



UNIVERSITY of WASHINGTON

FY2021 Annual Review Narrative Survey

Unit Name: College of the Environment

Programmatic & Academic Vitality Narratives

- 1) Have you made any changes to your unit's annual budget development process from the response provided last year? If yes, please briefly describe the changes you've made to your unit's annual internal budget development process. If no, please answer with a simple, "no changes." *Word Limit: 500*

No changes.

<OPB inserted FY20 responses below>

The College of the Environment annual internal budget process begins with the Provost's Annual Review. As part of this review we meet to discuss budget issues with our Chairs/Directors, College Council, Student Affairs Committee and individual faculty. We also request reports from our units on how carryover from last biennium has been/will be spent, including balances projected for end of biennium, and projections for RCR spending.

Once we have completed the Fiscal and Academic Vitality narratives and budget templates for the Provost, we schedule meetings with each of our Units to take place in March and April for the Chairs/Directors, their Administrators, and any other essential executive team members they choose. In preparation for this meeting, we provide each unit with

- 1) a workbook modelled after OPB's Fiscal Vitality Workbook;
- 2) gift balances so that we can assure spending is following donor wishes (We meet with Advancement to review any individual budgets needing attention.);
- 3) a summary of permanent as well as temporary funding commitments from the College to the Unit to encourage discussion and to assure we are all on the same page as well as realistic about what is affordable;
- 4) the distribution of permanent funds attributed to the Unit based on the university's ABB formulas (i.e., tuition and supplement) to encourage discussion;
- 5) enrollment Summary data showing 10-year trends;
- 6) grants & contracts expenditures;
- 7) a history of ICR generated; and
- 8) faculty FTE by funding source.

During our Unit meetings we discuss such items as: challenges and opportunities for the next 3-5 years; programmatic implications of the budget; plans to address significant deficits or difficulties spending balances; implications of demographic faculty profile for Unit; strategic moves that the College might partner with the Unit on; and hiring plans for the next biennium (as well as plans for repurposing a faculty line if source of merit or other urgent need is predicted). Once the fiscal year has ended, we prepare budget reports for each Unit to help them in tracking spending going forward into the next biennium. Additionally, the Dean's Office reports to the Chairs/Directors and the elected faculty council on the state of the College and Unit budgets and works to educate Unit executive teams on how state budgets work on an ongoing basis.

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- 2) Have you made any changes to your unit's strategic plan in the past year? If yes, what are 3-5 key elements of your unit's new/revised strategic plan? If no, please comment on the progress you've made in 3-5 key areas of your strategic plan. *Word Limit: 500*

No. Work that has been done in key areas over the past year includes:

- Advance our understanding of the Earth's environment, including human interactions, and apply this understanding to meet present and future opportunities and challenges.

Our faculty, staff and students contribute to their respective fields through innovative and rigorous research and scholarship, including:

- o documentation of the first evidence of a direct link between human-induced global warming and melting of the West Antarctic Ice Sheet;
- o an analysis of undersea methane bubble plumes and their association with faults generated by the motion of geologic plates; and
- o documentation of the role of tiny, bottom-dwelling fishes in the ecology of coral reefs.

Many of our faculty and students were recognized at local and national levels for their efforts. These awards and honors were for individuals who have a record of significant contributions to their fields; early career awards, showcasing the talent and capabilities of our most junior faculty; and institutional awards that highlight our strong culture of collaboration.

- Excel in educating future experts and environmental leaders while improving environmental literacy across all segments of society.

We continue to explore and invest in opportunities to engage and inspire students both within and outside the classroom, regardless of major or stage in life.

- o Undergraduate: We have fully launched the [Marine Biology Major](#).
 - o Graduate: We have launched the [Future Rivers NSF Research Traineeship](#), an innovative, culturally aware program that prepares Trainees to become fluent in 21st century data science approaches to understand interactions among and within food, water, and energy sectors; and have empowered three students from both geoscience and living natural resource units to take advantage of the Research Exchange to visit likely postdoctoral labs.
 - o K-12: The Washington Space Grant Program's [Northwest Earth and Space Sciences Pipeline](#) launched a national challenge to recreate first moon landing using drones and Lego robots.
 - o Citizen Science: A formal analysis was made of the interests and identities of participants who join and remain active in citizen science, based on the ~4,500 participants and 21-year history of our [Coastal Observation and Seabird Survey Team](#).
- Explore, evaluate and effect solutions and policies in response to environmental challenges.

We are involved at many levels of applied research and policy engagement. We have also made targeted investments (e.g., EarthLab, Professors of Practice, Senior Faculty Fellows) so that we can engage thought leaders from non-academic backgrounds in our efforts, which include:

- o development of the first comprehensive database of all the wildfire fuels that have been measured across North America – creating a tool for better wildfire and smoke predictions;

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- o assessment of conservation planning efforts to determine whether accounting for climate change can protect future biodiversity more effectively than current approaches, and what the costs of implementing these solutions might be;
- o compilation and analysis of data from fisheries around the world that documents where effective fisheries management is in place; and
- o an investment of \$250K in [EarthLab Innovation Grants](#) to six teams working across UW units and campuses with community partners to find creative ways to give knowledge, tools and a voice to communities not typically participating in the political process and yet most impacted by environmental issues.

3) What major obstacles or institutional barriers currently do, or will, hinder execution of your strategic plan? What are you doing to address these challenges? If no changes from your response to either component of this question from last year, please answer “no changes”: *Word Limit: 250*

We remain concerned about the non-transparent relationship between Direct-to-College, the holistic admission process, and enrollment management at the undergraduate level, and how these central and strategic processes affect both the numbers and constitution of our undergraduate community. Because our college is home to 8 of the 37 STEM majors on campus, we provide a significant diversity of choice in cutting edge science and engineering major options, yet we have been largely excluded from university-wide strategic planning and decision-making.

Examples include:

- o We were excluded by FCAS from the College of Engineering initiative to create their Direct-to-College program, despite housing an ABET-accredited engineering major (BSE).
- o We have yet to be substantively involved in the new meta-majors initiative, which has the potential to dramatically influence major decisions of prospective and matriculating students.

Local solutions include continuing to recruit prospective students with a direct interest in environmental sciences to apply to the UW Seattle campus, advancing our campaign to create environmental literacy options for all students on campus, working across the colleges in both formal (e.g., EnviroLink - a student services advising group crossing A&S, CoEnv, SPH, CBE and CoEng) and informal (e.g., Associate Deans group) structures. *Central solutions* would include expanded representation of College of the Environment faculty and senior leadership in all strategic planning, advisory and decision-making bodies considering academic structure and function.

4) Over the next year, could any of your planned strategic activities result in material changes to revenues or expenditures, faculty or staff workload, or the student experience within your unit/campus and/or another unit/campus? *Word Limit: 500*

No.

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- 5) What is your unit doing to effectively use or redeploy resources in a way that benefits your unit/campus and/or other units/campuses? *Word Limit: 500*

The College of the Environment is the primary steward to a number of University assets that require significant investments of resources. Most notably, these assets include the Friday Harbor Laboratories and the UW Botanic Gardens. While these assets are not well suited to generate significant tuition revenue, their value to the entire University of Washington community is such that we continue to invest in them to the benefit of the entire university community as well as that of the broader public.

Friday Harbor Laboratories (FHL)

Examples of community-wide programming at FHL include:

- The College has created FHL Faculty Fellowships at the Friday Harbor Laboratories to support members of the Seattle, Tacoma and Bothell campus faculty with scholarly work amenable to the rich and diverse opportunities provided by FHL and the San Juan archipelago. With additional donor investments we have been able to recruit multiple candidates who are excited by the prospect of field-based, hands-on instruction in a marine lab setting, and equally excited by the chance to establish a scholarly program based out of FHL.
- We operate the [Helen Riaboff Whiteley Center at FHL](#) as a refuge for established scholars and artists to study, write, create, and interact in a peaceful and quiet environment. Scholars can work in solitude or in small teams of collaborators. The Center welcomes applications from scholars or artists of any discipline, whether independent or associated with a university or scholarly institute, locally or abroad. Recent examples include [Emma Norman, Chair of the Native Environmental Science Department at Northwest Indian College](#), who has just finished her third book while in residence at the Center.

UW Botanic Gardens (at the Center for Urban Horticulture and the Washington Park Arboretum)

Examples of community-wide programming at UWBG include:

- The [UW Farm](#) is the campus center for the practice and study of urban agriculture and sustainability, and an educational, community-oriented resource for people who want to learn about building productive and sustainable urban landscapes. Students from across the university and other university volunteers work together to produce organic, seasonal produce that goes to the Farm's Community Supported Agriculture (CSA) members, multiple UW Housing and Food Services locations, the UW Food Pantry, and the University District Food Bank.
- We have initiated conversations with campus mental health professionals to explore development of a Nature Rx program at the UW, building from the scholarship being done within [EarthLab's Nature and Health Initiative](#). This programming would encourage and support students and other campus community members to spend time in nature, with a specific focus on opportunities within the very proximate Center for Urban Horticulture and Arboretum.

- 6) For UW student facing units, what are you doing to improve the experience and outcomes of students on your campus or in your unit? What could the University do to support your efforts? *Word Limit: 500, Leave blank if N/A*

Advancing Online Offerings: Our college has an aggressive plan to centralize online expertise in a close partnership with UW-IT to provide the trainings, digital library services, and video production that faculty need to provide excellent education in the hybrid and online space that enhances the experience of classroom (in-person) students, primarily by including a wider, more diverse student body in the learning experience.

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Additional support of UW-IT to ensure this office is fully able to support the colleges in online coursework would greatly aid all colleges.

Support of the Friday Harbor Laboratories: As detailed above, the FHL is engaged in a forward-thinking plan to bring undergraduate students, graduate students and faculty to the Labs to study and conduct scholarly work. This facility truly is world-class, offering unique opportunities for in-depth, experiential learning (and instruction) centered on the marine experience. Within the last five years, students from 20 UW majors representing 5 colleges have taken classes at the Labs. Faculty from Aquatic and Fishery Sciences, Biology, English, Marine and Environmental Affairs, and Oceanography have all taught at the FHL. We aim to expand academic quarter offerings to attract hundreds of students annually, filling the facility and fulfilling the goal of marine experiential learning. Additional support for faculty to remain in residence for 1-2 quarters annually, in competitively-awarded, multi-year fellowships would: allow partnership expansion to all academic colleges at the UW; incentivize further donor contributions to match University efforts; provide the tenure-track faculty underpinning needed to support world-class instruction.

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Tuition Based Program Rate Recommendations - Narrative Section

Responses to the questions below are required for each tuition category that your unit/campus recommends adjusting. If you are recommending changes for multiple tuition categories, please differentiate your responses within each question.

- 1) Please explain why each proposed change is needed and how your unit/campus will use new incremental tuition revenue increases or absorb incremental tuition revenue losses.

For the College of the Environment Graduate Programs tuition category, we expect to continue to match the rates proposed for the University-wide Graduate Tier II tuition rates. Recommendations for these tuition levels have not yet been made, but we would support a 2-4% increase in graduate tuition rates.

Because tuition revenue makes up a significant fraction of our total revenue, an annual increase in tuition is needed to help cover our expenses as they rise due to inflation and merit increases.

In addition, we are proposing to move the Quantitative Ecology and Resource Management (QERM) graduate program tuition rate from Graduate Tier I to the College of the Environment Graduate Programs tuition rate. This rate change was expected to occur when the program moved from the Grad School to the College in AY18-19 through the Reorganization, consolidation, and elimination procedures (RCEP) as outlined in Section 26-41 of the Faculty Code. It did not and we are proposing to enact that change effective AY20-21.

- 2) Explain whether and how each proposed change will affect peer comparisons and/or whether a market analysis was conducted.
- 3) Discuss the impact of each proposed change on student debt load.
- 4) Describe whether you expect the proposed tuition rate(s) to result in any substantial changes to enrollment (including a change in the resident/nonresident composition) or to the volume of waivers awarded.
- 5) For each proposed change, please explain what would happen if the change were not implemented (e.g. deficit, loss of staff positions, etc.). If a proposed change is part of a plan to eliminate a current deficit, please indicate that.
- 6) For each tuition category that you have proposed changing, please discuss your unit/campus's overall tuition rate strategy for the next 3-5 years. In your response, please explain whether and how your long-term strategy connects to "market" rates (e.g. where do you want to be, rate wise, compared to peers?)



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Communication with Faculty & Student Stakeholders

Communication of your unit's annual review materials, including fiscal vitality data, narrative responses and tuition rate recommendations is an important and necessary component of the University of Washington's Annual Review process. Your responses to the questions below will be documented and included as part of the annual review materials provided to Executive Leadership of the UW.

If the meeting schedules of faculty and student leadership groups present a challenge, please make accommodations to get approval within the necessary time frame. If necessary, you may submit an update to OPB at a later date, after faculty and students have had an opportunity to review.

- 1) Please select the date that FACULTY leadership within your unit/campus was consulted and provided the opportunity to provide input as part of this budget planning exercise. If, due to scheduling difficulty, you are unable to consult with faculty leadership before the February 3, 2020 submission deadline, please select the date you are scheduled to consult with FACULTY leadership and, immediately after that date, please provide an update to Jed Bradley

Thursday, February 20, 2020

- 2) Please list a point of contact for your FACULTY leadership (name and UW email address)

Dan Brown (danbro@uw.edu), Director, School of Environmental and Forest Sciences, Member of the College's Executive Committee

Chris Anderson (cmand@uw.edu), Professor, School of Aquatic and Fishery Sciences, Chair, College Council

- 3) Please select the date that STUDENT leadership within your unit/campus was consulted and provided the opportunity to provide input as part of this budget planning exercise. If, due to scheduling difficulty, you are unable to consult with student leadership before the February 3, 2020 submission deadline, please select the date you are scheduled to consult with STUDENT leadership and, immediately after that date, please provide an update to Jed Bradley

Wednesday, February 12, 2020

- 4) Please list a point of contact for your STUDENT leadership (name and UW email address)

Tyler Cox (tylersc@uw.edu), Co-Chair, College of the Environment Student Advisory Council

Lela Cooper (lclacooper1@gmail.com), Co-Chair, College of the Environment Student Advisory Council

- 5) Enrolled students affected by tuition rate increases should be consulted on proposed increases before proposals are finalized. Please describe when and how students were consulted and summarize the feedback they provided regarding EACH of your tuition recommendations.