



Graduate College

2007 Annual Budget Report
February 20, 2007

Section 1: State of the Unit

The NRC project was a major focus this year for the Graduate College, with much staff time devoted to the quality of the data submitted and to making the process quick and easy for units. The Graduate College also began a review of recruiting programs for underrepresented students, to determine the best use of available funding. The college offered a full repertoire of services, workshops and events that attracted large student and faculty audiences. The college continued to work collaboratively with many units campus-wide on issues that affect graduate students. Efforts included work on the PhD completion project, leading a project to establish new minimums for admissions and for teaching assistants using the TOEFLiBT and new IELTS English proficiency tests, and informally resolving all but one graduate student grievance. We also undertook a revision of the graduate handbook and began to investigate new opportunities to increase funding for graduate programs and fellowships. The Graduate and Professional Academic Support Unit (GPASU) undertook a 6-month review of international student admission requirements that resulted in a re-evaluation of the international admissions process that have helped to reduce the time necessary to notify students of admission. It also made adjustments in IT services and evaluated procedures and processes necessary to incorporate the ApplyYourself system. The Graduate College also began several innovative projects including investigation of Professional Science Master's degrees as an effective way to respond to changing workforce needs and evolving student interests. The college is beginning to investigate ways to incorporate interdisciplinary graduate education within Illinois' doctoral programs. These new initiatives promise to keep the Graduate College at the forefront of national trends in graduate education.

Office of Budget and Resource Planning

The Graduate College changed both organizationally and financially during fiscal year 2006. The Graduate and Professional Admissions and Academic Support Unit (GPASU) moved from the Office of Admissions and Records to the Graduate College adding eleven FTE to the college. The college established a budget office and increased the size of its information technology staff to support the organizational changes. The college's state and institutional funding increased by over \$800K during the fiscal year to support not only the organizational changes but also to fund the annual maintenance fees associated with the ApplyYourself Graduate Application software.

The Graduate College changed both organizationally and financially during fiscal year 2006 to meet the strategic objective of the campus.

The college's organizational structure will continue to strategically evolve the remainder of the current fiscal year and in fiscal year 2008. The new organizational structure includes one Senior Associate Dean and two Associate Deans. The college has filled several open positions over the past year and hopes to fill the few remaining positions before the end of the current fiscal year. Carryover funding from fiscal year 2006 will offset some of the expenses associated with ongoing organizational changes. The remaining funding will come from anticipated Graduate Application fee allocations.

Graduate application fees increases in 2005 were lower than what had been proposed by the Graduate College, due to a decision by University administration not to pursue a requested phased-increase in the application fee. As a result, the Graduate College received \$196K in permanent allocations for fiscal year 2006 instead of an anticipated permanent allocation of \$440K. Based upon conversations with the Office of the Provost, the college expects to receive the balance of the original \$440K allocation commitment prior to the end of the current fiscal year as a temporary allocation. The



college anticipates that this temporary allocation will become a permanent allocation in fiscal year 2008, if the Board of Trustees approves graduate application fee increases for fall 2007.

As the Graduate College has evolved and grown it has been forced to absorb the impact of campus budget reductions. Unlike other colleges, the Graduate College has no tuition revenue that can be used to offset campus reductions. Campus reductions for fiscal years 2006 and 2007 totaled \$120K. The college anticipates campus reductions for fiscal year 2008 of approximately \$70K, based upon information provided by the Office of the Provost. This anticipated reduction combined with the two previous campus reductions total \$190K, approximately 43% of the total anticipated graduate application fee allocations. In essence the college would have to reduce staffing levels by nearly one full time equivalent each year to keep pace with the campus reductions. The campus must develop a solution that considers the plight of our college and other units struggling with similar hardships.

The Graduate College funds support programs such as the Summer Research Opportunities Program (SROP), the Summer Pre-Doctoral Institute (SPI) and a campus visit program for potential graduate students.

The Graduate College's permanent budget for fellowships is \$3.7 million. The college's permanent budget for fee support that benefits existing fellows is approximately \$1.6M. The college relies on institutional allowance associated with sponsored research to fund \$1.7M of this combined \$4.3M permanent budget. The college however has little influence or control over sponsored research and must absorb any shortfall in institutional allowance from year to year. The college is concerned about declining institutional support that directly impacts the number of fellowships that can be offered. In addition to the permanent budget for fellowships, the college receives \$300K from the Office of the Vice President for Academic Affairs to fund fellowships for underrepresented students. Total fellowship funding increased by only 16% over the past five years. The college is therefore limited in the number of fellowships that can be offered and has little ability to increase stipend amounts without reducing fellowship offerings. The college's gift and endowment funds will generate approximately \$182K in income this fiscal year. It is critical that the college increase fellowship endowment funds. These funds could be used to offset institutional allowance shortfalls and allow the college to increase the size and number of fellowships offered, to remain competitive and more importantly to attract quality students who will help us reach the next level of preeminence. The college does not currently have staff devoted to development and advancement. It appears that most of our identified peer institutions have sizeable development initiatives, with staff who are dedicated to fund-raising.

The Graduate College devotes \$1M for programs that support underrepresented students. The college has a permanent budget of \$300K and receives an additional \$700K from the Office of the Vice President for Academic Affairs. These funds support programs such as the Summer Research Opportunities Program (SROP), the Summer Pre-Doctoral Institute (SPI) and a campus visit program for potential graduate students. These funds also support a portion of the college's personnel expenses within the Educational Equity Programs Office and supplement other campus programs. It is important to increase the financial support for these programs, which are key to attracting top underrepresented students. The Graduate College seeks to enhance the Illinois experience for all of our graduate students.

Information Technology

Last year, the information technology unit's efforts were focused on two major projects. We spent much of the first part of the year completing the transition of the graduate admissions staff and functionality to the Graduate College. Servers were installed in the new server room as well as completing the physical installation and configuration of hardware, installing operating systems and services on servers,



Last year, the information technology unit's efforts were focused on two major projects: transition of the graduate admissions staff and functionality to the Graduate College and the National Research Council's (NRC) Assessment of Research Doctorate Programs.

migrating files and applications from OAR's servers, and integrating graduate admission web pages into the Graduate College web site. Later in the year, web services were transitioned to a new web server.

In spring 2006, the second and larger of the two major projects started when the Graduate College began working on the National Research Council's (NRC) Assessment of Research Doctorate Programs. In preparation for the NRC survey, the Graduate College upgraded its database services to SQLServer 2005 and installed an additional development server to support the increased data demands. This upgrade also included rewriting all existing, scheduled packages that transform and upload data from Decision Support's Electronic Data Warehouse (EDW) into SQLServer databases at the Graduate College.

To support the NRC survey project, we added temporary IT staff to handle the additional workload. A visiting academic professional was hired to off-load web updates from regular IT staff and to support web-based application development for NRC. A 50% graduate student, who was originally hired for the PhD Completion project, began working full-time on the NRC survey project in spring 2006 and was rehired for the 06-07 academic year. A second 35% graduate assistant was hired for the fall 2006 semester to develop a web-based application for collaborating with programs on the final program questionnaire responses. Even with added staffing, the project proved to be taxing to the available IT resources and caused virtually all other non-critical IT activities and projects to come to a standstill. However, the additional staffing allowed us to implement extensive additions to our website and develop web-based applications for NRC from which we shared sensitive student data and collaborated closely with programs on deliverables.

As NRC winds down, we hope to continue our new and necessary initiative to audit and document IT processes. We will be refocusing resources on the PhD Completion project to submit updated completion and attrition data and address our initiative to develop a graduate data warehouse (GDW) and web-based program profile tool.

With a new strategic plan that emphasizes measurable progress towards increasing completion and decreasing time-to-degree, a recommitment to building program profiles and continue the PhD Completion project, and an interest in assisting programs in collecting data for training grants, there is a growing expectation for institutional research capabilities within the Graduate College. Peer institutions have three, four, and up to seven full-time staff committed to institutional research activities. With the onset of these new data-intensive strategic initiatives, we will need to identify new resources in order to increase FTE and infrastructure in our IT office in order to build repeatable processes, document them, and create reusable underlying datasets.

Programs for Underrepresented Students

This year progress toward achieving collegiate goals in the area of diversifying the graduate student body was affected by three events. The Graduate College successfully completed its search to replace Cecilio Barerra, whose departure as Associate Dean in the college in summer 2005 left a void in the college's capacity to work with departments on increasing the presence of underrepresented graduate students. William Welburn joined the staff as an Associate Dean in mid-August. The Graduate College and the UIUC served as host to the annual CIC SROP Conference, attracting some 500 students enrolled in summer undergraduate research programs on CIC member campuses during summer 2006. Sponsorship of the conference rotates among member institutions on a decennial schedule. Finally, the Graduate College began a review of its Educational Equity Programs Office, individual programs, and operations, to determine whether or not both college and office were making the best use of funding available to address its goals on diversity. By October, the College assembled a



committee of faculty distinguished by their involvement in campus-level and department-level diversity work to voice faculty perspectives and concerns on collegiate diversity initiatives relating to the EEP Office and its programs, and to provide a set of recommendations that would inform future decision making. The committee's recommendations are expected by February 2007.

Diversifying Higher Education Faculty in Illinois Program (DFI): The Graduate College continues to be an active participant in the Diversifying Higher Education Faculty in Illinois Program (DFI), which was established by the State of Illinois on August 4, 2004. Students who are Illinois residents with an interest in working for an Illinois institution of higher education are encouraged to apply through their respective institutions for a multiyear fellowship of approximately \$12.5 to \$14 thousand per year. Presently 34 students are funded for graduate study at the UIUC. The program at UIUC is administered jointly by the EEP Office and the Fellowship Office, both of the Graduate College with administrative oversight by Associate Dean Welburn, the university's institutional representative. Over the past year, EEP has organized proposal writing workshops for prospective fellows and professional development activities. The Fellowship Office has continued to assume administrative responsibilities for appointments and renewals. Associate Dean Welburn and the staff in the Educational Equity Programs Office market the program, advise students, receive applications and select our campus nominees for forwarding to the DFI Board. Associate Chancellor William Berry serves as the University's member on the DFI Board.

Campus Visits: In 2006, the Graduate College shifted its efforts to support campus visits from a program centered in the College to one that provides funding directly to departments upon their request. This new approach attempted to increase the responsibility of departments to arrange visits, typically during times when cohort groups of prospective students were invited for departmental visits. Twenty-four departments requested funding to host visits by 58 prospective students, of which 30 accepted offers (52%) at a total cost of \$23,325. The College expects to continue this approach for the spring 2007 semester.

Great Lakes Alliance for SBES (Social, Behavioral and Economic Sciences): In 2005, The Graduate College joined an inter-institutional proposal led by Northwestern University to form an alliance to increase the presence of underrepresented students in graduate programs in social and behavioral sciences doctoral programs. The Great Lakes Alliance for SBES was organized to promote collaboration in recruiting and retaining underrepresented students in social science disciplines at Northwestern, UIUC, the University of Chicago, Ohio State University, Pennsylvania State University, University of Wisconsin, and Temple University. Participating departments from the UIUC are: Anthropology, Political Science, Psychology, and Sociology. The AGEP - SBES at the UIUC, as written in the Graduate College's proposal, promises to address recruitment and retention from several angles: fellowship support for current graduate students, including funding for research support and conference travel, retention and recruitment, and to underwrite eight additional Summer Pre-Doctoral Institute fellows each year: NSF funding was used to support all categories of activities, including summer fellowships (\$40,416), the Summer Pre-Doctoral Institute (SPI) (\$3,000), recruitment and retention (\$2,695) and conference travel (\$4,031). It is hoped that such funding will provide creative, department-initiated approaches that may serve as prototypes not only in other social sciences programs but also in other graduate programs at UIUC. We have contacted the alliance leader, Northwestern University, with an inquiry about applying for a renewal of the grant.

The Graduate College and the UIUC served as host to the annual CIC SROP Conference, attracting some 500 students enrolled in summer undergraduate research programs on CIC member campuses during summer 2006.



Innovative Efforts in Graduate Education

Our rich heritage as a Land Grant university demands constant re-invention to make it germane to the needs of the state and nation. As such, *our campus Strategic Plan calls for the development of Professional Science Masters (PSM) programs in areas of pressing needs*. It recognizes the PSM program as the most effective way to develop 'programs that respond to changing workforce needs and evolving student interests by preparing students for entry-level careers in business, government, and non-profit employment sectors'.

We envision a university-wide PSM program featuring degrees from multiple disciplines that produce professionally relevant experts that impact the economic development of the state of Illinois and the nation. Further, we strive to provide leadership within large public research institutions by creating a successful model for the broad implementation of a centrally administered PSM program that is embraced as a fundamental approach to graduate education that augments the traditional portfolio of degrees offered.

Our work-to-date on this initiative has included surveying the perceived need and commitment to the PSM philosophy and for the development of such programs at Illinois. Initial efforts targeted the highest levels of institutional leaders and resulted in a specific call outlined above for the development of PSM programs in areas of pressing needs within our campus' strategic plan.

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This success was followed by multiple, in-depth conversations between Dean Wheeler, Associate Dean Tappenden and various administrators and faculty members within specific disciplines across the campus to assess perceived value, interest and feasibility. These conversations were supported by a two-day PSM feasibility review of our campus with Carol Lynch and Sheila Tobias, consultants from the Council of Graduate Schools, in October 2006. Twelve units across campus have been identified as having a keen interest to engage in specific efforts to develop PSM programs and existing collaborative relationships with potential industry partners.

Our PSM feasibility review with Carol Lynch and Sheila Tobias was also instrumental in establishing a working model for the central offering of the 'plus courses' that will provide the portion of the curriculum focusing on business fundamentals. We have a working agreement with Joel Cutcher-Gershenfeld, Dean of the Institute of Labor & Industrial Relations (<http://www.ilir.uiuc.edu/index.htm>) to develop this 'plus' portion of the program. The cluster of 'plus' offerings will be designed as modules that will allow for all students, regardless of discipline, to interact with other students across disciplines, tailor the 'plus' curriculum as relevant to their specific discipline, and provide a relevant, flexible structure that will make it easier for new PSM programs to be added in the future. Finally, Michael Andrechak, Associate Provost for Budgetary Planning and Oversight, has discussed potential financial models with for the PSM program, and we will now work to develop a detailed business plan that structures these programs as tuition based, revenue generating programs that further incentivize units participating in PSM education.

Based on the information outlined above, we have committed to develop a campus-wide PSM program and will now activity work to implement this multidiscipline program. Key attributes of our approach that will ensure success include: obtaining the necessary financial support; engagement of Internal Working and External Advisory Task Forces; development of a viable business plan, featuring a tuition recovery financial model, and; approval of programs and specific curriculum by the necessary campus levels and the Illinois Board of Higher Education. A proposal for a planning grant from the Alfred P. Sloan Foundation to allow focused exploration and development of a campus wide PSM program, initially featuring degrees from 6-12



The Graduate College has also forged a plan to explore interdisciplinary graduate education within doctoral program at Illinois during the 2007 calendar year.

different disciplines, was submitted in January 2007 and is currently pending. Within this proposal, funds are requested to: 1) enable site visits to institutions similar to Illinois and glean prudent approaches from their experience with PSM programs; 2) provide meeting support for Internal Working and External Advisory Task Forces within the various disciplines being considered for programs; 3) cover the costs of forging connections with various industries whose support of these programs will be essential; and 4) support the hiring of an Administrative Assistant to coordinate the planning process.

In addition to these important steps relating to PSM programs, we have also *forged a plan to explore interdisciplinary graduate education within doctoral program at Illinois* during the 2007 calendar year. We are excited by these innovations and are committed to integrate these new and relevant forms of graduate education and engagement at Illinois.

Collaborative Initiatives

Staff from the Graduate College has worked this year on a number of important campus-wide issues, including:

Legacy Scholarship: With the initiation of this new fee, the Graduate College under the guidance of Dean Richard Wheeler and Assistant Dean Deborah Richie worked with the Office of Student Financial Aid to establish a process for awarding the scholarships to graduate students. In addition to identifying awardees for 2006-2007, the Graduate College and Financial Aid are working together to develop a process for this program beginning 2007-2008.

Banner Front-End for Human Resources: The Fellowship Office is participating in a number of committees established by the Office of Academic Human Resources to plan for the implementation of the new front-end system for Banner. The Fellowship Office serves as a central HR office, entering all campus fellowships into the system and making necessary modifications to those appointments.

Dental and Vision Benefits: The Graduate College continues to meet with colleagues across campus, including DMI, Risk Management, OAR, and Student Financial Aid to coordinate the administration of dental and vision benefits to graduate students and to explore ways to centralize and streamline the process. This year the Student Insurance Office stepped away from participation in vision and dental insurance, leaving the Graduate College as the primary source of information for students with questions regarding enrollment and policy coverage.

GEO Negotiations: Dean Wheeler has served on an administrative oversight committee for the negotiating team led by Steven Veazie. Assistant Dean Richie has served as a member of the campus bargaining team that began negotiation with GEO to reach agreement on a subsequent contract. The negotiations began in June and reached impasse in December 2006. The bargaining team worked with GEO representatives and eventually a federal mediator to come to agreement. Ratification is pending a vote of the Union members.

Summer Benefits for Assistants: The University contract with the Graduate Employees Organization (GEO) calls for students with summer assistantships to receive waiver benefits, but the University does not require the students to be enrolled for class. The Graduate College worked with colleagues across campus to implement a system for getting summer assistants their benefits for summer 2006. The group identified a number of problems that occurred during the summer 2006 and continue to work to establish a long-range system that is more efficient.



Memoranda of Agreement: The Graduate College continues to sign Memoranda of Agreement between the UIUC and universities in other countries where opportunities for graduate exchange are involved. In 2006, the College tracked 49 active agreements, of which 14 were introduced or renewed over the course of the year. New programs were introduced with universities in Beijing (China), Seoul (Korea), Jena (Germany), Gottingen (Germany), Hong Kong (China), Turin (Italy), Paris (France), Nanjing (China), Wageningen (Netherlands), and Hangzhou (China).

Study Abroad Office (SAO) Policy: The Graduate College is working with the SAO staff to establish the process for administering our programs which support students who travel abroad to conduct research, study, or attend professional conferences and meetings. While we have been working to modify our program guidelines relative to any graduate student travel abroad, we have concerns about the impact on graduate student's ability to build the new administrative costs into their travel budgets. We have requested further clarification from the Study Abroad Office regarding precise charges for services that will directly impact graduate students who utilize the Graduate College's conference travel and dissertation travel programs. As a college, we have agreed to build in the cost of the administrative fees into our programs, but it will likely mean that we are able to award fewer students in support of their research efforts.

English Proficiency Standards (TOEFLiBT): Associate Dean Welburn and Director Koonce Evans were involved in the implementation of the new TOEFL iBT, which required us to work with a number of faculty and units to determine new campus minimum TOEFL scores for admission and financial aid decisions. GPASU was instrumental in the campus' adoption of the *IELTS* (International English Language Testing System) as an alternative for TOEFL as an indicator of English language proficiency for admissions and financial aid decisions.

Administrative Advisory Group: Major projects undertaken by the Administrative Advisory Group, an internal advisory group of the Graduate College consisting of graduate contacts, included working with the SAGGS (Study Abroad, Graduation, and Graduate Support) Unit at OAR on major modifications to the degree certification process within the departments, working on further revisions to the petition process, and promoting awareness of the suicide prevention program among graduate students and graduate units.

Annual Events

The Career Services Office partnered with University Housing in the planning of its annual *Information Fair* for Incoming Students in September 2006. This year the event was expanded to include graduate student families as well, and we doubled the number of participating units—from 30 to 60. The Information Fair was a fun, energetic event that oriented students to the many resources in the campus and in the community that can support them here at Illinois—returning students also found the re-orientation helpful! More than 400 graduate students and their families attended.

The Graduate College's key event, highlighting the significance of graduate education to the campus and beyond, is its annual *symposium*. Last February, the Graduate College sponsored its fourth annual Symposium on Graduate Education, entitled Exploring Ways to Improve the Graduate Student Experience. Approximately 200 graduate students, and about 60 faculty participated—we were pleased to have excellent faculty participation this year! Chris Golde, a Senior Scholar at the Carnegie Foundation for the Advancement of Teaching, and Research Director for the Carnegie Initiative on the Doctorate served as an engaging keynote speaker. This year's symposium focused on doctoral degree completion and concerns about extended time-to-degree. It was an exciting event, because Golde used some of Illinois's data from

Staff from the Graduate College has worked this year on a number of important campus-wide issues including memoranda of understanding with universities in other countries, which will increase our international reach.

The Graduate College's Annual Symposium "The significance of graduate education to the campus and beyond" attracted 200 graduate students and 60 faculty members.



the PhD Completion Project, making her presentation much more relevant to our audience.

The Graduate College Career Services Office has worked to support underrepresented groups and niche audiences, through *brown bag lunch discussions and workshop presentations*. One of our monthly Brown Bag lunch discussions this fall focused on the topic of "Babies Do Matter." This format offers opportunities to engage other audiences as well. GCCSO staff occasionally present workshops for departments or groups on campus, and we presented a CV Workshop for the African American Students of Color graduate student organization in the fall. The Graduate Student Liaisons Committee, a group coordinated by GCCSO that serves an advisory role to Dean Wheeler, has also been the site for *dialogue about racial relations on campus*, as the group was asked to respond to recent racially-charged events on campus.

The Graduate College hosts an *annual meeting of Graduate Contacts and Directors of Graduate Studies* to inform the audience of new policies and procedures to implement and update them on College initiatives. In addition, this year each new Director of Graduate Studies was invited to an orientation outlining the duties and responsibilities of the DGS. In spring 2006 another workshop for Directors was offered, focused on annual review of graduate students.

The Career Services Office coordinates over 40 *workshops for graduate students* each year, and most are facilitated by Career Services Office staff. Workshop topics include the academic job search, CVs and resumes, interviewing, dissertation writing, and job offer negotiation.

To support the participation of Illinois students in major external fellowships, the Fellowship Office offers *workshops to students*, including the Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) program funded by the Department of Education and the National Science Foundation Graduate Research Fellowship. Assistant Dean Richie also works individually with students in the preparation of their applications.

Staff from the Graduate Admissions and Support Unit created and presented various workshops covering topics relevant to graduate departmental contacts. The *"Mini-workshop" series*, covering eleven topics in one-hour formats, has been reinstated with much support from graduate departmental contacts.

Staff from the Graduate College often participates in *student orientation programs* from required first-semester courses to orientations for specific student groups. The Graduate College has a long history of collaboration with student affairs units on campus. We continue to maintain and improve existing relationships and to build new relationships across campus. A focus this year is on improving communication and shared processes with study abroad. Formal and informal collaborations across campus include committee work, liaison designation, personal relationships, and training with units to help their staff better understand graduate student issues.

The Thesis Office offered four *thesis-formatting workshops* for students preparing to deposit, and the annual thesis-formatting workshop for departmental reviews. The thesis handbook underwent its usual annual review in 2006.

National Exposure

The Graduate College has received national exposure on several fronts this year. Dean Richard Wheeler's position as chair of the board for the Council of Graduate Schools has placed the Graduate College in high level of discussions of graduate policy and the future of graduate education, and he has been interviewed and quoted by national media. Dean Wheeler also serves as a committee member for the Assessment of Research-Doctorate Programs. Assistant Dean Rebecca Bryant has published articles on

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academic career issues in the *Chronicle of Higher Education*, and presented workshops for graduate students at other universities. EEP also serves as a conduit between graduate programs at the UIUC and consortium and national programs designed to exchange names of prospective students. In 2006, EEP director Ave Alvarado was elected chair of the National Name Exchange, a consortium of research universities organized to increase underrepresented student enrollment through name exchange. Assistant Dean Deborah has been asked to be a reviewer of grant proposals for the American Association of University Women Career Development Grant.

National Research Council's (NRC) Assessment of Research Doctorate Programs

Table 1. NRC tasks and deliverables

Deliverable Date	Item/Task	Comments
July 2006	Program List	Identified all doctoral programs that met the inclusion criteria and mapped them to NRC's taxonomy
	Prelim/Final Committee Cleanup	Cleaned up data in doctoral committee database to definitively tie faculty and students to specific prelim and final committees.
November 2006	Faculty List	Provided list of core, new and associated faculty and their areas of specialization mapped to the NRC taxonomy of fields, counts of doctoral committee service by program and contact information
	Student List	Pilot student survey: worked with five programs to build a list of doctoral students who reached candidacy.
	Student Cohorts for Completion	Program questionnaire: worked with programs to identify incoming doctoral students for each academic year to be used for the degree completion matrices. This task was complicated by a lack of institutional records that differentiated terminal master's students from incoming doctoral students, limited institutional tracking of candidacy, and issues associated with the conversion of legacy academic history to Banner. Finally, we worked with programs to identify postdoctoral scholars for each program.
	Postdoctoral Scholars	Program questionnaire, Part F: worked with programs to identify postdoctoral scholars.
Dec 06-Jan 07	Faculty Data	Faculty questionnaire: provided information to NRC/MPR to pre-populated responses.
February 2007	Program Questionnaires	Submit program questionnaire data to NRC/MPR.

Our progress on the NRC survey project can be tracked by the progression of tasks and deliverables shown in Table 1. Our original plan was to focus the majority of our time and resources in fall 2006 on the data-intensive parts of the program questionnaire. While we had hoped to build reusable data, tools, and methodologies for NRC, the chaotic, ever-changing specifications for the project forced us to direct resources at



meeting the short-term needs of NRC deliverables rather than build datasets and tools targeted at both our short and long-term needs. Even with the delays from NRC, we were able to extract the program specific data for the survey and collaborate quite closely with the programs. But if we hope to make NRC survey information available to programs in the future or use this as a baseline for continued doctoral program assessment, we will need to take time after delivery to clean the underlying databases and web-based interfaces and document our processes.

PhD Completion Grant from the Council of Graduate Schools

Staff Changes: With the departure of Associate Dean Carney and Assistant Director Marks, Mary Beth Wade, Assistant Director of Career Services, has assumed a coordinator role for the activities of the PhD Completion Project.

Mentoring Workshop: As a part of the PhD Completion Project, the working group led by Rebecca Bryant initiated and provided leadership and planning for a professional development workshop for faculty on the topic of graduate student mentoring: "Setting Expectations, Resolving Conflicts, & Identifying Your Own Advising Style." The first event was piloted in January 2006, when more than 130 faculty showed up for the half-day event. Evaluations have been overwhelmingly positive, and the Graduate College plans to make this an annual event. In addition to the workshop, online mentoring resources for faculty were developed and made available at www.grad.uiuc.edu/general/mentor_adviser.htm.

As part of the PhD Completion Grant from the Council of Graduate Schools, the Graduate College with the Writers' Workshop is developing an 8-week intensive Dissertation Writing Institute for Doctoral Students aimed at addressing dissertation-writing obstacles.

Dissertation Writing Workshop: The Graduate College has been planning a new pilot program for that project: a Dissertation Writing Institute for doctoral students who are making poor progress toward dissertation completion. Faculty will be invited to nominate students who would benefit from an 8-week writing-intensive program during the summer 2007, aimed at addressing dissertation-writing obstacles (program dates: June 8 - August 4, 2007). Students must be in one of four select departments participating in the CGS PhD Completion Project (Educational Psychology, English, History, and Political Science). This fellowship is for students who have successfully completed preliminary examinations, have achieved candidacy in their program and have an approved dissertation proposal. The dissertation must be primarily qualitative in design, though dissertations with some quantitative work will be considered. These should be promising students who have been successful at each previous stage of degree progress, but are now stalled at the writing stage of the dissertation. Students may ask faculty to nominate them or faculty may independently nominate deserving students and ask students to create application materials. Faculty members are especially encouraged to nominate women and minorities. The Graduate College will award up to eight fellowships, each carrying a stipend of \$ 3,000 for one 8-week summer. In addition to the stipend, all typical waivers and fees for this fellowship term will be provided. Fellows must be present each weekday at the Writers' Workshop between the hours of 9:00 am and 3:30 pm on the Urbana campus during the tenure of their fellowship. They will be supported by a Writing Director and Graduate Assistant, as well as programming relevant to their efforts. In addition, fellows must attend a one-day Dissertation Writing Workshop given by Dr. Greg Lambeth.

Graduate Contacts Manual: This fall the Administrative Advisory Group published an online manual for graduate contacts and directors of graduate study as part of the PhD completion project. It is full of useful information pertinent to most aspects of graduate processes on this campus.



Career Services Office

Now in its third full year of operation, the Graduate College Career Services Office (GCCSO) is well received among students and faculty on campus. In just a few years, the GCCSO has distinguished itself among its peer institutions for providing comprehensive and quality career services resources to graduate students, and the office has received national attention.

Staff Changes: Assistant Director Mary Beth Wade joined the college in March 2006. Much of Director Bryant's time since July has been spent working as a communications officer for the NRC Project. The office has had the additional support of a graduate assistant this year in an effort to assist the office in their daily activities.

Structure: The GCCSO continues to deliver its services in three primary formats: an information rich website; numerous workshops each semester; and individualized advising. This "pyramid" of services enables the office to efficiently use its limited resources. Thousands of students may quickly and anonymously derive benefit from the Web site, regardless of where they are. Fewer students—hundreds—may choose to participate in a richer experience by attending a workshop. Staff and time for career advising services is finite—and available to a few hundred students each year.

- **Website.** This summer, the office began the process of reviewing and updating its entire website, www.grad.uiuc.edu/careerservices, an undertaking that will take most of this academic year. The web site features materials prepared by GCCSO staff that are tailored specifically to a graduate student audience. It includes a wealth of information on everything from the job search to job offer negotiation, and it supports students who are looking for both faculty and non-faculty jobs. By spring we hope to also have a new resources section, with specialized resources for various audiences and communities, including international students, underrepresented groups, and the LGBT community.
- **Workshops.** The GCCSO coordinates over 40 workshops for graduate students each year, and most are facilitated by GCCSO staff. Workshop topics include the academic job search, CVs and resumes, interviewing, dissertation writing, and job offer negotiation. Attendance at these events has been steady, and about 1900 graduate students attended Graduate College workshops during 2006 calendar year. Students also attended many non-workshop events last year (symposium, information fair, etc.), and, in total, almost 2700 Illinois graduate students attended a Graduate College event in 2006.
- **Advising.** The Career Services Office has seen a substantial increase in individual advising appointments during the past year. During the 2005 calendar year, the two professional staff members had 375 advising appointments (office, email, or telephone), assisting graduate students with career decision-making, resumes and CVs, job search, and offer negotiation. That number increased markedly during the 2006 calendar year—up to 466 appointments—a 24% increase in advising appointments. As professors, departments, and friends refer more students, the office expects to continued growth in advising numbers.

New Initiatives: In July we piloted a four-week Career Exploration Seminar to provide graduate students with skills and knowledge about their options on the job market. The seminar discussed skills identification, career exploration, networking skills, resume development, the job search process, and interviewing skills. Eight students actively participated in the event, and the students overwhelming reported that the seminar helped them define their career goals.

In 2006, our two-member Career Service staff had 375 graduate student advising appointments and welcomed almost 2700 Illinois graduate students to Graduate College events they organize.



Educational Equity Programs (EEP)

Staff Changes: The Educational Equity Programs Office experienced important personnel changes with the addition of Victor Perez as Program Coordinator. In past years, graduate students were utilized to support the initiatives undertaken by the EEP Office. A conscious decision was made to redirect funding from this temporary position in exchange for a full-time academic professional who could assist in the administration of the programmatic initiatives of the office. Victor Perez, Program Coordinator, was hired through a competitive search and has been a splendid addition to the staff. The obvious advantages to this permanent position are evident and we hope to build capacity and campus presence through this very important appointment. In addition, D. Joyce Gladney-Oliver was hired as a secretary for the office. A .5 FTE graduate assistant also provided programmatic support for much of the year.

Recruiting: In 2006, the Graduate College participated in thirty-five different venues geared toward recruiting underrepresented students. The EEP Office coordinated recruiting trips to thirty institutions, including colleges and universities in the Midwest, California, and the Southwest, and to Minority Serving Institutions in the South, Southwest, Puerto Rico and the U.S. Virgin Islands. Additionally, staff attended national meetings sponsored by SACNAS, HACU, AISES, ABRCMS, and the McNair Scholars Program. Five hundred and eighty contacts were made during those visits, of which 285 were with students interested in enrolling in graduate and professional schools by fall 2006.

Fee Waiver Programs: EEP also manages application fee waiver programs in conjunction with the Graduate and Professional Admissions and Academic Support unit. The College continues to offer application fee waivers to McNair Scholars and students using CIC FreeApp and Project 1000 applications.

Programs: In 2006 the Graduate College's *Summer Research Opportunities Program* (SROP) provided 66 advanced undergraduate students with an experience in research with UIUC faculty from 30 different disciplines. The College was also host to 31 incoming doctoral students in its *Summer Pre-Doctoral Institute* (SPI), an eight-week orientation to graduate study on the UIUC campus. Since its beginning in 1999, 181 entering graduate students from 28 different graduate programs at UIUC have enrolled in SPI. SPI participants received their degrees from 97 different colleges and universities, including 28 Minority Serving Institutions. Forty students (22%) are UIUC SROP alumni.

Graduate Fellowships

Staff changes: The Fellowship Office welcomed two new staff members this past year. Wendy Gooch joined the office in January 2006 and Tina Purcell joined the office in a new position created in November 2006.

The Graduate College continues to fulfill its two-part mission of serving the campus's graduate students and graduate programs. The work of the Fellowship Office is a clear example of the collaborative work that is central to the mission of the Graduate College. The staff works with graduate programs, campus administrative offices and units within Student Affairs to provide financial support and address questions about finances and waivers for thousands of current and prospective graduate students each year.

The Graduate College uses its fellowship budget of \$3.7 million to provide fellowship and grant support to graduate students across campus. The number of nominations for the campus fellowship programs continues to increase each year, and the members of the Fellowship Board provide exemplary service in their review of the large numbers of

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nominations. For the 2006-2007 Academic Year, we have 40 Illinois Distinguished Fellows, 76 Graduate College Fellows, and 12 Dissertation Completion Fellows. In addition, Block Grant funds awarded to the 70 graduate programs have enabled the programs to award University Fellowships and Creative and Performing Arts Fellowships to 231 students so far this year.

Appointment Processing: The Fellowship Office also has responsibility for processing all fellowship and traineeship appointments into the campus system. The Office processes approximately 1,400 fellowship appointments and 300 tuition waivers each year. In addition to the campus fellowship programs, the Fellowship Office administers competitions and awards for a number of externally funded programs.

Externally Funded Fellowships: The Graduate College serves as institutional coordinator for a number of externally funded fellowship programs including, Jacob K. Javits Fellowship, Department of Energy Computational Science Graduate Fellowship, National Defense Science and Engineering Graduate Fellowships, and Dolores Zohrab Liebmann Fellowship. The NSF Graduate Research Fellowship is the largest externally funded program on our campus with 41 fellows in 2006-2007. The administration of the Fulbright U.S. Student Program was fully shifted to the International Scholarships Office in International Programs and Studies. Assistant Dean Richie served as a reviewer for the graduate applications. The Graduate College received 12 applications for the 2007-2008 Fulbright-Hays Doctoral Dissertation Research Abroad.

Vietnam Education Foundation Fellowships: The Graduate College administers the fellowship program for the 41 current fellows awarded the VEF Fellowship for study at Illinois. In conjunction with the Office of Sponsored Programs and Research Administration, the Graduate College is having discussions with VEF about the future funding for the 2004 group of fellows and the Memorandum of Understanding signed in fall 2004. The Graduate College serves as a primary point of information for the fellows and the graduate programs in which the fellows are enrolled.

Graduate and Professional Admissions and Academic Support Unit

Last year, GPASU concluded a 6-month review of international student admission requirements with respect to GPA and degree equivalents, and has recently implemented changes to minimum requirements in order to bring our minimums in line with our peer institutions and national standards.

Staff Changes: B. Elizabeth Kibler and Jennifer Carlson were promoted to Assistant Director positions in the office to recognize their leadership in the functional areas of admissions and records/registration. Three new graduate admissions specialists were hired to replace employees who retired or left the unit for other campus opportunities: Christie O'Donnell, Allison McKinney and Anna Klimentchenko. As part of a structured reorganization within the Graduate College, the Graduate and Professional Admissions and Academic Support Unit (GPASU) will assume responsibility for the maintenance and support of ApplyYourself. A new Assistant Director, Graduate Online Application, Communications/Training will replace the former visiting coordinator of graduate admissions.

Activities: Last October marked the first anniversary of the physical and administrative move of the Graduate and Professional Admissions and Support Unit (GPASU) into the Graduate College. The challenges of merging GPASU into the Graduate College, of designing and implementing a new graduate application system, and of making certain that important processes did not get lost in separating GPASU from its old home in OAR, all in a very short time frame, have been extensive and ongoing. The structure of the unit continues to evolve to best meet the needs of applicants, students, and the campus community, but the goal of aligning the policy and process dimensions of GPASU and the Graduate College have been met.

Working with other Graduate College staff and numerous committees, GPASU was involved in a number of significant efforts during the past year. GPASU worked with Graduate College information technology staff not only to *move the Graduate Student*



Petition database from Admissions and Records servers to Graduate College servers, but also to redesign and enhance the existing system. The long-range goal is to move toward an electronic petition and data collection system, with the possibility of integrating this future system with the university-wide document imaging system initiative, thereby reducing duplication of effort and moving toward a paperless system. We are preparing several proposals for discussion of policy revisions stemming from this work.

In addition, GPASU concluded a **6-month review of international student admission requirements** with respect to GPA and degree equivalents, and has recently implemented changes to minimum requirements in order to bring our minimums in line with our peer institutions and national standards.

GPASU collaborated with CITES to **provide newly admitted graduate students the ability to claim university-level access passwords via an electronic format**, available from the ApplyYourself electronic notice of admission. GPASU collaborative efforts also included working with the International Students and Scholar Services Office, which distributed and collected a new international student survey created by GPASU. Results of the survey will be distributed to graduate departments, in addition to a website assessment tool, also created by GPASU. GPASU also collaborated with other Graduate College departments, notably, the Fellowship Office, the Educational Equity Programs Office, and the IT division, to streamline processes and provide web content in a more understandable format.

GPASU also **reevaluated the international admissions process**, and made adjustments to help reduce time necessary to notify students of admission.

ApplyYourself: Since the last annual report, the Graduate College implemented the ApplyYourself system for graduate application and admissions processing. ApplyYourself provides a customizable on-line application system for applicants as well as web-based interfaces for departments to electronically track applicants, export applicant materials, refer applicants for admission, and communicate with applicants via targeted emails and mailings.

The new system was customized specifically for Graduate Admissions at the University of Illinois at Urbana-Champaign. An automated interface to Banner was designed and implemented by AITS, and is responsible for the daily movement of student application data from ApplyYourself to the official student record system. Admissions processes were moved from the Banner system and recreated and housed within the framework of the ApplyYourself system. **An online letter of acceptance** was also created within the ApplyYourself system, eliminating the time required for a mailed notice of admission letter to be received. We continue to work with the vendor to **develop a capability to load official test scores** from Banner and the test score archive into ApplyYourself. In addition, all of the application-related information on the Graduate College web pages was reconstructed to relate to the ApplyYourself application process, and the Banner application information was removed.

In the coming year, we will continue to work with departments to further customize the online application and introduce advanced functionality of the ApplyYourself system. We are also working with select departments and the Graduate College Educational Equity Programs Office to begin the **development of the prospective student/recruiting module** of the system. We are confident that the new administrative system has solved many of our Banner-related issues in terms of processing applications, but has also created additional opportunities to communicate much more effectively with our graduate applicants and prospective graduate students.

The College of Law, the College of Veterinary Medicine and the MBA Program all have graduate application processes that occur outside of Banner. In the past, transferring admissions information from these programs has been a manually intensive process. A

In the coming year, GPASU will be working with select departments and the Graduate College Educational Equity Programs Office to begin the development of the prospective student/recruiting module of the system as another mechanism that would help us increase the numbers of underrepresented students.



process was developed so that data is electronically transferred from the bolt-on systems to Banner, using ApplyYourself.

GPASU is responsible for the *reconciliation of suspended application and test score records in the interface from ApplyYourself to Banner*, and has also been charged with multiple-record resolution in Banner, a task previously handled by AITS.

GPASU collaborated with the McKinley Health Services administration to create an online interface from the ApplyYourself electronic notice of admission to the Health Immunization Form on the McKinley website.

Graduate Programs

Staff Changes: Kelly Tappenden, Associate Dean, joined the Graduate College in August 2006. Kelly works closely with the Program Subcommittee of the Graduate College Executive Committee and coordinates the review of program proposals, as well as the exciting new initiatives contained in our strategic plan: Professional Science Masters Programs and Interdisciplinary Programs.

All new or significantly modified *graduate programs and courses* come to the Graduate College for review and approval. Since last year's annual report, the Graduate College has approved twenty-five proposals. Six proposals were for revised programs, and two were for new graduate minors. We had anticipated, with the *establishment of Graduate Concentrations* and recognition of these on student transcripts that the committee would receive and approve many new proposals of this type, and in fact sixteen of the twenty-five proposals were new graduate concentrations.

Student Academic Affairs

Staff Changes: The addition of Mary Lowry (Assistant to the Dean) to the Graduate College staff has allowed us to begin many long contemplated projects. In her publications role, Mary has been working with Assistant Deans Few and Richie to *rewrite the graduate handbook*. She has also been able to *update and synchronize many policies and procedures* of importance to graduate students. Inconsistencies with Banner implementation have created the need to revise entries into the student code. Mary continues to work with the Office of the Provost and Student Affairs to *identify and rewrite the necessary codes applying to graduate students*. She is also working with the Office of the Provost to *develop a consistent format for submitting annual revisions to the Programs of Study*. A net-files system for tracking and maintaining program and course approvals is being developed for this purpose. This tracking system will be viewable by a number of campus administrative offices that have a need to track and process these approvals.

Student Academic/Conflict Resolution: The Graduate College continues to view the *advising and counseling of graduate students* as a crucial role, one that is critical to achieving long-term goals such as improved degree completion. While the Graduate College has long been a source of advice and counsel for our graduate department contacts and directors of graduate study, increasingly we are seen as the *campus experts on graduate student problems and as such are working with faculty, department heads, and deans to help them solve graduate student-related issues*. Assistant Dean Few interacts individually with graduate students about a range of concerns related to their graduate programs. In addition to phone and e-mail inquiries, she also sees thirty to fifty students per month on average in person. Roughly half of these are first time appointments. Most student concerns are about problems with a program or with an advisor, or related to petitions or other policy issues. The

In 2006, the one-person Thesis Office accepted a total of 1207 thesis deposits, which represents more than 2400 student visits to the office. In addition, the office appointed more than 1500 doctoral committees.



remainder is split evenly among the following four topics: academic progress; registration, transcript, or certification of degree issues; personal, medical, or disability type issues; and other issues (e.g. ethics and publication). In 2006 the Graduate College only handled one formal grievance and two formal disciplinary hearings, though we were consulted with regard to expedited case dispositions on several more cases.

Thesis Office: In 2006, the Thesis Office accepted a total of 1207 *thesis deposits*, which represents more than 2400 student visits to the office. In addition, the office appointed more than 1500 *doctoral committees* and prepared the associated forms and letters. The thesis deposit fee was raised by \$5 for December deposits to compensate for rising binding costs.

Section 2: Status of Strategic Goals

Five most critical goals	Status of goals	Metrics to assess progress toward goals
1. Lead Efforts to Attract, Enroll, and Graduate, in a Timely Manner, a Talented and Diverse Graduate Student Body	Several programs in process but achieving the goal is dependent on development options	Enrollment and Graduation Rate of Illinois Distinguished and Graduate College Fellows
2. Advance Graduate Programs that will Meet Current and Future National and Global Needs, in Partnership with Academic Units	Professional Science Masters development underway; several programs in process will build on NRC Assessment experience	Number of individual or Combined Interdisciplinary, International, Entrepreneurship, and Professional Science Master's (PSM) Degree Programs
3. Increase and Diversify Funding to Support Graduate Education	Several programs in process but achieving the goal is dependent on development options	Funding Available for Fellowships Awarded by the Graduate College from Private Foundation, Private Individuals, Federal and State Government Sources Stipend for Fellowships Awarded by the Graduate College to National Competitive Levels
4. Leverage our Rich Tradition of Excellence to Shape the Agenda on Graduate Education at Illinois and Beyond	Several programs in process but achieving the goal is dependent on development options	Funding for Institutional Research on Graduate Education Trends, Standards and Policies Number of Publications Developed by the Graduate College on Graduate Education Trends, Standards, and Policies Number of References to Reports Developed by the Graduate College on Graduate Education Trends, Standards, and Policies
5. Improve the Graduate Student Experience through Strategic Collaborations within our Campus and Communities	Several programs in process but achieving the goal is dependent on development options	Student Satisfaction with the Graduate Experience Activities related to Graduate Studies Approach, Career Opportunities, Life and Work Balance for Graduate Students Activities related to Local Opportunities for Graduate Student Spouses and Children in terms of Education and Social Life



Section 3: Commentary on Strategic Plan

The emphasis in our Strategic Plan on developing the Professional Science Master's programs, and on exploring interdisciplinary options for graduate education, reflects an effort to bring a greater capacity to address academic issues into the Graduate College. When we lost a very talented academic professional associate dean (one FTE) last summer to another college, the decision was made to appoint an associate dean from the faculty to oversee program development. The work of Associate Dean Kelly Tappenden, 0.5 FTE, has confirmed the wisdom of this decision. But it has also compelled us to reallocate many of the responsibilities of the previous full time associate dean.

Only partly developed in the Strategic Plan is another area of considerable significance for the Graduate College's ability to meet important needs. Most programming of student activities done through the Office of Student Affairs is aimed toward undergraduates. Most non-academic spaces are dominated by activities aimed at undergraduates. At many other universities, the Graduate College is able to play a larger role in the broader graduate student life. Often this is accomplished through a space set aside for graduate student use - student group meetings, informal gatherings, study space, Graduate College - student events such as the many workshops we provide for graduate students. This possibility is identified as an area to explore in our report for the development office. It is mentioned now to identify its strong affinity with our strategic goal of serving graduate students better.

The Fellowship budget, which is approaching crisis levels, must be augmented dramatically to meet our strategic goal of recruiting and retaining the very best students. The most plausible source for this augmented funding is through development efforts. It is very important to provide a real seat at the development table for the Graduate College.

Section 4: *Critical Issues not addressed in the Strategic Plan*

Two areas that require elaboration beyond what can be provided in the Graduate College's Strategic Plan are the structures necessary to support our goals in Development and in Information Management.

The Graduate College greatly appreciates the recent opportunity to submit our development goals. Without personnel professional dedicated to their pursuit, however, we will not succeed. We are pleased to hear there are efforts to provide Foundation and Campus support for units like the Graduate College, which support campus wide programs, but have not belonged to the traditional development practices at Illinois. With at least a 0.5 FTE professional appointed to serve the Graduate College, we can make available for development activities up to 50% of a current assistant dean, who would have a dual reporting line to the development officer, and who would need to be trained in development ways. The senior staff of the Graduate College is eager to participate in development efforts, because we see them as essential to our ability to enrich our support of graduate education. But we need professional support and guidance if we are to succeed in these efforts.

We are proud of the way our Information Management team stepped up its leadership role in the campus administration of the NRC Assessment of Research - Doctorate Programs. The progress this group made in cleaning up campus databases and developing procedures for collecting, organizing, analyzing, and distributing information vital to assessing our graduate programs, has been exceptional. We are



now well positioned to assume a greatly enhanced position as the central location for data analysis pertinent to graduate education. We believe graduate education at Illinois will benefit substantially from this increased data capability. Success in meeting this opportunity and its challenges, however, will require augmentation of the staff devoted to Information Management in the Graduate College. We were able to manage the NRC responsibilities in part because of special allocations from the Office of the Provost. To sustain that level of productive work with data, we will need extended help.

Section 5. *Salary Requirements*

Section 6. *Financial Planning Parameters*

Because of the nature of the Graduate College, we do not collect graduate student tuition, and we do not generate substantial research revenues or the ICR that accompanies research funding. Our annual funding depends chiefly on allocations from the Office of the Provost, the Office of the President, and Cost of Education revenues collected on certain external fellowships (to support our fellowship budget). With this funding model, we are particularly hard hit with assessments back to campus, such as the 3.0% cost assessment projected for FY08.

We believe we will be able to absorb the 3.0% new costs assessment in our FY08 budget because of the terminal contract recently issued a staff member in Grad Admissions, a cost-saving departure of our Graduate Admissions Coordinator, and the planned \$10 and \$15 increases for domestic and international applications effective in the fall 2008 application/admissions cycle. We continue to work with the Office of Admissions and Records to eliminate the duplication in application/admission/records/graduation processes.

Section 7. *Interdisciplinary Activities*

We have applied for a planning grant from the Sloan Foundation to help us introduce a Professional Science Master's program with initial implementation in 6 to 12 units. These programs are structurally interdisciplinary. They are made up of a strong disciplinary core, extensive options for study in areas that will prepare students for professional positions beyond the degree (e.g., management training, intellectual property, business practices, research ethics, etc.), and an internship.

We are also planning to establish a campus-wide Interdisciplinary Graduate Education Task Force to explore options for making the structures and processes that shape graduate education more responsive to the opportunities and demands of interdisciplinary research.

Section 8. *Requests for non-recurring funding*

Support for PSM & Interdisciplinary Doctorate Task Force: \$100,000.



Information Management support to build on gains of NRC Assessment in developing rigorous and useful data management tools for graduate programs and institutional research: \$100,000.

Implement a document management system within GPASU to capture current applicant information as well as three prior years of applicant information: \$50,000.

