

**DANIEL J. EVANS SCHOOL OF PUBLIC AFFAIRS**  
**UNIVERSITY OF WASHINGTON**

**SELF-STUDY**  
**2004-2005**

**IN CONJUNCTION WITH THE DEPARTMENTAL**  
**TEN-YEAR DEGREE PROGRAM REVIEW**

**The Evans School Self-Study Drafting Committee has included:**

Sandra Archibald  
Aaron Best  
Carrie Evans  
Paul Hill  
Marieka Klawitter  
Linda Lake  
David Layton  
Jessica Trupin  
Bill Zumeta

*These individuals have assisted with data collection and analysis, writing and editing.  
Many others have responded to information requests.  
Thank you to everyone involved.*

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**2004-2005 SELF-STUDY**  
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**APPENDICES**

**REQUIRED APPENDICES**

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- A. Graduate Student Statistical Summary (*admissions & enrollment numbers 1995-96 to 2004-05*)
- B. Academic Unit Profile
- C. List of gateways and certificates within degrees
- D. List of faculty by rank
- E. Placement of graduates (last 3 years)
- F. Mission statement
- G. Abbreviated faculty curriculum vitae (3 pages each)
- H. Washington State Higher Education Coordinating Board Summary
  - a. *Name of unit authorized to offer degrees*
  - b. *School of College(s) as applicable*
  - c. *Exact title of degrees offered*
  - d. *Year of last review*
  - e. *Brief description of the field and its history at the UW (no more than one page)*
  - f. *Documentation of continuing need for your program*
  - g. *Assessment information relating to student learning outcomes and program effectiveness*
  - h. *Number of Masters degrees granted in each of the last three years*
  - i. *Plans to improve the quality and effectiveness of the program*

**ADDITIONAL APPENDICES**

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- 1. Selected listing of recent degree project and Public Service Clinic topics
- 2. Listing of professional positions held by members of the Executive MPA 1<sup>st</sup> and 2<sup>nd</sup> cohorts
- 3. Proposed PhD program in Public Policy & Management committee report, January 2005
- 4. Evans School committees, 2004-2005
- 5. Student handbooks
- 6. Cascade Center for Public Service & Leadership: listing of 2005 courses
- 7. Evans School policy guidelines for tenure and promotion
- 8. Teaching assessments – student course evaluation form
- 9. Selected listing of peer-reviewed journals in which Evans School faculty have recently published
- 10. Evans School research & policy centers
- 11. Evans School faculty research strengths
- 12. Dean's Action Plan, January 2005
- 13. The 2005 Evans School Case for Support: *Aspiring to Lead, Leading to Transform*

## EXECUTIVE SUMMARY

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### DANIEL J. EVANS SCHOOL OF PUBLIC AFFAIRS MISSION STATEMENT, ADOPTED 1998

*We are committed to improving the quality of public and nonprofit service.*

*We strive to educate leaders to meet community challenges with compassion, vision, analytic rigor, and practicality.*

*We pursue research and ideas that work to strengthen sound public policy and management.*

*We are dedicated to serve the community and promote thoughtful, civil, public deliberation.*

*We value integrity, respect, and excellence in our own institution, in our graduates, and in the community.*

The Daniel J. Evans School of Public Affairs is the preeminent school of public policy and management in the Northwest. The Evans School plays a significant role not just within our community and region but nationally and internationally as well. As the following introduction and self-study narrative will attest, the Evans School has experienced dramatic programmatic growth in the past decade and we are making strategic investments, including the hiring of new faculty, development of recently established research and policy centers, and growth of our endowment, to strengthen our capacity and ensure a successful path to excellence.

#### **Faculty and research**

As evidenced by rapidly expanding extramural research funds (up to 12 million in 2004-05 from 5.5 million in 1999-00) and an endowment that has grown from one million in 1999 to 11 million in 2004, the School's resources have broadened and expanded significantly in a time of constrained state resources. Extramural research funds are supporting impressive faculty and center research projects across disciplines in a wide range of policy and management fields. Our multi-disciplinary faculty are engaged in research efforts spanning topics such as reforming public education, designing environmental policy, analyzing environmental health risks, exploring means to strengthen public and private partnerships, developing conflict resolution and mediation techniques to help solve challenging public issues, examining the role and contributions of nongovernmental organization networks in developing counties, and a variety of other topics addressing key policy and management issues on a local, national and global scale. The impact of Evans School faculty research, indicated in part by the faculty's research record and broad involvement in the U.S. and the world, is distinguishing the School nationally. Recent faculty hires bring added depth to our curriculum and research program. The School is well-positioned to embark on a PhD program.

#### **Students and alumni**

The Evans School continues to attract an exceptional, highly qualified student body. Student enrollment has doubled in the past decade with growing cohort sizes in our traditional MPA program and the advent of new degree programs to serve midcareer and executive students and also, with the Peace Corps Master International Program, students with a strong focus on nongovernmental organizations and international development. Our students enter the School with evidence of a strong commitment to public service and continue to demonstrate that commitment through their service learning and applied research projects while at the Evans School. We are proud of our students' involvement in the community and the range of regional, national and international internships our traditional MPA students embark upon. The success of our graduates testifies to the influence of our alumni in the public and nonprofit sectors locally and nationally. Our alumni are shaping policy and management broadly, serving as political representatives, agency heads and directors of public departments and nonprofit organizations, and policy analysts and project managers for city, state and federal governments. In the Northwest, employers seek Evans School graduates for their sharp analytic and management skills.

#### **Looking ahead**

As we look ahead into the next decade, the Evans School is positioned – as the following pages illustrate – to increasingly distinguish ourselves in the national arena and move into the top tier of graduate schools of public affairs in the country. While we are not without our challenges, in our upcoming strategic planning process we will chart our path to excellence and capitalize on our faculty, research and programmatic strengths. We will continue to invest in core policy and management areas to improve overall excellence and strengthen the Evans School's service and policy presence regionally, nationally and globally.

# INTRODUCTION

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## CHANGES OVER TIME: A DECADE OF PLANNED GROWTH AT THE EVANS SCHOOL

The Evans School, named after Governor Daniel J. Evans in 2000, has grown significantly since the 1994 review. We have launched new degree and certificate programs, grown our faculty and student body, founded innovative research and policy centers, expanded executive education, developed new policy specializations, and firmly centered ourselves as the preeminent school of public affairs in the Northwest.

We are also increasingly distinguishing ourselves nationally. According to the 2005 *US News* national graduate school rankings, the Evans School is ranked 26<sup>th</sup> among all schools of public affairs and 14<sup>th</sup> among schools located at public universities. Two of our policy specializations<sup>1</sup> are in the top ten and we are proud of our strong regional and national presence. We believe that recent faculty additions will move us forward substantially. Continued strategic investments and efficient management of our growth will enhance and strengthen our service and policy presence regionally, nationally and globally in the decade ahead.

### Accomplishments at the Evans School since 1994

Between 1994-98, the School strengthened its graduate MPA program to achieve greater regional, national and international recognition. During that time, the Midcareer MPA program was launched, initiating a period of significant programmatic growth at the School. A strategic plan developed in 1998 laid out an ambitious vision for continued growth and heightened recognition for the quality of the School's instructional programs, research and service. Recent efforts to manage our growth will distinguish us as we develop the School's "path to excellence" in our upcoming strategic planning process. Our accomplishments since 1994 include:

- **Developed new degree programs.** In addition to the traditional MPA offered in 1994, the Evans School now offers a Midcareer MPA, an Executive MPA, and a Peace Corps Master International MPA. With these new programs, our student body enrollment has nearly doubled in the past decade. A planned PhD program will further add to our degree program offerings when launched in the fall of 2006.
- **Established three additional concurrent degree programs.** Our five concurrent degree programs enhance interdisciplinary educational opportunities for our students in disciplines across the University.
- **Launched four new centers since 2001.** The Evans School is now home to six centers that engage in research and outreach efforts addressing significant regional, national and international policy issues.
- **Added a nonprofit management specialization to our degree program.** The nonprofit management and policy specialization quickly gained prestige and now ranks in the top ten nationally in its field.
- **Hired faculty to strengthen key policy and management specializations at the School.** In 2003-04, four faculty joined the Evans School and three offers have been extended for 2004-05.
- **Increased extramural research funding.** The Evans School annual extramural research program has swelled from \$5.5 million in 1999-00 to \$12 million in 2004-05 with activity spread across centers and individual faculty research programs.
- **Strengthened financial award offers for competitive student recruitment packages.** In 2005-06, our financial award offers will exceed any previous year.
- **Redesigned our core public policy and management curriculum.** We strengthened the analytic rigor and modernized the core curriculum in our traditional MPA program while enhancing the flexibility of the

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<sup>1</sup> *Environmental Policy & Natural Resource Management* (8<sup>th</sup>) and *Nonprofit Management* (7<sup>th</sup>)

program, allowing for students to shape their own policy or management specializations. Innovations such as the *Public Service Clinics* have expanded student service learning and applied research opportunities.

- **Expanded international program offerings for our students and international fellows.** The Population Leadership Program was launched in 2000 and annually brings in twelve international fellows from developing countries. The International Development Policy and Management Graduate Certificate Program, which welcomed its first cohort in 2000-01, prepares students for work in the development field.
- **Developed additional ties across campus.** With the development of new concurrent degree programs, expanded cross-listed course offerings, eight adjunct faculty and several Evans School faculty with adjunct appointments, and collaborative faculty and center research efforts with schools and departments across campus, the Evans School has enriched its interdisciplinary connections throughout the University.
- **Strengthened administrative services.** The capacity of the School to manage programmatic growth has been strengthened. New positions in Development and Alumni Relations have enhanced our ability to acquire endowment funds, foundation gifts and other sources of private funding. Student services, career services, recruiting and management for our executive education programs have recently expanded to meet the demands of a growing student body.
- **Growing the resource base.** The School endowment, established in 1999, has continued to grow, increasing to nearly \$12 million dollars this year providing resources for financial aid, research and programmatic support. We have launched an ambitious capital campaign, to grow the number of student fellowships and professorships. In the face of constrained state resources, the Evans School state funded budget has increased over the past two years. We are also creatively exploring means to diversify our funding sources, including transitioning to some fee-based programs.

We have achieved significant gains in scope and size of our programs, have continued to strengthen research and instruction and raised the visibility of the Evans School within our state, region and nation. The future of the School is bright, as we anticipate the initiation of our PhD program, welcome new faculty and continue to build on the School's long tradition of academic excellence. The challenges ahead are clear to us including the continued need to adjust to our rapid growth. We are eager to embark on our strategic planning process as we chart our path to greater excellence.

# MASTER OF PUBLIC ADMINISTRATION DEGREE PROGRAMS

## THE MASTER OF PUBLIC ADMINISTRATION PROGRAM

The Evans School's traditional MPA program is a full-time, two-year program (60 quarter credits) designed for individuals with limited work or management experience. The program aims to prepare future leaders of the public and nonprofit sectors. The traditional MPA emphasizes broad-based public policy analysis and management knowledge and fundamental analytic and quantitative skills while students pursue specialized policy fields. The curriculum draws upon a wide range of academic disciplines and professional schools throughout the University, adding depth and breadth to its offerings.

<b>Traditional MPA Curriculum</b>	<b>Credits</b>
<b>Required core courses</b> (a series of eight courses)	<b>22</b>
<b>Restricted tier courses</b> (Analysis, Economics, Values)	<b>9</b> (3 credits each)
<b>Individual Plan of Study</b> (electives approved by a faculty advisor)	<b>15</b>
<b>Degree Project or Public Service Clinic</b>	<b>6</b>
<b>Internship</b> (generally in summer between 1 <sup>st</sup> and 2 <sup>nd</sup> year)	<b>0</b>
<b>Free electives</b> (including up to 6 one-credit Skills Workshops)	<b>8+</b>
<b>Total credits required for MPA degree</b>	<b>60</b>

### Core curriculum

All MPA students take **a series of eight core courses** designed to provide a solid foundation in economic, quantitative analysis and public management skills. Full-time MPA students complete the core courses in sequence during their first year of study, with Policy Analysis in the autumn of their second year of study.

<b>Year One</b>			<b>Year Two</b>		
<b>Quarter</b>	<b>Course</b>	<b>Credits</b>	<b>Quarter</b>	<b>Course</b>	<b>Credits</b>
<b>Autumn</b>	PA510 Foundations of American Democracy	1	<b>Autumn</b>	PA513 Policy Analysis	3
	PA 511 Public Management I	3		<i>Plan of Study or restricted core course</i>	3
	PA516 Microeconomics	3		<i>Plan of Study or restricted core course</i>	3
	<i>Elective(s) or restricted core course</i>	3		<i>Skills workshop</i>	1
	<b>Total autumn quarter credits</b>	<b>10</b>		<b>Total autumn quarter credits</b>	<b>10</b>
<b>Winter</b>	PA522 Budgeting & Financial Management	3	<b>Winter</b>	Degree Project or Public Service Clinic	3
	PA527 Quantitative Analysis I	3		<i>Plan of Study or restricted core course</i>	3
	<i>Elective(s) or restricted core course</i>	3		<i>Plan of Study or restricted core course</i>	3
	<i>Skills workshop</i>	1		<i>Skills workshop</i>	1
	<b>Total winter quarter credits</b>	<b>10</b>		<b>Total winter quarter credits</b>	<b>10</b>
<b>Spring</b>	PA512 Public Management II	3	<b>Spring</b>	Degree Project or Public Service Clinic	3 (6 total)
	PA528 Quantitative Analysis II	3		<i>Plan of Study or restricted core course</i>	3
	<i>Elective(s) or restricted core course</i>	3		<i>Plan of Study or restricted core course</i>	3
	<i>Skills workshop</i>	1		<i>Skills workshop</i>	1
	<b>Total spring quarter credits</b>	<b>10</b>		<b>Total spring quarter credits</b>	<b>10</b>
<b>Annual credits, year one</b>		<b>30</b>	<b>Annual credits, year two</b>		<b>30</b>
<i>The program is designed for completion in two years, assuming full-time (10 credits/quarter) enrollment. Students are encouraged to take courses both in the School and across the University to fulfill elective credits towards their Plan of Study.</i>					



### **Restricted electives: Analysis, Economics and Values**

In addition to the core courses, students are required to take **nine restricted elective credits in three core competencies** vital to effective public leadership: *analysis, economics, and values of public life*. Students take a minimum of one course in each restricted elective category. Many of these courses are offered in the Evans School but a set of outside courses have been reviewed and approved by our curriculum committee.<sup>2</sup>

### **Plan of Study & Policy Gateways**

With the help of a faculty advisor, each student in the first year (or for part-time students after they have completed 30 credits) of the traditional MPA or Peace Corps Master International program develops an individual **Plan of Study** to acquire breadth and depth of knowledge in a substantive policy area, integrating that knowledge with the core analytical and management skills needed to build a solid foundation for a career in public service. The *Plan of Study* (minimum 15 credits) is often centered within one of the School's *Policy Gateways*, which are specific areas of study that represent the primary research and teaching interests and expertise of the Evans School faculty, as well as the strengths of the University. The School offers one base course and several electives in each gateway, then encourages students to explore offerings from other UW schools and departments, including most commonly Business, Economics, Education, Forestry, the Information School, Jackson School of International Studies, Law, Marine Affairs, Political Science, Public Health, Social Work, Sociology, and Urban Design & Planning. Given the interdisciplinary and problem-solving nature of careers in public and nonprofit service, the School encourages flexibility and students may combine elements of different gateways or incorporate elements from outside them in their *Plan of Study*, subject to approval by their faculty advisor and oversight by the Director of Graduate Studies.

#### **The Evans School Policy & Management Gateways:**

- Education and Social Policy
- Environmental Policy and Natural Resources Management
- International Affairs
- Nonprofit Management
- Urban and Regional Affairs

### **Skills Workshops**

The School offers a series of one-credit (10 class hours) *skills workshops* to teach practical analytic and managerial techniques in an intensive mini-course format. Established practitioners experienced in the workshop skill or issue area typically teach the workshops. Up to six workshop credits can be counted toward the MPA degree. Typically MPA students take about four workshops.

### **The Internship**

Internships are an important part of our MPA training. In addition to providing a venue for professional learning that complements academic learning, internships afford practical professional experience and valuable networking opportunities that benefit students as they seek to enter full-time employment after graduation. Students in the MPA program are thus required to complete a graduate-level internship, usually in the summer between their first and second years. This requirement may be waived for students with at least two years of recent, professional-level public service work experience pertaining to the student's current educational and professional goals. In 2002-03 and 2003-04, about 30 percent of students waived the internship requirement.

We expect students to obtain at least **three months of full-time, relevant professional employment** in a government, nonprofit, or private organization (about 480 hours) to meet the internship requirement. Internship employment is ideally compensated, but unpaid internships are accommodated as well. In 2003, approximately 75% of internships were compensated. In that year, 52% of students completed internships in the public sector, 45% in the non-profit sector, and 3% in the private sector. Many of our students pursuing an

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<sup>2</sup> Please see the diagram on page 6 of the *Traditional Student Handbook* in **Appendix 5** to view a selection of approved courses from other UW departments that fulfill each restricted elective requirement.

*International Affairs* policy specialization complete international internships. The School's Director of Career Services advises students and develops and posts internship opportunities.

### **Independent Research (Degree Project)**

MPA students complete a substantial piece of independent research in their second year. The **six-credit degree project** enables the student to work closely with a faculty member on a research topic of serious interest. Students can fulfill the degree project requirement in several ways: a policy or management research project with a faculty member; a Public Service Clinic -based project (see below); or a professional project completed under faculty supervision and related to the student's employer or for another agency. The degree project serves as the "capstone" to the students' education at the School: an opportunity to apply his/her knowledge and skills to a topic of real interest to the student and/or a "client" organization.<sup>3</sup>

### **The Public Service Clinics**

The Evans School launched the Public Service Clinics in the 1998-99 academic year. The Clinics create a course-based environment for students working on degree project topics in a particular policy area and connect graduate student research interests with applied research, organization change, and capacity building activities in particular "client" organizations identified by the organization or by students working with it. By linking the degree project requirement with real needs of public agencies and community organizations, the Clinics provide substantial benefits to the broader community and to the graduate student experience. The Clinics have a director and graduate assistant who maintain contacts with agencies to obtain potential projects, manage the process of linking interested students with client organizations and guide students to project completion.

There are three separate Clinics, focusing on: 1) human service delivery; 2) community development; and 3) resource use and protection. Each Clinic runs for two quarters (winter and spring) and earns six credits for the student (parallel to an individual degree project), and course teaching credit for the supervising faculty member (one for each Clinic). Each Clinic is comprised of 8-10 second-year students who spend 200-250 hours researching or analyzing a topic for a nonprofit or public agency with faculty supervision and peer support and review. The Clinics end in June with a completed report/project for the client agency, which simultaneously fulfills the six-credit MPA degree project requirement. Our assessments indicate that agencies value the service and, this year, we have initiated a fee structure to help support the program. So far, this has increased interest on the part of clients and appears to have strengthened the relationship between clients and students.

### **Changes to the traditional MPA curriculum since the last review**

Some notable improvements in the curriculum have been made since the 1994 review to strengthen and update the core curriculum and the logic of the restricted elective core requirements.

- Two courses in modern public management and a one-credit seminar in Foundations of Public Service in American Democracy were added to the core, while a long-standing course in organizational theory was replaced. The **restricted elective tier of the curriculum** was redesigned to ensure that students get exposure to key competencies while preserving some degree of course choice.
- Beyond the core requirements and restricted electives, students now have more flexibility to choose courses to form a customized specialty area of expertise outside the approved gateways (per the flexible **Plan of Study**). The nonprofit management specialty area was added in 1997-98, in response to important developments in our field, augmenting the four specializations that existed eleven years ago.
- Through the creation of the **Public Service Clinics**, we now provide students a service learning option for completing their capstone *degree project* and the opportunity, if desired, to complete their projects in a more structured setting. The Clinics have helped to improve degree project completion rates. Within the clinics, degree project completion rates have grown from the Clinics' first year (1998-99) in which

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<sup>3</sup> Please see **Appendix 1** for a listing of recent degree project and Public Service Clinic topics.

77 percent of students in the Public Service Clinics completed their degree projects to 89 percent in 2004-04 (24 of 27 students).

### THE PEACE CORPS MASTERS INTERNATIONAL PROGRAM (PCMI)

The Evans School has operated the Peace Corps Master's International (PCMI) program with the Peace Corps since 2001. Applicants compete with other MPA program applicants for admission into the School and must separately meet Peace Corps entry requirements. PCMI students undertake a concentrated 51 - credit curriculum (completing the same core and restricted elective requirements outlined above for our MPA students), plus a full two-year tour of Peace Corps service. The required coursework is designed for completion in a total of four or five quarters. In their first year, students study nongovernmental organization (NGO) development and management and design their *Plan of Study* (selecting 15 elective credits). In the field, students remain in touch with their faculty advisor and a former Peace Corps volunteer mentor from the Evans School. Following their international service, PCMI students return to campus for one or two terms to complete their coursework and a final project report, which substitutes for the degree project.

### THE MIDCAREER DEGREE PROGRAM

Since 1995, qualified midcareer professionals with a commitment to public service and seven to 10 years of progressively responsible work experience in the public, nonprofit, or private sectors have been offered the MPA degree through the *Midcareer MPA Program* (formerly Evening Degree Program). The program blends academic and professional perspectives to engender a practical orientation to the theories, values, and analytical and managerial skills critical to success in public life. The program is designed to allow experienced students to work full-time while developing analytic tools for leadership positions within their field.

TABLE 3: MIDCAREER MPA PROGRAM: 54 CREDITS			
SAMPLE 3-YEAR PLAN			
	Year 1 (18 credits)	Year 2 (18 credits)	Year 3 (18 credits)
<b>Fall</b>	PA540 Integrated Mngt Sequence I PA543 Leadership Seminar	PA516 Microeconomics Elective	PA545 Leadership Seminar 3 Elective
<b>Winter</b>	PA541 Integrated Management II PA522 Budgeting & Financial Management	PA527 Quantitative Analysis I PA544 Leadership Seminar 2 (1 credit)*	Elective Values course**
<b>Spring</b>	PA542 Integrated Management III Elective	PA528 Quantitative Analysis 2 Elective	Elective Elective
<b>Summer</b>	<i>Summer attendance is not required, but Midcareer students can reduce academic year course loads by taking summer courses</i>		
<i>*Midcareer students are required to take only 4 specified credits during Winter Quarter of year two. The remaining credits may be taken as skills workshops or another 3-credit course any time during the program.</i>			
<i>**The values course option may be fulfilled by a number of courses, including Ethics &amp; Public Policy &amp; Leadership Ethics.</i>			

Students work through the *Midcareer Program* with a cohort of peers, earning **54 credits**<sup>4</sup> over a three-year period (although some students speed up their progress and finish early). The core courses for this program are offered in the evening as are a considerable selection of electives. Since these students are at a more advanced career stage, the core differs slightly from the MPA core (see table below). Students take a series of Leadership Seminars (7 credits total over the three years) and complete a three-course Integrated Management Sequence that includes policy analysis in lieu of the two-course Public Management sequence plus Policy Analysis offered to the MPA program students. Also, Midcareer MPA students are not required to complete an internship or a degree project.

The different curricular structure is designed to match the Midcareer students' greater context for formal study of management and leadership and their greater ability and desire to integrate the various elements of management, policymaking and leadership given their experience. These students take core courses in

<sup>4</sup> The six-credit degree project is waived for the Midcareer Program in light of the students' professional experience.

microeconomics, quantitative methods, and budgeting and financial management that are essentially the same as the analogous courses offered to MPA students, although the delivery to the Midcareer cohort is a bit different. In addition to their core, the Midcareer students are required to take a restricted elective in the values area but otherwise are free to customize the rest of their program via electives with the aid of a faculty advisor.

## THE EXECUTIVE MASTERS PROGRAM

The *Executive Master of Public Administration* program is designed to address the needs of experienced leaders—directors, assistant directors, high-level technical staff, and senior managers in or near leadership positions in their organization—seeking an advanced degree. Executive Master’s students must complete **45 credit hours** – 36 credit hours of specifically designed course work plus 9 credits of electives – in a 15-month program. The first Executive MPA cohort entered in 2003.<sup>5</sup> Executive MPA students in the first two cohorts work in an array of professional capacities throughout the Northwest.

The curriculum (see table 4 below) is designed to prepare students for the contemporary world of senior management in public service and the delivery mode is tailored to such senior managers and their concerns. The core curriculum begins with an orienting Foundation Week, which focuses on both personal and contextual dimensions of Strategic Leadership and sets the stage for the next four courses on organizational culture; negotiation and conflict management; effective communication; and leading with integrity. The second part of the program begins with a Foundation Week on The Performance Challenge in modern government and relevant quantitative and economic analysis tools for grappling with it. This is followed by: two courses on strategic financial management, a course on alternative service delivery approaches, one on managing human resources, and a capstone course (creating public value) to tie the core learning together.

<b>Table 4: 15-MONTH COURSE PLAN FOR EXECUTIVE MASTERS PROGRAM, 45-credits</b>					
<b>Executive Masters First Year Core Curriculum</b>					
<b>Foundation Week I</b>	<b>Core Module 1</b>	<b>Core Module 2</b>	<b>Core Module 3</b>	<b>Core Module 4</b>	
Strategic Leadership	Organizational Culture	Negotiation & Conflict Management	Effective Communication	Leading with Integrity	
<b>Executive Masters Second Year Core Curriculum</b>					
<b>Foundation Week II</b>	<b>Core Module 5</b>	<b>Core Module 6</b>	<b>Core Module 7</b>	<b>Core Module 8</b>	<b>Capstone Session</b>
The Performance Challenge	Strategic Financial Management I	Strategic Financial Management II	Alternative Service Delivery	Human Resources	Creating Public Value
<i>The core curriculum accounts for 36 of the 45 credits required to complete the ExMPA. Students may earn their 9 elective credits from Evans School courses, the School’s Cascade Center, or another accredited institution.</i>					

The intensive format of the Executive MPA is set up to accommodate the schedule of professionals with high levels of responsibility, including those who live far from campus. Over the course of 15 months,<sup>6</sup> students attend **two full-week sessions** (Foundation Weeks, 7 days each), **eight courses or “modules”** over 3-day weekends, **and a capstone**, 2-day session. Written projects, discussions and exercises are completed between sessions via distance learning. Discussions are held weekly via the Internet in connection with the courses. In addition to completing **36 credits of core requirements**, students can earn the remaining nine elective credits at any accredited institution including via Evans School courses. With faculty approval, executive education courses from the School’s *Cascade Center for Public Service* can also count toward this elective requirement.

The Executive MPA is a fee-based (financially self-sustaining) program. The tuition for the 2004 entry cohort was \$26,400 with tuition payments spread over the length of the program. The program has been successful in attracting students: applications and enrollments for the second cohort substantially exceeded the first and the

<sup>5</sup> Please see **Appendix 2** for a listing of professional positions and workplaces of our first two cohorts.

<sup>6</sup> The program was originally designed to span 21 months and this is the schedule for the first cohort, but our market assessments indicated students preferred a more intense schedule.

program reached its desired size in just two years. In addition, the financial model appears to be successful and interest in the 2005-06 program appears strong. Tuition for this cohort will increase to \$27,500.

The Executive MPA may present challenges, including: (1) whether it needs a separately designated degree to signal the differences in credit hours, subject matter emphasis, and delivery from our other MPA programs; and (2) it may narrow the market for our Midcareer MPA.

### **PLANNED PHD PROGRAM**

In the spring of 2004, the Evans School faculty approved the offering of a *Ph.D. program in Public Policy and Management*. A formal proposal is now in preparation for review by the University and the State Higher Education Coordinating Board. As envisioned, this program will start small, initially enrolling about 3-5 students per entry cohort, and closely tied to the School's capacity to support the students and their research training. Over time, the cohort size may expand depending on the School's funding capacity and the quality of students we attract. The primary goal is to prepare students for teaching and research positions in public policy and administration schools and research organizations. We believe that *one special niche we will be able to exploit is our interdisciplinary faculty's capacity to provide a well-integrated approach to policy analysis and management* for all students through the PhD core courses. Students will be expected to develop both a disciplinary and a policy or other area of expertise as well as appropriate general and specialized research skills. They will also receive pedagogical training and experience in assisting with our MPA courses and perhaps in undergraduate teaching too. Some of the courses will be offered through other departments to use resources efficiently and to build appropriate bridges to cognate units. For more detail on the proposed curriculum schedule in the second year and beyond, please see **Appendix 3**.

There remain potential implementation challenges in our proposed PhD program, including: defining precisely which types of students we can best serve (pre-masters, pre-experience or post-experience candidates), how to assure adequate financial support for them, and how closely to work with other departments and schools in offering courses and guiding our students' work. How the work of teaching and advising PhD students will be shared among our faculty has also not yet been fully defined, but the planning effort is underway.

### **CONCURRENT DEGREE PROGRAMS**

The Evans School offers established pathways to concurrent master's degrees with five schools and colleges across the University of Washington campus (see list below). These programs are designed for students to complete in three years except in the case of the MPA-JD program, which takes four years. Students must apply to and be accepted by both programs and they are awarded both degrees.

- International Studies
- Forestry
- Law
- Public Health
- Urban Planning

These programs have been increasingly popular in recent years. Three of the above five concurrent pathways have been established in the last five years. In addition, some students with interests in other fields, such as business, education, library and information science, marine affairs, and social work, have forged their own pathways to concurrent degrees. Relationships across the University provide a means to strengthen and expand student competencies in a range of public affairs specialties and also enhance faculty collaboration opportunities for research. However, concurrent degree programs present administrative and advising challenges. At times, concurrent degrees are a source of frustration for students, for whom managing progress simultaneously in two programs can be difficult.

## GRADUATE CERTIFICATE PROGRAMS

The Evans School offers a graduate-level certificate in *International Development Policy and Management*. Our faculty and students are also involved in other interdisciplinary certificate programs overseen by the UW Graduate School. Certificate programs complement graduate degrees in a variety of fields including the MPA and are comparable to a minor in that they allow students to intensively develop an additional area of focus.

### International Development Policy & Management Graduate Certificate Program

Launched in 2000-01, the Graduate Certificate in *International Development Policy & Management (IDCP)* is a 21-credit program that prepares graduate students from diverse disciplines for work in the development field. The credits include a core sequence of three 3-credit courses in development management, policy and economics; 9 credits of electives; 3 credits of a cohort seminar; and a five-week (200-hour) non-credit practicum. In autumn 2004, the 5<sup>th</sup> cohort began with 22 new students and eleven returning students from past cohorts are also participating in courses to complete the certificate this academic year. Since 2000, about one-third of the students have been Evans School students; in 2004-05, 46 percent are Evans School students. The IDCP is currently being redesigned to emphasize the provision of humanitarian relief by development organizations. The UW Innovation Grant, awarded to the Interdisciplinary Program in Humanitarian Relief (IPHR), is funding the redesign. The Evans School and the College of Engineering's departments of Industrial Engineering and Technical Communication jointly proposed the IPHR.

## INVOLVEMENT IN OTHER INTERDISCIPLINARY GRADUATE CERTIFICATE PROGRAMS<sup>7</sup>

### Certificate in Environmental Management (EM)

Based in the UW's Interdisciplinary Program on the Environment, the *Certificate in Environmental Management* enriches the program of study for graduate students preparing for careers in the environmental field. The Evans School shares two courses with the EM certificate: an Environmental Policy gateway course and an advanced analysis course. In exchange for allowing EM students to register in these courses, the Evans School is granted a graduate Teaching Assistant for each course. Eleven Evans School students completed the 21-credit certificate program from 2001 to 2004 and the program enrolled six of our students in autumn 2004.<sup>8</sup>

## STUDENT DEGREE COMPLETION RATES

The annual number of degrees awarded at the Evans School has increased substantially in the past decade: from 65 in 1994-95 to 102 in 2003-04. This number will be growing further in the coming years, particularly as a result of the addition of the Executive MPA program.<sup>9</sup>

### Degree completion rates for MPA students

Two- and three-year degree completion rates trended upward from the entering class of Fall 1991 (44 percent two-year and 60 percent three-year completion) through the 1990s to the entry class of 2001 (68 percent two-year and 78 percent three-year completion).<sup>10</sup> Students admitted between 1999 and 2001 averaged a 65

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<sup>7</sup> In addition, one Evans School faculty member serves as affiliate faculty to the University's **Global Trade, Transportation & Logistics Studies Certificate Program (GTTL)**. This program is designed for graduate students preparing for diverse careers in trade, transportation planning and policy, and international commerce. Three Evans School courses are approved electives for students enrolled in the 20-credit certificate program.

<sup>8</sup> Certificate in Environmental Management enrollment numbers courtesy of the UW Program on the Environment.

<sup>9</sup> According to the *UW Graduate Student Statistical Summary*.

<sup>10</sup> These percentages – based on Fall through Summer definition of the academic year – exclude PCMI and concurrent degree students whose numbers have increased over time and whose programs cannot be completed in the “standard” two year period, even assuming full-time study throughout. Also pertinent in interpreting these completion figures is the fact that a substantial proportion of MPA students attend part-time at least for part of their

percent two-year completion rate and three-year rates ranging from 74 to 82 percent. For reasons not yet clear (currently being studied), there was a substantial drop in the two-year completion rate for the entry class of 2002, though the numbers are nearer historical norms when Fall 2004 completions among this cohort are added in. The four-year completion rate has increased substantially over time, growing from 65 percent of the 1991 entrants to a record 88 percent of 2000 entrants who completed by Summer 2004. Thus, the vast majority of students do complete the MPA program.

Although we are currently studying completion patterns systematically, we believe that two factors are most important: the all-but-degree-project phenomenon, and the adequacy of financial aid in relation to tuition costs. We have addressed the former in recent years by creating the Public Service Clinics program, which provides a course-like structure for facilitating degree project completion, and by taking steps to better distribute the remaining degree project advising load across the faculty. (The latter was a very recent step.) We have yet to fully address the financial aid adequacy problem but have prioritized it in our budgeting and development efforts and believe this should reduce students' need to work long hours outside of school and should facilitate timely completion.

### **Degree completion rates for Midcareer MPA students**

The Midcareer MPA program, begun in 1995, is an evening, part-time program designed for completion in three years assuming the student takes 6 credits (two courses) per quarter for 9 quarters. The first full cohort, which entered in Fall 1996, had a three-year completion rate of 71 percent and 76 percent completed in four years. The Fall 1999 entry cohort had a 75 percent three-year completion rate, 79 percent completed in four years, and 82 percent had the MPA within five years. The completion rates for the 2000 and 2001 entry cohorts have declined substantially, however: the three-year rates were 47 percent for the 2000 cohort by 2003 and 56 percent for the 2001 cohort by 2004. This trend clearly merits attention and efforts at remedy.

## **MANAGING DEGREE PROGRAM GROWTH**

The growth in our degree programs was purposeful and there are many benefits of these new programs.. However, administrative complexities, coordination costs, and advising demands have increased with our expansion. Moreover, our growth in programs initially outstripped faculty and funding growth, creating strains. While we have made significant and important steps to better serve and support our students and have added new faculty, there remain issues yet to be adequately addressed in regard to student satisfaction. Recent efforts reflect our strengthened priority on addressing the needs of students and program quality.

### **Improvements made, in regard to the degree programs and the student experience, include:**

- **Strengthened student and career services:** We hired a Director of Student Services in fall 2004 and restructured our student services office, enhanced recruiting staff, and have hired (winter 2005) a new Director of Executive Education. The office is designed to be more welcoming, is running more efficiently and both students and staff have noted the improvements.
- **Added new faculty in areas of high demand:** We added three new faculty members in 2004-05 and currently have offers out to additional faculty to join the School in 2005-06 (three offers are outstanding). New faculty hires have and will continue to reduce advising demands and help to ensure faculty remain accessible and classes are available. In addition, a full-time senior administrative staff person now provides support to faculty to alleviate some administrative duties from faculty workloads to free additional faculty time for students.
- **Acquired more space for students and improved quality of their space:** In 2003-04, we purchased new furniture for the student lounge, replaced old monitors with flat screens in the computer lab, invested in wireless internet access for the building, designated a TA meeting space for tutoring help, and set aside

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period of study, usually because they need to work in order to subsist. (See Appendix \_ for the University's figures on this percentage.)

a quiet room for individual and group work space. *However, student study and computer space remains inadequate and we are seeking sustainable solutions for this.*

- **Improving communications:** The School Intranet allows the administration, students, and faculty to post shared documents; we clarified our admissions process and an on-line application for admission went up in February 2005; a revised bulletin and recruiting materials reflect changes and growth in programs; and efforts to create a more user-friendly and informative website for internal and external users are underway.
- **Initiated stronger links between students and the administration to enhance community:** The building's coffee-shop reopened in 2004 and continues to be a meeting ground for conversation; quarterly meetings with the Dean encourage student feedback throughout the year; the Evans Student Organization (ESO) meets regularly with the Dean to communicate student concerns and suggestions; and the Dean is working with the Director of Student Services to further enhance opportunities to enrich community, such as a recent all-School bowling competition and annual silent auction and talent show. In addition, the recent hiring of a Director of Executive Education will help to create stronger connections between executive MPA students and traditional MPA students.
- **Made recruitment packages more competitive:** In response to our need for more competitive recruitment packages, our financial award offers for the autumn 2005 entering class are expected to exceed any previous year both in quantity and level of funding. Efforts are also being made to increase second year student support opportunities.
- **Enriching opportunities for student participation in civic engagement:** The Dean sponsors bi-annual student trips to Olympia for students to meet with Evans School alumni working in state government and key legislators and staff. New efforts to expand opportunities for civic engagement among our students are being developed. This year students had the opportunity to develop policy programming for the Schools twice-weekly public affairs TV program on TVW. The Director of Student Services is also working throughout the local community to organize volunteering opportunities for students.
- **Increasing access to classrooms in Parrington Hall:** The School administration is working to have more Evans courses offered in Parrington Hall. Growth in enrollments, faculty demand for better classroom facilities and some downsizing in the rated capacity of Parrington Hall classrooms has reduced the number of courses offered our building. We are working to acquire greater classroom space priority for Evans courses and to enhance the classroom facilities so as to have more classes in Parrington.
- **Accommodating student preferences for course scheduling:** The Associate Dean scheduled additional late afternoon and evening course offerings this academic year, to provide greater course accessibility to Midcareer MPA students. Responsive to student concerns, the Associate Dean also sought to balance three-hour class sessions (which meet weekly) and twice-weekly one-and-a-half hour course offerings.
- **Developing a two-year course schedule:** We are working on a two-year course plan that will provide information to students about the courses that will be available for this period. This should help students plan their degree programs and assist faculty with advising.
- **Including students in our "path to excellence" strategic planning process:** The Dean will lead a one-credit seminar in the spring (2005) to provide a forum for students to identify and communicate their ideas for the School's future and assist in gathering input from alumni and other stakeholders. Other methods to solicit student input will also be pursued and feedback from past Student Climate Surveys and reports from ESO will be incorporated.



## CONTINUING EDUCATION

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### THE CASCADE CENTER FOR PUBLIC SERVICE AND LEADERSHIP

The Evans School's *Cascade Center for Public Service and Leadership* is a nationally recognized fee-supported training center offering an array of non-credit management and leadership courses for senior and mid-level managers. Since its 1984 founding, nearly 450 agencies, jurisdictions and organizations and over 7,500 managers and executives from federal, state and local government, and nonprofit organizations have participated in the *Cascade Management Series* courses (intensive 2, 3, and 5-day courses) and the *Cascade Executive Program* (a 2-week advanced leadership program for senior executives and elected officials).<sup>10</sup> Senior faculty at the School, outstanding faculty from other schools of public affairs, and leading practitioners teach Cascade courses. Students in both the *MPA* and *Midcareer MPA* programs may apply for up to a maximum of 12 elective credits to be waived from their Evans School MPA degree requirements for Cascade courses completed consistent with UW policy on transfer credits. *Executive MPA* students may apply for up to 9 credits to be waived from the degree for completing these courses.<sup>11</sup> Other universities and professional associations may also accept these courses.

### HUBERT H. HUMPHREY FELLOWSHIP PROGRAM

Each year, the Hubert H. Humphrey Fellowship Program brings about 12 accomplished mid-career professionals to the Evans School from designated countries of Asia, Africa, the Caribbean, Latin America, the Middle East and Eurasia to the United States for one year of non-degree graduate study and practical, work-related experience. The HHH Fellowship Program is sponsored by the United States Department of State, under the Mutual Education and Cultural Exchanges Act of 1961, and administered by the Institute for International Education (IIE). With guidance from faculty and staff, each Fellow undertakes an individualized program of academic coursework, independent research, professional affiliations, field trips, special seminars and consultations. The Fellows travel throughout the U.S. to attend professional meetings and colloquia, and to visit public and private agencies related to their professional fields.

### PACKARD-GATES POPULATION LEADERSHIP PROGRAM

In 2000, the Evans School launched the Population Leadership Program (PLP), in conjunction with the UW School of Public Health, to bring leaders from developing countries whose careers focus on population, family planning and reproductive health issues to the UW for one year of intensive coursework, training, and professional experience. Each year the Program hosts 12 fellows. The Bill & Melinda Gates Foundation and the David & Lucile Packard Foundation fund the PLP. The fellows enroll in coursework at the Evans School and the School of Public Health, in addition to taking a specially designed curriculum.

### INVOLVEMENT IN UW EDUCATIONAL OUTREACH EXTENSION CERTIFICATE PROGRAMS

#### Certificate Program in Nonprofit Management

The Evans School helped design the UW Extension's *Certificate Program in Nonprofit Management* and Evans faculty serve on the advisory committee. The eight-month program offers intensive weekend training in critical areas of nonprofit management: leadership and communication skills, strategic planning, financial management, resource development, marketing and public relations. Evans School lecturers are among the program's instructors. The program leads to a certificate and nine Continuing Education Credits (CEUs). Students apply to and earn their certificate from UW Extension, the University's continuing education unit.

#### Arts Management for the Performing Arts Certificate

The curriculum of the *Arts Management for the Performing Arts Certificate* was modeled after the *Nonprofit Management* certificate program. The Evans School maintains approval of the certificate in conjunction with the UW School of Drama and two of our faculty serve on the certificate program's advisory board.

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<sup>10</sup> Please see **Appendix 6** for a listing of *Cascade Management Series* courses.

<sup>11</sup> Since Cascade is designed to be financially self-sustaining, degree students must pay extra for Cascade courses.

## STUDENTS & ALUMNI

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### EVANS SCHOOL STUDENTS: A BRIEF PROFILE AND STUDENT QUALIFICATIONS

#### Profile of enrolled students

In the fall 2003 entering class, nearly 64 percent of students were **women**; 17 percent were **minorities**; and 20 percent were **residents of states other than Washington**. These figures are reflective of Evans School entering classes stretching back to the mid 1990s and, in particular, the percent of female students has remained constant. The figures for the entering class of 2004 are comparable, except for a fairly steep decline in out-of-state students (to about 14 percent).<sup>12</sup>

#### Undergraduate backgrounds of our students

Data indicate that, in the past ten years, between 14 and 20 percent of our students have been out-of-state residents upon enrollment. However, since most students have work experience prior to entering our program, many (*nearly 70 percent in the past three years*) have received their undergraduate degree from institutions outside Washington State. Our students have earned undergraduate degrees at academic institutions across the country. Multiple students entering between 2001 and 2004 came to us from each of the following schools: Brown, Claremont McKenna, Cornell, Dartmouth, Georgetown, Grinnell, Harvard, Middlebury, Stanford, and the University of California (Berkeley), Michigan, Minnesota, and Wisconsin. Northwest and Pacific Coast colleges and universities were the undergraduate homes to many of our students: more than 100 students entering in the past three years completed their undergraduate degrees in the state of Washington. Students' undergraduate academic training is also diverse across disciplines, bringing varied perspectives to our courses.

#### Student qualifications: test scores, grade-point average and admission rate trends

**Appendix A**<sup>13</sup> provides details on admission rates for various types of students, and GPA and GRE scores for the period from 1994-1995 to 2003-2004. Both GPA and GRE scores have remained similar through time. Thus, our quantitative indicators would indicate that we have grown our program without lowering standards. GPA's of our entering students have averaged in the range of 3.3 to 3.5. GRE verbal scores have been in the mid-500s, GRE quantitative scores have been in the low 600's, and GRE analytical scores have been in the mid 600's. General trends across the entire period do not appear evident.

Over the past six years (1999-00 to 2004-05), the **rate of admission offers** shows an overall trend toward greater selectivity. The entering cohorts in 2002 and 2003 peaked in terms of selectivity, at 55 percent of applicants offered admission for the 2002 entering cohort and 61 percent for the 2003 cohort. In 2004-2005, data show that we admitted 74 percent of applicants. A decline in both total applications and completed applications occurred. While this is consistent with national trends in public affairs, our admissions director also resigned mid-year compromising recruiting and admissions efforts. In terms of admission offers to enrollment, over the past six years an average of 45 percent of admitted applicants in the full-time MPA program have enrolled (ranging from 43 percent in 2004-05 to 48 percent in 2003-04). We believe the lower rate of enrollment in 2004-05 may have resulted in part from the University's late decision to increase resident tuition by 12 percent and non-resident tuition by 7.8 percent; nearly 25 students deferred admission. Given our recently strengthened admissions staff and more competitive financial award offers this year, we expect our cohort entering in 2005-06 to continue our longer-term trend of rising selectivity. Data on applications for the fall 2005 entering class indicate applicant numbers are stronger this year.

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<sup>12</sup> These percentages are based on data from the UW Graduate School's Student Statistical Summary.

<sup>13</sup> **Appendix A:** The Graduate Student Statistical Summary

## ADMISSIONS POLICIES AND RECRUITMENT

### Overview of the admissions process

The admissions process is designed to evaluate all aspects of each applicant to build entering classes composed of students who are highly capable, diverse and committed to careers of public and/or nonprofit service. We recently took a fresh look at our admissions criteria and processes for all of our academic programs. In autumn 2004 an Admissions Policy Task Force considered the appropriate criteria, their relative weights, and processes for evaluation for each of our programs, and made recommendations for a streamlined admissions criteria and process to take effect in the 2005-06 admissions cycle. The task force also redesigned the financial aid process and sought and received additional funds, especially financial awards for out-of-state applicants.

The Admission Committee reviews applications for all of our degree programs (the MPA, PCMI, Mid-career and Executive MPA). Each application is read and evaluated by two members of the committee. The new admissions process utilizes a 36-point scale and each completed application (GRE scores, GPA, transcripts, resume, personal statement, and letters of reference) is read in light of the following criteria:

- **Capability and Preparation** (24 points or two-thirds of the evaluation). The committee evaluates the likelihood an applicant would perform well in our graduate program, as evidenced by a history of academic success. Readers evaluate GRE scores; GPA; quantity and quality of quantitative and social science coursework; and management-related experience in work or volunteer settings.
- **Commitment to Public or Nonprofit Service** (6 points or one-sixth of the evaluation). Readers look for commitment to public service: past work and volunteer experience, or extracurricular activities in which a leadership role was played; or, for applicants transitioning from the private sector, a personal statement that compellingly articulates their decision and commitment to a public service career.
- **Contribution to Diversity** (6 points or one-sixth of the evaluation). Adhering to University policies and state laws, the committee reviews each application for (1) *significant cultural experiences that are underrepresented* at the Evans School or (2) *clear evidence of having grown up with an economic disadvantage, personal adversity or handicap*. Examples of cultural experiences that contribute to diversity include applicants who: grew up in rural or depressed urban areas; lived for more than one year abroad; are not Washington State residents; reveal a political ideology underrepresented at the School; international students; or other distinguishing cultural experiences underrepresented among our students. Evidence of economic disadvantage and personal adversity are given additional weight by the committee.

### Recruitment and financial awards

A full-time Director of Admissions has historically managed student recruitment. In 2004, we restructured our Student Services Office, adding a Director of Student Services, who oversees all admissions functions, and a full time professional recruiter.<sup>14</sup> The Director and Recruitment Manager together have primary responsibility for attracting qualified and diverse applicants to the School. Our recruiters serve as important points of contact for interested students, holding information sessions throughout the year, hosting Open Houses for admitted students, and attending regional and national graduate school fairs. The recruitment team is involved in our admissions process to ensure that realistic advice and expectations are conveyed to prospective students. Our recently hired Director of Executive Education will participate in the Executive MPA admissions process.

In an effort to attract the most highly qualified applicants, and to increase diversity among our student body, financial awards are made as part of the admissions offer to select candidates. The Director of Graduate Studies, the Director of Student Services, plus an additional faculty member, with advice from the Admissions Committee, make decisions regarding financial awards, using both general and targeted funds as well as research assistantships in our centers. For the autumn 2005 entering class, we anticipate offering a minimum of 32 financial awards, and up to 40 awards, to our top applicants. The financial award offers for the 2005 entering MPA class will nearly double in dollar terms those of the previous year.

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<sup>14</sup> In addition, the Provost provided three years of funding for a recruiter for the PCMI programs across the University (Forestry, Public Affairs, and Public Health). The PCMI recruiter is housed in the Evans School.

## GRADUATE STUDENT FUNDING

### Fellowships and financial awards

The Evans School utilizes fellowship support as an effective tool for recruiting high quality students. The School has multiple sources of financial aid funding including a commitment from its general-purpose endowment funds. In recent years, we have been awarded annual tuition grants from the UW Graduate School as well as several international tuition waivers from the Office of International Programs and Exchanges. In the 2003-04 academic year, the School awarded over **\$400,000** in financial awards and graduate assistantships. As incoming classes have grown in number, the School has prioritized increasing the total financial aid commitment. However, despite prioritizing fundraising for fellowships, rising tuition levels make it difficult to maintain awards at needed levels.

Graduate fellowships are a high priority for our capital campaign with a target of 10 new graduate fellowships endowment funds. We have recently completed the fundraising for the Gary Locke Fellowship Award (\$150,000 initial level), which will provide funding for students of Asian/Pacific Islander heritage. Five other new endowed fellowships are in various stages of negotiation at this time.

<b>Table 5: FINANCIAL AID FUNDING SOURCES &amp; EXPENDITURES, ACADEMIC YEAR 2003-04</b>		
<b>Source</b>	<b>Amount Spent</b>	<b>Selection Process</b> ( <i>Awards, except many research assistantships, are made upon offer of admission.</i> )
<b>Daniel J. Evans Endowment Fund</b>	\$32,000	School determined
<b>Fellowship Endowment Funds</b>	\$34,995	Restricted to sponsor mandated criteria
<b>Gift Funded Fellowships</b>	\$40,500	
<b>Graduate School Grant</b> ( <i>tuition waivers</i> )	\$14,510	Annual University-wide competition
<b>Office of Minority Affairs Grant</b> ( <i>assistantship with tuition waiver</i> )	\$26,935	Annual University-wide competition
<b>Office of Int'l Programs &amp; Exchanges</b> ( <i>tuition waivers</i> )	\$31,190	
<b>Research Center Fellowships</b> ( <i>research assistantships with tuition waiver</i> )	\$85,000	Many of these research assistantships are held by second-year students who apply for the positions
<b>State funded assistantships</b> ( <i>Peer Advisor, Humphrey Fellows graduate assistant, computer lab manager, Public Service Clinics graduate assistant, teaching assistants</i> )	\$144,942	The TA's and Peer Advisor are 2 <sup>nd</sup> year students who apply in the spring of their first year. Other positions are reserved for recruitment awards.
<b>Total Amount Spent</b>	<b>\$410,072</b>	

### Graduate assistantship funding levels

In Fall Quarter 2003, the Evans School funded from all sources: 35 half-time (20 hour/week) research/staff assistants, three half-time teaching assistants, one quarter-time teaching assistant, and four quarter-time research/staff assistants. Graduate assistants working half-time (20 hours/week) receive a tuition waiver, health benefits, and monthly salary (per University guidelines). Quarter-time assistants are paid hourly and do not receive benefits.

### Hiring process and duration of appointments

Evans School graduate assistantships are limited in number and, as a result, the hiring process is competitive. A few research assistantships are reserved for highly qualified applicants as part of recruitment funding packages. Teaching assistantships for Microeconomics, Budgeting & Financial Management, and Quantitative Analysis I and II are awarded to second-year students (or third-year concurrent students) who apply and have demonstrated academic success in these courses. Positions such as the Peer Advisor and many research assistantships are full academic year appointments; other positions are quarterly. The Director of Career Services posts assistantships in April for the following academic year and posts new positions throughout the year as they become available. Evans School students also seek out and accept graduate assistantships in other UW departments. In the 2003-04 academic year, Evans students held teaching or research assistantships in departments and schools including American Ethnic Studies, the Jackson School, Sociology and Social Work.

## ACADEMIC ADVISING

Upon enrollment, students are assigned a faculty advisor who matches their interests as closely as possible. Students may switch if they later find an advisor who better matches their evolving interests. The **faculty advisor** is responsible for helping students choose classes, navigate the curriculum, and develop a required *Plan of Study*. Students may also receive informal advising from **Student Services** staff, the **Director of Graduate Studies** (DGS), and the **Peer Advisor**, a second-year student in the program who holds a graduate assistantship in this position. Student Services staff primarily offer advising regarding university registration rules and requirements and tracking of student credits and progress, while the DGS handles advising related to curriculum policy. Additionally, students are evaluated quarterly for satisfactory performance and progress, and advised by the DGS if they encounter difficulties making normal progress through the programs.

In the **2004 Student Climate Survey**, an annual Evans School survey conducted in the spring, 80 percent of Evans students reported: "I understand the requirements for completing my MPA degree." 85 percent of students felt that the Student Services staff provided "useful information and support." And 70 percent of students indicated: "faculty members are accessible and available to me when needed." However, only 36 percent agreed that their faculty advisors provided "sufficient support and guidance in the development of my academic plan." While the majority of students indicate they are well informed about their degree requirements (the student handbook is one source of information), faculty are not necessarily students' primary source of degree program information and advice. Our recent faculty hires may help in this regard.

In addition, it should be noted that students in our **Midcareer MPA** program often have distinct advising needs. We have tried to address this by encouraging the Peer Advisor to post evening office hours to be available for questions from students who work during the day and take our courses in the evenings. However, while we have made strides, we continue to struggle with discovering the best means to ensure that Midcareer students feel included in school activities and receive the academic advising they need from faculty. **Executive MPA** students are assigned a faculty advisor knowledgeable about the program and our new Director of Executive Education will provide these students additional academic advising.

## STUDENT LEADERSHIP AND INCLUSION IN GOVERNANCE

As a school of public affairs, the Evans School strives to support student leadership opportunities and to include students in its governance in a variety of ways:

### **The Evans Student Organization (ESO)**

The Evans Student Organization (ESO) is a self-constituted student organization that represents students in both formal and informal ways. The ESO president participates in regular Evans School faculty meetings. ESO helps to conduct and report on an annual student climate survey, hosts all-student meetings to discuss issues, and selects students to sit on a number of Evans School committees. ESO representatives also meet regularly with student leaders of policy gateway groups, the *Partnership for Cultural Diversity*, and with the Deans and DGS. In addition, an annual all-school meeting encourages students to raise issues for the Dean, faculty and the administration to address in consultation with students.

### **UW Graduate & Professional Student Senate (GPSS) and the UW Board of Regents**

GPSS is the official student government for all graduate and professional students on the University of Washington campus. All graduate departments, including the Evans School, elect two senators to serve on the GPSS senate. Of additional note, *for the past three years, a 2<sup>nd</sup> year Evans School student has been elected as the GPSS Vice-President and, in 2004, an Evans School student was named as the student representative to the UW Board of Regents.* This high-profile service indicates consistent high-level involvement by our students in student governance and leadership at both the Evans School and the University. In addition, the current UW Director of Alumni Relations is a recent Evans School graduate.

## Student Gateway Groups

Each of the School's policy specializations are represented by an affiliated student gateway group:

- The Education & Social Policy Group
- The Graduate Environmental Policy Forum
- In-Gate: The international affairs student group
- Metro-Politics (Metropolitan Policy): The urban affairs gateway student group
- The Nonprofit Network: The nonprofit management gateway group

Students whose interests span gateway areas often participate in multiple groups. The groups organize events and panel discussions, host speakers and relevant films, and coordinate volunteer and social opportunities. To help with event costs, each student group may request funding (available in limited amounts) from the Evans Student Organization (ESO). The *Partnership for Cultural Diversity*, an additional student group, is also eligible to apply for funds through ESO (funding which comes from the School).

## Evans School Committees

Students serve on most standing Evans School committees, including the Admissions, Curriculum, Diversity, Evans Leadership Award, and Faculty Search committees, as well as specific ad hoc committees, such as the current PhD planning committee. In most cases, one to two student members are full voting members.

## Student Climate Survey

In the spring for the past three years, the Evans School and ESO have surveyed current students about School climate issues.<sup>15</sup> Designed as a complement to course evaluations, the student climate survey asks questions about student and career services, faculty accessibility, advising and familiarity with degree requirements, diversity at the Evans School, and the curriculum. The School has responded to student concerns indicated in the survey in a number of ways. Nonetheless, a small reduction observed in satisfaction indicators in the past two years might be reflecting the impacts of growth in student numbers and programs.

## Civic Engagement and *The Forum at the Evans School*

In the 2003-04 academic year, the Dean organized the first annual student trip to Olympia to introduce students to state government, an effort to establish stronger ties between students and the capital. *The Forum at the Evans School* hosts events – panel discussions, lectures, conferences – to promote discussion about critical policy issues within the School and across the region. Student gateway groups may host their own events through the Forum, which airs programming on TVW (the statewide public affairs cable channel). Invited speakers in the past year include former Governor Daniel Evans on the environment, former US Senator Slade Gorton on the 9-11 commission report, and US Representative Adam Smith on American foreign policy.

## CAREER SERVICES AND EMPLOYMENT STATISTICS

Our students are provided opportunities to hone skills to find rewarding internships and jobs with the support of our *Career Services Office*. It offers a variety of internship and job listings as well as advice and counseling. This process begins with prospective students and continues throughout our students' time at the School and afterward. Internship and employment advice and counseling is offered via workshops, brownbag meetings, career nights, and individual meetings with our full-time Director of Career Services. The Director also teaches a one-credit skills workshop on navigating the MPA job search.

In regard to job placement, we survey our students nine months after graduation. **Appendix E** provides details on starting salaries, percentage of recent alums in the public, nonprofit and private sectors, and lists a selection of employers that have hired our graduates since 1999. Highlights include:

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<sup>15</sup> Reports from the 2002-03 and the 2003-04 Student Climate Surveys are available on the Evans School Intranet.

- Between 1998 and 2003, between 85% and 94% of students found permanent jobs within 6 months of graduation. This number has trended downwards, peaking during the economic boom of the late 1990's.<sup>16</sup>
- A large majority of our graduates find work in the public or non-profit sectors (89% in 2001, 90% in 2002, 77% in 2003). In 2003, there was a slight shift towards the private sector (up to 18 percent, from 11 percent in each of the preceding three years), which may be in part due both to budgetary difficulties facing the public and non-profits sectors and the possibility that the private sector is increasingly seeking employees trained in public policy and management.
- Among our recent graduates working in the private sector, between 1999 and 2003, 44 percent worked for companies whose clients were public agencies or nonprofit organizations.
- About 80% of our recent graduates are employed in the Seattle area and greater Washington State.
- The average annual salary of the traditional MPA program's graduating class of 2003 was \$46,090. The average annual salary of the Midcareer MPA program's graduating class of 2003 was \$61,155.
- Many Evans graduates have been selected for the prestigious federal *Presidential Management Fellows Program* (PMF): since 1997, 36 Evans School students have been named as PMF finalists. The Evans School is also a leader among schools of public affairs in the number of graduates hired by the *U.S. Government Accountability Office* in recent years.

## IMPACT OF ALUMS

Nearly 2,000 students have graduated from the School since the program's early beginnings in the 1950's. Evans School alumni are leading public, private and nonprofit organizations both here and abroad where they shape policies that improve how we steward our urban and natural environments, how we educate our children, how we deliver services to those in need, how we engage in domestic and international affairs, and much more.

Current or recent positions held by Evans School alumni in the region and the nation include:

- City Manager, Olympia
- Chief, Information Policy and Technology, U.S. Office of Management and Budget, Washington, DC
- Chief of Naval Operations, Pacific Northwest
- Council Member, Metropolitan King County Council
- Deputy Director, Port of Olympia
- Director and Founder, N\*Power
- Director of Policy, King County Housing Authority
- Director, City of Seattle Budget Office
- Director, Seattle Center
- Director of Planning and Programming, U.S. Department of State, Washington, DC
- Executive Director, State Board for Community and Technical Colleges
- Marketing Manager, Department of Natural Resources and Parks, King County
- President and CEO, Federal Home Loan Bank of Seattle (*& former Mayor of Seattle*)
- President, Washington Council on International Trade
- President, Seattle School Board
- Senator, Washington State Legislature
- Senior Vice President, Washington Mutual Bank

## Alumni feedback and profiles

In their feedback to the Alumni Relations and Development Office, alumni attest to the positive impact of the MPA on their careers. In the School's recent *Case for Support* several highly successful and influential alumni described their Evans School education as a significant factor in their professional accomplishments.

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<sup>16</sup> Please see **Appendix E: Placement of Graduates**, last three years

## EVANS SCHOOL FACULTY & TEACHING

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### EVANS SCHOOL FACULTY: SIZE AND QUALIFICATIONS

In 2004-05, we have 24 (19.83 FTE) tenured and tenure-track faculty with appointments in the Evans School. In autumn 2004, three new faculty appointments were made at the level of assistant professor: we were joined by an economist from the University of Michigan, a political scientist from the University of Michigan, and an MIT trained urban political economist. A full professor with a primary appointment in Civil and Environmental Engineering joined us this past autumn as well, replacing a retiring professor with a similar appointment in engineering. This spring we extended offers for three new tenured positions, so in autumn 2005, we expect to add one full professor in public management, and two associate professors in international affairs. These latter two are joint appointments with the Jackson School of International Studies. We also expect to add two associate professors in ethics and public policy, each with primary appointments in the Department of Philosophy, as a result of a several year old University-wide initiative to expand offerings in ethics at professional programs across campus through the values and society program.

We presently also have four (3.7 FTE) extramurally funded research faculty appointed in the Evans School whose primary focus is research who annually teach a course in our program, and mentor our graduate students. We have one full-time senior lecturer on our faculty, several senior lecturers with 50 percent appointments, and an array of adjunct and affiliate faculty.

Under University and college policy, research faculty and senior lecturers with full-time appointments are eligible to vote. Faculty with joint appointments are eligible to vote in the Evans School where their Evans appointment exceeds 50 percent. We have 26 (24.1 FTE) voting faculty at the School.

Typically, two faculty members are on sabbatical each year to pursue research opportunities. In any one year, approximately ten courses are bought out for either administration or research time. Additionally, this academic year, one recently retired faculty is teaching a course on the University's "retire/rehire" plan.

The academic backgrounds and both intellectual and professional training of our faculty is impressive and widely varied across policy and management specializations. The faculty's degrees are chiefly from universities at the highest ranks of American academe in economics, political science, public policy, sociology, urban planning and a range of other fields. Highest degrees by discipline (all doctorates but one at 96 percent) of the tenured and tenure-track and research faculty are indicated in **Appendix D**.

### Faculty by rank and title

**Appendix D** provides an inventory of our faculty by rank, title, field and degree granting institution. Tenure-track faculty are fairly evenly distributed by rank and assistant professors are also well distributed by seniority within their rank. Adjunct and emeritus faculty and part-time senior lecturers are also shown in Appendix D.

### Joint and adjunct appointments

Six faculty are **joint appointments** with other UW departments – in Civil & Environmental Engineering, Education, Marine Affairs, Sociology, Social Work and Urban Design & Planning, as noted in Appendix D. The large majority of our faculty, however, are appointed full time in the Evans School, which fosters both collegial interaction and faculty commitment to the School. **Adjunct appointments** in other units and cross-listed courses encourage faculty and student linkages outside the School. Ten Evans School faculty hold adjunct appointments across the University – in Civil & Environmental Engineering, Economics, Education, Geography, Law, Political Science, Sociology, Urban Design and Planning, and Women Studies.

In addition, eight University of Washington faculty representing the following units have adjunct appointments in the Evans School: Fisheries, Forest Resources, Political Science (2), Public Health (3), Urban Design and Planning. Adjunct faculty add disciplinary breadth to our program and cross-listed course offerings.



## **FACULTY RECRUITMENT AND RETENTION**

### **Faculty hiring**

Hiring strong faculty is critical for developing an academic unit's identity and strategy for contribution. In the past decade, the Evans School has generally hired faculty: (a) capable of contributing to the MPA program core courses and to research in these areas (e.g., public budgeting and finance, management, policy analysis); or (b) to anchor or contribute to our policy specialization areas. Most faculty contribute to both dimensions but searches often emphasize one or the other and are influenced by the strengths of the strongest candidates.

The School's hiring efforts have successfully contributed to moving two of our policy areas (*Environmental & Natural Resource Management* and *Nonprofit Management & Policy*) into the top ten nationally in their respective policy areas. We also believe that our education/social policy and urban affairs policy areas are well positioned to achieve much greater recognition.<sup>17</sup> Recent hiring efforts in public management brought in two promising junior faculty in 2004-05, strengthening an already strong group of management faculty. We have extended an offer to a senior scholar in public/ nonprofit management to further strengthen this area. A second offer to a promising scholar at the associate level in international affairs has been extended, as has an additional joint offer in international affairs with the Jackson School. We also expect to add two jointly appointed philosophers (one at .50 and one at .25) next year whose specialties are in ethics and public policy.

Despite recent hiring, gaps remain. In the functional areas of public policy and public management, additional faculty specializing in public budgeting/ financial management would strengthen our capacity and enable us to increase our course options. The School could also benefit from the presence of a scholar whose research focuses primarily on policy analysis *per se*. Some research and policy areas have been more difficult to hire in. In particular, we have struggled with our faculty searches in public budgeting and finance given the dearth of PhD production in this field and the opportunities for private sector employment these candidates have.

### **Faculty retention**

In general faculty find the School's climate congenial and facilitative of their productivity. We have made strong efforts to retain valued senior faculty with outside offers by drawing on University retention funds and/or internal funds. However, recent salary stagnation, constraints on of the UW retention pool, and budget cuts that make internal reallocations very difficult could, if not alleviated, lead to retention problems. The University has developed a retention plan (A/B salary plan) designed to assist with the retention of senior faculty with productive extramural research programs. Under this program, faculty who can cover part of their nine-month salary can increase their nine-month salary from research funds by up to twenty percent.

Four assistant professors have been awarded tenure since the last review. In order to facilitate the success of assistant professors in developing their research portfolios, the School provides summer research grants to them upon receipt of a satisfactory proposal. These grants usually provide research assistant support in addition to some summer salary and call for a productivity report as a condition of receiving a subsequent grant. We provide new faculty with a one-course reduction in teaching assignment during their first year, attempt to limit the burdens of new course preparation in assistant professors' early years as much as possible, and try to arrange their course schedules to facilitate productivity to the extent the availability of faculty resources permits. Now that our faculty resources are growing, we are considering instituting a formal policy of providing assistant professors with a one-course load reduction in their third or fourth year (i.e., following the reappointment decision). Finally, the dean and associate dean keep in close touch with assistant professors regarding their research programs and related needs. We try to assist them in locating informal mentors and have on occasion appointed a formal mentoring committee.

In the last eight years, four assistant professors resigned prior to their tenure decision. One of these left for another institution to which she was better suited and a second left academe altogether. A third assistant

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<sup>17</sup> We have a number of productive faculty in these areas, including recently hired assistant professors, as well as well-funded organized research centers. Recognition in these areas in the public policy/affairs academic community may lag in part because they do not neatly correspond to the specialty areas recognized by *U.S. News & World Report* as do the two areas mentioned.

professor left after two years to accept an offer of a high level position in the federal government at nearly twice his UW salary. Finally, a fourth assistant professor, who joined us in his mid-fifties after retiring from a federal government position, elected after his reappointment review (which was favorable but guarded) to move into the lecturer track for several years until he retired from the faculty. The first two decisions occurred in the late 1990s, the latter two in 2000-01.

## **EVANS PHILOSOPHY OF TEACHING**

The Evans School is a graduate professional school designed both to serve and improve the professions related to public service for which it prepares students. Accordingly, the School's teaching faculty includes both full-time, career scholar-teachers, who form the faculty core, and part-time and temporary faculty with strong ties to practice. Generally, career faculty instruct the core courses in the MPA programs as well as most of the discipline and methodology-oriented secondary courses, while part-time faculty offer courses on specialized topics and practice-oriented, one-credit skills workshops. An emphasis on case-based, experiential learning informs the teaching methods of our faculty in many of our core and elective courses. We also seek to respond to student needs and the needs of employers; for example, we are offering a second Program Evaluation course this year due to exceptionally high demand.

### **Collaborative teaching philosophy**

Faculty led the extensive curricular design and redesign work in our degree programs in collaboration with practice-based instructors. Insights from practitioners were sought to ensure that revisions to content and delivery address the needs of practicing public and nonprofit analysts, managers and leaders. This collaboration has been particularly important in our effort to meet the needs of our working students in the *Midcareer MPA* Program and most recently in the design of our new *Executive MPA* program.

In addition to collaboration across academic-practitioner lines, the Evans teaching philosophy is collaborative in other ways. Interdisciplinary teams of faculty have designed many of the core courses in our degree programs and the teaching teams continue to work closely together to adjust syllabi, select texts, readings and cases, and devise assignments and assessment methods. We work hard to ensure consistency in coverage, standards and workloads across core course sections, and have carefully sequenced the core so that the courses build cumulatively upon one another. Nearly all the full-time faculty regularly teach in the core, bringing together a group of scholars representing a wide variety of disciplines.

Evans faculty also collaborate across tenure-track/research faculty lines. Full-time research faculty are expected to teach one course each year and in many cases this is a section of a core course where the research faculty member is part of the instructional team involved in decisions about syllabi, assignments, assessment, and the like. This arrangement includes the Executive MPA program.

Our teaching is collaborative also in regard to the students' role. In many core and elective courses, students work collaboratively on presentations, field-based projects, or in teams on case or research analyses.

### **Instructional methods: an emphasis on case-based, experiential learning**

Instructional methods in the School's curriculum range from courses with a predominance of lecture delivery (e.g., core economics and quantitative methods, although the latter also uses student presentations, projects, and in-class hands-on exercises), through case-based courses (core public management sequences in both the MPA and Midcareer programs), to courses that depend extensively on student problem-based projects (core Policy Analysis, *Public Service Clinics*, and degree projects).

## **Opportunities for student service learning**

Our students have opportunities to academically engage outside the walls of the classroom through their internships, degree projects and often coursework that requires interaction with agencies and organizations.<sup>18</sup> Faculty contribute by helping link students to appropriate agencies and individuals. PA555: *Topics in Nonprofit Management – New Philanthropy* offers an example of elective coursework where students actively participate in service learning. The central focus of the course is a grant-making practicum in which students, working in teams, design and conduct a grants cycle, granting \$2,000 - \$3,000 to local nonprofit organizations from a partner fund at the Seattle Foundation. Other courses provide students opportunities to see local policy issues and challenges first hand. In PA565, *Topics in Urban Affairs – Community and Economic Development*, students visit neighborhoods in the greater Seattle area to explore local and regional economic development trends and initiatives.

## **TEACHING RESOURCES**

The School's collaborative culture around teaching is one of our most vital teaching resources. Faculty commonly consult with one other about curriculum materials and teaching. In the core courses, this is particularly apparent, as the faculty for each course function as a working team. Multiple sections for each core course run simultaneously in their specified quarter each year, facilitating successful faculty collaboration. This requires considerable ongoing effort, especially as several new faculty have been added recently.

### **Mentorship of new faculty**

Experienced faculty members mentor new faculty, often by co-teaching in the core. As new faculty join a core-course team, they benefit from the experienced faculty's informal mentoring, through the team meetings and sharing of syllabi, teaching plans, and assignments. This year, two new junior faculty joined the management course teams and we invested in a co-teaching arrangement for these faculty in their new courses. We expect this investment to help us continue to build quality teaching capacity for the future.

### **Teaching workshops**

Teaching workshops, offered by both the Evans School and the University, are valuable resources for faculty. Junior faculty can receive a week's pay in their first or second summer at the University to attend the *Faculty Fellows Program* – which gives faculty an opportunity to put new knowledge to work in course development. In addition, all faculty are invited to participate in one-day, University-sponsored *Provost's Teaching and Learning Workshops* held in early fall; each year some of our faculty participate (or lead) in these. In addition, the School offers a three-day case teaching workshop each June through its Electronic Hallway case program. We have subsidized the attendance of incoming assistant professors at this program for the last several years and all three of this year's new faculty cohort attended.

### **Investments in modernizing curriculum materials:**

- **The Electronic Hallway™**

The Evans School has invested substantially in curriculum materials for public policy and management teaching. The Electronic Hallway, launched over ten years ago with grant funding, has created some 120 public policy and management teaching cases, drawing on Evans School faculty and faculty across the country to develop, write, edit, and review case materials. Cases cover a wide range of topics generally applicable to state and local policy issues of a broader interest than those otherwise available. The Hallway has particularly sought to provide teaching materials that involve women and members of ethnic minority groups in management and leadership roles and/or deal with issues important to these groups. The Hallway distributes cases, teaching notes and other curricular material electronically across a wide array of core management and policy areas, to about 2,000 faculty and other users per year at over 950 institutions

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<sup>18</sup> Please see the Degree Program section for more on the master's Degree Project, Public Service Clinics, and internship requirement. Each of these provides students opportunities to actively participate in service learning.

worldwide. The Hallway is guided by a national advisory committee of faculty in schools of public affairs and is funded by a combination of voluntary memberships and Evans School endowment funds.

▪ **The Ford Foundation Grant: New diversity oriented cases**

We are currently developing a new set of 10 to 12 diversity-oriented cases with the support of a 3-year grant from the Ford Foundation. These cases will be utilized in both our core and elective course offerings. (Please see our Diversity section for more on the Ford Foundation Grant.)

▪ **University Innovation Grant: Tsunami disaster management cases**

This winter (2005), the School obtained \$40,000 from University and private funds to develop a set of management cases focusing on the Asian tsunami disaster relief efforts of national, international and NGO's. These cases are designed to add to our management and international case profile.

## **ALLOCATION OF TEACHING RESPONSIBILITIES**

### **Course assignments: full-time faculty & research faculty**

The Associate Dean assigns faculty to courses under the general supervision of the Dean. The major considerations for the tenure-track faculty assignments are: (a) meeting the curricular needs of the School; (b) matching of faculty to their areas of greatest expertise and teaching strength; (c) equity in workload across faculty; and (d) responsiveness to the other workload demands and opportunities of faculty in the areas of research and service. The starting point for a full-time, permanent faculty member is a four-course assignment for the academic year. Exceptions are made for newly hired faculty (three course load) and for School administrative assignments (Associate Dean and Director of Graduate Studies). In addition, tenure-track faculty may purchase up to two courses per year from grant funds calculated at the rate of 20% of 9-month salary per course. Full-time faculty members teach at least one core course each year and not more than two. Exceptions occur in the case of research-funded releases or leaves during the quarter when one's core course is offered, or where a faculty member's expertise is not well suited to the core but he or she can better contribute to a similar high-demand course such as a restricted elective. Full-time research faculty are expected to teach one course each year with compensation provided from instructional funds.

### **Course assignments: part-time lecturers and practitioners**

Qualified, part-time lecturers are employed to meet needs in the curriculum where the lecturer has special expertise, or, in some cases, where the number of full-time faculty available in certain high-need areas is simply inadequate. While we have been short-handed in particular subject matters in recent years, relative to the demands of a growing enrollment, recent hiring success is alleviating this.

As a professional school, we support students' exposure to well-qualified practitioners where they add to the curricular breadth of the School and where they are effective instructors. The School's policies of requiring that each course be evaluated by students and close oversight of teaching by the Associate Dean seeks to ensure that practitioner instructors are indeed successful, or they are not renewed. Nonetheless, we are aware that the proportion of our teaching performed by part-time faculty may be too high. In 2003-04, full-time faculty taught 54 percent of the School's credit hours; part-time lecturers taught 41 percent of credit hours; and emeritus and adjunct faculty taught the remaining five percent.<sup>19</sup> The percentage taught by regular rank (full-time) faculty should be higher in 2004-05 and 2005-06 as we fill permanent faculty lines and as new faculty take on full teaching loads. Contributing to the need to hire additional faculty has been our desire to retain a core class size of 30 to 35 students.

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<sup>19</sup> Percentages exclude skills workshop credit hours (1-credit skills based courses taught predominantly by part-time lecturers).

## ASSESSMENT OF TEACHING

### Course evaluations and peer evaluation

Students evaluate all Evans School courses using an instrument internally designed by a faculty-student committee to suit our courses. A recent redesign was completed to improve response and to add several questions how issues of diversity are reflected in courses. The instrument (Appendix 8) provides for Likert-type, score-able responses and space for student elaboration and suggestions on specific points. Students complete the evaluation anonymously and faculty cannot see the responses until course grades have been submitted. Faculty are then encouraged to review the responses, which are also available to students.

The Associate Dean reviews all course evaluations. The evaluations inform the Associate Dean's: discussion of teaching issues with faculty, assignments of faculty to courses, and decisions about renewal of part-time faculty. The evaluation folders are also used in **annual reviews of full-time faculty** for merit pay purposes and in reviews for promotion and tenure.<sup>20</sup> Together, with review of syllabi, discussions with faculty about their courses, as well as informal "soundings" from students, this system provides a substantial basis for oversight and judgments about the quality of faculty teaching, as well as course content.

### Course evaluations: trends over time

The course evaluation score trends reflect the School's emphasis on excellent teaching. Our average course ratings are high—over 4 points on a 5-point scale for most items. Over time, the ratings on instructor effectiveness have generally increased, though the changes are small. The ratings of amount learned have been fairly stable. Student assessments of instructor effectiveness and value of course material were highest for skills workshops and "other" (elective) courses, slightly lower for core and gateway courses. Students had very similar ratings for the amount learned across course types. *Our courses are most highly rated on the items related to instructors caring about students:* interest in students' learning, responsiveness to questions, openness to student views, and helpfulness after class. Effectiveness bringing diversity into courses has received lower ratings, as has the question on quality of teaching assistants (who lead study sessions and provide additional tutoring help for our economics and quantitative methods courses). With the advent of the PhD program, PhD students can fill the teaching assistant positions, which should help to improve quality.

### Faculty peer reviews

By University policy, each assistant professor is required to undergo a direct peer evaluation of his or her teaching each year. (Another observation of teaching is also required as part of the process for promotion or tenure.) Tenured faculty are required to have such an evaluation at least once every three years. The Evans School's policy is to ask the faculty member to provide the reviewer with a syllabus and other sample course materials that convey the objectives and content of the course. The reviewer observes at least one class session and meets with the subject faculty member to convey assessments and suggestions. The reviewer subsequently informs the Associate Dean that the review has been done and gives the dates and course involved. This arrangement is designed to support the norms of collegial relationships and mutual support around teaching.

### Feedback from graduates and internship supervisors:

#### ▪ UW Graduate School Exit Survey

A review of the UW Graduate School Exit Questionnaire Summary Report (for summer 2003 through spring 2004 graduates) shows that Evans School graduates' ratings of the School compare favorably to those by graduates of comparable professional Master's programs in the University.<sup>21</sup> Graduating Evans School students (98 respondents) gave relatively high marks to the quality of the faculty (average 4.0 out of 5 points), the overall quality of the program (4.0), and departmental academic standards (3.9). Similar to

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<sup>20</sup> Evans School Tenure Policy and Procedure Guidelines are included in **Appendix 7**.

<sup>21</sup> Please see **Appendix H**.

students from other professional Master's programs, Evans graduates rated less highly: "satisfaction with supervision and/or guidance" (average 3.4) and "satisfaction with career mentoring" (3.0).

#### ▪ **Internship reports**

Internship supervisor reports obtained from employers from 2002 and 2003 indicate that, overall, supervisors found Evans School students academically prepared for the internship assignments they undertook. A recurring suggestion for improvement was to provide students with more comprehensive exposure to state and local government – including how to write for public officials and how to efficiently read and interpret legislation. Coursework taken by students that supervisors noted as particularly helpful to the interns' success included: program evaluation, needs assessment, quantitative methods/analysis and survey design.

### **EXECUTIVE TEACHING AND ITS IMPACTS ON OTHER PROGRAMS**

The Evans School faculty has found the development of curriculum and pedagogy designed for practicing managers can be a valuable incubator for ideas for our programs. The process of developing the curriculum for the *Midcareer MPA* program in the mid-1990s allowed faculty to develop expertise in working with practicing public and nonprofit managers. We consulted extensively with senior practitioners in the design of the *Midcareer* curriculum, particularly in the development of the core courses in management and leadership. This represented the first time that the School had offered courses on management (as opposed to organizational theory) and a practice-oriented, integrated course series on leadership. We created course materials and delivery methods suited to practicing managers.

#### **Redesigning the MPA curriculum**

The most immediate spillover from this effort came during the redesign of the MPA program's curriculum, undertaken in 1999-2000 and 2000-01. At that time, among other changes, the long-standing first year core course in Public Organizational Theory was dropped in favor of a two-quarter, case-based sequence in Public Management, adapted from the sequence offered to the *Midcareer* students. Much of the theory and curricular material in the Public Management courses comes from the Midcareer Integrated Management Sequence, with appropriate adaptations for the MPA audience's more limited organizational management experience.

With resources provided by the Dean in 2003-04, we have spent the last year documenting the core management curriculum. The material includes a statement of the course objectives, syllabi, case material and teaching notes. The curriculum was presented at the November 2004 National Association of Schools of Public Affairs and Administration (NASPAA) Annual Meeting. When completed, the entire management curriculum will be made available on the Electronic Hallway. The goal is to make our efforts broadly available and to invite a debate on curriculum among our peer institutions.

#### **Launching the Executive MPA**

Faculty designed the Executive MPA curriculum in consultation with senior leaders in the community. As occurred with the *Midcareer* program, we expect our faculty will learn from working with these advanced students lessons that will benefit the students and curricula in our other programs. We are already learning not only about the nature of high-level public servants' current work circumstances, dilemmas and needs, but also about delivery methods and materials that may be adaptable for our other teaching settings.

## RESEARCH AT THE EVANS SCHOOL

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### INTRODUCTION

In the past decade, Evans School research has grown in volume, quality and in its breadth of interdisciplinary and policy issue coverage. Our faculty are generating substantive grants to fund important research, publishing in leading peer-reviewed journals of public administration and policy and in disciplinary journals, serving on editorial and advisory boards, and have received prestigious research awards.

Research is central to all aspects of the Evans School's mission. Through research we ground our teaching and outreach in concerns for policy issues, influence policy by testing theories, provide valid evidence and promising ideas, and convene forums to frame new solutions to public problems and conflicts. In real dollars, since our last external review, the level of Evans School extramural research has grown dramatically. Our research is nationally significant in several areas that we had scarcely touched in 1994, including environmental policy, international development, nonprofit management, and urban and regional affairs and state-of-the-art policy and planning simulation. Areas of work that existed in 1994, including K-12 education, public management, and social welfare policy, are now much stronger.

Research at the Evans School is conducted by individual faculty, some of it funded with extramural grants and contracts, some out of endowment funds set aside for research purposes and some out of the faculty member's funded academic position without help from extramural funds. The Evans School allows faculty to buy out up to two courses per year with research funds as a means of stimulating extramural research funding. Research is also conducted under the auspices of our six research centers. In 2004-05, 73 percent of our extramural research was funded through research centers, which are discussed below.

### COMMITMENT TO RESEARCH AND PRODUCTIVITY

Evans School faculty present since or before our last review have increased their research commitments and faculty hired since have excellent research training. In several cases, new faculty were well-established researchers at their hiring. Evans School leadership has worked hard to recruit and hire faculty who are capable research scholars and to reward research productivity. Since 2000, the School has also invested over \$200,000 of endowment funds in faculty research projects. Each spring faculty are invited to submit proposals for seed funds to initiate new research projects or to bring to fruition projects already begun. An emphasis is placed on projects that will lead to publishable products and junior faculty projects receive highest priority. Grants typically average \$9,000 over one year and may include up to one month of summer salary for junior faculty.

### National research awards and fellowships

We are proud not just of the dedication to research but also of the commitment to excellence our faculty bring to their scholarship. In recent years, our faculty have received prestigious awards that illustrate this excellence. In the past five years, the International Society for Exposure Analysis awarded a junior faculty member an *Outstanding Young Scientist Award*; the Academy of Management and the American Society of Public Administration awarded a senior faculty member *Best Article* awards in public and nonprofit management; the Environmental Protection Agency granted *Special Recognition in the Field of Air Toxics* and the Society for Risk Analysis commended an associate professor for her significant environmental health related research; the Government Accountability Project presented its *2003 Whistleblower Award* to a faculty member who helped resolve employee concerns at the Department of Energy's Hanford site; the Fannie Mae Foundation Award for *Best Paper on Housing or Community Development* recognized the work of an assistant professor; an assistant professor received the *2003 Henry Taylor Doctoral Dissertation Award* at the University of Wisconsin; the Association for Public Policy and Management awarded one of our most recently hired junior faculty members the *2002 Best PhD Dissertation in Public Policy & Management*; and an assistant professor received the *Sage-Urban Affairs Association Young Scholar Award* in 1998. Our faculty have also recently received prestigious fellowships from (among others) the American Political Science Association, the Brookings Institution and the MacArthur Foundation.

## Grant activity

The significant growth in extramural research grants in the past decade is reflective of a heightened emphasis on research at the School and the expansion of existing and development of new research centers. Recent faculty hiring efforts have enriched our research capacity in several policy areas. With research grants and contracts at over \$12.05 million in 2003-04, it is apparent that our faculty and centers are active and successful in seeking grant money to fund their research.

In the past five years, Evans School faculty (as principal investigators or co-PI's, individually or in centers) have received individual **grants exceeding \$500,000** from, among other sources:

- The Bill and Melinda Gates Foundation
- The David and Lucile Packard Foundation
- National Institute of Child Health & Human Development
- National Science Foundation (multiple and varied research projects by several different faculty)
- United States Environmental Protection Agency

Faculty (as PI or co-PI's) have been awarded **research grants in the \$100,000 to \$500,000 range** from (this is not an exhaustive list):

- Carnegie Corporation
- Glaser Progress Foundation
- Henry M. Jackson Foundation
- National Center for Atmospheric Research
- National Marine Fisheries Service
- National Science Foundation
- Open Society Foundation
- Seattle Housing Authority
- Social Science and Humanities Research Council of Canada
- Stuart Foundation
- United States Department of State
- United States Environmental Protection Agency Center for Research on Environment & Statistics
- William and Flora Hewlett Foundation

**Grants under \$100,000** have been awarded to faculty to carry out research on a wide variety of topics from a range of foundations and institutions, including:

- Alfred P. Sloan Foundation
- Annie E. Casey Foundation
- Aspen Institute, Nonprofit Sector Research Grant Fund
- Ford Foundation
- Lilly Endowment
- National Board for Professional Teaching Standards
- Pew Charitable Trusts and the Cultural Policy Center at the University of Chicago
- RAND Corporation
- Robert Wood Johnson Foundation
- Russell Sage Foundation
- Spencer Foundation
- United States Department of Housing and Urban Development
- University of Washington Royalty Research Fund
- Washington State Department of Ecology
- Washington State Employment Security Department



## Research productivity & dissemination

Faculty research productivity – the numbers of articles, books, book chapters, cases, and other peer-reviewed publications – has grown significantly at the School since the last external review, both in total and per capita.

The abbreviated faculty curriculum vitae (**Appendix G**) show an active, research-oriented faculty with a wide range of interests, rapidly growing grant activity, and publication in top disciplinary journals and policy-oriented outlets in many fields. There is a **recent positive trend in total annual peer-reviewed publication output** by Evans School faculty. In the seven-year period from 1998 to 2004, faculty produced a total of 345 publications, comprised of 30 books, 169 peer-reviewed journal articles, 119 book chapters, and 27 published cases.<sup>22</sup> The number of publications (books, chapters, articles and cases) rose from 62 in 1998 to 144 in 2004. These numbers do not reflect policy reports prepared by faculty as part of their grant activity and service work.

While faculty publications in peer-reviewed journals and academic press books normally have relatively modest circulation, the Evans School and the *UW News and Information Office* call attention to notable publications, seeking press coverage and wider readership. Over the last several years, this effort has brought significant national attention to Evans faculty. Evans School policy research centers also disseminate their peer-reviewed articles and policy reports and encourage both purchases and Internet downloads. In the past year, more than 150,000 downloads of articles and reports from Evans School websites have been recorded.

It should be noted that the School has not routinely kept track of citations because of the complexity of faculty publishing in such an array of disciplinary journals appropriate to their field. The breadth of grant activity, consulting and service work, as discussed later in the section, illustrates the range of venues through which faculty have produced numerous policy reports and other publications beyond peer-reviewed journals.

### Diverse research interests: a multi-disciplinary faculty publishing across policy areas

The diversity of the faculty's research interests is positive in many ways but also presents some challenges in terms of clarifying the School's identity in the key reference group of schools of public policy / affairs / administration. Of the peer-reviewed journal articles produced by the faculty over the 1998-2004 period, only 24 were published in journals squarely in public policy and administration with most of the rest in disciplinary journals or journals in specialized policy fields.<sup>23</sup> This more specialized type of publication is essential for faculty who need to establish and maintain scholarly reputations in their disciplines and specialized fields of expertise but the balance may need to be addressed if the School is to increase its visibility in the scholarly community in public policy and administration. Nonetheless, from 2000 to 2003, the number of submissions by Evans School faculty ranked in the top ten of all schools submitting to *Public Administration Review*.<sup>24</sup>

The breadth of peer-reviewed journals in which our faculty members publish is impressive and indicative of the multi-disciplinary nature of the School's research across varied fields. Our faculty publish in top journals of economics, education, environmental health, political science, sociology, statistics and urban studies, among other disciplines. **Appendix 9** lists a selection of journals in which our faculty have published in recent years.

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<sup>22</sup> Please note that these publication figures were drawn from an analysis of the faculty's abbreviated CV's. Prolific faculty may have excluded articles reaching back to 1998 given space constraints in a three-page vitae format and it is likely that these figures are, in fact, somewhat higher.

<sup>23</sup> The counts in key policy and administration/management journals were as follows: *Journal of Policy Analysis & Management*- 10; *Public Administration Review*- 7; *Journal of Public Administration Research & Theory*- 2; *Policy Studies Review*-2; *Administration & Society*-2; *Nonprofit & Voluntary Sector Quarterly*-1; *Policy Studies Journal*-1.

<sup>24</sup> Kellough, J. Edward and David W. Pitts. *Special Report: Who contributes to Public Administration Review? Examining the characteristics of authors who submit manuscripts to the journal.* *Public Administration Review*. Jan/Feb 2005: Volume 65, Number 1.

## RESEARCH ENVIRONMENT AND FACULTY COLLABORATIONS

Faculty collaboration, a key indicator of a positive research environment, has grown at the School. The 1998 Strategic Plan pressed for collaboration in areas including international affairs and nonprofit management, where the School made a deliberate effort to develop research and teaching strengths.

### Joint research efforts among Evans School faculty

Collaboration among faculty members is one indicator of the School's positive research environment. Recent or current examples of faculty collaborations include:

- The University of Washington recently awarded two Associate Professors a *Research Royalty Grant* for their work on the dimensions of risk and discount rates in financial and health decisions.
- Three faculty are working together on a paper on the use of discounting methods by local government finance professionals, merging their expertise in economics and accounting.
- Two faculty are PI's, with three researchers from outside the University, on a \$700,000 EPA Star Program grant (*Interpreting Land Use, Transportation & Air Quality Modeling*) that aims to improve the ability to model air quality effects of land use and transportation within metropolitan areas.
- A team of two faculty produced two teaching cases for the Electronic Hallway – one on welfare reform in Washington State and another on public transit and minority employment.
- Two assistant professors are beginning a collaborative research effort on the challenges facing public housing managers as they “reinvent” their agencies beyond housing management to encompass social services delivery and entrepreneurial housing development.
- An associate professor is working with a senior research faculty member to apply concepts of performance management and accountability to the particular challenges that school districts face in holding schools accountable.

### Faculty collaborations across the UW campus

Evans School faculty maintain healthy collaborations with faculty members in other UW departments, schools and their research centers. Collaborative partners currently include: the Center for Studies in Demography and Ecology, the Center for Water Resources, the College of Education's Center for Innovation and Research in Graduate Education, the School of Fisheries, the Department of Environmental Health; the Department of Health Services, and the Department of Landscape Architecture. Faculty collaborate as well with scholars across the U.S. and internationally. Faculty also serve on PhD committees in schools across the University.

## CONTRIBUTION OF RESEARCH CENTERS

Expansion of research centers consistent with the mission and focus of the Evans School was a key component of the 1998 Strategic Plan. The Evans School is home to **six distinctive centers** that combine research with other missions appropriate to a public affairs school in a public university, including (depending upon the center) public outreach, training, technical assistance, and applied problem-solving.

Two **centers in operation at the time of our last review** (1994) continue and have grown considerably:

- The Center on Reinventing Public Education (CRPE)
- The Human Services Policy Center (HSPC)

Three **centers in operation at the time of our last review are no longer operational**:

- The Fiscal Policy Center ceased operation in 1999
- The Northwest Policy Center ceased operation in 2000 due to difficulties in securing long-term support.

- The Institute for Public Policy and Management (IPPM) served as an organizational umbrella to which centers reported.

In past three years, the School has launched **four new centers**:

- The Marc Lindenberg Center for Humanitarian Action, International Development & Global Citizenship
- The Nancy Bell Evans Center on Nonprofits and Philanthropy
- The WSU-UW Policy Consensus Center
- The Center for Urban Simulation and Policy Analysis

**Appendix 10** provides details on the missions and foci of each center as well as their relative size in terms of affiliated faculty, staff, graduate assistants and annual endowment and extramural funding levels.

### **Relationships to the School's MPA programs and student research opportunities**

Parallels between research center foci and instruction in our degree programs were designed in part to provide valuable opportunities for students to gain experience in applied research. The centers offer funded graduate research assistantships, which help attract outstanding MPA students and provide valuable applied research opportunities for Evans School and other UW graduate students. Research assistantships will also provide indispensable research experience and financial support for students in the new PhD program. In addition, with the advent of a PhD program, centers will provide another vehicle to encourage faculty and graduate student collaboration on policy topics related to our policy specializations. Such collaboration is expected to provide greater synergy and visibility to our research and the opportunity to better integrate research with teaching.

### **Center based collaborations**

A chief objective of our centers is to provide opportunities to collaborate with researchers both within the School and across the University. *CRPE* provides a framework for intensive collaboration among Evans School research faculty, faculty in the College of Education and other national collaborators. The *Urban Simulation Center* supports and integrates research from the Evans School, Urban Design & Planning, Statistics, and Computer Science faculty. *HSPC* employs PhD candidates as research assistants from across the University, including the schools of Social Work, Public Health, and Nursing. As they develop, the *Nancy Bell Evans* and *Lindenberg Centers*, and the *Policy Consensus Center*, will also provide opportunities for collaborative work by faculty from the Evans School and other units, including Arts and Sciences, the Jackson School of International Studies, the Earth Institute and others.

### **Research programs: current projects**

The Evans School also serves as the fiscal agent for several research and outreach programs, including the **Urban Health Initiative (UHI)** and the **Center for Internet Studies (CIS)**. UHI, funded by the Robert Wood Johnson Foundation, is a collection of campaigns in five U.S. cities committed to improve the health and safety of children. The Seattle based national office is directed by a former mayor of Seattle, now an Evans School senior lecturer. CIS, a unit of the UW Institute for International Policy and a partner organization of the Marc Lindenberg Center, is an interdisciplinary research center focused on the global impact of the Internet and other communication technologies on economic, political and social institutions.

### **RESEARCH STRENGTHS AND BALANCE**

We appointed a Research Policies and Oversight Committee in 2004-05, charged to think broadly about a strategy for academic and policy research for the Evans School as part of our upcoming strategic planning process and to identify the related policies, administrative infrastructure and space issues that must be addressed with alternative strategies. The committee's most recent report is included in **Appendix 3**.

**Appendix 11** presents a table illustrating the broad range of general public policy and management areas addressed by Evans School faculty research.

## SERVICE AND INFLUENCE

The breadth of involvement and leadership on advisory and editorial boards, steering and executive committees, in professional associations, and through the provision of testimony and requested expert advice demonstrate a significant commitment to public service among Evans School faculty. Scholarship and service are inextricably linked at the Evans School, expanding the scope of the School's influence on policy.

### Editorial board service and journal reviews

In recent years, our faculty have served on numerous editorial boards of leading disciplinary and public administration and policy journals. The list of editorial boards includes:

- Journal of Public Administration Education
- Journal of Public Personnel Management
- Journal of Policy Analysis and Management
- Education Finance and Policy
- Environmental Impact Assessment Review
- Institute for Gay & Lesbian Strategic Studies Abstracts
- International Public Management Journal
- Journal of Public Affairs Education
- Journal of Public Administration Research & Theory (*multiple faculty*)
- Leadership & Policy in Schools
- Nonprofit & Voluntary Sector Quarterly, Editor
- Public Management
- Research in Law and Economics: A Research Annual, Editor
- Voluntas – International Journal of Voluntary and Nonprofit Organizations

In addition, over the past five years, faculty have served as **reviewers for over 40 peer-reviewed journals**. The extensive reviewing of peer research in such wide-ranging journals illustrates the multidisciplinary scope of our faculty's research expertise and their commitment to staying current on the latest research in their fields.

### Advisory boards and committee leadership

Our faculty are widely called upon to serve on advisory boards and committees addressing a range of disciplinary research topics. Recent and current advisory board service and committee membership includes:

- American Library Association
- American Political Science Association, Voluntary & Philanthropic Sector Committee
- American Society for Public Administration, Executive Committee on Personnel & Labor Relations
- Aspen Institute's Government & Public Policy Funding Committee, Nonprofit Sector Research Fund
- Association for Public Policy Analysis and Management, Policy Council
- Association for Study of Higher Education, Public Policy Council Executive Committee
- Journal of the American Planning Association, Editorial Advisory Board
- International Association of Schools and Institutes of Administration, Vice President for North America
- National Academy of Sciences Committee on Risk Assessment
- National Academy of Sciences Committee on Community-Level Programs for Youth
- National Center for Educational Accountability National Advisory Board
- National Center for Nonprofit Entrepreneurship Research Committee
- National Council on Teacher Quality Advisory Board
- National Governors' Association Center for Best Practices Advisory Board
- National Governors' Association Outstanding Achievement Awards Selection Committee
- National Institute for Health, Study Section for Grant Review
- National Research Council, US State Department Grant Review
- National Research Council, NRC Report & Publications Review
- Online Computer Library Center (OCLC)
- Politics of Education Association Nominations Committee Chair

- Public Library Association
- Rockefeller Institute at SUNY at Albany, Roundtable on Religion Advisory Group
- Social Science Research Council Committee on International Migration
- Society for Risk Analysis, Specialty Chair
- Urban Institute Three-State Study of Child-Care Advocacy Organizations Advisory Group
- Western Economic Association Executive Committee

### **Professional affiliations**

Our faculty's involvement and leadership in a variety of professional associations indicates investment both in the broad field of public administration, management and policy analysis and also in the varied disciplinary fields in which our multi-disciplinary faculty are trained. Recent and current professional affiliations include:

- Academy of Management
- American Agricultural Economics Association
- American Association of Geographers
- American Economic Association
- American Education Finance Association
- American Educational Research Association
- American Planning Association
- American Political Science Association
- American Society of Public Administration (ASPA)
- American Sociological Association
- Association of Collegiate Schools of Planning
- Association of Public Policy Analysis & Management (APPAM)
- Association for Research on Nonprofit Organizations & Voluntary Action
- Association for Study of Higher Education
- International Association of Feminist Economists
- International Association of Schools and Institutes of Administration (IASIA)
- International Management Network
- International Regional Science Association
- Latin American Studies Association
- Midwest Political Science Association
- National Association of Schools of Public Affairs and Administration
- Population Association of America
- Urban Affairs Association
- Urban & Regional Information Systems Association
- Western Political Science Association

### **Keynote addresses, conference presentations, and legislative testimony**

Evans School faculty respond to requests for legislative testimony, invitations to deliver keynote addresses and to present their research at conferences, civic forums and before researchers, public leaders and policymakers both nationally and internationally. Our faculty have chaired conferences, such as the National Research Council and National Academy of Sciences *2000 Achieving high standards for all: The role of the law workshop*; delivered keynote addresses, including at the *Regional Education Laboratory* in Washington, D.C., the *2003 Swedish Ministry of Health and Social Welfare Conference*, and the *Hoover Institute's Task Force on K-12 Education*; and testified before local, state, national and international policy bodies.

### **Consulting**

Major national research institutions and philanthropic foundations also recruit Evans School faculty members to participate in, advise, and lead research projects designed to influence policy, including in recent years:

- The Annie E. Casey Foundation
- The American Enterprise Institute
- The Bill and Melinda Gates Foundation
- The Brookings Institution
- The Center for the Study of Social Policy
- The David and Lucile Packard Foundation
- The Ford Foundation
- The Hoover Institution
- The National Center for Public Policy and Higher Education
- The National Research Council
- National Oceanic and Atmospheric Administration (NOAA)
- The Progressive Policy Institute
- The Public Policy Institute of California
- The RAND Corporation
- The Rockefeller Foundation

## **Regional service and *The Forum at the Evans School***

Our faculty and staff are also widely involved in the greater Seattle and Washington State community, serving on boards, leading commissions and helping to inform and shape policy across the state. This service is integral to the School's mission and brings added dimension to our students' work in the classroom and the School's prominent reputation in the region. Recent regional service by faculty has included: member, King County Ethics Commission; elected member, Washington Women's Forum; committee co-chair, Washington News Council; mayor appointed representative, Seattle Sister City Council; proposal reviewer, King County Workforce Development Council; chair, Hanford Joint Council for Resolving Employee Concerns; and board member, Sustainable Seattle.

As highly respected practitioners, our senior lecturers are particularly involved in service activities regionally. Recent and current positions held by our senior lecturers and their board memberships include: Chair, Washington Workforce Training and Education Coordinating Board (a governor appointed position); President, Seattle City Council; former Director, Seattle Public Utilities; board member, International Water Management Council; Chair, Washington State Commission for Community and National Service. Public agencies and nonprofit organizations frequently call upon senior practitioners as consultants. Recent consulting activity includes: the Regional Transit Authority, the Puget Sound Regional Council, and the City of Seattle.

*The Forum at the Evans School* is the School's outreach and civic engagement arm. *The Forum's* activities have included a "Trust in Government" project, launched with support of a Ford Foundation grant in 1995, which examined the impact of growing schisms between the public and governing institutions. *The Forum*, developed with support from the Henry M. Jackson Foundation, convenes Evans School faculty and students with policymakers and the public to model best practices in public deliberation on a variety of public policy issues. In partnership with TVW—the statewide public affairs cable channel based in Olympia—the Evans School created *From the Forum* in 2001, a weekly public affairs program featuring selected public policy events at the School, on the UW campus and in the community.

## **Impact of research**

Evans faculty research has significant and far-reaching policy and management impact. It is evident from the number of journals we publish in, the number of editorial boards served on, and the numerous research awards received that our faculty are having an impact on research in public affairs. It is also clear from the number and scope of consultancies with agencies, organizations and foundations in the local, national and international arenas that our faculty do broadly impact the design and implementation of policy and management strategies.

We measure research impact in terms of how our research:

- Influences federal, state and local policy makers and educates the public, via the media
- Helps the policy analytic community frame issues and answer challenging questions
- Educates state and local policy players, including elected officials, agency staff, and civic leader
- Influences private funders (foundations)

## **CONCLUSION**

In the decade since the School's last institutional review, our research has grown in breadth, scale, and significance. This change, which occurred by design and through sustained effort, strengthens the School in several ways. It gives students access to faculty members who are leaders in important areas of inquiry, and it will enable us to recruit and teach Ph.D. candidates as well as our MPA students. Extramural research funding allows us to expand financial support for students and to offer students valuable applied research experience. Indirect cost recovery associated with research contracts and grants can also provide sources of funds for investment in the School's overall research capacity. Perhaps most importantly, the growth of research has a multiplier effect on faculty quality, as productive scholars increasingly seek to work here.

# EVANS SCHOOL ADMINISTRATION & GOVERNANCE

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## COLLEGIATE ADMINISTRATION AND GOVERNANCE

The collegiate structure has undergone significant change since 2003 to better serve faculty and students given the rapid growth the School has experienced. The objective has been to provide a strong financial and administrative platform to support current programs and to provide for future program expansion.

### Overview and the role of the Dean

The Daniel J. Evans School of Public Affairs is an independent professional collegiate unit at the University of Washington. The School is fully responsible for appointing and promoting faculty, admitting students and designing its own curriculum, subject to usual University policies and Graduate School policy and procedures. The Dean reports directly to the Provost and acts as both Dean and Chief Executive Officer, carrying out responsibilities to the University and external communities. The Dean also serves as the department head/chair for faculty meetings, faculty consultations and internal departmental teaching.

### Role of the Associate Dean

The Associate Dean reports directly to the Dean and is primarily responsible for scheduling and oversight of courses and curriculum; assignment of faculty to courses and review of their performance; oversight of faculty career development; oversight of annual faculty merit reviews and reappointment, tenure and promotion reviews; shares with the Dean oversight of faculty committees and appointments to them; supervises the Director of Graduate Studies (DGS) and works with the DGS on analytical projects related to curriculum, teaching and students; serves on the Dean's Management Team; and performs a range of special project and other duties as assigned by the Dean including standing in for her when needed. This is defined as a part-time position; the Associate Dean teaches one to two courses per year and maintains a scholarly research program. Recent Associate Deans have been full professors, serving 4-5 years.

### Faculty Council

The faculty elected its first faculty council in spring 2004, in accordance with UW Senate policies, composed of representatives from each faculty rank. The advisory council meets to discuss academic planning, policy, and budget issues related to faculty and the graduate program. The council provides advice to the Dean on matters of strategy, policy and resource allocation.

### Faculty Governance

The faculty is organized through **standing committees and task forces** to conduct the School's business. Major standing committees include: admissions and financial aid, curriculum, faculty affairs and diversity committees. In addition, on an annual basis task forces or special purpose committees are assembled to address issues of importance where broader input is required than could be provided through standing committees. In 2004-05, for example, task forces on the PhD proposal and revising the admissions criteria and processes were appointed to address these issues. For the past two years, the School has also had an Executive MPA steering committee, which reports to the standing curriculum committee. Most committees are composed of faculty, staff and students and meet as regularly as necessary to carry out their responsibilities.<sup>25</sup>

Faculty meet monthly during the academic year to consider reports from the senior administrators, standing committees and task forces, discuss and make recommendations to the Dean on issues related to academic policy. Voting faculty under University of Washington policy include tenured and tenure track faculty, research faculty, and full time lecturers and senior lecturers. Jointly appointed faculty with appointments at 50 percent or greater also have voting rights. The Evans School has a long-standing policy of including representatives of ESO, senior staff and administrators, and research fellows in faculty meetings. Executive sessions of voting faculty are convened as necessary.

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<sup>25</sup> Please see **Appendix 4** for a listing of the 2004-05 academic year Evans School committees.

Under University policy, Evans School faculty conduct faculty searches, recommend on appointments, promotion and tenure decisions; the Dean appoints members to search committees. Faculty search committees present a short list of acceptable candidates to the faculty for discussion and vote. To be appointed, faculty candidates require at least a majority vote from the faculty and approval by the Dean who makes the final collegiate decision on appointments. The Faculty Affairs Committee oversees, among its other duties, reappointment and promotion cases, with the primary work on these conducted by ad hoc review committees. At the S=Evans School, each ad hoc committee includes two Evans School faculty and one from another department, all superior in rank to the candidate. Recommendations are advisory to the Dean. All faculty appointments must be ratified by the Regents of the University following a recommendation from the Office of the Provost.<sup>26</sup>

### **Director of Graduate Studies**

The Director of Graduate Studies, currently an Associate Professor, is the liaison to handle coordination of various items with the Graduate School. In the University structure, the Graduate School is an administrative unit that sets rules for graduate admission, course and degree requirements, and qualifications for faculty teaching graduate level courses. Student admission is thus required to both the Evans School and to the Graduate School. The DGS oversees the implementation of curricular policies, chairs the Evans School's admissions committee and serves as the primary contact for students with specific questions regarding curriculum. The DGS also provides oversight for the Director of Student Services and works with the Associate Dean on analytic projects related to curriculum and students.

### **Management Committee**

The work of the School is facilitated through its administrative and faculty committee structure. A Management Committee consisting of the Dean, Associate Dean, Director of Graduate Studies, Assistant Dean, Director of Student Services, Director of Career Services, Director of Development, Assistant Director of Development and Alumni Relations and special assistants to the Dean. The Management Committee meets regularly to facilitate management decision-making and communications in an increasingly complex institution.

### **Visiting Committee**

The Visiting Committee is composed of national and state leaders in the public, private and non-profit sectors. Members are invited by the Dean and are appointed to three-year terms. They provide advice to the Dean on a broad array of strategic and management questions and assist with acquiring resources for the School. The visiting committee normally meets as a body twice each year.

### **The Assistant Dean**

The Assistant Dean reports directly to the Dean. The Assistant Dean is responsible for management of the budget process, human resources and administrative oversight of facilities, overseeing administrative and financial services, non-academic personnel functions, and routine aspects of academic personnel functions, computing support services, long range computing and technology planning and implementation. The Assistant Dean works in concert with the Associate Dean and the Director of Graduate Studies and serves as chief financial officer and chief of staff. The Assistant Dean has supervisory responsibility for financial and administrative services, information services and staff support.

## **COLLEGIATE SERVICES**

### **Student Services and Career Services**

In autumn 2004, the Student Services Office was restructured and expanded to improve the quality of service to students, academic programs, admissions and recruiting. A *Director of Student Services* (DSS) now

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<sup>26</sup> The criteria for a faculty appointment to a tenure track position are determined by the Board of Regents, laid out in the Faculty Handbook. A copy of this document is attached in **Appendix 7**.



manages the Student Services Office. The DSS oversees two new positions (a recruitment manager and a part-time PCMI recruiter) and supervises: a program coordinator, administrative coordinator and program assistant who assist the associate dean, DGS, faculty and students with academic program administration, registration and degree requirements. The office serves both prospective and current students in all programs leading to the MPA.

In the winter of 2005, a *Director of Executive Education* was hired (filling a newly created position). Working with the faculty directors of each program, the Director will oversee both the Executive MPA and the Cascade Center for Public Service, with the assistance of Program Coordinators in each program. The Director of Executive Education will be responsible for program administration, marketing, course registration, general advising and student support, and will work closely with the Director of Student Services.

The *Director of Career Services* maintains a comprehensive career services office within the Student Services unit. The director posts current employment opportunities, maintains regular contact with a large network of employers and alumni, and assists students with résumé development, interviewing skills, and their internship and job search.

The *Director of International Programs* administers the two international fellowship programs, each of which also has a faculty director. The Director of International Programs and international program staff coordinate the logistics of the programs and sponsor activities for the international fellows.

## **EVANS SCHOOL CENTERS**

The establishment of a policy research center in the Evans School indicates a high level of institutional commitment between the Center and the School to advance the mission, strategic plan, and priorities of the school. Centers are created to improve the strength of research and collaborative relationships across the university and within academic and professional communities. A center is defined broadly as an organization within the Evans School that has a strategic plan and a research and outreach agenda that is consistent with the mission, strategic plan and priorities of the School. Center Directors are appointed by the Dean and report to the Dean. Program reviews are conducted on a four or five year cycle.

## **DEVELOPMENT AND ALUMNI RELATIONS**

The Evans School's Development & Alumni Relations team, composed of an Assistant Dean of Development, Assistant Director of Development and Alumni Relations, an Administrative Coordinator, and half-time grant-writer, work in conjunction with the Communications office to engage alumni and friends of the School. Together, they seek to increase the level of private giving and to enhance understanding among alumni and other friends of the need for private support to promote excellence in programs throughout the School. The grant writer was added in 2004 to help increase faculty capacity to attract extramural resources. The team's activities also include coordinating alumni events and communications, connecting alumni with current students for career networking, writing grant proposals, cultivating relationships with prospective donors, and stewarding existing gifts.

In 2000, the Evans School launched an eight-year comprehensive campaign to raise private gifts and grants from alumni and friends. Our **\$40 million campaign goal** includes a high priority to raise \$10 million in endowment for 10 new endowed graduate fellowships and five endowed professorships and chairs.

## **FINANCIAL RESOURCES**

### **Efficient financial management in a time of growth**

The Evans School's growth – in degree programs, faculty, staff, student enrollment and research centers – has been very significant since the last review. We have succeeded in our objectives in large part due to strategic

resource acquisition and management. We have been strategic in how we fund programs, salaries, financial awards, and administrative costs. State funds provide the basic source of support for the MPA and Midcareer MPA degree programs. Evans School research, outreach, and educational programs are supported from a variety of funding sources, including: state funds, earned income from general and special purpose endowment funds, grants and contracts, gifts, tuition from fee-based instructional programs, and training program participant fees. These funds are specific to each activity and consequently are not available to fund other programs within the School. We have increasingly diversified our revenue streams to increase funding sources and are now addressing the sustainability of our model.

**Table 6: Trends in Total Expenditures by Category of Expenditure, 1999-00 to 2004-05 (projected)**

Fiscal Year	Instruction, Research and Outreach Programs	Extramural Research and Training Contracts and Grants	Total Expenditures
1999-00	\$3.12m	\$5.56m	\$8.68m
2004-05	5.29m	12.05m	17.34m

**Table 6** compares trends in total expenditures between FY1999-00 and FY2004-05 (projected). Program growth over the last five years is clear. Instruction, research and outreach programs have increased by 70 percent. Contract and grant activity over the same period increased 117 percent. Total expenditures increased 100 percent. In 2004-05, the School’s projected expenditures from all fund sources is over 17 million dollars, up from \$8.68 million in 1999-00. Of this total, \$5.29 million is for instructional, research and outreach programs and \$12.05 million is extramural contract and grant expenditures.

**Instruction, research and outreach programs** are funded from a variety of sources including permanent state funds; one-time state or university funds; the school’s share of indirect cost recovery (RCR), income from fee-based programs, special purpose and general gifts and income from the School’s endowment. Tuition income is not provided to the School on a per student basis nor are increases in permanent funds tied to changes in instructional effort. This has required creativity in supporting recent enrollment and program growth.

**Table 7: Evans School Funding Sources & Expenditures, FY 1999-2004**

Academic Year	State Funding (Permanent & one-time temporary funding)	State Funding Expenditures	Fee-Based and Self-Sustaining Programs Revenues	Fee-based & Self-Sustaining Program Expenditures	Gifts	Gift Expenditures
1999-00	\$2,542,394	\$2,150,130	\$797,236	\$691,587	\$33,782	\$30,000
2000-01	2,803,880	2,573,005	902,554	1,048,500	50,004	20,000
2001-02	2,535,891	2,346,100	941,338	918,511	39,499	20,000
2002-03	2,587,848	2,389,907	573,995	875,510	53,706	36,095
2003-04	2,825,465	2,888,412	1,216,298	1,142,921	50,048	54,999
<i>Projections</i> 2004-05	2,919,032	2,731,714	1,542,048	1,400,962	50,600	49,650

**Permanent state funding** has become a smaller portion of instruction, research and outreach program funding over the period at nearly 50 percent growth in student enrollment. State funding including one-time funds has only increased **minimally** over the period in nominal dollars. In fiscal year 2003-04, 51 percent of the School’s total budget for non-contract and grant activities came from state funding. State funding is comprised of permanent funding, one-time funding, and indirect cost recovery. Permanent state funding has been increased with the addition of the 6.5 (FTE) new tenure-track faculty positions since 1996 and will increase again next year with expected new hires. State permanent funding is used to fund tenured and tenure-track faculty

positions and benefits, essential (core) instructional staff positions, and essential (core) instructional program operational expenses.<sup>27</sup> Permanent state funding is not sufficient to cover all instructional and staff costs.

**One-time funding** or temporary funding is provided by UW central administration for one-time (multiple-years in some cases) specific initiatives. It is largely seed money to spur faculty and staff to obtain outside funds or to reallocate internal funds to new uses. It has allowed us to expand our capacity for international development related teaching, research and outreach. We launched the International Development Certificate Program, the Peace Corps Master’s International Program, the Lindenberg Center and the Policy Consensus Center largely on temporary state funding. Finding sustainable funding sources for these programs and centers is now critical for their success and permanence.

**Fee-based Programs:** Fee-based programs are not state funded. Programs are financially self-sustaining: tuition must cover all costs including instruction, administration, student services, advertising, recruiting, etc. University of Washington Educational Outreach (UWEO) puts up the initial risk capital and colleges can utilize any net revenues to support new faculty, financial aid, or other needed investments. The Executive Education Program at the Evans School is a UWEO self-sustaining program. Other fee-based programs at the Evans School include our Public Service Clinics, whose clients are regional public agencies and nonprofit organizations seeking Evans School students to complete program evaluations and policy analyses. The Cascade Center, which charges participant course fees, is a self-sustaining executive training program serving public and nonprofit sector employees across the State and region. The Electronic Hallway is also fee-based, supported in part by participant fees at member universities.

**Research Cost Recovery (RCR)** is provided to the School from the indirect cost recovery received by the University for the administration and operation of extramural contracts and grants. University overhead rates are negotiated with the federal and state governments and major foundations. Schools are given discretion to accept a negotiated rate that differs from agreed upon rates if it is the stated policy of the funder to cap indirect costs at a given level. In these cases we are careful to build into budgets direct costs where appropriate. Indirect costs recovery is shared with colleges with the University receiving 51 percent and 49 percent returned to the college based on a three year moving average of contract and grant expenditures in previous years. RCR money is to be invested at the discretion of the Dean in research infrastructure.

**Table 8: Indirect Cost Recovery to UW and Research Cost Recovery to the Evans School, FY1999-00 to 2003-04**

Academic Year	Indirect Cost Recovery to UW	Research Cost Recovery to Evans School
1999-00	\$383,047	\$131,697
2000-01	389,804	141,700
2001-02	395,561	141,505
2002-03	633,725	251,850
2003-04	567,192	256,856
<i>Projections 2004-05</i>	550,413	223,003

**Endowment value and expenditures from interest income:** The value of the Evans School endowment (established in 1999) has increased from \$4 million dollars in 1999-00 to \$11.3 million in 2004-05. The increase in endowment is a testimony to the strong and growing support the School enjoys regionally and nationally. These funds are both general and special purpose. They allow us to provide financial aid for students, provide research, travel, professional and administrative support for faculty, enrich student experiences, and fund outreach activities. Since state funding has not kept pace with the growth in our

<sup>27</sup> **Core program expenses include:** administration and accounting, general supplies, equipment and expenses; limited clerical and computer staff; limited travel funds for the faculty; student recruitment costs; student course scheduling and registration costs; and student advising and career counseling expenses.

instructional programs, it has been critical that we find ways to fund new staff positions and the varied expenses associated with growing programs and research centers. It supports critical staff operations and has made the margin of quality difference. Our present goal is to double this endowment value over the next several years.

**Table 9: Evans School Trends in Endowment Value, Interest and Expenditures 1999-00 to 2004-05**

Academic Year	Endowment Gift Value	Endowment Interest	Expenditures
1999-00	\$4,099,173	\$197,821	\$114,426
2000-01	7,081,485	442,558	242,969
2001-02	7,216,784	409,998	354,741
2002-03	10,665,359	423,084	261,812
2003-04	11,119,123	396,087	274,848
<i>Projections</i> 2004-05	11,294,123	508,236	484,263

**Extramural Contracts and Grant Funding:** Over the past five year period, contract and grant awards have increased 102 percent and annual expenditures have doubled. Of the **\$12,078,798** awarded in 2003-04, eleven percent is federal, 13 percent from the State and 76 percent from foundations and other non-public fund sources. Because the majority of contracts and grants received by the Evans School are non-federal and subject to limitations on indirect charges by most foundations, it is necessary to build in the direct and indirect costs associated with grant operation and administration. The School charges grants directly for fiscal services as the indirect costs recovered on non-federal grants is generally insufficient to cover these administrative costs. The School also recharges directly for fiscal services and for other services provided by the School, such as computing, communications, and events coordination. The University subsidizes research at the Evans School as the average indirect cost recovery is below the University's standard negotiated rates of 51.6 percent for on-campus research and 26 percent for off-campus research. We are striving to improve our ability to build in direct costs and to recharge administrative services to assure that costs of administering contracts and grants are adequately met by the contract and grants. We have embarked on a new effort to develop activity based costing methods and procedures as a basis for incorporating administrative costs accurately on each grant.

**Table 10: Trends in Evans School Contract and Grant Awards and Expenditures, 1999-00 to 2004-05**

Academic Year	Grants and Contracts Awards	Grants and Contracts Expenditures
1999-00	\$8,200,182	\$5,559,306
2000-01	10,733,051	6,988,050
2001-02	7,439,122	6,900,033
2002-03	7,613,538	7,639,107
2003-04	12,078,798	9,103,338
<i>Projections</i> 2004-05	16,405,774	12,049,809

**Uses of resources:** All fund sources are used to support the following activities given the applicable restrictions on use. Faculty salaries, some administrative staff and a small portion of our operations are funded on State funds. RCR and endowment funds are used to support research, financial aid, faculty support and other student support services not covered by state funds. Development is support by central administration as is a portion of alumni relations. Certain staff positions and services are recharged to contracts and grants. Fee based programs are self-sustaining and full costs of administration are charged to these programs. Equipment and facilities improvement are funded in part by facilities and equipment allocations from central administration in combination with income from room rental. The School is responsible for a minimum of

fifty percent of any retention offer made to faculty. Faculty searches and start-up packages are provided by the School in most cases. Merit increases for faculty and professional staff are funded by the state. Classified staff salary merit increases are funded at the mid-point of the range for that classification. The School has been responsible for meeting merit salary increases for that portion not funded by the State. During this period, permanent state funds were cut by the University to meet reductions in state funding. Thus administrative and staff costs have been picked up by non-state fund sources. In fiscal year 2003—04, 51 percent of the School’s total budget for non-contract and grant activities came from State funding. State funding is comprised of permanent funding, one time funding and indirect cost recovery returned to the School. **Table 11** provides information on expenditures by category.

**Table 11: Uses of Resources, FY 2003-04**

	Salaries and Related Benefits	Contracts and Services	Student Support	Faculty Support	Travel	Outreach Activities	Faculty Research Individual Accounts	Facility Renewal	Supplies & Equipment	Indirect Costs
Grants and Contracts	\$6,433,441	\$1,686,925			\$277,319				\$138,461	\$567,192
State Funding	2,307,869	129,600	\$26,540	\$28,800	40,000		\$28,800	\$31,943	323,660	
Fee-Based and Self Sustaining Programs	839,488	317,865			22,510				36,435	
Gifts			47,587			\$7,412				
Endowment Interest			110,977			90,804	73,067			
<b>Total</b>	<b>9,580,798</b>	<b>2,134,390</b>	<b>165,976</b>	<b>28,800</b>	<b>339,829</b>	<b>90,804</b>	<b>73,067</b>	<b>31,943</b>	<b>498,556</b>	<b>567,192</b>

### Concluding financial note

State funds are not growing and are not expected to increase significantly in the future. The Evans School continues to seek additional sources of permanent, recurring funding to provide stability, flexibility, and the ability to attract and retain outstanding faculty and students. Stability enables Evans School faculty to plan multiyear, in-depth programs. Flexibility allows us to respond to changing societal needs while focusing on issues consistent with our long-term mission and goals. Lastly, attracting and keeping quality faculty and students is imperative for us to sustain and expand quality in all School activities from teaching to research.

### FACILITIES AND SPACE PLAN

The Evans School is outgrowing Parrington Hall. We are making strategic investments to accommodate our growth and to provide classrooms designed for case method instruction; these investments will increasingly involve space outside of Parrington. Recent investments include:

- In 2000, the School partnered with UW Classroom Support Services and invested \$15,000 to **upgrade classroom furniture** in six Parrington classrooms, replacing old tablet armchairs with moveable tables and chairs to facilitate case teaching instruction and discussion. In 2003, the Dean also requested a resizing of classrooms (limiting number of students assigned to those rooms) to minimize crowding.
- In 2001, the School partnered with the UW Capital Projects Office to **modernize the building’s auditorium** (room 108) into a high-tech classroom equipped with stadium seating and computing technology. Using \$250,000 of minor repairs allocation dollars and an additional \$240,000 of earned income from Evans School endowments to add HVAC (heating, ventilation and air conditioning), the auditorium now serves as the most frequently used classroom for core course instruction.
- In 2002, two **research centers moved off campus**. A policy discussion within the School concluded that centers would move off campus as they grew and matured, leaving emerging centers with less funding to

remain in Parrington for an incubation period. Research faculty and faculty serving as center directors would maintain offices in Parrington.

- In 2003-04, the Dean designated a TA study room and a student group workspace to address concerns about limited **student study space**. Space plans will address the need for additional student study space.
- In 2004 the Dean invested in **wireless internet access** for the building to provide a temporary solution in reducing demand for the student computer lab. We expect to acquire additional lab space in the basement of the building in Fall 2007.
- In 2004-05, three **new faculty offices** were constructed to provide space for our growing faculty. However, additional office space for new faculty in 2005-06 will be necessary.
- When a computer laboratory in the basement of Parrington Hall is assigned to the Evans School in 2007, the Evans School will be the sole occupant of Parrington. Nonetheless, classrooms remain generally assignable to other units across the University. We are working to obtain **priority assignment for selected classrooms** within Parrington to enhance community within the School.
- Sufficient space for student group work and study, our growing center and faculty research programs and the planned PhD program necessitates the acquisition of added space for the School. We have requested 10,000 square feet of campus space in a nearby building set for construction. In this space, which we expect to acquire in about two years, we hope to build an additional classroom for case teaching and to mix faculty research and student study space.

## DIVERSITY

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### OVERVIEW OF EFFORTS

The Evans School community has sought to integrate issues of diversity into the curriculum and to improve the skills of students and instructors to create constructive dialogue. The School is also continuing to strengthen efforts and make strategic investments to increase the diversity of our student body, staff and faculty.

#### Some of highlights of our activities relating to diversity are:

- 1. The Diversity Committee** is a standing School committee comprised of faculty, students and staff charged with improving the infrastructure that supports an Evans School environment encouraging people to share, teach, and learn about many aspects of diversity. The committee sponsors the Discussion on Diversity potlucks<sup>28</sup> (attended by faculty, students and staff), instructor workshops, and works with the Director of Student Services to ensure comprehensive action on related diversity initiatives.
- 2. A School working definition of diversity.** The Evans School community crafted a broad definition of diversity to include categories historically associated with privilege or discrimination (e.g., race, gender, class, religion, sexual orientation, disability). It also specifically includes other kinds of differences such as political ideology and geographic origin. Following this, we have added measures regarding the quality of our diversity discussions and efforts to both our course evaluations and annual student climate survey.
- 3. Teaching case studies and integrating diversity related courses into the elective curriculum.** With support from a Ford Foundation grant we are creating a portfolio of 10 to 12 teaching case studies designed to integrate discussions of diversity into our core curriculum. We are in the third year of the grant and have integrated one new case into our public management curriculum on ethnic and national tensions between international and local non-governmental organizations in the Philippines. In addition to adding material to core courses, students have access to elective courses designed to address issues related to diversity.<sup>29</sup>
- 4. Workshops for students and instructors.** For the past three years, we have held teaching workshops for our faculty, incorporated diversity exercises into our new student orientation, and collaborated with our students to hold pertinent student activities. In 2003, the student group *Partnership for Cultural Diversity* (PCD) sponsored a daylong anti-racism workshop attended by students, faculty, and staff.
- 5. Increasing representation of people of color among our students, faculty, and staff.** We have used resources from central UW graduate recruiting funds and our School endowment to increase diversity among our students, but success has been limited. Additional fellowship money will improve our ability to attract a diverse student body, so this is a key fund-raising priority. We have also worked to increase diversity among our tenure-track and practitioner faculty, and our staff. Recent faculty and staff hires have demonstrated our commitment to increasing racial and ethnic diversity at the Evans School.
  - The **percent of minority students** enrolled in our degree programs has averaged 19 percent over the past ten years (1995-96 to 2004-05).<sup>30</sup> If *degree-seeking international students* are included (fellows in the Humphrey and PLP Fellowship programs are not degree-seeking), the figure rises to 22 percent. Newly funded financial awards may help to increase the diversity of our student body in 2005-06.

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<sup>28</sup> Since Autumn 2001, over 350 students, faculty, and staff have participated in small, annual potluck dinners to discuss diversity issues at the Evans School. Since the advent of the potlucks, we have made important changes in curriculum, teaching, and school activities – including the recent addition of a cross-cultural communication session in our new student orientation.

<sup>29</sup> Related courses include: Race and Public Policy; Gender and Political Leadership; Women, Work and Public Policy; Education Reform and Inequality; Economics of Race and Inequality; Sexual Orientation and Public Policy; and Tribal Sovereignty in the 21<sup>st</sup> Century. In addition, many of our one-credit skills workshops address issues of diversity, including: Managing a Diverse Workforce; Cross Cultural Communication; and Learning, Leadership and Diversity.

<sup>30</sup> Minority and international student enrollment percentages calculated from UW Graduate Student Statistical Summary data.

- Each year, 24 **international fellows** from developing countries bring diverse perspectives to our courses and interact with the Evans School and Seattle community in many educational and social venues.
- Among our **permanent staff**: 62 percent are female and 15 percent are racial or ethnic minorities.<sup>31</sup>
- In regards to **faculty racial and ethnic diversity**, our faculty includes one African-American professor (25 percent Evans School appointment), one Hispanic assistant professor and one assistant professor of Latin American origin. We continue to strive to enhance faculty diversity.
- In the past decade, the number of women faculty with appointments in the Evans School has grown from 4 (in 1994-95) to 12. The **percentage of female faculty is now 40 percent**: twelve women (9.88 FTE) are among our 29 (24.53 FTE) faculty members (including all tenured/ tenure-track and research faculty, and one full-time senior lecturer).

Table 12: GENDER DIVERSITY OF EVANS SCHOOL FACULTY, 2004-05											
Tenured and Tenure-Track Faculty						Research Faculty					
Professor		Associate Professor		Assistant Professor		Professor		Associate Professor		Assistant Professor	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2 (1.18 FTE)	9 (6.65 FTE)	4 (3.0 FTE)	2	4	3	0	1	0	2	1 (0.7 FTE)	0
<i>In addition, the School has one full-time senior lecturer (female) on the voting faculty. FTE counts are noted only where some faculty in the given category are not 100% Evans appointments.</i>											

<sup>31</sup> As of 1/26/2005: the School and our centers employ 68 permanent staff (62.8 FTE). The percentages were drawn from permanent staff FTE numbers: White – 54.8 FTE; Non-White – 8 FTE; Male – 17.5 FTE; Female – 45.5 FTE.



## CONCLUSIONS

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### STRENGTHS

The Evans School's strengths are entrenched in its people – students, faculty, staff, and fellows. The collegial culture of the School is an asset that permeates our academic programs, collaborative research efforts, policy forums, our hosting of international fellows, and outreach activities. Moreover, our commitment to excellence infuses the School's teaching, research, service and civic engagement.

- **Our students** are at the core the School's efforts and mandate that we stay current, dynamic and flexible. Each year, we welcome new cohorts of students who continually impress us by their aptitude and diverse insights from a range of public service experiences both domestically and internationally. Our students remind us of the School's mission to educate leaders equipped to meet community challenges with "compassion, vision, analytic rigor and practicality." Hearing about the professional accomplishments of our graduates reinforces the value and import of our teaching, research and outreach.
- The multidisciplinary academic backgrounds of our faculty support an **outstanding interdisciplinary capacity**, a distinctive and central feature of the Evans School. Our faculty hold PhD's in a range of academic fields, breadth critical to providing a strong public affairs curriculum. The multidisciplinary training of our faculty informs interdisciplinary research, enriches collaborations across the University, and exposes students to a range of disciplinary frameworks in their coursework. In addition, the breadth of service endeavors and commitments among our faculty is extremely broad in scope and influence.
- The **curriculum of our MPA degree programs is strong and innovative**, providing a solid foundation in management, quantitative methods and policy analysis. The flexibility of the MPA program, a chief source of its innovation, lies in the latitude granted students to craft dynamic policy specializations that often blend elements of our five primary policy specialty areas. Our degree programs mix theory with practice, merging a strong curriculum with both service learning and applied research opportunities. We encourage students to take coursework in other departments to strengthen the interdisciplinary nature of their degree.
- Our **policy research centers** contribute to the School's commitment to public service, its research productivity and teaching. The magnitude of recent grants and research funding reflects the caliber of our centers' reputations and increases the policy implications and scope of influence of center research. The centers' extensive outreach capacity is an invaluable resource to our state and increasingly distinguishes us nationally. Centers also provide applied research opportunities to our students and center research infuses our academic programs. In addition, the School's *Electronic Hallway* serves as an on-line repository of teaching cases accessible to faculty of public affairs across the country and *The Forum at the Evans School* allows us to promote civic engagement and convene regional policy discourses.
- The development of **mid-career and executive education** was designed to meet regional demands of professionals for continuing education and degree programs. Our executive education programs, from the *Executive MPA* to the *Cascade Center for Public Service*, add depth to all of our programs: (a) graduates of our executive degree program will build the strength of our alumni network, providing expanded mentoring opportunities for younger alums; (b) executive students and faculty engage in a collaborative learning process that enriches the quality of teaching in all programs; and (c) regional nonprofit and public agencies will benefit from the rigorous training we offer to advanced professionals in the field.
- Our **reputation both regionally and nationally** is strong: the School and our graduates are called upon to help solve challenging public issues facing our communities. Alumni hold leadership positions in state and local governments and nonprofit organizations regionally, nationally and internationally. Our visiting committee is composed of high-profile regional leaders – from the public, nonprofit and private sectors – whose involvement is testament to the School's outstanding reputation. The **planned PhD program** will contribute to our national reputation, enrich our research scope and depth, and advance our capacity to support other graduate public affairs programs in the region.

- Our **endowment**, established in 1999, is growing and recent fundraising efforts, which have included the creation of our new *Case for Funding* report, are moving us towards our capital campaign goal. We have **allocated funding to offer more financial awards** to the traditional MPA cohort entering in autumn 2005 than in any previous year. Competitive funding offers enable us to attract a qualified, diverse student body.

## CHALLENGES AND POINTS FOR ACTION IN THE NEXT FIVE YEARS

The opportunity for the Evans School to achieve greater excellence in the next decade is clear. To achieve our goals requires that we address challenges arising from our recent growth, including an evaluation of the strengths and weakness of our programs, and a sense of how we best meet the needs of our students, University and our local and global communities.

### Initiating quality improvement evaluations for all degree programs.

*Benchmarking our program against the top schools of public affairs nationally will help us to evaluate how to capitalize on our strengths and address areas for quality improvement.*

- Is the current **configuration of degree programs sustainable**, including the planned PhD program?
- Does the executive MPA need a **separately designated degree** to signal the program's differences in delivery, credit requirements and subject matter emphasis?
- How does the School **compare to other leading schools** of public affairs? Are we offering a **competitive curriculum** that addresses student and market needs? Are employers satisfied with the skills of our graduates? Are the degree program and credit requirements **on par with peer institutions**? Are we **missing key courses** from our curriculum or requiring **too many credits**?
- How can the School inject **greater use of technology** into our instructional program? How do we measure and ensure that students are **obtaining necessary skills** (GIS, simulation and modeling, qualitative analysis, writing, legal reasoning, financial analysis, program evaluation)?
- Are our students gaining sufficient **practical experience** in our degree programs? How can we offer additional international and federal internship or other experiential learning opportunities?
- How can the School further **internationalize our curriculum**?
- How much more will the School need to **grow our faculty size** to ensure quality and breadth in our instructional capacity and research?
- What does the Evans School **want to be known for** to attract exceptional students and distinguish us among the top schools of public affairs nationally? How can we get there from where we are now?

### □ Creating an increasingly strong learning environment and School community.

*Strengthening our learning community will improve the student experience, alumni connections to the School, staff satisfaction and faculty collaborations and achievements.*

- How can we encourage **stronger connections between students and faculty**? What is necessary for students to participate more actively in faculty research programs? What new avenues and models for service learning through coursework can we explore and implement?
- How do we foster **more frequent faculty and student interaction** out of the classroom?
- What incentives are needed to encourage **greater research collaboration** among faculty?
- How can the School **meet diversity goals** for our student body, faculty and staff?
- How can we best utilize newly acquired space in coming years to both **alleviate space constraints** in Parrington Hall and yet better integrate School activities, supporting a **collegiate community**? The advent of space in a second building nearby may create additional challenges for integration.

□ **Strengthening our research programs and synergies between centers and the School.**

*The School's research program, from individual and collaborative faculty research to the centers, is stronger than it has ever been. How do we focus our multi-disciplinary research efforts to make the School's research program more than the sum of its parts?*

- Do we want to alter our **model of linking Evans School instruction to the University through policy gateways and centers**? What is missing from our current model (e.g., a center on environmental policy and management)? How might we do this? What are the resource implications (faculty hiring, course offerings, administrative) of alternative ways of establishing stronger links between instruction and research?
- How can we **integrate center activity** even more into the School's teaching and research mission?
- How do we best capitalize on opportunities for the **planned PhD program** to strengthen collaborations between faculty, centers and schools across the University?
- What incentives might help to encourage faculty to **increasingly publish in leading journals of public policy and administration** in addition to their disciplinary journals?

□ **Ensuring a sustainable resource base.**

*Recent program growth has occurred with minimal increases in permanent state funds and some programs begun over the past decade were initiated with either one-time state funds for innovation or grant resources. Fee-based programs have provided some opportunity to increase and enrich programmatic offerings. Increasing state funds, moving programs to a full fee-basis or finding ways to retain a larger share of tuition revenues are options which could free the endowment for its intended use: competitive financial awards and professorships to provide competitive salaries and support.*

- What additional resources are needed to **retain and attract the highest quality faculty** and a highly qualified, diverse student body?
- What additional resources are needed to **build distinctive applied policy research and outreach** programs?
- What efforts can we make to **strengthen our alumni network**?
- What opportunities exist for **greater reliance on fee-based or self-sustaining programs**?
- What opportunities exist for the Evans School to retain more of its **tuition revenues**?

□ **Emerging as a leader in the "new public service."**

*The world of public service, both nationally and internationally, is growing increasingly complex. It is becoming clear that public goods and services will be delivered in a myriad of ways: by government, by non-profit, volunteer and community organizations, the private sector, and through partnerships across sectors. The Evans School, as the pre-eminent school of public affairs in the Northwest, is positioned to help lead the way in new models of public service in our region and beyond.*

- How do we **capitalize on faculty competencies and the School's strengths** to build the vision for the "new public service" and distinguish ourselves for our leadership?
- How do we **strengthen bridges between the public, nonprofit and private sectors**? Like other schools of public affairs, an increasing—yet small-- percentage of our graduates are now working in the private sector, often for companies whose clients are public agencies or nonprofit organizations. Are we **training our students well** for public-private partnerships and the growing complexity of public service work?
- How do we further **develop our networks internationally and nationally** to enhance our State and provide career opportunities for students and alumni?