

## UNIVERSITY of WASHINGTON

FY2020 Annual Review Narrative Response for: **258 - College of Education**Programmatic & Academic Vitality Narrative

- 1) Please briefly describe your unit's annual internal budget development process. *Question Type: Free Text, Word Limit: 500, Required For: All Units*

The College's internal budget process involves working with academic and non-academic programs (directors and faculty) on their budgets, reviewing strategic and incremental requests. Overall budget impacts of requests are evaluated by Assistant Dean for Finance and Admin and her team, then forwarded to the Dean and Associate Dean for Academic Affairs with recommendations. Further review is solicited by the College's budget committee, Faculty Council and eventually presented at a faculty meeting, staff meeting and student meeting.

Student representatives serve on both the budget committee and Faculty Council and also attend faculty meetings. This year the Assistant Dean of Finance and Admin, together with the Dean, hosted our first annual mini-budget retreat with the Chair of the Budget Committee, Faculty President, Area Chairs, Associate Dean for Academic Affairs, Associate Dean of Research, Assistant Dean of Student Services, to do a deep-dive of the budget, discuss priorities, identify trends, issues and possibilities for the College. We are also doing a deep dive into our budget for faculty who are interested in learning more about how finances work within the College and the larger UW.

- 2) What are 3-5 key elements of your unit's current strategic plan? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

Our current strategic plan prioritizes 3 goals:

1. Recruit & support a diverse student body to become leaders in the transformation of inequitable educational systems
2. Develop & support dynamic, collaborative partnerships to transform educational systems
3. Produce new knowledge

In addition to these goals, the strategic plan outlines infrastructure improvements to support the pursuit of our mission:

- Implement new organizational structure to improve efficiency, transparency, communication
- Design a decision-making model that considers the impact on programs, projects, and constituents across the College
- Develop a sustainable, transparent, and effective financial model (including enrollment management)
- Build systems & structures that support all employees of the College for professional growth & advancement

We are making steady progress on all fronts. Highlights include:

- Continued diversification across all sectors of our student body (Goal 1)
  - 41% students of color (all COE), 9% international students
  - 81% female students (all COE)
  - 23% first-generation (all COE), 44% of undergraduates are first generation
  - 37% of all COEs students are undergraduates (up from 8% 10 years ago)
- Launch of "Community Partners Fellows" program in 2018, aimed at recruiting top PhD students (Goal 1). Four years of guaranteed funding; first 2 years of funding sourced within the College, and second 2 years funded by a partner site (school district, community-based organization, think tank) plus philanthropic support
- "Great Teaching" capital campaign to support diversification of the educator workforce (Goal 1)
- Experimental Education Unit (EEU) - comprehensive early childhood school community that provides inclusive education to children with and without disabilities. This community consists of a staff of scholars, professionals and university students who conduct important research and refine new techniques to hone their teaching skills. The EEU's model combines practical research, hands-on training, and direct service to children from infancy



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through kindergarten. (Goal 1,2,3)

- Secured \$1.7 million Gates Foundation grant to launch Unite:Ed and Othello-UW Commons, both to support the development of research+practice+community partnerships (Goal 2)
    - Unite:Ed is an alliance between the UW College of Education, community, and education partners. In service of communities experiencing structural inequity in education, we join together to exchange knowledge and co-design justice-centered strategies to improve educational systems and create better futures for children and youth.
    - The Othello-UW Commons is a learning and collaboration space for faculty, staff, students and community partners. The Commons will prioritize sustained partnerships that embrace the UW's commitment to learning from and with local communities.
  - Ongoing professional development to cultivate knowledge/skills/awareness among COE faculty regarding educational justice, inclusion, and access (faculty retreats, trainings, faculty meeting discussions) (Goal 3, Infrastructure improvements)
  - Pursuit of a tenure-line faculty cluster hire in Native and Indigenous education in 2018-19 hiring plan (Goal 3)
  - Infrastructure improvements After a brief experiment with divisions (undergraduate, graduate, professional programs), the College has returned to an area structure to improve efficiency, transparency, faculty mentoring, and communications
    - Ongoing fiscal review and transformation
    - Ongoing HR review and transformation
    - Ongoing enrollment strategies review and transformation
- 3) What major obstacles or institutional barriers currently do, or likely will, hinder execution of your strategic plan? What are you doing to address these challenges? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

#### Internal Challenges:

- High faculty anxiety due to significant faculty turnover in a condensed timeframe (roughly 20 retirements out of 53 tenure line from 2015-2020). With high cost of living in Seattle, the College has experienced an increase in retention offers.
- The academic reorganization is still in the early stages of clarifying roles and benefits of the new structure.
- Fiscal (policies, budgeting process) is in need of greater alignment, transparency and predictability. The budget retreat and enrollment management are steps towards alignment, transparency and predictability.
- Providing adequate faculty and staff offices, lack of research space to facilitate our "produce new knowledge" goal are growing challenges. Providing technology to support 21st century instruction (or to keep up with K-12 schools) is barrier in Miller Hall.

#### Institutional barriers:

- Cap on undergraduate enrollment and reduction of supplement.
  - Having to i) fund merit, ii) fund state mandates and initiatives without additional funds from Central, iii) retain talented faculty and staff in a high cost of living city, iv) fund Financial Transformation and other infrastructure, a cap on UG enrollment and a reduction of supplement adds challenges for academic units to do the above. Removing the undergraduate caps has the potential to transform higher education, improve social mobility and raise economic performance, thus meeting the mission and vision of both the College of Education and UW. If capacity (space) is an issue, both the College and UW could start to



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supplement with a menu of online and semi-online courses.

- Ongoing challenges with Continuum College cost structure.
    - The current structure at Continuum College is a challenge. In the past years, we have seen a steady increase in Continuum College's costs but the burden has been on the College to reduce its program expenses and/or raise tuition. Our 17-18 year shows Continuum College expenses of close to \$600K, and the cost is expected to increase in future years. This is not sustainable and impacts program integrity which in turn impacts enrollment. By managing our programs, we could reinvest these dollars back to the College, in the areas of program development, marketing, and curriculum; increase revenue to the College, benefiting the University, while maintaining the integrity of our programs.
  - Academic HR classifications are not nimble/responsive to changing workforce opportunities/needs
    - More flexibility to hire non-tenure related faculty with multiyear appointments.
    - Interpretation of policies inconsistent. Recently, faced challenges in defining role of emeritus faculty, which has caused frustration amongst faculty and staff.
    - Family Leave – and how it is applied especially when it coincides with sabbaticals.
    - Fiscal staff spent inordinate amounts of time this past merit cycle just to get unit adjustment dollars down to zero (which was a result of rounding issues based on templates from Central). Requested the overage of \$500 be absorbed by the College but the request was declined. Incorporate a culture of service
  - Ongoing and significant challenges with Workday –
    - We adapt our processes, curriculum, and instructional support expenditures to meet the needs of our programs while staying within the parameters set forth by the University. Implementation of Workday HR (a technology that had the potential to assist units in their efficiency) , has decreased our responsiveness leading to inefficiencies and decreased productivity, demoralizing staff and undermining goodwill with faculty and students.
    - Inordinate amounts of time being spent by staff, due to long delays in approvals and inconsistencies in application of processes by ISC. Review business processes set up within Workday. Incorporate a culture of trust.
- 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 and/or another unit/campus? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

Faculty retirements with many opting for VRI, new faculty and staff hires, faculty and staff retention will result in higher salary expenses. While our salaries are at or hover a little below AAU peers, the high cost of living in the Seattle area combined with salaries that do not commensurate with those high costs (housing and childcare are cited as major concerns by faculty candidates), the inability to retain faculty and staff could have a potential impact on enrollment and productivity which affects faculty and staff workload as well as the student experience within the College.

Our desire is to provide a relevant and rigorous curriculum focused on the education of our citizenry (birth through adulthood) and contribute to the greater mission of the University. Our infrastructure and faculty are flexible, adapting our processes, curriculum, and instructional support expenditures to meet the needs of our programs while staying within the parameters set forth by the university. We have expanded our undergraduate programs and offer a range of courses and pedagogies. However, with the implementation of Workday HR (a technology that had the potential to assist units in their efficiency) and the changing parameters of the budget models, our responsiveness has been decreased leading to staff and faculty productivity being stifled, increase in shadow systems and possible increase in staff hires.

Our greatest challenge in recruiting doctoral students is the high cost of living in Seattle and our limited ability to offer guaranteed multiyear funding. Most of our peers offer 4 years of funding (and the privates are now moving to 5 years) –



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we currently offer 1 or 2 years with hopes of additional funding through teaching and research opportunities. The College is making strides with our new Community Partners Fellows program to guarantee 4 years of funding but is in its early days and will need to be evaluated for its outcomes. This could impact our expenses if our partners were to pull out of their funding.

Funding of Initiatives – e.g. Brotherhood – an initiative that the College has made commitments to and though we are fundraising for this, the College may have to cover gaps if the fundraising falls short, thus increasing our expenses. This initiative enhances the UG student experience within the College and UW leading to increased retention and diversity within our programs.

Cap in undergraduate growth and reduction in supplement could have an adverse impact on revenues for the College in the next year. Increasing infrastructure costs by Continuum College will continue to affect revenue/net return to the College. The latter impacts faculty and staff workload, along with student experience within these programs. Space - the final frontier is an ongoing challenge. As the College is growing, there is not enough space for faculty, staff and students. Technology in the classrooms are outdated affecting the student experience.

- 5) What is your unit doing to effectively use resources in a way that benefits your unit and/or other units/campuses? *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Administrative Units*

Not Applicable

- 6) What are you doing to improve the experience and outcomes of students in your unit? What could the University do to support your efforts? *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Academic Units, UAA, Graduate School*

Undergraduate In line with the College's mission and strategic plan, our undergraduate majors are designed to support students in their ability to transform inequitable systems of education. We believe, and are supported by data, that internship and applied experiences are crucial for our students. Each of our majors connects to communities through service learning or internships. We strive to provide relevant and student centered supports for nontraditional or underrepresented students while meeting the needs of each student. We continue to look for innovative methods to direct more intensive resources to those students who need it while still maintaining good advising and student support for all students.

Graduate The College maintains a student database that serves as the basis and main resource for faculty to track where our students are in achieving milestones for graduation. A staff graduate adviser also provides quarterly notifications and reminders to all students with pertinent information. Students also have direct supports and resources to support their progress and experience including the Office of Student Services, Office of Student Diversity and Inclusion, Association of Students in the College of Education, Student Leadership Committee.

Students serve on all standing committees as well as faculty searches. Our greatest challenge in recruiting doctoral students is the high cost of living in Seattle and our limited ability to offer guaranteed multiyear funding. The College is making strides with our new Community Partners Fellows (CPF) program to guarantee 4 years of funding. The CPF also provides an avenue for students to explore alternative non-academic pathways for their careers.

- The Brotherhood Initiative: a college retention and leadership development initiative aimed at black and brown men who are UW undergraduates.
- Native Education Certificate Program: Supporting educators to develop effective expertise to engage Native students, families, and communities in instruction to ensure Native students thrive and succeed making school and future careers relevant to the pressing needs of Native communities
- The Experimental Education Unit (EEU): the University of Washington response to the growing Seattle community's demand for the education of children who were not allowed in public schools because of their disability or delay. EEU comprehensive early childhood school community provides inclusive education to



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children with and without disabilities. This community consists of a staff of scholars, professionals and university students who conduct important research and refine new techniques to hone their teaching skills.

The University can assist the College in the following areas:

1. Space - Miller Hall - Current ongoing conversations about space with the University. Classroom and workspace are very limited at the College, in addition to not being earthquake ready and handicap accessible.
2. The EEU – Lead has been discovered at the building and the University should take steps to fix this issue for the safety of the children, faculty and staff. The permanent fix for this is estimated at \$100K. The accessibility “button” to the building quoted at \$60K is another area of support that the University can provide to enhance student outcomes and experience. Continuing support from the University for the EEU, the STEM (LIFE/ISME) center and the Professional Learning Initiative help improve the student experience and outcomes within the College and UW. We truly appreciate that the Provost has prioritized funding doctoral education during his first few months at UW. Other forms of university support include: matching fellowship support for students, matching research support for students.



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**Faculty/Librarian Trends**

- 1) Please discuss your unit's Faculty/Librarian hiring trends and strategies from the last 2-3 years. *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Academic Units, UWS Library*

We have had significant faculty turnover in a condensed timeframe (roughly 20 retirements out of 53 tenure line from 2015-2020). Our hiring trend has been 3-4 hires per year. We are exploring to bring our tenure line faculty number back to about 50. This would result in about 10 new hires in the next few years.

- 2) How do these Faculty/Librarian hiring trends and strategies relate to your previously stated strategic goals and/or priorities? *Question Type: Free Text, Word Limit: 250, Required For: UWB, UWT, UWS Academic Units, UWS Library*

This is in line with our previously stated strategic goals.



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Tuition Based Program Rate Recommendation Narrative Section

- 1) Which existing tuition categories are you recommending a change to? *Question Type: Select Multiple, Required For: UWB, UWT, UWS Academic Units*

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

- 2) Please explain why each proposed change is needed and how your unit will use new incremental tuition revenue increases or absorb incremental tuition revenue losses. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

We plan to increase our tuition by 3% to keep up with inflation and rising costs.

- 3) Explain whether and how each proposed change will affect peer comparisons and/or whether a market analysis was conducted. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

We do not anticipate that our proposed change will affect peer comparisons.

- 4) Discuss the impact of each proposed change on student debt load. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

The impact is low on student debt load as the overall increase in annual tuition is \$492

- 5) 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. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

We do not anticipate any substantial changes to enrollment or to the volume of waivers awarded

- 6) 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. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

No adverse changes.

- 7) For each tuition category that you have proposed changing, please discuss your unit'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?) *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

We are currently doing a market scan but overall, we want to be in line with our peers. We are contemplating a 3% increase in tuition for the next 3 years at this time. However, this may change once we have collected our data.



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### Communication with Stakeholders

- 1) Please enter the date that FACULTY leadership within your unit/campus was consulted and given the opportunity to provide input as part of this budget planning exercise. If not yet shared, please enter the date you are scheduled to consult with FACULTY leadership and, immediately after that date, please send an update to Becka Johnson Poppe, [jbecka@uw.edu](mailto:jbecka@uw.edu). *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Jan 04, 2019

- 2) Please list a point of contact for your FACULTY leadership (including name and email address) *Question Type: Short Answer, Required For: UWB, UWT, UWS Academic Units*

Elham Kazemi [ekazemi@uw.edu](mailto:ekazemi@uw.edu)

- 3) Please enter the date that STUDENT leadership within your unit/campus was consulted and given the opportunity to provide input as part of this budget planning exercise. If not yet shared, please enter the date you are scheduled to consult with STUDENT leadership and, immediately after that date, please send an update to Becka Johnson Poppe, [jbecka@uw.edu](mailto:jbecka@uw.edu). *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Jan 18, 2019

- 4) Please list a point of contact for your STUDENT leadership (including name and email address). *Question Type: Short Answer, Required For: UWB, UWT, UWS Academic Units*

Weijia Wang [weijiaw2@uw.edu](mailto:weijiaw2@uw.edu)

- 5) Enrolled students affected by tuition rate increases should be consulted on proposed increases before proposals are finalized. In the space below: (1) please describe when and how students were consulted and (2) please summarize the feedback they provided regarding EACH of your tuition recommendations. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

We have communicated with students that the College is increasing tuition by 3%. We have discussed this at our budget meeting, faculty council meeting and faculty meeting where the student body representatives (different individuals) are all present. The Assistant Dean of Finance and Administration will be presenting to the College ASCE student body in February.