

Academic Unit/Campus Name: College of Education

Please complete this Word document and the accompanying Excel workbook (both of which were provided to your unit via email), and submit them to the Office of Planning & Budgeting (OPB) on or before **Thursday, February 1, 2018**.

Please email your materials to [Jason Campbell](#).

Please note that the responses you provide in this Word document **will** be posted to the OPB website.

1. What is the academic vitality of your school, college or campus?

Please provide both quantitative and qualitative information, leveraging published materials and [previous submissions](#) where possible. In your response to this question, you may wish to include responses to some or all of the following prompts. Please note that these are suggestions, not requirements.

- What are the top 3-5 **strategic goals** of your unit? Could any of these goals increase expenditures or decrease revenue for other units?
- What are your unit's **faculty** hiring trends from the last 2-3 years and faculty hiring expectations for the next 2-3 years? (you may provide information by department, if relevant)
- What are your unit's **student**-related initiatives, trends, or goals? (E.g. Curriculum innovation, student engagement in the Husky Experience, trends in your student credit hour production)
- What has your college done in relation to key **university initiatives**? (E.g. [Population Health](#), [Race and Equity Initiative](#), [Husky Experience](#), [Transforming Administration Program](#))

Please respond in 500 words or fewer and please use bullets, rather than dense prose.

UW's College of Education has been ranked within the top three public colleges of Education in the nation by *U.S. News & World Report* for the last four years. Despite our small size our annual research expenditures totaled over \$25 million for the 2016-17 academic year. The academic vitality of the College has never been stronger – the faculty and staff are united in our pursuit of equity, inclusion, and access on behalf of all young people but particularly for those who are underserved.

Top 3 Strategic Goals:

- THE national leader among schools and colleges of education in research+practice+community partnerships, an equity-focused stance that starts from the premise of working "with" and not "on" communities. Recent funding from the Gates Foundation supports two important strands of this strategy:
 - UW/Othello Commons: an incubator for university-community partnerships located in Southeast Seattle/South King County along the Seattle Light Rail line
 - Unite:Ed – an initiative to foster and grow research+practice+community partnerships in the Puget Sound region and, ultimately, across Washington

- THE national leader in early learning (birth to 8) workforce development, from researchers to practitioners to policymakers. The College's "Raising Washington" initiative will focus our intellectual capital and extensive cross-sector partnerships to elevate the importance of providing high quality early learning for all children.
- THE national leader in innovative, equity-focused teacher education, advancing best practices in improving practice, meaningful professional learning, and teacher mentoring/coaching. Initiatives we are developing include:

Hiring Trends

- Tenure-line Faculty: The College currently has 48 tenure-line faculty and 13 senior lecturers.
- In the next 3 years we anticipate as many as 10 retirements of tenure-line faculty
- Since 2015 we have hired 3 tenure-line faculty (1 associate, 2 assistant)
- We anticipate hiring 7 tenure-line faculty in the next 3 years, the majority being assistant professors
- We expect to modestly grow the number of lecturers (2-3 positions) in the next 3 years
- The College's first "professor of practice" joined in January 2018

Student-Related Initiatives

- In fall of 2016, we launched our second undergraduate major, "Education, Community, and Organizations" (ECO). The program currently enrolls 134 students.
- Currently our teacher education programs are all post-baccalaureate programs. The College is currently in discussions regarding the pros/cons of offering an undergraduate teaching certificate that would provide candidates with a Pre K to 3rd grade teaching certificate
- In Fall 2018, the College will pilot a program called Unite:Ed Community Partner Fellows, an initiative to recruit strong doctoral students with 4 years of full-funding. The program will support our community partners to enhance their equity-focused research and evaluation capacity. For our students, it will provide critical professional development opportunities and funding to support the next generation of leading practitioners and scholars

Key University Initiatives

The College is actively involved in UW's Race & Equity Initiative, UW/Othello Commons Initiative, and the Husky Experience. We have also collaborated with the School of Public Health for a joint position as part of the Population Health Initiative.

- Race & Equity Initiative: It is not an exaggeration to say that all of the College's work can be described as supporting the Race & Equity Initiative. That said, two relatively new programs include:
 - The Brotherhood Initiative: a college retention and leadership development initiative aimed at black and brown men who are UW undergraduates
 - Native Education Certificate Program: a program to support 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.
- UW/Othello Commons Initiative: The College of Education is one of six anchor partners involved in co-leasing and developing a physical site in Southeast Seattle to support University-Community partnerships that are equity-focused and community-driven.
- Husky Experience: Education students, both undergraduate and graduate, have been well represented in the first two cohorts of the Husky 100. To date, 7 students have been named part of the Husky 100.

2. *What is the fiscal vitality of your school, college or campus?*

To answer this question, please complete the following tabs in the Annual Review Excel workbook:

- On the **purple tabs, i.e. the "Fiscal Reports,"** please:¹
 - Review the prepopulated FY16 and FY17 fields on each fund source tab. The "Fiscal Vitality References and Tools" workbook (described below) provides information to help with this review.
 - Provide full revenue and expenditure plans for FY18, FY19, FY20, and FY21.
 - If there is an area of your unit that you wish to isolate in more detail (i.e. significant departmental self-sustaining, clinical, etc.), feel free to submit an additional fiscal (i.e. dark purple) tab.
 - Enter totals from each of the tabs into the Summary tab.
- On the **"Alternative Assumptions"** tab, please clearly identify and briefly explain any assumptions used in your calculations that are *different* from the Central Budget Assumptions on OPB's [FY19 Annual Review Materials webpage](#). You are encouraged to refine and adjust the central assumptions, which are (in many cases) general and imperfect.
- On the **"Fiscal Vitality Qualitative Assessment"** tab of the Fiscal Vitality Report Excel workbook, please describe your unit's overall financial health. If your unit's fiscal data shows any negative (i.e. financially unhealthy) trends, please propose actions that your unit will take to improve its financial position.

The following resources are available to help you complete this work:

¹ Please note that grants, contracts, and gifts are included in the report to provide the Provost with a more holistic view of a unit's financial activities. The amounts can be reconciled to FAS for biennium 2015-17. However, the grants & contracts amounts will differ from the Annual Report, prepared by the Office of Research. Also, grants, contracts and gifts amounts might differ from the BI Portal "Remaining Balance by OrgCode and Category Report." In both cases, and possibly with other BI Portal reports, this is due to differences in data elements, context, and reporting period parameters. While the information is not perfect, it is included to facilitate discussions about the unit's overall financial health.

- **“Fiscal Vitality References & Tools” Workbook** (available on the [FY19 Annual Review Materials webpage](#)):
 - FVRowByRowDefinitions Tab: row-by-row general and unit specific parameters used to compile data in the Fiscal Vitality Reports Summary and Fund Source tabs.
 - BgtTypeClassInfo Tab: list of budget types, classes, super classes, family, and community that are referenced in the FVRowByRowDefinitions tab.
 - FVExpendituresPivot and FVBudgetRevenue&CarryoverPivot Tabs: budget number detail supporting the Summary and Fund Source data in the purple tabs of the Annual Review Excel workbook.
- **FY18 GOF/DOF Budget Base:** By November 22, OPB will provide FY18 permanent and temporary budgeted values, as of October 2017 fiscal month end. You can build off these for your FY18 plan, but you will need to adjust for any budget revisions that have occurred (or will occur) since October 2017 fiscal month end.
- **BI Portal Reports** (click on the B.I.Portal link under “Products”): Each report has Overview, Technical Information, and Interpretation tabs that describe the report, what is included in the data, the data sources, and how to use the report. Note, data may differ between reports, but they can still be used as resources.
 - Biennium To Date Budget Balances
 - Remaining Balance by OrgCode and Category
 - Forecasting Template by Fiscal Year and OrgCode (please note, this tool will imperfectly forecast expenditures if units employ fund shifts or cost transfers)
- **Central Budget Assumptions** (mentioned above), which includes additional resources and guidelines.
- **Q&A Sessions on November 28 and 30.** See the [FY19 Annual Review Materials webpage](#) for details.

In completing this work, please consider the tuition rates that you are recommending as part of Question 3.

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3. What are your school, college, or campus's tuition recommendations for 2018-19 (FY19)?

The College of Education recommends a 3% increase in the resident and non-resident tuition rates for our existing tuition categories: Master of Education, Master of Teaching, Doctor of Education, and Education Ph.D.

Using the "Tuition Recommendations" tab of the Excel workbook, please provide tuition rate recommendations for 2018-19 (FY19). For each recommended tuition *increase*, please provide the information outlined below in 500 words or fewer (total). Here are a few notes and reminders:

- In last year's budget process, units submitted *preliminary* FY19 tuition recommendations, along with their FY18 tuition recommendations. You can review last year's submissions at [this webpage](#), along with a summary of FY19 (and FY18) [tuition recommendations](#). You may reuse responses, if they are still relevant.
- Rate recommendations for **fee-based programs** are handled through a separate process than tuition-based programs. Please see the [Provost's letter](#) to deans and chancellors for more information about that process.
- The legislature sets resident undergraduate (RUG) tuition rates. OPB anticipates a 2.0 percent RUG tuition increase in FY19.
- If your recommendation involves creating a **new tuition category**, please be sure to identify the original tuition category, the proposed category and suggested tuition rate for FY19. 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. Please contact Jed Bradley (jedbrad@uw.edu) for instructions on how to modify the "Tuition Recommendations" tab.

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- Please provide information to justify the increase. This can include information about enrollment plans, peer comparisons, and/or market analyses. Please include information about how the incremental revenue generated will be spent by the school/college/department.

Incremental revenue generated by the 3% increase in graduate tuition will provide funding to support annual faculty, student and staff salary increases, faculty promotions and hiring as well as costs associated with our growing programs. We note faculty and staff salary increases have ranged from 2-4% and that student graduate student salary increases in FY17 were at an 8% level (and averaged 10% over the two prior fiscal years). We also note that we modeled increases of 1% and 5% and found that 1% would not cover an equitable proportion of salary costs relative to the undergraduate program's revenue, and that 5% would be too much of a burden on students. Further, of all 38 graduate tuition tiers in the University of Washington's Seattle campus, there are only four tuition tiers with tuition rates lower than the College of Education. Indeed, our tuition rates put us directly in the middle of local College of Education peers that reside within Washington State, and further, our rates are on par with University of Oregon (#13) and University of California – Los Angeles (#11). In comparison, we are ranked #2 in the country and yet we are seeking only to increase the tuition to help contribute to our costs. In summary, in order to maintain our high quality instruction and mentorship, we prefer to slightly raise tuition over cutting valuable instruction and coaching staff.

- Please describe whether you expect any substantial enrollment changes (including a change in the resident/nonresident composition) or any changes in the waivers likely to be awarded to your unit's students.

The College of Education does not expect any substantial graduate enrollment changes in the number of students or the mix of resident/nonresident. In addition, we have become increasingly more selective in our doctoral program admissions so that our doctoral numbers continue to decrease while our

professional master's student enrollments continue to increase (mainly in teacher education and applied behavior analysis).

- Discuss the impact on student debt load.

There will be a nominal impact on student debt load to our graduate students due to the tuition increase.

- Confirm (yes/no) that tuition recommendations were discussed with students.² Please discuss your recommendations with students, even if they are the same as the FY19 proposals you submitted last year.

Yes. Please see response to question #5

² If the meeting schedules of faculty and student leadership groups present a challenge, please make accommodations to get approval within the necessary timeframe. If necessary, you may submit an update to OPB at a later date, after faculty and students have had an opportunity to review.

4. Please **update the carryover usage plan you submitted as part of last year's budget development process**. To do so, please complete the **"Updated Carryover Usage Plan" tab** of the Excel workbook. Please note:

- Your worksheet is pre-populated with the carryover usage plan you submitted last year and new estimated carryover totals.³
- Please provide updated numbers in the "Updated Plan" column.
- If you have new line items, please add rows, as needed.
- For any major updates, please provide a brief description in the "Explanation of Changes/Updates" column.

If you would like to describe any items from the worksheet in greater detail, please use the space below. **For additional guidance**, please see the example posted at the [FY19 Annual Review Materials webpage](#).

Please note:

- If your unit has a **deficit** instead of a carryover, please confirm that you have an updated deficit mitigation plan in place with OPB. If you do not, please contact [Lisa McDonald](#).
 - If you believe the carryover for your unit is negative due to timing and if you anticipate a positive balance soon, please discuss this below and feel free to provide an updated carryover spending plan.
 - Since the Office of the President and the Attorney General's Office do not retain carryover funds, as a matter of University policy, those two offices are not expected to complete this question.
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5. **Please confirm that faculty councils AND student leaders within your unit/campus have been consulted** and given the opportunity to provide input as part of this budget planning exercise.

To confirm this, please do **one** of the following:

- Briefly describe who was consulted and when, and provide points of contact for your faculty council and student leadership.
- OR**
- Include signed letters from your faculty council chair and student leadership (a scanned PDF is fine) when you submit the rest of your materials.
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The following meetings provided COE faculty, students and staff an opportunity to be consulted and provide feedback as part of the budget planning exercise.

November 28, 2017: COE Dean, Associate Deans and Assistant Dean of Finance and Administration. Updates were given at the weekly standing meetings of this group.

January 8, 2018: College of Education, Faculty Budget Committee

January 12, 2017: College of Education Faculty Council meeting including faculty president, faculty, student and staff representatives.

February 1, 2018: COE Faculty Budget Committee

We plan to continue budget discussions with COE faculty and students during winter and spring quarters.

³ As a reminder, carryover balances are calculated at the end of each biennium and can only be *estimated* mid-biennium.

Points of Contact:

Faculty President: Professor Mark Windschitl ; mwind@uw.edu

Faculty Budget Committee Chair: Professor Elizabeth Sanders; lizz@uw.edu

Student Leadership:

Weijia Wang: Associated Students of the College of Education; weijaw2@uw.edu

Jordan Sherry-Wagner : Associated Students of the College of Education; jsherr13@uw.edu

Nathan Abe: College of Education Budget Committee; nate88@uw.edu