Unit Name: Graduate School

1. **Academic Units**: Please provide a 1-2 page description of how your unit will fund growth plans identified in the Annual Academic Plan workbook through current or anticipated incremental revenue to your unit. Please provide specific fund source names and projections (in dollars). If these plans assume additional Provost Reinvestment Funds (supplement), please make that clear in this section.

    N/A

2. **Academic Units**: If you are recommending the creation of a new tuition category, please identify the original tuition category, the proposed category, a suggested tuition rate for FY14 and a percentage increase for FY15. If you plan to move only a subset of your programs into a new category, please identify those programs.

    N/A

3. **Administrative Units**: Please provide a 1-2 page overview of your current strategic plan and include a summary of any operational risks that the UW must work to mitigate over time. Note that there are very few Provost Reinvestment Funds, so your summary should provide a clear sense of how your unit intends to minimize risk, maximize service, and if necessary, repurpose existing funds to do so.

Strategic Plans and Priorities
Since our last budget submission for FY2013, the Graduate School has undergone significant change. Dean Gerald Baldasty left to become the Senior Vice Provost for Academic & Student Affairs, reporting to the Provost with oversight responsibility for Undergraduate Academic Affairs, Office of Minority Affairs and Diversity, Student Life, and the Graduate School. An internal UW search for a new Dean and Vice Provost is currently underway, and the new person should be on board before the start of Spring Quarter 2013. Consequently, some priorities in this document could change and additional priorities and new directions could be implemented under new leadership.

In the interim, the Graduate School continues to focus and build upon strategic priorities identified in our FY2013 budget submission.

I.   *Sustaining and improving our tri-campus service role*
The Graduate School spends the majority of its state resources supporting the success of graduate programs and students across all three UW campuses. Our current priorities are:

Continue development and improvements to MyGradProgram
MyGradProgram is the backbone for management of graduate admissions, degree progress, and graduation activities within graduate academic programs. Major enhancements last year included:

- online academic leave request system
- paperless online application review
- program-specific online application forms and employment history
- online offers/acceptances
- decline offer survey
- electronic theses/dissertations

New enhancements to be released this year or in development include

- MyPlan Integration allowing advisors to access and comment on student academic plans
- application review enhancements
- revise online graduation process to use MyPlan audits
- provide tools for advisors to manage academic plans and track student progress
- student electronic file system

Enhance CORE Programs
Professional development activities were renamed this year as *CORE Programs: Cultivating Capacities for Success*, which highlights collaborative efforts to assist graduate students and post-doctoral scholars with creating their own strategies and plans for success during and beyond their graduate educations. With partners in the UW Libraries, the Career Center, Graduate School units such as GO-MAP and CTL, the Simpson Center, and the Bioscience Career Seminar Series in the School of Medicine, CORE Programs provide and promote workshops, events, presentations, and online memos and guides accessible on all three campuses. Remarkable growth in the last two years has this program reaching more than 3,000 people each academic year with its services. A renewed effort in the coming

year to reach post-doctoral scholars and serve their professional development needs will continue this growth pattern. We plan to fund growth through re-purposing of existing funds.

Continue to streamline and strengthen academic program reviews

Academic program reviews remain a central function for the Graduate School through its Academic Affairs & Planning unit. This past quarter we initiated a change that will result in increased effectiveness and efficiency. Reviews of all graduate degree and certificate programs that have been conducted individually will now be folded into the overall review of the unit in which they are housed. Five-year reviews for new graduate programs will take the form of a written report submitted to the Graduate School Council, the relevant Dean or Vice Chancellor, and the Graduate Dean at end of the first five years of a program. The goal of this change is to reduce the number of full program reviews, which will result in significant savings of time and resources for academic units, as well as for the University. In addition, the new process will allow units to more effectively examine and evaluate individual programs as they relate to the entire unit. We will continue looking for savings where they make sense and do not compromise the integrity or value of the review processes.

II. Enhance recruitment, retention and degree completion

The Graduate School continues work in this area which is vital to the success of graduate students as well as graduate programs. Our focus on diversity, professional development, graduate student funding, and teaching and learning all contributed to accomplishments in the current and past year and will guide some priorities for the coming academic year. Top priorities will include:

Diversity and GO-MAP

Increasing services and providing funding to recruit and retain graduate students from diverse and underrepresented backgrounds remains an ongoing strategic priority, not only for the Graduate School but for graduate programs on all three campuses. This year, we created a position for a Graduate School Leadership Professor (GSLP), a half-time faculty member funded by the Graduate School serving in a temporary appointment (one or two years), who will help build outreach to the community and sustain ties and build new ones with community members who can help with diversity work. The GSLP also leads on-campus diversity work through a project that will build upon the findings emphasized in the 2011 Graduate School Diversity Report. Our inaugural leadership professor, Dr. Eugene (Gino) Aisenberg, associate professor in the School of Social Work, has been conducting interviews with academic leadership across the campuses for the past four months and will present a report on his findings with recommendations early next year (2013).

Fellowship funding for under-represented students has also been shored-up after several years in decline. As endowments have recovered somewhat from the years of low returns, we have increased the amount of fellowship funding from this source and we have partially restored state funds for GOP fellowships, which provide first-and-dissertation-year funding to top entering graduate students. In the coming academic year we will enhance funding for the ARCS diversity scholars program which seeks to increase the number of under-represented students in the STEM disciplines. On the service side, we will broaden and enhance consulting on best practices for recruiting under-represented students and students of color as well as offering ideas for building departmental communities that will positively impact retention and completion. Other new retention support will include a dissertation writing group specifically for GO-MAP dissertation fellowship recipients.

From an advancement perspective, we have hired a full-time assistant director who will focus her efforts on foundational gift development activities bolstering Graduate School and University-wide diversity initiatives supporting recruitment, retention and degree completion in all University graduate programs.

Other recruitment and retention initiatives (**Request: $72,000 permanent funds annually**)
The Graduate School continues to invest significant resources in the recruitment of top graduate students across all UW graduate programs through funding initiatives like our Top Scholar Awards program, which provides support for research assistantships, recruitment travel, top-off stipends, fellowship quarters and tuition waivers. The value of total funding provided under this single program in the current year is approximately $2.2 million, which includes benefits and centrally-funded tuition waivers. Total direct funding (excluding tuition waivers) is approximately $1.6 million. Funding for Top Scholar Awards has been reduced over the past several years through state budget reductions and is the most likely at-risk area for future cuts if state funding continues to decline. We have been mitigating cuts temporarily through the use of reserve funds but this strategy cannot be sustained. Other mitigation strategies include increasing emphasis on establishing new endowments and re-prioritizing support from existing endowments. Through these strategies, we can make up for some of the state funding reductions but not nearly enough to counter the loss of fully-funded RA positions, which comprise the bulk of funding supporting the Top Scholar Awards.   Fully preserving these funds will require some support from the Provost. At a minimum, we are requesting that the Provost cover the salary increases negotiated for ASE's in the current contract for those RA positions that are part of our award (pass-through) base. The amount needed to fund these increases in the coming fiscal year is $72,000.

As part of our Advancement strategy, we are placing very high priority on building partnerships with colleges, schools and departments through expanded matching opportunities for fund raising to support new and existing graduate students. Over the current and past year we created the Graduate School's FSR Fellowship Match. Last year, this effort raised $800,000 in new donor commitments all across campus. With the 50% match, this will result in an additional investment of $1.2 M in the CEF to support graduate students.

In the coming academic year, we will work together with the Senior Vice Provost for Academic and Student Affairs and his new Senior Advancement Director to make funding for graduate student endowments a central focus of the next campaign. We will also increase our fund-raising activities in support of our own interdisciplinary programs as well as disciplinary programs across the campuses with a goal of building and sustaining funds for graduate student and graduate program success through initiatives supporting recruitment, diversity and engagement.

III.   Renew focus on creating, supporting and sustaining interdisciplinary programs
The Graduate School is home to a growing number of state-funded and fee-based interdisciplinary graduate programs.   Tuition revenues generated by eight of these programs produce a substantial part of our total state budgetary base -- approximately one-third of our total allocation according to the Office of Planning and Budgeting (OPB). However, the amount of tuition revenue that should be credited is likely substantially less. Without going into great detail regarding the philosophy around ABB revenue assignment for a hybrid unit, the end result of adjusting out non-Graduate School programs and enrollments and associated credit hours in our tuition allocation will require retroactive adjustments to our initial base (in particular, recalculation of the Provost's supplement in the base year, which would need to be increased).

Regardless of the resolution of this issue, which we are pursuing with staff in OPB, the interdisciplinary programs will continue to produce a substantial part of the Graduate School's state revenues. Consequently, we intend to build strategies around these programs that will sustain their current activity levels and potentially offer opportunities for new investment and growth in enrollments and new programs. We have begun this process by meeting with all program directors earlier this autumn, and will pursue further discussions and strategy development in the coming year.

IV.   Stabilize funding and enable University Press to succeed (Request $175,000 permanent funds over five years)
University Press is a premier regional and national publisher of scholarly books and other publications. Funding for the Press is generated from six major sources:

- Sales of Press-published titles
- Sales of other academic press titles
- Author subsidies
- Gifts
- Endowment distributions
- State subsidies provided by the Graduate School

Of these sources, sales represent 75% or more of the total funds supporting Press activities. Unfortunately, sales have declined over the past several years and even before these declines, the Press was not generating enough sales revenue to cover the cost of operations, thus resulting in annual operating deficits. The Graduate School has worked with Press leadership over several years to correct this problem. Staffing FTE has been reduced from 38 FTE just five years ago to only 20 FTE currently, and a number of additional cost-saving strategies and operating efficiencies have been employed. Still, it is difficult for the Press to manage within the revenue constraints it faces while also remaining a viable academic publishing organization.

The obvious resolution to this chronic problem is to increase income in all of the revenue-generating categories noted above. And, that is exactly what our strategy is and we have been reasonably successful in accomplishing it. In fact, in Fiscal Year 2012, the Press generated slightly positive cash flows in its primary operating account after application of gift, endowment, author, and state subsidies.

There is a more complete strategic plan being developed for the Press that we won't delve into detail about in this submission. But one part of this plan is to right-size the state subsidy supporting the Press. The Graduate School increased the state subsidy in the current year by $100,000 from existing resources, bringing the current annual subsidy to approximately $325,000. This is a start, but we have determined through projections and comparisons of the state subsidies provided to similar-sized presses around the country, that the ongoing state subsidy should be around $500,000 annually in order to sustain a break-even or better operating result. Although it would be highly desirable to attain this level immediately, it might be difficult to achieve given many competing priorities for investment from the Provost's Reinvestment Fund. Consequently, we are proposing that the subsidy be increased to this level over a 5-year period, which would require an investment of $35,000 annually over this time frame. Our goal is long-term stability for the Press and some modest growth through sales. Right-sizing the state subsidy will help us get there and stay there.

V.   *Enrich teaching and learning*
The [Center for Teaching and Learning](#) is a collaborative partnership between the Graduate School, Undergraduate Academic Affairs and UW Libraries that promotes student learning by supporting and strengthening the UW teaching community. The Center works with individuals, departments, and communities of practice, as well as in collaboration with campus partners, to share knowledge of best practices and evidence-based research on teaching, learning, and mentoring. Some of the newer initiatives include Interactive Theatre as Pedagogy Project, Teaching Circles, Open Classroom, and Fostering Future Faculty programs for the Institute for Teaching Excellence. Collaborations also help the Center offer more and innovative programs and services such as: co-sponsored CORE workshops; UWIT co-sponsored workshops; housing OMAD's Curriculum Transformation resources on CTL's web site, and others.

New revenue development will allow the Center to broaden its services and expand access to them. We are researching ways to increase revenues through course offerings; a possible Theater as Pedagogy Summer Institute for community members; a teaching certificate program for graduate students (in partnership with CORE); researching grant opportunities; and building a donor base to increase gift and endowment support.

VI.   Build new revenue streams

We identified new revenue development as a strategic priority two years ago when we appointed an entrepreneurship team and funded a part-time position from our reserves to specifically focus on such strategies. To date these efforts include our remarkably successful Graduate Student Prep class, which reaches nearly 120 undergraduates each year. This unique class offers current undergraduates an opportunity to understand graduate school and make successful applications to graduate programs here or elsewhere. Further efforts are underway this year to take this program online, with the potential to reach a much wider audience.

Other revenue-generating efforts include submission of grants to promote new opportunities and sustain our current programs. Such grants include a large NSF AGEP (Alliance for Graduate Education and the Professoriate) grant recently submitted with multiple UW partners, as well as NIH training grants that support interdisciplinary graduate training efforts.

These efforts are not solely undertaken to produce revenues, although we hope that positive revenues will result. They must fit comfortably within the mission of the Graduate School in order to be considered. In the examples above, one is focused on preparing students for recruitment and admission to graduate school, another is focused on generating graduate student support as well as collaboration and discovery, and the last one is focused on supporting diversity through funding, networking and professional development.

VII.   Provide data for policy development

The Graduate School started its *Graduate School Report* series as a way to support sustained and informed discussion about graduate education trends and issues from a university-level perspective. Since 2010 we've produced reports on trends in applications, enrollment and degrees; diversity; and effectiveness and efficiency. In the coming year, we will see reports on trends in international student applications, growing admissions in fee-based programs and resulting issues, a retrospective report on academic program reviews, and others.

Operational Risks

The Graduate School has a number of operational risks that will need to be addressed in the next couple of years. Some of these risks will be addressed through repurposing of existing funds and some will be addressed through new revenue generated from increases in tuition and fees under the ABB model. Others will require external fund commitments from the Provost and entrepreneurial efforts to generate new revenues through grant writing, new course development, etc. Alternatively, (perhaps simultaneously) cuts in services and awards will be necessary to balance our budgets.

Risks in the latter (external revenue generation) category include:

1. Reliance on temporary funds (reserves and salary recoveries) for permanent commitments.
2. Seemingly incorrect attribution of ABB tuition revenue that might be re-directed without corresponding adjustment to the Provost's supplement.
3. Significant and/or sustained decline in the number of applications for graduate school.

We are addressing these risks in the following ways:

1. Reliance on temporary funds for permanent commitments is not currently being reduced, but this is not a sustainable strategy. New revenue is needed to address our annual shortfall. Bridging this gap through utilization of reserves and salary recoveries can be sustained into and perhaps through FY 2014. At that point, barring additional funding from the Provost or significant increases in revenue from tuition or fees, cuts to services and/or award funds may be required.

2. We are working with OPB staff to clear up any issues with our ABB tuition allocation. We expect that any reduction of tuition revenue in our ABB base due to improper attribution of credit hours or enrollments will be offset by an increase in the Provost's supplement portion of our base.

3. The application fee part of our budget base was established based on application numbers near the historical high. We do not believe that applications for graduate school can be sustained at this high level. Consider that the number of applicants has increased from 20,000 in 2008, to 27,402 in 2012, a 37% increase in just four years. Consider, also, that the application fee increased by 50% over a two-year period in 2010 and 2011, which brought us to a level exceeding the median and average of our peers. While some room remains for modest growth in the fee, it may not be nearly enough to protect against the potential declines in the number of applicants. We should build a reserve to provide some protection against volatility, but we have not been able to create one because the revenue base was set at such a high level. We will attempt to create a reserve going forward through setting aside a portion of any revenue resulting from growth in the number of applications or growth in the application fee. Demand, as measured by the number of applicants, is already in decline nationally. We are still in a growth pattern at the UW but that is being driven primarily by growth in the number of international applications and fee-based programs. Domestic applications declined slightly this year.

4. **Academic and Administrative Units**: Considering your strategic plans (particularly if they assume growth) please provide a short summary (1-2 pages at most) that relates these plans to your current space assignment. In particular, you might consider the following questions when drafting your response:

a) Does your current space inventory meet current programmatic requirements? Contrarily, does the type or quality of the space place any constraints on your ability to meet program requirements? If not, please provide specific quality or space type concerns (location, specific quality concern, etc.).

b) Will your unit be able to accommodate your growth plans within existing inventory of space? If additional space will be necessary, please describe the amount, type, or quality of *additional* space you may need to meet programmatic objectives and growth plans.

The Graduate School has space in five different buildings: Communications, Loew, Gerberding, UW Tower and Health Sciences T-Wing.

Communications houses our dean's office and administrative staff, Computing and Information Resources, Graduate Enrollment Management Services, Advancement and Communications, GO-MAP and Fellowships and Awards. Many of these units serve students directly, or they support such student services, and the central location on the ground floor of Communications allows for relatively easy access to students. Right now, our space is severely constrained in Communications, with every office fully utilized and a conference room that is too small.

Loew Hall houses our Academic Programs staff, two associate deans, as well as some of our interdisciplinary academic programs. Loew Hall provides some of the only reconfigurable space in our inventory, with individual offices supplemented by open cubicle design.

Gerberding Hall houses our Center for Teaching and Learning (CTL). This program is housed on the main floor, in a space that was originally designed for the former Center for Instructional Development and Research (CIDR). CTL collaborates quite closely with the UW Libraries and UAA, which makes the Gerberding location well-suited for their activities. However, the current plan for CTL is dramatically different from the way in which CIDR previously operated, and as a result the space design doesn't fully meet CTL's current needs. In addition, the space houses some features common to and regularly used by other occupants of Gerberding, including the only restrooms on the

first floor; a copy center; a small kitchen; and two conference rooms. We are currently in process with some minor modifications to the space but will likely need more in the future to fully optimize it for CTL's current plan.

UW Tower houses the University Press staff, Public Lectures staff, and our fee-based Museology interdisciplinary graduate program (in rented UWEO space). This is fully reconfigurable cubicle space that is well-suited for these activities and the various units and campus collaborators with whom they work.

Finally, we have administrative space for two of our interdisciplinary graduate programs in Health Sciences. The administrative offices for Molecular & Cellular Biology and Neurobiology and Behavior are co-located on the fourth floor of the T-wing. This location works well for these two particular programs since they work closely with faculty in the basic science units of the School of Medicine as well as departments such as Biology, Psychology, etc.

For the immediate future, our space inventory meets our needs. While we would certainly like to be able to house more of our units together, our current locations serve our campus constituents well. However, our space is severely constrained in two of our locations: Communications and Gerberding. We really have no additional space in these two locations to grow the programs housing current programmatic occupants. Our Loew Hall space does offer some surge space but not much. And none of these locations provide the conference room space that we currently need.

In addition, we have little ability to encourage growth in our interdisciplinary programs within our current space inventory. While we are able to provide some administrative space to several of our programs, we do not have sufficient space to provide collaborative student areas, or even consistent meeting space. The nature of interdisciplinary graduate programs means that faculty come from a variety of departments and enrolled students may be working with faculty throughout campus. They do not have a "home" in any one department, so centralized space is crucial for them to come together in collaborative efforts. In our current capacity, we are barely meeting the needs of our existing programs, even with some minor modifications we have planned and there is no capacity to promote growth in these programs or add new programs AND provide that crucial meeting/collaboration space they need.

We requested and received minor modification funds for the current biennium. These funds (approximately $200k) will be used for necessary remodeling in the Communications, Loew and Gerberding locations. We're looking at reconfiguring our lobby space for better space utilization and service to students, faculty, staff and visitors when they enter. We're also looking at ways to expand and reconfigure our conference room space, which is often too small for the groups we regularly need to convene. We will also be using these funds to help revise meeting and student space in Loew Hall as well as enhance some of the space in Gerberding Hall to better meet CTL's needs. We'll also request additional funding in the coming biennium.

Of course, any growth in our space needs rests somewhat with the leadership transition we're currently experiencing. We'll have a new dean in place sometime in winter/spring 2013 and that may drive which areas receive focus for growth. Again, while our present space inventory meets our current programmatic needs, it is quite possible that long-term plans for growth in any of our efforts – particularly interdisciplinary graduate programs – won't be able to be met within our current space assignment.

5. **Academic and Administrative Units:** Should the 2013 Legislature lift the ongoing salary freeze and allow increases, we certainly hope that state funding will be provided for GOF increases. In the event that state funding for compensation is not available, all units should have plans to cover GOF/DOF salary increases out of tuition or other fund sources. Should no tuition revenue be available to your unit, Provost Reinvestment Funds may be dispatched to

provide support for increases. Please provide your units' plans to cover expenses associated with salary increases. A salary and tuition revenue model is available on the OPB website; this model is designed to give you a sense of the magnitude of the support that will be required at various percentage increases.

As a hybrid unit partially funded by tuition revenues, our strategy will be to assign any new revenue that may be realized from an increase in tuition to those units generating and funded by tuition. A graduate tuition increase of the magnitude currently being discussed, would generate more than enough revenue to cover the cost of salary increases for staff and student positions assigned to our interdisciplinary academic units. We would expect that the remainder of state-funded increases in the Graduate School would be provided through Provost Reinvestment Funds.

6. **Academic and Administrative Units:** Your unit may have identified growth plans in the Annual Academic Plan workbook; if so, as part of question 1 your unit should have included a description of the funds necessary, including Provost Reinvestment Funds, to support such growth. For this section, however, please provide specific requests of Provost Reinvestment Funds for new initiatives. Please provide a one-page summary of these requests, articulating how much funding is requested by an initiative, whether temporary or permanent funds are requested, and how the funds would be spent (new positions, systems, etc.).

The Graduate School and the Office of Research propose to establish a UW-wide training grant resource consisting of a website, mailing list and access-controlled reporting system to provide information necessary for completing NIH training grant proposals and renewals. We estimate that this system will save nearly 10,000 hours of staff time per year in addition to other efficiencies in training grant units across the campus.   There are currently 70 active grants at the UW that account for nearly $25 million in awards each year. **Funding needed in order to provide this resource is approximately $80,000 annually.** A full proposal is provided below.

<div align="center">

UW Training Grant Reporting Resource Proposal

</div>

1. Problem Statement

There are approximately 60 active NIH Institutional Ruth L. Kirschstein National Research Service (T32) training grants at UW accounting for nearly $23 million awarded in the past year.

These grants provided critical support over 300 pre-doctoral students during 2011-12. The students are mostly pursuing biomedical and STEM doctorates but the training is richly interdisciplinary; supporting students in engineering and social science programs as well. Participating students in 2011-12 were in 41 different majors.   Since the training grants fund stipends and tuition remission for participating students, they provide an important funding source in these highly competitive programs.

In addition to pre-doctoral support, nearly 300 post-doctoral scholars were also funded during 2011-12.

UW has averaged two new awards per year over the past decade. Despite the UW success in securing these NIH grants, the increasing administrative burden is causing principal investigators to question whether it is worth it.

All initial submissions and non-competing renewal proposals must be accompanying by twenty data tables (http://grants.nih.gov/grants/funding/424/index.htm#inst).   Completion of these data tables is incredibly time-consuming for grant administrators since unit-level and aggregate data is required for all academic programs participating in the grant – not just the principal investigator's department. Since the grants are typically

interdisciplinary, several academic departments are involved in table preparation. Reporting requirements include important measures of program success; applicant quality and diversity, completion rates. Despite the broad value of these data for other purposes such as accreditation and academic program planning, they are not routinely captured by programs, and certainly not in a consistent fashion across the institution. NIH has recently added reporting requirements and changed reporting formats, adding to the challenge. In 2009 NIH issued a directive (http://grants.nih.gov/grants/guide/notice-files/NOT-OD-09-141.html) requiring that participating academic programs disclose doctoral time to degree and retention figures to all prospective pre-doctoral applicants.

Annual UW staff effort to prepare data tables for new and competing renewals is estimated conservatively at nearly 10,000 hours (over $250,000 per year). Faculty grant preparation effort is not included in these estimates.

2. Background

A working group was formed in 2009 to explore the possibility of developing a reporting resource to ease the burden for grant administrators. The group was led by School of Medicine Dean's office with participation by key grant administrators and the Graduate School. The group mapped the scope of the project and the Graduate School provided a project assessment (see attached) but was unable to commit the substantial resources required to develop a comprehensive reporting resource. The group prioritized Table 12A as an initial target. The outcome was that some resources were developed for School of Medicine grants and general resources were identified (e.g. Planning and Budgeting time to degree reports).

During the first half of 2011, Graduate School provided some limited reporting support for three training grants; one within the Graduate School, another interdisciplinary training grant in the social sciences, and one in Pharmacology.   O Support was provided for some of the tables, only for pre-doctoral data, and only some of the reporting fields. Even this very limited commitment of central resources produced benefits for the grant administrators. David Hyllegard, Information Officer in the Center for Studies in Demography and Ecology spoke to the value in submitting the CSDE five-year renewal:

> *As the person who was responsible for creating the required tables for CSDE's successful 2011 T32 renewal application, I strongly endorse this proposal.*
> *Gathering all of the required information for the tables is extremely difficult and time consuming. It entails collecting information from affiliated faculty, current and former trainees, affiliated departments and schools, and conducting detailed systematic searches.*
>
> *CSDE staff was well into the process, and having mixed success in collecting required information from our 62 UW faculty and 92 current and former trainees for a few initial tables when we learned that John Drew had access to databases with most of the required data elements. John graciously agreed to assist us and provided datasets for most of the tables. In a word, his assistance was essential to the success of our renewal application. Not only did his assistance enable us to create uniformly compelling date tables with little or no missing information, but it also allowed us to focus on other aspects of the application and to limit our requests for faculty assistance to areas that demonstrated excellence in teaching and learning.*

The support provided in 2011 was intended to help the grant administrators while providing more detailed information regarding the feasibility of developing a central UW training grant reporting resource. The tables created provided most of the data needed, but confirmed that a reporting resource would be most beneficial if the grant administrators could edit this information, provide additional information, and have that information persisted in the system.

In producing data for use in the above tables, it was noted that many tables could be constructed from a few underlying lists of faculty or students. Student and postdoctoral participants are identified in different ways for specific tables:

- All – all pre-doctoral applications and students for participating programs
- Training Grant Eligible (TGE) – U.S. citizen and permanent residents in the participating programs
- "Clearly associated" – Those who have made a formal application to be a training participant. They may have been financially supported on the grant, but can also be training grant eligible, and have had equivalent training but without financial support from the grant.
- Supported by any training grant in this program – those who have been financially supported by any training grant in this program.
- Supported by this training grant – those who have been supported by this training grant (series of budgets)

Many tables break-out or annotate students and postdocs who are under-represented minorities (URM), disabled, or from disadvantaged backgrounds. Under-represented status for students is available centrally as self-reported information. Student disability for students was not available during the 2011 evaluation, but is now. URM and disability is not available centrally for postdocs and disadvantaged status is not available for students or postdocs.

Lists of students provided by the Graduate School were missing a few students either because they were not coded in the UW student system as doctoral or they were not majors in the participating programs.   Similar issues affected the accuracy of the date students entered the doctoral program. Correct identification of doctoral students has value to the Graduate School beyond the training grant project as this impacts time to degree and completion data. Consequently, a means for GPAs to correct this information is planned for MyGradProgram.

The working group was re-constituted in 2012 chaired by David Eaton, Office of Research. The Graduate School and training grant administrators are also represented in the group. One of the initial activities was to benchmark NIH training grant support at peer universities. A number of them have central resources for training grant administration consisting of best practices, lists of active grants, library of successful applications, user groups, and central support. But of the eleven universities surveyed, only "M-Train" at University of Michigan is a system to format the required NIH tables, although it does not incorporate institutional data, a key for ensuring consistency.

3. Proposal

Development of a UW-wide training grant resource consisting of a web site, mailing list and access controlled report system is proposed.   The web site will provide links to information about the grants, reporting definitions, and best practice guidance. Principal investigators and administrators can subscribe to a mailing list for reporting questions. The Graduate School will leverage its investment in the MyGradProgram system to provide an access-controlled system for managing reports. The system will require grant administrators to enter budget numbers, participating programs, and participating faculty. It will create prepopulated lists of applicants, students, and postdocs using institutional data from the UW SDB and the Graduate School admissions system.   The grant administrator will edit or add information to these lists as required. The system will persist any information provided by the grant administrator for renewals and can update pre-populated data on demand. When updates are run, any new data is also imported for the time period.

When the lists are correct, the grant administrator will run reports corresponding to the tables. Reports will be formatted to correspond to the table formats and can be exported to Excel.

4. Expected Benefits

- Sustain training grant levels
- Enable new grants
- Save time – nearly 10,000 hours of staff time per year
- Avoid compliance penalties
- Grant administrators can avoid having to survey each participating department for detailed and aggregate data on students and postdocs.
- Data will not have to be re-entered each year as the system can retain all data entered by the grant administrator including budget numbers associated with the grant.
- Grant administrators and others can use the underlying student and postdoc tables for other unrelated reporting such as accreditation and professional society surveys.
- Central data collection will provide a more consistent UW reporting to NIH.
- Many pre-populated fields in underlying lists can be changed by the grant administrator.
- Benefit all doctoral programs by providing better program quality data

5. Evaluation

A baseline survey will be administered to grant administrators to quantify reporting resource levels. A follow-up survey will be administered one year following release of the resource to quantify benefits and gather feedback.

6. Budget

Operating costs:

Expense	Amount	Notes
.5 FTE developer @ 12 months	$60,400/year	Graduate School staff – make necessary report changes, provide technical support
.25 FTE training grant admin support	$12,600	Office of Research staff – update web site, manage mailing list, help desk for training grant questions.
10 hr./week, student helper	$7,000	
Sub-total OR	$19,600	
TOTAL	**$80,000 Per Year**	

Additional un-funded support:

Graduate School will provide technical support to integrate institutional data, manage servers, back-ups, and other technical resources. Graduate School will also supplement requested developer support with existing developer resources.

Office of Research will provide communication to principal investigators and grant administrator, will act as liaison to NIH and will chair any focus groups or user groups.