal needs of Graduate Division staff and programs. In an ideal state, the in-house operations such as information technology, institutional research, communications and publications, and diversity would reside in central university units in order to fully optimize the resources. The unit will perform necessary administrative operations such as budgeting and event planning and will also be responsible for the upholding shift in culture by developing Division personnel and administering annual customer service surveys.

The ideal state organizational chart would remove all fringe activities, which requires an organizational readiness for change. In some cases, the ideal state also requires change on the part of the university. For example, the ideal state recommends shifting diversity efforts to a central diversity services office, but UCLA does not currently have a functioning campus-wide diversity office. Therefore, if organizational changes are not currently possible, an alternative structure will require a smaller appetite for change but forego the realization of certain operational efficiencies. In the following diagram illustrating this state, many internal administration functions are still under Graduate Division, as are the Ethnic Studies Centers and the Institute for American Cultures, while the Division would only continue to liaise with the Graduate Student Resource Center, not oversee it.

Alternative Organizational Structure:



Implementation Considerations

This assessment is the first step in what should be an ongoing and iterative process to enhance the service, efficiency, and effectiveness of Graduate Division. Successful implementation of the recommendations contained in this report will be dependent on a range of factors, including commitment of senior leadership at UCLA and Graduate Division and investments in technology and cross-division collaboration. To implement the recommendations outlined in this report, we recommend that UCLA proceed as follows:

Step 1. Obtain consensus to proceed with the implementation of a prioritized list of recommendations contained in this report

In consultation with the Restructuring Steering Committee, Graduate Division and the provost should determine which recommendations will be implemented and prioritize the order in which those implementations will occur. It must be determined if the set of activities recommended by this report is generally agreed upon as an effective suite of services to be provided centrally. At this stage, it is critical for leadership to involve a range of stakeholders in providing feedback on the recommendations and identifying any initiatives missing from the list. The list of stakeholders involved should include:

- Faculty, through the Academic Senate, department chairs and/or other groups
- Academic deans
- Students, through the Graduate Student Association and/or other groups
- Department staff, including the Association of Graduate Counselors & Advisors
- Graduate Division staff

The recommendations should be prioritized according to level of impact, degree of risk to the institution, and feasibility. We suggest that recommendations be phased in such a way that the organizational and cultural shifts needed are not too disruptive to the critical services provided by Graduate Division.

Step 2. Develop implementation plans for those areas considered highest priority

An implementation team should be formed to take the prioritized recommendations as defined by UCLA leadership and develop detailed work plans for these initiatives. These work plans should describe in detail the specific tasks that each recommendation will require to implement and what structural changes are associated with accomplishing these tasks. In addition, the work plans should define responsibilities and ownership for each of the specific tasks, whether by individuals, task forces, or subcommittees of the core project team. Once ownership and tasks are defined, it will be important to develop overall timelines for each task as well as any relevant deliverables or key milestones. In determining the timelines, it will be important to consider the start date of the new permanent dean. Certain projects might be effectively implemented before the dean commences work while others might benefit from being implemented by the new leadership. For example, smaller process changes can be implemented soon, while implementing the recommended large-scale technology projects could be more effectively started during the tenure of the new leader. Finally, after the work plans are developed, UCLA should determine the necessary resources that it will dedicate to each individual project plan.

Step 3. Appoint project teams and allocate resources to begin execution of recommendations

Conducting the above steps will enable UCLA to determine the amount of effort that an implementation will entail. In addition, the resources that UCLA can dedicate to this project on a full-time basis will determine the length of time for implementation and how much can ultimately be accomplished. It is critical for the project teams to have the right mix of stakeholders from the UCLA community participating. The project teams should be held accountable by strong leadership and should contain a mix of Graduate Division, academic department, and central unit representation.

Appendix A: Interview List

Name	Title
Graduate Division	
Daniel Bennett	Assistant Dean, Graduate Admissions / Student & Academic Affairs
Samuel Bersola	Assistant Vice Chancellor, Graduate Studies
N. Cherie Francis	Manager, Fellowships and Summer Programs
Sonya Gavin	Manager, Office and Special Events
Carols Grijalva	Associate Dean, Diversity Initiatives
Michael Goldstein	Interim Vice Provost and Dean of Graduate Division
Ana Lebon	Director, Graduate Student Support
Claudia Mitchell-Kernan	Vice Chancellor and Dean of Graduate Division
Karen Ravago	Manager, Outreach and Diversity Initiatives
Ross Shideler	Associate Dean, Housing Liaison & Committee on Degree Programs
Susan Smith	Supervisor, Graduate Admissions, Student and Academic Affairs
April de Stefano	Director, Postdoctoral and Visiting Scholar Services
Christopher Testa	Director, Information Technology
M. Belinda Tucker	Associate Dean, Graduate Division Postdoctoral Oversight
Christine Wang	Director, Graduate Budgets and Personnel
University Services	
Jaime Balboa	Chief Administrative Officer, Academic Senate
Edith Celestine	Director of Student Applications, Administrative Information Systems
Kathleen Copenhaver	Associate, Registrar
Kyle Cunningham	Senior Administrative Analyst, Academic Senate
Bob Ericksen	Director, Dashew Center for International Students and Scholars
Pamela Jennings	Director of Graduate Studies, UCOP
Janina Montero	Vice Chancellor, Student Affairs
Steven Nelson	Chair, Graduate Council of Academic Senate (Professor, Art History)
Ryan Roberts	Former VP Internal Affairs, GSA
Gayle Saxton	Director of Labor Relations, UCOP
David Unruh	Assistant Provost, Head of International Education Office
Christine Wilson	Director, Graduate Student Resource Center

Name	Title
Academic Units	
Steve Arbuckle	SAO Supervisor, Computer Science
Maida Bassili	Student Affairs Officer, Civil and Environmental Engineering
Alessandro Duranti	Dean, Social Sciences
Amy Gershon	Director, Graduate School of Education & Information Studies
Barbara Geddes	Professor, Political Science
Lindsay Kovner	SAO Supervisor, Psychology
Melanie Levin	SAO, Linguistics
Seiji Lippit	Director of Graduate Studies, Asian Languages and Cultures
Judy Olian	Dean, Anderson School of Management
Hadley Porter	Graduate Advisor, History
John Power	CFO, School of Law
Janice Reiff	Associate Professor, Social Sciences; Former Chair, Graduate Council
Alan Robinson	Associate Vice Chancellor, Medical Sciences; Executive Associate Dean, School of Medicine
Leonard Rome	Senior Associate Dean, School of Medicine Research
Bill Roy	Professor, Department of Sociology; Former Chair, Graduate Council
Joseph Rudnick	Dean, Physical Sciences
Robert Schwartz	Dean of Admissions, School of Law
Mae Jennifer Shores	Assistant Dean, Anderson School of Management
Victoria Sork	Dean, Life Sciences and Evolutionary Biology
Ren Sun	Senior Associate Dean, School of Medicine; Assoc Vice Provost, International Studies, Professor
Lynn Talton	Postdoctoral Officer, School of Medicine
Jelizabeth True	SAO, School of Nursing
Biljana Vuletic	Director of Financial Aid, School of Law
Josie Wei	Graduate Advisor, School of Public Health

Appendix B: Benchmarking

Huron’s assessment relied in part on our understanding of practices currently in place at similar institutions. In order to identify comparable benchmark institutions, Huron filtered for all four-year, public U.S. institutions, ranked in the Top 25 by *U.S. News and World Report* with graduate enrollment over 10,000 students. The following ten institutions met the criteria:

- **University of Minnesota – Twin Cities**
- **University of Florida**
- **University of Michigan – Ann Arbor**
- **Ohio State University – Main Campus**
- **University of Washington – Seattle**
- **University of Texas – Austin**
- **University of Illinois – Champaign/Urbana**
- **University of Wisconsin – Madison**
- **University of North Carolina – Chapel Hill**
- **University of California – Berkeley**

Upon identifying the benchmark institutions, Huron performed extensive research on each university’s graduate school and interviewed staff at 6 of the 10 benchmark universities. Utilizing the data gathered from research and interviews, Huron determined the level of involvement within admissions, financial services, student services, and academic services at each institution. The level of activity in each of the service areas varied widely from graduate school to graduate school:

Benchmarking: Activities Matrix

	Admissions	Financial Services	Student Services	Academic Services
UCLA	Extensive	Extensive	Minimal	Extensive
Institution A	Extensive	Minimal	Moderate	Moderate
Institution B	Minimal	Moderate	Moderate	Extensive
Institution C	Moderate	Extensive	Extensive	Extensive
Institution D	Extensive	Extensive	Extensive	Extensive
Institution E	Moderate	Extensive	Moderate	Moderate
Institution F	Extensive	Moderate	Minimal	Extensive
Institution G	Moderate	Extensive	Extensive	Extensive
Institution H	Extensive	Minimal	Extensive	Extensive
Institution I	Extensive	Moderate	Moderate	Moderate
Institution J	Extensive	Extensive	Moderate	Extensive

Case Studies

Through interviews with benchmark university personnel, best practices and interesting approaches in the graduate school community were explored. Cases studies are summarized on the following pages:

University of Florida

Graduate Information Management System

- GIMS (Graduate Information Management System) is an online tool providing both transactional and reporting benefits
- Transactional benefits include ability to identify degree program, appoint faculty advisor, enter milestones, award degree, and enter job placement
- Reporting benefits include functions related to application and admission, enrollment, graduation, attrition and retention, time to degree, employment, faculty productivity
- Interface available to students, staff, and departments

Graduate Admissions Process

- Admissions process takes place in the central Office of Admissions
 - Staff in the Office of Admissions includes two graduate specialists focusing on international applicants
 - Cross-training of clerical staff through graduate and undergraduate admissions experience offers operational efficiencies
- Homegrown admissions system provides technology checks on admissions criteria
 - System performs basic checks for minimum standards, allowing departments to directly admit applicants meeting the standards
 - System flags applicants with issues such as low GPA, no payment having been received, or a disciplinary problem
 - If department desires to admit a flagged student, an exception must be filed in the system and is routed directly to Graduate School for review
- International students are reviewed differently than domestic students
 - Departments do a cursory review and notify the admissions team if candidate has potential to be admitted
 - International admissions staff in central office perform review of eligibility, and once their review is complete, the department is allowed to make decisions for students considered eligible (great majority of students)

University of California – Berkeley

Graduate Division Services Study

- Reasons for the survey include several reorganizations, significant leadership changes, major budget cuts, public scrutiny
- Goals of the survey include assessment of Graduate Division as central campus unit and guidance for development of strategic plans
 - 50% response rate
 - Survey content included questions specific to each line of service, in both multiple choice and open-ended formats
 - Each line of service provided a response to the survey and their action steps moving forward

UC Berkeley Glow System

- GLOW (GradLink on the web) is an online information system, the campus' gateway to information departments need in order to hire, fund, and advise their graduate students
- Project began in 2006 and pursued the following goals:
 - Series of small changes instead of one big change
 - Customer-driven process that obtains and provides constant feedback
 - Process that empowers the internal team
- Application was built on top of old systems and progress is valued more than perfection during the process
- First project focused on bringing Interim Fee Remissions into the system
- Following projects have been proposed by stakeholders
 - Projects are ranked on clearly specified criteria (i.e. type and percent of graduate population served, areas of compliance addressed, complexity and effort required, etc.) and prioritized accordingly
 - Potential project rankings are made public in order to foster transparency, creating good will and team work

University of Minnesota – Twin Cities

Graduate School Transformation Goals

Locus of authority for programmatic decisions rests directly with the colleges and program leaders and faculty:

- More efficient and user-friendly administrative processes
- Leverage enterprise technology resources for efficiency and effectiveness
- Remove duplication of efforts and inefficiencies at the central and program levels
- Accountability for quality and effectiveness of administrative processes rests with collegiate Deans

Graduate School Transformation Changes

- Organizational and governance structure was transformed:
 - Replaced all 3 Associate Deans (.5 FTE each) with one position titled Associate Vice Provost
 - Reduced staff numbers
 - Created Graduate Education Council
- Applications system now custom-tailored to each program and the Graduate School reviews exceptions centrally
- Allocation of fellowship funds now the responsibility of the Deans
- Faculty grants now the sole responsibility of the VP of Research
- Office of Diversity in Graduate Education was moved to the central Office for Equity and Diversity
- All IT functions are being considered for movement into local shared service clusters
- IDPs retained some central function, but potential for administrative functions to move locally exists
- Metrics are becoming an increased focus in performing evaluation of programs

Benchmarking sources:

University of Florida: (1) University of Florida Graduate School Website, 'Admission to the UF' pamphlet; (2) University of Florida 'Tracking Milestones in Graduate Education at UF' (June 2010) and staff interview (December 2010); and (3) staff interview (December 2010)

University of California – Berkeley: (1) UC Berkeley 'Berkeley Graduate Profile' on website; (2) UC Berkeley, 'Campus Staff Evaluation of Graduate Division Services Survey 2010'; and (3) UC Berkeley, 'Agile: The Sweet Sauce of the GLOW Project' (June 2009) and interview with staff (Dec 2010)

University of Minnesota – Twin Cities: (1) University of Minnesota Graduate School Website, 'Graduate School Facts'; (2) University of Minnesota, Graduate Division Transformation Presentation, 2010; (3) interview with staff (December 2010)