



UNIVERSITY of WASHINGTON

FY2024 Operating Budget Development Narrative Prompts

266 - Graduate School

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](#)

There are three main areas of our strategic plan that link directly to our FY24 budget proposal.

We enact policies, programming and priorities that are data driven and responsive

We are launching a new vendor-based admissions tool (Slate) for graduate admissions, one of the most significant efforts we've taken since the original launch of our aging, homegrown system. This new vendor-based system will fix known security flaws, ensure admissions applications comply with I-200 mandates, allow applicants to use mobile technology to access their applications, and centralize some of the admissions work traditionally performed by Graduate Program Advisors. It will also provide potential future opportunities for recruiting support. We are working with a consultant that helped to us to analyze our business processes and gathered input from units across the University so that we can implement a system that meets the current needs of graduate admissions on all three campuses. Our FY24 budget includes the continuing costs for implementation as well as expected ongoing costs of two new FTE and the annual vendor license fee.

We are committed to identifying, attracting and retaining a diverse staff

This work is happening in a very difficult staffing environment. Like many units on campus, we have had significant turnover in staff in the last two years. After rigorous analysis of our salary structure, we have made incremental salary increases for certain staff positions in FY23, to bring them closer to market averages. Those ongoing costs are represented in this budget. We are continuing this work with the remainder of our staff in FY24, with a goal to move all staff closer to those market averages.

We support and seed efforts across the entirety of the educational and training lifecycle

We plan to expand our portfolio by growing our capacity to provide tools to academic units and their staff/faculty as they seek to improve graduate education, whether through their academic program, student experience and funding opportunities, or their equity and justice goals. This work is represented in our FY24 budget in a number of ways, including the work through Academic Affairs with stacked graduate certificates, the Office of Equity and Justice in Graduate Programs' work an equity audit tool as well as a variety of programming targeted not only to graduate students but also graduate program staff and faculty, and the work in our Office of Graduate Student Affairs.

- 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](#)



UNIVERSITY of WASHINGTON

FY2024 Operating Budget Development Narrative Prompts

266 - Graduate School

The Graduate School remains deeply committed to the practice of equity and justice in graduate education and for graduate students, and much of our work integrates the themes and goals of the Diversity Blueprint.

We have two units that focus explicitly on equity and justice: the Office of Graduate Student Excellence & Equity (GSEE), which provides direct-to-student support in terms of programming and financial support, and the Office of Equity & Justice in Graduate Programs (EJGP), which provides direct-to-academic-program and faculty support to facilitate local equity and justice goals. However, all other units in the Graduate School have their own strategic equity and justice priorities and use them to enact positive change at the University of Washington. For instance, our Office of Academic Affairs created additional requirements for units submitting proposals for new graduate programs that require attention to diversity and equity.

GSEE hosts our most popular and well-received programming. They host social events and professional development sessions, partner with academic units during Prospective Student Days and throughout the academic year, offer various funding packages to students and academic units to further diversify the graduate student body, and act as a vital resource for minoritized graduate students often isolated in their academic homes.

The work of EJGP, whose entire current permanent staff consists of one Associate Dean at .50FTE, is creating University-wide resources and services that support faculty and staff as well academic departments/units in their equity and justice goals. Though it resides in the Graduate School, the Office's work benefits the entirety of the University community.

EJGP has an outsized impact for its small staff. It hosts regular trainings and events that forefront learning about notions of equity and inclusion. The office will soon release an equity audit tool directly related to the evaluation of recruitment, retention, and progress of UW graduate students, especially along the lines of race and diversity. This tool, which has been piloted with a few UW units and previewed at national conferences, promises to become a national model. EJGP's trainings and dialogic spaces help support the Graduate School's diverse staff and ensure that we are properly serving our constituents—a key goal since we serve so many communities across the University.

We would like to add a 1.0FTE permanent staff position to support these and future efforts to enable us to remain leaders in the equity and justice space and have an even wider positive impact on the University.

We will host our third annual Equity in Graduate Education Summit in April 2023. Co-hosted by GSEE and EJGP, we have had between 150-200 students, staff, and faculty attend sessions on cross-racial graduate student mentorship, wellness as an equity issue, sharing successes of admissions and student retention, and community building and belonging.

Finally, we are in the process of recruiting a new Director of Advancement at 1.0FTE, a fact that will significantly increase our capacity to raise funding for students and for programming to support them. Much of the Director's time will be focused on increasing support for minoritized graduate students.