



REPORT 3

Effectiveness and Efficiency



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Introduction

In 2008, the Graduate School Working Group, chaired by Dean Arthur Nowell, praised many of the Graduate School's activities, but vigorously challenged us to be more effective and efficient. **The message was blunt: We did many good things but were not achieving our potential.**

The [Working Group Report](#) became our road map for a far-reaching reorganization. Deep budget cuts — \$849,000 (14 percent) in fiscal year 2010 and an additional \$426,000 (7.4 percent) in fiscal year 2011 — rapidly accelerated the pace of change.

For us, the past two years have been a time of reinvention, as we have sought to do better with fewer resources. In our efforts to improve service and leadership in graduate education at the UW, we have taken several steps:

- ▶ **Prioritizing:** Student funding, service excellence.
- ▶ **Streamlining:** Academic program reviews, Graduate School policies (memoranda).
- ▶ **Product improvement:** All aspects of service, but especially MyGradProgram, the innovative web-based program that allows students, faculty and staff to manage students' graduate education.
- ▶ **Downsizing:** 12 staff positions.
- ▶ **Cutting overhead:** Fewer deans (5.8 FTE to 3.3); fewer Graduate School divisions (from six to two).
- ▶ **Stopping:** We stopped doing some things that we had done for years, simply because we'd "always done it that way."
- ▶ **Assessment:** Surveys and evaluations provide measures on quality of service we provide. Chief focus on graduate program assistants (GPAs) — the key staff who support graduate work in all units across our three UW campuses.

At the same time, we took stock of what we were doing well.

- ▶ **MyGradProgram.** This Graduate School collaboratively-constructed web-based program allows students, faculty and staff to manage students' graduate educations.
- ▶ **Professional development.** We enhance the educational experience of thousands of graduate and professional students and postdoctoral fellows through innovative workshops and creative materials, such as our Mentor Memo series.
- ▶ **Financial awards.** We promote student access and success by creating endowments and securing gifts and other forms of support, in addition to managing and processing graduate fellowships and awards.
- ▶ **Diversity.** Through our Graduate Opportunities-Minority Achievement Program, we help recruit and retain the most promising minority graduate students in the country.
- ▶ **Achievement Rewards for College Scientists.** We collaborate with the Seattle ARCS chapter in recruiting the very best graduate students to the UW.
- ▶ **Office of Postdoctoral Affairs.** The recently created office — praised in the Working Group's report — is now in its fifth year of operation. The office is currently refining its services to postdocs and gathering faculty input on future offerings. The office also has launched the first-ever orientation program for postdocs at the UW.
- ▶ **Interdisciplinary programs.** Our interdisciplinary programs respond to the needs of our changing world by drawing together faculty and courses from across the University to create new areas of study.

- ▶ Academic publishing. The University of Washington Press publishes book-length works of original scholarship that reflect the academic strengths of our University's programs in the humanities, social and natural sciences. As an integral part of a state-supported university, we also publish works written to inform an educated lay readership in our region.
- ▶ Lectures. We promote the exchange of ideas through the Danz and Walker Ames lectureships by advancing UW research goals while inspiring general audiences.
- ▶ Faculty governance. We have expanded the membership of the faculty-elected Graduate Council to provide representation for all colleges and schools and all three UW campuses.

We have re-organized and re-focused our work. We've made changes where we needed to do better, and we have nurtured what we have long done well.

What Graduate Program Assistants think

When we surveyed experienced graduate program assistants (GPAs) – key staff members who manage graduate programs in units across all three UW campuses – 97.1 percent said that improvements we've made have made their jobs easier than just two years ago.

"The Graduate School has made every aspect more efficient. It is hard to pick only one. The Graduate School has fantastic people you can count on. Very responsive."

One GPA noted, "I have been working with graduate students for over 20 years, and the streamlining of the process is incredible compared to even a few years ago — much more efficient."

The past two years have been difficult ones, but the staff of the Graduate School has readily addressed the challenge to be more effective and more efficient. We know we have more work to do, but we have done much in just two years.

This is our report of our achievements and our goals.

We have reduced costs and increased revenues.

- ▶ We have reduced FTEs by 27 percent since 2003.
- ▶ We have implemented operating budget cuts totalling 22.13 percent (\$1.32 million) since 2008.
- ▶ We increased UW revenues by \$520,000 in fiscal years 2009 and 2010 through a higher application fee, which we raised from \$45 to \$65.
- ▶ We expect to show an additional \$690,000 increase over 2008 application fee revenues in fiscal year 2011, with an increase in the application fee to \$75.
- ▶ We have decreased our use of tuition waivers by \$500,000 over the past and current academic years.
- ▶ Our overall draw on UW financial resources, defined as operating cuts plus revenue increases, has declined by \$2.53 million since 2008.

Student Success and Diversity

The 2008 Working Group urged us to review “all functions and expenditures in order... to align spending with priorities.” The Working Group also stressed the Graduate School’s role in professional development and in collaborative work with UW schools, colleges and departments.

The Working Group also stressed that “there is a need for continued professional development for our graduate students and postdocs in the sense of pedagogy, diversity, creative linkages for career development, and development as professionals in both academic and non-academic settings.”

In the past two years, we have sought greater focus and efficiency in several ways:

- ▶ Graduate student focus. We cut spending (e.g., faculty international travel, faculty book subventions, and several other projects — including one associate dean’s position) and have prioritized funding for graduate students.
- ▶ Infrastructure. We reorganized staff duties and are creating a new management system to provide greater infrastructure support for graduate student financial awards. Such initiatives are not glamorous, but they are essential to maintaining and improving service to units and graduate students on all three UW campuses.

Recruitment

We have continued to emphasize recruiting the very best graduate students to the UW. These efforts include:

- ▶ Achievement Rewards for College Scientists (ARCS). The Seattle ARCS chapter funds approximately 80 fellowships annually, totaling nearly \$900,000 each year — and a total of more than \$10 million in the past 35 years. We provide vital stewardship for ARCS and work with units to recruit top students.
- ▶ National Science Foundation Fellowships. The Graduate School hosted 90 NSF Fellows in 2009–10 (totaling \$3.6 million from NSF) and will host 117 Fellows in 2010–11 (\$4.7 million). We leverage our merit tuition waiver pool to attract this funding, which in turn brings some of the nation’s brightest graduate students to the UW. They add another layer of prestige to the University, help recruit and retain top faculty, and provide significant effort and support of the UW’s research mission.
- ▶ Top Scholar Awards. Although budget cuts have reduced funding for Top Scholar Awards, the Graduate School provided \$1.3 million in crucial graduate student recruitment funds for 2010–11 which departments combine with other money to help attract top students.
- ▶ Graduate Opportunities & Minority Achievement Program. In 2009–10, this essential program provided recruitment funding totaling approximately \$603,000 to about 25 departments and welcomed more than 180 students to campus in early 2010 as part of our core Prospective Student Days recruitment effort, in collaboration with departments.
- ▶ Pipeline. The Graduate School has collaborated with several UW and community partners to enhance diversity pipeline efforts. Our collaborators include:
 - UW student chapter of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)
 - School of Medicine

- Office of Minority Affairs/Diversity through the annual UW McNair Scholars Research Conference and the Pacific Northwest Louis Stokes Alliance for Minority Participation-PNW LSAMP (with a focus on STEM fields)
- Seattle Central Community College, North Seattle Community College and Heritage University
- Gates Millennium Scholars
- College Success Foundation
- Posse Foundation

In addition, a \$100,000 grant from the Intel Corporation has allowed the Graduate School to expand the UW-managed National Name Exchange, <http://www.grad.washington.edu/nne>, a consortium of 55 universities that collect and exchange the names (about 7,000 per year) of their talented underrepresented ethnic minority students interested in pursuing graduate study.

Retention and degree completion

We have increased our efforts focused on helping students succeed in their programs of study. These initiatives include:

- ▶ Fellowships. Graduate School and other UW fellowships (including GO-MAP) provided crucial funding totaling \$787,000 for 51 graduate students in 2009–10, including about 19 dissertation fellowships, 20 travel grants (including the innovative Bonderman Travel Fellowships) and eight teaching fellowships.
- ▶ Professional development workshops. We have replaced a scattered set of workshops and courses with a comprehensive program of professional development workshops and other materials that track students' needs and interests throughout their UW careers — a graduate student “success” plan. In 2009–10, more than 1,040 graduate students and postdocs attended a wide variety of sessions – an increase of 240 percent over just three years ago. GO-MAP continues to host the popular quarterly brown bag “Voices in Academia” and “Voices in the Community” lunches, addressing diverse student interests. We are creating podcasts and videos to broaden the reach of these workshops.
- ▶ Mentor Memos. The Graduate School, with partner departments and colleges, has created a nationally-recognized “Mentor Memo” series to provide basic, useful information to graduate students. <http://www.grad.washington.edu/mentoring>
- ▶ Networking. GO-MAP hosts popular quarterly events to encourage graduate students, faculty and staff to build academic and support networks across campus and disciplines. We also partner with the UW Career Center each year on a networking event for graduate students, professional students and postdocs.
- ▶ Retention conversations. We have initiated focus group conversations with graduate faculty to discuss and to create an inventory of graduate student retention issues associated with academic abilities and skills.

Support for graduate students – research, diversity, policy

Each year, the Graduate School provides funds to a wide variety of student groups, including:

- ▶ Bioscience Career Seminar
- ▶ Linguistic Symposium on Romance Languages
- ▶ Forum on Science, Ethics and Policy
- ▶ Graduate and Professional Student Senate
- ▶ Graduate Climate Conference
- ▶ Society for Advancement of Chicanos and Native Americans in Science

Our goals for the next two to three years:

- ▶ Advancement. Create substantive new support for graduate student fellowships for all students, particularly for under-represented minorities. We are working with UW schools and colleges and undertaking a significant outreach effort.
- ▶ Professional development. Create new models for unit-based, discipline-specific professional development through pilot programs on mentorship by faculty, translating research activities and findings for general audiences, and communicating about research. The workshops focus on four components of graduate education: recruitment, retention, completion and transition. All professional development activities link to graduate students' success while in their programs and as students transition to employment upon degree completion.
- ▶ Veterans. Collaborate with other University partners to create robust professional support for the UW's rapidly increasing population of veterans.

Infrastructure: Admission through Graduation

The Graduate School provides the foundation — the infrastructure — for faculty, staff and students to manage each graduate student’s education at the UW, from admission through graduation. Our goal is to be highly effective and efficient in this work.

Central to the Graduate School’s service is the MyGradProgram, a web-based system created and maintained by developers in the Graduate School, which provides these functions online:

- ▶ Faculty and staff can administer graduate programs from admissions to graduation. This includes online admissions, exam and degree requests, management of doctoral committees, requests and review of Graduate School awards, review of student information and maintenance of unit profiles.
- ▶ Graduate students at all three UW campuses can submit petitions to waive Graduate School requirements, file master’s degree requests, schedule general and final exams and review their doctoral committee membership.
- ▶ Faculty members can review applications, print Graduate School representative reports, and review graduate faculty membership and doctoral committee participation.

MyGradProgram

MGP USERS:	
Students	12,000
Faculty	3,000
Faculty and Staff (who manage graduate programs)	1,066
Total Users	16,000+

- ▶ Users. More than 12,000 students, 3,000 graduate faculty members and 1,066 faculty and staff members (who manage graduate programs) at all three UW campuses.
- ▶ Essential services. 88 percent of GPAs reported that they use MyGradProgram at least two to three times a week, and 68 percent said they use it daily.

Other essential services

- ▶ GPAs reported that they regularly contacted the Graduate School staff by phone (92.6 percent of GPAs surveyed), by e-mail (98.8 percent) or in person (33.3 percent).
- ▶ More than 98 percent of GPAs said they rely on the Graduate School’s website for information.

RECENT MYGRAD IMPROVEMENTS: ONLINE ADMISSIONS

In the past two years, we have introduced online application review to the MyGradProgram. In 2009, MyGrad's application system processed more than 21,000 applications (yielding a total of \$1.5 million in application fees for the UW's general fund).

- ▶ Saves paper. Applicants can now submit their materials online – virtually eliminating paper applications. ~300 graduate pathways use online recommendations. Last year, 66,000 faculty recommendations were submitted online.
- ▶ Saves time. These improvements have reduced by 17 percent the amount of time between application and offer.

"Our admissions committee and directors view the applications online. It saves about six boxes of paper, hiring a temp person for eight days just to (copy) applications," one GPA stated in our survey. "The faculty like it! I like it, no love it."

- ▶ Praise from outside the UW. A professor in California wrote:

"... This is the very best letter of recommendation system I have encountered in the last several years... I very much appreciate the clarity, brevity and flexibility of your system... If this system is an indication of the nature and style of your program, this bodes well for our students, and I have encouraged the best of my students to pay attention to these indicators in their own selection processes."

RECENT MYGRAD IMPROVEMENTS: ONLINE EXAMS, DEGREE PROCESSES

We have also added online exam scheduling and degree processing; this new process eliminates time-consuming paperwork and allows units to get vital tasks done quickly. Our graduate program assistants comment:

"The online exam requests have saved me lots of time since I am no longer the default person to run a late exam request to the grad school."

"Giving the department the flexibility to set exam deadlines as we see fit has been extremely beneficial since we are able to approve exams and get warrants late if need be. It has saved us time and made us a more efficient department."

"Removing paper forms for setting up committees, scheduling exams, clearing degrees has saved time and paper."

"The new process for requesting final exams helps make the process transparent to the student, and makes them more accountable."

"Because student payroll information is now available on MyGrad, we have eliminated the 'funding' section in our department grad student database, and this saves time for coordination and downloading from our payroll office."

Economies of scale

GPA's estimated that Graduate School improvements in the past two years have saved, on average, about three to four hours a week per department; so the impact of streamlining and other upgrades is significant (e.g., three hours a week for 81 departments per year = 12,636 hours, or the equivalent of six FTEs).

MyGradProgram has been so successful that the entire UW Foster School of Business will utilize MyGrad beginning with the next cycle to manage its admissions.

Streamlining our rules and regulations has saved time in the Graduate School and throughout graduate programs at all three campuses. These include:

- ▶ Revising, updating Graduate School memoranda.
- ▶ Streamlining graduate non-matriculated application process, saving time for Graduate School staff and individual units.
- ▶ Simplification of transcript rules, reducing mail both to the Graduate School and individual units.
- ▶ Online — rather than paper — format for non-residential differential (NRD) waivers cutting request turnaround time dramatically and improving record-keeping.
- ▶ Online fellowship competition reviews, eliminating paper and improving record keeping.

Staffing changes increase efficiency

- ▶ Eliminating .6 FTE position in business services (made possible by team training and cross training).
- ▶ Added .25 FTE in Graduate Education Services to meet service demands.
- ▶ Merging two units -- Admissions and Graduate Education Services -- in light of two retirements. The merger will foster staff cross-training, provide more advanced service (notably, electronic submission of theses and dissertations) and eliminate one supervisory/managerial position.

What's next

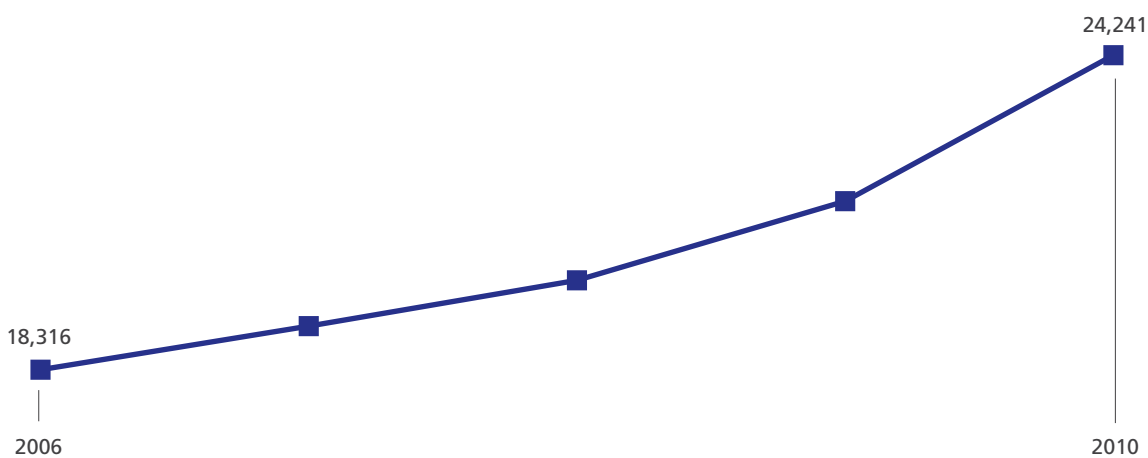
Other initiatives. Collaborating with UW faculty and staff, we have identified four key initiatives for the next few years that will improve MyGrad, streamline processes and reduce the use of paper.

- Online admissions reviews. Ease faculty review of applications by creating electronic reviewer worksheets, creating searchable lists to help GPAs/GPCs track application materials, a system for assigning reviewers to applications and a means to attach scores and notes to an application.
- Electronic student files. Supplement existing student information in MyGradProgram to provide an all-electronic student file that will contain more transcript and registration data, links to admissions materials for the student, space for notes from adviser and student and the ability to upload additional documents to the student file.

- Student milestone and progress tracking. We will provide support in MyGradProgram for departments to manage academic roadmaps for their programs which define program requirements and program milestones for students, their associated timelines and deadlines. This tracking will enhance our ability to provide professional development activities tailored to graduate students on the basis of their progress in their programs.
- Supplemental application forms. Departments will be able to create and manage their own supplemental graduate application forms to use in conjunction with the Graduate School’s graduate application for admission.

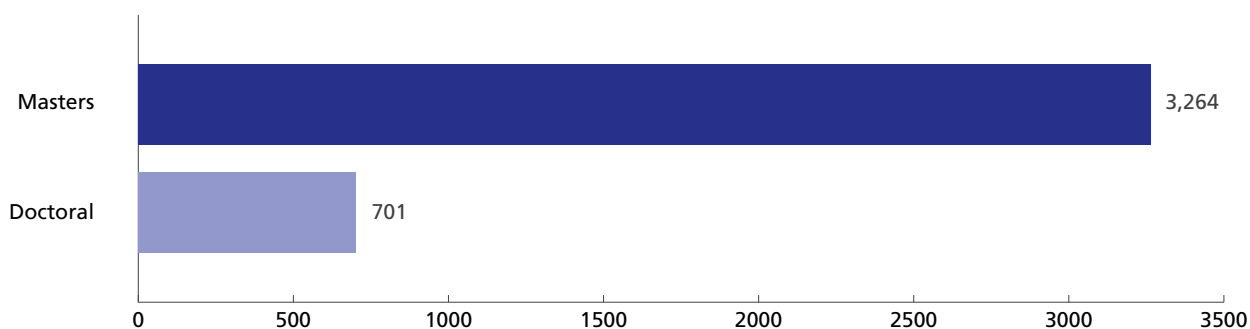
We will move ahead on these four projects as quickly as possible. We expect substantive increments to be completed in the next year, but completion may take up to three years.

FIGURE 1: APPLICATIONS - 2006 TO 2010



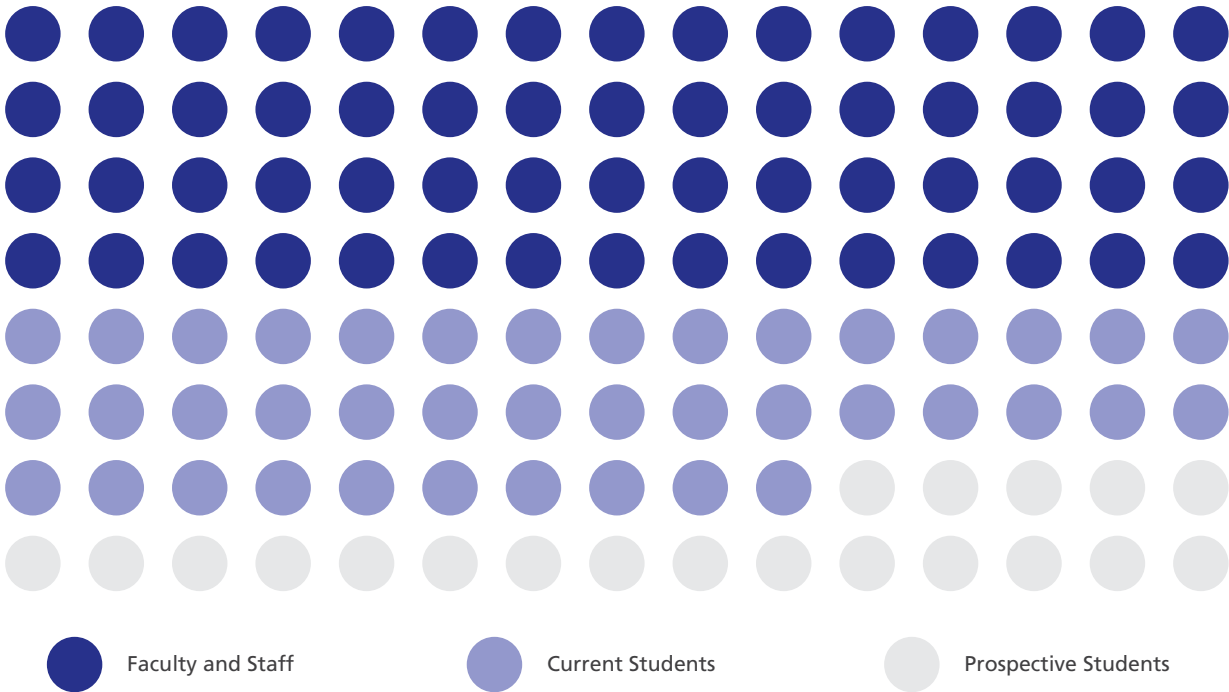
Total applications for UW master's and doctoral programs from 2006 to 2010. This excludes professional programs including MD, PharmD, DDS and JD.

FIGURE 2: DEGREES PROCESSED IN 2009–10



Every work day, we respond to many requests for information in order to maintain and improve our service excellence.

FIGURE 3: AVERAGE DAILY PHONE CALLS AND E-MAILS RECEIVED



One GPA said:

“All these new changes and applications took some thinking outside the old formal and stuffy box. Also I think the Graduate School remains flexible to the needs of the graduate students, right down to their final exams. We have had some strange requests from graduating students, and the Graduate School has been working hard to accommodate their needs.”

Interdisciplinary Programs

The Working Group urged us to examine each of our interdisciplinary programs carefully, prioritizing financial commitments and developing a plan for continuation or termination. Our goal is to continue to provide substantive support for innovative interdisciplinary research and education at the University of Washington.

In the past two years, we've taken these steps:

- ▶ Prioritized degree-programs, with concomitant decrease in financial support for non-degree programs.
- ▶ Begun exploring the process of transitioning a certificate program in Global Trade and Transportation Logistics. Specifically, it will move out of the Graduate School and become a new fee-based program housed in the College of Engineering.
- ▶ Submitted a series of grant proposals as an effort to build support for several key interdisciplinary programs.

The Graduate School's interdisciplinary programs provide substantive research and education. Last year, we provided direct administrative oversight as well as \$1.1 million in support to these programs — through salaries for faculty and staff, graduate student support and operations. Although all of our programs have enjoyed accomplishments worthy of mention, a few illustrative examples are worth pointing out.

- ▶ Neurobiology and Behavior is a top-ranked graduate program that is highly selective — accepting about 25 percent of applicants.
- ▶ Neurobiology and Behavior's 61 graduate students provide support for the UW's research mission, totaling \$4.2 million of direct costs and \$2.1 million of indirect costs.
- ▶ Overall, Neurobiology and Behavior provides a specific return to the UW of \$7 million, including direct costs, \$650,000 tuition, and \$632,000 RCR (30 percent of indirect costs).
- ▶ Molecular Cellular Biology (MCB) Graduate Program students support research that brings \$31 million a year to the UW.
- ▶ Museology is a growing, self-sustaining program, collaboratively run with the College of Arts & Sciences. The program recently received a grant worth \$593,000 to study how social technology influences museum practices and another \$278,000 grant to develop a model for understanding the museum experiences of diverse audiences.
- ▶ The Institute for Public Health Genetics offers five interdisciplinary graduate degree programs, including the master of Public Health (MPH) degree program which has graduated 60 students since it was established in 1997.
- ▶ Since 2007, faculty in the Urban Design and Planning Interdisciplinary Ph.D. Graduate Program have brought \$80 million in grants to the University.

Several of the interdisciplinary degree programs sponsored by the Graduate School enjoy national prominence. This is not only reflected in the stature of the faculty and their collective success earning competitive grants and awards, but also in the success these programs enjoy in placing their graduates in faculty positions at top institutions and other positions of influence throughout their respective industries and fields.

We have also prioritized support for the interdisciplinary NSF Integrative Graduate Education and Research Traineeship (IGERT), including:

- ▶ Research assistantships for Astrobiology and Urban Ecology.
- ▶ A fellowship dedicated to Native American graduate students for the innovative Bioresource-based Energy for Sustainable Societies IGERT.

What's ahead

The Graduate School will continue working with campus partners to advance the promotion of interdisciplinary programs. One of our long term goals is to find a way to better leverage our resources so we can seed new ideas for interdisciplinary work. We also hope to work more strategically over the next year with our existing programs to build capacity for securing external grant funding. Lastly, the Graduate School will begin working with the directors of existing programs to build each program's respective cases with donors.

Teaching and Learning

The Working Group also urged us to review campus expectations of the Center for Instructional Development and Research (CIDR), “in conjunction with other academic leaders.” Our goal is to provide innovative support for teaching and learning through new partnerships across campus.

In the past year and a half, budget cuts have reduced CIDR’s staff considerably. In response, we have:

- ▶ Joined forces with UW Libraries and Undergraduate Academic Affairs to leverage our shared resources.
- ▶ Established a new Center for Teaching and Learning, following a year-long faculty review and search for a new director. CIDR will be an integral part of the new center.

In the past two years, even with downsizing, CIDR staff have continued to host the CIDR/Graduate School annual conferences for teaching assistants and research assistants (with more than 800 participants) and the Conference on the Scholarship of Teaching and Learning (with more than 200 participants).

In addition, CIDR has collaborated with Career Services to offer well-attended workshops for graduate students on developing teaching philosophy statements for job applications. CIDR has designed and administered program assessments for departments such as Chemical Engineering and Bioengineering by designing questions and collecting data from undergraduates and graduate students and analyzing the results and impact with faculty and staff.

Trainings for GPAs, graduate students

As part of our broad mission in teaching and learning, we provide support and training for key graduate administration staff (graduate program assistants), and for graduate students (focusing on thesis/dissertation submission). In the past two years, we have:

- ▶ Re-organized GPA trainings and focused them on pressing topics (e.g., international applications, graduate student financial awards and social media/recruitment). Total attendance, 2009–10: 310.
- ▶ Created orientations for new GPAs and on MyGradProgram: 52 attendees.
- ▶ GPA evaluations. Across all workshops, an average of 96 percent of GPAs attending ranked the sessions “as useful and appropriate.”
- ▶ One GPA wrote: *“The Graduate School is great at educating and supporting GPAs. I’ve never been left hanging or unassisted after reaching out to the Grad School for help with my department’s crisis de jour. You guys are really great!”*
- ▶ Student sessions on thesis, dissertation submission: 365 attendees.

Quality and Assessment

The Working Group urged us to “reform, re-structure, and ‘customize’ academic program review procedures.”

To do this, we established three chief goals:

- ▶ To ensure that the process encouraged a deeper forward-thinking conversation that emphasizes strategic planning, rather than simply justifying a program’s existence.
- ▶ To involve programs more centrally in designing elements of the program review itself, thus ensuring greater relevance and maximizing the opportunity to ask questions that really matter to the program.
- ▶ To streamline the entire process by eliminating unnecessary elements and leveraging technology to make everything easier for programs.

Academic program reviews

We have streamlined the review of academic programs and new program proposals:

- ▶ Academic program review self-study documents are shorter, and more focused (~25 pages, down from ~75).
- ▶ Customization. Units create some of their own questions and can link the UW process to national accreditation reviews.
- ▶ Looking ahead. Planning for the future (as opposed to justifying a program’s past decisions) is now a central feature, not just a small appendix.
- ▶ Faster processes. We’ve reduced, on average, the academic program review from an average of 18+ months to about 12 months — saving time for faculty and staff and making reviews more timely and useful.
- ▶ We’ve replaced an entirely paper process with a new, online process that allows all program review participants to interact digitally and to share resources and documents more efficiently and timely.
- ▶ Graduate and Professional Student Senate. We’ve improved our partnership with GPSS by collaborating more closely with its leadership in their involvement in academic program reviews. This includes working with GPSS to ensure higher quality assessments of graduate student experiences.
- ▶ We’ve created a dedicated capacity (via a graduate student research assistant) for designing a method to collect and report information about undergraduates who are majoring in departments undergoing academic program review. This is a feature of the program review process that has never been done in the past and stands to provide much useful information to programs, departments, schools and colleges.
- ▶ Faculty governance. We have increased the role of the faculty-elected Graduate Council in all program reviews and have invited participation of appropriate subcommittees of the Faculty Senate.

Reaction to our changes

“The self-study process, the site visit, and the associated discussions all proved to be valuable learning experiences for our graduate faculty. Overall, this exercise was time well-spent.”

Dean Tom Baillie, School of Pharmacy.

“The Graduate School’s logistics and procedures have been streamlined, yet the rigor of the review has been kept. After reviewing graduate programs in many schools of public health and learning how their universities insure quality programs, I have concluded that our UW graduate reviews are some of the best, if not the best... I view the UW review process as a model of excellence to which others could well aspire.”

Dean Emerita Patricia Wahl, School of Public Health.

Assessment

The Graduate School also serves as a key point of contact for a wide variety of organizations, particularly around data reporting and assessment issues. Graduate School staff respond to approximately nine major national surveys each year (including the Council of Graduate Schools’ survey on international students), and the Graduate School served as the UW’s coordinator in compiling and gathering doctoral program information for the National Research Council report.

Economies of scale

The Graduate School completion of the NSF-NIH Survey of Graduate Students and Postdoctorates in Science and Engineering, for 42 graduate programs, saved at minimum 1,000 hours of program staff time.

Public Scholarship

One of our major goals is to share the University's academic expertise and richness with general audiences. We do that primarily through our lecture series that we co-sponsor with UW Alumni Association and through the UW Press, which publishes books for general and academic audiences.

Walker Ames and Danz Lectureships

We sponsored 10 public lecturers and two academic scholars in 2009–10, drawing approximately 5,100 attendees.

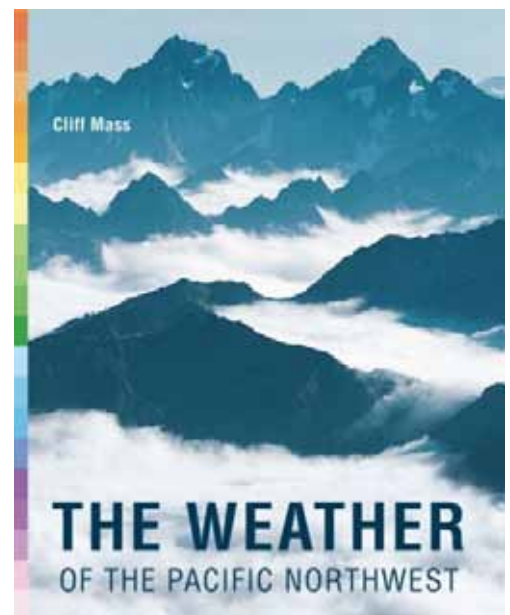
- ▶ UW Alumni Association partnership. We created a partnership with UWAA to help strengthen our relationship with our UW friends and supporters. This relationship netted the Graduate School a 30 percent attendance increase over 2008–09.
- ▶ Next City. Five lectures — including education innovator Geoffrey Canada — addressed Next City themes, providing support for this UW president/provost initiative. In 2010–11, we are hosting at least one Next City lecturer, while also providing support to the departments affiliated with the Sawyer Seminar Series.
- ▶ In 2010–11, we are hosting four of the eight speakers in the *FOOD: Eating Your Environment* lecture series and are providing direct support to the Program on the Environment. More than 120 students are expected to attend each of the talks, with an expected audience turn out of about 700 people.
- ▶ Highlights of the 2010–11 Danz Lecture Series have included 2009 World Food Prize winner Gebisa Ejeta and Cary Fowler, executive director of the Global Crop Diversity Trust, an organization devoted to preserving seed diversity worldwide. Noted astrophysicist Neil deGrasse Tyson will speak this spring as part of the Mary Ann and John D. Mangels Endowed Lecture Series, which focuses on diversity issues.

UW Press

Despite a sharp staff reduction, from 36 FTEs to just 23, the UW Press continues to produce award-winning books that highlight UW research in diverse fields such as the environment, Asian American studies and the built environment. Accomplishments include:

- ▶ Program support. The Press has 16 major endowments and book funds which provide more than \$500,000 a year in annual program support.
- ▶ Sales. Although book sales have been severely impacted during the recession, sales of UW Press books for the last two years are in excess of \$6.9 million and include the dissemination of more than 300,000 volumes to scholars, students and lay readers throughout the world.
- ▶ Major re-organization. We contributed to savings and efficiencies by joining a consortium of scholarly publishers at Hopkins Fulfillment Services. Over the past two years we have saved over \$600,000 in warehousing and fulfillment costs. Additional efficiencies will be realized when the Hopkins publishing database is installed in FY 2011.

- ▶ Digital initiatives. The Press has prepared 190 digital files and has published 40 e-books available on the Amazon Kindle or through library consortia. We have produced electronic new title announcement catalogues, helping us cut our printed catalogue production by more than half. Our goal for 2011 is to sign non-exclusive agreements with the major e-book distributors and platforms and to significantly increase sales of electronic content.
- ▶ New resources. The Press was a co-recipient of a \$1.16 million grant from the Andrew W. Mellon Foundation. The Modern Language Initiative (MLI) will assist us to publish scholars' first books in comparative literatures. This essential funding contributes to one of the Press's principle functions in support of faculty promotion and tenure. A second Mellon grant will be submitted in FY 2011 to support publication in the field of art history.
- ▶ Recognition and awards. The Press and its authors received more than 30 awards for editorial and design excellence in FY 2009 and 2010, including the Washington State Book Award for general nonfiction; annual citations from the Association for Asian Studies, the Western History Association; *Choice Magazine's* Best of the Best from University Presses; and nine juried awards for excellence by our staff designers.
- ▶ Regional bestseller. We have sold more than 20,000 copies of *Weather of the Pacific Northwest* by UW professor of meteorology, Cliff Mass. Total sales exceed \$300,000.
- ▶ Publishing partnerships. We have developed 12 regional, national and international partnerships with non-profit publishers to help amortize our costs of marketing, distribution and fulfillment.
- ▶ Scholarly Publishing Committee. We convened a scholarly publishing committee comprised of UW faculty, administrators and Press staff to consider the state of scholarly communication. After study, interviews with stakeholders and scheduled discussions in fall 2009 and winter 2010, the committee wrote a set of findings that will assist the Press in managing the present and setting a course for the future.
- ▶ Press review. The Scholarly Publishing Committee recommended that the Press conduct an outside review, which took place in August 2010. Two distinguished press directors, Kathleen Keane from the Johns Hopkins University Press and Bruce Wilcox from the University of Massachusetts Press, conducted the review.



Advocacy and Advancement

The 2008 Working Group urged the Graduate School to “increase emphasis on providing financial support for students,” to provide “leadership and advocacy for graduate education across all three campuses” and to “develop a more entrepreneurial spirit.” In response, we’ve focused on several areas:

Grants

We have filed nine grant proposals in the past year — in partnership with faculty and staff on campus. Most of these are still in process, but one — with Intel — has produced \$100,000 for our diversity pipeline, the National Name Exchange.

Graduate School Reports

We have begun a series of reports on graduate education at the UW with the goals of:

- ▶ Providing campus leaders with information to make solid, data-based decisions about graduate and professional education at the UW.
- ▶ Creating an ongoing conversation at the University level about graduate and professional education — what are our goals? How do we best serve society’s needs and interests? What do we need to do to maintain and strengthen our graduate programs?

Our first two reports simply provided the University with data about graduate and professional students: How many are there? What are they studying? What trends do we see in student demand for programs, in acceptance rates and enrollment?

- ▶ [Report 1](#), released in January 2010, documented current enrollment by college, gender, ethnicity, and by origin (U.S., international). We also documented the tremendous growth in degree production in the past decade — with degree applications rising 48 percent since 2001.
- ▶ [Report 2](#), released in July 2010, documented trends since 2005 in graduate and professional student applications, college/school acceptance rates, yield (who actually enrolls, among those accepted) and overall enrollment.

These two reports provide the foundation for reports we plan for 2010–11 on a variety of topics, including:

- ▶ International students (applications, acceptance, enrollment).
- ▶ Diversity and graduate education (trends in UW applications, enrollment).
- ▶ Academic program reviews (trends, best practices, common challenges).
- ▶ Key national issues in graduate and professional education — and how we are addressing these issues at the UW.

Outreach/Advancement

- ▶ We've begun an aggressive public campaign to build support for graduate education in the community and increase fellowships for graduate students. This campaign has included meetings with approximately 110 community, business and government leaders to raise awareness of the importance of UW graduate education — and to solicit their advice about how to raise awareness. Visits included:
 - Government leaders, such as King County Executive Dow Constantine, Seattle City Council members Tom Rasmussen and Sally Clark, Bellevue City Councilman Grant Degginger and Seattle Neighborhoods Director Stella Chao.
 - Civic/business leaders, such as Bob Drewel (Puget Sound Regional Council), Phyllis Campbell (JP Morgan Chase), Stephen Reynolds (Puget Sound Energy), Randy Talbot (Symetra), Ken Myer (Washington Technology Industry Association), Herb Simon (Simon Johnson Associates), Patricia Akiyama (Russell Investments), Jeremy Lewis (Big Fish Games) and Rajeev Singh (Concur Technologies).
 - UW leaders, such as Regents Joanne Harrell and Sally Jewell, Connie Kravas (Advancement) and Dan Evans (UW Foundation).
- ▶ Development of “**graduate and professional education as a public good**” initiative to underscore the contributions of graduate/professional education to state, regional and U.S. economic prosperity, competitiveness and social good.
- ▶ Launching an extensive outreach program based on diversity and our Graduate Opportunities & Minority Achievement Program. Raising funds for under-represented minorities is a top priority for us in the next three to five years. We are partnering with UW schools and colleges in this effort.
- ▶ Partnerships with UW colleges and schools to assist in their advancement efforts.

What's Ahead

In the next two to three years, we will focus on:

- ▶ Continued service improvements such as enhancements to MyGradProgram, policy revision and simplification, electronic submission of theses and dissertations – to name a few.
- ▶ Creating resources for graduate students and interdisciplinary programs through grants and advancement. This is a pressing need, both for recruitment and degree completion. The changing demographics of the United States — with a growing pool of “first generation” college (or graduate school) students — requires substantial increases in financial aid if we want the UW to remain a major contributor to graduate education.
- ▶ Professional development programs are central to retention, degree completion and career success. New foci emerge, too, including training on research ethics.
- ▶ Advocacy on behalf of graduate education as a public good — a major ingredient in economic prosperity, innovation and competitiveness for Washington State and the Pacific Northwest.

We will also focus on a series of issues that are crucial to the future of graduate education at the UW. These include:

- ▶ Demographics. We will see a profound change in the demographic profile of both undergraduate and potential graduate students; this could impact the entire university — and there is potential for serious under-enrollment in some areas such as STEM fields. We need to provide funding, enhanced mentorship and professional development if we want to remain a vibrant intellectual center.
- ▶ Recruitment. We will see greater competition from other universities, particularly private universities, in recruiting the best students — and particularly in recruiting under-represented minorities. What's needed: funding, mentorship and professional development for faculty and graduate students.
- ▶ Interdisciplinary research. Pressing societal problems (health, environment, water, etc.) all require collaborative/interdisciplinary research solutions, and graduate students are eager to take interdisciplinary, problem-solving approaches. What's needed: disciplinary and interdisciplinary education, funding and mentorship.
- ▶ Master's degrees. We will see great demand for master's degrees as a ticket to entry in many fields. Demand for master's degrees has increased dramatically in the United States, and in Washington State; we need to increase enrollment capacity and create new programs to meet societal needs.
- ▶ Student federal funding. Federal stipends from NSF, NIH and other agencies have fallen below the real cost of graduate education. As tuition increases, these shortfalls will create a financial threat to research assistantships — and, thus, to research productivity.

Autumn 2010

Not printed with state funds.

Design: Jeff Dietz

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