



UNIVERSITY of WASHINGTON

FY2021 Annual Review Narrative Survey

Unit Name: School of Public Health

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*

We are currently engaged in discussions with school leaders (department chairs and administrators, program leads, faculty council, and faculty) about changing both our faculty compensation model and our departmental allocation approach. Our goal in addressing the faculty compensation model is to normalize, as much as possible, the faculty compensation across the various departments within the school, particularly setting out common expectations and compensation for teaching, mentoring, scholarly service and grant writing. As of late January 2020, we have finalized the new compensation model and launched implementation planning, with a goal of implementing the new model across the school starting July 1, 2020.

Aligning all of these areas across the school and consistently within a department shared with the School of Medicine, has required rethinking how we will allocate money to the different departments. In general, our allocation approach will be moving away from the 'mini-ABB' approach we've heretofore employed – allocating to departments solely on the basis of SCH taught and ICR generated. We will be moving to more of a cost-based approach, with departments expected to pass through funds that they receive for faculty compensation. We will be phasing in implementation of the new allocation model, with FY21 serving as a "hold harmless" year.

The combination of changes with the faculty compensation model and the departmental allocation approach will mark very significant changes within the school. We plan to monitor how implementation is effecting both faculty and departments and will make modifications as necessary. The existing faculty compensation and department allocation models tends to leave both individual faculty and departments on islands unto themselves, attempting to maximize opportunities and make trade-offs independently, and often with too few resources at hand. We hope the new faculty compensation model will foster a greater sense of equity, wellbeing, and belonging across the school. For departments, we hope that the new allocation approach will engender more collective discussion about school direction and optimization.

- 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*

Our last Strategic Plan was developed in 2012. Starting in Fall 2019, we embarked on a new strategic planning effort, which we expect to complete by summer of 2020. The new plan will focus on a 5 year horizon.

During AY2019, our EDI committee worked with groups across the school to develop an "EDI Action Plan". (<https://sph.washington.edu/sites/default/files/2019-07/UWSPH-EDI-Action-Plan-2019.pdf>) While we expect that EDI will also be a "through line" in our upcoming Strategic Plan, the EDI Action Plan lays out EDI goals for our school and the specific actions that we are taking or plan to take to achieve those goals.

We continue to work on updating our MPH core curriculum. Our goals are to 1) develop a single, core experience for all MPH students as a cohort and 2) align new core classes to new accreditation requirements.



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Through this process, we seek to balance research and practice foci, as the marketplace for graduates is seeking both researchers who understand practical applications and practitioners who can understand and implement research approaches. The “re-envisioning” phase (i.e., deciding what courses will be taught in the core and what the content of each course will be) is now complete. Core course co-instructors have been named and individual course development is underway. Training of course instructors in team teaching, evidence-based, active learning styles has commenced. The new core will launch in Fall 2020.

- 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*

- As we move forward with revamping our MPH core curriculum, we expect to experience additional challenges related to coalescing around a single program administrative structure and consolidating five current departmental admissions processes into a single process. We are also “upping our game” pedagogically. We have very interactive and highly ranked undergraduate programs and want to bring active learning and hybrid online teaching to our graduate programs as well.
- We are working collaboratively to develop new model for annual departmental budget allocation in a way that encourages internal collective collaboration, particularly around undergraduate SCH growth.
- We continue to develop succession plans that will allow us to find new ways to support the work of productive, senior or soon to be retiring faculty, while at the same time adapt to emerging opportunities and recruit new faculty who are both productive, top-notch researchers and outstanding educators. Our focus is on bringing in junior faculty as people retire. We need to invest resources to support junior faculty so that they are successful; we also need to invest to retain productive mid-career faculty.
- We are expanding online degree program consistent with our mission and values. This program allow us to extend our teaching and training of both regional students currently not interested or able to attend two-year residential programs and potentially reaching historically underserved and distant communities. The first step involves revising our online MPH program to better align with our residential MPH degrees and leverage the new MPH core curriculum. We then expect to grow by reaching additional students across the region.

- 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*

While major changes are not anticipated, implementation of the new faculty compensation model will change faculty workloads for selected individual faculty members. We expect most of these changes to be positive (e.g., allowing more time/support/recognition for graduate student mentoring or grant writing).

- 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 Food Systems, Nutrition and Health major, which was specifically designed to integrate courses from multiple departments and schools into the major, is working well. This minimizes additional teaching costs, while maximizing utilization of existing courses.



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Our research efforts are generally very collaborative, with projects including multiple co-PIs, across disciplines and Schools. Many of our faculty are active participants in research collaborations pursuing Population Health Initiative seed grants.

- 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*

We have several initiatives in various areas:

- a) We have launched our integrated orientation program, to help make all students aware of resources available across the school and the campus.*
- b) We are implementing our EDI Action Plan, which includes focusing on areas of concern to students.*
- c) We are looking at revamping our 'summer quantitative boot camp' for incoming graduate students. Our students enter with a range of experience and abilities in quantitative approaches. The boot camp aims to refresh and augment quantitative skills across all students, as some of the first courses are quantitative and the new MPH core will be raising the bar in certain quantitative areas. We're looking to help students succeed in rigorous quantitative areas, rather than wash out.*
- d) We continue to self-fund six \$10,000 Masters scholarships annually and will be expanding scholarships by another \$40,000 annually (likely with \$5,000 Masters scholarships, to reach an increasing number of students). These scholarships are particularly helpful to our Masters students, who both enter and leave with the largest debt loads. More university financial support at the Masters level would be helpful.*

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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.

We are requesting a 3% increase in tuition for all tuition-based graduate programs in our school. Salaries make up the majority (80%) of our direct teaching costs. A 3% increase is needed to cover salary growth and additional operational increases.

- 2) Explain whether and how each proposed change will affect peer comparisons and/or whether a market analysis was conducted.

Market analysis shows UW SPH tuition in the middle of public university peers, on par with North Carolina, above Minnesota, below UCLA and Berkeley. Students do report that factors beyond tuition, such as the availability of lower cost health insurance (not just student insurance), local housing costs, requirements for qualifying for in state tuition, degree completion time, etc. do factor into their enrollment decisions. We do see a number of applications from California residents (second only to Washington residents). While our out of state tuition compares favorably with the UC public health program out of state tuition, Washington out of state tuition is considerably higher than California in state tuition and we do see noticeably fewer California residents enroll once accepted than from other states – we believe this is due to that in state/out of state tuition differential.

- 3) Discuss the impact of each proposed change on student debt load.

SPH student debt loads are shown in the table below. The number of students with debt has remained stable over the last three years at all degree levels; with growing enrollment this means a slightly smaller proportion of students take on debt to fund their respective degrees. Students with debt have, over the same time, seen very modest decreases in the average debt outstanding, even with increasing tuition moving in the other direction over that period. Average debt loads are highest for Masters students because 1) the cumulative length of time in school (if you need to borrow as an undergrad, you will need to borrow that much more during your Masters years), 2) tuition levels (graduate tuition generally being higher than undergraduate), and 3) limited support opportunities (e.g., TA/RA roles are more likely to go to PhD students). Our fee-based Masters students carry approximately the same debt load as our tuition-based students. The proposed tuition increase will have a limited impact on PhD student debt load, which depends more on the availability of other the funding options (TA/RA roles, training grants, etc.). For Masters students, a 3% tuition increase will increase debt approximately 3%, for those with debt. This increase in debt burden is of concern: 1) for individual students; 2) for graduating students' ability to take on lower paying jobs, particularly working with health marginalized communities who could benefit most from public health assistance and interventions; 3) for the school's ability to recruit the full range of diverse students.



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SPH Student Debt								
						Pct. Incr.		
BA/BS	2015-16	2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
Students	188	281	278	322		49%	-1%	16%
With Debt	97	121	120	128		25%	-1%	7%
Total Debt	1,930,062	2,330,498	2,451,400	2,428,361		21%	5%	-1%
Average	19,898	19,260	20,428	18,972		-3%	6%	-7%
Pct w/Debt	52%	43%	43%	40%		-17%	0%	-8%
Masters	2015-16	2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
Students	173	281	302	313		62%	7%	4%
With Debt	87	154	160	154		77%	4%	-4%
Total Debt	6,245,700	11,852,101	12,606,698	11,798,508		90%	6%	-6%
Average	71,790	76,962	78,792	76,614		7%	2%	-3%
Pct w/Debt	50%	55%	53%	49%		9%	-3%	-7%
PhD	2015-16	2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
Students	14	52	41	95		271%	-21%	132%
With Debt	3	25	13	26		733%	-48%	100%
Total Debt	215,371	1,098,728	603,101	1,040,073		410%	-45%	72%
Average	71,790	43,949	46,392	40,003		-39%	6%	-14%
Pct w/Debt	21%	48%	32%	27%		124%	-34%	-14%

We are planning to increase scholarship funds made available to master students in SPH by \$40,000 annually, to help offset some of the student debt burden.

- 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.

We do not expect any substantial changes in enrollment or to the volume of waivers awarded due to the proposed change in tuition.

- 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.

School would need to make up approximately \$350,000 annually out of reserves.

- 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?)

Our long-term strategy is to one 1) implement nominal cost of living increases, while 2) remaining in the middle of our public peers. We see no significant tuition rate growth, beyond inflation, among our peer group.

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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

Monday, January 6, 2020

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

James Pfeiffer, jamespf@uw.edu

- 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

Tuesday, January 14, 2020

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

Marie-Claire Gwayi-Chore cgwayi@uw.edu

- 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.

Students were consulted through in person meetings and were given the opportunity to review this document and to discuss the issues and provide verbal and written feedback. Students did comment that more than tuition factors into the ultimate enrollment decision (see section above). Largest concern, besides the actual dollar increase, was the impact on student debt and how that might adversely impact student recruiting, particularly of diverse students or those interested in serving lower income, health-challenged communities upon graduation.
