

UNIVERSITY OF MINNESOTA

Graduate School Transition Communications Plan: Stakeholder Analysis

PEL Team Report

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A 2010-2011 President's Emerging Leaders Program Project Team

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This stakeholder analysis explored the types of changes, improvements and/or developments in communications that the college deans, associate deans, graduate education staff and faculty might like to see made by the Graduate School Transition Communications Team as progress is made in deciding policies, procedures and next steps with regard to the future of graduate education at the University of Minnesota.

EXECUTIVE SUMMARY

In pursuing the University's goal to further enhance the quality of graduate education and to ensure that the Graduate School is meeting its stakeholders' expectations, our President's Emerging Leaders (PEL) team completed a project sponsored by Dean Henning Schroeder, Vice Provost and Dean of Graduate Education. Dean Schroeder commissioned our PEL team to assist the Graduate School's Transition Communication Team (GSTCT) in identifying key internal stakeholders and to conduct a stakeholder analysis with the following three primary goals.

1. Determine the type of information needed from the Graduate School in order for stakeholders to do their jobs.
2. Determine stakeholders' preferred methods of communication for receiving information from the Graduate School.
3. Determine stakeholders' preferred methods of communicating feedback to the Graduate School.

Five hundred seventeen stakeholders were identified for this project by a stakeholders subcommittee composed of members of both the PEL team and the GSTCT. Seven major categories of stakeholders, all on the University of Minnesota-Twin Cities campus, were identified and are described below.

- **Deans** – Deans from all of the colleges with the exception of Extension. This represents sixteen total deans.
- **Associate Deans** –The fifteen associate deans of graduate education.
- **Director of Graduate Studies** –The one hundred seventy-nine Directors of Graduate Studies.
- **Director of Graduate Studies Assistants**- The one hundred twenty-seven Director of Graduate Studies Assistants.
- **College Staff** – The ninety-seven people who interact with graduate education as part of their positions within colleges, including career development directors and communications directors.
- **Non-college Staff** –The sixty-five people who interact with graduate education as part of their position within university support units. This group included representatives from Libraries, U Portal, Graduate Assistants Office, International Student and Scholar Services, Student Conflict Resolution, Student Health Benefits, Academic Support Resources, Center for Teaching and Learning, staff who set the fringe rate, and staff who handle nonresident tuition waivers.
- **Governance** –The eighteen people serving on the Graduate Education Council: fifteen faculty members and three Council of Graduate Students (COGS) representatives.

There were six research questions that shaped our project:

- 1a. What kind of information do Graduate School stakeholders believe they need to effectively do their job?
- 1b. Does the type of information needed vary with the role of the stakeholder?
- 2a. How do Graduate School stakeholders prefer to receive information from the Graduate School?

- 2b. Does the preferred method of receiving information vary with the role of the stakeholder?
- 3a. How do Graduate School stakeholders prefer to communicate information to the Graduate School?
- 3b. Does the preferred method of communicating information to the graduate school vary with the role of the stakeholder?

To answer these research questions, we employed individual face-to-face interviews of college deans and associate deans. We used qualitative analysis to identify themes from these interviews. The themes were then used to design anonymous online surveys for each of five remaining stakeholder groups. The data from the interviews and the surveys for each research question are included in this report.

We interviewed a total of 13 college deans and 11 associate deans. This represents a 77% response rate for these two categories of stakeholders. We sent out a total of 479 surveys and received 198 complete responses, representing a 41% response rate for directors of graduate studies, director of graduate studies assistants, college-staff, non-college staff and governance. The data we received are summarized below.

1a. What kind of information do Graduate School stakeholders believe they need to effectively do their job? We found that information on policies, procedures and operations were the most requested items. The most requested piece of information was clarification of the responsibilities of the Graduate School and the responsibilities of the colleges. Information on timelines for decisions was also requested by many of the survey respondents. In addition, some stakeholders were interested in information about budget and financial models, metrics, best practices, regular status reports, and the rationale for decisions.

1b. Does the type of information needed vary with the role of the stakeholder? Yes. Deans and associate deans were more likely to request information on policies, procedures and budget. All groups wanted to know the timelines for decisions, however the type of decision varied by group: deans were more likely to request timelines for policies and procedures, college staff and DGS assistants were more likely to request timelines for operational decisions. Deans requested information on metrics. Deans, associate deans, directors of graduate studies and non-college staff would like information about budget and financial models. Associate deans were more likely to request information on best practices. College staff and director of graduate studies assistants in particular wanted regular status reports on operational and policy decisions. Directors of graduate studies and non-college staff were more likely to ask for the rationale for decisions than the other stakeholder groups.

2a. How do Graduate School stakeholders prefer to receive information from the Graduate School? Email and face-to-face meetings were the most-requested forms of receiving information from the stakeholder groups. An updated website was also frequently mentioned. Bi-weekly and monthly were the most requested frequencies for receiving regular updates on the transition, however, many stakeholders also wanted to know immediately about any changes to policy and procedures. Other forms of communication mentioned by smaller groups of stakeholders included newsletter, phone, and general and job-function-specific Listserv lists.

2b. Does the preferred method of receiving information vary with the role of the stakeholder? Yes. A majority of the deans preferred face-to-face meetings for information to be

discussed, feedback to be gathered, and for decisions to be made. Face-to-face meetings were favored by some, but not the majority of the other stakeholder groups. A majority of deans did not want to be the sole recipient of information that needed to be disseminated to the college. Associate deans prefer that policy and financial information go to themselves and/or the dean and that operational or task related information go to the appropriate people, most often the director of graduate studies or their assistant. Some stakeholders, particularly directors of graduate studies, director of graduates studies assistants and college staff requested Listserv lists and face-to-face meetings based on job function.

3a. How do Graduate School stakeholders prefer to communicate information to the Graduate School? Stakeholder groups prefer to communicate back to the graduate school via email, feedback on a website, and in face-to-face meetings. Some stakeholders prefer to communicate by phone.

3b. Does the preferred method of communicating information to the graduate school vary with the role of the stakeholder? Yes. Email was by far, the most requested form of communicating back to the graduate school by all groups. Deans were much more likely to request communicating back to the graduate school in a face-to-face meeting than any other stakeholder group. Some deans wanted information to go through them back to the Graduate School while other deans preferred that it went through their associate deans. Directors of graduate studies and non-college staff were more likely to want to communicate with the graduate school in face-to-face meetings than college staff and director of graduate studies assistants.

Acknowledgments

The President's Emerging Leaders team would like to thank Vice Provost and Dean Henning Schroeder for the opportunity to work on this project for the Graduate School. Without his commitment to improving the Graduate School's communication and the graduate education experience at the University of Minnesota, this project would not have gotten off the ground. We appreciate his willingness to support the PEL program by extending our team the chance to learn and grow while impartially providing the Graduate School with necessary information for planning an effective and efficient communication plan.

We would also like to thank the members of the Graduate School Transition Communications Team and Graduate School staff for their many valued suggestions and willingness to provide essential feedback to our team during the project development and execution phases. The GSTCTs' expertise and insight was extremely helpful throughout the project.

The PEL team members would also like to thank Dave Dorman, PEL Coordinator, for cheerfully coaching our team and fostering a broader perspective of the University as an enterprise. His guidance and support has been appreciated through the different phases of this project.

Then there are the deans, associate deans and college representatives that were willing to meet with our team and provide their candid responses. They gave us valuable input and allowed us into their busy lives to ask questions and conduct interviews. These interviews had an impact on us and indirectly on this report. Without their support, the conclusions and information provided to the Graduate School would not be possible.

Finally yet importantly, we would like to thank the survey participants. We were delighted to see the response rates of the various stakeholder groups. It is our hope that the information provided in the pages ahead would help on the journey to deliver the best graduate education experience possible at the U of M.

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INTRODUCTION AND PURPOSE

In pursuing the University's goal to further enhance the quality of graduate education and to ensure that the Graduate School is meeting its stakeholders' expectations, Dean Henning Schroeder commissioned our PEL team to assist the Graduate School's Transition Communication Team (GSTCT). The project was to aid the GSTCT in identifying key internal stakeholders and to conduct a stakeholder analysis with the three following goals:

1. Determine the type of information needed from the Graduate School in order for stakeholders to do their jobs.
2. Determine stakeholders' preferred methods of communication for receiving information from the Graduate School.
3. Determine stakeholders' preferred methods of communicating feedback to the Graduate School.

The PEL team sought to provide the GSTCT with the information useful for understanding how it can best effectively communicate about changes in administrative processes to key stakeholders within the University. Our aim was to be an impartial third party wherein stakeholders felt they could share their opinions and suggested solutions. With the generous cooperation of the deans, associate deans, directors of graduate studies and various other stakeholder groups, we were able to collect a considerable amount of both qualitative and quantitative data to identify

This Graduate School Transition Communications Plan: Stakeholder Analysis is published to inform the GSTCT of the various stakeholders' views. It also provides a list of the emerging themes seen in the interviews and surveys completed.

SUMMARY OF PROJECT BENEFITS

This project will benefit the Graduate School Transition Communication Team and those associated with Graduate Education at the University of Minnesota by aiding in the improvement of communication during this time of transition. More specifically, the benefits of this project are as follows:

- Identification of Graduate School key stakeholders
- Identification of the types of information needed by the stakeholders in order to effectively perform the required graduate education tasks
- Identification of the preferred means of communication from the Graduate School to stakeholders
- Identification of the preferred means of communication from stakeholders to the Graduate School
- Minimization of challenges and feelings of uncertainty due to the Graduate School transition
- Continuation of excellent service to graduate students
- Continuation of high quality graduate education at the University
- Enhancement of the University's reputation in graduate education

BACKGROUND ON GRADUATE SCHOOL TRANSITION

February 2009 – Committee charged by Senior Vice President for Academic Affairs and Provost to discuss options for restructuring Graduate and Professional Education.

April 2009 – Committee on Graduate and Professional Education submits recommendations for “Oversight and Support for Graduate Education at the University of Minnesota.”

June 2009 – President Bruininks outlines decision for “administrative restructuring of specific functions in the Graduate School.”(Renewing Graduate Education at the U, Bruininks)

July 2009 – Vice President for Research, Tim Mulcahy appointed Interim Vice Provost and Dean of Graduate Education.

September 2009 – Provost Sullivan formed the Academic Issues and the Student Administrative Process work groups to advance the plans for transforming Graduate Education.

November 2009 - Dean Schroeder hired as Vice Provost and Dean of Graduate Education.

April 2010 – Final recommendations made by Academic Issues and Student Administrative Process work groups.

October 2010 – Graduate School Restructuring Communication plan finalized.

November 2010 – Graduate School Transition Communications Team and PEL develop stakeholder analysis project.

DEFINITION OF GROUPS INCLUDED IN SCOPE

We identified the following seven stakeholder groups. This was accomplished by a Stakeholder Subcommittee composed of members of both the PEL team and the GSTCT. For a complete list of all Graduate School individual stakeholders by category, see Appendix G: Individual Stakeholders.

Deans – The 16 deans from all of the colleges on the University of Minnesota - Twin Cities campus.

Associate Deans – The 15 associate deans of graduate education.

Director of Graduate Studies – The 179 Directors of Graduate Studies on the University of Minnesota - Twin Cities campus.

Director of Graduate Studies Assistants – The 127 director of graduate studies assistants on the University of Minnesota - Twin Cities campus.

College Staff –The 97 personnel who interact with graduate education as part of their positions within colleges or will be taking on some of the graduate education responsibilities. Also included in this list were career development directors and communications directors.

Non-college Staff –The 65 personnel who interact with Graduate Education as part of their position within University support units. This group included representatives from Libraries, U Portal, Graduate Assistants Office, International Student and Scholar Services, Student Conflict Resolution, Student Health Benefits, Academic Support Resources, Center for Teaching and Learning, staff who set the fringe rate, and staff who handle nonresident tuition waivers.

Governance (Graduate Education Council) – The council is composed of 18 faculty members from academic discipline areas or colleges affiliated with the Graduate School, at least one faculty member from an interdisciplinary program and designated as such, and several Council of Graduate Students (COGS) representatives.

RESEARCH QUESTIONS

- 1a. What kind of information do Graduate School stakeholders believe they need to effectively do their job?
- 1b. Does the type of information needed vary with the role of the stakeholder?
- 2a. How do Graduate School stakeholders prefer to receive information from the Graduate School?
- 2b. Does the preferred method of receiving information vary with the role of the stakeholder?
- 3a. How do Graduate School stakeholders prefer to communicate information to the Graduate School?
- 3b. Does the preferred method of communicating information to the graduate school vary with the role of the stakeholder?

BRIEF METHODOLOGY OVERVIEW

To answer the research questions above, we employed the following methodologies. For detailed research methodology, see Appendix C: Detailed Methodology.

- Individual face-to-face interviews of college deans with open-ended questions asking them to identify the types of information they need and their preferred methods for communicating with the Graduate School.
- Qualitative analysis to identify themes in information content and forms of communication from college dean interview aggregate data.
- Anonymous online surveys with forced choices of the themes identified in qualitative data analysis from college dean interviews and open-ended general queries about communication with the Graduate School with separate surveys for each of the remaining five stakeholder groups.
- Qualitative and quantitative analysis of data from survey feedback to look for trends and themes in information needed, and preferred communication methods, and correlations between that data and stakeholder group type.

LIMITATIONS OF DATA

The validity of this data is limited by a number of factors:

- All of the data provided, whether by interview or survey, were provided voluntarily. It is unknown whether those who declined to be interviewed would have provided substantially different responses than represented here. All data are limited by willingness to be open and honest with the interviewers or in the survey.
- The data were collected from February 1- March 25, 2011. The data reflects attitudes only between these times.
- Many individuals fit into two or more categories, their responses may be influenced by their additional role(s). The analysis methods forced each individual into a single role.

INTERVIEW SPECIFIC

- Two deans requested that their associate dean participate in their interview. It is not known if the associate dean or dean felt more constrained in their responses than if they had been interviewed alone.
- Two deans and four associate deans were not interviewed. It is not known how their responses would have influenced the data.

SURVEY DATA

- Although an overall response rate of 41% is a robust response rate, we cannot assume that it is representative of all stakeholders' views.
- Respondents were only allowed to answer the survey once. Those who had multiple roles were assigned to a group. In particular, there was considerable overlap between the directors of graduate studies and governance.
- The response rate for the governance group was 27%; however, this was only three respondents. These data may therefore not be representative of the governance group.

STATISTICS

- Only summary statistics are provided. No statistical analyses were done to determine confidence levels or validity.

ANALYSIS OF RESULTS

We interviewed a total of 13 college deans and 10 associate deans. This represents a 77% response rate for these two categories of stakeholders. The deans from the Colleges of Liberal Arts, Sciences and Engineering, and Dentistry were not interviewed. Only the associate deans from College of Biological Science, Veterinary Medicine, Nursing, and Carlson School of Management were not interviewed. For the colleges that do not have an associate dean for Graduate Education or for those where the associate dean declined the interview, we interviewed their members of the College Representatives for Graduate Education from the University of Minnesota - Twin Cities campus. The representatives for this group were named by their deans to begin the implementation process for graduate education restructuring. The colleges included in this group were Dentistry, Medicine, Nursing, and Carlson School of Management. We sent out a total of 479 surveys and received 198 complete responses, representing a 41% response rate for directors of graduate studies, director of graduate studies assistants, college-staff, non-college staff and governance. The data we received are summarized below.

RESEARCH QUESTION 1A - WHAT KIND OF INFORMATION DO GRADUATE SCHOOL STAKEHOLDERS BELIEVE THEY NEED TO EFFECTIVELY DO THEIR JOB?

DEANS

Thirteen college deans were interviewed. They were asked the following questions in order to determine the information needed from the Graduate School to do their job:

Is the Graduate School transition changing your role? If so, how is it changing?

What are the pieces of information that you need from the Graduate School to do your job?

From the items that you just listed, can you tell me which are the most important pieces of information?

Is there any other information that we need to bring to the Graduate School that I have not asked about, or you would like to share?

Responses were coded and analyzed by the PEL team and the following results were found:

KEY CATEGORIES OF INFORMATION NEEDED

In short, deans want to know what is going to be done, who is going to do it, and when it will be done. Without this information, deans articulated that it was difficult to prioritize graduate education work within their college, which makes it hard for them to do any long term planning. Details of the information needed are provided below.

Policies and Procedures- Over half of the deans stated that they need information about policies and procedures to do their job. They need to know what policies and responsibilities will reside with the University Graduate School and which will be at the collegiate level. Even within their colleges, they would like to know how Graduate School responsibilities should be distributed. Besides the distribution of work, they would like to know the priority of policy and procedure decisions. Additionally, they would like to know which policies would apply universally to all programs.

Budget- About half of the deans stated that they need to know information about the budget in order to start planning. The budget decisions will affect their recruitment, their ability to take on the Graduate School responsibilities that are now being done at the college level, and how the interdisciplinary programs should be funded. They specifically want to know what will happen with the cost pools, block grants, and fellowships. They would also like better transparency on how block grants and fellowships will be distributed. They want to know how each college is expected to pay for the services the Graduate School will no longer provide.

Timeline- About half of the deans also stated that they need a better timeline for when decisions and changes will be made. This timeline needs to allow the colleges as much advance notice as possible to make course adjustments and plans for budget and staffing. Without a set timeline, it appears to deans that the transition is not moving forward. Some deans also requested that the timeline should also be set for longer than a year, since graduate students are around for 3-6 years.

Metrics- A few deans would like the Graduate School to be a source of information on broad trends in graduate education and how their programs measure against other programs, both within and outside the University. These metrics about outcomes and quality should be uniform to help them be strategic about enrollment. They would also like the Graduate School to provide demographic information about their students.

ADDITIONAL FINDINGS

In the discussion of policies and procedures, a couple of deans also felt the Graduate School should continue to take on centralized processes like registration, applications, and helping with international students.

ASSOCIATE DEANS

Eleven associate deans were interviewed. The interview questions and analysis methods were identical to those described for the deans' interviews.

KEY CATEGORIES OF INFORMATION NEEDED

Like deans, associate deans requested information about policies and procedures and budgets. In addition, some associate deans requested information on best practices and training to help them transition into their new roles supporting graduate education.

Policies and Procedures - Most associate deans requested information clarifying which policies, procedures, and responsibilities will stay within the graduate school and which will move to the colleges and how will the Graduate School be implementing those changes. Associate deans also wanted to know what and when decisions are being made on new policies.

Budget - A few associate deans wanted to know information about budget decisions in order to make decisions on recruitment. Associate deans were also concerned with how their colleges would pay for the new graduate school responsibilities. Like the deans, they want to know what will happen with the cost pools, block grants, and fellowships.

Best Practices and Training - Some associate deans specifically requested training and best practices so colleges can establish efficient programs that were once housed in the Graduate School

Other pieces of information requested by individual associate deans that did not fall into these three categories include: need for clarification of roles, defined contact information, who else is getting the information sent out by the graduate school, how to enter courses into PCAS and how to differentiate between proposals and final decisions during the transition.

ADDITIONAL FINDINGS

Several associate deans shared concerns that data that are sent directly to the deans to be disseminated out to the colleges has not been fully circulated.

Multiple associate deans felt that the director of graduate studies, associate directors and other such positions should be consulted when decisions involve detailed practical matters.

DIRECTORS OF GRADUATE STUDIES

Information from directors of graduate studies was obtained via anonymous survey. There was a 37% survey response rate by directors of graduate studies (67 responses, 179 survey subjects). The following survey questions were used to determine the information needed from the Graduate School.

What are the THREE most important items you need to know from the Graduate School to do your job?

- Budget and financial model
- Operational decisions
- Policy decisions
- Rationale for decisions
- Regular transition status report
- Time-line on decisions
- Other

In general, how confident are you that you have the information necessary to fulfill your role with graduate education (1-5 scale)?

When considering the content of the information you are currently receiving from the Graduate School in general, is the level of detail you receive:

- Too much detail
- An appropriate amount of detail
- Not enough detail

What are your suggestions for improving communications with the Graduate School?

The following results were found:

KEY CATEGORIES OF INFORMATION NEEDED

Directors of graduate studies are clearly most concerned that they are provided policy decision information. The top responses to the survey question "What are the THREE most important items you need to know from the Graduate School to do your job?" are as follows:

- Policy Decisions - 87%
- Operational Decisions - 53%

- Budget and Financial model - 44%
- Rationale for decisions - 38%
- Time-line on decisions - 27%

ADDITIONAL FINDINGS

Confident or Very Confident “that you have the information necessary to fulfill your role with graduate education” 33%

Right level of detail 69%

Representative comments:

“What are the designated functions of the Graduate School following all the transition? With things being sent to the Colleges, I am not sure what is left for the Graduate School. I would like a summary of what has been moved out of the Graduate School and what has been retained.”

“Clarify who will be handling what matters during and after the transition now underway.”

“Be sure to keep our graduate student services staff apprised of all important decisions and time lines for decisions that still need to be made.”

DIRECTOR OF GRADUATE STUDIES ASSISTANTS

There was a survey response rate of 54% by director of graduate studies assistants (69 responses, 127 survey subjects). The survey questions and analysis methods were identical to those described for directors of graduate studies.

The following results were found:

KEY CATEGORIES OF INFORMATION NEEDED

The information needed by director of graduate studies assistants are similar to those of the directors of graduate studies with policy and operation decision information needed by a significant majority of assistants. The survey results are as follows:

- Policy Decisions - 80%
- Operational Decisions - 73%
- Regular transition status report - 45%

ADDITIONAL FINDINGS

Confident or Very Confident “that you have the information necessary to fulfill your role with graduate education” 47%

Right level of detail 57%

Representative comments:

“Communications are too vague, too sporadic and too 'sugar coated'. I would just like to know the straight forward bottom line of how these decisions will directly affect the programs I am responsible for supporting, when these changes go into effect, and who can help when we run into questions/problems.”

"I would really like a procedures chart or check-list for processing graduate paperwork to ensure that I am processing everything accurately and with the right people."

"Personally, and in an ideal world, I need communications that specifically tell me how something is going to affect my job and what I need to do to make sure everything that needs to happen is happening."

COLLEGE STAFF

There was a survey response rate of 38% by college staff. The survey questions and analysis methods were identical to those described for directors of graduate studies (36 responses, 96 survey subjects).

The following results were found:

KEY CATEGORIES OF INFORMATION NEEDED

College staff are primarily concerned with operational information. Survey results are as follows:

- Operational decisions - 75%
- Policy decisions - 58%
- Regular transition status reports - 53%

ADDITIONAL FINDINGS

Confident or Very Confident "that you have the information necessary to fulfill your role with graduate education" 31%

Appropriate level of detail 53%

Representative comments include the following:

"(need to) Know exactly what the role of the Graduate School is, and how that might change. There is too much uncertainty."

"Difficult to determine where the Grad School stands and how we will interact with the new 'Grad School.'"

"What processes will we take on and what systems will we need to maintain them. Need to know status/timeline of decisions and clearly state what will be each party's responsibilities."

There is concern that "the people on the (policy) committee are not the ones who are going to implement the policies."

"What's changed and not just what a new policy is. The hardest part of processing this information is knowing what's new, and or has to change."

NON-COLLEGE STAFF

There was a survey response rate of 41% by non-college staff. The survey questions and analysis methods were identical to those described for directors of graduate studies (26 responses, 64 survey subjects).

The following results were found:

KEY CATEGORIES OF INFORMATION NEEDED

- Policy Decisions - 69%
- Rationale for decisions - 54%
- Operational decisions - 42%

ADDITIONAL FINDINGS

Confident or Very Confident “that you have the information necessary to fulfill your role with graduate education” 36%

Appropriate level of detail 54%

Representative comments:

"The information needs to go to all stakeholders and not just managements"

GOVERNANCE

There was a survey response rate of 27% (3 responses, 11 survey subjects) by those in governance. The survey questions and analysis methods were identical to those described for directors of graduate studies. **The low number of responses (n=3) may not accurately represent the views of this stakeholder group.** Due to the low number of respondents, governance is omitted from some of the figures.

The following results were found:

KEY CATEGORIES OF INFORMATION NEEDED

- Policy Decisions - 100%
- Operational Decisions - 67%

ADDITIONAL FINDINGS

Not Confident “that you have the information necessary to fulfill your role with graduate education” 66%

Appropriate level of detail 33%

Representative comments:

“Put together a single guide on the changes going on (who does what, which policies are/aren't still in place or have changed) and distribute to all faculty and graduate students. Too many day-to-day questions (e.g., is an outside member still required on an oral prelim committee? What does outside member mean without graduate faculties? All sorts of questions about governance).”

Table 1. Information needed from the Graduate School. All responses for each group to the question, “What are the three most important items you need to know from the Graduate School to do your job?” Responses listed as percentages of total participants.

	DGS	DGS Assistant	College Staff	Non-college Staff	Governance
Budget & Financial Models	45	17	25	32	33
Operational Decisions	52	72	75	40	67
Policy Decisions	87	80	58	72	100
Rationale for Decisions	39	19	22	56	33
Rationale for Transition	16	7	3	20	0
Regular Transitions Status Reports	16	45	53	28	33
Time-line on Decisions	27	42	33	32	33
Other	7*	10**	3†	8‡	0

* Research and educational goals, development activities, admissions/applications info, what tasks are devolving to collegiate unit level, regulatory decisions.

** Functions that are not affiliated with policies, such as the Annual Graduate Program Survey, which was discontinued without communication, where do all-university programs fit? Instructions on how to implement transition, organization, changes to AY, etc., when students have fulfilled their paperwork at each stage. Students turn in documents and I don’t always get a copy back from the Graduate School, given my responsibilities which cover almost all facets these are all equally important.

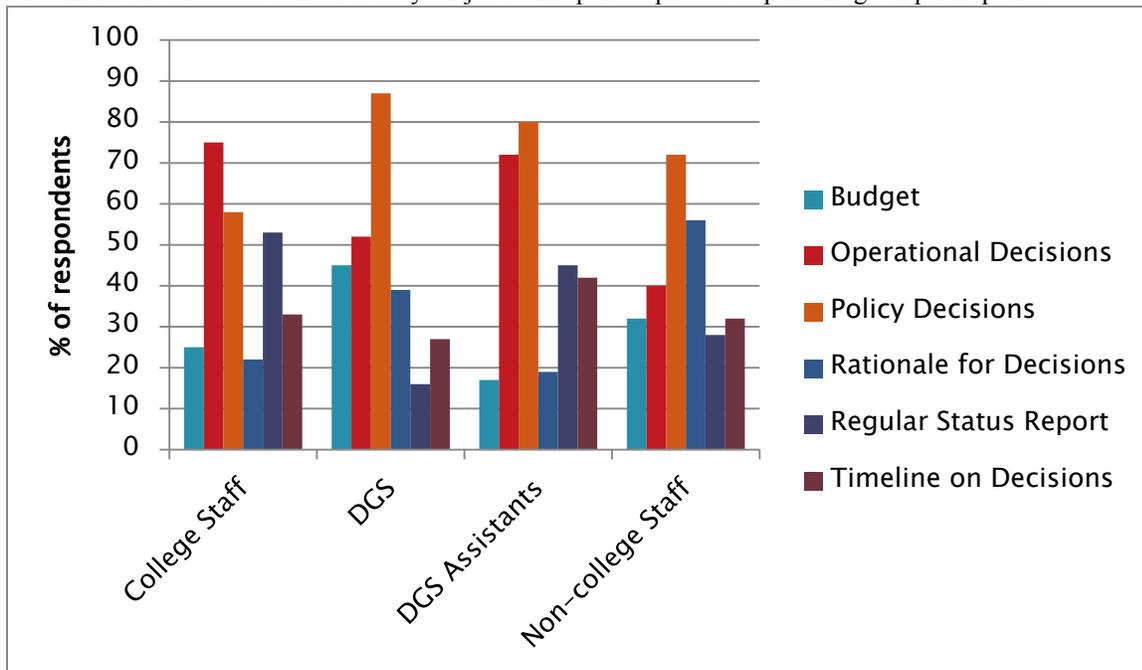
† Graduate catalog process.

‡ Guiding philosophy on central-colleges-student organizations collaboration on professional development.

RESEARCH QUESTION 1B - DOES THE TYPE OF INFORMATION NEEDED VARY WITH THE ROLE OF THE STAKEHOLDER?

The type of information needed did vary by stakeholder role. Deans and associate deans were more likely to request information on policies, procedures and budget. All groups wanted to know the timelines for decisions, however the type of decision varied by group: deans were more likely to request timelines for policies and procedures, college staff and director of graduate studies assistants were more likely to request timelines for operational decisions. Deans requested information on metrics. Deans, associate deans, directors of graduate studies and non-college staff would like information about budget and financial models. Associate deans were more likely to request information on best practices. College staff and director of graduate studies assistants in particular wanted regular status reports on operational and policy decisions. Directors of graduate studies and non-college staff were more likely to ask for the rationale for decisions than the other stakeholder groups.

Figure 1. Most frequent responses by group to the question, “What are the three most important items you need to know from the Graduate School to do your job?” Responses plotted as percentage of participants.



RESEARCH QUESTION 2A - HOW DO GRADUATE SCHOOL STAKEHOLDERS PREFER TO RECEIVE INFORMATION FROM THE GRADUATE SCHOOL?

DEANS

Thirteen college deans were interviewed. They were asked the following questions in order to determine their preferred method of communication to receive information from the Graduate School:

Going forward, how would you prefer to receive information from the Graduate School as changes are being developed and implemented?

Who, in your college, should receive this information from the Graduate School?

Is there any other information that we need to bring to the Graduate School that I have not asked about, or you would like to share?

Responses were coded and analyzed by the PEL team and the following results were found:

COMMUNICATION PATHS

From our interviews with the deans, we concluded that most would like information to be sent from the Graduate School directly to the associate dean in most cases but they do need to be copied on this information.

The majority of deans did not want to be the sole recipient of information that needed to be disseminated to the college.

Deans articulated a strong need to know who is receiving what information.

METHOD OF COMMUNICATION

By and large, most deans reported that their preferred method of communication from the Graduate School would depend on the situation, or topic of information. They gave many examples for which methods of communication were preferred based on the topic being communicated. Three major themes did come through in their responses, however, as the most preferred methods of communication.

A majority of the deans we interviewed reported that they preferred to receive information about the Graduate School transition through their conversations directly with Dean Schroeder. Many referenced the Dean's Council meetings as a preferred method for information to be discussed, feedback to be gathered, and for decisions to be made.

None of the deans reported that they wanted all information to be emailed directly to them as the single point of contact. A general theme that emerged from our interviews was that deans articulated that they wanted emails to go directly to most pertinent staff, but wanted to be copied on all major policy or "big picture" information.

Three deans reported that they would like a website, preferably with an email update when changes take place. Many felt that this would also be helpful in determining the most updated version of documents, something that they report is difficult now.

ADDITIONAL FINDINGS

For the most part deans reported a high level of satisfaction with the communications they receive from Dean Schroeder directly and would not like to see this go away.

ASSOCIATE DEANS

Eleven associate deans were interviewed. The interview questions and analysis methods were identical to those described for the deans' interviews.

COMMUNICATION PATHS

The majority of associate deans wanted the communication path to be customized by the type of information.

They reported that they prefer that policy and financial information go to themselves and/or the dean and that operational or task related information go to the appropriate people, most often the director of graduate studies or their assistant.

A small number of deans specifically mentioned that the dean did not need to be included in or copied on Graduate School communications. This may be reflective of their specific college organizational structure

Associate deans wish to be informed of who is getting what types of information so that they can both track and be assured of where information is received.

METHOD OF COMMUNICATION

There was a strong preference for email communications and an updated website.

Most associate deans did not prefer in person or face-face communications for information coming from the Graduate School.

Several commented that it was difficult to differentiate between proposals and decisions; they indicated that "absolute clarity" is needed.

ADDITIONAL FINDINGS

More than one associate dean made the following suggestions:

Timeline or Gantt chart for the transition process is needed.

Financial information should not go to the director of graduate studies.

Director of graduate studies assistant should be included on task related information.

Version control is needed, by some form of version number, date, or removal of previous versions decisions from updated website.

DIRECTORS OF GRADUATE STUDIES

There was a 37% survey response rate by directors of graduate studies (67 responses, 179 survey subjects). The following survey questions were used to determine the preferred method of communication to the Graduate School.

Over all, how would you like to receive information from the Graduate School? (Choose your top 3 preferences)

- Email
- General Listserv
- Listserv based on job function
- General face-to-face meetings
- Topic specific or job function specific face-to-face meetings
- Newsletter
- Phone
- Regularly updated website
- Other

How often do you want to receive information about the Graduate School transition?

- As decisions are finalized
- Regularly scheduled-weekly
- Regularly scheduled-bi-weekly
- Regularly scheduled-monthly

When thinking about your unit, how would you rate the success with which information from the Graduate School is reaching the appropriate people?

- Excellent at reaching the right people
- Good at reaching the right people
- Neutral
- Not good at reaching the right people
- Poor at reaching the right people

Please rate your level of satisfaction with the communication you have received about the Graduate School transition? (5 point scale)

When considering the communications with the Graduate School, what do you think is working well?

What are your suggestions for improving communications with the Graduate School?

The following results were found:

PREFERRED METHODS OF COMMUNICATION

- Email - 91%
- Regularly updated website - 42%
- Listserv based on job function - 34%
- Topic Specific or job function specific face-to-face meetings - 31%

PREFERRED FREQUENCY OF COMMUNICATION

- As decisions are finalized - 44%
- Regularly scheduled - monthly - 30%
- Regularly scheduled - bi-weekly - 21%

ADDITIONAL FINDINGS

Good or Excellent at reaching appropriate people 55%

Satisfied or very satisfied with communications about transition 44%

Representative comments:

"The website is helpful"

"I am on several policy committees, so in the loop. These are working well and the website is OK."

"The graduate school staff are good at compiling and conveying information usually by email"

"The various reports concerning the progress of the students in the graduate program are helpful"

"...(need) large headings that you can scan to see what you need to know right away"

"A website that is layered might help: layered in the sense of moving from big picture down to increasing levels of details as we want or need it"

"Don't overdo things too much. The flurry of long communications about student notification of their new "home" college for administrative purposes seemed to be much ado about something not that important to most students."

"There needs to be a monthly newsletter for all faculty"

"Continued communication about policy and procedural changes"

"More regular communication", "Regular progress reports" and "Regular by weekly scheduled information passed on via web site and email. But not too detailed: if it is likely to be too detailed, then better a weekly bulletin with less than a by-weekly with too much"

"We have to send degree and forms to CLA and the graduate school - both are understaffed and it takes months to get them back. Why isn't this online yet?"

"Communications seem to appear out of blue with no warning"

"I would like a summary of what has been moved out of the Graduate School and what has been retained."

"It's not clear what is coming from and relevant to the Graduate School versus the College of Liberal Arts."

DIRECTOR OF GRADUATE STUDIES ASSISTANTS

There was a survey response rate of 54% by director of graduate studies assistants (69 responses, 127 survey subjects). The survey questions and analysis methods were identical to those described for directors of graduate studies.

The following results were found:

PREFERRED METHODS OF COMMUNICATION

- Email - 90%
- Regularly updated website - 48%
- Listserv based on job function - 35%

PREFERRED FREQUENCY OF COMMUNICATION

- As decisions are finalized - 42%
- Regularly scheduled-monthly - 22%
- Regularly scheduled-bi-weekly - 19%

ADDITIONAL FINDINGS

Good or Excellent at reaching appropriate people 43%

Satisfied or very satisfied with communications about transition 42%

Representative comments:

"I believe Graduate School is making every effort to ensure information gets to those 'in the trenches.'"

"The style and frequency of the GS's communications have been excellent. The decision to include DGS Assistants in messages sent to the DGS Listserv improved various situations tremendously"

"When information is available, it is communicated clearly and promptly. The problem appears to be availability. More of our communication problems arise from the College."

"Please don't assume that the higher-level administrators pass along key information."

"Direct communication to all DGS - Assts. is needed. It seems like our College office receives information which is not funneled down to departments."

"- copy DGS asst on everything...share the information and don't assume a Dean or Asst Dean will pass it along....They do not understand the details - nor should they - so they do not always appreciate the importance of some information..... I'd rather delete too many emails than not receive information that I need - basically I think top down information sharing is not efficient and is akin to telephone tag. I want to hear info first hand not re-interpreted by someone else. Only then can I be sure what is accurate."

COLLEGE STAFF

There was a survey response rate of 38% (36 responses, 96 survey subjects) by college staff. The survey questions and analysis methods were identical to those described for directors of graduate studies.

The following results were found:

PREFERRED METHOD OF COMMUNICATION

- Email - 83%
- Regularly updated website - 44%
- Listserv based on job function - 36%

PREFERRED FREQUENCY OF COMMUNICATION

- As decisions are finalized - 36%
- Regularly scheduled-bi-weekly - 25%
- Regularly scheduled-monthly - 22%

ADDITIONAL FINDINGS

Good or Excellent at reaching appropriate people 47%

Satisfied or very satisfied with communications about transition 39%

Representative comments:

"I think the face-to-face meetings have been helpful on both ends, as those in the room are able to build off each other when discussing processes."

"I think the transitions Web site is good, but I'm not always able to find what I'm looking for."

"The Policies committee needs to be much more communicative. We are receiving few updates or communications. Their web page needs to be much more informative."

"Be sure to list what's changed and not just what a new policy is. The hardest part of processing this information is knowing what's new, and or has to change."

"IT staff (at least our college) are not getting enough information about the transition to be sure that we are prepared to provide support/systems for new collegiate processes."

"Post changes on the web and send out an email about changes."

"Might be useful to have regular, discipline-specific (i.e. communicators, program directors, program coordinators, etc.) face-to-face meetings."

NON-COLLEGE STAFF

There was a survey response rate of 41% by non-college staff (26 responses, 64 survey subjects). The survey questions and analysis methods were identical to those described for directors of graduate studies.

The following results were found:

PREFERRED METHODS OF COMMUNICATION

- Email - 97%
- Regularly updated website - 42%
- Topic specific or job function related face-to-face meetings - 27%

PREFERRED FREQUENCY OF COMMUNICATION

- As decisions are finalized - 46%
- Regularly scheduled-monthly - 23%
- Regularly scheduled-weekly - 15%

ADDITIONAL FINDINGS

Good or Excellent at reaching appropriate people 31%

Satisfied or very satisfied with communications about transition 20%

Representative comments:

“They have been proactive in contacting me about changes that would impact my area of interaction with grad students”

“We have a good relationship between our offices and information is shared and given in a very timely manner, both by email and phone”

“Making sure staff at all levels out in the colleges/departments are informed and not only relying on top-down communication”

“After the transition, have one place to email/call with questions or concerns if possible.”

GOVERNANCE

There was a survey response rate of 27% (3 responses, 11 survey subjects) by those in governance. The survey questions and analysis methods were identical to those described for directors of graduate studies. **The low number of responses (n=3) may not accurately represent the views of this stakeholder group.** Due to the low number of survey respondents, governance is sometimes omitted from figures depicting overviews of stakeholders.

The following results were found:

PREFERRED METHODS OF COMMUNICATION

- Email - 100%
- Regularly updated website - 67%
- Other methods that were mentioned were "local communications on issues of direct concern", face-to-face meetings and a "single printed transition guide"

PREFERRED FREQUENCY OF COMMUNICATION

Each respondent indicated a different preferred frequency of communication: as decisions are finalized, regular updates- weekly or regular updates- biweekly

ADDITIONAL FINDINGS

Not good or poor at reaching appropriate people 66%

Dissatisfied with communications about transition 100%

Representative comments:

"Communicate directly with the people whose work is directly affected by changes. Don't rely solely on a few representatives to get the message out."

"A very well publicized website or resource where changes in policy and policies under consideration are available for concerned parties to access."

"increasing the effectiveness of information transfer from Collegiate Reps meetings back to the colleges and local announcements of changes with direct impact locally."

"Put together a single guide on the changes going on (who does what, which policies are/aren't still in place or have changed) and distribute to all faculty and graduate students. Too many day-to-day questions (e.g., is an outside member still required on an oral prelim committee? What does outside member mean without graduate faculties? All sorts of questions about governance)."

Table 2. How stakeholders prefer to receive information from the Graduate School. All responses for each group to the question, “Overall, how would you like to receive information from the Graduate School? (Choose your top three preferences)” Responses listed as percentages of total participants.

	DGS	DGS Assistant	College Staff	Non-college Staff	Governance
Email	91	90	83	96	100
General Listserv	15	22	31	20	0
Listsrv based on job function	34	35	36	12	0
General F2F meetings	15	22	28	8	0
Topic-specific or job function F2F meetings	31	29	33	24	33
Newsletter	10	16	17	16	33
Phone	1	4	3	8	0
Regularly updated website	42	48	44	44	67
Other	1*	0	0	8**	67†

* Searchable online FAQ and interactive Q&A form

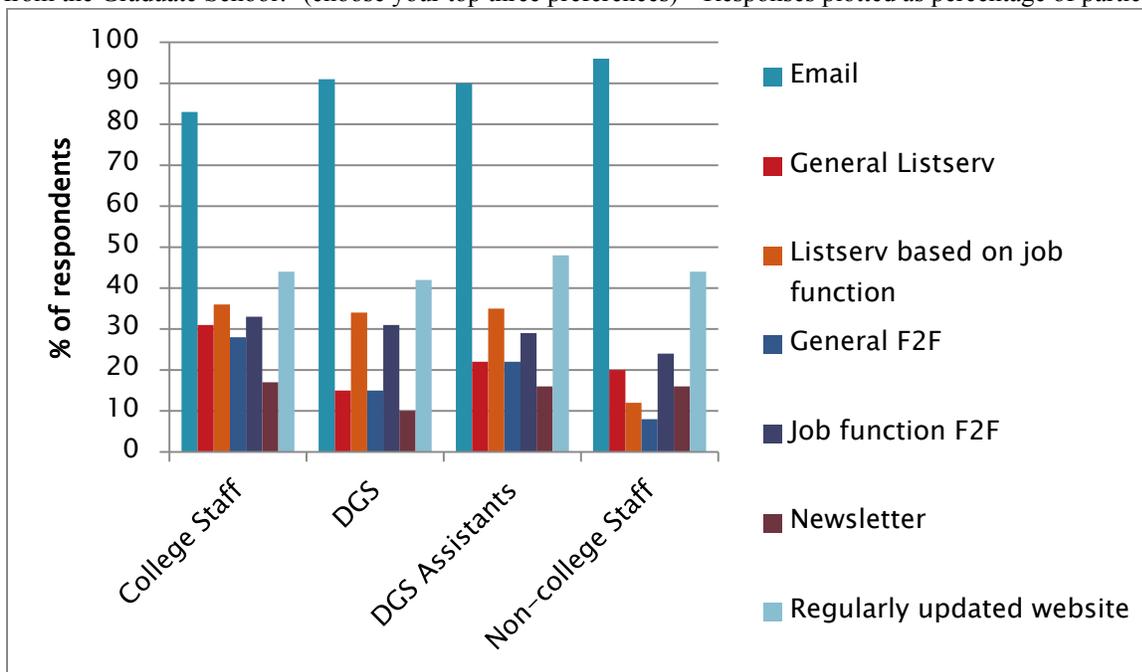
** Web

† Local (college/dept) communications on issues of direct concern, a single printed transition guide

RESEARCH QUESTION 2B - DOES THE PREFERRED METHOD OF RECEIVING INFORMATION VARY WITH THE ROLE OF THE STAKEHOLDER?

The preferred method of receiving information varies with stakeholder role. A majority of the deans preferred face-to-face meetings for information to be discussed, feedback to be gathered and for decisions to be made. Some, but not the majority of the other stakeholder groups, favored face-to-face meetings. A majority of deans did not want to be the sole recipient of information that needed to be disseminated to the college. Associate deans prefer that policy and financial information go to themselves and/or the dean and that operational or task related information go to the appropriate people, most often the director of graduate studies or their assistant. Some stakeholders, particularly directors of graduate studies, director of graduates studies assistants and college staff requested Listserv lists and face-to-face meetings based on job function.

Figure 2. Most frequent responses by group to the question, “Overall, how would you like to receive information from the Graduate School? (choose your top three preferences)” Responses plotted as percentage of participants.



RESEARCH QUESTION 3A - HOW DO GRADUATE SCHOOL STAKEHOLDERS PREFER TO COMMUNICATE INFORMATION TO THE GRADUATE SCHOOL?

DEANS

Thirteen deans were interviewed. They were asked the following questions in order to determine their preferred method of communication to provide information and feedback to the Graduate School:

When communicating with the Graduate School, what has been working well? Why is this working well?

When you need to give input to the Graduate School on changes as they are being developed and implemented, how would you prefer to get that information to the Graduate School?

Who, in your college, should send this information to the Graduate School?

Is there any other information that we need to bring to the Graduate School that I have not asked about, or you would like to share?

Responses were coded and analyzed by the PEL team and the following results were found:

COMMUNICATION PATHS

Almost all of the deans interviewed expressed interest in having their associate deans involved in providing feedback to the Graduate School.

The majority of deans articulated that policy and financial information should flow through them and/or the associate dean.

METHOD OF COMMUNICATION

Deans would prefer multiple avenues to provide feedback and input to the Graduate School.

For policy, budget and big picture matters, the preference was toward face-to-face meetings (i.e. Deans' Council, College Representatives meeting) or one-on-one meetings with the college.

Email was the second most requested method for providing feedback. It was noted that this method had the benefit of automatic documentation of feedback and interactions.

A telephone conversation was the third most common communication path that deans mentioned in their interviews.

Meetings were preferred by a ratio of over two to one over any other means of communication. However, several deans cautioned that information should be well prepared if distributed at the Deans' Council in order to use the University's resources wisely.

ADDITIONAL FINDINGS

More than one dean made the following suggestions:

Deans do not need all of the detailed information, but do need to know who is receiving what information and it is also important to know what the next steps will be.

Information sent via email should clearly indicate all recipients. When Graduate School sends communications without clearly identifying recipients, deans or associate deans do not know whether to forward it on and as a result someone may be missing information.

Deans differed in opinion as to whether they should be the sole or primary point of contact with the Graduate School. Some deans were happy to have information directed through them while others felt that an associate dean or director of graduate studies would be best suited to be the primary contact.

ASSOCIATE DEANS

Eleven associate deans were interviewed. The interview questions and analysis methods were identical to those described for the deans' interviews.

COMMUNICATION PATHS

Almost all of the associate deans stated that they should be the primary responsible party for the majority of feedback to the Graduate School.

The majority of associate deans requested that the directors of graduate studies be consulted and allowed to provide feedback where appropriate.

Just under half of the interviewees in this category felt it necessary for the dean to provide feedback on detailed, day-to-day operational type decisions.

METHOD OF COMMUNICATION

All but one associate dean stated that meetings were the preferred method for communicating when it came to the transition.

Email was the second most preferred method of providing feedback to the Graduate School.

The transition website and electronic surveys were the third most preferred communication method.

ADDITIONAL FINDINGS

More than one associate dean made the following suggestions:

Several associate deans shared concerns that data that are sent directly to the deans to be disseminated out to the colleges has not been fully circulated

Multiple associate deans felt that the director of graduate studies, associate directors and other such positions should be consulted when decisions are detailed or for practical matters.

Associate deans asked to receive carbon copies of all pertinent emails sent to their respective deans.

DIRECTORS OF GRADUATE STUDIES

There was a 37% (67 responses, 179 survey subjects) survey response rate by directors of graduate studies. The following survey questions were used to determine the preferred method of communication to the Graduate School.

How would you like to communicate feedback to the Graduate School?

- Email
- Phone
- Face-to-face meetings
- Feedback Form on website
- Other

Please rate your level of satisfaction with the opportunities you've had to provide feedback to the Graduate School during this transition? (5-point scale)

When considering the communications with the Graduate School, what do you think is working well?

What are your suggestions for improving communications with the Graduate School?

The following results were found:

PREFERRED METHODS OF COMMUNICATION

- Email - 90%
- Face-to-face meetings - 39%
- Feedback form on website - 37%

ADDITIONAL FINDINGS

Satisfied or very satisfied with opportunities to provide feedback 38%

Representative comments:

"(working well) Responsiveness of Grad School staff to any questions or concerns"

"My assistant seems to be able to get the information we need by calling people she knows in the Graduate School."

"Grad School staff... are always willing to answer questions on the phone."

"Individual consultation with Schroeder"

"The office staff is very helpful when I contact them with questions"

"It would be wonderful to have a contact or staff member in the graduate school to speak with ...It would be even better if the Graduate School would periodically check in with the DGSs about what we are seeing, rather than putting the onus on us to know what merits Graduate School involvement and what is still under their purview."

DIRECTOR OF GRADUATE STUDIES ASSISTANTS

There was a survey response rate of 54% by director of graduate studies assistants (69 responses, 127 survey subjects). The survey questions and analysis methods were identical to those described for directors of graduate studies.

The following results were found:

PREFERRED METHOD OF COMMUNICATION

- Email - 93%
- Feedback form on website - 42%
- Face-to-face meetings - 24%

ADDITIONAL FINDINGS

Satisfied or very satisfied with opportunities to provide feedback 35%

Representative comments:

"I am very impressed with the graduate school staff's patience and knowledge especially when there are so many unknowns as to what is happening with the transition."

"Thank you for asking this: I wish face-to-face meetings would work, but they really don't. I'm on a different part of campus so attending meetings is really hard. I'd much prefer electronic modes of communication. Or if they could webcast meetings and ask for feedback via email or something. I'd listen in on meetings but can't attend them in person usually."

COLLEGE STAFF

There was a survey response rate of 38% (36 responses, 96 survey subjects) by college staff. The survey questions and analysis methods were identical to those described for directors of graduate studies.

The following results were found:

PREFERRED METHOD OF COMMUNICATION

- Email - 92%
- Feedback form on website -31%
- Face-to-face meetings- 25%

ADDITIONAL FINDINGS

Satisfied or very satisfied with opportunities to provide feedback 42%

Representative comments:

"Communications with individuals in offices about day-to-day matters remains, as always, excellent."

"I think the face-to-face meetings have been helpful on both ends, as those in the room are able to build off each other when discussing processes."

"I think the idea of having point people in the different colleges for various topics is also a good idea."

"Might be useful to have regular, discipline-specific (i.e. communicators, program directors, program coordinators, etc.) face-to-face meetings."

"I think that the people who are actually doing the work need to be involved in the formulation of policies and processes."

NON-COLLEGE STAFF

There was a survey response rate of 41% (26 responses, 64 survey subjects) by non-college staff. The survey questions and analysis methods were identical to those described for directors of graduate studies.

The following results were found:

PREFERRED METHOD OF COMMUNICATION

- Email - 88%
- Feedback form on website - 35%
- Face-to-face meetings - 35%

ADDITIONAL FINDINGS

Satisfied or very satisfied with opportunities to provide feedback 36%

Representative comments:

“Once I find the right person, they're always helpful.”

“The right people have not always been at the table. It would have been helpful to have someone from the Grad School as well as from OIT's accounts office at meetings, instead of just the transition team from ASR.”

GOVERNANCE

There was a survey response rate of 27% (3 responses, 11 survey subjects) by those in governance. The survey questions and analysis methods were identical to those described for Directors of Graduate Studies. **The low number of responses (n=3) may not accurately represent the views of this stakeholder group.** Due to the low number of survey respondents, governance is sometimes omitted from figures depicting overviews of stakeholders.

The following results were found:

PREFERRED METHOD OF COMMUNICATION

- Email - 100%
- Feedback form on website - 67%
- Phone 33% and face-to-face meeting - 33%

ADDITIONAL FINDINGS

Satisfied with opportunities to provide feedback 100%

Representative comments:

“The Graduate School has done a good job of soliciting and responding to feedback.”

“Communicate directly with the people whose work is directly affected by changes”

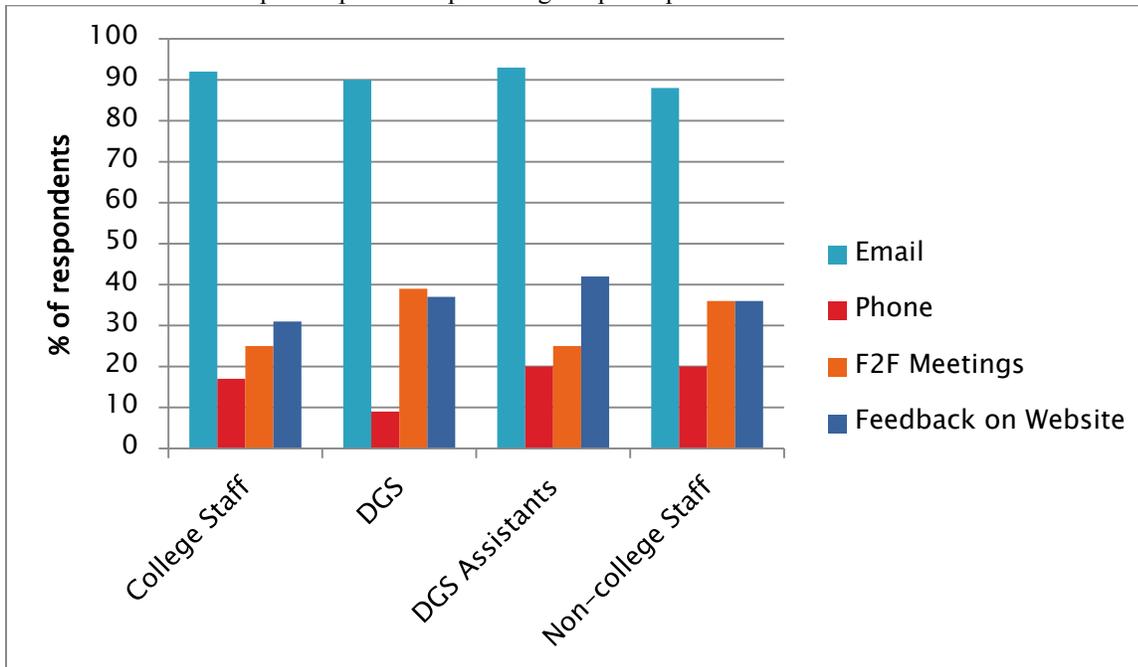
Table 3. How stakeholders prefer to communicate feedback to the Graduate School. All responses for each group to the question, “How would you like to communicate feedback to the Graduate School?” Responses listed as percentages of total participants.

	DGS	DGS Assistant	College Staff	Non-college Staff	Governance
Email	90	93	92	88	100
Phone	9	20	17	20	33
F2F meetings	39	25	25	36	33
Feedback form on website	37	42	31	36	67
Other	0	0	0	0	0

RESEARCH QUESTION 3B - DOES THE PREFERRED METHOD OF COMMUNICATING INFORMATION TO THE GRADUATE SCHOOL VARY WITH THE ROLE OF THE STAKEHOLDER?

The preferred method of communication varies by stakeholder role. Email was by far, the most requested form of communicating back to the graduate school by all groups. Deans were much more likely to request communicating back to the graduate school in a face-to-face meeting than any other stakeholder group. Some deans wanted information to go through them back to the Graduate School while other deans preferred that it went through their associate deans. Directors of graduate studies and non-college staff were more likely to want to communicate with the graduate school in face-to-face meetings than college staff and director of graduate studies assistants.

Figure 3. Most frequent responses by group to the question, “How would you like to communicate feedback to the Graduate School?” Responses plotted as percentage of participants.



EMERGING THEMES FROM THE DATA

RESEARCH QUESTION 1A - WHAT KIND OF INFORMATION DO GRADUATE SCHOOL STAKEHOLDERS BELIEVE THEY NEED TO EFFECTIVELY DO THEIR JOB?

DEANS AND ASSOCIATE DEANS

Interview Findings:

Deans and associate deans would like information on policies and procedures and budget.

DIRECTORS OF GRADUATE STUDIES/AND ASSISTANTS, COLLEGE STAFF, NON-COLLEGE STAFF AND GOVERNANCE

Survey Findings:

All groups are looking for information on policy and operational decisions with timelines for the decisions.

RESEARCH QUESTION 1B - DOES THE TYPE OF INFORMATION NEEDED
VARY WITH THE ROLE OF THE STAKEHOLDER?

DEANS AND ASSOCIATE DEANS

Interview Findings:

- Deans in particular wanted to know the timelines for decisions being made on policies and procedures.
- Deans also wanted information on metrics.
- Associate deans also wanted information on best practices.

DIRECTORS OF GRADUATE STUDIES/AND ASSISTANTS, COLLEGE STAFF, NON-
COLLEGE STAFF AND GOVERNANCE

Survey Findings:

- College staff and director of graduate studies assistants in particular would like regular status reports on operational and policy decisions.
- Directors of graduate studies and non-college staff would also like the rationale for decisions and information about budget and financial models.

RESEARCH QUESTION 2A - HOW DO GRADUATE SCHOOL STAKEHOLDERS PREFER TO RECEIVE INFORMATION FROM THE GRADUATE SCHOOL?

DEANS AND ASSOCIATE DEANS

Interview findings:

- Deans and associate deans want better clarity in who is getting what types of information so that they can both track and be assured of where information is received.
- Deans and associate deans would like an updated website, preferably with an email update when changes take place. Many felt that this would also be helpful in determining the most updated version of documents, something that is difficult now.

DIRECTORS OF GRADUATE STUDIES/AND ASSISTANTS, COLLEGE STAFF, NON-COLLEGE STAFF AND GOVERNANCE

Survey findings:

- Overall, these stakeholder groups would like to receive information through regular emails. Bi-weekly or monthly seems to be preferred. However, if a policy or procedural change has been made, stakeholders would like to know right away.
- They would also like to receive information through an updated website. However, they would like the current website to be rearranged so the information is in a more clear location. Specifically, make it easier to find the most recent version of a policy, and put all older versions in an archive. Also, make it easier for a user to find answers to day-to-day questions. Some felt that it was difficult to find this information.
- They would also like to have Listserv lists and face-to-face meetings based on job function. These would help make it easier for the right people to be sharing pertinent information.

RESEARCH QUESTION 2B - DOES THE PREFERRED METHOD OF RECEIVING INFORMATION VARY WITH THE ROLE OF THE STAKEHOLDER?

Interview findings:

- A majority of the deans preferred face-to-face meetings for information to be discussed, feedback to be gathered and for decisions to be made. Conversely, the associate deans did not prefer receiving information at a meeting.
- The majority of deans did not want to be the sole recipient of information that needed to be disseminated to the college. The associate deans prefer that policy and financial information go to themselves and/or the dean and that operational or task related information go to the appropriate people, most often the director of graduate studies or their assistant.

DIRECTORS OF GRADUATE STUDIES/AND ASSISTANTS, COLLEGE STAFF, NON-COLLEGE STAFF AND GOVERNANCE

Survey findings:

Some stakeholders, particularly directors of graduate studies, director of graduates studies assistants and college staff requested Listserv lists and face-to-face meetings based on job function.

RESEARCH QUESTION 3A - HOW DO GRADUATE SCHOOL STAKEHOLDERS PREFER TO COMMUNICATE INFORMATION TO THE GRADUATE SCHOOL?

DEANS AND ASSOCIATE DEANS

Interview Findings:

- The majority of deans articulated that policy and financial information should flow through them and/or the associate dean and would like to discuss new ideas and provide feedback on these decisions at face-to-face meetings such as Dean’s Council meetings.
- Deans differed in opinion as to whether they should be the sole point of contact with the Graduate School. This suggests that taken as a whole that customizable by college primary contacts may be preferred.
- Several associate deans shared concerns that data that are sent directly to the deans to be disseminated out to the colleges has not been fully circulated. Associate deans asked to receive carbon copies of all pertinent emails sent to their respective deans. Similar to the finding above, this suggest that a customizable by college “CC” protocol would be preferred.
- Multiple associate deans felt that the director of graduate studies, associate directors and other such positions should be consulted when decisions are detailed or for practical matters. As mentioned above, may need to decide a method for getting feedback from these staff members that would allow deans and associate deans to be looped in as well.

DIRECTORS OF GRADUATE STUDIES/AND ASSISTANTS, COLLEGE STAFF, NON-COLLEGE STAFF AND GOVERNANCE

Survey Findings:

- Email was highest rated way that all respondents want to communicate feedback to Graduate School.
- Face-to-face meetings were rated as the next alternative and many suggested providing “discipline specific” meetings of staff in various colleges as a way of generating feedback on policy decisions to the Graduate School and share best practices with each other.
- Overall, people feel good about the accessibility of Graduate School staff for asking questions and getting clarifications.

**RESEARCH QUESTION 3B - DOES THE PREFERRED METHOD OF
COMMUNICATING INFORMATION TO THE GRADUATE SCHOOL VARY
WITH THE ROLE OF THE STAKEHOLDER?**

DEANS AND ASSOCIATE DEANS

Interview Findings:

The preferred method of communicating information to the Graduate School varied by stakeholder. Email was by far, the most requested form of communicating back to the graduate school by all groups. Deans were much more likely to request communicating back to the graduate school in a face-to-face meeting than any other stakeholder group. Some deans wanted information to go through them back to the Graduate School while other deans preferred that it went through their associate deans.

**DIRECTORS OF GRADUATE STUDIES/AND ASSISTANTS, COLLEGE STAFF, NON-
COLLEGE STAFF AND GOVERNANCE**

Survey Findings:

Directors of graduate studies and non-college staff were more likely to want to communicate with the graduate school in face-to-face meetings than college staff and director of graduate studies assistants.

Appendix A: Graduate School Communication Plan Team Project Charter

Opportunity Statement

The University of Minnesota is transitioning to a less centralized approach to graduate education. A number of administrative processes that have historically been performed by the Graduate School are shifting to other colleges or units. During this transition period, a communication plan is needed to communicate these changes to various stakeholders in order to ensure that all needed functions are being performed at the appropriate times. There will be a need both for the Graduate School to communicate with stakeholders and for stakeholders to communicate with the Graduate School.

To assist the Graduate School Transition Team to effectively manage this transition we will identify key internal stakeholders and conduct a stakeholder analysis to determine the type of information needed as well as the preferred means of communication between the Graduate School and these stakeholders. Effective management of this transition will ensure that the University will continue to provide excellent graduate education.

Goal Statement

By March 2011, the Graduate School Transition Team will have an understanding of how it can effectively communicate about changes in administrative processes to key stakeholders within the University. In order to accomplish this goal, we propose to conduct an internal stakeholder identification and analysis to gather information surrounding the following three questions:

1. What type of information do you need from the Graduate School in order to do your job?
2. What is your preferred method of communication for receiving this information?
3. What is your preferred method for communicating with the Graduate School?

Project Benefits

- Identification of the types of information needed by the stakeholders in order to effectively perform the required graduate education tasks
- Identification of the preferred means of communication from the Graduate School to stakeholders
- Identification of the preferred means of communication from stakeholders to the Graduate School
- Improvement of transition communication.
- Minimization of challenges and feelings of uncertainty due to the Graduate School transition
- Continuation of excellent service to graduate students
- Continuation of high quality graduate education at the University
- Enhancement of the University's reputation in graduate education
- Serve as a communications model for other related transitions or changes at the University

Project Scope

Creating a written report that includes:

- Identification of key internal stakeholder groups
- Summary of the types of information needed from the Graduate School for job performance categorized by stakeholder functional role
- Ranked classification of stakeholders' preferred methods of receiving communication from the Graduate School
- Ranked classification of stakeholders' preferred methods of communication with the Graduate School

Out of Scope Stakeholders:

- Graduate, undergraduate, and prospective students
- Professional programs not formally in Graduate School
- Office of the Provost, Board of Regents, Office of the Vice President for Research, Office of the President
- Coordinate Campuses like UMD and UMR

Project Plan	
Tasks	Completion Date
Project finalized	December 15, 2010
Identification of all stakeholders	January 15, 2011
Interviews with Deans/Assoc. Deans completed	February 1, 2011
Survey design finalized	February 15, 2011
Survey other stakeholders completed	March 1, 2011
Final report and debrief completed	March 30, 2011

Project Team

Erik Dussault, Student Unions and Activities

Eric Eklund, Disability Services

Jennifer Germain, Dept. of Theatre Arts and Dance

Christina Petersen, Center for Teaching and Learning

Lisa Rogers, Dept. of Obstetrics, Gynecology and Women's Health

Executive Sponsor: Vice Provost and Dean Henning Schroeder

Sponsor, Belinda Cheung, Associate to the Vice Provost and Dean

Graduate School Transition Team Liaison: Gayla Marty

PEL Team Liaison: Christina Petersen

Advisors: Noro R. Andriamanalina, Frank Blalark, Brad Bostrom, Belinda Cheung, Vicki Field, Patricia Jones Whyte, Gayla Marty, Alison Skoberg, Karen Starry, Dean Tsantir, Kasi Williamson

Appendix B: Project Team Members

Executive Sponsor: Vice Provost and Dean Henning Schroeder

Sponsor: Belinda Cheung, Associate to the Vice Provost and Dean

PEL Project Team:

Erik Dussault, Student Unions and Activities

Eric Eklund, Disability Services

Jennifer Germain, Department of Theatre Arts and Dance

Christina Petersen, Center for Teaching and Learning

Lisa Rogers, Department of Surgery

Graduate School Advisors:

Frank Blalark, Academic Support Resources

Brad Bostrom, Graduate School

Belinda Cheung, Graduate School

Vicki Field, Graduate School

Gayla Marty, Graduate School

Dean Tsantir, Graduate School

Karen Starry, Graduate School

Kasi Williamson, Academic Support Resources

Appendix C: Detailed Methodology

The project was conducted using standard interviewing and polling practices to collect and measure stakeholder's opinions. The following broad description of the model, list of tools and subsequent appendices provide a comprehensive description of what took place.

Interview Methodology

The purpose of the dean and associate dean interviews was to gather opinions and perspectives on how the Graduate School communicates surrounding graduate education. Surveys were deemed inappropriate for this portion of the project due to the generally qualitative nature of the subject matter and the project team's perception of survey fatigue within the University community. In order to ensure that adequate input could be collected from the primary stakeholder groups, it was identified that structured meetings would be necessary. Interviews were preceded by communication to maximize the quality and quantity of the information to be gathered and to minimize any potential inconvenience to the deans, associate deans and college representatives.

We initially aimed to conduct a total of 31 informal interviews with representatives from each of the 16 colleges and schools. The initial list of deans, associate deans and college representatives was approved and provided by Dean Schroeder of the Graduate School and his team. Interviews were conducted with people from all 16 of colleges; however, for various reasons, the PEL team was not able to meet with all of the parties initially requested. During the project definition phase, Extension and coordinate campuses were deemed to be out of scope

Interview Protocols

Interview questions and protocols were created to standardize the interview experience. The PEL team drafted the initial questions and had them reviewed and revised by the GSTCT. A preamble and a postamble were written to provide consistent experiences for the interviewees and to manage expectations. Every effort was made to meet face-to-face with each of the interviewees. Interviews were scheduled to take place in the interviewee's office or conference space for their convenience. In the event of scheduling difficulties, a phone interview was offered. For each of the in-person interviews (bar one), two members of the PEL team attended each session; there were two roles, interviewer and note taker. This approach was adopted to ensure that the team obtained multiple perspectives on the opinions being shared by the interviewees. The protocols varied slightly across interviewee types since interviews with a college deans are different from interviews with director of graduate studies, who provide more direct services. In most, if not all cases, interview questions were provided to the interviewees in advance, as background information and to facilitate the discussion. The interview script and questions are available in Appendix D: Dean/Associate Dean Interview Format.

Contacting and Conducting Interviews

PEL project team members were each assigned a set of colleges/schools for which to schedule and conduct interviews. After an introduction email was sent from Dean Schroeder, each PEL team member contacted the respective interviewees by email to introduce the project, solicit interest, and schedule a time for the interview. A standard email invitation was used along with a one-page list of questions that was attached. Follow-up emails and/or phone calls were placed as needed.

The interviews were conducted between January 27th and March 10th of 2011. The interviews lasted from about 15 to 60 minutes. The interviews were not tape-recorded or transcribed; rather the designated note taker recorded minutes during each interview. Following each session, the interviewer and recorder debriefed to ensure that the session was captured appropriately. After this meeting, the note taker wrote up the notes into an interview summary and updated the project documentation.

The procedures for recruiting interviewees, assurances of confidentiality, verbal informed consent processes, and informal interview protocols were practiced in good faith. The project team did not seek approval by an institutional review board for the interviews since studies that focus on policies and procedures do not need institutional review (<http://www.research.umn.edu/irb/research.html>). Because the team promised to de-identify information to provide confidentiality, interviewee names are not revealed in this report.

Synthesis and Analysis

Each interview summary was broken down into the responses by individual interviewees for each of the identified questions. In the event of multiple interviewees in an interview, every effort was made to document each participant's response for a given question. In some instances, interviewees agreed with, or expounded on, one another's comments. When this occurred, the recorder documented as best as possible. After the interview summaries were collated, the PEL team assigned analysis of responses into three major categories identified by the original questions identified in the project charter. Each of the interview questions were analyzed by perspective roles and data was synthesized into responses for each question by title of dean, associate dean or other. Conclusions about each interview question were written by the PEL team and not reviewed by the interviewees or their respective colleges.

Survey Methodology

The views and opinions of multiple stakeholder groups were sought using a Web hosted questionnaire-based approach to data gathering. The remaining groups surveyed via this approach were identified as key stakeholders in addition to the deans and associate deans that worked closely with graduate education and the Graduate School transition. In order to ensure that each stakeholder group's feedback was solicited, collected and considered a different model than interviews was necessary.

The survey used for this project followed standard principles and best practices for delivering an anonymous Web survey. The preliminary draft was developed after the majority of the dean and associate dean interviews had been completed. The data from the interview sessions were used to identify some of the early, reoccurring themes. This information was used to develop the survey questions. Again, the draft survey was reviewed and refined by the GSTCT. This process was completed prior to importing the questions into the University of Minnesota's online survey tool, UMSurvey.

Survey Tool

UMSurvey was identified as the medium for which to deliver the survey. The PEL team felt that the University branding and authentication would aid in the ease of use for the end user. The survey was entered into UMSurvey and then duplicated for the five different participant groups: DGS, DGS assistants, college staff, non-college staff and governance. Once a survey existed for

each respective group, the recipients were imported from the lists of identified staff and faculty that were provided by the Graduate School.

Survey Timeline

The team identified a survey timeline of two weeks. Each of the potential participants received an invitation to their respective survey that was systematically sent via a template on Monday, March 14th. Every email invitation included an automatically generated hyperlink with a unique token to ensure that each participant was only allowed to submit the survey once. The response data provided by the utility removed all identifying attributes in an effort to preserve anonymous data. A reminder email was sent on the following Monday to encourage additional participants to take the survey. The surveys were then closed on Friday, March 25th.

Survey Participants

A list of stakeholder groups and subsequent participants was provided by the GSTCT. See Appendix G: Individual Stakeholders.

Appendix D: Dean/Associate Dean Interview Format

Preamble to Interview

I/we are members of the PEL team working on creating a communication plan recommendation for the Graduate School Transition Communications Team. We encourage your open and honest feedback during this interview. Your responses will be attributed to “a Dean”, but your name will not be used. Your responses will be aggregated with those of other Deans and used to prepare a written report that we will submit to the graduate school. We will not share information from this interview or the written report with anyone other than members of our PEL group and the Graduate School Transition Communications Team.

Questions:

1. How would you define your role as dean (associate dean) with regards to the Graduate School/graduate education?
2. Do you feel your role is changing as a result of the Graduate School transition? If so, how is the transition changing your role?
3. What are the pieces of information you need from the Graduate School to do your job?
4. From the items that you just listed can you tell me which are the most important pieces of information?
5. When communicating with the Graduate School, what has been working well? Why is this working well?
6. Going forward, how would you prefer to receive information from the Graduate School as changes are being developed and implemented?
7. Who, in your college, should receive this information from the Graduate School?
8. Going forward, how would you prefer to give information to the Graduate School as changes are being developed and implemented?
9. Who, in your college, should send this information to the Graduate School?
10. Is there any other information that we need to bring to the Graduate School that I have not asked about, or you would like to share?

Interview Conclusion

Thank you for your feedback and your time. Once our report has been submitted to the Graduate School Transition Communications Team, it will be their decision as to how to utilize our recommendations and how to communicate their response to it.

Appendix E: Graduate School Communication Survey (PEL)

Our President's Emerging Leaders team has organized this survey as part of a project for the Graduate School to create recommendations on effectively communicating about changes in administrative processes to key stakeholders within the University. We are looking for your honest feedback surrounding the following three areas: 1. the type of information you need from the Graduate School in order to do your job; 2. your preferred method of communication for receiving this information; 3. your preferred method for communicating with the Graduate School.

There are 14 questions in this survey

Main Questions

1. Define your current and anticipated responsibilities within graduate education.

Please choose **all** that apply:

- Admissions
- Advising
- Commencement
- Communication
- Degree requirements
- Finances, fellowships, scholarships, stipends
- Governance
- International students
- Policy
- Recruitment
- Research
- Student services
- Teaching
- Data/reporting analysis

Other:

2. Approximately, what percentage of your work time do you spend on graduate education?

Please choose **only one** of the following:

- 0%
- Under 25%
- 25%-50%
- 50%-75%
- 75%-100%

3. Did you work with graduate education at the University of Minnesota before the Graduate School transition began? *

Please choose **only one** of the following:

- Yes
- No

4. What are the THREE most important items you need to know from the Graduate School to do your job?*

Please choose **at most** 3 answers:

- Budget and financial model
- Operational decisions
- Policy decisions
- Rationale for decisions
- Rationale for transition
- Regular transition status report
- Time-line on decisions

Other:

5. In general, how confident are you that you have the information necessary to fulfill your role with graduate education? (5 being very confident, 1 being not at all confident)

Please choose **only one** of the following:

- 5 - Very confident
- 4
- 3 - Neutral
- 2
- 1 - Not at all confident

6. When considering the content of the information you are currently receiving from the Graduate School in general, is the level of detail you receive:

Please choose **only one** of the following:

- Too much detail
- An appropriate amount of detail
- Not enough detail

7. Overall, how would you like to receive information from the Graduate School? (choose your top 3 preferences)

Please choose **at most** 3 answers:

- Email
- General Listserv
- Listserv based on job function
- General, face-to-face meetings
- Topic specific or job function, face-to-face meetings
- Newsletter
- Phone
- Regularly updated website

Other:

8. How often do you want to receive information about the Graduate School transition?

Please choose **only one** of the following:

- As decisions are finalized
- Regularly scheduled - weekly
- Regularly scheduled - bi-weekly
- Regularly scheduled - monthly

9. How would you like to communicate feedback to the Graduate School?

Please choose **all** that apply:

- Email
 - Phone
 - Face-to-face meetings
 - Feedback form on website
- Other:

10. When thinking about your unit, how would you rate the success with which information from the Graduate School is reaching the appropriate people?

Please choose **only one** of the following:

- Excellent at reaching appropriate people
- Good at reaching appropriate people
- Neutral
- Not good at reaching appropriate people
- Poor at reaching appropriate people

11. Please rate your level of satisfaction with the communication you've received about the Graduate School transition.

Please choose **only one** of the following:

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

12. Please rate your level of satisfaction with the opportunities you've had to provide feedback to the Graduate School during this transition.

Please choose **only one** of the following:

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

Open Ended Questions

13. When considering the communications with the Graduate School, what do you think is working well?

Please write your answer here:

14. What are your suggestions for improving communications with the Graduate School?

Please write your answer here:

Appendix F: Roles In/Out of Scope

Table 1: Stakeholders in Scope

Roles	Audience
College Reps	Associate deans for graduate education ("college reps")
College Staff	Catalog contacts
College Staff	Persons within colleges who will take on graduate education responsibilities
Deans	Deans (at Twin Cities Campus)
DGS	Director of Graduate Studies
DGS Assistants	DGS assistants
Governance	Graduate Education Council (provisional in 2010-11)
Mixed	Career development directors
Mixed	College communications directors
Mixed	College communications directors
Non-college staff	Affinity Strings: Libraries
Non-college staff	Affinity Strings: Portal
Non-college staff	Graduate Assistants Office
Non-college staff	International Student and Scholar Services
Non-college staff	Office for Student Conduct and Academic integrity
Non-college staff	Student Conflict Resolution
Non-college staff	Student Health Benefits
Non-college staff	Whoever sets fringe rate
Non-college staff	ASR (OTR, OneStop, FinAid)
Non-college staff	Whomever handles nonresident tuition waivers
Non-college staff	Center for Teaching and Learning

Table 2: Stakeholders Out of Scope

Roles	Audience
Grad Student Services and Progress	Off Student Finances staff for financial aid
Other	College communications directors
Admissions	MN English Language Program
Admissions	Apply yourself access staff
Career Development	UCCS Counselors and Boynton mental health
Career Development	Provost committee on student mental health
Career Development	GoldPASS
College Administration	Faculty
External	Donors
External	External higher education audiences
Grad Student Services and Progress	Bookstore
Grad Student Services and Progress	OFYP
Other	Academic Health Centers
Other	Housing
Other	Undergrad Admissions
Other	Student Funding
Other	Governance Issues
Students/Student Group	Graduate and Professional Education Assembly
Students/Student Group	COGS and GAPSA leadership
Students/Student Group	Graduate students
U Administration	Board of Regents
U Administration	President's Executive Team
U Administration	Office of the Senior VP and Provost
U Administration	OVPR staff

Appendix G: Individual Stakeholders

Deans

First name	Last Name	College/School
Trevor	Ames	College of Veterinary Medicine
Steven	Crouch	College of Science & Engineering
Alison	Davis-Blake	Carlson School of Management
Connie	Delaney	School of Nursing
Robert	Elde	College of Biological Sciences
John	Finnegan	School of Public Health
Thomas	Fisher	College of Design
Allen	Levine	College of Food, Agricultural and Natural Resource Sciences
Greg	Lindsey	Humphrey School of Public Affairs
Patrick	Lloyd	School of Dentistry
Mary	Nichols	College of Continuing Education
Mark	Paller	Medical School
James	Parente	College of Liberal Arts
Jean	Quam	College of Education + Human Development
Marilyn	Speedie	College of Pharmacy
David	Wippman	Law School

Associate Deans

First name	Last Name	College/School
Lee	Anderson	College of Design
Kenneth	Bartlett	College of Education + Human Development
Esam	El-Fakahany	College of Pharmacy
Wayne	Gladfelter	College of Science & Engineering
Sven-Ulrik	Gorr	School of Dentistry
Jo-Ida	Hansen	College of Liberal Arts
Thomas	Hays	College of Biological Sciences
Kathy	Krichbaum	School of Nursing
Clarence	Lehman	College of Biological Sciences
Mary	Nerney	School of Public Health
F. Abel	Ponce de Leon	College of Food, Agricultural and Natural Resource Sciences
Mark	Rutherford	College of Veterinary Medicine
Yoji	Shimizu	Medical School
Robert	Stine	College of Continuing Education
Srilata	Zaheer	Carlson School of Management

Directors of Graduate Studies

First Name	Last Name	Department
Terrence	Adam	College of Pharmacy
Massoud	Amin	Technological Leadership Inst
Craig	Amundsen	Art Museum
James	Anderson	Agronomy/Plant Genetics
Kristin	Anderson	Epidemiology
Ragui	Assaad	HHH Inst Publ Aff-Inst
Victor	Barocas	Biomedical Engineering Dept
Jean	Bauer	Family Social Science
Gregory	Beilman MD	Critical Care & Acute Care Surgery
Anja	Bielinsky	Biochem, Molec Biol/Biophysics
Diane	Bjornstal	Kinesiology & Leisure Studies
Robert	Blair	Fisheries, Wildlife/Cnsrv Bio
Jane	Blocker	Art History
Christine	Blue	Primary Care - Dental Hygiene
Michael	Bowser	Chemistry
Rose	Brewer	Afro-Amer and African Studies
Robert	Brown Jr	Cultural Stdy/Comparative Lit
Richard	Brundage	Exp & Clinical Pharmacology
Kathleen	Call	Div of Hlth Policy and Mgmt
John	Campbell	Psychology
James	Carey	Physical Med & Rehabilitation
John	Carlis	Computer Science/Engineering
Sarah	Chambers	Department of History
Juliette	Cherbuliez	French and Italian
Theodore	Christ	Educational Psychology
Anna	Clark	History
Kathleen	Conklin	Genetics, Cell Biology/Dev
William	Cooper	Mechanical Engineering
Shawn	Curley	Information/Decision Sciences
Lois	Cutler	Div of Hlth Policy and Mgmt
Jane	Davidson	Mechanical Engineering
Elizabeth	Davis	Applied Economics
Mark	Davison	Educational Psychology
William	Dayton	Department of Animal Science
Debra	DeBruin	Center for Bioethics
Gary	DeCramer	Humphrey Inst of Public Affair
Mark	Deruiter	Speech-Lang-Hearing Sci, Dept

First Name	Last Name	Department
Tracey	Deutsch	History
Ruth	Dillmacky	Plant Pathology
Lester	Drewes	UMD Medicine, School of
Michelle	Duffy	Center for HR & Labor Studies
Penny	Edgell	Sociology
Lisa	Edstrom	Div of Hlth Policy and Mgmt
John	Eighmey	School of Journalism
Lynda	Ellis	Lab Medicine & Pathology
Janet	Estep	Art Department
Susanna	Ferlito	French and Italian
Maria	Fitzgerald	English
Jean	Forster	Epidemiology
Barbara	Frey	Institute for Global Studies
Carl	Frisbie	Chemical Engineering/Mat Sci
Jiali	Gao	Chemistry
Michael	Gaudio	Art History
Jane	Glazebrook	Plant Biology
Rajaram	Gopalakrishnan	Diag/Biolo Sci- Oral Pathology
Paul	Goren	Political Science
Richard	Graff	Writing Studies
David	Grayson	School of Music
Timothy	Griffis	Soil, Water, and Climate
Jeanette	Gundel	ILES
Donna	Gustafson	CCE - Degree and Credit Prgms
Mary	Guzowskilindbeck	Arch/Landscape Arch
Linda	Halcon	School of Nursing
Michelle	Hamilton	Spanish and Portuguese
Peter	Hanks	Philosophy
Arthur	Harkins	Educational Policy & Admin
Francis	Harvey	Geography
Caroline	Hayes	Mechanical Engineering
Mats	Heimdahl	Computer Science/Engineering
George	Heimpel	Entomology
Clifton	Hollister Jr	School of Social Work
Raymond	Hozalski	Civil Engineering
Rembert	Hueser	German, Scandinavian and Dutch
Jisu	Huh	School of Journalism
Victoria	Interrante	Computer Science/Engineering
Emi	Ito	Geology & Geophysics

First Name	Last Name	Department
Michael	Janssen	Science/Technology, History of
Galín	Jones	Statistics
Terry	Jones	Physics and Astronomy
Nicholas	Jordan	Agronomy/Plant Genetics
Laurence	Kallio	Accounting
Mary	Kane	Tucker Ctr for Women in Sport
Joseph	Kapusta	Physics and Astronomy
Romas	Kazlauskas	Biochem, Molecular Biol/Biophysics
John	Kaznessis	Chemical Engineering/Mat Sci
Daniel	Kelliher	Political Science
Betsy	Kerr	French and Italian
Michael	Kilgore	Forest Resources
Jean	King	Org Leadership, Policy/Dev
Alexandra	Klass	Law School
Morris	Kleiner	HHH Inst Publ Aff-Inst
Katherine	Klink	Geography
Michal	Kobialka	Theatre Arts and Dance
Juergen	Konczak	Kinesiology
Michael	Koob	Inst for Translational Neuroscience - Lab Med and Path
Uwe	Kortshagen	Mechanical Engineering
Nita	Krevans	Classic/Near Eastern Studies
Mindy	Kurzer	Food Science and Nutrition
Karen	Labat	CDes Design, Housing & Apparel
Anne	Lazaraton	ILASLL
Perry	Leo	Aerospace Engr and Mechanics
David	Levinson	Civil Engineering
Cynthia	Lewis	Curriculum and Instruction
Linda	Lindeke	School of Nursing
Greg	Lindsey	Humphrey Inst of Public Affair
Bernadette	Longo	Writing Studies
Paula	Ludewig	Physical Therapy Program
Russell	Luepker	Epidemiology
Michael	Maratsos	Inst Of Child Dev
Arthur	Matas MD	Surgery
Scott	McConnell	Ctr for Early Ed & Development
Richard	McGehee	School of Mathematics
Thomas	Michaels	Horticultural Science
Karen	Miksch	Post Secondary Teaching & Lrng

First Name	Last Name	Department
Kristine	Miller	Arch/Landscape Arch
Gary	Muehlbauer	Agronomy/Plant Genetics
David	Mulla	Soil, Water, and Climate
Gordon	Murdock	Bell Museum of Nat History
Michael	Murphy	Veterinary Population Medicine
Sharon	Murphy	Univ of Minnesota Cancer Ctr
Michael	Murtaugh	Vet & Biomedical Sciences
Claudia	Neuhauser	Vice Chancellor UM Rochester
Raymond	Newman Jr	Fisheries, Wildlife/Cnsrv Bio
Karen	Oberhauser	Fisheries, Wildlife/Cnsrv Bio
John	Osborn Jr	Physiology
Wei	Pan	Biostatistics
Keshab	Parhi	Electrical/Computer Engr
Christopher	Pennell	Lab Med/Pathology Department
Christopher	Phelan	Economics
Herbert	Pick Jr	Inst Of Child Dev
Dennis	Polla	Technological Leadership Inst
Justin	Revenaugh	Geology & Geophysics
Kathryn	Reyerson	History
Arthur	Reynolds	Child Development
Franklin	Rimell	Otolaryngology
E	Ritenour	Biophysical Sci & Medical Phy
Julie	Rohovit	CCE - Degree and Credit Prgms
Donald	Ross Jr	Writing Studies
Michael	Sadowsky	Soil, Water, and Climate
Gary	Sands	Bioproducts/Biosystems Engr
Simona	Sawhney	Asian Languages/Literatures
Jon	Schommer	College of Pharmacy
Janet	Schottel	Biotechnology Institute
Karl	Self	School of Dentistry
Mark	Sellner	Accounting/MBT
Virginia	Seybold	Neuroscience
Eric	Sheppard	Geography
Stephen	Shuman	Primary Dental - OHSOA
Joern	Siepmann	Chemistry
Andrew	Simons	Ecology/Evolution/Behavior
Jeffry	Simpson	Psychology
Jonathan	Slack	Stem Cell Institute
Carissa	Slotterback	Humphrey School of Public Affairs

First Name	Last Name	Department
Alan	Smith	Horticultural Science
David	Smith	Food Science and Nutrition
Madelon	Sprengnether	English
Srinand	Sreevatsan	Veterinary Population Medicine
Melissa	Stone	HHH Inst Publ Aff-Inst
Daniel	Sullivan	School of Journalism
Deborah	Swackhamer	Water Resources Center
Karen	Taussig	Anthropology
George	Trachte	DMED Physiology and Pharmacology
Frances	Vavrus	Org Leadership, Policy/Dev
Mary	Vavrus	Communication Studies
Vaughan	Voller	Civil Engineering
Carston	Wagner	College Of Pharmacy
Sherry	Wagner-Henry	CCE - Degree and Credit Prgms
Kendall	Wallace	UMD Biochem/Molecular Biology
Ann	Waltner	History
John	Warren	Sociology
C	Waters	Philosophy
Elizabeth	Wattenberg	Envrn Health Sciences (SPH)
Josef	Werne	UMD Chemistry and Biochemistry
Wellington	Wood III	Pharmacology
Cheryl	Zimmerman	College Of Pharmacy
Jacquelyn	Zita	Womens Studies
Stephanie	Zollinger	CDes Design, Housing & Apparel
Virginia	Zuiker	Family Social Science

Director of Graduate Studies Assistants

First Name	Last Name	Department
Richard	Adamczak	Physical Therapy Program
Lauri	Andersen	Stem Cell Institute
Bonnie	Anderson	Water Resources Center
Maureen	Andrew	Div of Hlth Policy and Mgmt
Virginia	Arons	Theatre Arts and Dance
Jo Ann	Ash	
Rachel	Ayers	History
Cheryl	Beeman	UMD AHC Grad Prog - Medical School
Cheryl	Beeman	UMD AHC Grad Prog - Medical School
Danielle	Bordeleau	Child Development
Raechel	Bosch	Spanish and Portuguese
Earlene	Bronson	Carlson PhD Program
Lynn	Burchett	Psychology
Sylvia	Carlson	Integrative Biology/Physiology
Cynthia	Conover	Art Department
Gary	Cooper	Applied Economics
Faith	Courchane	Otolaryngology
Valorie	Cremin	College of Pharmacy
Shannon	Dahmes	Curriculum and Instruction; Educ/Hum Dev
Roberta	Daigle	Family Social Science
Jennifer	Dalton	Computer Science/Engineering
Damian	Damiani	Technological Leadership Inst
Beatrice	Dehler	Communication Studies
Saba	Deressa	Dept of Neuroscience
Jessica	Eastman	Curriculum and Instruction
Barbara	Eastwold	History of Science and Technology
Marilyn	Eells	Div of Hlth Policy and Mgmt
Marta	Fahrenz	Kinesiology
Erik	Farseth	Art History
Bonny	Fleming	School of Mathematics
Robert	Fox	Sociology
Carol	Francis	Sch Of Public Health
Karen	Frederickson	English
Kristi	Fritsch	French and Italian
John	Gardner	Mechanical Engineering
Kathleen	Glasgow	English
Elizabeth	Goebel	Physical Medicine & Rehab

First Name	Last Name	Department
Janice	Goodno	School of Social Work
Sara	Grothe	College of Design
Ann	Hagen	Diagnostic & Biological Sci
Rochelle	Hammer	Institute for Global Studies
Pamela	Hansen	Biophysical Sci & Medical Phy
Julie	Harrold	Humphrey Inst of Public Affair
Charlene	Hayes	Institute for Global Studies
Jeremy	Hernandez	Org Leadership, Policy/Dev
Mary	Hildre	Statistics
Felicia	Horan	Entomology
Sarah	Hosfield	CCE Degree and Credit Programs
Lisa	Hubinger	Veterinary Medicine Grad Prgms
Margaret	Irish Ferdinand	Educational Psychology
Linda	Jagerson	Electrical/Computer Engr
Kari	Jarcho	Soil, Water, and Climate
Dawn	Johnson	Integrated Biosciences Program
Rachel	Jorgenson	Biomedical Engineering
Anup	Joshi	Water Resources Center
Gail	Kalli	Plant Biology
Susan	Keirstead	Stem Cell Institute
Victoria	Keller	Classic/Near Eastern Studies
Donna	Kern	HHH Inst Publ Aff-Inst
Kara	Kersteter	Economics
Erin	Keyes	Law School Admin
Andrea	Kish	Epidemiology
Charleen	Klarquist	CDes Design, Housing & Apparel
Susan	Knoblauch	Genetics, Cell Biology/Dev
Sharon	Kressler	Geology & Geophysics
Laura	Krider	School of Music
Anne	Lageson	Plant Pathology
Cathryn	Larson	Surgery
Andy	Le	Speech-Lang-Hearing Sci, Dept
Barbara	London	Anthropology
Amanda	Lugo	Biotechnology Institute
Joellen	Lundblad	CCE - Degree and Credit Prgms
Carla	Mantel	Ctr for Spirituality/Healing
Cynthia	Marceau	Neuroscience
Ann	Mayhew	Pharmacology
Candice	McDermott	Pharmaceutics

First Name	Last Name	Department
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Janet	McKernan	Philosophy
Susanna	McMaster	MGIS /Geography
Lynne	Medgaarden	Agronomy/Plant Genetics
Judith	Mitchell	Continuing Education
Heather	Myers	Management
Amy	Nastrom Nordlander	Anthropology
Nan	Nelson	Writing Studies
Makhosi	Nkosi	Envirn Health Sciences
Susan	O'Brien	Bioproducts/Biosystems Engr
Sally	Olander	Biostatistics
Laura	Olevitch	Minnesota Population Ctr
Margaret	O'Neill	Center Bioethics
Celeste	Pape	Grad School
Cathy	Parlin	German, Scandinavian and Dutch
Emily	Peterson	
Robin	Peterson	School of Nursing
Susan	Prahl	Psychology
Julie	Prince	Chemical Engineering/Mat Sci
Terence	Rafferty	Arch/Landscape Arch
Tiffany	Ralston	Civil Engineering
Elaine	Reber	Applied Economics
Joyce	Reha	College of Pharmacy
Kimberly	Reno	Animal Science
Derk	Renwick	Classic/Near Eastern Studies
Idalia	Robles-Deleon	Gender, Women/Sexuality Studies
Louise	Shand	Microbiology Department
Geoffrey	Sheagley	Political Science
Judith	Soine	Physics and Astronomy
Susan	Solarz	North Cntrl Forest Exprmt Stn
Erin	Spencer	Executive Ofc and Admin Spec (rochester)
Melanie	Steinman	American Studies
Shirlyn	Terrell	
Nancy	Thao	Chemistry
Terry	Thibeault	Physics and Astronomy
Karen	Thompson	Intrdiscp Ctr Stdy Global Chng
Nancy	Toedt	Food Science and Nutrition
Darlene	Toedter	Biochem, Molec Biol/Biophysics

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Nicole	Tollefson	Cultural Stdy/Comparative Lit
Margaret	Tracy	Asian Languages/Literatures
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Kathleen	Walter	Educational Psychology
Mark	Wegner	Primary Dental Care
Jennifer	Welsh	Forest Resources
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Lisa	Wiggins	Ecology/Evolution/Behavior
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College Staff

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William	Bear	Humphrey Sch of Public Affairs
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First Name	Last Name	Department
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Susan	Morrison	Human Resources
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Kay	Thomas	Ofc of International Programs
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Deborah	Wingert	Ctr for Teaching and Learning
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Appendix H: Disclaimer

The President's Emerging Leaders Program, Team Duluth 2010-2011 has prepared this report of its findings at the request of the Dean of the Graduate School, Henning Schroeder. In preparing this document, the PEL team has used all reasonable endeavors to include the best information available to it at the time and to use methods that model good research practices.

The purpose of this publication is to provide a third party and impartial interpretation of the qualitative and quantitative information gathered with regard to the opportunities that the Graduate School Transition Communications Team corresponds with various stakeholder groups that were identified during the project.

This publication does not purport to contain all of the information and/or opinions of the stakeholders that were interviewed, surveyed or communicated with during the course of the data-gathering period. The contents of this document have not been reviewed or approved by the University of Minnesota, the Graduate School or the Provost's office.