UC Davis Graduate Studies
A Reputation of Excellence

Annual Report, 2010-2011
Engaging our Vision of Excellence

Graduate Studies at UC Davis… a reputation of innovation and excellence

Graduate Studies at UC Davis continues to attract and support a diverse and talented student body from around the world. We offer a graduate education experience that excels in collaborative, interdisciplinary study – bringing students and faculty from different academic backgrounds together to address real-world challenges.

The mission and vision of UC Davis Graduate Studies is to:

- Advocate on behalf of graduate students and postdoctoral scholars.
- Support staff and faculty engaged in delivering high quality graduate education, characterized by high academic standards.
- Provide innovative academic resources, training and professional development opportunities for graduate students, postdoctoral scholars and faculty.
- Efficiently administer academic and administrative policies affecting graduate students and postdoctoral scholars.
- Cultivate a culturally rich and intellectually diverse environment.

UC Davis master’s and doctoral graduates become leaders in their fields – researchers, educators, politicians, mentors and entrepreneurs. Graduates go on to guide, define and impact change within our global community.
The Vision: Learning and Scholarship

New programs and degrees introduced, graduate and professional student symposium launched, fellowship awards on the rise

With graduate students at the forefront of everything Graduate Studies does, we take pride in our graduate program evolutions and improvements, wide reaching student support and active student engagement. We regularly consider and implement innovative ways to recruit and retain our graduate students.

New Graduate Programs/Degrees Added

Study of Religion*

In the Study of Religion program students will receive classical training in the literatures of religious traditions and they will be encouraged to understand these traditions at the intersection of contemporary thematic and regional phenomena. Students will have the opportunity to specialize in American religious cultures, Mediterranean religions and Asian religions. They will also shape their scholarship through thematic specializations: Values, Ethics, and Human Rights; Modernity, Science, and Secularism; Visual Culture, Media and Technology; Language, Rhetoric, and Performance; Body and Praxis; and Theory and Method.

*Approved July 2011

Master of Professional Accountancy*

The Master of Professional Accountancy program will admit students from backgrounds in economics, statistics engineering, and other degrees that fulfill the prerequisites. The degree will be focused on providing these broadly trained students with the requisite accounting and ethics classes. The degree will have three distinguishing features: UC degree meets California fifth year requirement with a master’s degree; understanding professional responsibilities and ethics; and international accounting standards.

*Pending approval

Communication Ph.D.

In 2011, a new Ph.D. degree was added to our Communication graduate program. This degree program is designed for students with backgrounds in communication or a cognate field. The program focuses on two areas of communication inquiry: social interaction and mediated communication. Entering students work with their respective advisors to determine the adequacy of their backgrounds in communication theory and statistical methods, the nature of any necessary remedial work, and their future course of study.

External Fellowships Continue to Increase

In recent years we have seen a substantial increase in graduate student and postdoctoral scholar external fellowships awarded. When we compare 2004-05 to 2010-11, there is a 171% increase in graduate student awards, a 138% increase in postdoctoral awards and a 161% overall fellowship award increase.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate Students</th>
<th>Postdocs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>$4,413,844</td>
<td>$1,504,281</td>
<td>$5,918,125</td>
</tr>
<tr>
<td>2009-10</td>
<td>$3,248,089</td>
<td>$1,526,383</td>
<td>$4,774,472</td>
</tr>
<tr>
<td>2008-09</td>
<td>$3,333,090</td>
<td>$1,551,139</td>
<td>$4,884,229</td>
</tr>
<tr>
<td>2007-08</td>
<td>$3,208,046</td>
<td>$962,023</td>
<td>$4,170,069</td>
</tr>
<tr>
<td>2006-07</td>
<td>$2,791,481</td>
<td>$952,013</td>
<td>$3,743,494</td>
</tr>
<tr>
<td>2005-06</td>
<td>$3,123,956</td>
<td>$856,196</td>
<td>$3,980,152</td>
</tr>
<tr>
<td>2004-05</td>
<td>$2,578,374</td>
<td>$1,090,221</td>
<td>$3,668,595</td>
</tr>
</tbody>
</table>
Interdisciplinary Graduate and Professional Student Symposium Developed

Graduate Studies created and administered the new Interdisciplinary Graduate and Professional Student Symposium (IGPS). This effort was led by the Graduate Student Assistant to the Dean and Chancellor, Cassandra Paul. A first for UC Davis, IGPS is an opportunity for graduate and professional students to share their work with each other, the campus and the wider community. The primary goals are to:

- Showcase the scholarship of UC Davis’ exceptional graduate student population for the UC Davis campus community, and the community at large – Davis, the Sacramento region and the University of California system.
- Foster interdisciplinary interactions and collaborations among UC Davis graduate and professional students.
- Provide a space for graduate and professional students to learn about graduate student resources on issues including (but not limited to) mentorship, work/life balance, diversity and cross campus connections.

Pictured: Dean Jeffery Gibeling (second from left) with IGPS presentation winners.

Soderquist Matching Fund Initiative Success

In 2010, Graduate Studies successfully concluded the initial phase of the Soderquist Matching Fund Initiative for graduate student support. Under this program, faculty and staff – whether active or retired – were eligible to have their gifts for graduate student support matched by the campus up to $25,000. Through the generosity of faculty and staff, even in difficult economic times, the entire pool of matching funds was claimed in just one year. As a result, the campus now has $1.2M in new endowed funds for graduate student fellowships.
The Vision: Innovation

Innovation award honors, high marks for graduate programs, new faculty mentoring program takes off

Fresh and engaging ideas are vital to any organization and we recognize that our graduate programs must continually evolve in order to stay competitive. Our program’s top rankings in the National Research Council survey and the U.S. News & World Report, plus our dramatic increase in admission applications reflect that we are on the right track.

Graduate Studies also understands that innovation and growth needs to reach all facets of graduate education. That is why we created a new faculty training program that coaches faculty on how to be better mentors to their graduate students. Our first program rollout was well received and we plan to continue this valuable training.

Graduate Programs Receive High Marks

**U.S. News and World Report Results**

*U.S. News & World Report, “America's Best Graduate Schools 2012” ranked several UC Davis graduate programs among the top in the nation. Top 30 were: Biological Sciences: Ecology/Evolutionary Biology, #3; Biological Sciences, #20; Earth Sciences, #17; English, #26; Engineering: Aerospace/Aeronautical/Astronautical, #24; Engineering: Biological/Agricultural, #5; Engineering: Biomedical/Bioengineering, #22; Engineering: Chemical, #30; Engineering: Environmental/Environmental Health, #14; Engineering: Materials, #26; Fine Arts, #21; Fine Arts: Ceramics, #12; History, #28; History: U.S. Colonial History, #14; Math: Topology, #13; Physics, #26; Political Science, #24; Political Science: American Politics, #19; Psychology, #24; Sociology, #31; and Statistics, #31.*

**National Research Council Activities**

Graduate Studies was actively involved with the National Research Council (NRC) assessment of research doctorates, gathering data for inclusion in their survey; communicating regularly over the years with the council, UC leaders and faculty; and analyzing the NRC data results that we received in September 2010.

Data for the NRC survey was collected in 2006 and reflect the 10 previous years. The resulting 2010 comprehensive survey of doctorate programs show that a half-dozen UC Davis graduate programs rank among the best in the nation. Among the best UC Davis performers were the graduate programs in Spanish, Entomology, Agricultural and Resource Economics, Plant Biology, Ecology and Nutritional Biology, all of which were in the top 5 percent among similar programs nationally on at least one of two overall measures. About one-third of the UC Davis programs were in the top 25 percent in their respective fields.
Applications and Admissions Flourish

Graduate programs at UC Davis continue to become more attractive to potential students, resulting in a steady increase in graduate applications and enrollments over time. Fifteen years ago the division received 4,691 applications and for fall 2010 applications were 9,487 – more than double the count for 1994-95. We anticipate continued increases in the future. As a consequence, UC Davis is becoming increasingly selective and diverse.

Office of Graduate Studies

<table>
<thead>
<tr>
<th>Applications</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Dist. 2010</th>
<th>Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Resident</td>
<td>3,120</td>
<td>3,320</td>
<td>42.6%</td>
<td>200</td>
<td>6.6%</td>
</tr>
<tr>
<td>Non-Resident Domestic</td>
<td>2,882</td>
<td>2,541</td>
<td>26.8%</td>
<td>-341</td>
<td>-11.3%</td>
</tr>
<tr>
<td>International</td>
<td>375</td>
<td>389</td>
<td>4.0%</td>
<td>14</td>
<td>3.7%</td>
</tr>
<tr>
<td>Total</td>
<td>6,377</td>
<td>6,350</td>
<td>100.0%</td>
<td>27</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admission</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Dist. 2010</th>
<th>Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Resident</td>
<td>1,020</td>
<td>1,240</td>
<td>45.9%</td>
<td>220</td>
<td>21.3%</td>
</tr>
<tr>
<td>Non-Resident Domestic</td>
<td>724</td>
<td>524</td>
<td>13.5%</td>
<td>-200</td>
<td>-31.3%</td>
</tr>
<tr>
<td>International</td>
<td>713</td>
<td>291</td>
<td>21.4%</td>
<td>-422</td>
<td>-71.1%</td>
</tr>
<tr>
<td>Total</td>
<td>2,457</td>
<td>2,055</td>
<td>100.0%</td>
<td>-402</td>
<td>-16.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Students</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Dist. 2010</th>
<th>Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Resident</td>
<td>2,180</td>
<td>2,451</td>
<td>52.9%</td>
<td>271</td>
<td>12.6%</td>
</tr>
<tr>
<td>Non-Resident Domestic</td>
<td>291</td>
<td>254</td>
<td>20.0%</td>
<td>-37</td>
<td>-12.7%</td>
</tr>
<tr>
<td>International</td>
<td>225</td>
<td>242</td>
<td>19.2%</td>
<td>17</td>
<td>10.0%</td>
</tr>
<tr>
<td>Total</td>
<td>2,696</td>
<td>2,947</td>
<td>100.0%</td>
<td>251</td>
<td>9.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>Fall 2000</th>
<th>Fall 2010</th>
<th>Dist. 2010</th>
<th>Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>3,220</td>
<td>3,393</td>
<td>72.8%</td>
<td>173</td>
<td>5.5%</td>
</tr>
<tr>
<td>New</td>
<td>1,228</td>
<td>1,231</td>
<td>62.4%</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>Residency</td>
<td>59</td>
<td>59</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>4,487</td>
<td>4,658</td>
<td>100.0%</td>
<td>171</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Dist. 2010</th>
<th>Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American</td>
<td>524</td>
<td>595</td>
<td>12.7%</td>
<td>71</td>
<td>12.7%</td>
</tr>
<tr>
<td>Latino</td>
<td>247</td>
<td>313</td>
<td>6.8%</td>
<td>66</td>
<td>20.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>34</td>
<td>39</td>
<td>11.1%</td>
<td>5</td>
<td>14.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>17</td>
<td>12</td>
<td>0.3%</td>
<td>-5</td>
<td>-29.4%</td>
</tr>
<tr>
<td>Race Unknown</td>
<td>558</td>
<td>435</td>
<td>9.3%</td>
<td>118</td>
<td>-21.3%</td>
</tr>
<tr>
<td>White</td>
<td>2,107</td>
<td>2,261</td>
<td>48.7%</td>
<td>154</td>
<td>8.8%</td>
</tr>
<tr>
<td>Total Domestic Enrollment</td>
<td>3,602</td>
<td>3,772</td>
<td>333</td>
<td>9.2%</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>885</td>
<td>886</td>
<td>100.0%</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>4,487</td>
<td>4,658</td>
<td>171</td>
<td>3.8%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees Sought</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Dist. 2010</th>
<th>Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>3,172</td>
<td>3,172</td>
<td>100.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Master's</td>
<td>915</td>
<td>1,028</td>
<td>22.1%</td>
<td>113</td>
<td>12.3%</td>
</tr>
<tr>
<td>Credential</td>
<td>144</td>
<td>177</td>
<td>3.3%</td>
<td>33</td>
<td>22.9%</td>
</tr>
<tr>
<td>Other [CWO, etc.]</td>
<td>36</td>
<td>48</td>
<td>100.0%</td>
<td>12</td>
<td>26.3%</td>
</tr>
<tr>
<td>Total</td>
<td>4,487</td>
<td>4,658</td>
<td>171</td>
<td>3.8%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residency</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Dist. 2010</th>
<th>Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Resident</td>
<td>3,198</td>
<td>3,437</td>
<td>73.8%</td>
<td>239</td>
<td>7.5%</td>
</tr>
<tr>
<td>Non-Resident Domestic</td>
<td>402</td>
<td>330</td>
<td>20.0%</td>
<td>-72</td>
<td>-17.1%</td>
</tr>
<tr>
<td>Non-Resident International</td>
<td>885</td>
<td>886</td>
<td>100.0%</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>4,487</td>
<td>4,658</td>
<td>171</td>
<td>3.8%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Dist. 2010</th>
<th>Change</th>
<th>%Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2249</td>
<td>2314</td>
<td>40.7%</td>
<td>65</td>
<td>2.9%</td>
</tr>
<tr>
<td>Male</td>
<td>2238</td>
<td>2344</td>
<td>50.3%</td>
<td>106</td>
<td>4.7%</td>
</tr>
<tr>
<td>Total</td>
<td>4487</td>
<td>4658</td>
<td>171</td>
<td>3.8%</td>
<td></td>
</tr>
</tbody>
</table>
Faculty Mentoring Program Developed

Graduate Studies always attempts to be one step ahead of the game. In 2009, we conducted a doctoral student survey asking students what was going right in their graduate experience and what could be improved. Even though UC Davis has a higher graduate student completion rate than the national average, we would like to improve our student success rate. As part of this endeavor, last year Graduate Studies created and submitted the winning proposal to the Council of Graduate Schools (CGS) and Educational Testing Service (ETS) for consideration of their “ETS/CGS Award for Innovation in Promoting Success in Graduate Education: From Admission through Completion”. The annual award recognizes promising, innovative proposals to enhance student success and degree completion at the master’s or doctoral level.

Pictured: Dean Jeffery Gibeling (center) with David Payne, ETS Vice President and COO for College and Graduate Programs (right,) and Dean James Wimbush from Indiana University and chair of the selection committee (left).

Dean Gibeling and a coordinating team created a unique, new faculty development program called “Mentoring at Critical Transitions”. The development program focuses on three critical student transitions:

- Transition One: From applicant to entering graduate student.
- Transition Two: From coursework to research, including preparing for the qualification exam.
- Transition Three: From dissertation research to stepping out into the professional world.

Paying It Forward

Near the end of the training program, the participating groups submitted proposals to improve the recruitment, training or retention of their graduate students, and Graduate Studies awarded $16,500 to fund them. The results:

- CREATE-IGERT will send two people to recruit students from the Mayaguez and Rio Piedras campuses of the University of Puerto Rico. (The university has high-quality programs in engineering and agricultural sciences, high rankings among Latinos, second standing in the number of female engineering graduates in the United States.) The effort will tap as an ambassador Lucas Arzola, a doctoral student and IGERT trainee at UC Davis who graduated from UPR.
- CREATE-IGERT also plans to hold a faculty workshop to discuss case studies on mentoring challenges and best practices.
- Agriculture and Environmental Chemistry will survey students and faculty members about mentoring. Guided by the survey results, the graduate group will hold workshops or a retreat on the transition areas as well as a symposium or panel discussions on careers for its graduates, including those in non-academic fields.
- Pharmacology and Toxicology held a retreat in June to strengthen cohesion, communication and cooperation among about 85 affiliated faculty spread out over two campuses. The group is also planning an event for graduate students to discuss the role of the mentor, the benefits of having more than one mentor, and the student’s responsibility in a mentor relationship.
- Physics will use $4,000 in funding to invite four additional students from underrepresented groups and first-generation college students to attend its annual open house for admitted students, foster interactions among faculty and first-year graduate students, and bring additional speakers to campus for its career seminars.
The Vision: Global Issues

National and international relations remain a priority, with new ideas and partnerships continuously evolving

We recognize our national and international relationships by collaborating at every opportunity, whether it is research projects, student exchanges or fellowship offerings. We currently have six international partnerships and are exploring additional opportunities were we might engage, recruit and retain non-resident students.

Strategic Leaders Global Summit

Dean Gibeling actively participated in the Council of Graduate Schools’ “Global Summit on Graduate Education”. The 45 participants, strategic leaders in graduate education from North America, Europe and the Pacific Rim, established a set of principles to guide and strengthen international collaboration and advance graduate education globally by the sharing of best practices.

International Fellowships and Partnerships

BECAS Chile Partnership

The University of California has established an agreement with BECAS Chile to support promising students who elect to attend a UC campus. Under terms of the agreement, nearly all students from Chile who are admitted to UC Davis graduate programs are likely to receive full fellowship support. At present, the program is focusing on Ph.D. students, who receive four-year fellowships including nonresident tuition. The only costs to UC Davis are possibly to make up any small gaps in the fellowship stipend compared to what our programs normally offer (a program responsibility) and to pay for intensive English language instruction (a Graduate Studies responsibility). Graduate Studies has an active program to recruit graduate students from Chile through a resident in-country contact.

Fulbright Awards

The Fulbright Program for Foreign Students is administered by binational Fulbright Commissions/Foundations or U.S. Embassies. These offices process all Foreign Student Program applications. The Institute of International Education (IIE) arranges academic placement for most Fulbright nominees and supervises participants during their stay in the United States. Both master’s and doctoral students may be supported by Fulbright awards. The level of support can vary by home country and administering agency.

Graduate Studies provides matching special nonresident supplemental tuition fellowships of one year for master’s students and two years for doctoral students.

UC MEXUS-CONACYT Fellowships

The UC MEXUS-CONACYT program provides up to five years of support for doctoral studies. Students may pursue doctoral studies in most of the academic disciplines, with the exception of the arts. Support includes non-resident tuition and fees, monthly stipend, and support towards health insurance. During the first through third year, CONACYT provides non-resident tuition and fees, monthly stipend, and support towards health insurance. During the fourth year, CONACYT continues to provide the monthly stipend; UC MEXUS provides the non-resident tuition and fees, and support towards health insurance. During the fifth year (if necessary), UC MEXUS provides non-resident tuition and fees, stipend, and support towards health insurance.
Vietnam Education Foundation (VEF) Fellowships

The VEF Fellowship Program is one of the key components of VEF’s mandate to enhance bilateral relations between the United States and Vietnam through international educational exchange programs that help improve Vietnamese Science and Technology (S&T) capacities. VEF provides fellowships to the most talented Vietnamese for graduate study in the United States in S&T. Fellows are selected through a highly competitive, open and transparent process developed with the assistance of the U.S. National Academy of Science. A similar program, the Vietnam International Education Development (VIED) Fellowships, is sponsored by the Ministry of Education and Training (MOET). Graduate Studies will provide a special nonresident supplemental tuition fellowship for the first two years to assist programs in recruiting VEF and VIED fellows.

Zhejiang University Partnerships

3+X Program

The collaborative 3+X program brings promising undergraduates to UC Davis to earn a master’s degree (referring to 3 years at the undergraduate institution and X years in a master’s program at UC Davis, where X is approximately 1). The purposes of the 3+X programs are to attract the best students from China and to provide a year in which to evaluate and recruit potential Ph.D. students. The initial partnership is with Zhejiang University; additional agreements with other institutions are being explored.

China Scholarship Council (CSC)

We have been working closely with Zhejiang University (ZJU) to develop a strong partnership that will ensure that their best doctoral students apply to UC Davis. One feature of the partnership is that Zhejiang University will inform us of the students they have nominated for a China Scholarship Council (CSC) fellowship. In the event that the applicant does not win a CSC award, Zhejiang University will provide equivalent funding. Although students from other Chinese universities may receive a CSC fellowship, none of those universities is offering the same guarantee at this time.
The Vision: Sustainable Future

Saying “goodbye” to countless piles of paper, saying “hello” to electronic advancements

We’ve been busy addressing ways to improve our environmental footprint. We went from paper only admission and fellowship applications to electronic. Not wishing to stop there, we switched from paper dissertation and thesis submissions to electronic submissions only; we have gone through the review and approval process for incorporating a new electronic document management system for our numerous paper files; and we have begun building GradHub, an all-inclusive electronic graduate student information management system that will house all UC Davis-related information for each graduate student. An incredibly powerful and convenient tool, GradHub will be able to be accessed by graduate programs and constituents throughout the UC Davis campus. All of these electronic advances will result in an environmental savings, as well as less dedicated staff time and storage space requirement.

Technology Advancements

Electronic Admission and Fellowship Applications

Graduate Studies has contracted with Embark, a provider of school online services. Together, a robust database system has been created. The online system is currently used for electronically submitted admission and fellowship applications, reviewer submissions of recommendations, and prospective student e-marketing campaigns, the latter implemented in the past year.

Applications Review Database

Developed and implemented by Graduate Studies, the Graduate Applications Review Database (GARD) system is a tool for graduate programs, enabling graduate program staff to review admission and fellowship applications once submitted. Graduate Studies continues to enhance this system to provide campus users with the functionality they need.

Graduate Student Information Management Hub (GradHub)

The Office of Graduate Studies began the development of a much-needed graduate student information management system for broad campus use. The Graduate Student Information Management Hub, or GradHub, is an integrated portal or “hub” to various modules that allow Graduate Studies staff, graduate program staff, graduate faculty advisers and faculty to enter data and access information related to graduate applicants, current graduate students and alumni. Centralized common functionality will include user management and access, program management, document management, electronic communications and workflow. Development will continue throughout the 2011-12 year with graduated deployment and functionality planned to include:

- Online admissions and fellowship review and decision making
- Graduate student information reporting
- Document management
- Online program review
- Program management and affiliation
- Electronic petitions and workflow (e-forms)
- Graduate student employment information resources
- Commencement registration and management
- Graduate student financial support management
- Electronic transcripts
- Graduate student orientation registration and management
- Recruitment fund and expense reporting
- Alumni data, placement and reporting

**Electronic Dissertation/Thesis Submission**

In 2010, Graduate Studies began accepting only electronic submissions of dissertations and theses. This has helped to eliminate staff’s time and space that had been dedicated to the acceptance, collection, organization and storage of hundreds of dissertation and thesis submissions each quarter.

**Electronic Document Management System**

Graduate Studies has gone through the review, configuration and approval mode to put an Electronic Document Management System (EDMS) in place. The EDMS is comprised of hardware and software, which allows for the capture, retrieval, modification and storage of all forms of paper and electronic documents. This will allow for a reduction in paper use, storage and staff filing and maintenance.
The Vision: Health and Access

New health-care graduate programs, insurance coverage for dependents, in-office mental health services

Being of sound mind and body are conducive to the academic success of our graduate students and postdoctoral scholars. We have incorporated several new features to enhance the welfare of our students, scholars and their families. New for graduate students is the dependent health care coverage option added to student health insurance. This important addition resulted in the new UC multi-campus Graduate Student Health Insurance Plan. Also new is our convenient in-office counseling service for graduate students. This was a result from our new partnership with Counseling and Psychological Services.

The inaugural class of our new Nursing Science and Health-Care Leadership degree programs has completed their first year. This innovative program has been well received within the health care industry.

Nursing Science and Health-Care Leadership

Our new Nursing Science and Health-Care Leadership graduate group prepares nurse leaders, researchers and faculty in a unique interdisciplinary and interprofessional environment. The Ph.D. program prepares graduates to serve as health-care and health-policy leaders and nurse faculty/researchers at the university level. Graduates of the professional master’s degree program will be well prepared for health-care leadership roles in a variety of organizations and as nurse faculty at the community college and prelicensure education levels.

Pictured: Assemblymember Richard Pan (D–Natomas), left, meets with Betty Irene Moore School of Nursing students, from left to right, Kay Behan, Maureen Murphy, Gretchen Spickler and Laura Jones.

Counseling Services for Graduate Students

Graduate Studies now has a designated Counseling and Psychological Services counselor for graduate students located part-time in our office. This has been an important enhancement to graduate student services, not only because of the location convenience, but also because our location is separate from where undergraduates—who could be in our graduate students’ classes if they teach or serve as a teacher’s assistant (TA)—are served. Additional benefits include:

- The in-office location allows Graduate Studies staff and counselor to consult on the broad concerns of graduate students on a regular basis.
- An international graduate student group meets on a weekly basis. (In addition to CAPS’ two general graduate student groups.)
- Presentations and workshops are conducted throughout the year for many of our graduate programs. Topics such as “Stress Management and Adjustment”, “How to Work with Distressed Students as a TA” and more are discussed.
- A Facebook page for Graduate Student Counseling is currently being considered.
- The counselor attends the Graduate Ally Coalition meetings to ensure he is addressing and supporting graduate student needs, as well as attending the Graduate Studies case management and mental health consultation meetings.
Graduate Student Health Insurance Plan

Leadership

Dean Gibeling and Associate Dean Lenora Timm, along with campus administrators and the Graduate Student Association Executive Council, were the guiding force behind the new Graduate Student Health Insurance Plan (GSHIP). An important enhancement that was made to the standard student health insurance is the voluntary dependent benefit plan for graduate students, which is an important benefit for graduate students with families.
The Vision: Organizational Excellence

Graduate program staff survey, Graduate School proposal, dean/student/faculty engagement, function enhancement

We are progressing in our objective to find workable and cost effective solutions to improve and redefine our organizational structure. Part of this endeavor included a graduate program staff survey that looked at assignments and responsibilities. Results from this survey showed organizational discrepancies from program to program, which was then addressed in the new Graduate School proposal.

Staff Assessments
Graduate Program Coordinator Survey
The Office of Graduate Studies worked in collaboration with the Graduate Studies Advisory Committee to better understand the current structure of graduate program administrative support and the services provided by graduate program staff across programs. A secondary goal was to better understand how graduate education could be impacted by budgetary cut backs, service centers, and other staffing changes under consideration by academic colleges and other units. A work team was formed and eventually developed an online survey using Survey Monkey. The survey was administered in spring 2010 and achieved an 84% response rate. Results were shared widely and included graduate program staff, Graduate Studies staff, Graduate Council and Shared Service Center leaders.

Graduate Studies Staff Efficiencies Assessment
Similar to the Chancellor’s Organizational Improvement Opportunities Survey that was administered in May 2011, the Office of Graduate Studies initiated a process earlier in winter quarter that empowered Graduate Studies staff to share their ideas about efficiencies in their work place. Along with an individualized feedback process, a follow-up department meeting was facilitated to share and gain feedback on the individual ideas as well as spark new ideas as a result of the group discussion. The conversations will continue in the upcoming year with the hope to implement as many useful ideas as possible. A few examples of ideas that we are actively pursuing:

- Postdoctoral scholar appointment and renewal process could be electronically uploaded and routed for approval and creation of appropriate appointment letter. We are looking into adopting a system from another campus, which may streamline the routing and approval process for appointment of postdoctoral scholars.
- Tech Support help ticket process should be revamped with a new user-friendly front-end and provide the ability for staff to check the status of the problem/issue and move it up the priority list if necessary.
- Develop a new commencement database that eliminates manual management and incorporates robust electronic administrative functions.
- Convert current forms into fillable PDF forms in order to increase efficiency and become more paperless. (This idea is currently in process and will likely be incorporated in fall 2011.)
The Graduate School Proposal

In early 2011, Dean Gibeling presented campus leaders with the official proposal to restructure the current Office of Graduate Studies into The Graduate School. This proposal describes a plan to transform the culture of graduate education oversight at UC Davis to reflect a new focus on academic activities that promote excellence in graduate study and postdoctoral training. The Graduate School will focus on academic matters, not transactional business, in support of graduate students, postdoctoral scholars, faculty and graduate programs. Examples of the academic activities to be supported by The Graduate School include the professional development series, courses on scholarly integrity and the responsible conduct of research, laboratory management training, mentoring workshops for students and faculty, leadership development programs (e.g. Professors for the Future) and an entrepreneurship program. The faculty, through the Graduate Council, will be key partners in these activities. The Graduate School will also directly engage faculty through activities that promote innovation and creativity in graduate education, sharing successful strategies between programs and introducing best practices from other institutions. Building on the success of the Mentoring at Critical Transitions program, The Graduate School will foster special attention on diversity, student retention, degree completion and the preparation of graduate students for a variety of career options. The transformation to The Graduate School will also enhance development and stewardship opportunities and enable the campus to strengthen ties to graduate alumni/ae. Future consideration of this proposal will be informed by the report of the Task Force on Graduate Education.

Communications

Dean Gibeling, along with applicable staff from Graduate Studies, participated in regular quarterly communication events with students, faculty and staff.

Dialogue with the Dean (with graduate students)

- “Graduate Students with Families” focused on identifying the unmet needs and challenges faced by graduate students who have families.
- “University Structure” focused on student innovation and campus resources – ideas for how to improve the UC Davis campus and ways to implement them; having concerns and where to address them; and answering questions about the administration and university policies.

Dean’s Conversation (with faculty and separately with graduate program staff)

A plethora of timely topics are discussed at these two separate and regular meetings, such as the budget, new and changing policies, program additions/changes, staff changes, upcoming events, the Graduate School proposal, and much more.

Streamlining the Graduate Student Academic Appointment Process

This year, we began an important activity to streamline and clarify the graduate student academic appointment process by providing hiring departments with a clear set of guidelines for graduate student appointments, while also providing blanket exceptions to some eligibility requirements – thereby minimizing the number of appointments requiring the submission of a Petition for Exception to Policy (PEP) to Graduate Studies. These revised policies and blanket exceptions give programs greater flexibility with regard to academic appointments while also limiting the numbers of exceptions that will be granted. A key element of this revision is to streamline and reduce the number of exceptions to policy in order to reduce workload in graduate program offices and the Office of Graduate Studies. This process benefitted from extensive consultation with a group comprised of graduate program staff, MSOs/CAOs and department staff engaged in hiring graduate students.