

UNIVERSITY of WASHINGTON

FY2020 Annual Review Narrative Response for: **272 - School of Social Work**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*

For the past decade, the School has engaged in an inclusive and comprehensive approach to budgeting, involving faculty, staff and students and their respective representative bodies (faculty council, staff council and student advisory council, respectively) in the budget process. Our approach includes:

- Ongoing financial/budget education for faculty, staff and especially students (“Budget 101”), so that their participation in the budget process is informed by basic knowledge of the purpose and tasks of school budgeting; an understanding of budget components; and a grasp of the roles played in the budget process by faculty, staff, students, the dean and assistant dean for finance and administration.
- Over the years, our Assistant Dean for Finance & Administration has developed a series of “user friendly” budgeting documents and graphics that have been adopted/adapted by other units on campus. These documents include a comprehensive and user friendly [Budget 101](#) (see related link) PowerPoint that is presented annually, providing graphics that outline key timelines for participant use and reference. In these documents, we highlight everything from the state of the School’s finances, and an overview of Activity Based Budgeting, to how student tuition dollars are spent at the unit level. We have found that this outreach effort clears up misconceptions about the state of the budget and leads to more transparency as budget discussions take place with key constituent groups.
- Systematic inclusion of faculty, staff, and students in the annual budget process, through regular sessions with constituents to inform, elicit input/feedback, and report back on budget priority-setting, planning and expenditures.
- Consistent access to expertise - Assistant Dean’s “open door” policy with respect to budget questions: Our Assistant Dean of Finance & Administration has implemented an open door policy for faculty, staff, and students to discuss budgeting and listen to needs and concerns of the community as the School implements our annual budget. Not only does this approach create a shared responsibility in budget implementation, it creates trust in the budgeting process.
- Alignment with the Provost’s budgeting cycle process, through a regularized schedule of quarterly planning activities:
 - Q1 – Refinement of budget plan from previous fiscal year for final implementation once all funding has been verified, merit has been assigned, course workload solidified, and enrollments confirmed.
 - Q2 – Reporting out on previous fiscal year close and current fiscal year budget to community stakeholders and communications about upcoming opportunities and/or funding considerations for which the School needs to plan
 - Q3 – Annual budget education sessions and engagement with governance groups on current and longer term budget picture including modeling of future funding projections of revenues and expenditures over a five year period, under both conservative and moderately conservative scenarios with respect to priorities of the School.
 - Q4 – Drafting of next fiscal year budget, incorporating constituent input, central funding considerations, and priorities of the School, prepared for the Dean’s consideration and approval.



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Programmatic & Academic Vitality Narrative

- 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*

The School is in the midst of crafting an ambitious new set of strategic directions for the coming decades. In our planning we must learn to collaborate in new ways to create demonstrably effective, culturally dignifying, and sustainable solutions. We demonstrate this thru “impact”. Impact in science and education and the collaborations we cultivate.

Our planning process also highlights our commitment to the profession’s social justice mission and to the closely related concept of “**equity**.” In simplest terms, equity denotes a social commitment to providing people with what they need to succeed in life, often through a strategic deployment of resources to “level the playing field.”

“Equity” and “impact” comprise central parameters of our planning for the School’s future, embedded throughout the School’s (draft) aspirational goals, developed by faculty, staff, and deans over a series of retreats in 2017 and 2018:

- *Equity Culture: Create a ‘culture of equity and inclusion’ at the School of Social Work*
 - Establish and reinforce organizational norms of mutual respect, deep listening, inclusion, and appreciation of diverse perspectives in our dialogs, deliberations and decision-making in our organizational structures, policies and practices within our four part governance structure affecting faculty, students, and staff;
- *Impact Science: Strengthen the capacity of our faculty and doctoral students to engage in collaborative impact science*
 - Strengthen our skills and expand opportunities for community-engaged, collaborative, transdisciplinary research and preparation for” field to science” and “science to field” research that should be:
 - Real-world
 - Scalable
 - Sustainable
 - Scientifically and culturally appropriate
- *Impact Education:*
 - Co-create and transform our curricula by providing our students with cutting-edge knowledge, skills, mentored experiences, and diverse & collaborative settings needed to take on new roles and leadership positions and increase the life chances of the communities we serve;
- *Inclusive Innovation:*
 - Identify new funding streams and opportunities to fuel and accelerate the innovation to impact pipeline for Washington’s social service sector including collaboration within SSW and our UW, tribal, and community partners;
- *Social Compacts¹:*

¹ Our social compacts touch deeply on what it means to be a “public” institution and the School’s unchangeable commitment to serve the people of Washington (since we are a public educational entity), with special attention to those who live at the intersection of poverty & inequality (since we are a school of social work). Our compacts are a source of revenue, service/training/educational innovation, and serve as onramps for use-inspired research.

Examples of recent or current social compacts are Partners for Our Children (\$34.7 million to the School from 2006 through 2018) and the Alliance for Children (\$84.2 million to the School from 2012 through 2018).



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- Build on our record of success by capitalizing on recent federal and state legislative, policy and programmatic changes including:
 - Expansion of training and education conducted by the Alliance for Child Welfare Excellence;
 - Exploration of state partnership to support new state child welfare information system

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*

In the near future, we will begin to translate our aspirational goals into a more concrete strategic plan and hold ourselves accountable for achieving transformational change in many aspects of our organization. Our community is excited and enthusiastic about our change work. However, we understand that curriculum and organizational transformation is always extremely difficult work.

At times, the move from aspiration to change plans may generate resistance, anger, or a sense of loss. We are confident in our community's "moxie" and resilience, its commitment and ability to create transformation. We will work hard to incentivize change, reward progress, and manage the inevitable sense of loss and conflicts that accompany transformation.

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*

Over the next year while the School plans its strategic activities in equity and impact, it will also tie in sustainable academic business planning so that outcomes of the strategic activities can be supported. Sustainable academic business planning will focus on the following:

- Expand existing and generate new revenue streams, particularly by capitalizing on our proven capacity to form long-term, funded and/or revenue-generating social compacts;
- Explore and implement access to different mediums of social work education to meet the growing needs of the field of social work and in the ever changing pedagogy of social work curriculum that is both focused for impact while addressing preferred learning styles of new student populations and in emerging needs of the populations and communities we serve.

Faculty, staff, along with substantial input from students have begun the process of making extensive changes to our MSW curriculum. These changes will be implemented in the Fall of 2020. Major changes will both resonate with prevailing field needs yet will be cost neutral for our state programs.

In addition to curricular changes, partnerships with the State in training, education, and now technology will support not only the growth of our social compacts strategic direction, funds from them will support the whole enterprise. Several of these partnerships include growth with the Alliance for Child Welfare Excellence with DCYF; tribal partnerships with the Indigenous Wellness Research Institute; collaborations between Forefront and the Department of Health and training with statewide communities through our Communities that Care initiative.

Finally, our core focus of diversity and equity planning promise to bring opportunities for professional growth for faculty, staff, and students via training and education. This planning aligns both with the School's and UW's mission; yet, there will be costs involved to implement recommendations. While the School will plan its own activities, questions of central support arise since this is an institution wide effort; therefore, access to revenues centrally that our unit in turn can leverage with our own funding would create greater impact of our plan.



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- 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*

At the School of Social Work we believe and value co-creation of our curriculum with our students and instill an “activist student learner” culture. These values create partnerships that instill a shared sense of ownership in the impact activities the School promotes at SSW, UW, and with the populations & communities we serve. We want students who are well informed, well mentored, and well supported:

- Well informed: We share information through multiple communication channels. Each academic program office (BASW, MSW, & PhD) has responsibility for continuous communication with the program’s students. We have an active and engaging student blog, new SSW Canvas site, listserv for each program, student activity calendar, student Facebook page, and an MSW program newsletter. Our website delivers information on curricular offerings, student support resources, student meetings, and extracurricular learning opportunities. We host regular cohort meetings for all the students in each of our programs. We have a very active Student Advisory Council that works closely with SSW Administration on School initiatives and dissemination of information. Finally, we solicit regular student feedback through surveys including a mandatory graduation survey.
- Well mentored: We provide focused mentoring to all students through both our academic programs and student services. Our BASW and MSW students have assigned faculty advisors, a designated field faculty advisor, and a field instructor at their field learning site. Academic and career mentorship is also offered through our academic program offices. Our doctoral students receive excellent mentorship from faculty mentors, the PhD program office, and from research practicum and teaching practicum mentors.
- Well-supported: We offer exceptional student advising and counseling support systems for our students. Students receive guidance related to registration and program of study plans through our student services office, and both academic & career plan advising is offered through our academic program offices. Each of our academic program offices have dedicated faculty and staff who meet regularly with students of all cohorts. We offer extracurricular sessions for students including sessions on creating a CV, developing interviewing skills, and practicing self-care. We have also expanded our SSW Writing Center services and now have 3 – 50% student tutors.

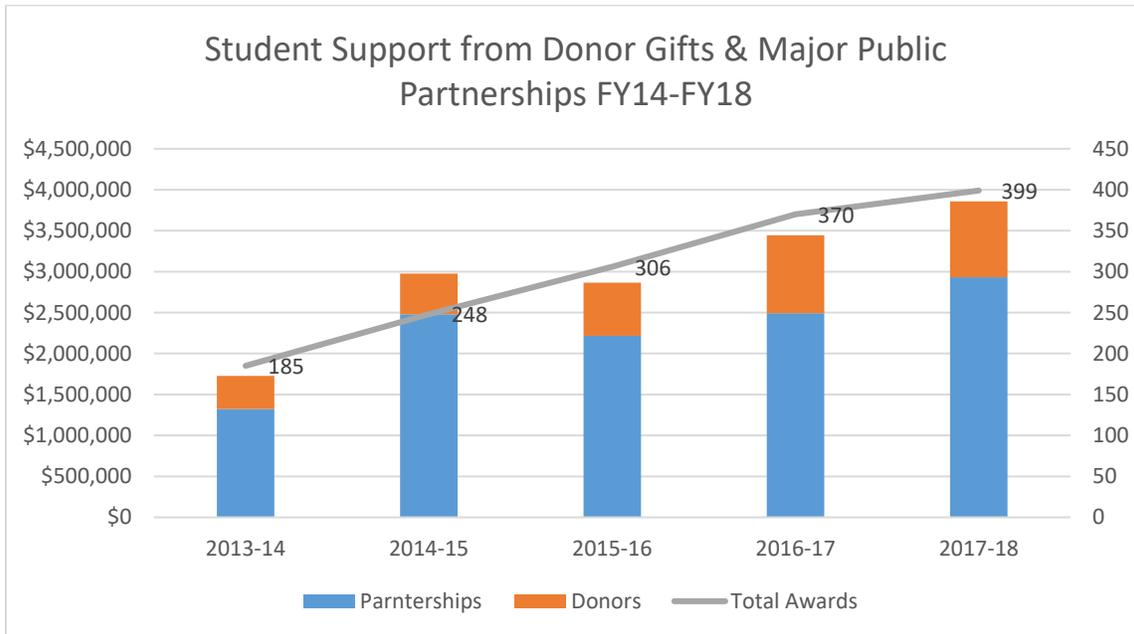
Finally, we have made student financial support the top priority for the UW capital campaign, garnering significant support both from private donors and significant federal training grants. Over the past 5 years, we have doubled our student support both in terms of total funds awarded and in the number of awards we distribute.



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OMAD and SSW graduation statistics have shown the success of our student centric strategy. The School had over a 91% graduation rate for our undergraduate BASW degree major (compared to 83% UW wide) and a 92% graduation rate for our signature MSW graduate program.

There are several ways that the University could contribute to better student experiences and outcomes including:

- Provide funding for scholarships to attract and retain a diverse student body with a particular emphasis on supplementing funding packages for PhD students.

Offer more interdisciplinary learning opportunities as part of the educational programs without issues of ABB.



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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*

The School of Social Work has been aggressively hiring new junior hires both to address recent retirements and to grow our professorial workforce to meet our current student population needs. More importantly, our hiring strategies are informed by the aspirational aims identified under the Strategic Goals section of this document, with the first goal, “A culture of equity and inclusion” as a foundation. The work is guided by the UW’s Diversity Blueprint and will be developed through broad, systematic input from across the School with consideration of innovative elements of diversity plans from selected UW schools and peer schools of social work. In keeping with the social justice mission of the social work profession, the School has historically maintained a strong organization-wide commitment to diversity and equity. Since FY16 we have hired 6 new tenure track faculty.

This represents 20% of our tenure track faculty population. The recruitment of faculty has coincided with 7 retirements during the same time frame. The School has connected both with formal and informal networks for recruitment from annual national conventions and peer organizations to personal outreaches for consideration. With 2-3 anticipated retirements at the end of FY19 the School will plan to submit a Hiring Plan for FY20 for consideration that will be implemented Fall 2020 (FY21). The School has taken on the practice of waiting 1 year minimally between retirements and new faculty hires as units must pay for VRIs if faculty choose that route for retirement. While the costs for VRIs are 1 time, the combination of VRIs + start ups for new faculty will lead to a path of unsustainability if not timed well; therefore, we plan to recruit for 1-3 tenure track faculty during the 2019-20 academic year for matriculation Fall 2020. Much will depend on the outcomes of our strategic planning and sustainable academic business planning that are underway currently and should be completed by summer 2019.

- 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*

Our hires have been in alignment with our diversity & equity practices described in our strategic planning process. Over the past 3 years, the School of Social Work has had 6 tenure track hires, 4 are faculty of color and 3 are women. 37% of our tenure track faculty are ethnic minority compared to 30% for UW as a whole. Additionally over 73.3% of our tenure track faculty are women compared to 39.4% across the institution. We intend to continue aggressively to seek faculty of color and maintain and promote our gender equity among the ranks.



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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 Social Work

- 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*

Based on both recommendations of students, the School's commitment to equity, and the realities of sustainability in merit and structural changes from taxation to Workday, the School recommends the following:

FY20:

- MSW 1st year/AS (incoming) = 3.5% increase both for resident and non-resident
- MSW 2nd year (continuing) = 0% both for resident and non-resident

FY21:

- MSW/AS year 1 = 3.5% increase both for resident and non-resident
- MSW year 2 = 0% increase both for resident and non-resident

We expect to grow our tuition more slowly and revisit as needed since the goal is to provide other funding opportunities for academic sustainability outside of merely increasing tuition; conversations on program growth and other partnerships are in the works to truncate revenue losses as a result of the cohort model.

- 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*

The School of Social Work is recommending a tuition increase both for resident and non-resident MSW students of 3.5% both for FY20 for MSW 1st year and Advanced Standing students. We are not recommending a tuition increase for our 2nd year day program. To differentiate this we ask to create a new category of tuition. Year 2 tuition will increase every other year to match the previous year's tuition (ie 1st and 2nd year to be the same). This is similarly mirrored in our fee based programs. Both are intentional since while both programs have different revenue sources, our students receive the same degree and expect the same high level of rigorous education known from the UW School of Social Work. We also recommend 3.5% for our fee based MSW program. Finally, we recommend a 3% tuition increase for our Tier 2 PhD program. This tier is shared with the School of Medicine. While most of our PhD students have waivers their 1st-4th years, the tuition increase will allow the School to recoup increases in our operations.

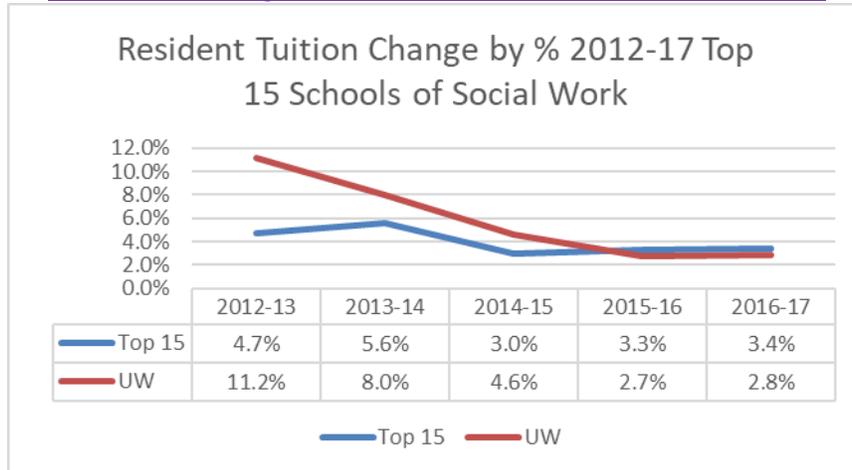
The tuition increases are needed to achieve a predictable source of revenue to offset current and emerging expenditures including annual merit and institutional costs such as the UW Tech Fee and Workday fees along with maintaining the excellence expected of our curriculum. As a top ranked School of Social Work nationally, the University of Washington currently is in the 53rd percentile for resident tuition and 40th percentile for non-resident tuition for MSWs for comparison schools based on OFM, Top 15 and Global Challenge schools though we are 5th nationally by program. Further, when compared to top 15 Schools of Social Work that are public, the University of Washington is in the 38th percentile for resident and non-resident tuition. For our PhD program we are in the 40th percentile for resident/nonresident status. Given both our commitment to access and affordability continued increases in both our MSW and PhD programs will keep us on par with our peers while allowing the School to meet our financial obligations.



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Tuition Based Program Rate Recommendation Narrative Section



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

The UW Office of Student Financial Aid has determined that out of the 522 MSW students that enroll in our program the following holds true (as of 2018 figures):

- Over 70% of MSW students were eligible for federal student financial aid
- 451 students or 86% of the total SSW MSW student population received federal aid averaging \$25,645/student annually for combined student aid of \$11.5M to cover tuition, fees, room and board

Newly hired social workers make on average \$41,000 annually (www.socialworktoday.com). With an industry median salary of \$41,000 any monthly debt is difficult not only to pay off but to keep social workers in the field for longer periods; therefore, affordability is key.

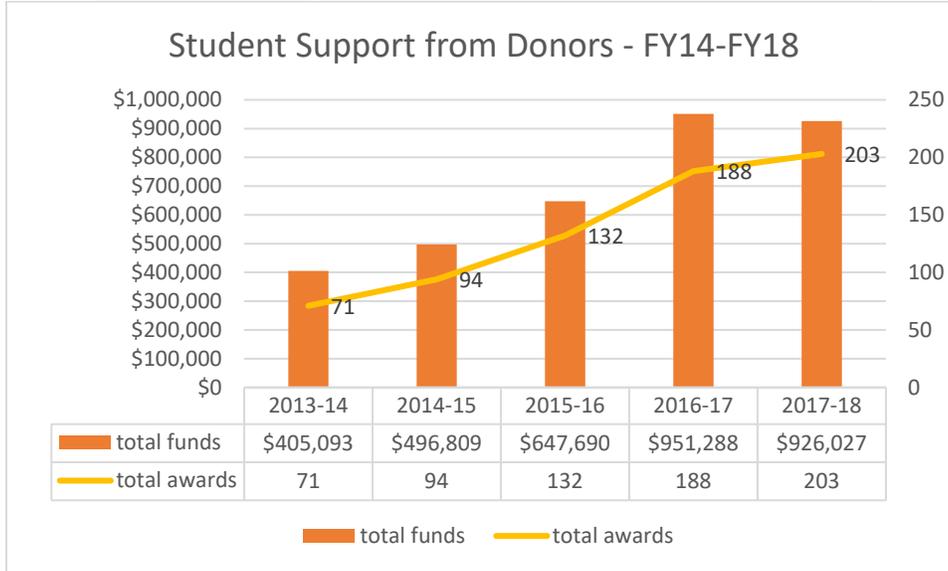
Due to the social justice issues of pay and debt in such an important profession, the School has sought to ameliorate student debt both through low tuition increases and more importantly thru aggressive donor support. As shown in the chart below, the School’s support for student scholarships and stipend supports rose dramatically over the course of the past 4 years:

- Since FY14, the School has more than doubled annual scholarship and stipend support from \$1.7M to \$3.9M or a 123% increase.
- There has been almost a 100% increase in the total number of awards distributed with each student averaging over \$9,700/student among donor and program supported scholarships & stipends annually between FY14-FY18.
- Private philanthropic support experienced the greatest increase since FY14, increasing over 129% from \$500,000 to \$1M annually. This support was made possible in part our success in securing our largest single scholarship gift (\$10 million to establish an endowed fund), and private matching funds from UW (\$5 million).



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FY2020 Annual Review Narrative Response for: **272 - School of Social Work** **Tuition Based Program Rate Recommendation Narrative Section**



In 2017-2018, approximately 70% of SSW students received significant non-loan financial support. (The MSW Evening and Weekend student average award was \$10,763 versus \$7,920 for MSW Day students). During AY 2017-18 student support commitment in scholarships, fellowships and traineeships is nearly \$5.7 million. “In terms of scholarships and funding of MSW graduate students, the School of Social Work is in fact a leader in this realm.” (UW Graduate School, 2017).

- 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*

At this point we do not anticipate any resulting enrollment changes based on our tuition. We are competitive and with stable tuition for the duration of our core population of MSW students, we believe this predictability will better assist students in choosing the UW as their first choice for their MSW degrees.

- 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*

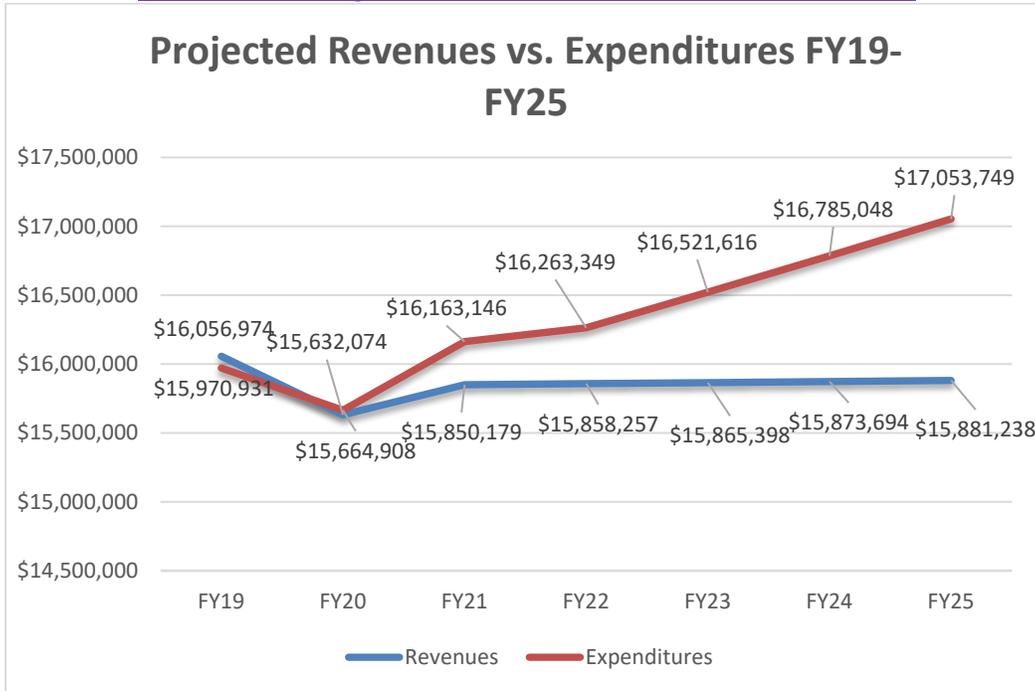
In the event we were not allowed to increase tuition, we would immediately go into a deficit situation as we need to raise approximately \$350,000 annually to cover merit. The increases in tuition are not meant to cover a current deficit but to avoid one. With that said if there are changes in supports for merit centrally, the possibility of having a 2%-2.5% tuition increase vs. 3.5% could happen. Also, since we also have our fee based program which is 40% of our current MSW student body, it would not be equitable to raise fees on 40% of our students only; therefore, we would go into deficit almost immediately. Further, we would not be able to hire any until we were able to stay affordable. With merit and the advent of Workday finance (not modeled here), we need to increase our tuition in part to support our programs.



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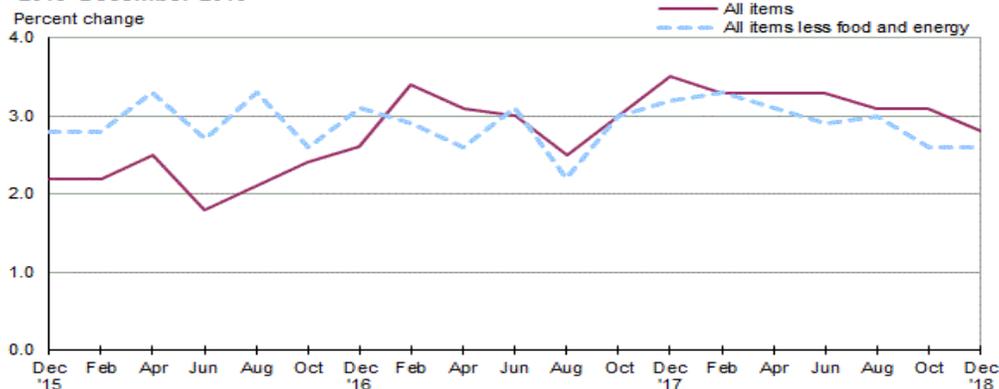
Tuition Based Program Rate Recommendation Narrative Section



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*

As stated above we have planned on 3.5% tuition increases 1 time for each new MSW class. This will provide predictability for our students in planning yet allow the School to maintain solvency. Based on a long history of steady increases the School has not moved from its 53rd percentile and 40th percentile rankings for resident and non resident for over 4 years. While we price tuition to stay competitive as a top ranked program, the uncontrollable factor is the cost of living in Seattle. Based on the Bureau of Labor Statistics, the Consumer Price Index increased over 3% annually from FY14-current. Our SSW tuition steadily increased at 3%. The change now to an overall average of 1.5% between the 1st and 2nd years will be less than the CPI for Seattle. While tuition, room, and board will still be expensive, the combination of slower growth and continued student support will help with our long term goal of affordability.

Chart 1. Over-the-year percent change in CPI-U, Seattle-Tacoma-Bellevue, WA, December 2015–December 2018



Source: U.S. Bureau of Labor Statistics.



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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. *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Jan 08, 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*

Kevin Haggerty haggerty@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. *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Feb 01, 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*

Siobhana McEwen mcewens@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*

Both faculty and staff have been briefed on both our sustainability planning and vitality exercise to date. An initial presentation to all faculty was given on January 8th. Additional information on vitality planning was given to our SSW faculty council on January 15th and January 29th for feedback. The sustainability planning will take place with our Staff Council on February 17th. More sustainability meetings with faculty, staff, and students will come in February and March 2019. As part of our shared governance model, our Student Advisory Committee has been briefed on our sustainability planning on Friday, February 1st.

Additional meetings for both involvement in sustainability planning and vitality information will continue to be communicated winter quarter. As more meetings happen, we will let you know. As part of the School's annual budget process information on proposed increases will be communicated for feedback winter quarter. However, students have been actively engaged in tuition planning since Spring 2018. As part of their town hall, it was asked that the School consider "freezing" tuition by cohort. As a result, modeling has been done and the factor of 3.5% by cohort is both reasonable as an increase while meeting the "freeze" requested. Additional communication of this recommendation will be forthcoming Winter 2019.