

UW Bothell/UW Tacoma, Seattle College/School Name: ***College of Arts and Sciences, Seattle Campus***

1. Please provide a **1-2 page description with visualizations if possible of how you intend to grow or contract over the next five years**. Please provide these strategic plans at the college or departmental level, if you so choose. Where significant growth is anticipated, please provide specific fund source names and projections (in dollars). If these plans assume additional Provost Reinvestment Funds (supplement), please make that clear. If you wish to include a summary of growth plans, services or activities supported by sources other than GOF/DOF, please do so. If cross subsidy is required from other sources, please summarize the extent of that subsidy.

We anticipate that future growth in the College of Arts and Sciences will be determined largely by decisions taken at the University level with respect to admissions targets for first year undergraduates and transfer students. Because A&S provides the vast majority of 100 and 200 level student credit hours for ALL students, including those in Engineering, Business, and the College of the Environment, enrollment increases in our sister Schools and Colleges also have a direct impact on A&S enrollments as measured by SCH. Annual SCH in Arts and Sciences between FY 08 and FY 14 averaged 816,000 during the academic year, and 880,000 if summer quarter enrollments are included. SCH totals for FY 13 (812K/874K) and FY 14 (801K/861K) are below these historical numbers by .2%, suggesting an essentially “steady state” for overall A&S enrolments as measured by SCH, despite gradual increases at the University level in the entering size of the entering first-year classes. Declines in A&S enrollments as a percentage of total UW undergraduate enrollments over the past four years reflect the growing role that our sister Schools and Colleges are assuming in undergraduate education, a development that we welcome.

Much more significant than overall SCH counts to our capacity for growth at the undergraduate level, however, is the changing pattern of student enrollments between the four divisions of the College. Since FY 08, SCH in the Natural Sciences division has grown by 13.5%, while Social Science enrollments have declined by 8%, Humanities enrollments have declined by 13.2%, and Arts enrollments have held steady. All these trends (up in the Sciences, down in the Social Sciences and Humanities) have accelerated in FY 13 and FY 14. If these trends continue at their historical rates since FY 08, we can anticipate continuing annual growth of approximately 2% in the Natural Sciences, with annual drops of 1% in Social Sciences and 2% in Humanities. It is not clear how much longer we can sustain such annual growth rates in the Natural Sciences before student enrollments in this division exceed the carrying capacity of our existing physical plant. We have already reached that “tipping point” in Biology, and we are likely soon to reach it in Chemistry and Physics also. In Humanities and Social Sciences, we anticipate continuing modest decreases for the next few years. Thereafter, we hope to see enrollments in these two divisions stabilize and then creep upward, so as to return enrollments in these two divisions to levels closer to what they were before FY08.

At the graduate level, we do expect some growth in the numbers of graduate students in Biology, Chemistry, Psychology, and perhaps Physics over the next several years. The job market for graduates of these departments is good, and growth in undergraduate student numbers, combined with continuing strength in securing research grants, should allow us to support modest increases in the size of our graduate student cohorts in these areas. Overall graduate student numbers across the Natural Sciences have declined by 14% since FY08, so there should be

room to at least bring these back to historical levels. By contrast, because of the poor state of the job market and declining undergraduate enrolments in the Humanities and Social Sciences, we do not anticipate any overall growth in graduate enrolments in these divisions, although particular departments in these divisions, and especially those with strong undergraduate enrollments and good or excellent graduate student placement records, may see some growth. Overall, however, we expect to continue to see some modest decreases in graduate enrolments across these two divisions, such as have been apparent in both divisions since FY08 (Social Sciences down 12% since FY08; Humanities down 13.5% since FY08). Arts are likely to remain stable, with perhaps some small increases.

We do not anticipate significant growth in fee-based programs, except in our new Integrated Social Sciences degree completion program which launched in autumn quarter 2014. For FY 15, that program enrolled approximately 100 students. We hope to see it grow to between 600 and 1000 students over the next five years. Enrollments in our fee-based Evening Degree programs, however, have now dropped to the point that those degree programs are no longer sustainable. Starting in Autumn 2014, we will not be admitting new students into the Evening Degree program. Instead, potential evening degree students will in future be channeled into the new Integrated Social Sciences program.

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- 2. Please identify significant administrative, academic or other obstacle(s)** present in achieving the growth or strategic plans identified as part of Question 1. **Please plan to discuss these with the Provost.** If applicable, please summarize any operational risks that the UW must work to mitigate over time from your perspective.
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The most important limiting factor in our capacity for enrollment growth at the undergraduate level is the increasingly uneven distribution of student enrollments between the four divisions of our College. As noted above, we have already reached the point at which we cannot accommodate even the existing student demand for Biology courses without constructing a new Life Sciences Building. We are nearing that point with respect to Chemistry and Physics also. In all three of these departments (Biology, Chemistry, and Physics), we already have the largest undergraduate programs in the country as measured by overall enrollments and undergraduate degrees awarded. Degrees awarded in the Natural Sciences have grown at an even faster rate since FY08 than the 13.5% increase in enrollments as measured by SCH. In the Natural Sciences as a whole, the number of Bachelor's degrees awarded grew by 37% between FY08 and FY 13; in Biology, the increase was 46%; in Chemistry, 37%; in Physics, 35%; while in Math, the total number of Bachelor's degrees awarded grew by an astounding 75%. Psychology enrollments and degrees awarded have remained essentially flat, but continue at a very high level.

In the non-lab sciences such as Applied Math, Math, and Statistics, increases in student enrollments and degrees awarded can be accommodated (albeit with difficulty) by increasing the numbers of instructional faculty and teaching assistants, provided, of course, that we have office space to house them. Online instruction, such as the Mathematics Department is employing in its introductory calculus sequence (Math 124, 125, 126), may also help to accommodate future growth in undergraduate enrollments. In the laboratory sciences, however, laboratory space represents a "hard cap" on future growth, unless we can figure out ways to use our existing laboratory spaces more intensively than we are currently able to do, perhaps by offering late night or weekend lab sections.

We do, however, have room within our existing space constraints to accommodate larger numbers of students in the Humanities and the Social Sciences, and possibly also in some areas of the Arts. The challenge for us, however, as it is for the University as a whole, is whether we can find appropriate methods by which to encourage students entering the University to enroll in areas of the College where we have space for them. This, of course, is to some extent an enrolment management issue that may need to be addressed at the University level.

Be that as it may, however, we will continue to be committed to maintaining Arts & Sciences as a full-spectrum College with balanced course offerings and proper faculty numbers in all four of our divisions.

3. Using the “Tuition Rec Worksheet” tab of the “Worksheets and Reference Materials –Academic” Excel workbook

(http://opb.washington.edu/sites/default/files/opb/Budget/Worksheets_and_Reference_Materials_Academic.xlsx) please identify proposed changes to current tuition rates in FY16 (2015-16) and FY17 (2016-17).

If you are recommending the creation of a **new tuition category, please describe those changes below and be sure to identify the original tuition category, the proposed category, a suggested tuition rate for FY16 and (if applicable) a percentage increase for FY17**. If you plan to move only a subset of your programs into a new category, please identify those programs by major name, pathway, level, and type.

Do you have any long-term plans for tuition that warrant discussion? If yes, please describe them below.

We have no plans to create new tuition categories. The vast majority of our graduate students currently pay Tier 1 tuition. We endorse the recommendation of the Graduate School that Tier 1 graduate tuition be frozen for the next two years.

Our Arts and Sciences Advisory Committee for Students believes that the University’s current undergraduate tuition rates for non-Washington-state-resident students are already very high, and that further increases in these tuition rates are likely to dissuade a significant number of such students from enrolling at the University of Washington.

4. Please describe your school or college’s emerging or changing faculty needs, including information about faculty hiring trends and the recruitment and appointment of lecturers.

Our tenure-stream faculty numbers since FY08 have remained remarkably stable, despite significant fluctuations in the University’s and the College’s overall budget. During the past two years, however, our tenure-stream faculty numbers have dropped approximately 4% below our historical “norm” of around 710-720 tenure-stream -faculty FTEs. Since FY 2000, the percentage of our full-time instructional faculty who are lecturers has grown modestly, from around 11% to around 14% of our total full-time instructional faculty. Increasing the number of lecturers was an effective way for us to manage the growth in overall student numbers combined with the shifts in patterns of student enrolments with respect to fields of study that we have seen since FY08. It has also brought us a number of outstanding instructors who have transformed undergraduate education in many of our departments. Nonetheless, it is clear that we need to bring our tenure-stream faculty numbers back up to their historical range. For that

reason, we are running a significantly larger number of tenure-stream faculty searches this year than we have run at any time since the beginning of the economic downturn in FY08. All but a handful of these searches will be at the assistant or early associate professor level, where we have found exceptionally strong pools of talented applicants in recent years.

5. In the event that state funding for compensation adjustments in FY16 is not available, **all units** should have plans to **cover GOF/DOF salary increases out of other fund sources**. Should no tuition revenue be available, Provost Reinvestment Funds may be dispatched to provide support for increases. Please provide your units' plans to cover expenses associated with salary increases. A salary and tuition revenue model is available on the OPB website at <http://opb.washington.edu/content/fy16-budget-development>; this model is designed to give you a sense of the magnitude of the support that will be required at various percentage increases.

We have set aside the necessary funds to support GOF/DOF salary increases for faculty and staff in FY 16, should state funding for compensation adjustments not be available.

6. This summer, the UW has been the sole subject of a state-required audit of net operating fee (tuition) and local fund accounts. This audit has revealed the importance of monitoring expenditures against budgets on a biennial basis, ensuring that colleges, schools and administrative units have plans to spend fund balance in a reasonable and mission-driven manner and that these plans are acted upon. As such, we ask that colleges and schools provide itemized obligations against fund balance, as estimated by OPB for the close of FY14. These obligations may be categorized by the following general classifications in the example provided, but greater detail is expected and will be relevant in discussions with the Provost.

You may provide this information via an Excel spreadsheet, if you prefer.

Instructional costs for FY 15:	\$ 3.3M
Infrastructure expenses, FY 15-20	\$33.9M
Faculty Start-Up Costs, FY 15-20	\$11.7M
Research Support, FY 15-20	\$ 9.9M
<u>College Reserves</u>	<u>\$14.3M</u>
TOTAL:	\$73.1M

7. **Though we believe that few, if any, state funds will be available and any new Provost Funds may be dispatched for mitigating cuts or providing salary increases, please indicate what Provost Reinvestment Funds are being requested.** Requests for funds should be identified by a unique title, accompanied by the amount requested, the year funding is requested, whether the request is for permanent or temporary funds, the number of years funding is needed in the case of a temporary request and a brief description, not to exceed 500 words. **Successful requests will provide better experiences for students and faculty, contribute to the long-term financial health of the University, and/or reduce institutional risk¹.**

Importantly, requests for new funding will be considered alongside carryover spending plans. Schools or colleges with growing temporary fund balances will be asked to explain why new funding is needed to support program enhancements.

We are not requesting Provost Reinvestment Funds for FY 16.

¹ Please refer to the FY16 Budget Development web page at <http://opb.washington.edu/content/fy16-budget-development> for more information about the University's Sustainable Academic Business Plan goals and top institutional risks.