

**UCLA**



**Fall 2014 meetings for  
Chairs, Vice Chairs &  
Grad Studies Chairs + their SAOs**



# Graduate Student Funding

# Nonresident Graduate Academic Doctoral Awards (NGADA)

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- Academic years 2014-15 and 2015-16
- NRST awards for academic doctoral students funded jointly by Chancellor's Office, Grad Div and academic units
- Deans asked to allocate the awards among their academic doctoral programs
- **AY 2015-16 is the *final year* of this program.**

# Continuation of Graduate Division Training Grant Matching Program

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**Purposes:** Provide incentive for garnering extramural training grants and amplify impact of the awards

## Characteristics of eligible grants

- Agency must categorize award as a *training* grant
- Program involves multiple faculty as primary mentors (*may* have co-PIs)
- Trainee appointment process is competitive; in most cases, students from more than one department are eligible
- Program provides training complementary to the research experience
- Examples: NIH T32, NSF IGERT/NRT, some Mellon Foundation

**The Match:** Graduate Division will match up to 15% of the student-support\* portion of the training grant.

**Process:** Send e-mail inquiry to Robin Garrell, cc. Sherman Chew.  
(*Draft template in meeting materials.*)

\*Stipend, tuition & fees.      Excluded: travel, research support, programming, etc.

# Individual Extramural Fellowship Matching Program: **starting Fall 2014!**

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**Purpose:** Provide students and their programs incentives to apply for and win extramural fellowships (US foundations, agencies)

**Graduate Division will provide 50% of the shortfall** between the individual extramural award amount and UCLA's cost of education (i.e., tuition & fees)<sup>1,2</sup>

(<sup>1</sup>NRST for 1<sup>st</sup> yr only; <sup>2</sup>excluding PDST/NRPDST)

**Student's graduate program is required to contribute:**

- the other 50% (filling gap in cost of education)
- when applicable, subsequent years of NRST at 100%
- 100% of PDST/NRPDST.

# UC-HBCU Initiative Fellowship

The UC-HBCU Initiative seeks to increase the number of scholars from Historically Black Colleges and Universities (HBCUs) enrolling in UC academic **doctoral programs** by investing in UC-HBCU relationships.

<http://www.ucop.edu/graduate-studies/initiatives-outreach/uc-hbcu-program/>

UCOP is supporting campuses in their efforts to recruit UC-HBCU participants into UC doctoral programs.

*Please take advantage of these funds! See handout for details.*



# Combining Graduate Division and Extramural Fellowships

	Cota Robles (CR) Recipients Only			
	Option 1	Option 2	<sup>3</sup> Option 3	<sup>4</sup> Option 4
Year 1	CR	CR	Extramural Fellowship	Department
<sup>1</sup> Year 2	Extramural Fellowship	CR2	Extramural Fellowship	GRM (Extramural Fellowship reserved)
Year 3	Extramural Fellowship	Extramural Fellowship	Extramural Fellowship	Extramural Fellowship
Year 4	Extramural Fellowship	Extramural Fellowship	CR	Extramural Fellowship
Year 5	CR2	Extramural Fellowship	CR2	Extramural Fellowship
<sup>2</sup> Year 6	Department/DYF	Department/DYF	Department/DYF	DYF
Year 7	Department	Department	Department	
notes	<sup>1</sup> Cota-Robles recipient is eligible to apply in yr 1 for GRM support for yr 2, but student forfeits GRM if he/she is awarded an NSF fellowship. <sup>2</sup> Eligible to apply for a DYF year 6 only. Cannot apply after year 6. <sup>3</sup> Student wins NSF as an incoming Grad and also wins a CR. Student has option to reserve CR for any subsequent year. <sup>4</sup> Departmental and/or DYF available to student in yrs 6, 7 (DYF in final yr)			Can apply for a GRM only once

# Enrollments used in unrestricted block grant allocations: who doesn't count?

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## Doctoral students

registered and enrolled for >12 terms but who have not yet advanced to candidacy

advanced to candidacy for >9 terms but who have not yet completed the doctoral degree

who are on leave of absence or filing fee status

## Master's students

registered and enrolled >6 terms in 2-yr degree program

registered and enrolled >9 terms in 3-yr degree program



# Fellowship Coaching

See handouts

# Audience Participation Activity

**“Policy is Your Friend”**

*or*

**How to Stay Off the Front  
Pages of the *LA Times***

**All of the following examples are real, but the names have been changed to protect identities.**

Q1. A student who earned her B.S. degree in Thailand applies to your PhD program but has not taken the TOEFL or IELTS exam. You:

- A. Tell her she must take the exam for her application to be considered by UCLA.
- B. Tell her that UCLA does not require her to take one of these exams.
- C. Recommend her for admission and tell her she can take the exam after she accepts the offer.

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- A. Tell her she must take the exam for her application to be considered by UCLA.
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Q2. An awesome student who earned a PhD in Anthropology at Michigan applies to your Epidemiology PhD program. You:

- A. Recommend him for admission.
- B. Recommend him for admission, but provide a DSA justification, as this would be a “duplication of degree,” which is against UC policy.
- C. Reject the applicant, as the UC duplication of degree policy would prevent him from earning a second PhD at UCLA.

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B. Recommend him for admission, but provide a DSA justification, as this would be a “duplication of degree,” which is against UC policy.

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Q3. A student who earned an M.S. in organic chemistry at UC Riverside matriculates in the UCLA Chemistry PhD program, but fails his candidacy exam twice. Can the student be awarded a coursework M.S. from UCLA?

- A. Yes
- B. No
- C. Yes, but only by exception.

Q3. A student who earned an M.S. in organic chemistry at UC Riverside matriculates in the UCLA Chemistry PhD program, but fails his candidacy exam twice. Can UCLA the student be awarded a coursework M.S. from UCLA?

A. Yes

B. No

C. Yes, but only by exception.



Q4. Your department has a new master's degree program under review by the Academic Senate. You think it won't take too much longer... Which of the following can you do?

- A. Describe the program on your website
- B. (A) + begin marketing your program
- C. (A) + (B) + begin accepting applications
- D. (A) + (B) + (C) + begin offering admission
- E. None of the above.

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A. Describe the program on your website

B. (A) + begin marketing your program

C. (A) + (B) + begin accepting applications

D. (A) + (B) + (C) + begin offering admission

E. None of the above. *Doing any of these things creates risks, obligations and liabilities. Curb your enthusiasm.*

Q5. A continuing student runs into financial difficulty is not able to register and enroll, but wants to take a required course that your dep't only offers once every two years. You are sympathetic. What options do you have?

- A. Tell the student she has to wait until she can enroll.
- B. Let her take the class without enrolling and have the instructor grade her work, then add the course retroactively in a later quarter when the student is registered and enrolled.
- C. Have the student take the course through concurrent enrollment in UNEX, which would cost less than being enrolled full-time as a grad student.

**Q5. A student in financial difficulty is not able to register and enroll, but wants to take a required course that your department only offers once every two years. You are sympathetic. What options do you have?**

- A. Tell the student she has to wait until she can enroll.**
- B. Let her take the class without enrolling and have the instructor grade her work, then add the course retroactively in a later quarter when the student is registered and enrolled.**
- C. Have the student take the course through concurrent enrollment in UNEX, which would cost less than being enrolled full-time as a grad student.**

# How did you do?

**FIVE correct answers!**



- **WooHoo!** You can be an honorary Associate Dean in the Graduate Division!

**FOUR correct answers:**

- **Really good.** When in doubt, just ask.

**Three or fewer correct answers:**

- *Standards and Procedures* make good bedtime reading. Or just e-mail us – we're happy to help.

***Policy is your friend.***



# Policies and procedures

# Filing Fee Policy for Graduate Students

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## Fast Facts

**Students who are actively engaged in completing degree requirements** (taking courses, conducting research, writing theses and dissertations, preparing for exams, etc.) **are not eligible to use the filing fee.** They must register and enroll.

***Placing students who are still in the lab on filing fee status creates significant liabilities!***

## The Filing Fee is for:

- ✓ Doctoral students who have completed all requirements for the degree except for filing the dissertation and presenting the Final Defense.
- ✓ Master's students with no requirements remaining except for filing the thesis or taking the final comprehensive examination.

# The Filing Fee: impact on students

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- \* Makes students ineligible for fellowships and assistantships (TA, GSR).
- \* Cannot be used by international students with certain visas or by those whose visa status depends on maintaining a minimum course load.
- \* Precludes access to campus resources and employment.
- \* Requires students to buy UC SHIP if eligible (\$1824 per quarter) or provide proof of comparable coverage
- \* Makes students ineligible for federal student loans, and may cause loss of “in school” deferment status for student loan repayment.

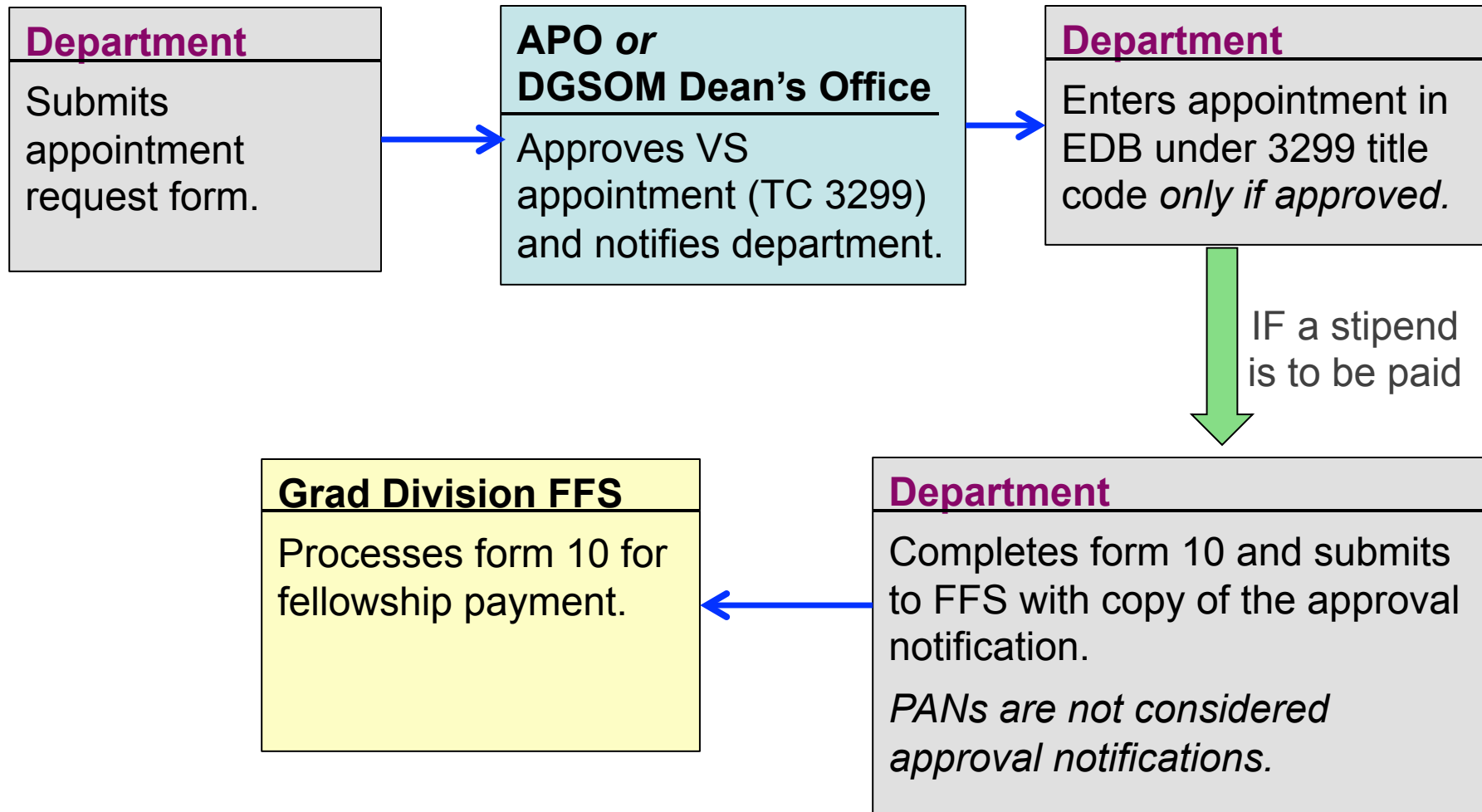


# **UAW Teaching Apprentice Contract Updates**

Refer to handout

# Visiting Scholar fellowship payments

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# ESLPE: Purpose and best practices

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**TOEFL/IELTS** scores used to demonstrate applicant has proficiency qualifying him/her for *admission*.

**ESLPE** = English as a Second Language *Placement Exam*. Used to assess language skills and deficiencies relevant to success in graduate school.

Required for those who had to take TOEFL/IELTS

- Advise your admitted students that they will need to take it
- Advise your students to take it *early*, so that they will have the language skills they need to be successful in coursework, academic and professional writing, presentations, and networking.

**TOP:** Test of Oral Proficiency. Must pass to hold teaching apprentice appointment.

- Encourage students who *might* TA to take the TOP early, so that they can be appointed when needed.

# In Progress Grading: A Useful Tool

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A better solution than assigning “Incomplete” grades when work regularly extends over more than one term

- Evaluation of student performance is deferred until the end of the final term of the course.
- Provisional *In Progress* (IP) grade assigned in the intervening term(s). Replaced with final grade when student completes the full sequence.
- Graduate Division determines credit if the student does not complete the full sequence and petitions for partial credit.

# What are Program Requirements?

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The official, Graduate Council-approved summary of requirements – created by the program itself – for each graduate and professional degree program offered through the Graduate Division.

# Why do we have Program Requirements?

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- Constitute the official record, once approved by the Acad. Senate & published by the Graduate Division
- Provide clarity and consistency for students, staff, faculty
- Used by central units, e.g., Registrar's Office, **Financial Aid (loan implications!), Dashew Center (visa implications!)**
- Used by Academic Senate in 8-yr program reviews to assess program quality & student progress, and to compare with peers
- Used by Graduate Division:
  - ✓ Review students' degree progress
  - ✓ Evaluate departmental petitions
  - ✓ Allocate block grants

# Program Req's: Five Fun Facts and **One Plea**

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YOURS to review and revise



The official record (once approved and published)



The Program Req's **Checklist** is a helpful resource



We are available for consultation and review.



**New!** Grad Div will work with you on your Program Requirements during your 8-year review.



*Please ensure that your grad student handbook and department's website **are consistent** with your Academic Senate-approved Program Requirements.*



# **Mentoring, Professional & Career Development: Graduate Students & Postdoctoral Fellows**



# Individual Development Plans

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**What is an Individual Development Plan (IDP)?** *A planning and assessment tool developed by and for graduate students and postdocs.*

In completing an IDP, graduate students and postdocs are assessed on their skills, progress, goals, and action items.

The assessment process helps guide progress meetings with faculty and keep individuals on track toward mutually agreed-upon milestones and deliverables.

*Required for some NIH trainees; recommended for others.*

**UCLA central IDP webpage:** [www.grad.ucla.edu/careerhub](http://www.grad.ucla.edu/careerhub)

**UCLA encourages use of the following IDP tools:**

*Sciences and Engineering:*

myIDP Website: <http://myidp.sciencecareers.org/>

*Social Sciences/Humanities:*

The University of Wisconsin-Madison IDP:

<https://grad.wisc.edu/pd/idp/>



# Graduate Student & Postdoc Professional Development

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The Graduate Division offers professional development events and opportunities for grad students and postdocs, in collaboration with the UCLA:

Career Center

Graduate Student Resource Center

Graduate Writing Center

David Geffen School of Medicine Office of Postdoctoral Affairs

Society of Postdoctoral Scholars at UCLA

CNSI

**2013-2014:** 23 Sponsored/Co-Sponsored Events, 1283 attendees

New **Professional Development Website**

[www.grad.ucla.edu/careerhub](http://www.grad.ucla.edu/careerhub)

Provides centralized listing of all on-campus events related to professional development, IDP resources, and general resources for graduate students and postdocs.

**Professional & Career Development**

*for Postdoctoral Scholars and Graduate Students*

Events

Calendar

About Us

Opportunities

Resources

Individual Development Plans

# NSF California Alliance for Graduate Education and the Professoriate (AGEP)

## UCLA, Berkeley, Stanford and Caltech

- joint mentorship
- scientific collaboration
- career development, and
- guidance

of advanced Underrepresented Minority (URM) PhD students and postdoctoral fellows.

**GOAL:** increase the advancement of URM PhD students and postdoctoral fellows in the Physical Sciences, Engineering, Mathematics, and Computer Science from our institutions into the most competitive research and teaching careers.

[www.california-alliance.org](http://www.california-alliance.org)

- **Mentor Matching Program**
- **Postdoctoral Fellowship Program with UC-PPFP**
- **California Alliance Retreat (Caltech, 2015)**



UCLA at the California Alliance Retreat, Stanford, 2014.  
Anne Dela Cruz, Carlos Grijalva, Marlene Patino, Danielle Casillas, Natalie James, Ashley Fuller, Godwin Kanu, Robin Garrell, Sarah Carroll

# Edward A. Bouchet Graduate Honor Society

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- recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professoriate
- seeks to develop a network of preeminent scholars who serve as examples of scholarship, leadership, character, service and advocacy for students who have been traditionally underrepresented in the academy.



**UCLA 2013-2014 Inductees** at the Yale Bouchet Conference on Diversity and Graduate Education:

Jorge Mena, Aakash Kishore, Natalie James, Jaclyn Lang, Assoc. Dean Carlos Grijalva. Not pictured: Nicole Lannoy

## 2014-2015

- Faculty Selection Committee formed
- Cross-Institutional Mixer with UCSD/Chicago School
- Yale Bouchet Conference on Diversity and Graduate Education



# **Policy Discussion: Grad Student Maximum Support Cap**

# Discussion topic: Revising or eliminating the maximum support cap (*handout*)

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Significant differences among UC campuses

UCLA's cap is on stipend + TA/GSR salary, while some place limit on stipends only (e.g., Berkeley) or have no limits.

Why an issue?

- Problematic for some fields (e.g., Engineering)
- Cap may be too low, considering cost of living in LA
- Undermines UCLA's competitiveness w/ peers (UC & non)
- Exceptions process: criteria for approval not clearly articulated; majority are approved

## Some options for discussion:

- Maintain current policy
- Implement higher hard ceiling (NO exceptions)
- Place cap on AY stipends only
- Eliminate cap altogether
- Establish regional campus caps that support competitiveness



# Campus Conversations

# Upcoming postdoc contract negotiations

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Negotiations for first contract renewal begin Jan. 2015.

Possible issues:

- Wages and linkage to NIH salary scale
- Childcare benefits
- Housing
- Mandatory Individual Development Plans (IDPs)?

Seeking faculty interested in serving on Campus Resource Committee to advise on ongoing negotiations.

*Please contact Robin Garrell or Joe Watson if interested.*





# Graduate Professional Development Workgroup

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Co-charged by the Graduate Division and Student Affairs

**Workgroup Chair:** Felix Schweizer, Neurobiology

**Faculty:** Diana Hilberman, Barbara Drucker, Ellen Carpenter, Hal Monbouquette, Maite Zubiaurre, David Myers, Lois Takahashi

**Postdoctoral Scholars:** Tiffany Greco

**Graduate Students:** Nicole Robinson, Jennifer Steers, Helen Sanchez, Meghedi Babakhanian

**Staff:** Annie Maxfield (Career Center) & Sarah Carroll (Grad Div)

## **Deliverables:**

- Review campus landscape of curricular & co-curricular professional development.
- Identify a set of professional skills & competencies desirable for all grad students.
- Identify essential resources or means for developing professional skills & competencies that are missing, and suggest ways the campus might provide them.
- Recommend ways through which key UCLA stakeholders can work together, strategically and operationally, to support professional skills & career development.
- Suggest metrics through which the campus should assess the effectiveness of professional development services offered to graduate students.

# Doctoral Committee Constitution Workgroup

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Faculty workgroup charged by Graduate Council and Graduate Division for Fall 2014 and Winter 2015.

**Areas to Review**, with your input and feedback:

- Role(s) and definition of “inside” and “outside” members
- Committee member eligibility based on institution and title
- Mode(s) of participation

## Members

- Co-Chair: Joe Watson      GD Associate Dean/Psychiatry & Biobehavioral Sciences
- Co-Chair: Alison Bailey      GC Member/Education
- Luisa Iruela-Arispe      Molecular Biology IDP (GPB)
- Marilyn Raphael      Geography
- David Schaberg      Dean of Humanities/Asian Languages & Cultures
- Keith Stolzenbach      Environmental Science and Engineering
- Ben Wu      Bioengineering
- *April de Stefano*      *GD Director of Academic Services*
- *Kyle Cunningham*      *Academic Senate Analyst for Graduate Council*

# Fundraising for Graduate Support



Grad student support goal: \$250 M

- Fellowships
- Student support through endowed chairs
- Programming to support student success
- Resources to support student success

Build networks between alumni and students

Nurture current and future donors



**Key: Student stories!**





# Final Notes

# Issues for future Chair/Vice Chair discussion sessions

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Competitive multi-year packages for doctoral students

Annual/periodic review of student progress: best practices for faculty and students

*Policies?*

# Outreach and recruiting events

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See recruitment calendar in pre-meeting materials and at:

<https://grad.ucla.edu/gasaa/admissions/diacalendar.htm>

Please provide your program materials to the Grad Div DIA team @ 1237 Murphy.



Let DIA team know if your faculty, SAO and/or students would be interested in meeting with campus visitors.

# DATES FOR NEXT MEETINGS

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**Graduate Admissions meeting for faculty & SAOs**  
Especially important for Vice Chairs for Grad  
Education, Directors of Graduate Study, Admissions  
Committee Chairs

Including: Best practices in recruiting and increasing  
diversity, new DSA form and more!

**Tuesday November 4**

10 AM to noon

Royce 314

**Chair + Vice Chairs Discussion Sessions**

Winter quarter, TBD

Spring quarter, TBD