



UNIVERSITY of WASHINGTON

FY2022 Annual Review Narrative Survey

Unit: Evans School of Public Policy & Governance

Section 1: Programmatic & Academic Vitality Narratives

- 1) Have you made any changes to your unit's strategic plan and/or budget process in the past year? If yes, what are 3-5 key elements of your unit's new/revised strategic plan and/or budget process? If no, please comment on the progress you've made in 3-5 key areas of your strategic plan.

The FY22 budget process followed a similar process, with the addition of consultation with new Evans School Dean, Dr. Jodi Sandfort. We further enhanced the consultation process for broad engagement, including initiating consultation earlier for all stakeholder groups. We also held multiple follow-up conversations and meetings to keep all parties well informed and to ensure that information from stakeholders was incorporated into our planning and priorities.

As part of Dean Sandfort's first weeks, she has begun engaging the Evans School community in conversations to define and more clearly articulate the mission, values, purpose, and vision of the school. In turn, this will enable various teams within the School to begin engaging in strategic action planning, examining the future of student services efforts, curriculum refinement, program development, community engagement, and administration/finance infrastructure and services. To this end the Evans School will be assessing staffing in relation to both current and anticipated new programmatic needs.

In early one-on-one meetings with all staff and faculty, Dean Sandfort identified three widely-shared priorities for change:

First, Dean Sandfort is poised to build upon Interim Dean Cullen's Spring 2020 commitment that the Evans School will actively work to become an anti-racist public policy school. Dean Sandfort is currently raising private funds to host a national training program for college juniors from historically under-represented groups to support their pathway into public policy-focused graduate education (PPIA). She has also secured private funds for an undergraduate initiative with UW's Undergraduate Academic Affairs, focused on engaging a diverse set of students in considering public service dimensions and opportunities in their UW education.

Staff and faculty have organized and participated in discussions at regular meetings as well as in more in-depth workshops and leadership development trainings throughout fall quarter. Robust conversations are being held with the Dean's Advisory Council. Given the progress in these activities and what they have uncovered about the work that needs to occur, it is likely that this commitment will be further articulated in the mission/vision process forthcoming.

Second, the COVID-19 pandemic has illuminated gaps in the School's capacity to support technology enhanced teaching and learning. Using start-up funds, Dean Sandfort has engaged a consultant to do an assessment of the resources and support available in instructional design; we have posted a position for a Director of Technology Enhanced Learning and we look forward to building out the School's capacity in this regard.

Third and finally, the Evans School's strong national reputation reflects a resource that can be better utilized in the Pacific Northwest region. Dean Sandfort is committed to positioning the school to be a more visible convener for discussions and design labs about important policy and public management challenges, enabling the School to have a mechanism to share its expertise with the state of Washington.



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These and other strategies will be further developed and refined as Dean Sandfort develops relationships with people at the University and the local public affairs community, works to increase the healthy financial margin, and engages in community-wide action planning throughout FY22.



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Section 7: 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 have decided to recommend against a tuition change for all our degree programs in response to the COVID-19 pandemic and its social/political/economic consequences. This will help us to recruit our typical national and highly-competitive pool of top-notch students.

We are also requesting to transition our Global MPA program from the Continuum College to a tuition-based program, as doing so will have multiple benefits to students. As our fee-based Global MPA currently exists, it is quite expensive for students relative to the full-time MPA program costs. By bringing the Global MPA program into the tuition-based (rather than fee-based) cost structure, aligned with the same quarterly tuition as our full-time MPA program, there is greater equity for students in the Global MPA program. In addition, this change from fee-based to tuition-based would be of notable benefit to students who are enrolled and seeking to pursue graduate assistantship positions on campus and other selected funding opportunities that students in fee-based programs are not eligible for.

We anticipate quarterly tuition rates would be the same as the full-time MPA tuition rates, therefore no increase in FY22. Evans would offer a Washington State resident rate for full-time MPA students and Global MPA students and the same non-resident rate for full-time MPA and Global MPA students. This flexibility will allow students to switch between these two degree codes at any point, without experiencing tuition changes up or down. We used a similar structure for the PCMI (Peace Corps Master International) program, where students in the PCMI program and the full-time MPA program paid the same rates (but with an in-state category and the out-of-state category). We anticipate that we will continue to have both in-state and out-of-state students express interest in the Global MPA program with this new structure and expect to maintain a similar cohort size of 5-8 students. These 5-8 students will be supported within our existing infrastructure requiring no additional faculty, staff, or space.

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

We conduct a market analysis bi-annually. We compare our tuition rates to our 15 top-national peers, both public and private institutions. Our strategy is to stay at the median or slightly below peer tuition rates. Our proposed tuition rates keep us at the median for our public and private peers and put us slightly above the median among our public peers. We consider our true peers to be the other **public** institutions ranked in the top-10 Public Administration schools (Georgia, Minnesota, Indiana, Texas-Austin, Berkeley, and Michigan-Ann Arbor).

Based on feedback from applicants who chose to attend another university, most frequently we lose admitted students to the University of Minnesota-Twin Cities (Humphrey), Indiana University-Bloomington (SPEA), and University of Texas-Austin (LBJ School). Students have cited the following reasons:

- **Minnesota:** tuition is less expensive (FY20 analysis reflects tuition being 33% less in-state, 26% less out-of-state)



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- **Indiana:** tuition & cost of living are both lower (FY20 analysis reflects tuition being 26% less in-state, 46% less out-of-state)
- **Texas-Austin:** good recruitment packages (FY20 analysis reflects tuition being 1% less in-state and 16% more out-of-state)

- 3) Tuition and fee increases have a disproportionate impact on low-income students. Please comment on how each fee change will affect student debt loads, and specifically how the program will offset this impact.

We are highly aware that tuition increases present a particular burden on low-income students who are disproportionately represented by first generation and BIPOC students. Further, we are proud that our degree programs lead students to careers in public service, which students pursue with great passion and modest incomes. We are not recommending an increase in tuition or fees in light of economic factors related to the pandemic, as well as the considerations outlined above.

- 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 plan to change the number of waivers offered but do plan to offer fellowships earlier in the enrollment process as we did for FY21. We believe this helped us to enroll a larger cohort of students in FY21 and that this will continue to help yield a higher number of enrolled students. We do not expect any additional declines in enrollment as long as we maintain current levels of financial aid.

- 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.

We are not recommending a tuition rate change.

- 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?)

We are not recommending a tuition rate change for FY22. Our strategy for the next 3-5 years will reflect market factors and peer institution changes, which are hard to predict in light of the continuing pandemic, softened career opportunities, and economic downturn in general. We will continue to target tuition at approximately the median of the top 15 peer institutions as has been our long-term positioning.



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Section 8: Communication with Faculty & Student Stakeholders–

- 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 1, 2021 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.

Friday, January 8, 2021, meeting with Faculty Council Chair

Wednesday, January 13, 2021 Budget Conversation at Faculty Meeting

Friday, January 29, 2021 meeting with full Faculty Council

- 2) Please list a point of contact for your FACULTY leadership (name and UW email address).
[Marieka Klawitter, Faculty Council Chair, marieka@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 1, 2021 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, December 16, 2020

Wednesday, January 13, 2021 (student attendance at faculty briefing)

Wednesday, January 20, 2021

- 4) Please list a point of contact for your STUDENT leadership (name and UW email address).
[Nicholas Maue, nmaue@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.

Interim Dean Alison Cullen and Assistant Dean of Finance & Administration Jennifer McEwen met with the Evans Student Budget Committee (ESBC) representatives on December 16th, 2020 and discussed the committee's questions and areas of concern including possible tuition recommendations, budget cut scenarios, racial equity work, and ideas for best supporting students. We then provided ESBC with a draft budget and narrative on Friday, January 15th, providing ample time for them to review and respond with questions.

Evans Student Budget Council's (ESBC) outreach efforts to the student body were via surveys and informal meetings this year and they noted difficulty receiving feedback which limited their response rate to 12%. ESBC attended the faculty briefing on January 13, 2021 where additional scenarios and strategic planning were presented. Dean Sandfort, Professor Cullen, and Assistant Dean McEwen met for another conversation with ESBC on Wednesday, January 20th. During the conversation the student budget council provided meaningful



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input in regards to any changes that would impact the students including tuition and class sizes as well as emphasized their appreciation that much of our focus is around supporting racial equity work and innovation.