

## UNIVERSITY of WASHINGTON

FY2020 Annual Review Narrative Response for: **310 - School of Public Health**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*

We had allocated budgets across programs and departments through a mini-ABB process internally (e.g. like UW ABB, including formulaic distribution of tuition revenue via SCH share). However, with the implementation of the cap on undergraduate SCH growth, we are in the midst of revising the budget process so that we will avoid unduly incentivizing SCH growth. We do expect to continue to pass ICR largely through to departments to encourage research activities.

- 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*

SPH is planning to launch a new strategic planning initiative in 2019. In the meantime, we are addressing core components of our current plan strategic plan in the following ways:

- Education to prepare outstanding, innovative, and diverse public health practitioners and researchers: We have increased the number of undergraduate students exposed to public health thinking and doing, while maintaining very strong graduate programs. Our undergraduate programs aim to provide students with prevention/population-oriented training that they will take with them into a wide range of careers. The School focuses on using and disseminating evidence based teaching methods.
- Research to provide an evidence base for how to improve the health and well-being of populations: We continue to pursue a robust and diverse set of research initiatives, with some 70% of the school's collective efforts focused on research.

- 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*

We face several challenges that will require cross-School thinking and collaboration and revision of our current approaches. These challenges are both curricular and fiscal. In addition, several of our units are and will continue to experience substantive faculty turnover, as a core of long-time senior professors retire over the next several years.

- We have embarked on a re-envisioning of the MPH curriculum with the goals of 1) developing a single, core experience for all MPH students as a cohort and 2) aligning new core classes to new accreditation requirements. 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. Additional challenges include 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 a very interactive and highly ranked undergraduate program and want to bring active learning and hybrid online teaching to our graduate programs as well.
- We are working to develop procedures to manage undergraduate programs collectively across the school, which have historically managed department by department.
- 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



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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 exploring adding or expanding online degree programs consistent with our mission and values. These programs would 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. Online will require some upfront investment, but in the long term will be revenue generating. It is too early to estimate any required investment or revenues.
- 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*

We anticipate using allocated temporary funding for strategic planning and plan to spend some reserves on strategic initiatives that arise from the strategic planning. In addition, online initiatives may provide a potential stream of new revenue, but not for at least 2-3 years. The curricular adjustments aim to provide an integrated, interdisciplinary learning experience for MPH students, on par with peer institutions, while maintaining the research excellence of the program. The changes not expected to materially impact the balance of revenues and expenses. We are not looking to increase MPH enrollment. On the cost side, we will seek administrative efficiencies, while containing our teaching costs. Faculty turnover presents a delicate fiscal balance, requiring additional support for new faculty not yet fully productive in their research activities and for established faculty winding down their research activities. While we can't always control the timing of faculty turnover, we do expect it to proceed at an orderly pace, with only modest financial impact. Four of our departments anticipate no net faculty growth during this turnover process. Our youngest department, Global Health, does expect to continue to grow modestly as it fill out areas of greatest need and research priority (e.g., cardiovascular disease prevention, family planning, etc.). Growth will come both in primary SPH faculty and primary SoM faculty.

- 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*

Our undergraduate programs are in significant demand, as witnessed by 350 incoming freshmen indicating a desire to major in Public Health – all without any advertising or recruiting by SPH. The Public Health – Global Health major has been capacity constrained for more than two years. We are also limiting course enrollment in all Public Health courses (incl. Nutrition, Public Health-Global Health and Environmental Health) to help facilitate the university's need to manage enrollment distribution. We are willing to expand to meet student need as university resources and priorities allow. We are working to improve our student classroom experience. Commitment to student centered learning and evidence based teaching has transformed faculty confidence in teaching undergraduates, as well as graduate students. Support for faculty to take time to grow skills in some of the newer pedagogical delivery methods, including flipping the classroom and active learning has aided these efforts.

With the MPH re-envisioning will come more emphasis on active learning. We will focus on retraining and supporting more faculty on new pedagogical methods as part of this transition, as well through any expansion of online offerings. In the near term, we have very successfully added a quantitative 'boot-camp' program to aid non-quantitatively oriented graduate students coming into masters programs, and expect to continue those efforts. We are working to improve the student non-classroom experiences. Beginning with admissions, we have continue working toward a more holistic application review.



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With about half of our students taking on debt and Masters student debt levels running at or above first year starting salaries, we do have concerns about how those potential debt levels may impact the diversity of our student cohorts. We have added a few, modest scholarships to help ease the burden of our most indebted students. We have added a Director of Equity, Diversity and Inclusion to help us build a more welcoming and supportive environment. We have restructured and unified our student governance organizations to allow better and more consistent feedback from students on a variety of issues. More University financial support, particularly at the Masters level and including fee-based students, would be most useful.



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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*

Hiring trends included: 1) replacement hiring of regular faculty, with Asst. Prof. hires replacing full Professor retirees; 2) replacement hiring of lectures to fill in required teaching, as needed; 3) recruiting or appointment of school strategic hires in 6 interdisciplinary areas, with startup packages largely funded through the Gates Foundation.

- 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*

In line with strategic goals/priorities as expressed in the 2012 Strategic Plan.



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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*

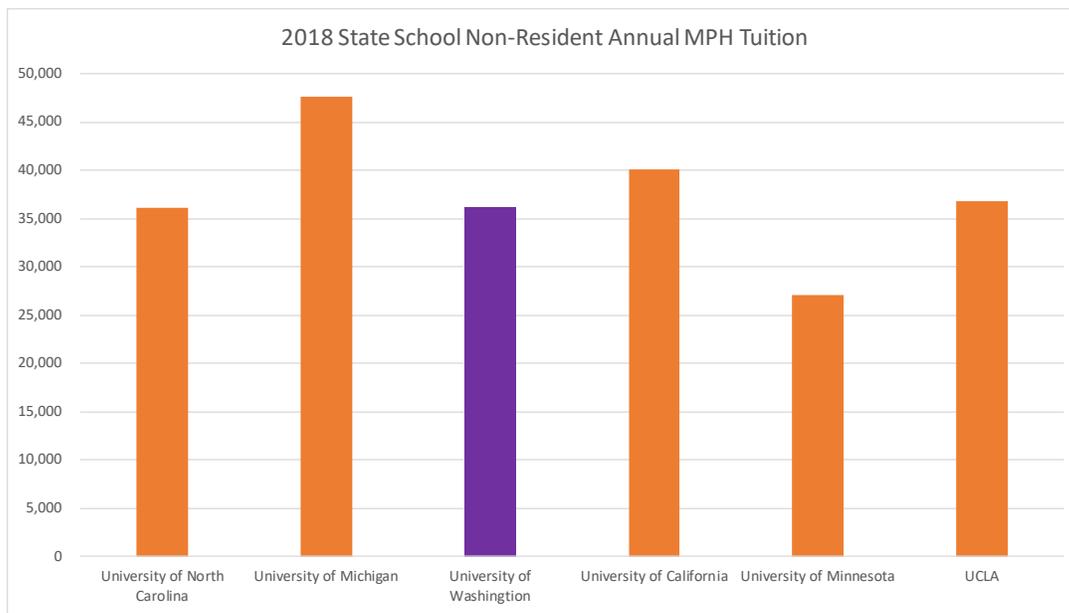
Master of Public Health,  
 Public Health Graduate Programs (other than MPH),  
 Public Health Graduate Programs PHD Program

- 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*

3% increases are needed to cover teaching portion of anticipated salary growth.

- 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*

Market analysis shows UW in the middle of public university peers, on par with North Carolina, above Minnesota, below UCLA and Berkeley.



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

SPH student debt loads are shown in the table below. 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.).



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For Masters students, a 3% tuition increase will increase debt approximately 2.7%, for those with debt. This increase in debt burden is of concern:

- 4) for individual students;
- 5) 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;
- 6) for the school's ability to recruit the full range of diverse students.

SPH Student Debt Loads, Graduates 2017-18			
	BA/BS	Masters	PhD
Students	278	302	41
With Debt	120	160	13
Total Debt	2,451,400	12,606,698	603,101
Average Debt	\$20,428	\$78,792	\$46,392
Pct Students w/Debt	43%	53%	32%

- 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*

No change in total applicants and enrollment is anticipated, though as noted, the potential rising debt level for students could have a negative impact on the range of diversity among applicants.

- 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*

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

- 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*

Because we are approximately tracking with peer institutions, we anticipate raising tuition only at cost of living levels for the next 3-5 years, to keep up with teaching cost increases.



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### FY2020 Annual Review Narrative Response for: **310 - School of Public Health** 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 23, 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*  
**James Pfeiffer, jamespf@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 16, 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*  
**Divya Pahwa, dpahwa@uw.edu, Nandita Somayaji, somayn@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*  
**Students were consulted through two in person meetings and were given the opportunity to review this document and to discuss the issues and provide written feedback. The written feedback below mirrors comments made during the discussion of the issues:**

We should consider the fact that the School of Public Health feels that it has no other option but to increase a high tuition rate even more is a major barrier to its strategic plan to prepare a diverse set of public health practitioners. Many people from the diverse lower income communities that we will one day serve cannot afford our masters programs, or undergraduate programs. This is an important aspect to highlight because, ultimately, cost is the major barrier that students face and if one of the primary goals is to educate students then this issue should be amplified at every opportunity.

We would urge SPH to strive to lead the nation in this area and work to incorporate average median income of students graduating from the school in determining appropriate tuition levels and manageable debt load, rather than comparing tuition levels to other highly ranked schools of public health as student debt is now the largest non-mortgage household debt by far. This is an unsustainable way to build an adequate public health workforce. Agreed, we often have no other option but to go into significant debt to obtain an education. This is especially burdensome for Masters programs, where many people want go into public service and as a result, give up higher earning jobs to work to benefit their communities. Throughout school students also struggle. A recent study found that more than 1/3 of college students are food insecure and don't always know where their next meal is coming from. This is highlighted by the fact that the UW just opened up a food pantry for students. This is a great resource but the fact that it even has to exist should disgust us all.