



**Information for Applicants for the Position of
SUPERINTENDENT
PRE-K – 12 SCHOOL OPERATIONS
UCLA Employment Opportunity**

THE POSITION

In furtherance of the overall University goal of enhancing the delivery of education at all levels, the Superintendent of Pre-K – 12 School Operation is being established by the University of California, Los Angeles to provide administrative oversight and alignment for the UCLA Infant Day Program, Early Care and Education Programs, the UCLA Lab School and the Geffen Academy.

Each school is managed by skilled and experienced Heads of School leaders. Each of the schools support the broader UCLA mission, vision and purpose while developing engaged students with skills and competencies.

The responsibilities and role of the Superintendent of Pre-K – 12 School Operations include:

- Oversight of the programs, operations, and overall coordination of UCLA's infant, early-care, primary, and secondary educational facilities and units. These include the Infant Day Program (IDP), Early Care and Education (ECE), UCLA Lab School, and the Geffen Academy
- Effective administration across multiple units serving distinct constituents, with each geared toward meeting the needs of highly quality research, excellence in teaching, and a strong commitment toward service and diversity
- Consultation and collaboration with the Academic Advisory Council on significant K-12 school operations impacting the university. AAC membership may include representative(s) from the Academic Senate, Faculty Welfare Committee and key university stakeholders representing parents, students, staff and/or faculty
- The superintendent recognizes and embraces the need for broad consultation and collaboration with key university and school site stakeholders
- Personnel and Human Resources – Ensuring greater understanding and compliance with University policies and practices
- Legal Counsel – Ensuring greater understanding and compliance with California education code, federal requirements and University policies
- Admission procedures – Ensuring greater understanding, consistency and transparency relative to student admissions, particularly as it impacts the UCLA community
- Special Education – Ensuring that quality programs are in place for special needs students and their compliance with state and federal mandates
- Parent Expectations – Ensuring consistency in addressing parent needs and coordination of standard procedures between schools and with the University
- School and University Activities – Providing coordination of special events, general activities, school construction, traffic etc... with the University
- Emergency Procedures – Ensuring greater coordination, consistency, communication and preparation between schools and with the University relative to local and/or state

emergencies

- Grants, Research and Philanthropic Opportunities – Providing greater coordination and strategic actions to enhance funding opportunities
- Mediation and Advocacy – Ensuring ongoing communications with the University relative to policies, actions and practices
- Student on Campus – Ensuring greater consistency of practices and procedures regarding UCLA students working on the school campuses

PROFESSIONAL PROFILE

UCLA is seeking highly qualified candidates who:

- Are well prepared and experienced in providing organizational leadership across Pre-K – 12 educational programs
- Ensure sound management practices
- Work collaboratively with faculty, staff, students and administrative personnel
- Bring innovative approaches and creativity to curricular and co-curricular Pre-K – 12 programs
- Support relevant research to address the changing needs in the field of Pre-K – 12 education

SALARY AND BENEFITS

Salary for this position will be commensurate with experience and qualifications.

UCLA offers a comprehensive benefits package, including an average of three weeks' vacation per year; an average of 12 days per year sick leave; 13 paid holidays per year; health, dental and optical benefits; life insurance; disability insurance; the University of California Retirement Plan with 5 year vesting and various voluntary UC Savings Plans. There are also special programs and privileges available, such as accessibility to cultural and recreational programs, athletic events, and the University Credit Union.

THE SUPERINTENDENT PRE-K – 12 SCHOOL OPERATIONS

A brief description of the UCLA Pre-K – 12 School Operations is as follows:

- **The Infant Day Program** has served children and their parents since its establishment in 1983. The facility is used by instructors for demonstrating principles of developmental psychology and by researchers to study child development. The primary purpose is to offer quality group care for infants and toddlers of the students, staff, and faculty of the Psychology Department and other departments on the UCLA campus, and to serve as a teaching and research facility for the Psychology Department and UCLA community.
- **The UCLA Early Care and Education** supports the recruitment and retention of UCLA faculty, staff, and students by providing families with center-based care and by providing child development information and child care resources at the following centers: Krieger, Fernald, University Village, UCLA Westward Childcare and the University Parent Nursery.
- **The UCLA Lab School** is a small, innovative school for children 4-12 years old. The school serves as a laboratory for UCLA's Graduate School of Education and Information Studies and is located on the UCLA campus in Westwood.
- **The Geffen Academy at UCLA** is an inclusive and challenging college-preparatory school for students in grades 6-12 aligned with the science of adolescence. Students enrolled are encouraged to be questioners, analysts, presenters, and creative, collaborative, active and engaged young adults who practice their skills, competencies, and relationships with deliberation. Geffen Academy graduates believe that knowledge is beautiful, transformative, and relevant to one's life and civic responsibility in a just, free, and global community.
- SEE ATTACHED ORGANIZATIONAL CHART

THE UCLA CAMPUS

UCLA's campus, with its gracious buildings, beautiful gardens and sweeping vistas, is situated in the heart of Westwood just minutes from the stunning coastline and broad-sand beaches of Santa Monica. A highly-selective institution with more applications than any other major university in the country, UCLA is also one of the most ethnically and culturally diverse communities in the world, with students from all 50 states and more than 100 foreign countries. UCLA's highly-distinguished faculty ranks among the nation's top ten schools in awards, honors and recognition.

APPLICATION PROCESS

To Request Application Materials for the UCLA Superintendent, Pre-K – 12 School Operations Position:

Send an e-mail to Becky Banning, Executive Assistant

bbanning@leadershipassociates.org

Phone: 805.364.2775

Consultants:

Dennis Smith, Ed.D.

Kent Bechler, Ph.D.

Leadership Associates

3905 State Street, #7-407

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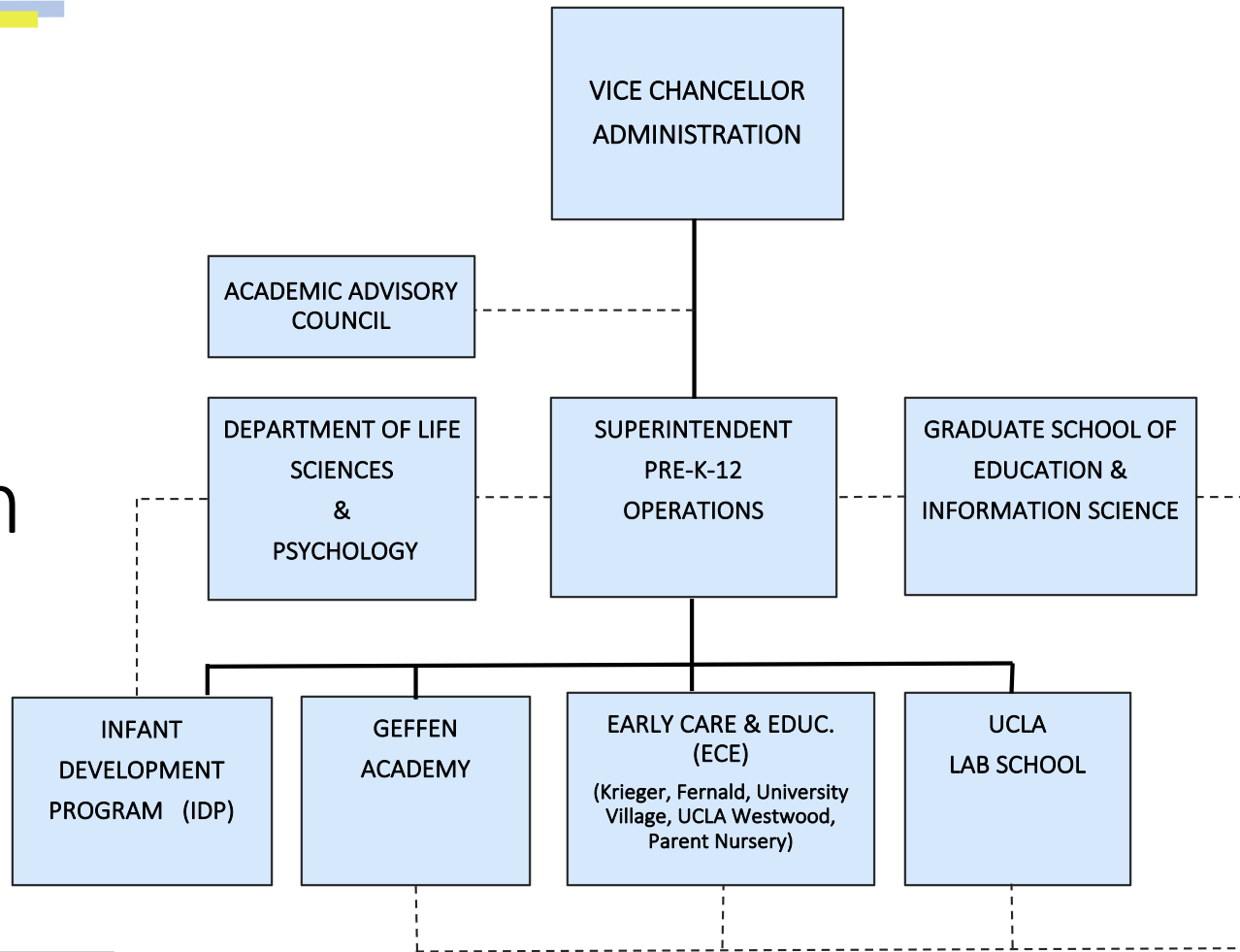
www.leadershipassociates.org

Applications must be completed and returned via email by 5:00 P.M. on March 18, 2019.



UCLA

PRE-K-12 EXECUTIVE LEADERSHIP Organization Chart



Denotes Line Responsibility —————
 Denotes Staff Responsibility - - - - -

UCLA

Pre-K-12 Executive Leadership Structure Assessment

FINAL REPORT

I. PRE K-12 LEADERSHIP STRUCTURE ASSESSMENT OVERVIEW:

Leadership Associates was retained by the office of the Executive Vice Chancellor and Provost to conduct an Executive Leadership Structure Assessment of the Pre K-12 University schools and related educational programs. Also included as part of the review was the University's relationship with LAUSD through its Community School and Tie-In programs.

The Executive Vice Chancellor and Provost identified the need for increased oversight and coordination with the University and these Pre K-12 schools and programs. There was recognition that the University is not fully conversant in the Pre K-12 field, particularly as it relates to compliance and legal issues. As a result, this study is intended to determine the most strategic lines of authority that would provide greater alignment of operating procedures and policies with the University, and integrating the schools with University academic and research endeavors in the following manner. There was a concerted effort in this review to do the following:

1. Assess the current organizational structure of each school as it relates to the University and consider the strengths and/ or shortcomings of the current organizational structure.
2. Assess the needs of the University with respect to such issues as the mission of the schools as it relates to the University and determine the appropriate level of oversight, accountability and legal compliance needed to protect the University and school units and ensure compliance with University policies and procedures.
3. Determine a Pre-K-12 School and Executive leadership and reporting structure that will maintain appropriate levels of creativity and autonomy of the school units, including the appropriate role for the Graduate School of Education and Information Science (GSE & IS).
4. Review and revise the current Senior Director Position Description, as appropriate.
5. Recommend an implementation plan and timeline.

II. PROCESS:

In order to gain maximum insights and knowledge from an historical perspective, as well as to make an assessment of the current state and mission of the University and school units, data gathering and assessment and personal interaction through one-on-one and small group meetings were conducted with the below University leaders. In addition, there were site visitations to the Early Care Education Center, the UCLA Lab School, and the Geffen Academy. Appreciation is extended to the following University leaders who gave generously of their time and expertise:

1. Michael Beck, Vice Chancellor, Administration
2. Julie Bower, Professor, Psychology, and Chair, Faculty Senate Faculty Welfare Committee
3. Joseph Bristow, Professor, Senate Chair
4. Ina Bryant, Senior Campus Counsel
5. Sibyll Catalan, Head of School, Geffen Academy
6. Michael Goldstein, Professor Emeritus and Chair, Pre-K-12 Schools Working Group
7. Yolanda Gorman, Senior Advisor to the Chancellor for Strategic Initiatives
8. Georgia Lazo, Principal UCLA Lab School
9. Michael Merazne, Professor, Senate Vice Chair/Chair Elect
10. Pedro Noguera, Distinguished Professor of Education, Graduate School of Education
11. Jody Priselac, Associate Dean for Community Programs, Graduate School of Education
12. Victoria Sork, Professor and Dean, Life Sciences (IDP)
13. Marcelo Suárez-Orozco, Wasserman Dean, Graduate School of Education & Information Science
14. Deborah Valentine, Executive Director, Early Care and Education
15. Scott Waugh, Executive Vice Chancellor and Provost
16. Patrice Winn, Director, Infant Development Program, Department of Psychology

III. UNIVERSITY PRE K-12 SCHOOLS AND PROGRAMS

The assessment of Pre-K-12 leadership structure analysis focused on the three UCLA Pre K-12 schools and related educational programs. These include the Early Childhood Care and Education Centers (Krieger Center, Fernald Center, University Village Center), UCLA Lab School, Geffen Academy, Infant Development program, and the GSE & IS Community Schools and Tie-In Schools with LAUSD.

A. EARLY CARE AND EDUCATION (ECE)

The UCLA Early Care and Education Centers provide child care and education for University faculty, staff and students and their families. The ECE serves approximately 340 children ages infant through five years at three campus centers located on University property. The ECE has a career staff of 85 and a student support staff of approximately 100.

Enrollment in the ECE program is open to University faculty, staff and students. Admissions is guided by University procedures that allocate openings to various University departments. Enrollment at the ECE is also utilized as a “recruitment and retention” tool. Approximately 52% of openings go to senate faculty members, with percentages given to each department, 24% staff families, and 24% students with children.

Organizational Structure

The Executive Director currently reports to the Dean of the Graduate School of Education and Information Sciences (GSE & IS). Each ECE Center is led by a Director who reports to the ECE Executive Director. Prior to the fall of 2018, the ECE Head of School reported to the Director of Campus Services Enterprises.

THE KRIEGER CENTER

The Krieger Center is located at the north/west corner of campus. This center enrolls an average of 70-75% faculty families and 5% student families. The Krieger campus is the largest center with approximately 160 children. The Krieger Center has nine classrooms, four for younger and older infants and five for preschool.

THE FERNALD CENTER

The Fernald Center is located in the north/central area of campus. This center enrolls an average of 85% faculty families and 15% staff families. There are no student families at the Fernald Center. The Fernald Center has four classrooms; one for infants, one for toddlers, and two for preschool.

THE UNIVERSITY VILLAGE CENTER

The University Village Center is about five miles south of campus on Sepulveda Blvd. which is also the location of student housing. Student families eligible for tuition assistance from the State of California as well as University Village residents receive priority enrollment here. Faculty, staff and student families are enrolled at the University Village Center, although the majority are student families. Members of the community at large may enroll at this location only (space permitting). There are approximately 115 children at this center. The University Village Center has six classrooms; one for infants, one for toddlers and four for preschool.

ECE currently offers subsidized spaces to 45-75 children of UCLA students annually. The exact numbers vary according to the grant and children's schedules. Subsidized spaces for infants and toddlers are only available at University Village. Approximately 50% of the University Village enrollment is allocated to CDE subsidized families.

UCLA WESTWOOD CHILDCARE CENTER

Bright Horizons manages a fourth Early Child and Education center for UCLA. It is located in Westwood above the Ralphs and Target stores. It was built ten years ago. The Chancellor has subsidized the cost of this program for the past 10 years, at approximately \$1.25 million per year. The Bright Horizons lease is ending soon and a decision should be made as to whether UCLA will continue in that agreement or consider assuming the Center under the direction of the current UCLA Early Care and Education program. The Westwood Childcare Center serves 220 children. Approximately 20% are children of Health Services Staff, 40% Medical School associates (mostly post-docs and residents), 20% College and Professional Schools and 10% community members at large. Approximately 10% of all families are Senate Faculty, and it is not considered as a recruitment and retention tool in the same way as the three UCLA ECE Centers.

The ECE Executive Director serves as the UCLA liaison to the UCLA Westwood Childcare Center.

UNIVERSITY PARENT NURSERY SCHOOL

A fifth Early Care and Education Center operates on the University Village property. It is a parent cooperative preschool and pre-dates the current ECE Centers. This Center is not directly managed by the UCLA ECE Executive Director. The University Parents Nursery school primarily serves graduate students and post-doctoral students who are University Village residents and community members.

B. UCLA LAB SCHOOL - Pre K- 5

UCLA Lab School serves approximately 450 students ages 4-12 years old. The school serves as a laboratory for UCLA's Graduate School of Education & Information Studies and is located on the UCLA campus in Westwood. The school has approximately 35 teachers, 20 instructional assistants and 20 support staff members serving the school and its students.

The instructional program is designed to respond to the needs of each student and provide a broad curriculum through which children develop essential skills. Technology is integrated into the daily program. There is also a dual language immersion program.

UCLA Lab School admissions procedures are designed to ensure ethnic and economic diversity as well as a gender balance in the student population. UCLA Lab School reserves the right to make exceptions to its general admissions process in order to select a population that best serves the research and dissemination mission and other needs of the school. The school utilizes the "Chancellors list" for admissions into the Lab school for faculty members via the Dean's list for faculty members and is also used as a "recruitment and retention" tool. Approximately 30% of the student body are the children of UCLA faculty and staff members.

Organizational Structure

The school is led by a Principal who currently reports to the Dean of Graduate Studies and Information Systems.

C. GEFFEN ACADEMY - 6-12

The Geffen Academy began accepting applications for sixth, seventh and ninth grade students in the 2016–17 academic year. Currently, the school serves sixth through tenth grade students. The Geffen Academy was made possible in great part from a gifting commitment of \$100 million from David Geffen.

The Geffen Academy admission criteria considers the academic and personal qualities of each applicant. Students are admitted based on a review of their application, including evaluation factors such as the potential impact and tone-setting for the school, previous academic work, school reports, essays, recommendations and testing. Geffen Academy also requires the ISEE or SSAT exam for admission consideration.

The school currently serves approximately 390 students with a teaching staff of 50 and a support staff of 30. Upon build out, the Geffen Academy will serve students in grades 6-12 with an anticipated student population of approximately 620.

Organizational Structure

The school is led by a Head of School who currently reports to the Executive Vice Chancellor and Provost.

D. INFANT DEVELOPMENT PROGRAM

The Infant Development Program (IDP) is operated by the Psychology Department. The IDP serves children and their parents and offers training to a number of students each quarter since its establishment in 1983. The facility has also been used by instructors for demonstrating principles of developmental psychology and by researchers to study child development. The stated primary purpose of the IDP is two-fold:

- to offer quality group care for infants and toddlers of the students, staff, and faculty of the Psychology Department and other departments on the UCLA campus, and
- to serve as a teaching and research facility for the Psychology Department and UCLA community.

The program is designed to accommodate both cross-sectional and longitudinal investigation of infants, toddlers, their parents, and caregivers. In enrolling their children in the program, parents agree to be available for research and teaching for a few hours per month. All research or teaching involving interaction with the infants requires specific consent from the parents.

The program has six full-time staff members: the Director, a lead teacher at each site, three teachers and a full-time "floater". Additional support is provided by approximately 20 student interns each semester. The program accommodates 25 children at two sites, from three months to three years old. Faculty, students, and staff in the Psychology Department and partnership department families are given priority. There is a substantial waiting list.

Organizational Structure

The IDP is overseen by the Department of Life Science. The Chair of the Department of Psychology provides direct oversight to the program.

E. RELATED EDUCATIONAL PROGRAMS:

Together In Education in Neighborhood Schools ("Tie-In")

This is a UCLA-LAUSD partnership intended for children of UCLA faculty and staff who live outside the attendance area to go to these eight public

schools. In exchange, UCLA, with guidance from the schools' leaders, provides assistance and enrichment in support of high achievement for all students in these schools. The LAUSD West LA schools include:

- University High School
- Emerson Middle School
- Nora Sterry Elementary
- Brockton Elementary
- Beethoven Street Elementary
- Broadway Elementary
- Mark Twain Elementary
- Walgrove Avenue Elementary

UCLA Community School – This is a partnership between UCLA and LAUSD serving K-12 students as a site of learning where UCLA informs best practices in teacher development and student learning.

Mann UCLA Community School – This is intended to be a cornerstone for high-quality public education in South Los Angeles - preparing all students to graduate from high school ready to succeed in college, careers, and civic life.

Organizational Structure

The “Tie-In” and Community schools are part of the LAUSD school system. As such, GSE & IS provides a support role but has no direct operational authority or responsibility.

IV. SUMMARY REVIEW

As offered earlier, the University's Pre K-12 schools and related educational programs have developed and grown organically over the years with limited oversight, coordination and integrated processes with the University. The development of these schools took place over time and their resulting relationship to the University remains unclear.

During the 2017-18 school year, the University commenced a recruitment process for a Senior Director Pre K-12 School Operations to oversee the University's Pre K-12 schools. In the spring of 2018, the search was paused in order to develop greater clarity as to the role and responsibility of the Senior Director and to solicit additional input from the school units and key University stakeholders.

V. SUMMARY FINDINGS

The operation of a Pre K-12 school system composed of four school units on eight sites with varied educational programs serving approximately 1400 students ages 6 months to 18 years, is a complex and daunting responsibility. In assuming this responsibility the University is in effect operating a fully

functioning and complex school system with all of the regulatory, legal, fiscal, and educational responsibilities and duties of any public, private or charter school system.

The University is also the lead educational agency interacting with a student and parent body far different than anything that currently exists on the UCLA campus. As such, the University's experience and technical expertise in overseeing and managing Pre K-12 schools and educational programs is limited and the University would clearly benefit from a more unified leadership structure that would provide clearer guidance, integration and coordination of services.

The current reporting structure has two of the Heads of Schools (principals) reporting to the Dean of the Graduate School Education and Information Systems, one Head of School Reporting to the Executive Vice Chancellor and Provost and the Infant Day Program reporting to the Chair of Psychology. This organizational reporting structure lacks consistency in oversight and decision making and does little to take advantage of an efficiency of operation and best practices that could better serve its Pre K-12 students and their parents. Through no fault of its own, the current system has created a series of separate "silos" with minimal collaboration and opportunity to share best practices or take advantage of economies of scale.

Such issues as legal compliance, adherence to Education Code, labor relations, bargaining, special education etc. are diffused among the various departments and schools and lack coherence. The absence of unified leadership has the very real potential of creating significant legal and liability exposure to the University in such areas as student conduct, academic accommodations, legal requirements, fiscal operations and parental demands/expectations, to name just a few. Thus, there is a shared need for greater communication, consistency, advocacy and trouble-shooting in such areas as:

1. Personnel and Human Resources – Ensuring greater understanding and compliance with University policies and practices.
2. Legal Counsel – Ensuring greater understanding and compliance with California education code, federal requirements and University policies.
3. Admission procedures – Ensuring greater understanding, consistency and transparency relative to student admissions, particularly as it impacts the UCLA community.
4. Special Education – Ensuring that quality programs are in place for special needs students and their compliance with state and federal mandates.
5. Parent Expectations – Ensuring consistency in addressing parent needs and coordination of standard procedures between schools and with the University.

6. School and University Activities – Providing coordination of special events, general activities, school construction, traffic etc. with the University.
7. Emergency Procedures – Ensuring greater coordination, consistency, communication and preparation between schools and with the University relative to local and/or state emergencies.
8. Grants, Research and Philanthropic Opportunities – Providing greater coordination and strategic actions to enhance funding opportunities.
9. Mediation and Advocacy – Ensuring ongoing communications with the University relative to policies, actions and practices.
10. Students on Campus – Ensuring greater consistency of practices and procedures regarding UCLA students working on the school campuses.

VI. RECOMMENDATIONS

- A.** The best interests of the University and its school units, students and staff would be served by the retention of a skilled educational leader for Pre K-12 Schools & Operation to lead the Early Care and Education Centers, UCLA Lab School, Geffen Academy and the Infant Development program under a singular umbrella.

A reorganization of this nature would allow the University to better carry out its primary mission as a research and learning institution while allowing its Pre K-12 schools and Infant Development program to perform in a collective and strategic manner and build upon the current strength of the schools and their leadership. Such a structure should also enhance and expand on additional funding and philanthropic opportunities. The commitment and caliber of the Principal/Heads of Schools, along with the strong staff and instructional programs currently in place, make this an ideal time to implement such a change. This reorganization plan would in no way limit the ability of the Academic Deans' authority to exercise their established academic prerogatives over academic issues as further outlined in Recommendation I, Subsection a-d.

- B.** Resume the search to retain a leader for the University's Pre K-12 Operations. That individual should possess the following Professional and Personal Qualities:

Professional Background and Experience

Possess a minimum of five years of executive leadership experience at the Pre K-12 level. Experience as an instructor and site principal at a lab school and/or University, and a doctorate is desirable. A proven track record of leadership success is essential.

Personal Skills

Believes in collaborative relationships and recognizes the importance of working with academic and executive university leaders. S/he should have a high comfort collaborating with an Academic and Scholarly Advisory Board in reaching decisions on behalf of the University, its schools and staff. The individual must also possess strong verbal and written abilities and possess exemplary interpersonal skills.

C. Reporting Structure

Implement the Reporting Structure as outlined in Attachment A which include:

1. Responsibility for the direct oversight and operations of all Infant/Pre K-12 school units with a clear reporting structure to the Vice Chancellor for Administration.
2. Establishment of a strong advisory role to the GSE & IS and Psychology Departments to ensure collaboration and coherence with the Infant Development Program and the GSE & IS Community School programs.
3. Establishment of an interdisciplinary Advisory Board composed of representatives from such departments as GSE & IS, Psychology, Public Affairs and Public Health, as well as a representative from the Faculty Welfare Committee of the Academic Senate to ensure maximum coordination with the University's mission, goals, practices and protocols. The Advisory Board may wish to establish separate committees each addressing one of three major subdivisions: Infant and Early Childhood Program, Elementary Education and Secondary Education.
4. Creation of a "Quality Review and Assurance" process to ensure efficacy of the instructional programs, curriculum and school operations.

D. Superintendent of Pre K-12 Operations - Responsibilities

In addition to the roles and responsibilities as outlined in this report and delineated in the Organizational Chart (attachment A), additional and very essential responsibilities of the Superintendent includes serving as the chief liaison and ambassador to local school districts and educational agencies in promoting and enhancing current relationships and seeking ways to leverage resources and educational innovations with neighboring school districts. This would include supporting and seeking ways to enhance upon the current relationships that exists with the LAUSD Community and Tie-in Schools.

E. Position Description (Attachment B)

The attached position profile reflects an overview and skill requirements for the position to be presented to candidates. The title of Superintendent of Pre K-12 Operations better reflects the nature of the role and its responsibilities, provides greater stature to the position relative to external and internal stakeholders and increases the depth and quality of the pool of potential applicants.

In order to take full advantage of the best recruitment window, it is recommended that the University resume a search for this position by mid-February. Recruitment of potential candidates would occur through the early spring of 2019 with Interviews taking place in March/April and a decision and appointment in April/May 2019.

F. SCHOOL UNITS - LEADERSHIP TITLES:

The lead administrator of the ECE has the title of Executive Director, the UCLA Lab School lead administrator has the title of Principal and the lead administrator of the Geffen Academy has the title of Head of School. Although the age and grade level configuration of the students at the three UCLA schools vary, the role and job responsibilities of each lead administrator are basically the same. In order to ensure greater clarity among internal and external stakeholders regarding the nature of the position and to provide greater cohesion and coherency among all of the UCLA operated schools and centers, it is recommended that the schools utilize a common title for the lead administrator of either Principal or Head of School.

G. WESTWOOD CHILDCARE CENTER

The Westwood Childcare Center is operated by Bright Horizons, a third party provider. UCLA leases the property for this purpose. The services provided by Bright Horizons, and the families served are essentially the same as that provided by UCLA staff at the Fernald, Krieger and University Village Centers. There are significant organizational and efficiency advantages in placing all of the Early Child and Education Centers under the supervision and auspices of the current UCLA Early Childhood Care Executive Director. Therefore, it is recommended that the Westwood Childcare Center transition to UCLA direct oversight under the leadership of the ECE Executive Director.

H. UNIVERSITY PARENT NURSERY SCHOOL

A fifth Early Care and Education Center operates on the UCLA owned University Village property. This Center is a parent cooperative preschool that pre-dates the current ECE centers and is not directly managed by the UCLA ECE Executive Director. The University Parents Nursery School primarily serves graduate and post-doctoral students who are University Village residents and community

members. It is recommended that this agreement and operation be reviewed and considered for inclusion under the UCLA ECE operations.

I. ROLES AND RESPONSIBILITIES - ACADEMIC DEANS

Under the recommended reorganization it is important to note that the Academic Deans would maintain their roles and responsibilities as outlined in subsection a-d below.

- a. The initiation, conduct, and evaluation of scholarly research conducted in the School Units. This is research funded by outside agencies, whose primary purpose is the advancement of knowledge and not the evaluation of specific programs and/or policies within the School Units. This includes any research not exempt from IRB approval.
- b. The recruitment, hiring, promotion and evaluation of UCLA faculty whose professional responsibilities take place in whole or in part within the School Units. This includes all faculty paid in whole or in part from 19900 funds as well as any other funds from outside sources that are normally under the control of an academic dean.
- c. The use of such academic titles as adjunct professor, professor in residence, lecturer, or field supervisor for any staff member within the School Units.
- d. All matters such as curricula, evaluation, graduation and certification requirements for UCLA (undergraduate, graduate and post-doctoral) students and trainees.

I have greatly appreciated the professionalism, dedication and significant time that everyone associated with the UCLA family has shown toward me throughout this entire study. Please feel free to contact me if there are any questions or additional insights or information is needed regarding any aspect of this report.

Sincerely,

Dr. Dennis M. Smith
Leadership Associates
(714) 612-1708