

Academic Unit/Campus Name: Evans School of Public Policy & Governance

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.

The following responses are derived from and consistent with the School's 5-Year Strategic Academic Business Plan.

We are currently prioritizing the **strategic goals** listed below. Additional goals are outlined in our 5-Year Plan.

- Expand access to professional education in public policy and management to ensure a diverse workforce for the public and nonprofit sectors, as well as globally informed graduates.
- Implement a BS undergraduate program in Public Policy and Governance to provide undergraduates with a critical awareness of contemporary public issues and the scientifically grounded analytic skills needed to address complex public policy challenges.
- Improve our learning infrastructure to provide outstanding learning and research spaces and supporting technology.
- Attract and retain high quality faculty and staff, providing competitive salaries and a strong scholarly learning community.

Recent/approved faculty hires:

Fiscal Year	Faculty Rank/Track	Area of Specialization	Purpose
FY2017	Assistant Professor	Public Mgmt	Replace separation
FY2018	Assistant Professor	Public Mgmt, Diversity	Replace retirement
	Assistant Professor	Policy Analysis, Crim Justice	Replace retirement
	Acting Assistant Professor	Policy Analysis & Public Mgmt	Leave replacement (temp.)
	Senior Lecturer (PT)	Environmental Policy	Meet increased demand
	Senior Lecturer (PT)	Nonprofit Mgmt	Replace retirement
FY2019	Assistant Professor (TT)	Public Budgeting & Fin Mgmt	Replace separation

Expected faculty hiring:

Fiscal Year	Faculty Rank/Track	Area of Specialization	Purpose
FY2020	Senior Lecturer (PT)	TBD	Replace retirement

Each of the School's **student-related initiatives** listed below are intended to further at least one of the strategic goals mentioned above:

- Continue to provide fellowships to MPA students;
- Improved physical infrastructure, learning spaces, and collaborative spaces;
- Curriculum improvements including formalized program options, greater consistency in capstone structure and delivery, renewed emphasis on relevant professional skill development within our 1-credit skills workshops;
- Increased funds for paid internships through campaign fundraising;
- Enhanced and modernized the classroom experience through technology like Canvas, Panopto, Zoom, etc.
- Enhanced global opportunities for MPA students through the Global MPA.
- Added new courses and/or sections in response to student demand.

The Evans School is deeply committed to key university initiatives. Below are just a few examples of the many ways we incorporate these initiatives into our work and strategic plan:

- Race and Equity
 - o Hired two faculty with strong academic backgrounds at the intersection of race, equity, and public policy
 - o Added new courses on race, equity, public policy and management;
 - o Sponsored, with support from the Provost, training for faculty, students, and staff in bias and anti-racism which will continue;
 - o Aligned the School's long-standing diversity strategic plan and the university's diversity blueprint
 - o Administered our own equity and inclusion climate survey for the last two years that feeds into a continuous improvement process.
 - o Improved the structure and strengthened the role of the school's diversity committee.
 - o Held a series of diversity potlucks each winter in faculty and staff homes to promote dialogue.
 - o Increased diversity of student population in the MPA program.
- Population Health
 - o Gates-funded International Program for Public Health Leadership - teaches emerging leaders the skills of policy design, analysis, leadership, communication, and persuasion to enable them to advance population health.
 - o Professor Alison Cullen serves as a member of the initiative's executive council.
 - o In collaboration with Public Health, we submitted a faculty proposal to the Public Health Initiative.

- Our tenure-line faculty are national and international leaders in two key areas of the Population Health Initiative - environmental resilience and social and economic equity.
- Dozens of our students' capstone projects every year cover topics like health, children, families, and environmental resilience.
- Husky Experience
 - Redesigned the Cascade program to meet the needs of lifelong learning
 - Enhanced student engagement in research through capstone and faculty led policy research projects that engage and serve the community.
 - Grew the alumni mentoring program and supported networking and travel opportunities to promote professional development.
 - Enhanced leadership development opportunities through formal changes to the curriculum, financial support to student organizations and engagement with prominent policy makers and managers.
 - Built opportunities for cross-cultural understanding through a variety of formal and informal mechanisms such as orientation, course instruction, student programming.
 - Provided office hours and workshops in support of students interested in applying for the Husky 100 award. We have also encouraged faculty and staff to nominate students.
- Transforming Administration Program
 - Reduced operating expenses in FY2018 by 10% and plan to reduce expenses by an additional 10% in FY2019.
 - On-going process improvements such as updating our fiscal reporting practices to reduce the amount of time spent producing such reports
 - Maintain a robust, evidence-based continuous improvement process for academic programs and administrative processes.
 - Engaged central administrative consulting to provide advice with regard to IT and plan to do the same with academic services and finance and administration.
 - Faculty have engaged central IT to improve course delivery through canvas that will facilitate improved student experience and reduce faculty administrative efforts.

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:

- **“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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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.

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

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.

- 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.

MPA – Implement a cohort tuition model with different incoming and continuing rates. Incoming resident tuition increase of 10% in FY19. Incoming non-resident tuition increase of 5% in FY19. Continuing resident and non-Resident tuition increases of 5% in FY19.* In FY20, we plan to keep tuition increases for continuing students between 2% and 3% above the rate they paid as incoming students.**

- Students have advocated for a cohort tuition model for several years to help make tuition rates more predictable. We agree that this is now necessary.
- The cohort model will allow the school to be transparent with students about the tuition they can expect to pay throughout the program before they decide to accept our offer of admission while giving us the flexibility to cover the costs of mandatory annual faculty salary increases and any increased costs of program delivery.
- We recommended to the regents a 5% increase in MPA tuition rates for FY19 in last year’s budget narrative and this proposal allows us to hold tuition increases to that rate for current students.
- It is necessary to cover increased costs for faculty and staff salaries and services.
- It is necessary to cover costs of recruiting the highest caliber of faculty in a competitive national market.
- We strive to have tuition remain below the mean among peer institutions. In 2017-18, tuition and mandatory fees for out-of-state students at the Evans School was 4% lower than the mean of its peers ranked in the top 10. If tuition rates of peers continue to increase at the observed 3.6% annual rate, our proposed non-resident tuition rate will remain competitive at 3% lower than the mean of top 10 schools and would be lower than all but three top ten institutions (Georgia, Minnesota, and Indiana, which enjoy strong state support). It would be just below UC Berkeley’s Goldman School and 13% below University of Michigan’s Ford School with responsibility centered management.
- We provide significant financial aid to students each year in the form of stipends and tuition waivers to offset the cost of tuition.

* See Fiscal Vitality workbook for details about this proposal.

** The FY20 tuition recommendation is contingent on the School’s ability to launch an undergraduate program.

Graduate Tier I Tuition Rate:

The Evans School is not currently aware of proposed tuition rates for the Graduate Tier I category but would support an increase of up to 3%.

- 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.

In AY17-18, we experienced nearly a 20% increase in applications and a 15% increase in enrollments in our MPA program, bringing our incoming class size to 195. This was the result of our rise in the national rankings as we maintained admissions standards. We expect to enroll 185 incoming students for AY19. This will bring our total student enrollments in the MPA program up from roughly 340 to approximately 380.

- Discuss the impact on student debt load.

Student debt remains one of many important factors that drive our tuition recommendations. We believe the proposed tuition increase is acceptable for the following reasons:

- Between AY2014-15 and AY2016-17, the number of students graduating from the Evans School with student loan debt declined from 140 to 129 despite increasing enrollments over that period. The average graduate debt load also declined from \$48,924 to \$44,314 over the same period despite modest increases in tuition. This is due to our strong commitment to robust financial aid for students.
- Each year, over 90% of our graduates enter the public and non-profit sectors, almost all of whom are eligible for federal income drive loan repayment plans and the Public Service Loan Forgiveness Program. Combined, these programs limit a student's monthly student loan debt obligation to 10-15% of their discretionary income and any balance that remains after ten years is completely forgiven. We actively promote these programs to prospective and current students on our website and host workshops for our students about these programs.
- We offer competitive fellowships to 40% of our student body and fundraising to increase the number and size of fellowship awards is one of our key foci of our advancement efforts.
- Our graduating students earn highly competitive salaries providing them a good return on their investment
- 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.

Each year, we meet with elected members of the Evans Student Budget Council. The committee is usually composed of 2-3 first-year incoming students and 1-2 continuing students. We meet at least two times before our initial meeting with the provost—once to orient the new students to the budget development process, our budget priorities, and our constraints and once to review the Dean's proposed budget and solicit feedback. We also met with students following our meeting with the provost to discuss the cohort tuition model outlined above. We remain conscious of student debt and manage tuition rates and financial aid in light of our costs, available loan repayment programs, starting salaries and long-term career earnings.

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.

- 8 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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- 9 **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:

- a. Briefly describe who was consulted and when, and provide points of contact for your faculty council and student leadership.

OR

- b. 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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SIGNATURES PROVIDED SEPARATELY

Sandra O. Archibald
Dean and Professor

David Layton
Professor and Chair of the Faculty Council

Student and Member of the Evans Student Organization Budget Committee

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