



UNIVERSITY of WASHINGTON

FY2024 Operating Budget Development Narrative Prompts

Academic and Student Affairs

Programmatic & Academic Vitality Narratives

- 1) Please briefly summarize your unit's/campus's strategic plan and how your FY24 operating budget proposal (as submitted in Workday Adaptive Planning) connects to your campus/unit strategic plan. [Word Limit: 500](#)

ASA's strategic plans and budget proposal can be broken down into areas of service:

Enrollment Management: We have made significant progress in refining the organizational structure of the units within EM. We have reallocated existing lines and new lines created by funding from the previous budget cycle to bring international student recruitment into Admissions such that recruitment and admission of all students is done in unison. We anticipate making further changes in other parts of Enrollment Management (Registrar, Financial Aid and International Student Services), but will be using existing resources to do so. We continue to invest in admissions and financial aid modernization efforts. Finally, over the next two years will engage with Art & Science to develop our communication and marketing strategy. This work will be done in coordination with the larger marketing effort overseen by UMAC.

Teaching and Learning Support: Working groups on the future of teaching and learning commissioned by the Provost will be providing their recommendations in Spring Quarter. Based on these recommendations, we will be rethinking how centralized teaching and learning support is provided to the instructional community. We will use existing resources over this next year as the details of this new support structure emerge. There remains the vexing problem of adequate financial support for general assignment classrooms. This current year Academic Technologies (upper campus) and Health Sciences Academic Services & Facilities (lower campus) have been provided \$2M for classroom renovations out of programmatic-renewal funds. We're currently working with OPB on a funding model that will provide the requisite resources to meet the growing deferred maintenance needs of our instructional spaces.

Privacy Office: We will continue to use existing resources to support activities in the Privacy Office. One issue from last year involved the implementation of APS 2.4. Rather than work with "privacy partners" in academic and administrative units, we were asked to explore what a central-support model for procurement and research would look like. We will be funding three term appointments to address this request, but will be asking for permanent support for these lines in the future.

- 2) Building on the responses your campus/unit submitted during the FY23 annual review cycle ([posted here](#)), how has your unit/campus integrated the themes and goals of [the 2022 – 2026 UW Diversity Blueprint](#) into your campus's/unit's ongoing work to take actions towards access, inclusion, and equity? [Word Limit: 750](#)

We have been implementing the recommendations from our internal working group. Specifically, we have provided managers with resources to improve communications with their teams and to create a more inclusive working environment. A major intent of this effort was to address the number of survey participants experiencing or observing exclusionary, intimidation, offensive, and/or hostile conduct. One reason for this is that we have had a few problematic employees and continue to work with local and central HR on this issue. The EOSS team has provided significant HR support for EM directors and managers over the past year which has been instrumental in addressing workplace environment concerns.



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We've also worked with hiring managers on best practices for running an inclusive search including resume review and structuring of interviews. In particular, we have expanded the number of people who meet potential candidates and have also been more inclusive in soliciting and reviewing comments and feedback derived from these interviews.

It may seem beside the point, but one of the main motivations for our work on general assignment classrooms and pedagogical support is the creating of inclusive learning spaces and providing instructors with inclusive instructional resources. The primary experience our students have is their academic experience. Helping to make the student academic experience as welcoming and inclusive as possible in one significant way ASA can contribute to the goals of the Diversity Blueprint.