

# Graduate School Report

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## 2017–18



Graduate School

WASHINGTON STATE UNIVERSITY

# The Graduate School

## Vision

Washington State University will be recognized as one of the nation's leading land-grant universities. To achieve this vision, graduate education must reach the highest level of excellence in doctoral, master's, and certificate programs.

## Strategic Plan Priorities

The Graduate School's strategic plan supports the mission and goals of Washington State University and is based on our mission of service, oversight, and advocacy for the graduate enterprise. The four major themes of the Graduate School's strategic plan are:

1. Promote excellence in graduate education
2. Enhance the graduate student experience
3. Promote and fund the graduate experience
4. Ensure Graduate School effectiveness: diversity, integrity, transparency

## Mission

The overall mission of the Graduate School is to advance graduate education and enhance the experience of WSU graduate students. We achieve this mission through service, oversight, and advocacy for all aspects of the graduate enterprise at Washington State University.

First, service is how we reach people and programs on a continual basis in support of the graduate enterprise and facilitate a training environment that helps our students be competitive and successful in their careers after graduation from WSU. Second, we provide oversight of the policies, standards for graduate education, and program and institutional assessment. Our oversight mission encompasses administrative support for graduate education. Finally, we continuously advocate for graduate education, the professional development and financial support of graduate students, the WSU research enterprise, diversity, and integrity on all campuses, as well as statewide, nationally, and globally.

To advance the Graduate School mission, we embrace the opportunity to work collectively with colleges, degree granting programs, faculty, students, prospective students, alumni, and their associated administrative and representative units.

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# Message from the dean

Lisa Gloss, Interim Dean

The graduate enterprise is the key link between higher education and the innovations that will provide the solutions to the critical and complex challenges facing so-

ciety in the 21st century. Truly successful graduate training transforms students from learners into the scholars and researchers that create the new knowledge, novel ideas, enhanced understandings, and pivotal technical advances which will improve the well-being of the citizens of Washington State, the nation, and the world. The Graduate School's three missions of service, oversight and advocacy for graduate students and faculty provide an essential foundation for the growth of the intellectual rigor and productivity that is the heart of a thriving land-grant research-intensive university.

There were significant changes in the Graduate School leadership in the past year. Dr. Patricia Sturko, the senior associate dean responsible for program assessment and review, accreditation compliance, and oversight of the student services division, retired in March 2017, after nine years with the Graduate School. Dr. Jennifer LeBeau joined the Graduate School as an assistant dean in March 2017. Her expertise in assessment and evaluation of higher education practices are guiding the Graduate School's efforts to improve program assessment, articulate and implement the Graduate School's strategic plan, and provide professional development opportunities for the Graduate School staff. Dr. William Andrefsky, Jr., dean of the Graduate School since 2013, stepped down in August 2017 to return to his faculty role as a professor in the Department of Anthropology. My transition into the role of interim dean of the Graduate School was facilitated by the outstanding leadership and mentorship of Dean Andrefsky.

As the interim Dean of the Graduate School, I am continually impressed and inspired by the accomplishments and awards achieved by the talented graduate students across the WSU system. These successes are a reflection of the quality of students that are recruited to pursue research and scholarship with the WSU faculty as well as the supportive and formative mentorship provided by our faculty. There are now nearly 30 NSF-funded Graduate Research Fellows currently studying at WSU. The diversity of the graduate student population has continued to increase. Of the enrolled students, ~17% are from under-represented and under-served groups, and international students are ~25% of the student body. These numbers speak to the WSU land-grant mission of inclusion and diversity. In fall 2017 and spring 2018, WSU awarded 651 doctoral degrees and 1,280 master's degrees. These recent graduates will join the ranks of alumni in the professoriate, and also expand the impressive array of alumni who are successfully pursuing careers in the private and government sectors, from leadership positions in international corporations, small, medium, and large business and non-profit institutions to research at national labs and state agencies.

In addition to providing a snap-shot of graduate education statistics across the WSU system, this annual report highlights representative graduate student success stories as well as three important Graduate School accomplishments: the continued success of the NSF-funded AGEP project, expansion of the Professional Development Initiative (PDI), and the introduction of the "Imagine Beyond" programming for undergraduates interested in graduate studies.

Lisa Gloss

A handwritten signature in blue ink that reads "Lisa M. Gloss".

Interim Dean, Graduate School

# Providing Service, Oversight, Advocacy



## Overview

The Graduate School operates as a central service unit within Washington State University under the Office of the Provost, with a focus on: recruitment, admissions, graduate enrollment management, graduate program review and assessment, student advocacy, and service to the university. Serving all WSU campus and extension locations, we work to ensure our services meet the needs of the community, state, and nation.

## Recruitment

The Graduate School recruitment efforts include the McNair program, the Research Assistantship for Diverse Scholars (RADS) program, the Achievement Rewards for College Scientists (ARCS), and the Alliances for Graduate Education and the Professoriate (NSF AGEP) Grant. The Graduate School also manages a number of email campaigns to name lists and requests for information from prospective students from our website. These efforts have been successful in recruiting and retaining some of our brightest and most promising scholars.

As a service to the university and to assist departments with recruitment efforts, the Graduate School has built a Recruitment Toolbox website that includes print-on-demand flyers for recruitment, tips, and prospective student name lists. We also host a recruitment summit each fall for graduate and academic coordinators, led by McNair Director Dr. Raymond Herrera.

The request for information form on our website receives an average of about 200 requests per month. Each of these requests is routed to departments and each prospect sent a series of emails from the Graduate School. To ensure that all prospects receive the information about their program of interest, we follow up with departments two weeks from the time of the prospect's contact.

The Graduate School uses a customer relations management tool to communicate with prospective students and newly admitted students through a series of emails. Our email campaigns to these groups has increased dialogue with prospects during their decision-making processes. Our email campaigns are sent to prospects who request information, McNair undergraduates, WSU admitted-to-enrolled students, and the National Name Exchange student list.

## Student Assistance

Our staff is on call to help students with any questions that arise throughout their programs, from residency questions to thesis and dissertation formatting. While managing graduate student applications and enrollment, the Graduate School also processes assistantship waivers and issues immigration paperwork for newly admitted international students.

In collaboration with the GPSA and International Programs, we host new student orientation each fall to welcome students and help them integrate into the WSU system, learn about state residency requirements and financial aid, and settle into their new surroundings. The workshops are live-streamed via YouTube to students at non-Pullman campus locations, recorded, and posted on the Graduate School website for students who are unable to attend. The average in-person attendance for orientation is 300 students.

*Since the Graduate School initiated the Prestigious Fellowships Workshop in 2013, NSF-GRFP funding to WSU graduate students has increased: 12 students in 2000-2012 to 33 students in 2013-2018.*

## Scholarships and Professional Development

Our service to graduate students and the WSU community includes our Professional Development Initiative (PDI) which is meeting critical needs and helping students develop leadership skills to be successful in their current and future careers.

The Graduate School also trains students to write successful grant applications. The Prestigious Fellowship Workshop was started in September 2013 and led by research assistant Hannah Merley in partnership with the Graduate School. At that time, there were only 12 National Science Foundation Graduate Research Fellowship Program funded students at WSU. In 2016, the workshop became part of the PDI, led By Dr. Mike Kahn. Today, there are 33 students at WSU with NSF GRFP support. The Graduate School also awards approximately \$152,000 each year in scholarships to students.



# Providing Service, Oversight, Advocacy



## Student Progression and Communication

Students often apply to several universities, and if admitted, make their choice where to attend based on the factors important to them. After surveying students who were admitted to WSU but decided not to attend, the Graduate School began an email campaign in 2016 to talk with admitted students about what enrollment at WSU looks like and the benefits of attending. Since the campaign began, students have been quicker to accept their admittance and enroll in courses, and the number of students who were admitted and enrolled has increased 2%.

Service to our graduate students continues throughout their careers at WSU. While we perform some of the review processes required for exams, thesis and dissertation formatting, and mail out official graduate diplomas to each student, we also help students with issues that might arise, and advocate for their success.

The Graduate School's ongoing communication with students, faculty, and staff helps keep the WSU community informed about new policies, upcoming deadlines and events, and important reminders. We communicate weekly with graduate students through our Friday Focus newsletter, social media, and direct emails, engaging and informing students about campus events, deadlines, job and funding opportunities, and upcoming professional development opportunities. Timely important messages are sent via direct email to students through our customer relations management system.

We also participate in monthly meetings for graduate academic coordinators and communicate with faculty through our monthly GEMS newsletter (Graduate Education Messages and Support), started by interim Dean Lisa Gloss in 2017 as a way to keep faculty informed of graduate policies and deadlines.

## Friday Focus



Graduate School

WASHINGTON STATE UNIVERSITY



*Friday Focus Newsletter, our weekly communication to graduate students, reaches more than 1500 students each week to inform them of important deadlines, upcoming events, job openings, and scholarship opportunities.*

## Graduate Program Review and Assessment

To help programs improve student learning outcomes and success, the Graduate School reviews all doctoral and master's degree programs on a three-year cycle. Graduate program review is an objective process that involves a review of data provided by each program and Institutional Research, and an evaluation of the program's policies and practices that support students.

Further, the Graduate School coordinates graduate program assessment of student learning to help identify areas for growth and enhance program effectiveness while encouraging them to develop and grow in areas that reflect the university's strategic priorities. The program assessment and review processes complement and inform one another to improve program success.

The Graduate School also provides administrative support for the Faculty Senate's Graduate Studies Committee (GSC), which reviews graduate educational policies, programs, and procedures.

*The Graduate School is active on social media sites with 985 Facebook followers and 843 Twitter followers.*

*We actively share important information, tell graduate student stories, and answer questions.*

***[twitter.com/GradSchool\\_WSU](https://twitter.com/GradSchool_WSU)***

***[facebook.com/WSUGraduateSchool](https://facebook.com/WSUGraduateSchool)***

*"I have to say that my interactions with staff and faculty at the Graduate School and WSU in general is a big reason why I decided to transfer here. See you this fall!"*

*— Thomas, a new 2018-19 student*

# Supporting Student Growth

## Imagine Beyond: Imagine Graduate School

*Preparing undergraduate students for  
graduate school*

The McNair program at WSU, directed by Assistant Dean of the Graduate School, Dr. Raymond Herrera, is a 100% federally funded program that prepares first-generation/low-income students and students from underrepresented backgrounds for graduate education and future doctoral studies. The program accepts 10-15 new students each year.

In 2017–18, Drs. Raymond Herrera and Jennifer LeBeau developed and co-facilitated the Imagine Beyond initiative to provide informative workshops to WSU undergraduate students on how to prepare for graduate school. More than 200 undergraduate students registered for the workshops.

Workshop topics included defining graduate education to more directed workshops for juniors and seniors on preparing applications for graduate school and how to ask for letters of recommendation. The workshops concluded with discussions on how to prepare for graduate school and how to work with a faculty mentor.

**[gradschool.wsu.edu/IB](https://gradschool.wsu.edu/IB)**

## Professional Development Initiative

The PDI is a partnership between the Graduate School and the Graduate and Professional Student Association. The mission of the PDI is to provide programs (workshops) and resources to help prepare graduate students for academic and career success with the goal of providing students with the skills, knowledge, and mindsets necessary to succeed both professionally and academically. For access to additional resources, students are also provided the opportunity to subscribe to **Versatile PhD** and **Cheeky Scientist**.

In its second year, the PDI hosted more than 40 workshops centered on four core competencies, and reached approximately 1,500 students. The four competencies include:

- 1) academic and career development
- 2) communication and collaboration
- 3) leadership and professionalism
- 4) personal well-being

There has been robust participation across the graduate student population at WSU, and the response has been uniformly supportive of the opportunities available through the PDI. While primarily targeted at graduate students, the PDI programming has been attended by many undergraduates and post-docs as well, in particular the WSU McNair students.

**[gradschool.wsu.edu/pdi/](https://gradschool.wsu.edu/pdi/)**



Three-day, immersive Liberating Structures workshop from the PDI.



# Growing Funding for Student Support

## AGEP activities

The Graduate School represents WSU as a lead institution in an eight-member alliance (PNW-COSMOS – Pacific Northwest Circle Of Success for Mentoring Opportunities in STEM) that has been supported since 2014 by a National Science Foundation's Alliances for Graduate Education and the Professoriate-Transformation (NSF AGEP-T HRD #1432932) award. Dr. Lori Carris, Associate Dean of the Graduate School, is a PI on the grant, working toward the goal to increase participation of Native Americans and Alaska Natives in STEM graduate programs.

### 2017 activities for AGEP included:

- NSF Site Visit to WSU on April 25
- Alliance activity poster presented at the NSF AGEP National Forum in Washington, D.C. February 23-24
- Participation in the annual conference of the American Indian Science and Engineering Society (AISES) in Denver, September 19–23
- PNW-COSMOS AGEP Summit in Bozeman, MT Oct. 12-14.

Also in 2017, the Graduate School and the AGEP grant funded five Native American undergraduate students for a 10-week summer research experience at WSU. Funds covered travel, housing, and a \$5,000 stipend. Students received research training, experience preparing and presenting research posters, and professional training.

The four lead institutions for the AGEP grant (WSU, University of Idaho, Montana State University, and University of Montana) were awarded additional grants totaling \$400,000 to host the 2019 AGEP National Forum in the inland northwest. This forum will bring together more than 200 AGEP leaders and researchers from around the country to share best practices in increasing STEM diversity.

WSU Civil Engineering master's student Tyler Fouty earned his bachelor's degree at Salish Kootenai College—one of the AGEP partner institutions. Fouty is a 2018 NSF Graduate Research Fellowship Program recipient.

[pnwcosmos.org](http://pnwcosmos.org)



Students and leaders at AISES conference in Denver, September 2017

## ARCS: Achievement Rewards for College Scientists

Seattle Chapter ARCS Foundation is celebrating 40 years of supporting science by funding PhD fellowships for outstanding scholars in STEM fields. WSU was designated an ARCS school in 2000. A philanthropy organization, Seattle Chapter of ARCS Foundation sponsors more than 157 students from both WSU and the University of Washington, providing \$17,500 over three years to each student.

The Seattle Chapter ARCS Foundation funds doctoral students in the departments of Animal Sciences, Crop and Soil Sciences, Entomology, Molecular Plant Sciences, Plant Pathology, Chemistry, Chemical Engineering and Bioengineering, Global Animal Health, Molecular Biosciences, Integrative Physiology and Neuroscience, Veterinary Clinical Sciences, and Veterinary Microbiology and Pathology.

Each year WSU recruits 12-14 new scholars for the program. There are currently 35 ARCS Fellows at WSU. See page 7 for more about ARCS.

[gradschool.wsu.edu/ARCS](http://gradschool.wsu.edu/ARCS)



Indigenous Knowledge Field Camp 2017, funded by AGEP grant.

*The Graduate School actively recruits high-achieving, underrepresented students to attend WSU.*

# Supporting Graduate Research

## *Research to feed the future*



Doctoral student Nathan Grant works in his wheat breeding laboratory at WSU.

WSU graduate students play an active role in research at WSU and are key to achieving WSU's Drive to 25 initiative. The Graduate School, in its mission to support and advocate for graduate students, provides a foundation for the growth of intellectual rigor and productivity for students to conduct their research.

Doctoral student Nathan Grant is one of many examples of students who are helping solve critical world problems. Working side-by-side with his faculty mentor, Dr. Kulvinder Gill, Nathan is developing a heat-tolerant variety of wheat that could be grown in some of the world's most hot and hunger-challenged regions of the world.

Billions of dollars' worth of wheat is lost or damaged each year due to heat and drought. With the threat of climate change, food security in areas like the Asian sub-continent may become a major risk in the future. Recognizing this, the U.S. government in 2013 partnered with 24 "Feed the Future Innovation Labs," including WSU, to increase wheat yields, improve farm profitability, generate new scientific information about heat stress tolerance, train the next generation of scientists, and build human, institutional, and infrastructure capacity at partner institutions (<http://css.wsu.edu/usaaid-about-crwil/>).

Because wheat is a heat-sensitive crop that grows best in cooler temperatures, creating a variety more tolerant to heat could be part of the answer to solve global hunger problems, particularly in the focal area of the government research: the North Indian River Plain, 630 million acres of fertile plain in northern and eastern India.

"This research is a huge collaborative effort with other institutions worldwide including India, Pakistan, Bangladesh, and Nepal," says Nathan. "We're fortunate to have this institution and its facilities for research, because some of the other institutions do not."

The research team has now bred several plots of modified wheat that is being monitored and tested in WSU's wheat breeding greenhouse. Grown in deep pots under 95 degree temperatures, the plants look to be thriving—but Nathan continues to check their photosynthesis performance daily to determine which new variety might have the best targeted traits.

## *Learning an ancient language*



Miriam Fernandez stands on the remains of the Votive Pyramid in La Quemada archaeological site.

In support of her dissertation research, the Graduate School and the Department of English co-funded two trips for doctoral student Miriam Fernandez to conduct training that has helped her interpret an ancient language.

Miriam is in the rhetoric and composition program in the English Department under Victor Villanueva, researching how nationalization in Mexico in the early 1800s was developed through the rhetoric of three historical and mythical women: the weeping woman, the patron saint, and Cortez's translator. She traces their origins through the conquest and how their stories have been reshaped through time.

Bilingual in English and Spanish, Miriam began her dissertation research studying Spanish interpretations of the Náhuatl language—but she felt the interpretations were incomplete. To fully understand the texts, she needed to know the original language. She began looking into an intensive Náhuatl language study offered at Yale University and emailed the Graduate School about the importance of learning the language to her dissertation research—and about the possibility of helping fund her trip to Yale.

In the summer of 2017, the Graduate School, the Department of English, and Miriam's father funded her trip to attend the six-week workshop at Yale, where she learned the beginning level of Náhuatl. Then in January 2018, Miriam attended a second workshop for the language in Zacatecas, Mexico. The two-week workshop, co-funded by the WSU Graduate School and Department of English, immersed Miriam in the culture, history, and education of the Nahua people.

The opportunity for Miriam to learn Náhuatl and its culture has provided her with a refined vision of how she can connect her education with solving real-world problems while helping others along the journey. She hopes to partner with other students she met at the language workshops to write books in Náhuatl that can be given to the children in Zacatecas.

"Language forms our identity," says Miriam. "The word with which the Nahua people self-identify can be translated as 'we are born from this land.' Understanding their metaphorical and lyrical language helps us understand and value the people and their origins."



# Supporting Student Opportunities

## *Learning science policy and advocacy*



From left: Ashley Railey, Senator Maria Cantwell, Allison Kolbe, and Nick Pokorzynski.

The Graduate School and the Office of Research funded four doctoral students to attend a three-day workshop in Washington D.C. in March 2018. The selected students had the opportunity to learn about Congress, the federal budget process, and effective science communication. The trip was hosted by the American Association for the Advancement of Science (AAAS).

"I wasn't sure I could translate science into policy-making with my work in Tanzania—but the workshop exceeded my expectations and gave me the tools," says Railey. "I thought we would hear something like 'politics is important,' but I learned why it is important and why what we do, as scientists, is essential to the policy-making process."

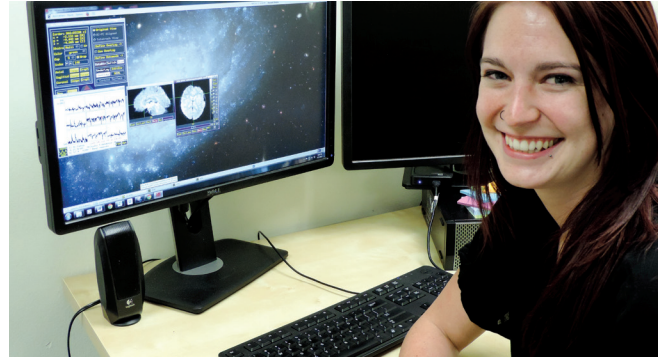
Her interdisciplinary research in the combined fields of economics, sociology, and animal health looks at the decision-making processes that control diseases in livestock in Tanzania. She was happy to see funding increases for science in the omnibus bill, which passed while they were in DC.

"I could see that there is an arena for science in politics," she said. "Knowing this, I have more of an interest in policy and how I can be active."

Pokorzynski is a WSU ARCS (Achievement Rewards for College Scientists) student conducting research on the molecular stress response of the sexually transmitted bacteria *Chlamydia trachomatis*. He says he has an interest in diversifying his portfolio to include government policy, so the CASE workshop interested him.

"I got an overview of the way science policy makes its way through the government and differing perspectives on how that process works," he says. "CASE also put together panels of people who work at funding agencies to talk with us about how they function and how funding works."

The students consider the workshop valuable for their careers. Engaging with policy makers and learning how to be engaged in public and science policy as well as serving as resources for Congressional staff members with less experience in science and technology were highlights.



## *ARCS scholar wins*

Naomi Wallace, a WSU ARCS (Achievement Rewards for College Scientists) scholar, recently won the 2018 Three Minute Thesis (3MT) award for her research presentation, "Developing Brains and Biological Clocks." Naomi is a PhD neuroscience student in the College of Veterinary Science.

Three Minute Thesis® is a research communication competition in which doctoral students have three minutes to present a compelling oration on their thesis and its significance. Naomi's research has the potential to understand the connection between sleep and health, which also earned her a prestigious ARCS (Achievement Rewards for College Scientists) scholarship.

Naomi became interested in how mental health and sleep are intertwined during her undergraduate research. She wanted to continue studying the intersection of these two topics in graduate school, and decided to research the effects of sleep deprivation and interruption on animals to learn more about the mechanistic parts of the equation. As a WSU ARCS scholar, Naomi, whose advisor is Dr. Ilia Karatsoreos, has the support to pursue her research, which has the potential to address such critical problems as obesity and glucose intolerance that are connected to sleep disruption.

In its 40th year, the ARCS Foundation Seattle Chapter funds 35 doctoral students at WSU each year. The ARCS Foundation Seattle Chapter was started in 1978 by 30 Seattle-area women, 20 years after the original ARCS Foundation was started in Los Angeles.

With a mission to advance science, ARCS has a tremendous impact on recipients, who receive not only generous financial support, but also moral support and a personal connection with the ARCS women. The Foundation hosts events for students to meet their donors, further enriching the ARCS experience.

Without ARCS funding, some of our brightest scholars may not have the financial ability to pursue their research. WSU became an ARCS institution in 2000, and in 18 years has received ARCS support for close to 200 of our doctoral students. The immediate and longterm impact of this support is immense, empowering scientific and technological innovation and education that drives positive change in the world.

# Honoring Excellence

## *Mentor Academy Award for Excellence*



2018 Faculty Mentor awardee Dr. Martha Cottam (R) with Graduate School Interim Dean Lisa Gloss.

Martha Cottam is the 2018 recipient of the Graduate School Mentor Academy Award for Excellence. Cottam, who is the graduate studies director of the School of Politics, Philosophy, and Public Affairs, has worked at WSU for more than 25 years and is one of the longest-serving members of the Graduate Mentor Academy. This is the third year that the Graduate School has awarded the Mentor Academy Award for Excellence.

The Graduate School started the Graduate Mentor Academy (GMA) around 2005 for the purpose of identifying graduate faculty with significant mentorship experience and skills, and providing them with additional training to serve as advocates for graduate students during stressful career moments.

"Faculty from the GMA provide support, guidance, and encouragement to graduate students during preliminary exams or final defenses and ensure that the correct policies and procedures are followed," says Graduate School Interim Dean Lisa Gloss. "While the majority of student examinations proceed without any complications or concerns, GMA members will attend exams where academic issues might arise, such as a student retaking an exam after failing the first time."

"It's always a troublesome situation for the graduate students," says Cottam, "but it's a privilege to be the person who knows the rules and can make sure the students are comfortable and the rules are followed. It reassures them that they're going to get every chance to be successful."

Cottam received her award at the Graduate School Evening of Excellence.

## *Evening of Excellence*



Dissertation Year scholarship award winner Amir Gilmore and College of Education faculty member Pamela Bettis.

The Graduate School hosted its fourth annual Evening of Excellence on April 19, 2018 to honor 2018 graduate student scholarship, fellowship, and award recipients. Students honored included 35 Graduate School scholarship recipients, 62 RADS (Research Assistantship for Diverse Scholars), 35 ARCS (Achievement Rewards for College Scientists) scholars, 23 National Science Foundation Graduate Research Fellowship Program (NSF GRFP) recipients, and 8 Graduate & Professional Student Association Excellence Award winners.

Graduate School scholarships and awards include the Dissertation Year Fellowship, the Arnold and Julia Greenwell Memorial Scholarship for Social Sciences and Humanities, the Richard R. and Constance M. Albrecht Scholarship, the Russ and Anne Fuller Fellowship for Interdisciplinary Research/Scholarship (2 years), the Charles Allen Master's Thesis Award, the Karen P. Depauw Leadership Award, and the Graduate School Mentor Academy Award for Excellence.

College deans nominated exemplary students based on their qualifications for the Graduate School scholarships. This year, students from the colleges of Arts and Sciences; Voiland College of Engineering and Architecture; Agriculture, Human and Natural Resource Sciences; Education; and Veterinary Medicine were nominated.

Interim Dean Lisa Gloss introduced a new award this year: the Clarence "Bud" Ryan Institute of Biological Chemistry Award, eligible for PhD students studying plant sciences in the Institute of Biological Chemistry. Ryan was a pioneer researcher in the field of plant biochemistry and was the first faculty member of Washington State University to be admitted to the National Academy of Sciences. He worked at WSU for more than 40 years and was awarded an honorary doctorate in 2005, two years before he passed away.

To read about all the students and faculty honored at the Evening of Excellence, visit  
[gradschool.wsu.edu/evening-of-excellence](https://gradschool.wsu.edu/evening-of-excellence)



# Quick Look Reports

## Graduate Applications, Admissions, Enrollment, Degrees Awarded

### Fall 2017 and Spring 2018

Campus	Applications	Admissions	Enrollment
Pullman	3963	1080	641
Spokane	555	217	154
Tri-Cities	161	89	66
Vancouver	357	221	161
Global	387	299	221
<b>Total</b>	<b>5423</b>	<b>1906</b>	<b>1243</b>

### Fall 2016 and Spring 2017

Campus	Applications	Admissions	Enrollment
Pullman	4331	1113	654
Spokane	549	198	143
Tri-Cities	150	96	76
Vancouver	341	229	172
Global	400	322	236
<b>Total</b>	<b>5771</b>	<b>1958</b>	<b>1281</b>

### Fall 2015 and Spring 2016

Campus	Applications	Admissions	Enrollment
Pullman	4346	1212	734
Spokane	620	245	194
Tri-Cities	137	94	67
Vancouver	350	213	160
Global	633	415	224
<b>Total</b>	<b>6086</b>	<b>2179</b>	<b>1379</b>

**Note:** Students may apply to and be enrolled in more than one program

### Percent Minorities\* by Campus

	Global	Tri-Cities	Vancouver	Pullman	Spokane
2017	23%	16%	22%	16%	16%
2016	22%	25%	25%	16%	23%

\*Minority includes American Indian/Native Alaskan, Asian, Black/African American, Hispanic, Native Hawaiian, and two or more races.

### Degrees Awarded

	2016	2017	2018
<b>Doctoral</b>	322	315	336
<b>Master's</b>	685	672	608
<b>Total</b>	<b>1,007</b>	<b>987</b>	<b>944</b>

# Quick Look Reports

## Academic Year 2017 Funding

### Fall 2017 Scholarships Awarded

	Total Amount	# of students
Richard R. and Constance M. Albrecht Scholarship	\$9,000	6
Charles Allen Master's Thesis Award	\$3,000	3
Karen P. DePauw Leadership Award	\$1,000	1
Arnold and Julia Greenwell Memorial Scholarship	\$7,000	7
Anne and Russ Fuller Fellowship	\$56,000	14
Graduate Recruitment Scholarship for STEM Disciplines	\$12,687	12
Graduate School Dissertation Year Fellowship	\$63,000	3
<b>Total Graduate School Scholarships &amp; Fellowships</b>	<b>\$151,687</b>	<b>46</b>
NSF GRFP	\$741,000	25
ARCS	\$212,500	35
<b>Grand Total</b>	<b>\$1,105,187</b>	<b>106</b>

### Fall 2017

#### Teaching, Research, and Graduate Assistantships

\*1,787

\*Some students hold more than one GA position.  
51% of students are funded by assistantships, a 2% increase from 2016.

#### Tuition Waivers

2,537 students received tuition waivers in 2017.

### Fall 2017 Select Commitment Discretionary Waivers

Waivers	# of Students
Chinese Scholar Council	70
Graduate Assistance in Areas of National Need	5
Financial Need Based	8
NIH BioTech	9
NSF GRFP Fellows	6
Fellowships	16
First-Year Dissertation	3
PNNL	2

A total of 177 discretionary waivers were granted in 2017, meant to complement students' unit support for graduate education and increase graduate student growth.

### New Graduate Degrees Offered in 2017–18

Master of Arts in Hispanic Studies

Doctor of Philosophy in Statistical Science

Master of Science in Apparel, Merchandising, and Textiles (formerly MA)



## Graduate New Enrollment, Total Enrollment, Degrees Conferred

Doctoral Programs	New Enrollments		Total Enrollment		Degrees Conferred	
	Fall 2016	Fall 2017	Fall 2016	Fall 2017	FY 2016	FY 2017
Agricultural Economics, Ph.D.	2	1	9	8	1	0
American Studies, Ph.D.	0	0	12	10	0	5
Animal Sciences, Ph.D.	3	2	8	6	4	4
Anthropology, Ph.D.	7	4	50	45	8	3
Biological and Ag Engineering, Ph.D.	17	9	71	70	11	15
Biology, Ph.D. (formerly Zoology)	12	6	19	25	0	4
Business Administration, Ph.D.	16	11	73	70	9	9
Chemical Engineering, Ph.D.	13	14	52	54	15	10
Chemistry, Ph.D.	18	26	82	85	17	19
Civil Engineering, Ph.D.	12	9	44	42	6	10
Communication, Ph.D.	2	4	30	28	1	3
Computer Science, Ph.D.	12	15	62	71	8	7
Counseling Psych, Ph.D.(inactive)	0	0	25	21	6	5
Criminal Justice & Criminology, Ph.D.	5	4	31	34	4	3
Crop Science, Ph.D.	6	2	34	25	6	11
Economics, Ph.D.	16	10	75	76	12	4
Educational Leadership, Ed.D., Ph.D.	9	11	55	54	15	10
Educational Psychology, Ph.D.	3	3	14	16	2	2
Electrical Eng & Comp Sci, Ph.D.	14	15	75	88	6	11
Engineering Science, Ph.D.	4	2	29	23	5	8
English, Ph.D.	5	7	18	23	7	4
Entomology, Ph.D.	5	1	17	15	5	1
Environ. & Natural Res Sci, Ph.D.	4	3	42	34	7	7
Food Science, Ph.D.	2	7	16	18	4	4
Geology, Ph.D.	1	1	15	13	0	1
History, Ph.D.	2	3	14	19	2	2
Horticulture, Ph.D.	4	2	21	22	5	2
Individual Interdisciplinary, Ph.D.	4	3	12	13	2	3
Materials Sci and Engineering, Ph.D.	11	7	59	58	11	9
Mathematics, Ph.D.	13	25	58	73	3	5
Mechanical Engineering, Ph.D.	14	8	72	73	12	7
Molecular Biosciences, Ph.D.	8	6	43	35	9	8
Molecular Plant Sciences, Ph.D.	7	6	49	50	7	8
Neuroscience, Ph.D.	5	3	27	22	3	6
Nursing Practice, D.N.P.	49	64	145	172	28	27
Nursing, Ph.D.	10	4	30	24	9	6
Pharmaceutical Sciences, Ph.D.	8	7	27	28	3	4
Physics, Ph.D.	9	10	52	52	6	9
Plant Biology Ph.D. (formerly Botany)	0	0	1	6	0	0
Plant Pathology, Ph.D.	3	1	31	23	4	7
Political Science, Ph.D.	5	9	27	26	4	2
Prevention Science, Ph.D.	8	7	35	35	1	1
Psychology, Ph.D.	9	15	59	60	8	11
Sociology, Ph.D.	8	10	35	41	5	4
Soil Science, Ph.D.	2	2	17	16	8	4
Teaching and Learning, Ed.D., PhD.	6	10	75	76	10	12
Veterinary Science, Ph.D.	9	10	51	49	9	12
Zoology	0	0	22	15	2	3
<b>Grand Total</b>	<b>388</b>	<b>383</b>	<b>1939</b>	<b>1957</b>	<b>322</b>	<b>315</b>

# Graduate New Enrollment, Total Enrollment, Degrees Conferred

Master's Programs	New Enrollments		Total Enrollment		Degrees Conferred	
	Fall 2016	Fall 2017	Fall 2016	Fall 2017	FY 2016	FY 2017
Accounting, M.Acc.	8	8	18	17	18	11
Agriculture, M.S.	35	28	75	90	19	12
American Studies, M.A.	0	0	2	1	0	1
Animal Sciences, M.S.	6	5	15	12	2	6
Anthropology, M.A.	6	6	20	17	9	9
Apparel, Merchandising, & Tex., M.A.	3	5	9	12	6	6
Applied Economics, M.A., M.S.	4	6	17	15	2	8
Architecture, M.Arch.	24	18	35	25	32	33
Biological and Ag Engineering, M.S.	6	2	16	10	6	6
Biology, M.S. (formerly zoology)	6	8	9	14	8	2
Botany (Now plant biology)			3	10	1	1
Chemical Engineering, M.S.	1	1	5	4	2	6
Chemistry, M.S.	0	0	8	4	0	9
Civil Engineering, M.S.	10	15	23	35	13	12
Communication, M.A.	2	1	5	3	6	5
Computer Engineering, M.S.	2	1	4	3	3	1
Computer Science, M.S.	21	18	49	46	10	19
CPDNEP, M.S.	22	19	44	36	26	32
Counseling, M.A.	0	0	11	1	9	10
Criminal Justice and Criminology, M.A.	13	7	20	15	8	3
Crop Science, M.S.	6	7	15	15	4	4
Educational Leadership, Ed.M., M.A.	15	12	59	46	26	32
Educational Psychology, Ed.M., M.A.	0	2	2	3	2	2
Electrical Engineering, M.S.	6	19	19	31	21	10
Electrical Power Engineering, P.S.M.	7	6	17	24	1	1
Eng. & Tech Management, M.E.T.M.	15	15	86	84	19	26
Engineering, M.S.	0	1	0	2	0	0
English, M.A.	7	7	19	14	11	8
Entomology, M.S.	2	3	4	7	4	2
Environmental Engineering, M.S.	3	8	13	16	9	8
Environmental Science, M.S.	16	8	42	37	9	12
Fine Arts, M.F.A.	7	7	7	7	13	7
Food Science, M.S.	4	10	18	18	9	7
Foreign Langs. and Cultures, M.A.	8	5	12	14	3	2
Geology, M.S.	2	0	15	7	2	6
Health Policy and Admin, M.H.P.A.	16	9	46	33	14	20
History, M.A.	10	7	18	17	5	4
Horticulture, M.S.	1	12	12	19	5	1
Interior Design, M.A.	2	2	7	6	1	9
Landscape Architecture, M.S.	0	0	1	0	1	2
Master in Teaching, M.I.T.	42	50	72	88	56	48
Materials Science and Eng, M.S.	3	0	13	6	9	9
Mathematics, M.S.	3	8	14	23	13	6
Mechanical Engineering, M.S.	24	17	64	58	24	19
Molecular Biosciences, M.S., P.S.M.	6	3	22	14	7	6
Music, M.A.	9	7	16	17	8	6
Natural Resource Sciences, M.S.	4	0	13	8	4	6



## Graduate New Enrollment, Total Enrollment, Degrees Conferred

Master's Programs	New Enrollments		Total Enrollment		Degrees Conferred	
	Fall 2016	Fall 2017	Fall 2016	Fall 2017	FY 2016	FY 2017
Neuroscience, M.S.	0	0	0	0	0	1
Nursing, M.N.	6	4	40	29	19	19
Nutrition & Exercise Phys, M.S.	0	0	0	0	0	0
Physics, M.S.	0	1	11	9	0	4
Plant Biology, M.S. (formerly Botany)	1	0	1	3	0	0
Plant Pathology, M.S.	1	3	5	6	6	3
Political Science, M.A.	1	1	5	13	8	4
Prevention Science, M.S.	0	0	9	12	2	5
Public Affairs, M.P.A.	7	1	19	14	2	5
Sociology, M.A.	0	0	4	7	9	3
Software Engineering, M.S.		2		2	0	0
Soil Science, M.S.	1	1	4	16	3	3
Speech and Hearing Sciences, M.S.	25	25	50	52	26	24
Sport Management, M.A.	12	14	37	32	15	16
Statistics, M.S.	2	1	10	10	8	12
Strategic Communication, M.A.	39	37	103	107	45	42
Teaching, M.I.T.	42	49	72	88	56	48
Teaching & Learning, M.A., Ed.M.	24	15	82	54	35	52
Veterinary Science, M.S.	8	13	35	33	5	6
<b>Grand Total</b>	<b>514</b>	<b>488</b>	<b>1455</b>	<b>1381</b>	<b>685</b>	<b>672</b>



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