

UW Bothell/UW Tacoma, Seattle College/School Name: **College of Education**

1. Please provide a 1-2 page description with visualizations if possible of how you intend to grow or contract over the next five years. Please provide these strategic plans at the college or departmental level, if you so choose. Where significant growth is anticipated, please provide specific fund source names and projections (in dollars). If these plans assume additional Provost Reinvestment Funds (supplement), please make that clear. If you wish to include a summary of growth plans, services or activities supported by sources other than GOF/DOF, please do so. If cross subsidy is required from other sources, please summarize the extent of that subsidy.

Our long term sustainable academic business plan continues to guide a path to programmatic excellence, as well as impact to the field through relevant research coupled with strategic outreach, and fiscal health. As such, the College's five year plan includes maintaining close to the current level of selectivity in graduate student enrollment while slowly increasing undergraduate major enrollment with an emphasis on curriculum designed around the two strands—one to prepare early childhood educators and the second to prepare students more broadly about educational issues involving children, youth and families (although both strands share many courses). College research priorities include supporting existing faculty as well as hiring innovative, high caliber faculty to maintain the current high level of grant funding in impactful and relevant areas. We are collaboratively developing a second interdisciplinary undergraduate major (see response to Question 7 below) but the SCH projections shown here are based only on the existing undergraduate program.

College of Education Enrollment Projections

Activity Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Undergraduate Enrollment - State	210	250	270	280	290	300
Online Undergraduate Enrollment - UWEO	-	50	115	150	175	200
Graduate Enrollment - State	570	599	580	600	600	600
Graduate Enrollment - UWEO	196	251	315	321	328	334
Total Enrollment	976	1,150	1,280	1,351	1,393	1,434

2. Please identify significant administrative, academic or other obstacle(s) present in achieving the growth or strategic plans identified as part of Question 1. Please plan to discuss these with the Provost. If applicable, please summarize any operational risks that the UW must work to mitigate over time from your perspective.

The successful recruitment of a new dean is critical to the effective implementation of the sustainable academic business plan described above. The departure of Dean Stritikus came in the midst of major administrative restructuring of the College, and although the restructuring was necessary to provide adequate attention to our undergraduate programs and professional programs, implications remain unresolved around optimal organizational structures to facilitate programmatic planning, especially in our M.Ed. and Ph.D. programs. We plan to use our decennial Graduate School review to work on such issues, but strong, continued leadership from the dean will be important.

Additionally, our current space inventory in Miller Hall does not meet current programmatic requirements and places significant constraints on our ability to deliver innovative programs and conduct cutting-edge research. Beyond seismic considerations, Miller Hall currently lacks much of the technological infrastructure to support twenty-first century teaching and learning central to the 2Y2D initiative. These challenges include infrastructure as basic as functioning electrical outlets to handle demands of electronic devices without blowing circuits. We understand that a complete renovation and retrofit of Miller Hall is not a near-term reality, and we recently completed two projects aimed at mitigating the constraints:

- *The recently completed renovation of the Dean's Office to provide space for the COE's advancement staff has released approximately 600 square feet to support instructional and research programs.*
- *Two years ago we requested and were granted College control of Miller 302 A & B, which have added approximately 1,000 square feet to the COE's inventory to support both research and instruction.*

Although the two projects above have provided approximately 1,600 square feet of space to support our growing instructional and research programs, significant obstacles keep us from fully benefiting from the additional space. Weather-related events in September and October have exposed both structural and facilities failures which resulted in major flooding/water damage rendering approximately 4,000 square feet of office, instructional, and research space unusable pending repairs, including offices for staff who advise students. An additional 1000 square feet of instructional space were severely compromised by the flooding, which includes the largest, most sought-after teaching space in the building. Mitigation of the recent damages to Miller Hall required an inordinate effort by COE administrators to receive an adequate and sustained response from UW Facilities Services.

3. Using the "Tuition Rec Worksheet" tab of the "Worksheets and Reference Materials –Academic" Excel workbook (http://opb.washington.edu/sites/default/files/opb/Budget/Worksheets_and_Reference_Materials_Academic.xlsx) please identify proposed changes to current tuition rates in FY16 (2015-16) and FY17 (2016-17).

If you are recommending the creation of a **new tuition category**, please describe those changes below and be sure to identify the original tuition category, the proposed category, a suggested tuition rate for FY16 and (if applicable) a percentage increase for FY17. If you plan to move only a subset of your programs into a new category, please identify those programs by major name, pathway, level, and type.

Do you have any long-term plans for tuition that warrant discussion? If yes, please describe them below.

Proposed changes to 2015-16 and 2016-17 College of Education Tuition Categories:

*Master of Education and Master in Teaching
Doctor of Education and Education PhD*

include a 3% increase per year to follow the UW Graduate School suggested increases for Tuition Tiers one, two, and three, should that be the final recommendation.

4. Please **describe your school or college's emerging or changing faculty needs**, including information about faculty hiring trends and the recruitment and appointment of lecturers.
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Currently, 14 of our 55 tenure-line faculty (25%) are retirement eligible (as defined by the VRI). The next several years of hiring are critical to enable the College to continue to thrive and make progress toward its goal of being the most research-rigorous, relevant, practice-based college of education in the nation. The College's hiring plan over the last four years has been driven by two guiding principles. First, we have sought to maintain and build upon excellence in academic programming for UW students and, second, we have sought positions and hired faculty whose research and expertise is of direct service to the broader P-20 community. Our grant productivity and presence in local and national educational improvement efforts indicate that such a strategy is paying off. The previous dean had planned for the College to seek authorization of four tenure line hires a year through 2017, and although we recognize that opportunities for new hires will be attractive to a new dean, the College cannot wait to pursue at least part of our instructional and research agendas. Therefore, we will seek authorization to launch searches for four faculty positions in autumn of 2015, in consideration of pending faculty departures/retirements and, hopefully, in consultation with the new dean. In anticipation of those searches, faculty will be involved in 2014-15 in a process to provide recommendations as to the most acute needs for additional faculty.

Recently the College has added several senior lecturer positions in our professional programs (via competitive recruitments) to stabilize course offerings, and we are currently considering expanding our lecturer ranks to provide similar stability to our undergraduate course offerings also using only competitive recruitments.

We continue to diversify the racial and ethnic composition of our faculty by ensuring that we attract a broad and diverse field of candidates from which to recruit to fill faculty positions. Currently, 17 of the 55 tenure-line faculty (31%) are people of color. As a result of our increased recruitment efforts, 43 percent of our assistant and associate professors self-identify as people of color. We have employed a number of measures to attempt to diversity our search pools and seek to continue to grow the diversity of our faculty.

5. In the event that state funding for compensation adjustments in FY16 is not available, **all units** should have plans to **cover GOF/DOF salary increases out of other fund sources**. Should no tuition revenue be available, Provost Reinvestment Funds may be dispatched to provide support for increases. Please provide your units' plans to cover expenses associated with salary increases. A salary and tuition revenue model is available on the OPB website at <http://opb.washington.edu/content/fy16-budget-development>; this model is designed to give you a sense of the magnitude of the support that will be required at various percentage increases.
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The College of Education will be able to fund FY16 GOF/DOF compensation adjustments should state funding not be available. The \$400,000 estimated cost of these adjustments will be supported by the COE's projected \$250,000 FY16 incremental base budget increase as well as \$150,000 from the FY15 base budget increase that was set aside to fund future compensation adjustments.

Details to support this compensation funding plan are referenced in our response to question one. Under the College's five year projection, we expect undergraduate majors and course offerings to slightly increase while we project a slight decrease in graduate student enrollments during fiscal year 2015. Factoring in expected student enrollment, degrees, student credit hours, and likely tuition increases (at 3 percent), FY16 incremental tuition revenue is projected to fund approximately 60% of the estimated FY 16 compensation adjustments based on salary increase assumptions of 4% for faculty and professional staff, 3% for classified staff and 10% for graduate students.

6. This summer, the UW has been the sole subject of a state-required audit of net operating fee (tuition) and local fund accounts. This audit has revealed the importance of monitoring expenditures against budgets on a biennial basis, ensuring that colleges, schools and administrative units have plans to spend fund balance in a reasonable and mission-driven manner and that these plans are acted upon. As such, we ask that colleges and schools provide itemized obligations against fund balance, as estimated by OPB for the close of FY14. These obligations may be categorized by the following general classifications in the example provided, but greater detail is expected and will be relevant in discussions with the Provost.

FY14 Carry Over Obligations

	Total	Notes
Dean Start Up	\$ 340,000	Research staff salary commitments
Equipment	\$ 75,000	Staff computer upgrade (60 staff)
Faculty Initiatives	\$ 265,000	Faculty recovery
Faculty Start Up	\$ 1,400,000	FY16 hires & current faculty carry over
Graduate Student Funding	\$ 150,000	Graduate student recruitment
Instructional Initiatives	\$ 60,000	Programmatic instructional support
Miller Hall Research & Student Space Upgrade	\$ 100,000	Miller Hall 302 A & B classrooms returned to the COE; Miller Hall student workspace
Research Support	\$ 1,690,000	Research center support cost share and support for Associate Dean for Research
Reserves 10%	\$ 1,440,000	10% of FY15 Base Budget
Total	\$ 5,520,000	

7. **Though we believe that few, if any, state funds will be available and any new Provost Funds may be dispatched for mitigating cuts or providing salary increases, please indicate what Provost Reinvestment Funds are being requested.** Requests for funds should be identified by a unique title, accompanied by the amount requested, the year funding is requested, whether the request is for permanent or temporary funds, the number of years funding is needed in the case of a temporary request and a brief description, not to exceed 500 words. **Successful requests will provide better experiences for students and faculty, contribute to the long-term financial health of the University, and/or reduce institutional risk¹.**

Importantly, requests for new funding will be considered alongside carryover spending plans. Schools or colleges with growing temporary fund balances will be asked to explain why new funding is needed to support program enhancements.

1. Title	Funding	FY	P/T	Years Needed (If Temp)	DOF Requested (Y/N)
Youth, Education, and Society	\$175,000	FY16	T	1	N

The undergraduate division of the College of Education (COE) views knowledge of education, learning and development as central to every individual's life—whether it is to teach a co-worker about a new vaccine, make decisions about voting on an education bill, or coaching or volunteering in our community's schools.

Furthermore, afterschool programs and cultural institutions play an increasingly large role in addressing educational standards for K-12 students. Digital media for education is burgeoning and a wide variety of nonprofit and private sector actors are engaged in educational reform.

To meet these demands the COE proposes a new interdisciplinary major in Youth, Education & Society (YES). The purpose of this innovative major is to work with other units across the university to build a study option that more intentionally assists students in identifying and understanding issues of education in their field of study and gaining skills to approach these issues from a learning perspective. This interdisciplinary program, credit-lean in design to facilitate double majors, consists of approximately 50-60 credits, and is designed to complement rather than replace the current interdisciplinary minor.

The YES major consists of:

1) Core courses (25 credits). Core courses in foundations of education, teaching, and learning will provide students with core knowledge of learning theory, human development, schooling in the United States, and learning in informal settings.

2) "Selective" courses (25 credits). Selectives are aligned with other majors but focused on the educational aspects of that content (i.e., history, business, public health). For example, a student that is a public health and YES double major may choose to take selective courses that would lead to a specialization in health education. We have begun discussions with several colleges across the university to create selectives. Some selectives will be co-taught by a COE instructor and an instructor from the partner unit, in order to provide students with an authentic space to grapple with the intersection of their major's content and education.

3) Practice-based internships. In the final year of study teams of UW YES majors will join with local organizations to develop tailored products that serve the needs of host organizations and draw upon the skills of YES students. For example, within a public health organization rolling out a new vaccine, YES students could be called upon to develop a social media campaign, design training protocols for handling the vaccine, or plan and organize educational outreach to schools.

Project funds are requested for one faculty member and the Associate Deans of undergraduate education from the COE, the College of Arts and Sciences, School of Public Health, College of the Environment, Foster School of Business, College of Built Environments, and College of Engineering to plan, and implement selectives for each college in collaboration with the COE. We are requesting \$5,000 for (14 people) to plan and develop courses. We are also requesting \$5,000 per new collaborative course to supplement temporarily the salary of faculty teaching and refining it. The COE would plan, develop, and implement the core courses.

*Should your school or college wish to resubmit for consideration a proposal from FY15 budget development process **that did not receive funding**, please contact Sarah Hall (sahall@uw.edu) or Becka Johnson Poppe (jbecka@uw.edu) in OPB.*

¹ Please refer to the FY16 Budget Development web page at <http://opb.washington.edu/content/fy16-budget-development> for more information about the University's Sustainable Academic Business Plan goals and top institutional risks.
