



UNIVERSITY of WASHINGTON

FY2021 Annual Review Narrative Survey

Unit Name: College of Built Environments

Programmatic & Academic Vitality Narratives

- 1) Have you made any changes to your unit's annual budget development process from the response provided last year? If yes, please briefly describe the changes you've made to your unit's annual internal budget development process. If no, please answer with a simple, "no changes." *Word Limit: 500*

During the last fiscal year, the College of Built Environments (CBE) worked with department chairs to establish a new internal college budget model for FY2020 that is more accessible and focused on the College as a unit as opposed to the departments. We are currently refining and will continue to evaluate the model, with on-going dialogue with the chairs through this fiscal year. We believe this establishes a strong foundation for creative and cooperative budget planning for all the departments and the college as a whole. This will be critical for implementing our strategic planning goals.

The process for developing the college annual budget narrative for the Provost remains the same as last year, where the college executive committee reviews and comments at several stages of the process.

- 2) Have you made any changes to your unit's strategic plan in the past year? If yes, what are 3-5 key elements of your unit's new/revised strategic plan? If no, please comment on the progress you've made in 3-5 key areas of your strategic plan. *Word Limit: 500*

CBE has an ongoing strategic planning process through this academic year, which began last year with Dean Cheng's listening and dialogue process. Faculty, staff, and student leadership participated in a retreat in the autumn, resulting in task group formation to further focus and articulate the college strategic plan. To create a strong foundation for developing EDI, faculty, staff, and select students participated in a voluntary Intercultural Development Inventory (IDI) assessment to measure individual and collective cultural competency. This effort was supported in partnership with the UW Office of Minority Affairs, Office of Undergraduate Academic Affairs and CBE professional advisory councils.

There are a number of areas where the strategic plan will provide guidance. For example, interdisciplinary teaching and research has been emerging as a priority. Goals could be set in the context of our current assets and potentials; we would then consider changes to our spaces to support interdisciplinary work, alignment of personnel roles, policies and practices, changes to curricula and research practices. Knowing that research support needs to be increased, we are partnering with the Center for Studies in Demography and Ecology (CSDE) in a feasibility study to assess research administration needs and how those might be solved through campus partnerships with existing infrastructure.

The current strategic plan greatly accelerates and builds upon previously identified goals:

Increase equity, diversity and inclusion (EDI) within the College including, but not limited to, diversity in the curriculum as well as in the hiring and training of staff and faculty

Increase collaborative and interdisciplinary experiences for students, such as formal courses, student competitions, or community service projects

Adapt physical studio space capacity and layout to enable more effective teaching and potential enrollment increases in design disciplines

Increase research productivity of faculty members and strengthen both Ph.D. programs

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Establish relationships with campus and external stakeholders to critically investigate and creatively identify processes and strategies that contribute to more resilient, healthy, and equitable built environments

- 3) What major obstacles or institutional barriers currently do, or will, hinder execution of your strategic plan? What are you doing to address these challenges? If no changes from your response to either component of this question from last year, please answer “no changes”: [Word Limit: 250](#)

Our strategic planning process will result in an initial draft by the end of spring 2020 and revised final version in October 2020.

Recruitment of highly qualified and diverse students continues to be an obstacle. Our competitiveness is reduced when prospective students have more student support funding opportunities at other universities, particularly for out-of-state graduate students. We are actively fundraising to support additional scholarships and fellowships. We have recently added all of our graduate programs to the WICHE/WRGP listing for our disciplines, which we hope to use as a competitive recruitment tool to increase our enrollment. The Applied Research Consortium (ARC) established by Dean Cheng also creates unique opportunities for graduate students within the research and professional community and allows us a unique opportunity for recruitment. CBE disciplines struggle with visibility for undergraduate students entering the university, and we are actively working with Phil Reid on “metamajors” that may help elevate the topical areas to which CBE discipline fields contribute. GO-MAP has been very valuable but the number of students affected is small. We have taken steps to align our admission cycle which might result in small increases.

Interdisciplinary teaching and research in CBE is being done with minimal support infrastructure, placing a heavy load on faculty and staff to re-create processes and workarounds. To increase interdisciplinary work, templates, processes and protocols will need to be developed and adopted - this is both a logistical as well as a cultural challenge. For this work to be successful, CBE HR, finance and communication support will be essential. While we have new partnerships with UW Mar-Com that will be critically important setting up internal communication and expectations, we are lagging in HR and finance since we currently have only 1.0 FTE dedicated to this work and limited internal resources to fund additional.

For research in particular, strategic plan survey showed that out of the 44 faculty to respond, the majority have research that does not run through the office of sponsored research. Twenty-eight work with external partners, 24 with community organizations, 19 work with the public sector, and 19 with industry partners. (This was a “check all that apply” question, so those may be the same faculty). When asked about project management processes and support, two-thirds of the faculty reported that a lack of processes were a real barrier to their success, and this factor was the highest-ranked barrier in the list of 15. We see this as a barrier but also a risk. We know that some faculty declined opportunities to pursue funding because they did not have confidence that the work could be supported. Declining also creates a negative cycle as it limits ability to recruit and retain graduate students and depresses publications and rankings which would help attract high quality students and faculty. Currently the college has no personnel dedicated to research support and we have identified very distinct needs for support of sponsored research compared to non-sponsored work. We have some pilots that will allow us to grow support but they will take time. Accelerating to maintain momentum is critical.

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- 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/campus and/or another unit/campus? [Word Limit: 500](#)

Increased student funding opportunities and recruitment tools could lead to increased enrollment and revenue. We will be establishing goals for increasing diversity, developing inclusive practices and examining our cultural skills that will improve equitable and inclusive student experience. We do not anticipate a significant change in enrollments nor do we expect an impact to faculty or staff workload. Ultimately, we intend for our strategic activities to recruit the best students, improve the student experience, and strengthen the culture of research and service within the College. It may take several cycles to calibrate offerings and yield, so some volatility in enrollments may occur.

Faculty and staff workload may temporarily increase as templates, protocols and processes are developed and adopted to streamline operations and better support interdisciplinary work and new emphasis on increasing diversity and developing new practices.

- 5) What is your unit doing to effectively use or redeploy resources in a way that benefits your unit/campus and/or other units/campuses? [Word Limit: 500](#)

Over the past year, the College has been analyzing current systems and processes to better understand where we can redeploy resources and create efficiencies. Incremental changes have been made in our processes and procedures while we prepare for further evaluation throughout the strategic planning process.

Research support: current CBE support for research is extremely lean with much of the load falling upon one staff person in the Dean's office who has less than 0.2 FTE devoted to research support. The Associate Dean for Research (appointed in Summer 2019) has been actively leading efforts to work with Center for the Study of Demography and Ecology (CSDE) and the Office of Research to pilot centralized support for CBE research support.

Enrollment management: current CBE practices are different in each department; the creation of a newly defined role Associate Dean for Academic Affairs (appointed in January 2020) will lead efforts to improve tracking and metrics. The Associate Dean as also been actively looking at new course offerings that could meet University undergraduate interest in built environments through internal analysis and meetings with his counterpart in other colleges. We have a proposal to the Data Science Initiative and have identified courses that could meet the new minor as well as other non-data related areas. We intend to coordinate with other units to better understand how new CBE courses could meet the need for student electives in other majors. We are meeting demand for minors in Construction Management and Real Estate, CM has recently expanded the number of slots for minors by ten.

Strengthening curriculum processes: current CBE curriculum approval processes makes it difficult to identify potential synergies and efficiencies across departments. We are actively working to change the process.

Aligning marketing and branding: in partnership with UW MarCom we have hired a new communications director and admin assistant. Additionally we will partner on a branding effort to follow the strategic planning process.

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Dean Cheng is investing her time to actively engage several UW initiatives (Pop Health advancement, ABB, West Campus District, EarthLab Advisory, Architecture Commission) where CBE disciplines can make a contribution to the UW.

- 6) For UW student facing units, what are you doing to improve the experience and outcomes of students on your campus or in your unit? What could the University do to support your efforts? *Word Limit: 500, Leave blank if N/A*

In the past year, we have established a student space committee to provide the College with feedback. This has led to the installation of lockers to better serve commuting and non-studio students. Additionally, we have invested some of the Dean's start up funds in furniture to meet the student desire for spaces that support engagement. Small collaborative spaces have been created in unused corners of our buildings to allow students to work more easily and in groups across disciplines. We also strategically selected six design-award winning chairs that have transformed Gould Court by increasing interaction among students. As part of the space evaluation, a lactation room and prayer room were established to allow students private space throughout their day to address their needs.

Students have also been incorporated into the entire strategic planning process and in all of the task groups, from curriculum to space. We have requested student input, participation, and leadership regarding the future of the College. Students have participated both at the fall retreat and as active participants on existing task forces. Their contribution has been invaluable. Students have also been included in all of the search committees, current searches include department chair positions and they have been seeking input from their peers on the mission and goals for the departments.

The College has focused on our communication with students. We created a digital bulletin board on our college intranet focused on the types of information students regularly request. This platform provides students with access to information and opportunities not only within their department but from across the college, university and the community. The consolidation creates transparency and reduces the number of emails they receive from various sources.

Equity, diversity and inclusion work has included the Intercultural Development Inventory (IDI) assessment and training for a small group of students and a large group of faculty and staff. We will analyze results from this year and determine if IDI will be integrated into curricula.

We have identified significant gaps in our student services support for advising, student wellness and student grading/compliance issues. We are in the process of analysis to determine the best path forward.



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Tuition Based Program Rate Recommendations - Narrative Section

Responses to the questions below are required for each tuition category that your unit/campus recommends adjusting. If you are recommending changes for multiple tuition categories, please differentiate your responses within each question.

- 1) Please explain why each proposed change is needed and how your unit/campus will use new incremental tuition revenue increases or absorb incremental tuition revenue losses.
- 2) Explain whether and how each proposed change will affect peer comparisons and/or whether a market analysis was conducted.
- 3) Discuss the impact of each proposed change on student debt load.
- 4) 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.
- 5) 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.
- 6) For each tuition category that you have proposed changing, please discuss your unit/campus'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?)



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Communication with Faculty & Student Stakeholders

Communication of your unit's annual review materials, including fiscal vitality data, narrative responses and tuition rate recommendations is an important and necessary component of the University of Washington's Annual Review process. Your responses to the questions below will be documented and included as part of the annual review materials provided to Executive Leadership of the UW.

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

- 1) Please select the date that FACULTY leadership within your unit/campus was consulted and provided the opportunity to provide input as part of this budget planning exercise. If, due to scheduling difficulty, you are unable to consult with faculty leadership before the February 3, 2020 submission deadline, please select the date you are scheduled to consult with FACULTY leadership and, immediately after that date, please provide an update to Jed Bradley

Friday, January 31, 2020

- 2) Please list a point of contact for your FACULTY leadership (name and UW email address)

Sofia Dermisi, sdermisi@uw.edu

- 3) Please select the date that STUDENT leadership within your unit/campus was consulted and provided the opportunity to provide input as part of this budget planning exercise. If, due to scheduling difficulty, you are unable to consult with student leadership before the February 3, 2020 submission deadline, please select the date you are scheduled to consult with STUDENT leadership and, immediately after that date, please provide an update to Jed Bradley

Wednesday, January 29, 2020

- 4) Please list a point of contact for your STUDENT leadership (name and UW email address)

Krista Doersch, kdoersch@uw.edu

- 5) Enrolled students affected by tuition rate increases should be consulted on proposed increases before proposals are finalized. Please describe when and how students were consulted and summarize the feedback they provided regarding EACH of your tuition recommendations.

There are currently no tuition rate increases proposed so students were not consulted at this time.