

CREATING A WORLD OF GOOD

The Graduate School's Strategic Plan 2015-17 Biennial Update

The **2015–2020 Strategic Plan** for graduate education at the University of Washington outlines five major priorities: **the graduate student experience; diversity and inclusion; innovation and excellence; advocacy and advancement; and administrative infrastructure and core practices**. This biennial report provides a measure of accountability to ensure the success of our strategic priorities in graduate education. Additionally, the biennial report serves as a reference point to understand the connection between past, current, and future projects and initiatives.

We provide a summary of admissions and enrollment statistics, as well as exit survey results, followed by the goals and objectives for each major priority with examples of aligning services/activities/programs/initiatives for the 2015–16 and 2016-17 academic years.

BIENNIUM BY THE NUMBERS

ADMISSIONS AND ENROLLMENT

- University-wide
 - In 2016-17, 33,543 applications for admission were received with 9,937 admissions offers and 4,696 new students enrolling.
 - In 2015-16, 32,248 applications for admission were received with 9,693 admissions offers and 4,717 new students enrolling.
- Bothell Campus
 - In 2016-17, received 587 applications for admission with 373 offers extended and 274 new students enrolling.

- In 2015-16, received 552 applications for admission with 361 offers extended and 244 new students enrolling.
- Tacoma Campus
 - In 2016-17, received 546 applications for admission with 357 offers extended and 228 new students enrolling.
 - In 2015-16, received 534 applications for admission with 391 offers extended and 241 new students enrolling.

TEN YEARS AT A GLANCE

- The number of admissions applications received has nearly doubled in the last ten years: 17,497 in 2006-07 and 33,543 in 2016-17.
- The number of applications from underrepresented minority students has more than doubled; however, the percentage of admissions offers extended has decreased by 5%.
- The number of students enrolled in fee-based programs has more than doubled as the number of fee-based programs has increased dramatically: approximately 35% of students are enrolled in a fee-based program in 2016-17 compared to only 18% in 2006-07.

MASTER'S EXIT SURVEY

- Most graduates were currently employed or planned to work in the private sector.
- Most graduates planned to continue to live in Washington after graduation.
- Library and electronic research resources were highly rated features of the degree program.

DOCTORAL EXIT SURVEY

- The majority of respondents rated the University of Washington's overall academic, student life and supportive environment as very good or excellent.
- The most common intended sectors for employment for non-STEM respondents were U.S. four-year colleges and universities and university-affiliated research institutes.
- The private sector/industry was the most common intended sector for graduates of STEM programs.
- The library and electronic research resources were the highest rated support category for doctoral students.
- International students had the lowest response to being able to access resources such as preparation as a scholar/ researcher and preparation as a practitioner within their program. However, international students' responses to being able to access resources at the University were more similar to domestic and Washington resident students.
- More than 90% of programs provide students with a written set of expectations about academic advising requirements and expected progress. The majority of programs also provide a formal assessment of academic progress on at least an annual basis.
- Most respondents had another faculty member besides their primary advisor they considered to be a mentor. The majority of whom were in the respondents' department. More female respondents had a faculty mentor than male respondents.
- Most respondents worked as a teaching or research assistant at some time during their program.
- Most respondents presented at least one presentation or poster presentation at a regional, national or international meeting off-campus. Most respondents received some sort of institutional or research funds for travel.

GRADUATE STUDENT EXPERIENCE

The Graduate Student Experience priority intersects with many different units across the Graduate School. Some of the key activities for this priority area worked to streamline the applicant to student transition process; shifting from mail submission to electronic submission of enrollment confirmation deposits and the First 90 days initiative. One of the challenges facing the Graduate Student Experience priority area is the limited time available to work on new projects. Thus, much of the focus of this period has been dedicated to collaboration across units within the Graduate School and across the university while also using existing platforms in innovative ways.

1. GOAL: The UW's graduate student support services and programming serve as a model for other flagship research universities across the country.

OBJECTIVE: Align the University's graduate student programs and services with faculty- and student-identified needs.

EXAMPLE CASES:

- Electronic enrollment confirmation payment implementation
- Work with Office of Planning and Budgeting, Student Data Council, and Enterprise Data Warehouse to establish University-wide data resources and meta-data for graduate education
- First 90 Days — collaboration with GPA/GPC Association to “flip” orientations and incorporate themes of belonging, connection, self-care, and emphasizing building a mentoring team beyond single advisors
- First-Generation Graduate Student Support program development and implementation with quarterly socials and information sessions
- International graduate student support programs — facilitated workshops on academic culture and communication strategies

2. GOAL: The UW's graduate students are among the country's best prepared to launch successful, meaningful and impactful careers with confidence.

OBJECTIVE: Ensure that all graduate students at the UW receive outstanding academic advising and professional development opportunities that prepare them for professional success.

EXAMPLE CASES:

- Degree Audit Reporting System (DARS) audits support, and inclusion of the degree-specific audits into the graduation process
- Prepare Tableau dashboards for exit, accept offer, and decline offer surveys for release; masters and doctoral exit surveys released on UW Profiles, making them accessible to the entire campus
- Center for Teaching and Learning and Core Programs newsletters and online content
- Promotion and normalization of a team-based mentoring approach to meet students' personal, professional, and academic needs
- Development of U501, a new online module orientation program to orient and welcome students in fall 2017
- Funding provided for UW Tacoma graduate programs to host events and programs for students.
- Implemented notification system within MyUW
- Implemented a new TA/RA Conference support system

3. GOAL: The UW provides a welcoming and supportive environment that attracts the most talented graduate student population from

across the country and around the world.

OBJECTIVE: Cultivate a culture of inclusion where ALL students can thrive.

EXAMPLE CASES:

- Investigated using a constituent relationship management software in a pilot study with the Information School and GO-MAP
- Surveyed applicants and advisors to include them in decision making for creating a welcoming and supportive environment

PRIORITIES FOR 2017-18

- Partnership between GO-MAP and Fellowships for increased participation of diverse students in fellowship opportunities, particularly international opportunities
- Additional use of webinars, videos, and real-time virtual presentations for students and departments to communicate and to connect with UW Tacoma and UW Bothell students
- Tying the process of applying for funding to professional development for future career (interviewing, resumes, networks, etc.). Partner with GFIS, Career Center, Core Programs

DIVERSITY AND INCLUSION

The development, initiation and teaching of the year-long race and equity course series was a key Graduate School activity for Diversity and Inclusion this biennium. The guiding topics for the course series were engaging oppression, transgressions and microaggressions in 2015-16, and privilege in 2016-17. As graduate student, staff and faculty participants uniformly communicated, this course is the one space to engage in topics of diversity in meaningful and indepth ways across disciplines. Similarly, for Graduate School staff, the Graduate School Diversity Team organized a series of brown bag presentations on a variety of themes and identities, including Safer Zone training by the Q Center, disability, discrimination and microaggressions. The primary challenge of the Diversity and Inclusion priority was ensuring coordination among the array of diversity programs and activities in the Graduate School across the three campuses.

1. GOAL: The UW is recognized as a national leader in research, teaching, mentorship and public service related to equity, diversity and inclusion.

OBJECTIVE: Promote and enhance diversity, equity and inclusion across graduate student, faculty and staff populations.

EXAMPLE CASES:

- Year-long course series for graduate students, staff and faculty
 - Presentations at the Western Association of Graduate Schools annual conference and the National Conference on Race and Ethnicity annual conference
 - Presentations and trainings provided by Graduate School staff across campus on microaggressions and implicit bias
- Awarded a grant from the University Diversity Committee to launch an interdisciplinary yearlong Grow our Own program in which distinguished teaching award faculty recipients and graduate students identified common areas of interest and commitment to develop innovative activities promoting inclusion for students and faculty
- Graduate School Public Lecture Series
- GO-MAP's recruitment and fellowship efforts
- CORE Programs and CTL diversity efforts and trainings
- Graduate School Diversity Team sponsored brown bags
- Inaugural Latinx Faculty Recognition program held in 2017 to honor the publication, promotion and retirement of Latinx faculty

2. GOAL: The UW Graduate School is known nationally as a model academic and administrative unit for its adoption and dissemination of diversity-related best practices.

OBJECTIVE: Ensure that disparities in the recruitment, enrollment, retention, and graduation rates of graduate students are eliminated and that the University's racial and ethnic demographics of graduate students, faculty and staff are representative of a world-class institution.

EXAMPLE CASES:

- Prospective Student Days
- Getting/ Staying Connected
- Pipeline Projects — Name Exchange, West Coast McNair Conference
- Departmental Diversity Committees

PRIORITIES FOR 2017-18

- Create a database of alumni to engage in outreach for their service as mentors, guest speakers
- Meet with deans and departmental representatives to discuss findings of program review committee regarding diversity and offer support for the implementation of the University Diversity plan
- Elevate visibility and enhance coordination and communication across GS pillars to promote diversity and inclusion
- Initiate a learning circle of faculty
- Revision of the Graduate School application form so that its language and tone is welcoming of diverse identities and experiences
- Partner with Advancement to revitalize the Latino Scholars Graduate School Fellowship
- Begin strategic preparation for GO-MAP's 50th Anniversary with donor and alumni outreach
- Align Graduate School activities with the UW Diversity Blueprint 2017-2020
- Publish in 2018 the Graduate School's Diversity Report, highlighting our progress and areas of growth in promoting the excellence of graduate education through diversity and inclusion

INNOVATION AND EXCELLENCE

A major activity of the Innovation and Excellence priority area for the 2015-17 biennium was addressing and preparing for new forms of graduate education credentialing. This work is key for increasing access and providing new pipelines to graduate education, thereby reaching students in different ways to meet their desired goals. However, implementation continues to be a major challenge due to many contingencies both within the Graduate School and the larger University.

1. GOAL: The UW builds on its reputation nationally and internationally for interdisciplinary excellence.

OBJECTIVE: Support the Graduate School's current interdisciplinary programs to ensure they succeed.

EXAMPLE CASES:

- Strategic personnel investment in Academic Affairs & Planning — Director, Academic Affairs and Interdisciplinary Programs; Academic Program Specialist
- Increased program visibility on Graduate School website plus an inventory of programs, directors, and faculty groups
- Met with degree program directors to assess strengths and challenges; used feedback to articulate targeted work plan and a

new policy and implementation committee to support programs

OBJECTIVE: Expand the range of interdisciplinary programs across all disciplines at the UW.

EXAMPLE CASES:

- Evaluate expansion of degree options through two avenues: creating new programs or creating new options within existing programs
- Revision and development of necessary policy infrastructure for new and existing degree programs — Interdisciplinary program handbook
- The Quantitative Ecology and Resource Management program requested and was approved to move from the Graduate School to the College of the Environment, effective Fall 2017
- New Interdisciplinary programs include
 - Master of Science in Data Science
 - Master of Science in Technology Innovation
 - Graduate Certificate in Textual and Digital Studies
 - Graduate Certificate in Disability Studies
 - Graduate Certificate in Neural Computation and Engineering

2. GOAL: The UW is known nationally and internationally for innovative approaches to increasing access to graduate education.

OBJECTIVE: Develop and promote new pathways to graduate education that are increasingly dynamic in structure and responsive to changing societal needs.

EXAMPLE CASES:

- Master of Science in Technology Innovation (MSTI) — Global Innovation Exchange
- Ongoing discussions on pathways to graduate education, such as stackable certificates
- Western Association of Graduate Schools — President and 2017 conference planning
 - Jorge Cham of “PhD Comics” was the keynote speaker for the conference and was able to speak with UW graduate students afterwards

3. GOAL: Humanities graduate education at the UW is broadly recognized and celebrated for its disciplinary value to society and its contributions to the interdisciplinary creation of knowledge across all fields of study.

OBJECTIVE: Promote the existing value of humanities graduate education while exploring opportunities to increase its impact within academic and non-academic communities.

EXAMPLE CASES:

- Support the work of A&S deans to form a task force addressing graduate education in the humanities

PRIORITIES FOR 2017–18

- Continue to build on the existing programs and activities
 - Support efforts to explore new ways of educating humanities students
 - New graduate certificate programs
 - Refine timing of initiatives and advanced tracking
 - Improvements in technical infrastructure need to keep pace with growing programs

ADVOCACY AND ADVANCEMENT

The addition and successful integration of Katherine Day Hase into the Graduate School's Advancement and Communication efforts was one of the most important activities of the Advocacy and Advancement priority area. As the new director of advancement, Katherine is leading the efforts to develop a robust and strategic plan to raise support for graduate fellowships and other activities critical to the Graduate School and graduate education at the UW. Significant progress was made in the development of specific funding initiatives, such as the summer research experience program for underrepresented minority students in the Molecular and Cellular Biology and Neuroscience interdisciplinary programs as well as the Kowalski fund. The Kowalski fund emphasizes interdisciplinary collaboration in support of graduate research with real-life industry applications. The major challenge to the success of the advancement initiatives is gaining access to high-impact donors for both the Graduate School and UW Press. Thus the major priority moving forward is to identify and establish relationships with major donors with a long-term interest in supporting novel, innovative approaches to interdisciplinary graduate education.

In Communications, the complete overhaul of the website was a major accomplishment, and had a substantial impact on virtually all activities within the Graduate School.

1. GOAL: The UW's graduate programs and the research conducted by UW graduate students are robustly supported by an expansive network of engaged stakeholders including elected officials, donors, and graduate education advocates.

OBJECTIVE: Increase financial support for graduate academic programs, support services, and graduate research initiatives across the UW.

EXAMPLE CASES:

- Preparation for Capital Campaign, which is organized into five areas of focus
 - ARCS — partnership with Seattle chapter of Achievement Rewards College Scientists Foundation
 - GO-MAP
 - > GO-MAP 50th anniversary campaign preparation
 - > Engaging external partners
 - > Building corporate partnerships including individual outreach and targeting by Dean Eaton
 - Interdisciplinary Programs — summer research experience for underrepresented minorities in Molecular and Cellular Biology and Neuroscience Interdisciplinary programs
 - Fellowships — Kowalski fund
 - UW Press — shifting funding solicitation approach to connect with donors in subject matter areas instead of seeking donors to fund the Press as a whole.
- Faculty, Staff Retirement Campaign — effort to increase investment in faculty/staff endowments that support students
- Strategic Personnel Investments
 - Assistant director of Advancement
 - Administrative assistant
 - Assistant director for Advancement in the UW Press

2. GOAL: Graduate education at the UW is internationally recognized as an essential and leading contributor to addressing society's most

challenging issues, and to generating its most promising solutions.

OBJECTIVE: Increase awareness among critical stakeholders and the public at large of the value of graduate education, its impact on society and its role in transforming lives.

EXAMPLE CASES:

- Public Lecture Series
 - Equity and Difference: Keeping the Conversation Going (2015-16) and Privilege (2016-17)
 - Surviving Disaster: Natural Hazards and Resilient Communities
 - Walker-Ames Lecturers
 - Jesse and John Danz Lecturers
- Increasing awareness among graduate deans of the rising costs to support students
- Communications
 - New website and branding
 - Promoting student stories, i.e. Husky 100, student features on the website
 - Collaborating with OMAD and ASA to share resources, coordinate outreach, and limit duplication
- Opportunities to share the work of the Graduate School with Board of Deans, University Board of Regents, and Washington State legislature

PRIORITIES FOR 2017-18

- Identify and establish relationships with major donors with a long-term interest in supporting novel, innovative approaches to interdisciplinary graduate education

ADMINISTRATIVE INFRASTRUCTURE AND CORE PRACTICES

Capacity improvements, through staffing changes and technological investments, were the major Administrative Infrastructure and Core Practices activities for the 2015-16 year. These changes across multiple departments in the Graduate School provided a strong foundation for improving administrative infrastructure. The pilot of the constituent relationship management software and support of the NIH training grant are examples of activities that would not have been possible without additional resources. In 2016-17 the major activities included the release of the master's and doctoral exit survey dashboards to UW Profiles and preparation for the university-wide payroll conversion to Workday. There was also a pilot study of an admissions constituent relationship management software that in practice was not the best fit for current needs. The major challenge to this priority area was ensuring the daily work aligns with the goals and objectives; information requests and unanticipated problem solving tend to divert time and talent from long-term projects and initiatives.

1. GOAL: The UW is recognized nationally as a leader in providing state-of-the-art administrative services and systems and maintaining core practices that enrich and sustain excellence in graduate academic programs and improve the graduate student experience.

OBJECTIVE: Identify and adequately support major administrative systems, services and processes vital to excellence in graduate

education at the UW.

EXAMPLE CASES:

- Supported the admissions applications (49,581 initiated applications, a 4% increase over previous year), MyGrad Program (2,945 users, a 15% increase over previous year), and National Name Exchange (58 participating institutions, 10,054 participating students in 2015, a 12% increase over previous year)
- Implemented a content management system (WordPress) to improve management of content and support
- Implemented phone tree for Graduate School to improve management of connecting students to the right people
- Strategic Personnel Investments
 - CAIR
 - > Undergraduate student assistants
 - > Data Integration Specialist and Software Engineer
 - > Consultant for CRM
 - Human Resources temporary appointment and new director position
 - GEMS
 - > Counseling Services administrative specialist
 - > Assistant director
 - Fellowships
 - > Counseling Services Coordinator
 - Advancement
 - > Assistant Director (UWPress)
 - > Administrative Specialist
 - Restructured Academic Affairs, adding a director of Interdisciplinary programs
- Assess systems, both application for admission and MyGrad Program to determine potential improvements and future additions.
- Released new TA conference software

OBJECTIVE: Identify and adequately support major administrative systems, services, and processes essential to improving the graduate student experience and student outcomes.

EXAMPLE CASES:

- Expanding Degree Audit Reporting System to graduate students
- Added degree-specific audits to graduation workflows
- MyUW degree request status and petition information service implemented
- Electronic enrollment confirmation payment system
- Converted the authorization system for MyGrad Program from Access to our web applications improving our administrative systems
- Moved authorizing users of MyGrad Program from a Graduate School staff process to department process
- Masters and Doctoral Exit Survey, Accept and Decline Offer Survey supporting them through Qualtrics and Tableau dashboards
- Implemented reports to support the NIH training grant reporting process across the University, improving our ability to

compete for new and renewed grants

- Consulted with CGS to analyze how Universities nationally could maintain a structure for longitudinal study of Doctoral Career pathways
- CTL offering training on Panopto, a lecture capture system

PRIORITIES FOR 2017–18

- Formalize new staff on-boarding processes and experience within the Graduate School
- Complete work on the Degree Encoding Tracking System, to better support Degree Audit Reporting System implementation
- Complete work on the Awards Management system
- Implement some updates of the application process, improving the welcoming feel, and identify the future support of the application for admission
- Continue to assess technology changes and improvements to ensure in-house software applications remain up-to-date and user-friendly