

UNIVERSITY of WASHINGTON
FY2022 Annual Review Narrative Survey

Unit: School of Public Health

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.**

SPH's 2020-2025 strategic plan, adopted in July 2020, focuses on five areas:

Education for Leadership & Transformation: delivering high-quality, evidence-based education across all degree programs; offering consistent academic, professional, and personal support across all degree programs; and adopting best practices for student financial support to give all students the support they need to complete their degree programs.

Methods to Research to Practice Continuum: developing cutting-edge work across the continuum from fundamental methodologies to the development and implementation of evidence-based strategies for understanding and changing complex health systems; deep collaborations among practice faculty, staff, and students, and key stakeholders delivering successful models of academic practice.

Collective Culture of Meaningful Change: a culture that supports ongoing development and growth; a student-centered culture; a culture of well-being and connection.

Equity, Justice & Anti-Racism: implement the SPH Equity, Diversity & Inclusion (EDI) roadmap, increasing our visibility and reputation as a School that prioritizes equity, diversity and inclusion: with guidance from community members, adapt principles of anti-racism in our public health work; facilitate the recruitment and retention of underrepresented faculty and staff.

Reputation & Visibility: utilize a unified narrative across School communications which promotes the School's strengths, expertise, and unique programs; coordinate and align School and departmental/programs marketing and communication activities; meaningfully engage public audiences and alumni.

Substantive work in these areas has begun, but it is too early to report substantial progress. We look forward to providing a more detailed update in next year's submission.

Unit: School of Public Health

Section 7: Tuition Based Program Rate Recommendations - Narrative Section

- 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 2% increase in tuition for all tuition-based graduate programs in our school. Salaries make up the majority (80%+) of our direct teaching costs. A 2% 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 lack of availability of lower cost health insurance (not just student insurance), high local housing costs, difficult requirements for qualifying for in state tuition, length of degree completion time, etc., do factor into their enrollment decisions.

- 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.**

SPH student debt loads are shown in the table below. The percentage of students with debt and the average debt load has been similar over the last three years. Average debt loads do vary quite a bit by degree level. 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. This 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. We are particularly concerned about further adding to student debt load in the wake of the COVID-19 pandemic, which has had devastating economic impacts on many of our students and their families. In the past four years we have increased the number of Masters scholarships available to students and currently provide \$5,000 and \$10,000 scholarships annually to 14 students. Further growing student aid is one of our Advancement priorities moving forward and is a primary focus of our new "Campaign for Students." We are particularly focusing on raising money for students with demonstrated financial need and are explicitly linking this to our goal of creating a more diverse public health workforce that better reflects the communities we serve



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SPH Student Debt			
BA/BS	2017-18	2018-19	2019-20
Students	278	322	320
With Debt	120	128	120
Total Debt	2,451,400	2,428,361	2,088,513
Average	20,428	18,972	17,404
Pct w/Debt	43%	40%	38%
Masters	2017-18	2018-19	2019-20
Students	302	313	221
With Debt	160	154	101
Total Debt	12,606,698	11,798,508	7,827,682
Average	78,792	76,614	77,502
Pct w/Debt	53%	49%	46%
PhD	2017-18	2018-19	2019-20
Students	41	95	37
With Debt	13	26	10
Total Debt	603,101	1,040,073	467,962
Average	46,392	40,003	46,796
Pct w/Debt	32%	27%	27%

- 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 \$300,000 annually out of ongoing operations or 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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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.**

Monday, January 4, 2021

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

Nicholas Smith, nlsmith@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.**

Monday, January 11, 2021

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

Our Deans Advisory Council of Students (DACs) is operating as a 1 credit course, without a formal DACs leader. DACs roster and contact information is available through our student services liaison, Rukie Hartman (mrht@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 representing a wide range of our undergraduate and graduate programs were consulted through the above mentioned DACs class and provided written and verbal feedback. They were given an opportunity to review the draft budget submission on their own time and invited to provide written input on what, if anything, they would like changed. During the class session, they were provided with an opportunity to ask questions and provide additional input. The students raised multiple points, including: 1) requesting a more direct and targeted link between tuition increases and increases in school-level scholarship funds; 2) wanting to know how the school is taking COVID times into account, particularly the added financial strain on low income families -- how that might play out in college affordability and whether the school was able to make additional scholarship or emergency funds available, including possibly UW endowed funds; 3) asking the school to look at additional ways to reduce costs, rather than raise revenue. We found their input to be extremely helpful and have incorporated their input herein.