

VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Student Engagement at the University of Washington

For information only.

OVERVIEW

The University of Washington offers a wide variety of programs designed to provide truly transformative experiences for our students. Such experiences provide our students with the knowledge, skills and experiences needed for successful careers and fulfilling lives.

We have created profiles of a variety of student engagement experiences for you - to give you just a taste of the great variety of opportunities available to our students, both graduate and undergraduate, at UW.

The programs covered here:

1. Husky Leadership Initiative. This is a new initiative, started in autumn 2012, designed to help students acquire a sophisticated approach to leadership.
2. Freshmen Collegium Seminars. Another new program in 2012, our seminar series is a pilot project, designed to give freshmen an opportunity to have a small-class experience, close contact with a faculty member.
3. Career Center. We help students get ready for their careers -- with advice about resumes, informational interviews, career fairs, networking, internships, and much more.
4. UW Center for Experiential Learning and Diversity. Our students need to be able to do research. The ability to do research (i.e., defining questions, gathering evidence/data, synthesizing the results, presenting conclusions and rationale) is a key to successful careers.
5. Work experiences. Students benefit enormously from a wide variety of work experience on campus -- including
 - Work as Resident Advisors
 - Work at the UW Libraries
 - Work at Finance and Facilities
6. International Programs and Exchanges. Study Abroad, and related programs that help students learn from the wide world, are enormously valuable in creating global awareness and sophistication among our students.
7. Student organizations, such as ASUW (Associated Students of the University of Washington) and GPSS (Graduate and Professional Student

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Student Engagement at the University of Washington (continued p. 2)

Senate) provide a great variety of engagement opportunities for students -- both on and off campus

8. The Graduate School's Core Programs, providing professional development opportunities for graduate and professional students.
9. On January 10, you will meet students who have participated in some of these programs.

Attachments

1. Husky Leadership Initiative
2. Freshman Collegium Seminars
3. Career Center Overview
4. Undergraduate Research and Public Service
5. Resident Adviser Position
6. How UW Libraries Engage Students
7. Overview of Finance and Facilities Student Internships
8. International Programs and Exchanges
9. UW Graduate School Core Programs
10. ASUW Facts and Figures
11. GPSS

Husky Leadership Initiative Vision: All students will develop the 21st century skills, knowledge and attitudes needed to become effective change agents and contributing members in their communities.

Husky Leadership Initiative Learning Goals: We seek to affect the knowledge, attitudes, skills, and behaviors of students in order for them to engage in socially responsible leadership.

Husky Leadership Initiative Objectives:

- Foster an ongoing curiosity in UW students in the concept and practice of leadership.
- Offer curricular and co-curricular experiences that serve as a learning laboratory where students learn, develop, and practice leadership knowledge and skills.
- Leadership education opportunities reach and engage a broad student audience.
- Promote, enhance, fill in the gaps and integrate current leadership education and development efforts on campus.
- Initiative is sustained over time.

Husky Leadership Initiative 2012-13

U Lead, We Lead: a campus-wide Conversation about Leadership (October 25, 2012)

Local leaders shared their personal stories and offered perspectives on leadership; event initiated campus-wide conversation about what it means to be a leader

Leadership Firesides

Provide opportunities for students to learn more about leadership and build their leadership skills through guest speakers (local leaders) and skill-building workshops (local experts)

- **Sam Lim**, Scholarship Junkies (January 10, 2013)
- **Luis Fraga**, UW Associate Vice Provost for Faculty Advancement (January 24, 2013)
- **Howard Behar**, Starbucks Executive and UW Foundation Board president (January 30, 2013)
- **Chris Maykut**, Chaco Canyon Organic Cafe (February 5, 2013)
- **Sally Jewell**, UW Regent and CEO of REI (February 12, 2013)
- **Eric Liu**, author, educator, and civic entrepreneur (February 27, 2013)
- **Paola Maranan**, Executive Director of the Children's Alliance (May 6, 2013)
- **William (Bill) Ayer**, UW Regent and chair of Alaska Air Group (May 9, 2013)

Leadership Portfolio

The University of Washington is already educating leaders! The implementation of a leadership portfolio will deepen students' understanding of themselves as leaders by asking them to demonstrate their learning.

- Begin with a cohort of students (approximately 25)
- All portfolio students will be matched with leadership "coaches"
- Leadership initiatives team will work with students to develop portfolio "artifacts" and mechanisms for articulating learning

Leadership Courses

Freshman Collegium Seminar (Autumn 2012) and graduate seminar (Spring 2013) will augment existing leadership courses across campus, including courses in the various schools and colleges and the community-based leadership courses offered through Carlson Center/Center for Experiential Learning and Diversity.

Integration of Leadership Activities into an Online Resource

Provide one web-based portal for leadership tips, articles, and resources *and* provide an inventory of leadership activities and opportunities from across campus.

Freshman Collegium Seminars*prepared by M. Jundt December 2012*

Freshman Collegium Seminars are intended to welcome new University of Washington students into a community of learning and discovery. Taught by some of our most outstanding faculty members, Freshman Collegium Seminars include the following goals for students:

- Develop an intellectual identity by fostering intellectual curiosity, confidence, and a passion for exploring, questioning, and learning
- Practice essential liberal learning skills such as reading, observing, critiquing, deliberating, synthesizing, and communicating through writing and speaking
- Build a sense of community and belonging around shared intellectual interests

Freshman Collegium Seminars | Autumn 2012**What is Philosophy?** William J. Talbott, Philosophy**Diversity Issues in Science** Beth Traxler, Microbiology**Leadership: It's not just about the title** Gerald Baldasty, Communication**How To Write a Novel in Only 30 Years** Shawn Wong, English**Local Landscapes of Globalization** Matthew Sparke, Geography**Freshman Collegium Seminars | Winter 2013****UW Culture and Communication** Lisa Coutu, Communications**Anatomy – Dead or Alive** Catrin Pittack, Biological Structure**Marketing in the 21st Century** Leta Beard, Foster School of Business**English through Poetry** John Webster, English**Stress and Coping** Ana Mari Cauce, Psychology**Freshman Collegium Seminars | Spring 2013****Microbial World: Friend and Foe** Roger Bumgarner, Microbiology**UW Culture and Communication** Lisa Coutu, Communications**What Makes a Leader?** Christina Fong, Foster School of Business**Wanted: Artists, Educators, Activists & Novice Observers to Save Wildlife** Karen Petersen, Biology***Chemical Markers Tracking Pathways of Environmental Contamination****Bruce Nelson, Earth & Space Sciences (tentative)****Diversity in Academe*** *Charlotte Cote, American Indian Studies (tentative)*

Plus: John Manchak (Philosophy) and Anthony Gill (Political Science)

Possibly: Sylvia Wolf (Henry Art Gallery) and Rachel Chapman (Anthropology)

Students' Thoughts about Freshman Collegium Seminars

preliminary Autumn 2012 data

Through the seminar, I learned new ways to approach writing and other forms of creative expression.

This class was intellectually stimulating. I enjoyed having a discussion-based class to go along with my large math and science lectures. This class stretched my thinking and made me analyze the idea of leadership from many different points of view.

Helped me get to know new people ... opened up my mind to science related topics that I hadn't been introduced to before.

I did find this class to be intellectually stimulating. This class greatly expanded my knowledge of leadership and the characteristics needed to be an effective leader. I learned that leadership does not mean being "in charge" of people, but rather is a process to apply to every aspect of life.

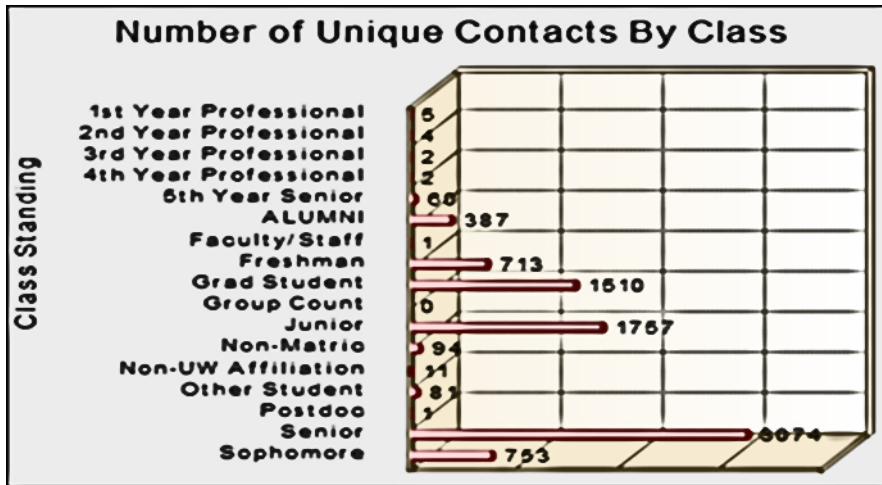
This class has been helpful in my first year, because the small size created a chance to get to know my classmates better. I enjoyed being in a smaller class setting once a week to explore leadership and learn more about developing new skills.

I thought it was helpful because it was a small class and it was a good way to get a taste of what philosophy is like.

I learned a lot from my classmates. They have different interests, personalities and backgrounds...

**Career Center Overview
 Utilizing 2011-12 Stats**

The Career Center served a total of 8068 student and 387 alumni over Academic Year 2011-12. The duplicated count is 24,905, which translates to an average of three services per student/alumni.



Navigating Career Options –

Career Course (team taught with advisers)

In addition to our popular workshops, The Career Center regularly offers a three-credit General Studies Class, Navigating Career Options. We collaborate with many of our campus partners to offer this class to UW undergraduates.

WORKSHOPS – 271 provided workshop sessions served 6700 students and alumni

Resumes and Cover Letters	Finding Jobs & Internships
Internships: What, Why & Where	Networking for Shy People (& Everyone!)
Successful Interviews	Job Offer and Salary Negotiations
Career Fair Success	Social Media
Applying to Graduate School	Job Search for International Students
Federal Jobs: Find & Apply	

(In addition, a variety of tailored workshops for individual academic departments.)

Specialty Workshops for Seniors and Alumni

Career Launch - This workshop features three of our key job search workshops including: Resume & Cover Letters, Conducting a Job Search, and Successful Interviewing. Lunch is provided. Registration & fee required.



E.N.G.A.G.E. Your Life - Through a fun interactive process, students identify natural strengths, transform marketable skills, create a personal "marketing pitch", perfect interviewing techniques, and build an eye-catching application or resume.

Dependable Strengths Seminar for Alumni - Identify the unique strengths and talents and learn how to leverage them to find a satisfying career. The focus is a nontraditional job search process. Through guided group discussions, participants identify good experiences; develop a Dependable Strengths Report; learn to articulate their worth to an employer; learn to make contacts whenever they may want them; and succeed in interviews.

Targeted Workshops for Graduate Students – Total Served: 1303

Presidential Management Fellowship Info Session

Finding Work Overseas

Working the Room

Getting Hired with a Graduate Degree: Tips from Employers

Grad Student & Postdoc Networking Reception

Academic Careers - Interviews

Academic Careers - Job Talks

Entrepreneurial Career Panel: How to Create Your Dream Job

Academic Careers - Getting Started, CV's, Cover Letters & Letters of Rec, Teaching Statement, Research Statement

Values Identification & Clarification

Dependable Strengths Seminar for Grad Students & Postdocs

Communicating & Collaborating with Your Research Supervisor

Career Success Certificate (new program offering)

The Career Success Certificate (CSC) program includes completion of eight modules of career and job search skills. It offers students a structured yet flexible plan for optimizing the resources of the Career Center.

ASSESSMENT

Outcomes

For a sample of 1274 undergrads (all majors) who indicated they wanted jobs after graduating, a chi square analysis indicated a positive statistically significant relationship between landing a "career position" as opposed to either being unemployed, landing an "internship", or landing a "job" and participation in:

- Career Fairs
- On-Campus Interviews – (3375 interviews with employers)
- Information Sessions with employers
- Mock Interviews

Student Satisfaction (samples)

THE CAREER CENTER | UNIVERSITY OF WASHINGTON
134 Mary Gates Hall | Campus Box 352810
Seattle, WA 98195 | 206.543.0535
careers.uw.edu

Thirty-four participants (all majors, all degree levels) who participated in an all-day resume review event rated their level of satisfaction with the resume advice they received. The mean satisfaction level was: 3.82 out of 4.

Employer Panel: The average satisfaction level among 62 grad students who attended a panel called “Getting Hired with a Graduate Degree: Tips from Employers” was: 3.55 out of 4.

Employer Satisfaction (sample)

On-Campus Interviews – Fifty-eight recruiters who conducted interviews in the Career Center as part of our On-Campus Interview program rated the overall quality of the candidate pool they interviewed, on average, as: 3.57 out of 5 (Between “Good” and “Very Good”).

Success Stories -

Tabitha Hart (International Studies), accepted a tenure track position at the Department of Communication, San Jose State University. During the whole process of applying for jobs Tabitha drew heavily on materials that the Career Center provided on writing cover letters, doing on site interviews, and negotiating an offer. Additionally, Tabitha worked with a career counselor.

Michelle DelCarlo (Museology Graduate Program) was offered and accepted a position at the Smithsonian. Michele availed herself of career coaching, interview and negotiation workshops, as well as networking services.

Xueqing (Martina) Ji (Economics), was an International student in the Honors Program with a minor in French and Certificate in International Economics. Martina did several internships and was highly involved in leadership roles in student organizations. Also, decidedly motivated and very pro-active in using what she learned in the Navigating Career Options class. She received a job offer from KPMG Advisory in Seattle.

Tamara Thorhallsson (Political Science) landed an administrative assistant position with an international trade & business organization. Tamara was Offered the position amongst a pool of over 200. Since August, she has gained more responsibilities and currently is the project manager for a trip to Panama and the project assistant for a weeklong trip to Chile. Tamara was a student in Navigating Career Options and interfaced with the Career Center through 8 different offerings (workshops, appointments etc.)



UW Center for Experiential Learning and Diversity

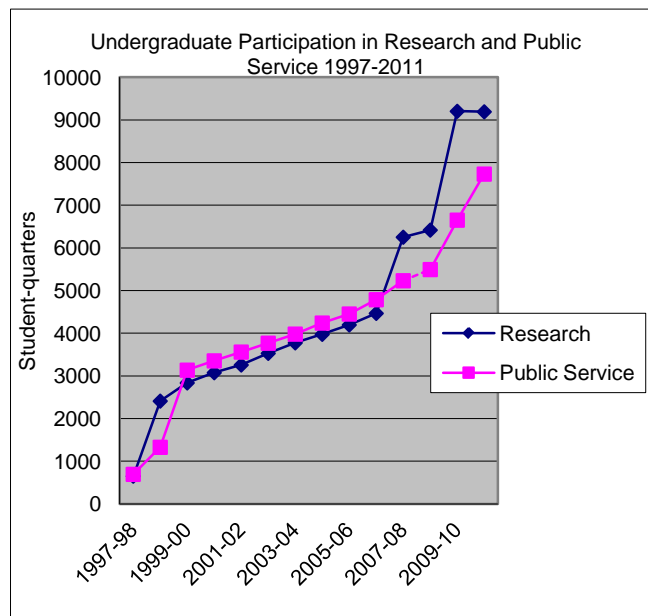
Nine programs in the [Center for Experiential Learning and Diversity](#) connect UW undergraduates with opportunities to participate in research with faculty, to engage in community-based learning and leadership, and to compete for local, national, and international scholarships. Center programs develop and implement student opportunities and also support related activities in all academic departments, schools, and colleges.



Campus-wide undergraduate participation in research and public service

Undergraduate Academic Affairs collects data from across campus each year on undergraduate participation in research and university-sponsored public service. The chart below shows the growth of undergraduate engagement in both of these activities since 1997. Here, undergraduate research is defined as independent creative or scholarly work done by individual students over at least one quarter under the guidance of a UW faculty member. Public service is defined as university-sponsored public service sustained over at least one quarter and includes service learning, public service internships and volunteer efforts.

Undergraduate participation in research, service learning, and internships are among five nationally recommended high-impact practices for improving teaching and learning that are also effective at promoting achievement among traditionally underserved students. (Kuh, 2008; Brownell and Swaner, 2010). Participation in these activities has grown more than ten-fold in the past 14 years, evidenced in the data below. Please note that the unit of reporting is a student-quarter; since many students engage for more than one quarter per year, the number of individuals involved is less; in 2010-11, 6008 undergraduates participated in research and 5500 engaged in university-sponsored public service.



Undergraduate Research at the UW Center for Experiential Learning

Undergraduate research at the UW draws on the enormous research enterprise of the university by engaging undergraduates from all backgrounds and fields of study in intensive faculty-guided research experiences that complement students' coursework and degree programs.

This enterprise has grown dramatically at the UW over the past twenty years due to many factors: interest and investment in undergraduate research by faculty and top administrators; establishment of the Undergraduate Research Program to support campus efforts; funding provided by the Mary Gates Endowment for Students, Levinson Emerging Scholars, federal and private grants and gifts for research scholarships and program support; and a national movement to transform undergraduate education at research universities through the integration of research and undergraduate learning.

[Center for Experiential Learning and Diversity](#) programs that create and support undergraduate research opportunities, guide and fund students, and support faculty and departments include: [Early Identification Program](#), [Ronald E. McNair Scholars](#), both based in OMA&D, [Mary Gates Endowment for Students Research Scholarships](#), and the [Undergraduate Research Program](#) (URP), both based in UAA.

Recent milestones related to undergraduate research at the UW:

❖ Overall Undergraduate Participation in Research

Approximately **6000 undergraduates participate annually** in at least one quarter of faculty-mentored undergraduate research (includes all three UW campuses; note that about half of these students engage for 2 quarters or more, hence the “student-quarters” count is higher in the graph above). URP and EIP/McNair Scholars staff provided direct services to **more than 4000 students** last year to find research opportunities or funding, prepare presentations, resolve challenges related to their research, or to learn related skills.

❖ Annual UW Undergraduate Research Symposium

UW's spring [Undergraduate Research Symposium](#) is among the largest in the country: In 2012, there were 927 student presenters (from 98 UW departments, guided by: 439 faculty mentors, 81 postdoctoral research mentors, 121 graduate student mentors and 61 research staff mentors)

❖ Annual UW Summer STEM Poster Session

UW is host to many externally funded intensive summer research programs, mostly in science and engineering fields; in 2012, the UW Summer STEM Poster Session had 141 participants representing 12 UW summer science or engineering undergraduate research initiatives, and 42 faculty mentor departments.

❖ Campus-wide collaborations

The UW's URP supports and collaborates with all department- and college-based initiatives, and works closely with OMA&D's Early Identification Program and McNair Scholars Program to ensure that as many undergraduates as possible have access to research opportunities. URP staff also support efforts at UW's Bothell and Tacoma campuses, and collaborate with Washington's community colleges on undergraduate research-based initiatives to improve the transition to university for UW's transfer student population



Examples of current undergraduate research from a diversity of disciplines

Guillermo Romano, senior, Biochemistry and Public Health; Mentor: Dustin Maly, Chemistry

"A Molecular Fishing Rod" - Synthesis of a tri-functional probe to profile kinase conformations in cell lines

Small signaling molecules on the exterior of a cell, such as a hormone, may activate or inhibit cellular signaling pathways. These pathways are largely regulated by proteins known as "kinases," which are responsible for turning enzymes on or off. Understanding kinases could lead to identification of selective drug targets for cancer treatments. My project is to create a novel tool that is functionally akin to a fishing rod. Instead of fish, I'm looking for kinases.

Helen Olsen, senior, Geography & Public Health; Mentor: Victoria Lawson, Geography

Partnering for Health: Emerging Forms of Public Health Governance in Washington State

I use archival and ethnographic methods to examine the ways in which austerity measures enacted in the wake of the Great Recession have contributed to the emergence of new public-private partnerships in the field of public health service provision.

Amanda Montoya, senior, Psychology; Mentor: Sapna Cheryan, Psychology

Choosing a science class: How increasing perceptions of group work in computer science affects women's interest.

We are testing, through experiments, if increasing group work in computer science classes might increase women's interest in taking the classes.



Martin Jarmick, senior, DXARTS; Mentor: Jamie Coupe, DXARTS

A Mountain, Many Eyes

This art project centers on Mt. Rainier, an ancient beacon among centuries of shifting perspectives and populations. Expressing the iconic form for the first time in stereoscopic-3D, a new vision is fabricated, but the voices of its past hold the story.

Kevin Magnaye, junior, Biology; Mentor: Michael Bamshad, Pediatrics

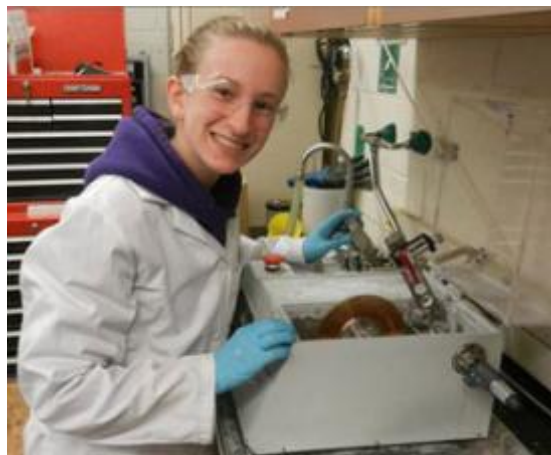
Comparing Ancestry Estimations from Y Chromosome, Mitochondrial DNA, and Autosomal Loci

Three important tools used to indicate an individual's ancestry are the Y chromosome, mitochondrial DNA, and autosomal DNA. Our lab is trying to understand how well the Y chromosome and mitochondrial DNA accurately predict autosomal DNA ancestry. This project brings to light an important ethical issue regarding direct-to-consumer ancestry tests. Also, this research could potentially advance personalized medicine.

Natalie Larson, senior, Materials Science & Engineering; Mentor: Brian Flinn, Materials Science & Engineering

Effect of Epoxy Modulus on Activity of a Fluorescent Dye for Aerospace Composite Damage Detection

Non-destructive evaluation (NDE) of barely visible impact damage (BVID) in polymer composite aircraft structures is of high importance to the aerospace industry. Impact damage due to tool, bird, or luggage cart collisions can create defects below the material's surface, significantly reducing the mechanical performance. My research aims to develop a novel technique for quick, accurate, and cost-effective NDE of BVID during routine aircraft service.



What students say about the impact of their participation in research on their education (direct quotes from a survey of undergraduate research symposium presenters, May, 2011):

“When I look back at my experience at UW, the aspects of my education that have had the most impact on me have been related to my research.”

“...it was a very good exercise in explaining my research and my paper to a larger audience. I really appreciate having a venue like the Undergraduate Research Symposium to share work and interact with other students and learn more about what they study. Thank you!!”

“My research mentor was an amazing resource and one of the biggest inspirations I have encountered at UW. Her support and guidance throughout the preparation for this presentation has been beneficial to my learning process as well as my professional planning.”



“Undergraduate research has opened the door to a whole new side of learning and discovering that I didn't know existed.”

“The support and real world learning of a lab has been an incredible experience. These are skills I will carry with me through my career in science, and many areas of my life.”

“Undergraduate research is a great way for students to get a chance to really dive in and learn more in depth about things that they are interested in. It is also a great way to build relations with professionals ... It is such a great learning experience that one cannot acquire in the classroom.”

“My research has helped me to determine my future direction and career goals. Toward that end, it has also taught me valuable knowledge and skills that are pertinent to the field.”

What recent graduates and alumni say about having had a research scholarship as an undergraduate (direct quotes from a recent survey of alumni):



“Because of the Mary Gates Scholarship, I was able to leave my part time secretary job, which was unfulfilling and unrelated to my education. I was able to commit that time to my lab work, and achieve more during my time there.”

“Being a member of an engaged, caring, talented community of scholars allowed me to approach challenges with new resolve and ask new questions about the world around me.”

Public Service in the Center for Experiential Learning and Diversity

Three programs in the Center for Experiential Learning and Diversity explicitly focus on community engagement and public service opportunities for University of Washington students. The [Carlson Leadership & Public Service Center](#), [Jumpstart Seattle at the University of Washington](#), and [the Pipeline Project](#) all seek to provide opportunities for students to engage in and with their communities as an integral component of their UW educational experience.

The **Carlson Leadership & Public Service Center** develops service-learning, community-based participatory research, and leadership opportunities for UW students that sustain reciprocal partnerships, deepen learning, advance civic engagement, and contribute to our greater community.



Jumpstart Seattle at the University of Washington trains and supports teams of UW undergraduates in their efforts to help low-income children in preschool classrooms build language, literacy, and social relation skills.

The **Pipeline Project** connects undergraduate students from the University of Washington with educational and service opportunities in local and regional schools and community organizations through tutoring and mentoring.

Recent milestones related to student engagement in public service at the UW

- ❖ Record growth in participation in public service activities in the 2011/12 academic year
 - Over 2900 students participated in service-learning coordinated by the Carlson Leadership & Public Service Center (a doubling of participation in a two year period).
 - Nearly 900 students participated in the Pipeline Project
 - 130 students participated in Jumpstart Seattle at the University of Washington.

These **3 programs combined provided greater than half of the public service experiences for the 5500 students** reported in annual public service data (note that many students' engagement is more than one quarter, hence the number of student-quarters in the chart on p. 1 is larger than the number of individuals).

❖ As a result of the outstanding work of the University of Washington in this area, UW Seattle has been named to the **President's Community Service Honor Roll** in every year we have applied for inclusion.

❖ Each year the Carlson Leadership & Public Service Center, the Mary Gates Endowment for Students, the Pipeline Project, and the Jumpstart program collaborate to bring together students from across campus for the [Spring Celebration of Service and Leadership](#).

Campus and community collaborations

Community engaged programs in the Center for Experiential Learning and Diversity collaborate broadly across campus and in the surrounding community. Students and/or faculty from every college and nearly every department participate in our programs, and between the three programs, we work with **over 400** community-based non-profits, schools, and public sector organizations.



Examples of Public Service in the Center for Experiential Learning and Diversity

Service-Learning: Service-learning is a learning experience that combines service with the community with structured preparation and reflection opportunities. Service opportunities are tied to academic coursework and address concerns that are identified and articulated by the community. Below are illustrative, but not comprehensive, examples of service-learning courses.



Math 381: Discrete Mathematical Modeling

Students work in teams to solve real world problems for community non-profits using mathematical modeling. Examples include creating routes for a local museum outreach van that maximize time and fuel efficiency and optimizing delivery routes for a meal program serving home bound individuals with HIV/AIDS.

Sociology 292: Public Schools in America

All students enrolled in the course volunteer in a local K-12 school as a tutor, a mentor, or an after school program assistant. The Pipeline Project develops the service-learning positions, ensuring that students will be able to link course themes related to educational disparities to their volunteer work in the public school system.

Nutrition 302: Food Studies, Harvest to Health

Students have the option to participate in service-learning and register to work with food banks, meal programs and urban farms. Course learning objectives focus on understanding modern food supply issues, food access, and food behaviors. Students integrate their service experiences through culminating presentations.

What students have to say about service-learning

“The real experience found during my service learning experience was completely beneficial. I felt myself progress in my position from a complete novice with children at the beginning to someone that has a much easier time communicating and scaffolding experiences. It is amazing to have the opportunity to learn about child development theories in class one day and the very next to observe these concepts in the classroom. Awesome, awesome, awesome.”

Autumn, 2010 Student

“I would recommend service-learning because it allowed me to personally connect with the material taught in my class. I think the deeper understanding taken away from an academic course is made richer and deeper with service-learning....”

Spring, 2012 Student

Alternative Spring Break: Alternative Spring Break opportunities have been coordinated by the Pipeline Project for the past 12 years. Teams of UW students spend their spring break in a rural or tribal community of Washington State working with local elementary and middle schools on literacy arts and environmental science projects. Students serve in Brewster, Mattawa, Omak, Tonasket, Toppenish, Harrah, La Push, Forks, and Curlew.

What students have to say about Alternative Spring Break

“I now have a renewed motivation and focus to become a fantastic teacher, great memories of a tight-knit community, and a refreshing new outlook to being more adventurous.”



“In working with the kids in Neah Bay, I saw the value and importance of teaching cultural traditions to children. I was so impressed with the passion and seriousness with which each fifth grader regarded cultural and historical aspects of the Makah such as dance, stories, and ancestral practices....”

Mentoring Preschool Children: Through the Jumpstart Program, UW students work in teams to assist students in Head Start preschools in language, literacy, and social skill

development. Jumpstart currently partners with six preschools in the Seattle area, located in the Central District, Capitol Hill, Columbia City, the International District, and Beacon Hill.

What students have to say about Jumpstart

“Being a part of Jumpstart is a great opportunity to get involved within the local Seattle community through developing personal relationships with low-income families and their children. We essentially ‘give back’ to the community by working to give every child the same chance to succeed in school.”



“Because of my time in Jumpstart, I saw the impact volunteering can have on a community, and how, with good support and feedback, it can be a great learning opportunity for the person doing it too. As a team leader, I was able to learn best practices for creating a positive volunteer experience, and it was definitely the experience and the coaching I got from the Site Managers at Jumpstart that helped me get the job I have now working at United Way of King County as the Volunteer Mobilizer for the Hunger Free campaign.”

Other Examples of Public Service Activities

Civic Fellowships: The Carlson Center supports and recognizes student public service and leadership work through several fellowship programs that provide intensive advising, support and course work for students engaged in more intensive community work.

Internships: The Carlson Center maintains a public service opportunity blog with postings of internships in the public and non-profit sector. Additionally, the Center administers General Studies 350, a method for students to earn academic credit for integrating an internship experience with academic work.

Inner Pipeline Seminars: The Pipeline Project offers nearly 45 seminars per year where students explore educationally related issues in a weekly classroom seminar while concurrently tutoring/volunteering in a local K-12 school or educationally focused community organization.

Community-Based Leadership Seminars: Staff from all three programs facilitate seminars focused on community engagement, leadership theory, critical perspectives on volunteering, digital storytelling, and other topics that enrich and enhance the undergraduate experience in and with the community.



Resident Adviser (RA) Position Summary

The RA position is a live-in position within the University of Washington (UW) residence halls and apartment communities. HFS currently employs 126 Resident Advisers; RAs are compensated a single room and a dining plan.

Under the direct supervision of a Resident Director (RD), a full-time professional, RAs are charged with:

- Welcoming and orienting new students to the UW, and serving as a knowledgeable resource
- Establishing a cohesive and responsible community in his/her designated area
- Developing individual relationships with each resident in their assigned community in order to be aware of their needs and interests, as well as to establish themselves as a reliable and supportive resource
- Facilitating the holistic development of residents through programming and activities. These opportunities include programs addressing various aspects of the residents' interests and personal wellness, and the distribution of informational materials
- Establishing a community environment that contributes to residents' academic success, and supports the rights to sleep and study
- Promoting resident involvement in hall council, the Residence Hall Student Association, and other HFS/UW affiliated organizations
- Referring, advising and supporting residents as they cope with academic and personal issues
- Educating residents of housing policies and enforcing community standards, as well as serving in the duty on-call rotation for the community
- Responding immediately to crisis situations
- Completing numerous administrative tasks timely and proficiently

RAs manage a multitude of situations that arise, including:

- Roommate conflicts
- Confronting situations that require enforcing community standards, including underage consumption of alcohol, excessive noise, marijuana use, guest policies and inappropriate behavior that could endanger others
- Responding to acts of vandalism
- Responding to students of concern who may be struggling for a variety of reasons including mental health, homesickness, or relationship issues
- Building safety, security and facilities issues
- Fire alarms and other emergencies

RA Selection and Training

RAs are selected through a vigorous selection process that includes an essay-based written application, a one-hour interview, and successfully completing the RA Training Class conducted during spring quarter. Each year we receive approximately 300 applications, and hire on average 65 new RAs, depending on how many staff members are returning for another year.

Course content for the Spring Quarter RA Training Course is focused on skill development, including:

- Developing welcoming and inclusive communities
- Working with and supporting a diverse student population
- Interpersonal communication skills and public speaking
- Helping skills—to assist students who are struggling or in crisis
- Confrontation skills
- Conflict resolution and mediation skills

RAs return to campus in September for two weeks of formal training prior to the start of autumn instruction. The content of the training includes:

- Job orientation and staff development activities
- Developing and implementing community development plans
- Fire and life safety training, including building orientation, emergency evacuations, and properly using fire extinguishers
- Duty and incident response protocols
- Crime and drug awareness/prevention with UWPD
- Alcohol, sexual assault, disordered eating, and mental health awareness and response
- Establishing and maintaining community standards

Training concludes with two days of practice—new RAs confronting numerous simulated situations in what is referred to as “Behind Closed Doors,” applying all that they have learned over the course of spring and autumn training.

Over the course of the year, RAs work directly with their supervisor to identify an individualized professional development plan. Upon reflection of their own strengths and areas for growth, RAs map a plan for ongoing training opportunities. Topics are varied and include, but not limited to: public speaking, time management, financial management, stress management/self-care, managing change and conflict resolution. Strategies for training include attending workshops, reading books/articles, engaging in discussions and practical experience.

Impact of Being an RA

High satisfaction was reported by Resident Advisers as indicated in a survey conducted in June 2012:

- RAs indicated numerous intrinsic rewards by being an RA:
 - More confident in confronting issues, speaking in public, managing conflict and other difficult situations
 - Being a committed, reliable and trusted team player
 - Improved time management and organizational skills
 - Effectively organizing information and improved administrative skills
 - Connections developed with others and networking opportunities
- RAs report feeling supported, valued, and invested in the success of Residential Life and the department
- RAs indicate a strong understanding of unit priorities and goals of supporting student success

In addition, we learned recently that *Teach for America* receives a high number of applications from students who are or have been RAs, and that they now look at the RA position as an indicator of success for their application process. Given the tremendous responsibility associated with the position, it is reasonable to assume that the competencies developed through service as a RA are valued in many if not all work settings.

Assessment Data Demonstrating RA Impact and Success

From the 2011 annual Autumn Resident Survey administered in the end of November:

- “My RA is helpful (e.g. answering questions, resolving issues, providing resources.”
93% agree/strongly agree
- “My RA has made an effort to get to know me.”
92% agree/strongly agree
- “My RA promotes an atmosphere that is conducive to academic achievement.”
89% agree/strongly agree
- “My RA is approachable.”
95% agree/strongly agree
- “My RA is accepting of residents’ different backgrounds.”
92% agree/strongly agree
- “My RA promotes courtesy and respect amongst residents.”
95% agree/strongly agree

Differences between RAs and Residence Hall Student Association

RAs are considered employees of Housing & Food Services and sign an academic year contract. The Residence Hall Student Association (RHSA), on the other hand, is the student governing body representing all students living in the residence halls. RHSA plans campus-wide programs and activities, voices resident issues and concerns, provides both housing and dining feedback, and works closely with other registered student organizations on campus. Though at times RAs will work closely with RHSA and the various hall councils in planning programs and events, members of RHSA/hall councils are not considered employees.

Additional Notes

As new residence halls close and new buildings open, the number of RAs over the next few years is expected to remain about the same. It is not anticipated that the total number of RAs will change dramatically until the Housing Master Plan is completed; it is estimated that 44 new RA positions will be added to the system by that time for a total of 170.

How UW Libraries Engage Students

How many students work in the Libraries?

Approx. 325. This is a small decrease over the past few years.

What kinds of things do they do?

Traditional library work: Shelve, check materials in and out; process materials; and, general office assistance. Work in all sectors of library operations that handle large quantities of materials, such as interlibrary loan, acquisition/cataloging, electronic resources, binding/marking, and mail services.

Technical work: Assist with database upgrades; gather and record statistics; create spreadsheets; and, use a variety of software applications to handle and process materials. Create web pages and videos. Assist in developing teaching materials. Handle rare and special materials for processing and archiving. Assist with digitization projects.

Customer service: Work at service desks and answer basic questions. Assist in keeping libraries open additional hours that would otherwise not be possible. Examples include 24 hour opening Sun.-Thurs. at Odegaard Undergraduate Library and weekend hours at smaller branch libraries. Serve customers in computer and GIS (Geographic Information Systems) labs, as well help with trouble shooting staff computers.

How does this become a transformative experience for them? Mentorship?

iSchool students employed by the Libraries are given assignments that help prepare them for their careers. They are mentored by librarians and staff who seek to give them the best possible learning and work experiences.

Because many of our Libraries units are small, student employees become part of the team and often form friendships with other students. Staff report that students often come back to visit and stay in contact long after they have left the UW.

Libraries Student Employee Scholarship Program and Appreciation Week

Each year the Libraries holds a scholarship competition. Student employees may apply for one of ten \$1,000 scholarships. The money for the scholarships is raised by Libraries Advancement. As part of the application process, students choose a question on the application to answer in an essay. During winter quarter, one week is designated as Libraries Student Employee Appreciation Week and the scholarships are awarded at a reception.

Excerpts from four of the 2012 essays are included on a separate page and all the essays for the past two years may be viewed at:

<https://staffweb.lib.washington.edu/units/ODT>

EXCERPTS FROM LIBRARIES 2012 STUDENTEMPLOYEE SCHOLARSHIP ESSAYS*

“My job in Special Collections helps me in my academic work because my job is my academic work. I aspire to a career in the field of archives and special collections... I have been working with films and photographs in Visual Materials for over a year, and I have learned a tremendous amount about my chosen field. Working for 8-12 hours a week alongside professionals like Nicolette Bromberg and Hannah Palin has provided an illuminating window into the daily activities of a practicing archivist. Moreover, both of my supervisors persistently endeavor to assign those duties that will challenge my intellect and enhance my archival capabilities. Under their tutelage, I have assessed incoming collections, undertaken historical research, digitized archival objects and associated content, composed collection finding aids, and collaborated with others on a variety of projects. My position has been, in effect, a year-plus course in archival practice that is yet ongoing.”

Jonathan King, Graduate Student Library/Information Science

“By my sophomore year at UW, my expenses were increasing and my savings from summer jobs were decreasing. I was determined to find a fulfilling job where I could assist others and work with people in an academic setting. Working at the Foster Business Library has afforded me rent and food (literally) but, once again, little did I know it would significantly change the direction of my life’s work. Before becoming the “Foster Library Girl” (a label loudly provided by one drunken frat guy in passing at a football game) I was unsure of what to do with a biology major and climate science minor. As I’ve observed the business school subject matter, I began to realize it is the intersection of science and business where we (a collective society) will positively influence programs for a more environmentally sustainable world. Business combined with social responsibility and scientific evidence can be a powerful source for global progressive change. Through working in the Foster Business Library, I was struck by the concept of a collaborative approach combining biological and environmental knowledge with business savvy to provide the capacity to develop innovative sustainable technologies.”

Abby Christensen, Senior, Biology

“Mapping is, of course, integral to civil engineering. In taking the course CEE 316 Surveying, a mandatory class for a civil engineering degree, many of the basic ideas about the Public Land Surveying System, drawing topographic maps, and the typical components of a map were easy to understand after many months of working with maps and aerial photography. But taking the class also taught me things which I could apply at work. In particular, I now have a better understanding of the capabilities of GPS, GIS (a large part of the Map Collection’s users utilize our GIS data), and new aerial and satellite surveying technologies such as LIDAR.

My interest in history has also been fostered by my work in the Map Collection. I have assisted people doing historical research for environmental impact statements, looking for long-overgrown logging roads, and trying to pinpoint where tsunamis hit coastlines over a hundred years ago. These experiences have shown me that an interest in history is immediately applicable to my academic work in engineering.”

Zachary Schrempp, Senior, History and Civil Engineering

“I love teaching, but after a long day, there was something reassuring to see Suzzallo’s Gothic architecture come into view. It has been the place on campus over the last five years where I have had the most vivid memories. The first of which was my initial visit to the University of Washington, where I had the realization I could actually achieve my dream of being the first college graduate in my family. I had no idea I would not only graduate from U.W., but also attend it for my master’s degree and teacher certification as well. I enter the building and make my way to the Marking and Binding Department where I work as a student assistant. I reflect on how just as I literally mark library materials at work, I leave a metaphorical mark on all of the students I teach. Other workers and patrons will also leave their mark on the things I process for the library and other people will leave their marks on my students after me. I cannot control any of these marks, but my job in the library has taught me to reflect on the interactions I have with my students and see the potential for inspiration in how to be a better teacher and leave a better mark on them when they are in contact with me, so maybe one day they will be writing the books my successors mark.”

Krystal Stephens, Graduate Student, Secondary Education

*Students have given permission to use their essays for UW purposes.

Overview of Finance and Facilities Student Internships

How many students work in F2? Has the number increased over time?

- During FY 2012, there were 300 student opportunities provided by Finance and Facilities, including 77,000 paid hours.
- Data for previous years:
 - 2008: 69 000 paid hours/33 FTEs
 - 2009: 61 300 paid hours/29 FTEs
 - 2010: 49 000 paid hours/23 FTEs
 - 2011: 63 500 paid hours/31 FTEs
 - 2012: 77 000 paid hours/36 FTEs

What kinds of things do they do? Here are some of the jobs students have performed in F2:

- **Asset Liability Management:** ALM has hired students as accounting assistants, and provided an unpaid internship for academic credit in the Treasury area.
- **Audit Internship:** Internal Audit offers two annual internships that provide real world audit experience.
- **Campus Sustainability Fund:** A graduate student (with tuition waiver) mentors and guides a student committee, composed of undergraduate and graduate students, that evaluates student projects awards funds.
- **Cashiers:** Front-line cashiering functions staffed by student employees in Student Fiscal Services provides real-life work experience for student employees and cashiering personnel that can relate to student circumstances.
- **Climate Action Plan Communications:** Student position to implement recommended communications strategies to increase understanding and campus awareness regarding the Climate Action Plan.
- **Digital Document Turn Over, Care and Custody:** Capital Projects Office partners with Master's and PhD students and faculty from the Construction Management Department in the College of the Built Environment to evaluate a new method for transfer of digital as-built information from the contractor to Facilities Services.
- **Earth Day 2012 Coordinator:** Partners with Earth Club, a student environmental organization, to plan and coordinate annual Earth Day commemoration in conjunction with the UW's 150 year HuskyFest Celebration
- **Eco-Rep:** Student coordinator develops a peer-to-peer educational network and program that fosters sustainable practices in residence halls, UW's Greek system and student organizations
- **Emergency Management Planning Committee:** Emergency Management has two standing student members on its advisory committee.
- **Facilities Services Power Plant:** Employs an engineering student to assist with various projects while providing exposure to working in a real world industrial facility.
- **Green Lab Certification:** Student coordinator is developing evaluation criteria for sustainable lab space and creation of a certification program for UW laboratories, with support from EH&S, etc.
- **Investment Rotation Program:** Treasury provides three student internships focused on investment research and analysis in managing the University's multi-billion dollar endowment. The two-year rotation has recently been extended to three years for one analyst.
- **Lean Visuals:** Research Accounting & Analysis employed an Art student to design and create visuals for Lean process improvements. The visuals are a critical component of Lean methodology that enables a new level of collaboration and discovery.

- **Mailbox Art Project:** Partners with students in the School of Art to install artwork created by School of Art students on UW Seattle campus mailboxes.
- **Program on the Environment/ Environmental Management Certificate Keystone Projects:** past projects include:
 - **Zimride:** the team worked on the logistical launch of a campus ride-share program and implemented a social marketing and evaluation plan
 - **Climate Action Plan Communications:** students surveyed campus, developed a communication plan and began initial execution of the plan
 - **Managing UW's Sustainability Performance:** team evaluated the STARS reporting framework and developed best practices for collecting sustainability information
 - **List:** <http://depts.washington.edu/poeweb/students/gradprograms/envmgt/keystones.html>
- **Sustainability Marketing and Communications:** Student coordinator helped build UW Sustainability brand through communications graphics and an online profiles page for campus sustainability projects, working in conjunction with UW Marketing, ICA, CPO, Facilities, HFS
- **Supplier Corporate Social Responsibility Project:** Financial Management has a fourth year law student working as a student researcher on the Supplier Corporate Social Responsibility Project including developing a supplier code of conduct, a model for monitoring supplier compliance, standard language to include in Requests for Proposals and an "intake" process for concerns raised about specific suppliers and their compliance with the code.
- **Sustainability Kiosk:** Student coordinator developed a campus sustainability seating lounge display in partnership with the UW Information & Visitors Center to attract, inform and educate visitors, staff, and students about UW sustainability efforts.
- **Transportation Services:** Ongoing engagement with students on issues related to UPASS and alternative transportation options, and shares governance in University Transportation Committee and Universal Student U-PASS Advisory Board.
- **Treasury:** Works with one MBA student per quarter to do an investment-related research project, at the end of the quarter the student presents findings and receives class credit; research sometimes factors into UW investment decisions. Additionally, Treasury sponsors a Junior Research Analyst program, where students work post-BA in the Treasury Office for 2 to 3 years as researchers with the investment team, before continuing on with their MBAs.
- **University Geographic Information Systems (GIS) & American with Disabilities Act (ADA) Navigation:** Capital Projects Office works with students to develop a prototype indoor navigation system for way finding, including routing in compliance with ADA guidelines.

How does this become a transformative experience for students? What kind of mentorship do they get? Students are able to take classroom learning and apply it to real-life; they gain access to senior leaders at the university and the understanding of how people, groups and units work together, how to achieve goals and how to re-group when faced with challenges. Many students work closely with staff at all levels of the organization and are able to gain experience not just in formal meetings and settings but also informal

Any cool success stories? Many! For example:

- Two former student assistants have taken permanent jobs with the Environmental Stewardship and Sustainability office
- Former CSF coordinator hired by UW Academic Personnel
- Several student assistants have been hired by Deloitte

W FINANCE & FACILITIES

UNIVERSITY of WASHINGTON

- Former Capstone interns took post-graduation jobs with Safeco Insurance and Randstad Technologies, Inc.
- One ESS intern took a job post-graduation with the CleanScapes store, the first recycling/composting store in Washington State
- After interning as a policy analyst for the Climate Action Plan, an Evans School student took a position within Planning and Budgeting
- The first Climate Action Plan Communications Coordinator is doing climate research in South Africa
- A former Campus Sustainability Fund Communications Coordinator is now working for an environmental consulting firm in Seattle

Do you assess the work of the students? If so, how?

- Depending on the unit/job title, students meet regularly with their supervisors for one-on-ones to review progress on their project and identify next steps and hurdles they might need help with.
- Exit interviews
- Recommendations
- Presentations to senior leadership, committees
- Learning and outcome measures which are reviewed

Finance and Facilities Internship Program: F2 recently formalized its student internship program:

<https://f2.washington.edu/internships>

- **Who:** Finance & Facilities
- **What:** Internships are pre-professional learning experiences that offer meaningful, practical work experience related to a student's field of study or career interest. Internships allow students to apply principles and theory learned in the classroom in a professional environment.
- **Why:** To create employment opportunities for UW students and help them develop marketable skills and increase administration/student interaction. Supervision of student interns is considered a contribution to student development and is a form of education.
- **Expectations for F2 Units**
 - Provide interns with real work assignments
 - Hold orientations for all involved
 - Provide time for interns to attend various activities and trainings
 - Offer flex-time and/or other unusual work arrangements
 - Have an intern manager
 - Encourage team involvement
 - Invite F2 intern oversight staff to visit interns on site
 - Offer training
 - Showcase intern work through presentations/expo
- **F2 Internships contacts:**
 - Ruth Johnston, Associate Vice President and Special Assistant to the Provost, ruthj@uw.edu, 206.685.9838
 - Barbara Wingerson, Executive Director of Finance and Administration, bwinger@uw.edu, 206.685.7878
 - Elise Glassman, Project Manager, elised2@uw.edu, 206.616.9194

International Programs and Exchanges

Overview

The number of UW students who study abroad has increased nearly every year since 2006-7, with a high of 2,418 students in 2010-11.

In 2011-12, the total fell to 2,200. This seems to have been due to a delayed impact from the overall economic downturn, and anecdotal information from other universities bears this out. We expect the number of students going abroad to pursue educational opportunities to slightly increase in 2012-13.

According to the Institute for International Education's annual report ("Open Doors"), the UW has been nationally ranked among the top ten institutions in terms of total numbers of students studying abroad since 2006. In IIE's 2010 report, the UW ranked 4th in the nation; in 2011, UW was 6th; in 2012, the UW was ranked at number 10 (Institute of International Education 2012, "Leading Institutions by Study Abroad Total, 2010/11." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>)

70 countries

UW students have more than 300 different study abroad opportunities each year, in 70 country destinations on six continents.

Italy has been the most popular country for UW students abroad since at least 2006, with Spain, China, the UK and India also in the top five. The popularity of the Rome Center, and the new Leon Center, means that their home countries will remain prime destinations—especially for the hundreds of UW students who take part in programs led by UW faculty in Spain and Italy each year.

Examples

Professor Sarah Stroup (Classics) has run a very intensive and successful summer program in Israel several times. The program revolves around hours of daily field research at an archaeological dig site—some amazing discoveries have been made. The program also utilizes Israeli faculty colleagues and local experts, underscoring the experience of academic international collaboration for UW students.

Several faculty have been involved with the South Asian Studies (JSIS) quarter long program in rural northern India. This is one of the best examples of students having immersive educational experiences in a world radically different from Seattle—a village in the Himalayan foothills. Students live with local families, encounter a rich cultural world, and learn about many of the development challenges facing village people around the world: education, health and water, environmental degradation.

Clarence Spigner (Public Health) leads a very popular three-week long program in London entitled Dark Empire. The multi-disciplinary program looks at London through its past as the center of a colonial Empire, and its present—as the post-colonial home of immigrants from so many diverse countries in Africa, Asia, and the Caribbean. While the program is not directly run by the Office of Minority Affairs and Diversity, it has had one of the most diverse student enrollments of any UW faculty-led programs.

Student learning

On UW faculty-led programs, professors create the syllabi and assess the learning, just as they would on campus. IPE has worked to make department chairs partners in these programs, so that there is departmental support for the learning goals. Previously, IPE used its own survey forms to evaluate student learning—both in the international classroom and experientially—but last year began using forms developed with the Office of Educational Assessment so that our evaluations would be more in line with what is used on campus. The aim is to have programs abroad serve the educational mission and academic goals of our departments, and also the wider UW. This is a work in progress.

Some leading programs

College of Built Environments

English

Spanish and Portuguese

College of Engineering has been making innovative forays into faculty-led programs, with a recent program focusing on water in Jordan; and another program about to happen in Rome.

Exchanges, innovation

Over 2/3 of UW students who go abroad each year do so on UW faculty-run programs—but several hundred go abroad for an academic quarter, a semester, or a full academic year to some of our international partner universities on “direct exchanges.” These include some of the very best educational institutions in the world: University of Melbourne; University College London; Sciences Po (in Paris); Seoul National University; Waseda and Keio Universities in Tokyo; University of Bergen (Norway) and many more.

The OMA/D continues to create innovative education programs that highlight some of the interests and needs of our incredibly diverse student body, and this has been an especially powerful corrective to many students (and parents) who may have thought that study abroad was only for the wealthy.

The Global Business Center in the Foster School has also been very successful in mobilizing its students through its own study abroad programs and exchanges with partner Business Schools.

Peter K. Moran, Ph.D
Director, International Programs and Exchanges
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206-685-4233



Core Programs

Cultivating Capacities for Success

The Graduate School Core Programs provide resources and experiences aimed at success for both graduate students and post-doctoral fellows. Our programs focus on necessary skills and capacities that help contribute to flourishing from the moment you enter to the time you transition successfully into a career of your choosing. In collaboration with our partners across campus, we host workshops, events, presentations and online resources that are free of charge to all students and postdocs. See our website – grad.washington.edu/profdev – for online resources and links to our partners for even more events.

A SAMPLE OF AUTUMN 2012 EVENTS PRESENTED BY CORE PROGRAMS AND UW LIBRARIES

Choosing a Citation Management System that Works for You

Sep. 20, 11 a.m.-noon, Allen Library, Research Commons – Presentation Place

Communicating and Collaborating

Sep. 20, 2-3 p.m., Allen Library, Research Commons – Green A

Demystifying Graduate School (for International Students)

Sep. 21, 1-2 p.m., Allen Library, Research Commons – Green A

Choosing a Citation Management System that Works for You

Sep. 25, 10-11 a.m., Allen Library, Research Commons – Presentation Place

General Graduate Funding

Sep. 26, 9-10 a.m., Allen Library, Research Commons – Green A

NSF Graduate Research Fellowship Program Info Session

Oct. 1, 11:30 a.m.-12:30 p.m., Allen Library, Research Commons – Green A

PhD Funding

Oct. 2, 11 a.m.-noon, Allen Library, Research Commons – Green A

Choosing a Citation Management System that Works for You

Oct. 3, 1-2 p.m., Allen Library, Research Commons – Green A

The Literature Review

Oct. 4, 3-4 p.m., Allen Library, Research Commons – Green A

Manage your Research and Bibliographies with RefWorks

Oct. 8, 11 a.m.-noon, Allen Library, Research Commons – Green A

Manage Your Research and Bibliographies with Zotero

Oct. 9, 2-3 p.m., Allen Library, Research Commons – Green A

General Graduate Funding

Oct. 12, 1-2 p.m., Allen Library, Research Commons – Green A

Research While You Sleep

Oct. 16, 11 a.m.-noon, Allen Library, Research Commons – Green A

EndNote Fast Start: Learn the Essentials in One Hour

Oct. 18, 10-11 a.m., Allen Library, Research Commons – Green A

Advanced EndNote Q&A

Oct. 18, 11:15 a.m.-12:15 p.m., Allen Library, Research Commons – Green A

Use Social Media for Networking

Oct. 25, noon-1 p.m., Allen Library, Research Commons – Green A

Making Smart Choices with your Time

Oct. 26, 9-10 a.m., Allen Library, Research Commons – Green A

Scholars' Studio: Citizen Research @the Commons

Nov. 5, 3:30-5:30 p.m., Allen Library, Research Commons – Presentation Place

FOR FULL DESCRIPTIONS AND LATEST INFORMATION, PLEASE VISIT GRAD.WASHINGTON.EDU/PROFDEV



ASSOCIATED STUDENTS OF THE UNIVERSITY OF WASHINGTON

FACTS AND FIGURES

EXPERIMENTAL COLLEGE

- Last Fall we served about 1500 students
- During 2011-2012 we served 5,500 students altogether
- We will offer 134 classes in the Winter of 2013 (for example: Conversational Japanese, Modern Fencing, Hatha Yoga, etc)

BIKE SHOP

- The Bike Shop fixes 50-60 bikes per week
- The Bike Shop also supplies locks to students at a discounted rate
- Located at the NE side of the HUB
- Has 3 mechanics that work in-shop

RAINY DAWG RADIO

- Rainy Dawg has 50 volunteers of which 39 are DJs, 6 are bloggers, 3 are photographers, and 2 are videographers.
- There are approximately 95 hours donated in the office each week by our volunteers collectively. That's 2 per week by each of our DJs, 2 hours a week by each of our bloggers, and 1 hour a week by each of our videographers and photographers. However, the figure of 95 hours only takes DJs doing their actual shows into account, and not the time they take outside of doing their shows to prepare for the shows.

ARTS AND ENTERTAINMENT

- Put on 13 collaborative events during Fall Quarter 2012
- Biggest event of the quarter was: Fall Fling 2012 feat. Chiddy Bang, Beat Connection, Fresh Espresso
Collaboration: First Year Programs
Attendance: 2,500-3,000

UW LEADERS

- UW Leaders is a leadership development program for freshmen, sophomores and transfer juniors during winter and spring quarter.
- Number of UWL applicants: 160
- Number of accepted leaders: 42
- Once a month, UW Leaders organizes a service day to participate in community service

PERSONAL TESTIMONIALS

“After 3+ years, I can honestly say that getting involved with Rainy Dawg has been the most rewarding, as well as the most challenging experience I've had during my time at the University of Washington thus far. Working for the station has pushed me to become a better leader and organizer, all while allowing me to pursue my passion for music and the music industry as a whole. In my time at Rainy Dawg, I've learned how to organize concerts, organize volunteers, and lead a staff. Through Rainy Dawg, I've also made countless connections within the Seattle music community as well as best friends. To say that my experience working at Rainy Dawg Radio is invaluable would be a vast understatement.”

-*Matt Kolbede*, Manager of Rainy Dawg Radio

“I like ASUW because it has given me a different perspective of the diverse student body at the UW. It has also helped me be able to serve students by hearing their concerns and then doing something about by bringing legislation to the Senate floor. It has also provided me with opportunities to meet and work with people I would have never been able to work with before.”

-*Jill Celich*, Chair of the Publicity, Outreach and Membership Committee



GPSS is the official student government for the roughly 12,000 graduate and professional students at the University of Washington. GPSS is comprised of two senators from each degree-granting department, four officers, and nine staff members. It represents students to the University, the State Legislature, Congress, and the Seattle community. It also funds graduate programming and hosts events that provide social and professional development opportunities.

FUNDING FOR GRADUATE STUDENT COMMUNITIES

Departmental Allocations Fund

The Departmental Allocations Fund helps graduate and professional students build community within their department by providing funding for students to put on events or improve their community spaces.

Total 2011-2012 Allocations: \$7,000

Diversity Fund

The Diversity Fund supports graduate and professional students from diverse backgrounds share their culture heritage and build a more compassionate and understanding community on campus.

Total 2011-2012 Allocation: \$4,000

Special Allocations Fund

The Special Allocations Fund helps Registered Student Organizations (RSOs) by providing supplemental resources for programming and events. Funds are used to benefit a cross-section of graduate and professional students and have typically been awarded to offset the cost of honoraria, advertising, and facility rentals.

Total 2011-2012 Allocations: \$15,000

Travel Grants Program

Professional and academic conferences are a fundamental component of graduate school education and professional development for many graduate and professional students. ***Unfortunately, due to budgetary restrictions, GPSS was forced to suspend the travel grants program as of the 2012-2013 academic year.***

Total 2011-2012 Allocations: \$21,000

SOCIAL AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Higher Education Summit

Every year the Graduate and Professional Student Senate brings together students, legislators, university administrators, and other leaders from around the state to discuss emerging and pressing issues impacting higher education here at the University of Washington and around the country.

Issues discussed in 2012:

- The Role of Online Education in Higher Education
- State Funding of Higher Education in Washington
- The Students' Role in University Budgeting and Planning

Science and Policy Series

The Science and Policy Series aims to enhance discourse between scientists and policy makers through advocacy, community-building, and student empowerment. It helps build connections between the science that is happening here on campus and the broader community to ensure public policy is informed by sound science. The series is composed of smaller events throughout fall and winter quarter, such as panel conversations, followed by a Science and Policy Summit in spring quarter.

Social Events

GPSS helps bring together graduate and professional students together for a variety of events including large quarterly socials and smaller events such as film screenings, speed-dating events, trivia nights, and departmental mixers. These events are well-attended and provide an opportunity for thousands of students to build social and professional networks from around campus and across disciplines.