

The background of the cover is a photograph of a large, multi-story brick building with arched windows, partially obscured by trees with vibrant orange and yellow autumn foliage. The sky is a clear, bright blue. A white diagonal line runs from the top left corner towards the center of the page.

# Ten Year Academic Program Review

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Daniel J Evans School of Public Affairs

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March 11, 2015



# GRADUATE SCHOOL TEN YEAR ACADEMIC PROGRAM REVIEW

Daniel J. Evans School of Public Affairs  
University of Washington  
Seattle, WA

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## PROGRAM SELF-STUDY 2013-2014

*Last Reviewed: 2004-2005*

### List of Evans School Degree Offerings

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#### Degrees

- Master of Public Administration
- Ph.D. in Public Policy and Management
- Master of Science in Public Policy and Management
- Executive Master of Public Administration

#### Formal Concurrent Degrees

- MPA/MFR (Forest Resources)
- MPA/MUP (Urban Planning)
- MPA/MAIS (International Studies)
- MPA/MHA (Health Administration)
- MPA/MPH (Biostatistics, Health Services, Epidemiology)
- MPA/MS (Public Health and Community Medicine, Environmental Health)

#### Graduate Certificates

- International Development Policy and Management
- Nonprofit Management

#### Informal Concurrent Degrees

- MPA/MBA (Business Administration)
  - MPA/JD (Juris Doctor)
  - MPA/MLIS (Library Information Sciences)
  - MPA/MSW (Social Work)
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*Submitted: March 14, 2015*

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## INTRODUCTION

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### A. OVERVIEW

Over the past 50 years, the Daniel J. Evans School of Public Affairs has built a reputation as one of the best, and most respected, public policy schools in the nation. The Evans School is defined by a tradition of rigorous study, innovative research, and, most importantly, a commitment to public service. We deliver a comprehensive set of public policy and management degree programs that integrate policy analysis and management; and our graduates and faculty provide the ideas, expertise, and leadership that guide government agencies, nonprofit organizations, and private companies around the country and throughout the world.

Our path to excellence over the last several decades has been characterized by a persistence to find ways to improve what we do and how we do it. Reflection from our peers is essential to our continued growth as a nationally-leading school of public affairs, and we are pleased to have an opportunity through this Program Review for our peers to help shape and improve our approach to the work that lies ahead.

### B. DESCRIPTION OF SELF-STUDY

Our approach to this “Self-Study” was informed by two interconnected goals: 1) to critically assess our progress as a School over the last ten years and clearly articulate our plan for the future; and 2) to provide the information and context necessary for the Review Committee to provide constructive recommendations regarding our academic programs and future plans.

While we have structured this report to accommodate the unique characteristics of our School—in particular our structure as a professional school—we have tried to address each of the issues raised in the Self-Study Guidelines. Part A provides relevant background information about the School, its organizational structure and important features, its approach to teaching and learning, its broad impact on the field, and our future goals for the School. Because each of the issues raised in the unit-defined questions is intimately connected to the information we provide throughout the self-study, we decided to also address these issues throughout Part A rather than in a distinct section. Part B contains required and other appendices that offer additional information important to understanding Part A.

### C. BACKGROUND INFORMATION

The Evans School has grown significantly in tangible and meaningful ways since it was last reviewed ten years ago. The recommendations that emerged through the 2005 Review process, as well as the continuous improvement efforts we systematically incorporate into our planning and management, have informed every aspect of our programmatic development. The Evans School has risen from a strong regional program focused on providing students a quality professional education to become a nationally-recognized school of public affairs with exceptional faculty and students whose impact on the field is highly distinguished. In 2005, the *US News and World Report* ranked the Evans School 26<sup>th</sup> among all schools of public affairs and 14<sup>th</sup> among public institutions. Today, the Evans School is ranked 9<sup>th</sup> in the nation by *US News* and 4<sup>th</sup> among public institutions. The Evans School is one of only two schools to break into the top ten schools of public affairs in the last 30 years. Our policy and management specializations have also continued to improve in their national prominence.<sup>1</sup> And we have accomplished this while remaining the most affordable top ten public school of public affairs in an urban setting. We are

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<sup>1</sup> Our Nonprofit Management specialization improved from 7<sup>th</sup> in the country to 3<sup>rd</sup> and our Environmental Policy and Natural Resource Management specialization improved from 8<sup>th</sup> in the country to 6<sup>th</sup>. Our Public Management and Administration specialization is currently ranked 11<sup>th</sup> and our Public Policy Analysis specialization is currently ranked 13<sup>th</sup> according to the *US News 2012 Report* (the most recent report ranking schools of public affairs).

confident that our sustained commitment to our students; to investments in faculty, research, and programmatic development; to excellence in teaching; and to serving the public will continue to strengthen our impact and reputation as one of the nation's leading schools of public affairs. Below we highlight significant accomplishments achieved since 2005 followed by opportunities for improvement.

## 1. Highlighted Accomplishments

**Launched and sustained a new Ph.D. program.** The Ph.D. in Public Policy and Management enrolled its first class, of four students, in autumn 2006. The program has strengthened the School's research capacity and expanded our impact on the field, to the State of Washington, and to society more broadly by preparing graduates for advanced public policy research and teaching careers.

**Hired nationally-recognized faculty and strengthened our research enterprise.** Since 2005, the Evans School has added new faculty and strengthened our research enterprise, as was recommended in our last Review prior to implementing our doctoral program. Our faculty demonstrate commitment to excellence in teaching and produce nationally recognized research. We have succeeded in developing a strong research culture to complement our strength in teaching and service.

**Streamlined programmatic offerings to working professionals.** Following the recommendation of the 2005 Review Committee, we eliminated the Mid-Career MPA program track, which strained our faculty and staff resources and competed with other executive degree programs, and invested in further developing the Executive MPA program to better serve working professionals. In 2013-14 we instituted a Part-Time MPA program to improve access to working professionals who desire an MPA degree.

**Added new policy specializations to the MPA program.** Over the last ten years, we have strengthened several new "areas of specialization"—such as Public Financial Management, Policy Analysis and Evaluation, Environmental Policy, and Social Policy—that equip our graduates with the skills necessary to be competitive in a national job market and to achieve an impact on a global scale.

**Grew the size and strength of our student body.** Despite significant reductions in state support, and commensurate tuition increases, the size and quality of our student body have grown over the last ten years, attracting nationally and internationally competitive students.

## 2. Opportunities for Improvement

**Diversity among faculty, staff, and students.** While we have made marked improvements on increasing numbers of underrepresented minorities (URM) among our faculty, staff, and student body, we are committed to making further strides in this area. We are actively working to find more creative ways to increase URM enrollment within boundaries established by the state.

**Keeping the curriculum cutting-edge.** A focus on curricular assessment is part of our culture of continuous process improvement. We are well known for our innovative curriculum. As our faculty and student body have grown, there has been a renewed interest in being more intentional and systematic about the improvements and innovations our faculty bring to our curriculum.

**Communicating the value and impact of an MPA.** The value and impact of a Master of Public Administration is not as widely understood as other professional degrees such as an MBA or law degree. The Evans School, and our entire field, must think innovatively about how we market the critical skills we teach, and to whom we market them. At the request of the dean last autumn, the Alumni Council is assisting the School in assessing the impact of our graduates across the globe. The project will collect data to analyze impact and map the varied career paths and outcomes of our graduates. The Council will also provide guidance about a communication strategy for our different audiences.

We discuss each of these accomplishments and opportunities for improvement in further detail below.

## PART A: BACKGROUND INFORMATION

### Section I: Overview of Organization

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#### A. EVANS SCHOOL MISSION AND VALUES

The Evans School's mission statement reads:

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

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

*We advance scholarship and ideas that strengthen public policy and management.*

*We are dedicated to serving local, national, and global communities and promoting thoughtful, civil, public deliberation.*

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

The overall mission of the Evans School has endured for more than 50 years. The School formalized its mission statement in 1998, and revised it in 2013 after two years of significant conversations among faculty and extensive deliberations with, and consultation from, key stakeholders, including students, alumni, our Advisory Board members, employers, and University administrators. We strengthened our commitment to scholarship, added global dimensions to the range of communities we serve, and are explicit about our commitment to diversity and collaboration. These are substantive changes that have had a powerful impact on the direction of the School.

The mission statement serves us well. It elegantly and succinctly combines our overall purpose (improving public and nonprofit service) with our three major program goals (education, scholarship, and service), while integrating our public service values throughout ("compassion," "vision," "practical," "strengthen," "community," "thoughtful," "civil," and "public") as well as emphasizing our values explicitly in the last sentence (integrity, respect, diversity, collaboration, and excellence). The central phrase—"We are committed to improving the quality of public and nonprofit service"—guides us to continually think, assess, and recommend ways to make improvements. It is our touchstone for determining when projects and programs should be pursued or grown and when they should be reduced or eliminated. Our mission energizes and permeates our web of interactions with our stakeholders, and helps us to continually examine our operations and creatively consider how to advance.

#### B. EVANS SCHOOL VISION FOR THE FUTURE

The Evans School's vision is to become the number one public school of choice for students, faculty, and staff dedicated to careers in the public and nonprofit sectors. We will achieve this vision and the mission described above using our integrated education, scholarship, and service model which is strongly interdisciplinary and provides the theoretical and practical analytic management capacity to assure leaders contribute to the solution of complex questions of governance and public policy in the 21<sup>st</sup> century.



To achieve our mission and our vision we have identified core strategic objectives:

- Expanding access to professional education in public administration to assure a diverse workforce for the public and nonprofit sectors, as well as globally-informed graduates.
- Improving our learning infrastructure to provide appropriate learning spaces.
- Enhancing our national scholarship reputation and impact.
- Expanding the doctoral program to serve growing demand in the field for faculty with a Ph.D. in Public Policy and Management.
- Developing an undergraduate program in public policy/policy sciences to educate the next generation of public policy and management students.
- Enhancing our national leadership position in delivering life-long professional education in public administration.

The Evans School has a five-year Strategic Academic Financial Plan (SAFP), which incorporates the objectives outlined above and continues our trajectory toward excellence. Demand for graduate degrees in public administration continues to be strong in terms of student applications and strong placement opportunities for graduates in all of our programs within the state, nation, and around the globe. The Evans School's SAFP includes an entering MPA class of 180 headcount (150 FTE), including all MPA tracks. The School expects to expand our Ph.D. program in Public Policy and Management to a total of 30 Ph.D. students, placing us competitively at the scale of the top public affairs doctoral programs. The School is currently developing an undergraduate major in public policy/policy sciences. Current undergraduate course offerings by the Evans School indicate strong demand, and a market analysis shows the growing need for undergraduates who are educated to address complex interdisciplinary issues in public policy in the public sector. We also plan to increase our offerings in executive education to meet a growing market for graduate professional education among mid-career professionals in the public and nonprofit sectors locally, nationally, and internationally. Achieving these objectives requires us to expand our faculty and staff capacity, acquire additional resources, and secure access to appropriate learning spaces.

### C. ACADEMIC PROGRAMS

The Evans School is a non-departmentalized independent academic unit that offers a Master of Public Administration (MPA), a Master of Science in Public Policy and Management, a fee-based Executive MPA (EMPA), a Ph.D. in Public Policy and Management, two graduate certificate programs, and non-degree opportunities through our Cascade Executive Programs. Appendix A provides detailed descriptions of each program's design and curriculum. Each of our programs is structured to achieve distinct academic learning objectives and outcomes. Our integrated strategic model—which emphasizes the connections between scholarship, learning, and service—guides the design of all of our academic programs and fosters dynamic inter-programmatic connections. Appendix B provides a graphic representation of our strategic model. A brief description of each degree; applications, enrollments, and graduation trends; as well as information related to student quality are described below. (See Appendix C for application, admission, and enrollment data broken down by demographic characteristics.)

## 1. Master of Public Administration

The Master of Public Administration (MPA) program is a 72 quarter-credit degree program designed for individuals with relevant early career experience and aims to prepare future public servants of the public and nonprofit sectors. There are four tracks within the program: Full-Time, Part-Time, Global, and Peace Corps Masters International (PCMI). See Table 1 below for year-by-year statistics on student applications, admissions, enrollments, and graduation rates. For the purposes of this section, we discuss and provide statistics for the MPA program.

**Table 1: Master of Public Administration Admissions and Graduation Data**

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Applications	342	396	383	392	548	607	642	702	804
Admissions	280	287	284	262	304	343	392	409	445
Enrollments	146	134	137	133	159	171	170	186	181
Mean GRE (Q)	154	152	153	155	156	156	156	156	155
Mean GRE (V)	156	156	157	157	158	159	158	158	158
Mean GPA	3.57	3.58	3.71	3.61	3.65	3.66	3.61	3.63	3.66
Mean Graduation Rate*	61.0%	59.0%	77.4%	76.4%	79.9%	74.1%	84.0%	N/A	N/A
Mean Time-To-Degree (Yrs)*	2.61	2.52	2.40	2.37	2.26	2.28	2.06	N/A	N/A

\*Statistics exclude students enrolled in the PCMI track because the two years of Peace Corps service in the middle of the program distort the mean graduation rate, which reports the proportion of students who complete the program within two years, and mean time-to-degree.

Over the last ten years, the Evans School has grown from a strong regional school of public affairs to a nationally ranked, global leader in public policy and management education. During that time demand for the School's MPA degree has more than doubled with applications growing from 342 in AY2005-06 to 804 in AY2013-14. Much of that growth has come from increased out-of-state and international applicants. While the number of applications from Washington state residents has remained strong, the growth in applications from out-of-state residents and international students has increased by 239%, from 190 in AY2005-06 to 644 in AY2013-14. This increased interest from out-of-state students and international students is evidence of our growing national and international appeal and provides an opportunity to the School to further enrich its classrooms and community with new and global perspectives.

At the same time, enrollments in the MPA the program increased 24% over the period. Following the trends in applications, the composition of the student body has become less regionally concentrated, with out-of-state and international student enrollment increasing from 38% of total enrollments in AY2005-06 to 46% of total enrollments in AY2013-14. Out-of-state and international students make up 36% and 10% of total enrollments respectively.

During this time of changing student demographics, we have also become more selective in the students to whom we offer admission and have improved the quality of students we enroll. Mean GRE scores and GPAs of enrolled students have both improved. As is demonstrated in Table 2 below, the quality of our students is among the best in the country and according to

results from a Graduate School survey, a large portion of the students who decline our offer of admission enroll at other top public policy schools, including Berkeley, Carnegie-Mellon, Columbia, Harvard, Michigan, and USC.

Applications from U.S. minority students have increased by 76% over the period and offers of admission to minority students have increased by 56%. During this time, enrollment among minority students has only increased 11%. We are currently exploring the reasons yield of admitted minority students has not kept pace with offers of admission. Anecdotal evidence suggests our financial award offers are not competitive with peer institutions.

**Table 2. Mean Enrolled Student GRE Score Peer Comparison**

School	Mean GRE Quantitative	Mean GRE Verbal
Duke University	160	162
UC Berkeley	160	159
University of Chicago	159	158
University of Michigan	159	157
Carnegie Mellon University	155	160
University of Washington	156	158
University of Southern California	156	158
UC Los Angeles	156	157
Syracuse University	154	158
Indiana University	154	156

*Source: Peterson's Guide. Schools are listed in order of combined quantitative and verbal scores.*

Since the Evans School was last reviewed, we have also been focused on increasing our degree productivity and efficiency. Not only did we grow the size of our cohorts by almost 24% between AY2005-06 and AY2013-14, we also increased the number of degrees we produce each year by 35%, improved the graduation rate from 61% to 84%,<sup>2</sup> and reduced the average time-to-degree from 2.61 years to 2.06 years bringing it in line with the program's designed length.

## 2. Ph.D. in Public Policy and Management

The Ph.D. in Public Policy and Management is a research doctoral program started in AY2006-07 that prepares its graduates for careers as faculty in university programs in public policy and management and for research positions in the public and nonprofit sectors. The Ph.D. program seeks to prepare scholars who can advance the state of research, practice, and the formation and evaluation of policies in the academic, public and nonprofit sectors. It takes an interdisciplinary perspective in its curriculum and draws broadly on theoretical and methodological foundations in policy analysis and management as well as underlying disciplines. See Table 3 below for year-by-year statistics on Ph.D. student applications, admissions, enrollments, and graduation rates.<sup>3</sup>

<sup>2</sup> Percentages reflect the proportion of students who graduated within two years—the program's designed length. Almost 90% of students graduate within four years of starting the program.

<sup>3</sup> While the program enrolled its first class in AY2006-07, AY2007-08 is the first year for which we have reliable and accurate data.

**Table 3. Ph.D. in Public Policy and Management Admissions and Graduation Data**

	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Applications	64	58	37	56	54	86	105
Admissions	10	11	7	15	6	9	7
Selectivity	15.6%	19.0%	18.9%	26.8%	11.1%	10.5%	6.7%
Enrollments	7*	6	3	4	3	5	4
Mean GRE (V)	161	161	166	163	165	160	164
Mean GRE (Q)	161	160	163	159	155	161	160
Mean Graduation Rate**	85.7%	50%	N/A	N/A	N/A	N/A	N/A
Mean Time-To-Degree (Yrs)	5.33	5.33	N/A	N/A	N/A	N/A	N/A

\*This includes 3 students who enrolled in AY2006-07.

\*\*Calculated as the proportion of students who graduated within 150% of the designed program length.

Since it enrolled its first class of four students in AY2006-07, the program has emerged as a major contributor to the School's excellence and reputation while attracting outstanding students. As Table 3 above shows, demand for the program has increased with total applications growing from 64 in AY2007-08 to 105 in AY2013-14. The current doctoral enrollment (23 students) and the progression of enrollment over time is very close to the original plan approved by the University and the state in 2006. Over its eight-plus years of existence, the PPM Ph.D. program has enrolled entry cohorts of three to seven students each year, selected from a fairly heavily prescreened pool of a growing number of applicants.

With few exceptions, the entering cohort numbers have been dictated by the number of students who could be provided with financial support, including a few who have brought such support with them. On one or two occasions early in the program's history, students who did not have guaranteed financial support were admitted. It is now firmly established policy to admit only supported full-time students. We believe such a policy is essential for attracting students of the highest quality and for ensuring they can give full attention to their studies and complete in a timely fashion. The school commits four years of funding to each admitted student with a strong record of providing further support when needed.

Selectivity is very good, with the percentage of applicants admitted averaging 15.5% over the life of the program and improving to 9.4% over the three most recent years. We have been successful in attracting roughly 50% of those who we admit; the students we lose either enroll at other top public policy schools (e.g., Harvard, Berkeley, USC, Duke, NYU), at schools that offer more specialized programs such as environmental or international affairs, or decline for personal reasons (e.g., family issues, geography). Mean quantitative GRE scores of those who enroll are very strong, averaging a verbal GRE score of 162 and a quantitative GRE score of 160.

Our student retention rate and placements have more than met our expectations. See Appendix D, which shows the current status and progress of each Ph.D. student by year of entry, as well as placements of our graduates. Including the 2014 entering class, a total of 38 students have enrolled in the PPM Ph.D. program since its inception. Of those 38 students, over 85% have graduated or are still enrolled.

### 3. Executive Master of Public Administration

The Executive Master of Public Administration (EMPA) degree is a fee-based (self-sustaining) 18-month intensive program designed to meet the work and life commitments of mid-career professionals who have at least ten years of professional experience. The program focuses on developing students' range of applied management and leadership knowledge to improve their ability to diagnose, analyze, and lead strategically. See Table 4 below for year-by-year statistics on EMPA student applications, admissions, enrollments, and graduation rates.

**Table 4. Executive MPA Admissions and Graduation Data**

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Applications	51	40	42	46	56	57	46	48	58
Admissions	45	38	36	40	44	49	43	45	45
Enrollments	35	35	33	38	44	41	37	39	40
Mean Graduation Rate*	91.4%	91.4%	78.8%	100%	88.6%	90.2%	94.6%	N/A	N/A

\*The proportion of students who graduated within 150% of the designed program length.

Demand for the EMPA program has remained relatively consistent, averaging 50 applications per year between AY2005-06 and AY2013-14. Potential applicants are heavily prescreened for their potential for academic success, previous professional experience, and desire for continued professional development. Given that the program is designed around working professionals, the overwhelming majority of applicants (82.8%) and enrollees (82.5%) are Washington residents. The number of students enrolled in the EMPA program has grown slightly from 35 in AY2005-06 to an average of 40 over the last five years. Graduation rates within the EMPA program are very strong, averaging over 90% during the last ten years. Mean time-to-degree is also good and meets expectations with almost all students graduating within the program's 18-month designed length.

### 4. Certificate Programs

The Evans School offers two certificate programs: the International Development Policy and Management Certificate (IDCP) and the Nonprofit Management Certificate Program (NMCP). The purpose of offering certificate programs in addition to the degree program offerings is to enhance areas of specialization, especially for MPA students with focused interests. The IDCP is a 16 credit program that uses a cohort model to build a network of individuals across campus while offering students a foundation for addressing complex questions of poverty and development. THE NMCP is an 18 credit program that gives students the tools and framework needed to meet the increasing challenges facing the nonprofit sector today. Table 5 below shows year-by-year statistics on student applications, enrollments, and certificate awards for the last four academic years. Our records show that most students complete the program.

**Table 5. Certificate Programs Admissions and Awards**

	10-11	11-12	12-13	13-14
<b>International Development Policy and Management</b>				
Applications	35	38	47	39
Admissions	35	38	38	39
Enrollments	35	38	38	39
Certificate Awards	33	27	39	34
<b>Nonprofit Management</b>				
Applications	16	34	44	39
Admissions	16	24	40	39
Enrollments	16	24	40	39
Awards	5	29	33	26

**5. Concurrent Degree Programs**

The Evans School is deeply committed to interdisciplinary studies. The field of public policy and management is by its nature interdisciplinary and our faculty come from a broad range of disciplinary backgrounds, including economics, political science, and sociology.

To encourage interdisciplinarity and facilitate students achieving their professional goals, students enrolled in the Evans School can pursue a wide range of concurrent master’s degrees with several other schools and colleges across the university. See Table 6 below for a complete list of the School’s formal and informal concurrent degree programs. Concurrent degrees allow students to earn two degrees simultaneously. Each program has unique benefits that offer an opportunity to build an area of strong expertise in addition to a solid foundation in public policy and management.

**Table 6. Concurrent Degrees by School or College**

<b>Formal Concurrent Degrees</b>	<b>Informal Concurrent Degrees</b>
<p><b>College of Built Environments</b></p> <ul style="list-style-type: none"> <li>▪ MPA/MUP (Urban Planning)</li> </ul> <p><b>College of the Environment</b></p> <ul style="list-style-type: none"> <li>▪ MPA/MFR (Forest Resources)</li> </ul> <p><b>Jackson School of International Studies</b></p> <ul style="list-style-type: none"> <li>▪ MPA/MAIS (International Studies)</li> </ul> <p><b>School of Public Health</b></p> <ul style="list-style-type: none"> <li>▪ MPA/MPH (Biostatistics, Health Services, Epidemiology)</li> <li>▪ MPA/MHA (Health Administration)</li> <li>▪ MPA/MS (Public Health and Community Medicine, Environmental Health)</li> </ul>	<p><b>Foster School of Business</b></p> <ul style="list-style-type: none"> <li>▪ MPA/MBA (Business Administration)</li> </ul> <p><b>Information School</b></p> <ul style="list-style-type: none"> <li>▪ MPA/MLIS (Library Information Sciences)</li> </ul> <p><b>School of Law</b></p> <ul style="list-style-type: none"> <li>▪ MPA/JD (Juris Doctor)</li> </ul> <p><b>School of Social Work</b></p> <ul style="list-style-type: none"> <li>▪ MPA/MSW (Social Work)</li> </ul>

Student enrollment in concurrent degree programs as a percentage of our overall enrollment has been in decline for several years, from a high of 27% of our MPA enrollments in AY2008-09 to just 12% in AY2014-15. See Table 7 for a breakdown of enrollment trends.

**Table 7. MPA Enrollment in Concurrent Degrees as a Percentage of Total Enrollment**

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Forest Resources	2.7%	3.9%	4.0%	3.9%	3.2%	3.0%	3.3%	3.3%
International Studies	8.4%	7.5%	7.1%	6.5%	6.2%	3.8%	4.6%	4.4%
Public Health	1.3%	1.0%	2.8%	1.4%	2.7%	0.8%	1.0%	1.5%
Urban Planning	2.3%	3.3%	3.4%	3.1%	2.7%	2.2%	2.3%	2.3%
Other	8.4%	9.2%	10.4%	9.0%	7.5%	7.3%	5.7%	6.7%
<b>Total</b>	<b>22.8%</b>	<b>24.5%</b>	<b>27.3%</b>	<b>23.9%</b>	<b>21.8%</b>	<b>16.6%</b>	<b>16.5%</b>	<b>17.2%</b>

While enrollment in some formal concurrent degrees, especially in Forest Resources and Urban Planning, and a few others justify continued commitment, other formal concurrent degrees, especially several established in partnership with the School of Public Health, have not enrolled students in several years. Over the next two years, the Evans School intends to thoroughly assess student demand for its formal concurrent degrees and recommend elimination of those that do not serve students’ needs. At the same time, we will be exploring opportunities to formalize the informal concurrent degrees where demand is strong, as well as develop entirely new concurrent degree options in partnership with the University’s other schools and colleges to ensure our concurrent degree offerings remain relevant and responsive to student demand.

**6. Professional Development Programs**

In addition to formal degree program offerings, the School also offers continuing professional development opportunities. Our professional development programs are another way in which the School demonstrates its commitment to service. Through these programs, local and global communities are able to access university-quality professional training that they can immediately apply to their work in their communities.

**Cascade Executive Programs.** Evans School’s Cascade Executive Programs provide university-quality non-degree professional development training that address the specific challenges, opportunities, and constraints faced by public and nonprofit sector managers. Over the last ten years, Cascade Executive Programs has served 4,263 individuals from several agencies and organizations, including city, state, federal, and international (both public and nonprofit) agencies, as well as foundations. The School has delivered over 4,500 course hours through 143 courses during this time period.

**D. GENERAL OPERATIONS**

The Evans School’s programs and research activities are administered by the Dean and supported by a network of appointed faculty and professional staff. Appendix E provides the Evans School Organizational Chart; and Appendix F, provides our Standing and Ad Hoc Committee Structure Chart; both of which offer more detail about the organizational structure of the School. The Evans School staff operate in a horizontal matrix organizational structure following LEAN principles and employing performance management systems and processes to

assure organizational excellence. The following outlines in general terms how the School's staff are distributed across its academic and administrative activities.

The Evans School has a formal shared governance structure. The governance and autonomy of the School are delegated from the Regents and are central to all decisions. The Dean reports directly to the Provost and serves as the department head. The Dean provides academic leadership to enrich the quality of the School's instructional, research, and service programs, and engages with internal and external communities to raise the School's visibility and to grow the endowment. The Dean also holds resource and academic decision-making authority within the School (delegating responsibility to associate and assistant deans as appropriate).

The School's faculty organizes itself into an elected Faculty Council, standing committees, and other committees to conduct the School's business. The Associate Dean of Academic Affairs, the Associate Dean of Academic Programs, and Associate Dean for Innovation and Impact report directly to the Dean. (See Appendix G, Associate Dean Job Descriptions.) The Associate Dean for Academic Affairs is responsible for a range of curricular and faculty achievement duties. The Associate Dean of Academic Programs works closely with the Assistant Dean of Student Services and Executive Education on a range of duties, including curriculum development, recruitment, and new program development. The Associate Dean of Innovation and Impact is responsible for exploring new opportunities to expand executive education programs and applied research, as well as serving as principal investigator for grants supporting international fellowships.

The Graduate Program Coordinator (GPC), in our case the Associate Dean for Academic Programs, also reports to, and is appointed by, the Dean; and is an official representative of an academic unit which offers a graduate degree program. The responsibilities of this role comply with the Graduate School's *Memo 4: The Graduate Program Coordinator*:

<http://www.grad.washington.edu/policies/memoranda/memo04.shtml>

The Faculty Council is broadly representative of the faculty and is elected annually. The responsibilities of the Faculty Council are to advise the Dean on matters of policy regarding faculty promotion and tenure, as well as to advise the Dean on matters involving academic policy, including priorities, resource and salary allocations, and budgets. See Article III in the School's by-laws for more information: <http://evans.uw.edu/myevans/evans-school-by-laws>.

The School has a robust student government, the Evans Student Organization, elected annually to represent student interests to the faculty and administration. Students sit on important decision-making committees focused on hiring, curriculum, diversity, research, and budgeting.

The Assistant Dean of Finance and Administration reports to the Dean and serves as the School's chief financial officer. This position oversees and manages the budget process, human resources, facilities, administrative financial services, academic and nonacademic personnel functions, computing support services, long-range computing, and technology planning and implementation with the support of 11 FTE.

The Assistant Dean of Student Affairs reports to the Associate Dean of Academic Programs. This position oversees and manages student recruitment, admissions, financial aid, retention, student advising, and all other student affairs with the support of 8.5 FTE. The Assistant Dean of Student Affairs also serves as the primary liaison for the various student groups.

The Assistant Dean of Advancement reports to the Dean and the University's Associate Vice President of Advancement. The Assistant Dean of Advancement oversees and manages the services and activities that advance the School's mission, including initiatives that attract financial support and promote alumni and volunteer engagement with the support of 2 FTE.



## E. BUDGET AND RESOURCES

The Evans School's mission, vision, and strategic goals, coherently articulated in our Strategy Map (Appendix H), drive our budget. The Strategy Map reaffirms our mission and expresses a vision to become the number one public school of choice for students, faculty, and staff dedicated to careers in the public and nonprofit sectors. We are committed to our public service values (Public to the core), with clear goals to achieve excellence in the learning experience (Leading-edge student experience); to provide faculty the opportunity to create new knowledge and transmit their knowledge broadly (Global research impact), as well as to commit to providing life-long education and provide policy advice that makes a difference at the city, state, national, and global levels (Be a world of good). The School employs an annual performance management cycle (Appendix I, Exhibit 2) to evaluate and assess our resources, how they are used, and how they align with our mission, vision, and strategic goals. Appendix J provides a summary of the School's budget over the last several biennia.

### 1. Background and Context

The Provost approved the Evans School's Academic Plan following our successful AY2004-05 Graduate School Review. This approval allowed us to initiate our Ph.D. program, expand the scale of our MPA program, increase tuition, and increase faculty productivity. At that time, the Provost provided three new faculty positions, two new teaching assistants, and authorized a separate graduate tuition category for the MPA. Over the next few years we expanded the entering MPA cohort from 117 in AY2004-05 to a target entering MPA cohort of 150 students in AY2007-08. The five year period from FY2008 through FY2014 was challenged by significant state budget cuts. The Evans School received some of the largest cuts across the University.

Between AY2008-09 and AY2013-14 the number of tenured and tenure-track faculty averaged 27, but the headcount and composition of the faculty changed significantly with retirements, separations, and new hires. (Appendix K shows data on trends in faculty headcounts.) In AY2013-14 and AY2014-15 we hired additional tenured and tenure-track faculty for a total of 29 FTE. Given timing of vacant positions and the hiring freeze we experienced some variation over the period. We balanced teaching workload with visiting faculty, senior lecturers, and affiliates. The percent of our teaching by nucleus faculty remained at 85% for the MPA, 100% for the Ph.D., and 65% for the EMPA.<sup>4</sup>

In FY2009 the University transitioned from a state-supported to a tuition-based system, utilizing an activity based budgeting (ABB) allocation model. As the State reduced its support to higher education by more than one-third, the UW was forced to reduce expenditures, freeze faculty salaries and hiring, and raise tuition.

Like all University schools, the Evans School was required to develop a new five-year sustainable strategic business plan to project revenues and expenditures from all sources, under the new ABB system. Our plan demonstrated we could generate sufficient revenues from tuition, grants and contracts, endowments, and other revenue sources with a limited state subsidy to deliver our programs with specific major enrollment and student credit-hour targets.

The School developed its revised Strategic Academic Financial Plan (SAFP) in AY2010-11 to demonstrate its capacity to thrive, not merely survive, in the proposed ABB environment. The plan provided a pathway to replace state funds with tuition revenue and meet the goals

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<sup>4</sup> The School's nucleus faculty comprises tenured and tenure-track faculty as well as senior lecturers with at least a 50% appointment at the School.

outlined by the Provost—preserving quality, retaining centrality, and assuring affordability. It also supported our claims that the School could remain financially sustainable under the ABB model, allowing us to retain our independence as a separate school. We modeled several futures for the School with the “base case”—keeping enrollments at the current level, and a second scenario, the “high growth” model, which implemented a 100 student undergraduate cohort program and increased the scale of the Ph.D. program to 9 students per class to meet our goal of increasing our impact, at the national level, on the field. This scenario also increased the scale of the MPA program from its 2010-11 enrollment of 177 to 185 per cohort. The financial viability of the ABB model rested on increasing tuition levels to reduce state subsidies while increasing financial aid, including tuition waivers (21%), and merit and need-based financial aid (9%). We committed to increasing the level of endowment-supported fellowships to continue assured access, and we adopted a market tuition and high aid strategy.

The Evans School met or exceeded its revenue projections in the Sustainable Academic Financial Plan in each of the seven years we have operated under ABB with the exception of the first year of implementation. Graduate tuition increased 15% in the first two years with 5% increases each year of the last biennium. We also kept tuition to the median of our peer public and private institutions (see Appendix L). The entering class size for the MPA averaged 175 over the period, and the mix of resident and non-resident students changed. During this period we invested our resources strategically while emphasizing efficiency. This past year we were able to hire new faculty with a net gain in faculty positions, however, constraints imposed by a hiring freeze and budget cuts did not allow us to pursue the undergraduate degree or expand our executive education offerings. We doubled our student credit hours between AY2006-07 and AY2013-14 through expansion of our existing programs, the addition of new degree programs, adjustments in core course credit assignments, and increased faculty productivity. (See Appendix M for a table of our teaching productivity broken down by degree program.) We also reduced staff and improved access to our MPA and Ph.D. degrees by increasing our endowment to fund financial awards. Almost 80% of endowment income is devoted to financial awards.

Between AY2008-09 and AY2013-14 the number of FTE tenured faculty was constant, however, the composition of the faculty changed with retirements, separations, and new hires. In AY2013-14 and AY2014-15, we hired additional FTE tenured and tenure-track faculty for a total of 29 FTE. We balanced workload with visiting faculty, senior lecturers, and affiliates. We have 1 remaining vacant position to fill in AY2015-16 with a request for 2 additional faculty into the Provost’s office.

In addition to resources generated through ABB, self-sustaining activities, and fee-based programs, the Evans School also generates significant resources through grants and contracts. Building a strong research culture in the Evans School has been a primary strategic objective since our last Review, and we have aligned our resources to support that objective. For example, we now award each new faculty member with a start-up package consisting of summer support, up to nine quarters of research assistant support, and direct research support. We have built a lean yet impactful team of staff to support faculty grant-seeking efforts, post-award management, and reporting. This support team assists faculty with proposal writing, developing budgets, human subjects review, and proposal submissions.

Gifts and endowments are critical to the School’s financial strategy. The current endowment level of \$20M is only now its pre-recession level (see Appendix J). The Dean has developed a robust stakeholder network—including the Assistant Dean of Advancement, our faculty, our Advisory Board and Alumni Council, as well as the University’s central advancement team. The

Dean has also outlined an ambitious and targeted campaign strategy to enable the School to achieve its strategic goals. This strategy involves: 1) increasing access to our programs through bolstered endowments for student fellowships; 2) expanding our academic excellence through additional professorships and endowed chairs, as well as through innovative program development; and 3) curating private support to renovate Parrington Hall into a modern and dynamic learning and research environment.

## 2. Evans School Budget Overview

A summary of the Evans School budget covering the period FY2008-2014 is presented in Appendix J. The School's revenue sources are comprised of ABB allocation (tuition, state subsidy, indirect cost recovery), course fees from fee-based degree programs, gifts and endowment earnings, grants and contracts, and auxiliary income. Revenues from these sources increased 35% from \$11.73M in FY2008 to \$15.91M in FY2014. The ABB allocation of \$5.62M is 35% of our total revenues and is net of tuition waivers, central administration tax, and mandated financial aid (approximately 60% of gross tuition revenues). The remainder of our revenues come from: contracts and grants (42%); fee-based degree programs (10%); gifts and endowment earnings (8%); and auxiliary activities (5%).

It is important to note that our ABB allocation received significant cuts in FY2008, which reduced distributions to FY2006 levels. ABB distributions did not reach pre-recession levels until FY2011. The tuition and state support component of our revenue increased 42% over the FY2008 base, with tuition revenues and increased enrollment comprising the entirety of this change. Fee-based revenues increased 83% from our successful Executive MPA degree program. Our earnings from gifts and endowments declined significantly over the period. The market value of the endowment declined by 33% between FY2008 and FY2009, which is reflected in the decline in endowment earnings over the period; the value did not reach pre-recession levels until FY2014. We have been very successful in enhancing our grant and contract revenues, which increased by 216% over the period. Due to state and local budget cuts, income from auxiliary activities, largely our non-degree professional education programs (Cascade), declined. Our diversified portfolio of instruction, research, and service programs has enabled us to be nimble and resilient, and sustain a high quality of excellence in teaching and research through a challenging and rapidly changing economic environment.

Expenditures over the period have been relatively flat moving from \$11.5M in FY2008 to \$10.7M in FY2014. In FY2014 salaries and benefits for faculty and staff comprised 67% of the total expenditures, financial awards made up 10% (excluding mandated financial aid and tuition waivers, and general operations comprised 18% of our expenditures. We have prioritized hiring and supporting current faculty at competitive salary rates, and increasing student financial awards. The decline in financial aid in FY2014 reflects a change in our financial aid strategy, moving from one to two-year awards. Staff salaries remained flat during this period. The largest decline in our expenditures was in general operations, which has significantly impacted our activities and physical infrastructure. This pattern is consistent with expenditure patterns across the University.

## 3. Effects of Collaboration on Our Budget Under Activity Based Budgeting

The Evans School has evaluated the benefits and costs of concurrent degrees to better understand the financial implications under ABB of cross-college enrollments in courses and degrees. Under the present ABB allocation formula, tuition dollars are allocated to graduate programs on the basis of an 80/20 split. The net tuition and operating fee revenues of 80% after

central taxes is allocated on the basis of student enrollment in majors, and 20% on the basis of student credit hours (SCH), which follow student course enrollment. If students declare two majors (a concurrent degree), the 80% of tuition revenues allocated to units is divided between the two units. If courses are cross-listed between two units, the SCH is likewise apportioned to the units listing the course based on student enrollment. For 20 years the Evans School has valued the opportunity for graduate students to benefit from the many strong programs across the University, however, the ABB formula has had notable financial implications. The Dean's office has estimated that the costs of concurrent degree programs, our curriculum (which permits 12 credits be taken outside the School), and the numerous cross-listed courses is about \$750,000 annually of the School's tuition revenues. This is the cost of collaboration. The University has become aware of the potential disincentives for cross-college collaboration and a committee co-chaired by Dean Archibald and former Senate President Jack Lee has been tasked to study the issue. The School has continued to offer concurrent degrees as the faculty have been willing to forgo the income for the benefits of interdisciplinary experiences, however, the costs to the School are not insignificant.

## F. ACADEMIC UNIT DIVERSITY

The Evans School created a comprehensive Strategic Diversity Plan in AY2008-09 to further our diversity goals. We believe a diverse faculty, staff, and student body leads to better outcomes. We are explicit that diversity is a broad concept embracing elements such as gender and race, as well as religion, economic background, country of origin, disciplinary training, and political views. (See Appendix N, Evans School Strategic Diversity Plan.) Our Diversity Committee, comprised of faculty, staff, and students, pursues our diversity goals of: 1) inclusiveness; 2) diversity in our curriculum and co-curricular activities; and 3) recruitment of diverse students, staff, and faculty members. The Diversity Committee interacts with the entire community of faculty, staff, and students throughout the year. The highlight of which includes our annual diversity potluck dinners, hosted at faculty homes.

### 1. Faculty Composition

Over the last ten years, the Evans School has focused on improving faculty diversity and assuring we have a diverse applicant pool. University and School merit and promotion criteria also consider faculty activities that add to diversity. Official diversity statistics of academic personnel are tracked through non-mandatory self-reporting. An informal count shows 36% of our tenured and tenure-track faculty are women, 42% of our full professors are women, and 20% of our nucleus faculty are minorities.

### 2. Inclusivity

The University and the Evans School admit students based on a holistic assessment of their application. The University is specifically prohibited by state law from using race as a factor in admission. We consider many factors in making admissions decisions, including academic background, cultural and political experiences, consideration of academic preparation and capacity (courses, grades, test scores), and a demonstrated commitment to public service. We emphasize the importance of creating an inclusive environment for faculty, staff, and students. The faculty and student services staff work hard to cultivate an academic environment and Evans School community that supports all of our students. Most recently, the Dean appointed Associate Dean Joaquin Herranz as Interim Chief Diversity Officer, with strong support from the faculty. In this role, Associate Dean Herranz is charged with serving as the primary point of contact for students regarding issues related to diversity in and out of the classroom. He

oversees the Diversity Committee's efforts to foster an inclusive and supportive School community, and that critical issues related to diversity in the curriculum are addressed. We strive to ensure Evans School students are supported and we are proud our students are active participants in co-creating an inclusive environment.

### 3. Curriculum

The Curriculum Committee considers topics and learning methodologies used in teaching about diversity, policies that impact diversity. The Diversity Committee's standing committee on curriculum meets annually with professors in various courses. Faculty are intentional and thoughtful in the selection of course materials which broadly engage topics of diversity and create opportunities for dynamic classroom discussion. We all agree we can do more to assure that students and faculty are equipped with the skills to participate in difficult conversations about race and diversity.

### 4. Student Recruitment

The profile of the School's student population has changed over the last ten years. While the number of minority students has increased, the proportion of minority students has been flat at 19%. International students make up 10% of our student population, which we recognize is relatively low compared to the rest of the University's graduate and professional programs. The Evans School has several fellowships to recruit and support students of color, and we try to be competitive with our awards.

Evans School admissions staff work closely with GO-MAP on recruitment and retention efforts and rely extensively on the Graduate School's National Name Exchange service. We work to align our Admitted Students Open House with the GO-MAP Open House to ensure talented prospective students from diverse backgrounds are able to become familiar with the range of university resources and services available to students. We have partnerships with organizations that support prospective students, including the Public Policy & International Affairs Fellowship Program (preparing undergraduate students from diverse backgrounds for graduate studies in public affairs), the Posse Foundation (serving lower income and urban students), Public Service Fellows Program (providing internship opportunities for graduate students from diverse backgrounds who are committed to public service), the Gates Millennium Scholars Program (providing scholarships to underrepresented minority students), the Leadership Center at Morehouse College, the College Success Foundation, and College Access Now. Relationships with faculty at selected schools, program staff at the various organizations, undergraduate career development offices and academic advisors, and the use of established marketing mailing lists have all contributed to the foundation of our outreach and recruitment strategy.

We know we can do better. Cultivating diversity is critical to the vitality of discourse in the classroom, to the culture and academic environment of the School, and the overall strength of our programs. We are also exploring where students who do not accept our offer choose to attend and why. We are making diversity fellowships a priority in our fundraising campaign as we know our recruiting packages are significantly lower than our peer competitors.

## Section II: Teaching and Learning

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### A. STUDENT LEARNING GOALS AND OUTCOMES

#### 1. Overview of Learning Objectives and Outcomes

Our mission drives all performance outcomes for the School and its degree programs. Our logic model (see Appendix I, Exhibit 1) defines the three mission-based goals: 1) Educate leaders; 2) Serve local, national, and global communities and promote deliberation; and 3) Advance scholarship and ideas. For all that we do, these goals are pursued with the mission's public service values (integrity, respect, diversity, collaboration, and excellence). Below we describe the learning objectives associated with each of the School's degree programs, the ways in which the School evaluates student learning and student satisfaction within each degree program, and examples of how we have used assessments and student feedback to make program adjustments.

**2. Master of Public Administration**

**Learning goals and methods of achieving them.** The MPA program places equally strong emphasis on fundamental analytic and quantitative skills, broad-based public policy analysis, and management knowledge. The mission-based goals described above feed into our three learning outcomes for the School's MPA program: 1) Understand the public policy and organizational environment; 2) Apply quantitative and qualitative techniques of analysis; and 3) Implement management fundamentals within public service organizations. Using these learning outcomes, our faculty developed a comprehensive set of learning objectives and competencies to be covered throughout the curriculum. These objectives and competencies are presented below in Table 8, MPA Learning Objectives.

**Table 8. MPA Learning Objectives**

<b>LEARNING OBJECTIVES</b>		
<b>Leadership and Management</b>	<b>Economics</b>	<b>Quantitative Analysis, Policy Analysis, and Program Evaluation</b>
<ul style="list-style-type: none"> <li>▪ Situate themselves within an organization or policy environment</li> <li>▪ Map its key characteristics such as the mission, key actors, structures and leverage points</li> <li>▪ Develop a repertoire of strategies and tactics for responsible and effective action in different settings</li> <li>▪ Consider how performance measurement can improve service delivery</li> <li>▪ Explore challenges of government, nonprofit, and interagency collaboration</li> <li>▪ Prepare and interpret budgets and financial statements to effectively incorporate financial information in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify relevant economic questions about policy and management issues</li> <li>▪ Use economic tools to frame answers to those questions</li> <li>▪ Evaluate the economic aspects of analyses and policy proposals for their strengths, weaknesses, and hidden biases or assumptions</li> <li>▪ Design effective policies by having greater understanding of the positive and negative economic consequences of alternative policies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formulate answerable research questions that address complex policy issues</li> <li>▪ Recognize how policy analysis, program evaluation, and performance measurement employ research methods and statistical techniques</li> <li>▪ Understand and apply the mechanics, assumptions, and interpretation of regression models to policy or management questions</li> <li>▪ Discriminate among data collection methods appropriate to answer a given research question</li> <li>▪ Recognize the implications of research design choices</li> </ul>

Our learning objectives reflect the competency domains defined by NASPAA, our primary accrediting body.

We ensure all MPA students achieve these learning objectives through our rigorous curriculum design. All students must complete 36 quarter credits across a series of 9 core courses designed to provide a solid foundation in economics, quantitative analysis, and public management skills. In addition to the core curriculum, all students must complete a values elective course and 12-16 credits of unrestricted electives that allow students to develop the skills and disciplinary knowledge associated with an area of specialization.

In addition to coursework, students also complete 400 hours of internship service. Internships and other experiential learning opportunities are an essential element of our curriculum that demonstrates our commitment to bridging theory and practice in all we do. Our students have pursued a wide range of internships in the public, nonprofit, and private sectors. Qualifying internships must require students to use a substantial amount of the analytic or managerial knowledge gained in the classroom, providing students with professional skill development and networking opportunities directly related to their professional goals. See Appendix O, 2012-13 MPA Internship Report, for details on the sector distribution of internship placements, student compensation, a list of internship organizations, as well as student and supervisor testimonials.

While internships are the primary experiential learning opportunity for most MPA students, other opportunities exist as well. For example, most MPA students complete their capstone project requirement through Public Service Clinics, our student consulting program. Through this program, students apply to work on topics proposed by public and nonprofit agencies, usually involving the identification and exposition of a policy or administrative problem, consideration of alternative courses of action, and recommendations for a solution. After receiving their project and teammate assignments, students enroll in Capstone Project Seminars during winter and spring quarters and work to answer their client's proposed questions. The final product is negotiated between the student team, the faculty advisor, and the client. Clients frequently follow the recommendations students propose in their final projects, making Public Service Clinics one of the most powerful ways the School combines its three mission-based program goals of scholarship, learning, and service to the public. (See Appendix P, Public Service Clinic Projects for 2012-2015, for a list of placements for the last four years.) Students also gain valuable applied policy analysis as research assistants in the Evans School Policy Analysis Research Project (EPAR), headed by Professor Anderson.

**Employment outcomes.** One of the most important indicators that MPA students have achieved the learning outcomes and competencies we outlined above is their competitiveness in the market upon graduation. The School surveys all students six months after graduation to obtain information about their employment status. (See Appendix Q, Class of 2013 MPA Employment Report.) Results from these surveys indicate our graduates are highly employable and are committed to public service. Eighty-three percent of our students are employed six months after graduation or are continuing their education and 75% start or continue careers in the public or nonprofit sectors earning competitive salaries. Our graduates immediately assume significant responsibility applying their specialized skill set to positions that include, but are not limited to: financial analyst, program manager, government affairs manager, and policy director. The State of Washington remains the location of choice for most of our graduates, however, many pursue opportunities across the U.S. and around the world. Over the next six months we will continue to analyze results from our alumni survey, which was designed to help us identify which elements of our curriculum graduates feel best prepared them for their current positions and long-term career objectives. We have begun an extensive mapping project of all our alumni as a basis for better understanding outcomes.

### 3. Ph.D. in Public Policy and Management

**Learning goals and methods of achieving them.** Our goal in the PPM Ph.D. program is to produce scholars who are qualified to educate the next generation of professionals for public service, and to expand knowledge about public policy analysis and public management. Our Ph.D. provides a rigorous, interdisciplinary program of study of theories and application of policy analysis and public management. Graduates emerge as highly skilled in applied and policy-oriented social sciences capable of producing cutting-edge research in public policy and/or public management. We want them to be well prepared to teach in schools like ours or, if they choose, as public policy or management specialists in specialized schools devoted to specific policy domains (e.g., environment/natural resources, education, social welfare, health, international affairs, etc.), as well as for work in high caliber public, for-profit, and nonprofit research organizations.

We ensure these goals are met by offering a strong, 8 course required core taught largely by our faculty, followed by ample opportunity for specialization. As reflected in the name of our Ph.D., we believe our faculty as a whole has particular strength and commitment to integration of public policy and public management thinking and scholarship; this is therefore reflected in the menu of required core courses. We believe that problems, particularly big, important, and complex problems in public policy and management, often require skills in qualitative and quantitative research methods. The core includes strong quantitative methods training and two quarters of graduate-level statistics. It also requires students to take a course focused on qualitative methodology. Beyond the core, students may choose to specialize more on one side or the other of the policy-management spectrum while some continue to straddle this traditional divide and seek a creative integration, which we also encourage.

We seek to foster a sophisticated interdisciplinary perspective in our students. The faculty teaching in the core are trained in various disciplinary perspectives (economics, sociology, political science) and most have degrees (MPA/MPP or Ph.D.) granted by public policy or similar schools. They are well versed in intellectual developments across relevant disciplines and bring this knowledge to their teaching. We encourage students to develop a disciplinary “cognate” during their course work here and many do this by building on a prior master’s or undergraduate major. We think this generally helps in building a strong scholarly identity and enhances marketability for graduates, especially in the academic job market.

**The MS in Public Policy and Management.** In 2010, the University and state approved a Master of Science degree in Public Policy in Management to be awarded by the Evans School to Ph.D. students who have completed all required course work, passed the qualifying examination, and had their Major Area Paper approved. Normally, this would take at least two years of full-time study and the requirements are identical to those of the Ph.D. program up to that point. Thus, it is a strong master’s degree and appropriately indicates significant intellectual accomplishment and research preparation. Yet, it is quite distinct from the professionally oriented MPA degree so merits the more appropriate Master of Science designation.

**Employment outcomes.** As with our MPA program, one of the most important indicators that Ph.D. students have achieved the learning objectives we described above is their competitiveness in the market after they graduate. The School closely monitors the placements of its Ph.D. graduates. (See Appendix D for a summary of Ph.D. student progress, outcomes, and employment placements.) As of this year, we have graduated 12 Ph.D. students and we anticipate 2 more will graduate this academic year. Of those 12 who have graduated, 5 have accepted faculty positions with universities, 5 are working for high-caliber public and nonprofit



research organizations, and 2 are currently seeking employment. One of our students who we anticipate will graduate this year has already accepted a faculty position with a university. These outcomes demonstrate our Ph.D. graduates are highly competitive in the market for outstanding researchers.

**4. Executive Masters of Public Administration**

**Learning goals and methods of achieving them.** The EMPA program places a strong emphasis on developing students’ practical leadership and management skills. The three learning objectives for the EMPA program are: 1) Leadership development; 2) Technical skill development; and 3) Management framework development. Using these learning objectives, our faculty developed a comprehensive set of competencies to be covered through the curriculum, which are outlined in Table 9, EMPA Learning Objectives, below.

**Table 9. EMPA Learning Objectives**

<b>LEARNING OBJECTIVES</b>		
<b>Leadership</b>	<b>Technical Skills</b>	<b>Management</b>
<ul style="list-style-type: none"> <li>▪ Understand the fundamentals of strategic leadership</li> <li>▪ Develop and affirm individual values and personal integrity</li> <li>▪ Lead across boundaries and bring diverse groups of people together to solve large-scale, complex problems</li> <li>▪ Affect “legacy” in multiple dimensions of life through how they enter, sustain, and leave organizations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make effective and reasonable decisions using relevant data, reason, and information</li> <li>▪ Use economic analysis to understand how markets affect and are affected by public policy</li> <li>▪ Understand financial management and analysis in the public and nonprofit sectors</li> <li>▪ Align people, resources, and systems with their organization’s mission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply relevant negotiation and mediation strategies to resolves disputes</li> <li>▪ Manage people for optimal organizational performance</li> <li>▪ Strategic communications to pull people together and move forward ideas</li> <li>▪ Analyze and map policies to create sustainable outcomes over time</li> </ul>

We ensure all EMPA students achieve these learning objectives through our rigorous curriculum design. All students must complete 45 credits across a 13-course schedule designed to provide a solid foundation in leadership, management, and technical skills that can be applied directly to the complex array of work environments in which students are currently operating.

**Employment outcomes.** The most common reasons for students to enroll in the EMPA program are to either shift career trajectories to focus on public or nonprofit sector opportunities, or to advance within an existing career beyond what their current level of education will permit. Professional outcomes are thus as important for our EMPA graduates as they are for graduates from any of our other degree programs. We acknowledge that collecting reliable and quantifiable employment outcome data for our EMPA graduates remains an area of opportunity for us. However, we are very pleased with the frequent anecdotal evidence from student testimonials that suggests graduates feel the program has met or exceeded their expectations and has helped them develop the skills they need to achieve their professional goals. See Appendix R for a list of Executive MPA students’ job titles and employers.

## B. ASSESSMENT OF STUDENT LEARNING AND SATISFACTION

### 1. Assessment of Student Learning

The Evans School operates under a continuous networked style of assessment. See Appendix I for a detailed description of our formal assessment plan. Our approach, expressed through this plan, is to be continually listening and responding to all of our stakeholders in order to improve student learning in each of our academic programs and long-term career outcomes for our graduates. In 2013 the Evans School developed the plan to guide our approach to assessing student learning and ensuring resources and capacity match school goals.

We have a web of healthy interactions among faculty, students, staff, alumni, internship mentors, professional associations, employers, and public service organizations. See Appendix I, Exhibit 4 for a graphic representation of the Evans School's Network Map.

We also have a formal shared governance structure (Appendices E and F) to receive and process information and make decisions to continuously improve our programs and to achieve our mission's purpose of improving public service. Our Continuous Learning Assessment Cycle (Appendix I, Exhibit 3) illustrates the way in which our core faculty assess and adapt courses to ensure continual alignment with the School's goals and purpose, as well as keeping in touch with the changes in the broader world of public and nonprofit service. Faculty integrate quantitative data (e.g., course evaluations, student surveys) with qualitative data (e.g., informal faculty debrief discussions about the results of new content and pedagogical techniques in the classroom) as part of the School's application of our continuous improvement philosophy to quality curriculum development.

While the Evans School uses the Continuous Learning Assessment Cycle to guide its approach to assessment with each of its academic programs, the specific assessment tools for each program vary depending on the needs of the program. See Table 10, Assessment of Student Learning and Outcomes, below. For example, examinations are used more frequently in the MPA and Ph.D. programs than in the EMPA program which emphasizes journal entries, projects, and presentations. Our Ph.D. program relies more heavily on students' supervisory committee, faculty coordinator, major areas papers, and dissertations to assess student learning outcomes, while our MPA program relies more on memos, projects, and reports. All of our academic programs rely greatly on course evaluations, presentations, alumni surveys, and formal and informal faculty observations to assess student learning.

**Table 10. Assessment of Student Learning and Outcomes**

	MPA	Ph.D.	EMPA
Examinations	X	X	
Written Assignments	X	X	X
Memos	X		
Journal Entries			X
Projects	X		X
Capstone Project	X		
Major Area Paper		X	
Dissertation		X	
Other	X	X	X
Presentations	X	X	X
Faculty Observations/Course Debriefs	X	X	X
Faculty Peer Observations	X	X	X
Supervisory Committees		X	
Internship Evaluations	X		
Employer Feedback	X	X	X

**2. Assessment of Student Satisfaction**

The School regularly assesses student satisfaction with each of its programs. Annual Evans School student satisfaction surveys, the University’s Graduate School exit survey, and student alumni surveys, as well as quarterly student course evaluations serve as a means for students and former students to provide anonymous feedback about their program. See Table 11 below, which shows the assessment methods used for each academic program.

**Table 11. Assessment of Student Satisfaction**

	MPA	Ph.D.	EMPA
Course Evaluations	X	X	X
Student Survey	X	X	
Graduate School Exit Survey	X	X	X
Alumni Survey	X	X	X
Pro-seminars		X	
Student Meetings with Dean and Assistant Dean of Students	X	X	
Faculty conversations	X	X	X
Diversity Potlucks	X	X	X
Committee Representation	X	X	

The structure and nature of each program determines whether a particular assessment method is used for that program. Course evaluations are one of the primary means by which we evaluate and assess student satisfaction with individual courses. Informal conversations between students and faculty are another important mechanism for assessing student satisfaction. Together, these provide us with the information necessary to make immediate

adjustments to courses and course sequences when necessary. The Student Survey is administered by the Evans Student Organization to all MPA and Ph.D. students and provides feedback that can also be used immediately to address current student concerns. We view this survey and the student's role in administering it as an important part of our approach to shared governance. The Graduate School's exit survey is critical as a summative assessment of student satisfaction with their program and we use it to determine whether broader structural issues within the program need to be addressed. Our Alumni Surveys allow former students to let us know how satisfied they are with their educational outcomes, particularly as they relate to professional preparedness. The anonymity of these feedback instruments is critical to our assessment efforts as it increases the likelihood students and alumni will feel comfortable providing candid feedback regarding aspects of our program that may need improvement.

In addition to regularly administering survey instruments, the Evans School also aims to foster open lines of in-person communication with students. For example, the Dean hosts a quarterly open house. It is a well-attended event where students bring their comments and concerns to a public forum. The Dean and staff listen and follow up with the issues raised. The Assistant Dean of Students and Executive Education and Associate Dean of Academic Programs also regularly meet with student leadership to discuss students' concerns.

### 3. Program Adjustments Made in Response to Assessments

There are many specific examples of how we use assessments in student learning and student satisfaction to improve each of our academic programs. We highlight just a few below.

**Master of Public Administration.** In 2005, students enrolled in a strategic planning course completed an analysis that indicated alumni would like to have additional core courses in economics and financial analysis. The Dean worked with faculty, employers, and alumni, through the Evans School's continuous learning model, and made a number of changes to increase courses in economics and financial analysis, including adding another economics course and program evaluation to the core curriculum, as well as hiring Associate Professor Justin Marlowe to strengthen the financial management faculty.

Another, more recent, example involves student feedback catalyzing change to course content. We are currently in the process of reevaluating the cases we use in our PBAF511/512 management sequence as a direct result of student feedback. Through multiple channels of communication, including the Diversity Potluck dinners and student meetings with the Dean and Assistant Dean of Students, students expressed a strong desire for the courses to use updated cases that include a broader array of leaders from diverse backgrounds. Although we recognized this was an area we needed to improve upon, we are proud of our students for expressing the urgency needed and for their collaborative approach to helping the faculty address this issue.

**Ph.D. in Public Policy and Management.** There are several programmatic changes we have made within the Ph.D. program in response to assessments of student learning and feedback. First, after experimenting for several years with alternating teaching of our core course in Research Design (PPM 502) with another department, we elected to bring the course entirely in-house. We determined that the students were getting material from the other unit that was too specialized to its concerns and not focused sufficiently on those of our students or on generic methodological questions in research design. We have thus taught this course within the Evans School since AY2009-10, with good results.

Another example is the evolution and refinement of our expectations and policies around the Major Area Paper (MAP). Initially, this assignment was called the Second Year Assessment

Paper. The early cohorts' experience made clear there were several impediments that made it difficult to complete the paper in the second year. First, there seemed to be insufficient support for some students in conceptualizing the paper and staying on track through the year while they were taking a full load of other courses and many were serving as teaching assistants for the first time. Some students also complained of inconsistent faculty expectations about the scope of the MAP. We began encouraging students to take a 4-credit independent readings course (PPM 600) with their advisor in order to carve out substantial credited time for MAP work. We also evolved the second year proseminar in part to further support students and provide academic credit for MAP work. And, after Ph.D. committee and faculty meeting discussions, we revised the Ph.D. Student Handbook to better specify expectations for the assignment and rename it, more meaningfully, the Major Area Paper. These guidelines have made it possible for a higher percentage of students to complete the MAP assignment in a timely way.

**Executive Master of Public Administration.** In response to feedback from students, we have revised course content and selected course titles to keep our content current to address emerging needs in the professional field. For example, two courses that have been updated in recent years, in content, course title and lead instructor, include PA EX 506: Improving Organizational Performance (formerly "Mission Integrity") and PA EX 508: Managing People (previously "Leading for Human Development"). Students and alumni shared feedback that the content of these two particular courses needed to be refreshed to better align with current trends in the field. At the invitation of the EMPA faculty director, Professor Mary Kay Gugerty assumed leadership of the newly renamed PA EX 506 course and reshaped its content, to focus on organizational performance, measurement, accountability, and evaluation, with a strong focus on practical application for managers. Similarly, we brought in a new lead instructor for PA EX 508, an external faculty member with nationally recognized expertise in public sector human resources. Based upon student feedback on a human resources course providing practical and strategic skills for managers, the refreshed course content covers a broad range of human resources issues, including recruitment and selection in hiring processes, compensation and benefits, managing in unionized environments, professional development and career management, employee discipline and termination, and budgeting in the HR context.

### C. INSTRUCTIONAL EFFECTIVENESS

Student course evaluations play an important role in assessing our instructional effectiveness and all courses are required to have formal evaluations by enrolled students. Evaluations use the University standard evaluation forms which are scored by the Office of Educational Assessment. The Associate Dean for Academic Affairs reviews the results of course evaluations and provides appropriate feedback to instructors. Course evaluations are used in annual reviews of all faculty for annual merit pay reviews, and considered heavily in decisions for promotion and tenure. As Table 12 below demonstrates, students consistently rate our courses, our course content, and our faculty's instructional effectiveness and contributions to the course very highly. Between AY2007-08 and AY2013-14, students rated these combined aspects of our courses and faculty between 4.0 and 4.3 out of 5, which is comparable to the ratings received by all graduate faculty at the UW during that time period. See Appendix S for additional summary course evaluation data.

**Table 12. Autumn Through Spring Course Evaluations\***

	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Evans School	4.1	4.0	4.1	4.1	4.3	4.2	4.2
UW Graduate Level	4.1	4.2	4.2	4.2	4.2	4.2	4.2

\*Items 1-4 include "The course as a whole was," "The course content was," "The instructor's contributions to the course was," and "The instructor's effectiveness in teaching the subject matter was."

We believe our approved system provides a substantial basis for oversight and judgments about the quality of faculty teaching, course content, and quality of course delivery.

In addition to student evaluations, and consistent with University policy, each tenured/tenure-track faculty member is required to undergo a direct peer evaluation of his or her teaching on a regular basis. Current peer evaluations are part of the process for promotion or tenure. Our "Policy for Peer Teaching Reviews" and standardized evaluation form can be found under Appendix T.

**D. TEACHING AND MENTORING OUTSIDE THE CLASSROOM**

Teaching and mentoring outside the classroom is a fundamental driver of our integrated strategic model that emphasizes the intersections of learning, scholarship, and service. Evans School faculty members are involved in student learning and development outside the classroom through the Annual Evans School Student Research Symposium, the *Evans School Review*, the Evans Student Organization (ESO), Student Interest Groups (SIGs), and the Evans School Policy and Research Group (EPAR) led by Professor Anderson. The Annual Research Symposium is a student-organized showcase providing Evans graduate students with a learning opportunity that bridges the gap between the academic and professional worlds through the presentation of applied public affairs research. Faculty members provide mentorship to the students to organize, evaluate, and judge the posters.

Faculty contribute to the *Evans School Review*, the student-produced academic journal published annually, which features multidisciplinary research in public policy and management. Faculty serve as advisors to the editorial board, as co-authors with students on published articles, and as reviewers of submitted articles. (Current and archived editions of the *Evans School Review* can be viewed online: <https://depts.washington.edu/esreview/>.) Faculty also serve as mentors and judges for national policy competitions such as the Fels Policy Challenge.

The Evans Policy Analysis and Research Group (EPAR), under the leadership of Professor Anderson, exemplifies the intersection of learning, scholarship, and service. EPAR provides research and policy analysis to support the work of the Agricultural Development team at the Bill and Melinda Gates Foundation. It embraces an innovative student-faculty team model that was the first University partnership to provide students the opportunity to work around challenges. This model has been experimental to enhance student learning.

The Evans School, over the past ten years has invested significant resources in building a highly competent professional student services staff to provide guidance. We believe student success is built upon a multi-faceted approach that recognizes each student comes to us with his or her own unique set of needs and that those needs evolve throughout the program. We have developed a support network for students based on a thorough understanding of the barriers to academic success. While faculty are at the core of this academic support network, our committed staff also provide specialized skills and extensive knowledge of the resources available to students through the Evans School, the University, and the surrounding community.

## Section III: Scholarly Impact

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### A. OVERVIEW

Research is central to all aspects of the Evans School's mission. As we have mentioned before, it is one of the three pillars of our integrated strategic model of learning, scholarship, and service. Through research we ground our teaching and outreach. Our research explores and influences policy by testing theories and provides valid evidence and promising ideas. The school convenes forums to help disseminate research around current policy issues. Over the last decade, the School's research has grown in volume, quality, and in its breadth of interdisciplinary and policy issues coverage. Our research is nationally significant in the fields of public management, social welfare policy, education policy, risk analysis, environmental policy, international development, and nonprofit management. This growth in the strength of our scholarship over the last decade is the result of a sustained commitment to building a nationally competitive research enterprise powered by our faculty; which increasingly boasts some of the field's most influential scholars, and our top-ranked doctoral program. (See Appendix U, Evans School Faculty List, for a table of all current faculty.)

Our emphasis on producing impactful scholarship has been broadly recognized within the field, most notably in a 2014 *Journal of Public Affairs Education* article ranking universities for their scholarship in public administration research.<sup>5</sup> Employing a rigorous assessment methodology, the article reviewed and ranked universities based on the "productivity, quality, and overall institutional impact" of their scholarship from 2006 to 2010. Within this report we were ranked 4<sup>th</sup> in research *productivity* among U.S. public institutions (5<sup>th</sup> among all U.S. institutions), 5<sup>th</sup> in research *quality* among U.S. public institutions (7<sup>th</sup> among all U.S. institutions), and 5<sup>th</sup> in *institutional impact* among U.S. public institutions (7<sup>th</sup> among all U.S. institutions). The report's final institutional impact rankings—weighing research productivity, quality, and institutional impact—ranked us 15<sup>th</sup> in the world, 7<sup>th</sup> among U.S. institutions, and 5<sup>th</sup> among U.S. public institutions. These findings confirm other recent reviews ranking the Evans School's scholarship as among the best in the country. A 2007 *Chronicle of Higher Education* article assessing faculty productivity ranked the Evans School 3<sup>rd</sup> in the U.S. behind only Harvard and Duke.<sup>6</sup> A 2012 Academic Analytics report ranked the Evans School 4<sup>th</sup> in the U.S. for faculty scholarly productivity ahead of a number of other nationally-recognized programs, including Indiana University, Syracuse University, and University of Georgia.

### B. SCHOLARSHIP PRODUCTIVITY

Faculty research and publication productivity has increased dramatically since 2005; see Table 13 below. From 2005 to 2014, Evans School faculty produced on average 1.4 major publications per faculty member per year for a total of 22 books or edited books, 118 book chapters, and 262 journal articles. This does not include the hundreds of additional research reports, technical reports, conference papers, book reviews, and other scholarly works produced during this time period. This level of productivity is notable when one considers the context in which it was achieved—a four-year hiring freeze and reduced faculty size. We are confident that recent faculty hires with impressive research and publication records will contribute to the continued growth in our productivity over the next several years.

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<sup>5</sup> Williams, A., Slagle, D., & Wilson, D. (2014). Ranking Universities for Scholarship in Public Administration Research 2006-2010. *Journal of Public Affairs Education*, 20(3), 393-412.

<sup>6</sup> <http://chronicle.com/stats/productivity/page.php?bycat=true&primary=3&secondary=215&year=2007>

**Table 13. Evans School Tenure and Tenure-Track Faculty Research Publications.**

	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	Total	Ann. Avg
Journal Articles	15	21	22	37	36	35	28	28	15	25	262	26.2
Books/Edited Books	0	4	1	1	4	4	3	3	2	0	22	2.2
Book Chapters	15	20	13	12	11	10	8	13	9	7	118	11.8
Total	30	45	36	50	51	49	39	44	26	32	402	40.2
Per Faculty	1.0	1.6	1.2	1.7	1.8	1.7	1.3	1.5	0.9	1.1	13.9	1.4

Source: Digital Measures; faculty-reported curriculum vitae

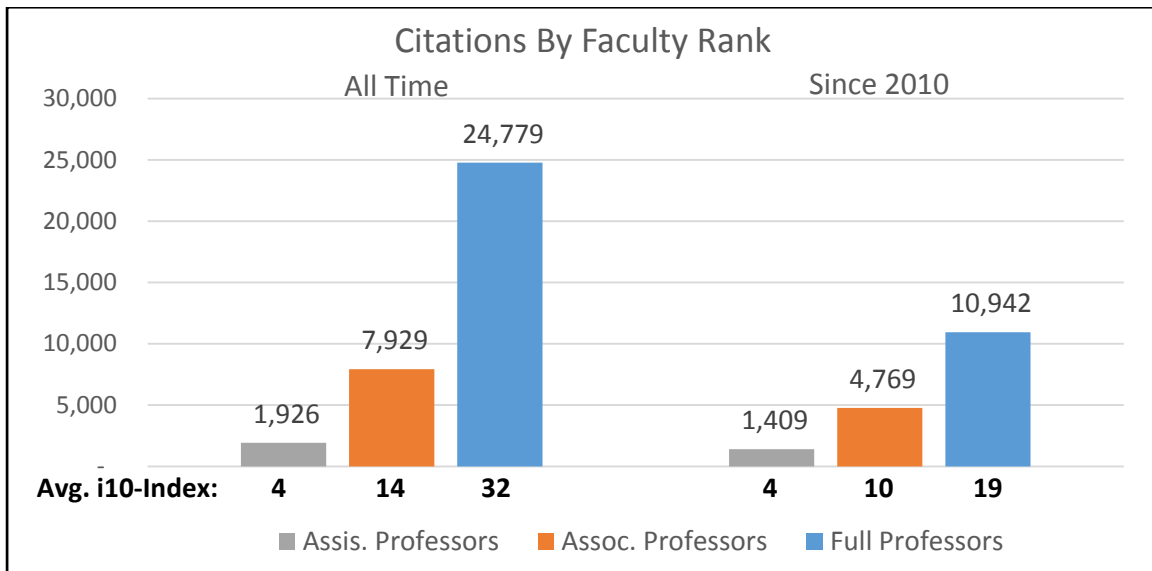
As befits its multi-disciplinary nature, the Evans School’s faculty publishes in a wide, diverse set of peer review journals. See Appendix V, Journal Titles for Faculty Article Publications for 2005-2015. Since 2005 our current faculty have published in 177 journals, with multiple publications in many. Many of those journals rank among the best in their field, including:

<i>Administration &amp; Society</i>	<i>Journal of Policy Analysis &amp; Management</i>
<i>American Educational Research Journal</i>	<i>Journal of Public Admin. Research &amp; Theory</i>
<i>American Journal of Political Science</i>	<i>Journal of Public Economics</i>
<i>American Political Science Review</i>	<i>Municipal Finance Journal</i>
<i>American Review of Public Administration</i>	<i>Nonprofit &amp; Voluntary Sector Quarterly</i>
<i>BioScience</i>	<i>Policy Sciences</i>
<i>Child Development</i>	<i>Policy Studies Journal</i>
<i>Demography</i>	<i>Population &amp; Development Review</i>
<i>Developmental Psychology</i>	<i>Psychological Science</i>
<i>Education Finance &amp; Policy</i>	<i>Public Administration Review</i>
<i>Educational Evaluation &amp; Policy Analysis</i>	<i>Public Budgeting &amp; Finance</i>
<i>Journal of Benefit Cost Analysis</i>	<i>Public Performance &amp; Management Review</i>
<i>Journal of Economic Perspectives</i>	<i>Review of Economics &amp; Statistics</i>
<i>Journal of Environmental Economics &amp; Mgmt</i>	<i>Risk Analysis</i>
<i>Journal of Gerontology: Social Sciences</i>	<i>Social Service Review</i>
<i>Journal of Health Politics, Policy, &amp; Law</i>	<i>Sociology of Education</i>
<i>Journal of Human Resources</i>	<i>World Development</i>

In addition to the wide array of influential journals in which our faculty publish, the increasing reach of the Evans School is evidenced by the number of faculty citations from *Google Scholar*, an online academic citation index. See Figure 1. Evans School Citations by Faculty Rank.



**Figure 1. Evans School Citations by Faculty Rank.**



Source: Google Scholar

To date, our faculty’s publications have been cited 34,634 times, and 17,120 times since 2010. The chart above shows the distribution of citations by faculty rank and average i10-index among faculty within each rank.<sup>7</sup> This citation record, when considered in conjunction with the wide range of journals from various disciplines in which they regularly publish, demonstrates the degree of influence of our faculty’s scholarly work. See Appendix W, Tenured and Tenure-Track Citations by Faculty Rank, for a tabular breakdown of citations and average i10-indices.

**C. SCHOLARSHIP QUALITY**

The Evans School is committed not only to the production of scholarship but also to the excellence of our scholarship. Our faculty continues to receive national research awards and fellowships that illustrate this excellence. In the past few years, awards conferred on Evans School faculty include the Wilder School Award for Scholarship in Social Equity and Public Policy Analysis (2014), the Distinguished Educator from the Society for Risk Analysis (2014), multiple designations of Fellow in the Washington State Academy of Sciences (2014, 2012, and 2010), Fellow of National Academy of Public Administration (2009), and in the American Association for the Advancement of Science (2014), Best Book Award from the Comparative International Education Society (2013), the Raymond Vernon Memorial Prize for best article published in the *Journal of Policy Analysis and Management* (2008), and the Joseph S. Wholey Distinguished Scholarship Award from the American Society for Public Administration (2005), to name just a few. See Appendix X, Faculty Awards and Honors, for a complete list of national and regional awards and honors received by our faculty since 2005.

**D. LEADERSHIP IN THE FIELD**

Further indication of the scholarly standing of the School’s faculty is evidenced by the fact that 16 members of our faculty are, or have recently been, editors, served on editorial boards of leading journals, or as executive leaders within major scholarly associations in their fields of specialization. These include the Association for Public Policy Analysis and Management, the

<sup>7</sup> i10-index indicates the number of an author’s publications that have at least ten citations.

Society for Benefit-Cost Analysis, the Society for Risk Analysis, the Association for Research on Nonprofit and Voluntary Agencies, and the Association for the Study of Higher Education. The Evans School thus continues its long reputation for providing intellectual leaders for the field. (See Appendix Y, Professional Association and Academic Journal Leadership, for a list of the leadership positions our faculty currently or have recently held.)

For the last five years, the Evans School was the editorial home of both the *Journal of Public Administration Research and Theory* (JPART) and, jointly with the School of Public and Environmental Affairs at Indiana University, the *Journal of Policy Analysis and Management* (JPAM). These two journals had the highest impact factors in our field, as measured by citations, in 2010, according to Thomson Reuters. Over the last five years JPART ranked first and JPAM third by this same index. We currently hold co-editorship of the *Journal of Public Affairs Education*. The *Journal for Benefit-Cost Analysis* launched successfully in 2010 from its Evans School base as a strong new journal in the field.

## E. COLLABORATIVE RESEARCH EFFORTS

The field of public affairs is inherently interdisciplinary. Our faculty, like faculty from many schools of public affairs, come from varied academic backgrounds, including economics, political science, sociology, education, and environmental management. As a result, collaboration and interdisciplinary work are central to the School's identity. Our faculty members are highly collaborative in their research, both across faculty teams within the School and in working with colleagues in other UW units. Our research partnerships are numerous. Some of these are briefly described below:

- A number of Evans faculty and Ph.D. students are affiliates of the Center for Studies in Demography and Ecology (CSDE) and are thus exposed to a wide variety of CSDE projects; Professors Hirschman and Plotnick have each served as Director of CSDE.
- Professors Plotnick, Klawitter, and Hall have all been involved in joint projects with faculty in the School of Social Work (SSW) and the West Coast Poverty Center (WCPC), a joint venture among the College of Arts and Sciences, the SSW, and the Evans School; Professor Plotnick served as chair of the WCPC for a year.
- Professor Herranz has collaborative projects with faculty from the College of Built Environments. Professors Bostrom and Zerbe have served on the oversight committee for the Urban Design and Planning (UDP) Ph.D. program and Bostrom and other faculty have worked with UDP Professor Marina Alberti on various research projects.
- Professors Cullen and Cook have collaborated with faculty in the School of Public Health (SPH). Professor Klawitter is currently collaborating with faculty from the SPH as well.
- There are a number of faculty collaborations with the College of the Environment and its constituent units. Alison Cullen has long been part of the UW's Program on the Environment and has collaborative research relationships with the Climate Impacts Group (CIG). Ann Bostrom, Joe Cook, and recently graduated Ph.D. student Travis Reynolds have all been involved with CIG as well. David Layton works with faculty in both Forest Resources and Marine Affairs, and recently-retired Richard Zerbe worked with Marine Affairs faculty.
- Professor Mary Kay Gugerty has co-edited two books with Political Science Professor Aseem Prakash and continues to work with him. She also plays a leading role in the University's African Studies program.

Many more examples could be listed—Appendix Z, Collaborative Extramural Grants for FY2010 to FY2014, provides a list of recent extramural grants run through the Evans School that involved researchers from other units and other institution.

Our collaborative research efforts are enhanced by our many points of connection to other schools and colleges across the University. A number of our faculty members hold joint appointments, including those held in the Jackson School, the College of Education, and the Department of Sociology and Philosophy in the College of Arts and Sciences. We have also had joint appointments with Urban Planning in the College of the Built Environment, the College of Engineering, and the School of Fisheries in the College of the Environment. We have not recently made joint hires to replace several faculty members who accepted competing offers or retired and it seems that as resources have tightened interest in joint appointments has declined. Many of our faculty members also have adjunct appointments with other departments and colleges, serve as advisors and committee members on doctoral committees, hold affiliate titles in several University centers, including the Center for Studies in Demography and Ecology, and work extensively with the Center for Statistics in the Social Sciences. Our faculty members cross-list courses they teach with other departments and participate in governance for concurrent degree programs and graduate school certificates. As with all of the School's activities, our pursuit of collaborative efforts is informed by our integrated strategic model—which emphasizes the connections between scholarship, learning, and service. Our collaborations with other units strengthen our scholarship, enhance student learning, and serve the university community.

#### F. STUDENT CONTRIBUTIONS TO SCHOLARSHIP

Students make significant contributions to the Evans School's nationally-leading public administration and public policy scholarship. In 2010 Evans School graduate students initiated the *Evans School Review*, an online journal edited and managed by graduate students. Since its inaugural edition, the Evans School Review has published 35 articles over 4 volumes involving 57 student authors. Doctoral students have become instrumental in guiding master's students in this endeavor and contribute to its content regularly. Additionally, the graduate students developed an annual Research Symposium in 2012 featuring Evans School master's and doctoral student research, much of which addresses and provides recommendations on real public policy and management issues identified by client organizations and government agencies in the region.

Our students demonstrate the quality of their research in numerous ways. Our Ph.D. students have generated an impressive number of scholarly publications over the last several years. During their time at the Evans School, Ph.D. students have published (including co-authorships) over 30 journal articles and book chapters and over 40 other types of publications such as working papers and reports. They have presented over 70 times at conferences and similar venues, which implies much promise for their professional visibility. (See Appendix AA, Ph.D. Student Research Productivity, for a table summarizing the School's Ph.D. student publications.)

#### G. BRIDGING THEORY AND PRACTICE

The Evans School's integrated model of learning, scholarship, and service guides our approach to research and outreach. As we have demonstrated above, we are committed to our scholarship contributing to the academic field of public affairs. However, our integrated model also drives us to bring our scholarship to practice in concrete and tangible ways. Our faculty members are frequently called on by regional and national leaders to serve on committees, boards, and working groups addressing complex real world issues. (See Appendix AB, Examples

of Recent Faculty Community Service and Engagement.) Professor Plotnick’s recent appointment by Governor Jay Inslee to the Child Support Schedule Workgroup is one example of our faculty’s engagement in the community. The Workgroup is tasked with reviewing and making recommendations to the legislature and the governor regarding child support guidelines in the State of Washington. Professor Cullen provides another example—she was appointed to the Health Effects Institute’s newly formed Special Committee on Unconventional Oil and Gas Development. And Professor Vigdor is directing a team research project that is conducting an independent evaluation of Seattle’s newly increased minimum wage. These are just a few examples of how our faculty members apply their expertise to positively impact current issues.

Another way in which the School brings its expertise to bear on public policy issues while engaging the public is through its Faculty Roundtable Series. This series features our faculty, alumni, and dynamic community leaders as they discuss how current research is impacting practice around public policy issues, including poverty alleviation, environmental management, education policy, financial management, and philanthropy. Faculty Roundtable discussions are open to the public and are well attended by students, alumni, and professionals in the community. The panel discussions are recorded and posted online for the public to access at any time as well to ensure we engage as broad an audience as possible.

Most recently, the Evans School has sponsored a new UWTV current affairs series, moderated by Gavin P. Sullivan. This series cuts through ideological division to advance the conversation and inspire action around the concerns facing our region. Each episode features a thoughtful conversation on timeless issues in our area, like gun control and affordable housing, between a diverse panel of thought leaders, community activists, and policymakers. Our faculty have contributed to these conversations bringing their subject matter expertise to the conversation to ensure debates are informed by cutting-edge research.

## Section IV: Future Directions

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### A. OVERVIEW OF WHERE THE UNIT IS HEADED

As discussed, we rely on a strong mission and vision, a set of strategic objectives, an academic strategy, financial plan, and program evaluations to guide our decisions. This Graduate School Ten Year Academic Program Review provides the opportunity for the School to assess the progress we have made over the last several years and reevaluate our future plans.

We began the Academic Program Review process in our elected Faculty Council in autumn quarter of 2013. After comprehensive discussions, our unit defined questions were developed and submitted to the Graduate School in winter quarter of 2014. The following month, Dean Archibald issued a statement titled “Evans School of Public Affairs: Vision, Opportunities, and Impact” (Appendix AC), which began a robust discussion amongst the full faculty on many topics, including those raised by the unit defined questions. The faculty agreed on a set of interconnected core strategic objectives to explore for the future:

- Expanding access to professional education in public administration to assure a diverse workforce for the public and nonprofit sectors, as well as globally-informed graduates.
- Improving our learning infrastructure to provide appropriate learning spaces.
- Enhancing our national scholarship reputation and impact.

- Expanding the doctoral program to serve growing demand in the field for faculty with a Ph.D. in Public Policy and Management.
- Developing an undergraduate program in public policy/policy sciences to educate the next generation of public policy and management students.
- Enhancing our national leadership position in delivering life-long professional education in public administration.

Last year the Dean appointed an ad-hoc faculty and staff committee to explore the unit defined questions. At a half-day retreat in May, and at the annual two-day faculty and staff retreat in September, we explored the issues of scale, access, and student demand and determined we would embrace a vision and plan for the School's future that included the "high growth" strategy over the next five years. The faculty desired to better understand the benefits and costs of an undergraduate major and degree and the opportunities to expand the EMPA to meet the needs of the global market. During this time we also discussed the sustainability of an increase in the MPA class size beyond its present 175. We set up a mechanism to gather more information on future demand for the MPA, our competitive position relative to peer institutions, our desired class size, mechanisms to address increased financial aid, and how to consider new areas of demand related to changing student interests and employment markets. We raised issues of affordability and access in the face of continued tuition increases. We discussed our desire for, and progress in, assuring we had a diversified student body with regards to geographic origins, economic background, gender, race, and political beliefs. The faculty debated how best to respond to increased international demand for the MPA and how best to move forward to resolve the decades-old question of how and if we should develop an undergraduate degree.

At this meeting we voted to move forward with developing a proposal for an undergraduate program and an expansion of the EMPA. We established two ad-hoc committees which have been working since autumn quarter to develop proposals for a track in the EMPA focused on Asia and one committee working to develop an undergraduate major and degree program. We included discussions of these proposals in the 2015-16 Planning and Budget proposal to the Provost. Significant progress has been made on both fronts.

We provide further detail about each of our core strategic goals below.

### 1. Expand Access to Graduate Professional Education in Public Administration

The Evans School is committed to expanding access to graduate professional education in public administration to assure a broad workforce for the public and nonprofit sectors. There are several ways in which we plan to accomplish this objective.

**Expand Access by Increasing Diversity.** We remain committed to the success of our Diversity Plan and to furthering our efforts to foster a welcoming, inclusive environment. We are focused on three interconnected areas to accomplish these goals: (1) updating our curriculum and cases; (2) aggressively recruiting outstanding faculty from diverse backgrounds; and (3) cultivating a culture in which issues of diversity are a regular of our School's community conversations. While we are working hard in these areas already, we plan to push even further.

We believe we have a responsibility to prepare a diverse undergraduate student population for advanced studies. Through a new undergraduate major and degree program we will take an

active role in preparing the next generation of diverse leaders and public servants, not only for MPA programs like ours but for graduate education at institutions across the country.

**Expand Access by Ensuring Affordability.** Keeping tuition affordable in the absence of increased support from the State of Washington will remain a challenge for all tuition-based programs at the University. We are committed to finding efficiencies and innovations to control costs. Our tuition rate is high compared to some peer public institutions, such as Georgia, Minnesota, and Wisconsin, which are also better funded by their respective states. Other public peers, such as Indiana, have large undergraduate programs which help keep tuition low. Our tuition rate is below Michigan and UC Berkeley, which similarly have little state support. Peer private institutions who charge the full cost of tuition, such as Harvard and Princeton, have significant endowments or, as is the case with NYU, significant scale.

We recently calculated that an average student would take approximately 7 years to repay her student loans if she did not receive a financial award. Our goal is to offer sufficient financial support via gifts and our endowment in order to have a net price that allows full-time students who are not working to complete the program with a debt they can repay in 5 years. Of course, if students are working, the opportunity costs are much lower and the payback will be faster. We estimate we will need to increase financial awards by more than \$5,000 to be competitive with the students we presently lose to other schools that can offer more fellowships and scholarship opportunities. This informs our advancement strategies and our approach to spending current use distributions from our endowment. We strive hard to keep costs down and invest strategically to make certain that students are advised capably and that instruction is delivered to assure completion of the program in 6 quarters or less.

The Evans School draws broadly from across the US and internationally for students.

Approximately 80% choose to live and work in the state after graduation as the quality of life is high and employment demand in the public and nonprofit sector has been very good. We are always mindful of employment opportunities for our graduates. We know that the public work force is aging. In 2012, 7 of the top Bureau of Labor Statistics job classifications with older employees are public employees with public administration, executives, and public finance being among the highest. One-third of career federal employees are eligible to collect end-of-career benefits according to the GAO. Federal non-military employment increased by 14% from 2004 to 2012 with jobs requiring education and higher skills, including financial management and program managers. Retirements will leave gaps in mission and critical skills. While it is clear that the federal workforce overall is likely to shrink even with a decline of 13% over the next decade this is still a 20% growth. Likewise, 40-50% of local and state public workforce are eligible to collect retirement benefits. The International City/County Management Association found that 63% of city and county managers and other appointed local officials are older than 50 and 25% are older than 60. In Washington state the median age of public employees is about 48 with the median age of management at 53. Of the approximately 7,000 management employees in the public sector (includes management and at will), 32% percent are over 55 with 16% over 60. The State of Washington has one of the older public work forces and the public sector is ill-prepared for this transition. Staff development is a key concern of state and local governments as the pace of retirement increases. Transitions out of the public sector and into the nonprofit or social sectors is also a strong trend as studies show public employees stay in the public sector for 10 years and then seek other employment opportunities, and those that

transition out do so at about age 41. Data show there is a demonstrated demand for mid-career training and mid-career degree opportunities.

The Evans School is mindful to these workforce trends. Our planned mix of MPA full-time and part-time degree programs, our EMPA degree program and Cascade professional training is purposeful and consistent with our growth strategies.

**Expand Access by Exploring New Markets for our EMPA.** We believe that expanding access to graduate executive education in public administration aligns well with our global mission. The Committee charged with developing a global EMPA track focused initially on Asia, where the draft proposal expects we could begin with a cohort in January, 2016. Scott Fritzen, who joins our faculty this July, brings a decade of experience in public policy graduate executive education from Lee Kuan Yew University in Singapore, and most recently with NYU Shanghai. In the last several months, the University of Washington has committed itself publically to an Asia-focused global strategy with the goal of basing these programs in Seattle and the Puget Sound Region. UW has entered into conversations with several Asian universities and European universities to undertake such collaboration. Our preliminary strategy for the Asia-Based EMPA track is consistent with the UW's position. We have modeled the track initially requiring 2 additional faculty positions as well as additional staff and administrative support. The program will be a fee-based program and must be self-sustaining under University policy.

Many faculty members hope that this model, if successful, can be implemented with partners in other regions of the world to provide graduate education to program managers and other public service officials working in developing countries. The Evans School has unparalleled capacity at this point in international development. We have 6 faculty with significant experience in African development. The University has two campuses we can use to deliver executive programs. One is in Rome, Italy and the other in Leon, Spain. It is hoped that external resources can be secured to subsidize this program and it is a component of our current fundraising campaign.

## 2. Improve our Learning Infrastructure to Provide Appropriate Learning Spaces

Parrington Hall, built in 1902, is the second oldest building on the Seattle campus. It has been home to the Evans School since the late 1980s. At that time the student population was approximately 120, with 12 full-time faculty. Today we have 500 students in a range of programs with 30 full-time faculty and 15 part-time faculty. Despite numerous efforts to make changes to keep up with our growth, we have outgrown our building as it is currently configured. The space simply no longer meets our programmatic needs.

**Current Status of Classroom and Collaborative Learning Spaces.** Over the last 25 years, the School has undertaken several renovation projects to ensure the safety of the building and to try to keep pace with rapidly shifting classroom demands, with limited success.

- Parrington Hall underwent a sizeable structural renovation in 1993 to mitigate against earthquake hazards, and while much of the common spaces in the building were restored to their original architectural integrity, the classrooms and offices were untouched. In fact, some classrooms were reduced in size as a consequence of the retrofits.
- In 1999, our largest functioning classroom (Parrington 108) was remodeled to accommodate 60-65 students. Additional updates over the past 10 years have allowed

installation of more modern teaching technology, new lighting and paint, and new classroom chairs have been requested for AY2015-16. Due to these improvements, Parrington 108 does meet our core course teaching needs in some areas, but unfortunately the size of the classroom still limits our section size and is not conducive to our interactive pedagogy which involves small group discussion. Until we find a long-term solution to accommodate our growth plan, we are grateful to have obtained priority status for the scheduling of this classroom, which we utilize for MPA core courses and for executive instruction most Fridays through Sundays.

- Other classrooms within Parrington only seat between 20 and 30 students, and the fixed chairs and tables in these rooms are not appropriate for modern teaching pedagogy. We have received permission to renovate one of these classrooms into 2 faculty offices to meet immediate space needs in AY2015-16, and hope to obtain control of other classrooms in Parrington in the near future to allow us to determine whether furniture solutions or minor remodels may allow us to increase usability of these rooms.
- Due to a lack of space in Parrington Hall, Dean Archibald was able to acquire priority assignment to a new interactive classroom in Odegaard Library. Core faculty have made use of this high-tech classroom and have learned a great deal about what does and does not work well for their teaching styles.
- We are happy to note that this year we received a significant gift which we have designated to remodel a large room (“the Commons”) from a conference and event space to a 50-person interactive classroom. This remodel should be completed next year.
- In an effort to improve collaborative learning spaces for students, we have installed a second computer lab on the first floor of Parrington, and reconfigured the original computer lab in the basement (cleverly nicknamed “the Dungeon” by our students) to include collaborative student work spaces. We have also opened up the Commons for quiet study periods (though this space will likely be unavailable for quiet study once its conversion to a classroom is complete).

Unfortunately, none of these are long-term solutions to our critical need for modern teaching and learning spaces. As a result, this need is a major focus of the Evans School’s current fundraising campaign.

**Future Efforts and Our Fundraising Campaign.** Three options are currently being explored to provide the Evans School with the physical space necessary to continue to succeed and advance:

- *Option A* is a new 60,000 square foot building estimated at approximately \$90 million. This investment would have a multiplier effect because it would allow us to develop and expand programs with their own revenue streams.
- *Option B* is a fairly extensive renovation of Parrington Hall. A preliminary planning assessment indicates that Option B would result in 40,000 square feet of space at a cost of \$25-35M. While we have limited space within the current footprint of Parrington, our ability to create and configure greatly improved classrooms, collaborative learning spaces, and student, faculty, and staff spaces is still significant, and staying in centrally-



located and historically important Parrington Hall is appealing for many of our students, faculty, and staff.

- *Option C* would include Option B's renovation plan, as well as construction of a new shared annex located between Parrington Hall and the Law School which would include large interactive, high-tech classrooms. Our preliminary planning assessment of remodel feasibilities for Parrington Hall demonstrates that if we proceed with modifications to meet our medium-term (10-15 year) needs of teaching and learning spaces, student spaces, and faculty and staff spaces, should a shared interactive classroom building become a reality, the 108 and Forum classrooms in Parrington Hall would be quite easily converted to other needs (collaborative learning spaces, common spaces for our community to socialize and engage, and additional faculty, staff, Ph.D. students, and research assistant spaces), primarily via furniture solutions.

The Evans School has scheduled an all-day faculty planning charrette in May of this year to think through the interaction of space and program plans. It is important to note that the ability to proceed on plans to renovate Parrington Hall will require a combination of School and central University administrative funds. Since Parrington is a "legacy building" it may be eligible to receive state funds as well for a renovation project, and it may be eligible for various tax credits as a registered historic building.

### 3. Enhance Our National Scholarship Reputation and Impact

Faculty are appropriately engaged in significant policy issues of the day. They are passionate about public service, innovative in their research, and interested in having an impact on policy scholarship, the policy agenda, and policy outcomes. There are presently 5 centers associated with 4 led by Evans faculty. These include: the Benefit-Cost Analysis Center (Zerbe retired 2014-15); the Marc Lindenberg Center for International Development, the Nancy Bell Evans Center on Nonprofits and Philanthropy, the West Coast Poverty Center jointly with the School of Social Work, and the William D. Ruckelshaus Center jointly with Washington State University (<http://ruckelshauscenter.wsu.edu/>). Some of these centers are supported by small endowments and others by extramural support. They are all research focused with the exception of the Ruckelshaus Center whose focus is on collaborative governance. With the decline in the endowment and the payout that occurred over the past 5 years, resources to expand center activities have been constrained. None the less, during the period of constrained resources the Dean created and awarded 6 professorships from endowed resources. These centers do not match the interests of all faculty in the School and clearly new research capacity is present in the recently hired faculty. A new strategy for research and engagement through traditional centers is needed but has not been fully addressed in this Self-Study. The School has a standing Research Committee and a well-established review process for Centers.

As we demonstrated earlier in our discussion of scholarly impact, our faculty are highly productive and their research is nationally ranked for its quality (5<sup>th</sup> among US publics, and 7<sup>th</sup> among all US institutions). To improve our faculty's ranking we plan to create increased financial and other incentives for faculty to publish more frequently in targeted public policy and public management journals, in addition to the work they publish in disciplinary journals. We must dedicate some level of financial support to this effort.

#### 4. Expand our Doctoral Program

In the Evans School's FY2015-FY2020 Strategic Academic Financial Plan currently being developed, we are modeling several growth plans: the "high growth" model includes a plan to implement an undergraduate program at a scale of 200 students, maintain the size of our MPA cohorts between 175-180, increase the scale of the Ph.D. program by increasing annual class size from 3 to 9 students, and grow total enrollments in the Ph.D. program from 23 to 30.

#### 5. Develop and Implement an Undergraduate Program

The Evans School has discussed the initiation of an undergraduate minor or major for more than a decade. Until recently there was little capacity to consider undertaking an undergraduate program. Faculty did not want to initiate a program without a compelling intellectual rationale. While we have carried a plan for an undergraduate program in our Strategic Academic Financial Plan for the past 5 years, it was only this past year that we undertook serious consideration of program design. We have seen strong evidence of student demand and a large portion of faculty are enthusiastic about developing an undergraduate program in public policy or policy sciences.

We have surveyed other Schools of Public Policy and Public Affairs. NASPAA data indicate that approximately 50% of accredited programs currently offer an undergraduate degree and 63% offer a minor. The average program size is 218 and 60% of the programs report increased demand. There are 62% who also offer a 4+1 or a 3+2 degree program, combining the bachelor and master degrees into a structured curricular plan.

The Committee on Undergraduate Programs has made two presentations to the full faculty and received feedback on the curriculum design and goals for the program. The committee has developed mission statements and detailed curriculum and course descriptions for 2 undergraduate options which will be discussed at the March 2015 faculty meeting and voted on by the full faculty at the April or May faculty meetings. If approved, we expect to enroll the first class in autumn quarter of AY2016-17. The plan presently enrolls 100 students in each of the two-year curriculums. The initial cost study by the Committee indicates the need for an additional 3 faculty plus additional teaching assistantships which provide for the expansion of our Ph.D. program.

We have explored many issues related to initiation of an undergraduate program, including building on a compelling intellectual rationale, a strong intellectual foundation, and a commitment to its not being competitive with existing programs in the social sciences and not duplicative of the MPA.

#### 6. Enhance Our National Leadership Position

There are a number of areas where increased efforts will greatly enhance our national leadership position within the field.

**Further Develop the School's Specializations.** The Evans School is nationally ranked in 5 specializations: nonprofit management (3<sup>rd</sup>); environmental policy (6<sup>th</sup>); public management (11<sup>th</sup>); policy analysis (13<sup>th</sup>); and budgeting and financial management (29<sup>th</sup>). We have been deliberate in our recent hires to maintain our strength in nonprofit management and in public management specializations, strengthen our social policy and policy analysis specializations, and build upon our budgeting and financial management specialization. We have not added capacity in environmental policy in a number of years.

Our goal is to be ranked in the top 10 in all 5 of these areas. Our high-growth Strategic Academic Financial Plan requires hiring additional faculty, presently projected at 3 FTE. A new EMPA track would support 2 additional faculty. With expected faculty retirements over the next 5 years numbering between 2 and 3, the School has the opportunity to strengthen these specializations, or expand deliberately into other areas where we have some current capacity, including information policy, metropolitan and regional development. We also have significant strength in international development, with 5 top scholars focusing on Africa. It is also worth noting that the University has recently identified the strong cluster of applied economists throughout the professional schools across an array of policy areas, many of which have appointments in the Evans School. We also know that behavioral psychology and economics will play a larger role in designing human services policy and programmatic interventions.

Development of additional specializations is an opportunity to strengthen our capacity and to increase and deepen our collaborations with our colleagues across the campus.

**Continue to Attract Nationally Recognized Faculty.** The transition to an ABB model in the context of a global economic recession has challenged our capacity to recruit and retain top faculty. The state mandatory hiring and salary freezes further strained the situation. University schools and colleges have had to rely on pre-retention and retention offers to remain competitive, but we were not always able to meet competitive offers. Retirements, budget cuts, and the inability to hire new faculty have resulted in significant variability in terms of our faculty headcount and FTE over the last 5-7 years.

However, in the past two years, we have succeeded in making up significant ground. In AY2013-14, we hired Rachell Fyall from Indiana University, Stephen Kosack and Brian Dillon from Harvard University, and David Suarez from USC to meet our needs in public management and nonprofit management. In AY 2014-15, increasing capacity in social policy and policy analysis became our top priority, and we successfully attracted Scott Allard and Heather Hill from the University of Chicago, and Jacob Vigdor and Elizabeth Richardson Vigdor from Duke University—all of whom are top scholars. For AY 2015-16, we used two vacant positions to hire Scott Fritzen from NYU Shanghai, who will strengthen our international development, and Sharon Kioko from Syracuse University, who is one of the nation's leading scholars in public financial management.

The Evans School faculty have determined that any expansion of the MPA, initiation of an undergraduate major and degree, or addition of an Asia-based EMPA to meet international demand will require additional faculty resources.

**Encourage More Faculty to Pursue Journal Editorships.** Over the last 10 years, our faculty have held a number of editorship positions with prominent public administration and other disciplinary journals, which we describe in our discussion of our scholarly impact. We believe we can increase our impact on the field by creating incentives for more of our faculty to pursue editorships with targeted journals. Our faculty are already exceptionally well-published in, and hold formal positions with, a broad range of journals making them well poised for enhanced leadership. We recognize that creating incentives will require financial and other resources.

**Execute Our Plan to Start a National Policy Institute.** The Evans School also strives to expand and extend our proven strengths through policy-relevant research and the dissemination of this work. A Policy Innovation and Impact Institute will bring experienced leaders to the UW to build an intellectual repository for innovative policy and governance ideas. The Policy Fellows, drawn from other universities and elected leadership, would be invited to the School to engage our community, students, researchers, and regional experts in policy innovations and impact through teaching, research, and mentoring. There is growing demand for evidence-based

decision-making and program evaluation across the country, and the Evans School is uniquely positioned to be the national leader on this front. Our campaign goal is to raise \$20M to launch this innovative project that will have global impact.

## **B. FUTURE BUDGET PRIORITIES**

The Evans School's Strategic Academic Financial Plan, which currently plans for revenues and expenditures between FY2015 and FY2020, accounts for the planned growth we outline above. This planned growth holds enrollment within all MPA tracks at 180, expands our Executive MPA by adding an Asia-Based track, adds an undergraduate program, and accounts for our newly-established Part-Time MPA track. It also accounts for growth in our Ph.D. enrollments to a total of 30 students to provide teaching capacity for the new undergraduate program, growth in our faculty headcounts from 31 to 40, and increasing our senior lecturer headcount from 4 to 9.

The plan holds tuition for all our programs at inflation. Our models show an increase in revenues from all tuition and fee-based degree programs of 57% over the next 6 years. This increased revenue comes from the addition of the Asia-Based EMPA track and a new undergraduate program. We are also modeling for our self-sustaining and auxiliary revenues to increase by 26%, our annual gifts to increase by 28%, and our endowment income to increase by 28%.

The increased revenues realized from this plan will be used to increase financial awards to students by 89%, fund additional faculty positions for the planned growth and additional staff for the undergraduate program and the Asia-Based EMPA, and pay for merit and promotion salaries over the six-year period.

## PART B: Appendices

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### Appendix A. Academic Program Description Detail

#### MASTER OF PUBLIC ADMINISTRATION

The Evans School's Master of Public Administration (MPA) program is designed for individuals with limited work or management experience and aims to prepare future leaders of the public and nonprofit sectors. The program emphasizes broad-based public policy analysis and management knowledge as well as fundamental analytic and quantitative skills while students pursue specialized policy fields. Students pursuing their MPA studies full-time generally complete the program in 2 years. Students pursuing a part-time track generally complete the program in 3 years.

Table 1: Structure of the MPA Degree	
MPA Curriculum	Credits
Required core courses (nine courses in policy and management)	36
Values electives	3-4
Unrestricted electives (used to pursue an area of specialization)	24-29
Capstone Project or Public Service Clinic	4-8
Internship (generally in summer between 1 <sup>st</sup> and 2 <sup>nd</sup> year)	0
<b>Total credits required for MPA degree</b>	<b>72</b>

**Required Core Curriculum.** All MPA students must complete 36 credits across a series of nine core courses designed to provide a solid foundation in economics, quantitative analysis and public management skills. Full-time MPA students complete all but one of the sequenced core courses during their first academic year of study, and pursue elective coursework and the capstone requirement their second year. Part-time MPA students are provided guidance about a modified sequence to complete the core coursework. The current nine required courses are:

Autumn Quarter:

- PBAF 511: Managing Politics and the Policy Process
- PBAF 516: Economics for Policy Analysis and Management I
- PBAF 522: Public Budgeting & Financial Management

Winter Quarter:

- PBAF 512: Managing Organizational Performance
- PBAF 517: Economics for Policy Analysis and Management II
- PBAF 527: Quantitative Analysis I

Spring Quarter:

- PBAF 513: Public Policy Analysis
- PBAF 526: Program Evaluation
- PBAF 527: Quantitative Analysis II

**Values Electives.** Values electives are a new requirement since the Evans School was last reviewed in 2005. All MPA students are required to take one 3-4 credit course from an extensive list of qualifying courses that have been designed to provide students with:

- Opportunities for critical reflection and examination of their own ethical commitments, and

how these commitments might be pursued;

- The means to engage respectfully with the ethical ideals of others in a diverse and pluralistic society;
- The tools with which to understand and evaluate ethical claims and arguments in public policy, management, and deliberation; and
- The practical wisdom needed for ethical service as a public leader.

We added the values elective requirement to better align our curriculum with a key component of our mission – to education leaders to meet societal challenges with compassion, vision, analytic rigor, and practicality.

**Unrestricted Electives.** MPA students use the remaining elective credits to design an individualized plan of study that allows them to develop the skills and disciplinary knowledge associated with an area of specialization. The Evans School faculty has expanded the number of “areas of specialization” and related curriculum since 2005 from five to eight. These additional focus areas reflect the emerging skill sets increasingly required in the public and nonprofit sectors.

**Capstone Project and Public Service Clinics.** In addition to the required core courses and electives, MPA students must fulfill the capstone requirement in their second year. A capstone project (previously known as the degree project) is a 4 or 8 credit project that enables students to work, individually or in small teams, with a faculty member on a research topic of serious interest. Students can fulfill the capstone project requirement in several ways:

- Complete an 8-credit capstone project in a capstone seminar in winter and spring quarters. The capstone seminars are 15-student courses led by faculty members and include students working independently on a project as well as students working in small 2-4 person teams. Students may independently identify a topic of interest, or they may pursue a project with the Evans School’s Public Service Clinics, which link the skills of MPA students with real-world needs of agencies and organizations.
- Complete a 4-credit capstone “deep dive” in winter quarter. Deep dives focus on a particular policy and/or management topic in which the designated faculty member has expertise.
- Complete the sequence in one of the following three Graduate School certificate programs: International Development and Management; Nonprofit Management; or Environmental Management. Completion of one of these certificate programs will fulfill the MPA capstone requirement.
- In unique circumstances, with the approval of the Graduate Program Coordinator, and including for Peace Corps Master International (PCMI) track students, students may complete a 4-credit independent research project to fulfill their capstone requirement.

**Internship.** Internships are an important part of a student’s education. 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. To meet the internship requirements students must obtain

at least three months of full-time, relevant professional employment totaling a minimum of 400 hours in a government, nonprofit, or private organization.

### **PEACE COPRS MASTERS INTERNATIONAL MPA**

The Evans School has operated the Peace Corps Master's International (PCMI) program with the Peace Corps since 2001. This program is a formal track option within the MPA degree program. 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 60-credit curriculum completing the same core, values elective, and elective requirements outlined above for our MPA students, plus a full two-year tour of Peace Corps service. The required coursework, including Peace Corps service, is designed for completion in a total of three and a half years. In their first year, students complete the core curriculum and design a plan of study selecting 16 elective credits. Following their international service, PCMI students return to campus for one or two quarters to complete their coursework and their capstone project.

<b>Table 2: Structure of the PCMI MPA Degree</b>	
<b>PCMI MPA Curriculum</b>	<b>Credits</b>
<b>Required core courses</b> (eight courses in policy and management)	36
<b>Values electives</b>	4
<b>Unrestricted electives</b> (used to pursue an area of specialization)	12-16
<b>Field Service</b> (two years of service)	N/A
<b>Degree Project or Public Service Clinic</b>	4-8
<b>Total credits required for PCMI MPA degree</b>	<b>60</b>

**Peace Corps Field Service.** The Peace Corps portion of the degree involves two years of overseas volunteer service in one of the following areas:

- Youth/Children's Issues
- Social/Health Services
- Small Business Development
- Environmental Issues

Students are assigned to a local, national, or international nongovernmental organization to work on projects that will increase the quality and effectiveness of their services. Such projects could include:

- Increasing organizational capacity and sustainability
- Creating strategic plans for funding
- Raising public awareness of the organization's mission
- Conducting community outreach
- Recruiting, training, and motivating local volunteers
- Developing mission statements, bylaws, and other documentation
- Working with boards of directors
- Mentoring staff with one-on-one skill building

Before leaving for their assignment, students complete a PCMI Exit Checklist. The Evans School remains in regular contact with students while they are overseas and is available for advising on administrative, academic, and other issues. Students' participation in Peace Corps service satisfies the internship requirement of the program.

**Capstone Project.** In addition to the required core courses, electives, and two years of Peace

Corps service, PCMI MPA students complete a substantial piece of independent research after returning from their service overseas. The capstone project is a 4-8 credit project that enables the student to work closely with a faculty member on a research topic of serious interest, which is frequently but not always related to one of the projects they undertook while serving in the Peace Corps.

**GLOBAL MASTER OF PUBLIC ADMINISTRATION**

In 2013, the Evans School launched a new Global MPA track within the MPA program in partnership with the KDI School of Public Policy and Management in South Korea. While the Evans School piloted the program in partnership with KDI, the Global MPA track is now open to all qualified applicants who are currently enrolled in a school of public policy and administration outside the U.S. and have completed one year of MPA or MPP study prior to starting at the Evans School. The program of study is designed to train highly skilled managers and policy analysts for a wide range of careers in the public, nonprofit, and social entrepreneurship sectors. The curriculum requires 53 credit hours which includes a selection of the MPA core courses. This program advances several key goals for the Evans School including expanding our impact and influence internationally and enriching the classroom experience here in Seattle with international perspectives. Further, because this is a fee-based (financially self-sustaining) program it allows us to advance these goals without additional financial burden on our other programs.

<b>Table 3: Structure of the Global MPA Degree</b>	
<b>Global MPA Curriculum</b>	<b>Credits</b>
<b>Prior MPA or MPP study</b> (minimum equivalent of one year full time)	Variable
<b>Independent Study – Foundations of American Democracy</b> (distance learning course in autumn quarter, prior to arrival)	4
<b>Required core courses</b> (five courses in policy and management)	20
<b>Values electives</b>	4
<b>Unrestricted electives</b> (used to pursue an area of specialization)	16
<b>Professional memo preparation or Skills Workshop</b>	1
<b>Capstone Project</b>	8
<b>Total credits required for Global MPA degree</b>	<b>53</b>

**EXECUTIVE MASTER OF PUBLIC ADMINISTRATION**

The Executive Master of Public Administration (EMPA) degree program is a fee-based (financially self-sustaining) program that is designed to address the professional challenges and time constraints of experienced leaders in the public, private, and nonprofit sectors. The accelerated 18-month, 45-credit curriculum design combines theory with practice allowing students to apply coursework directly to the organizational challenges they face in their work. The program begins with an orienting Foundation Week, which focuses on both personal and contextual dimensions of Strategic Leadership and sets the stage for twelve three-day weekend courses that take place every four to six weeks on the Seattle campus. The program covers a wide range of topics including executive decision-making, financial management, organizational performance, leading with integrity, and effective communications, among others. To accommodate the demanding schedules of working professionals, written projects, discussions and exercises are completed between sessions via distance learning.



<b>Table 4: Sample Schedule of the Executive MPA Degree</b>	
<b>Executive MPA Curriculum</b>	<b>Credits</b>
<b>Foundation Week: Strategic Leadership</b>	6
<b>Module 1: Executive Decision-Making</b>	3
<b>Module 2: Strategic Financial Management I</b>	4
<b>Module 3: Executive Economics</b>	3
<b>Module 4: Strategic Financial Management II</b>	4
<b>Module 5: Improving Organizational Performance</b>	3
<b>Module 6: Values and Personal Integrity</b>	3
<b>Module 7: Negotiation and Mediation</b>	4
<b>Module 8: Leading Across Boundaries</b>	3
<b>Module 9: Managing People</b>	3
<b>Module 10: Strategic Communication</b>	3
<b>Module 11: Strategic Policy-Making</b>	3
<b>Module 12: Leading for a Legacy</b>	3
<b>Total credits required for Executive MPA degree</b>	<b>45</b>

## **PH.D. IN PUBLIC POLICY AND MANAGEMENT**

The Ph.D. program in Public Policy and Management is one of the most significant programmatic changes the Evans School has undertaken in the decade since its last review. Within the context of the Evans School's mission, the mission of the Ph.D. program is to strengthen the School's research capacity and to broaden Evans' mission of service to the state and society in preparing graduates for public service by including preparation for advanced research and teaching careers. The curriculum provides a rigorous, interdisciplinary program of study of theories and application of policy analysis and public management. The program starts with an eight course required core taught largely by Evans faculty, but there is ample opportunity for specialization later in the program. Throughout the program we emphasize the development of strong skills in qualitative and quantitative research methods because we believe problems, especially big, important and complex problems require such skills.

<b>Table 5: Structure of the Ph.D. Degree</b>	
<b>1<sup>st</sup> Year Ph.D. Curriculum</b>	<b>Credits</b>
<b>Required core courses</b> (seven courses in research design, policy and management)	28
<b>Electives</b> (two courses)	8
<b>Professional Development Seminar</b>	1
<b>Qualifying Exams</b>	N/A
<b>2<sup>nd</sup> Year Ph.D. Curriculum</b>	
<b>Data Analysis Practicum</b>	4
<b>Restricted Electives</b> (quantitative and qualitative methods)	6-8
<b>Research Specialization Courses</b> (three courses)	8
<b>Discipline-Based Course Work</b> (economics, sociology, or political science)	12
<b>Teaching Seminar and Assistantships</b>	1
<b>Professional Development Seminar</b>	1
<b>Major Area Paper</b>	N/A
<b>3<sup>rd</sup> Year Ph.D. Curriculum</b>	
<b>Dissertation Proposal</b>	13