



UNIVERSITY of WASHINGTON

FY2025 Operating Budget Development Narrative Prompts

Evans School of Public Policy and Governance

Programmatic & Academic Vitality Narrative

*Text submitted within this section **will** be published to OPB's Annual Budget Development website*

Where possible, you are encouraged to leverage published materials already created

- 1) Please provide a web link to your campus/unit strategic framework and provide three to five bullet points outlining the relationship between your resource plan and your strategic framework. *Word Limit: 750*

Working within the parameters of our school's mission, purpose and vision, we develop an Evans School [Annual Action Framework](#) in which we lay out the plans for actions and activities. This document is developed annually each summer by the senior leadership team in consultation with various faculty and staff groups (and made available to the whole community on the top of our Evans School Community Hub [sharepoint site](#)). The document tries to make clear the ambitious work of the school, assign lead responsibilities by team, and stress that the purpose of such a document is to provide a bridge between our capabilities and aspiration.

Additionally, to keep our clear focus, we execute on strategies laid out in our own [5-Year Equity & Inclusion Blueprint](#) (2021-2026) that articulates our unique path in this work, articulates our core objectives, and aligns with the areas in the University of Washington's plan. More about how that document guides our actions is described below.

Overall, this is an ambitious set of strategies and tactics for a small unit. As a result, proposed resource plan is aligned with the directions very intentionally:

- Our strategies have necessitated an increase in investment in staff costs (observed from FY23 to FY24 and beyond); we need this level of staffing to achieve our mission and – as noted in last year's narrative – we are pleased that we attracted more diverse people to the School in FY23 who bring new assets, networks, and knowledge to our community. We are also living into the newest part of our mission, "hosting communities to co-create solutions to pressing societal problems," through the Evans Policy Innovation collaborative (EPIC) which also involves investing in new capacities.
- We are building and implementing new educational programs that both align with our mission and purpose and bring in additional revenue.
- What is not yet reflected in the Annual Action Framework is the Evans School's new clarity about our unique role in supporting the University's initiative on Revitalizing Democracy. Our engagement is both on content – since democratic revitalization requires the very knowledge of civic health, public institutions, and training in public service the Evans School possesses – and process – given our expertise in supporting complex, systems change in public institutions. As a result, we have included increases in our 'self-sustaining and gift' resources in the Adaptive multi-year plan.

- 2) Please discuss your campus/unit's planned utilization of resources, as identified in your Adaptive entries (institutional initiative = UW Diversity Blueprint), in support of the [2022-2026 UW Diversity Blueprint](#) themes and goals. *Word Limit: 750*

Since the adoption of our new identity statements in 2021, we are actively engaged in digging more deeply into the school's value of equity. In our materials, we use intentional language: "We commit to discovering and daylighting disparities, taking anti-racist action, and dismantling systems of oppression." As a historically and



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predominately white institution, this commitment has us attending to our operational processes and how we inadvertently perpetuate inequitable outcomes. Our [5-Year Equity & Inclusion Blueprint](#) (2021-2026) articulates our unique path in this work, including our core objectives, and aligns with the areas in the University of Washington's plan.

During the spring of 2023, we intentionally invested in building our management capacity around equity and inclusion. Working with an Affiliate Professor, Dean Sandfort developed and implemented a 4-part Workshop, "Strategic Management for Equity: Systems, People, Possibilities" for all people and program managers (staff and faculty) at the school. This workshop created more shared language throughout the community about the differences between intent and impact, built awareness of how public bureaucracies (like UW) struggle to support equitable practice, and helped unleash shared leadership for these matters. There were a number of direct outcomes of this investment in the Workshop:

- New level of relationships among staff and faculty leadership and recognition of shared responsibility and commitment to deepening the School's equity practices.
- New organizational practices – such as affinity caucuses – that help build knowledge and effective equity practices for white and BIPOC faculty and staff. We are currently in discussions with the Office of Minority Affairs and Diversity about their support of another round of those events through their Building and Bridging Caucus facilitators during spring 2024.
- Reconstitution of the school's 'Equity and Inclusion Committee' to an appointed "Equity and Inclusion Council," that is advisory to the Dean and equivalent to the elected Faculty Council and external Dean's Council.
- New training for faculty to improve their capacity to create collective safety and well-being in classrooms for students, particularly those from historically marginalized communities. During the winter and spring quarters, we are implementing mandatory training in partnership with UAA's Resiliency Lab.
- New tool for reporting activities and monitoring what unfolds. For the first two years of our Blueprint implementation, we co-created an annual plan with faculty, staff and students at our fall back to campus "Evans Community Connect" events. These aligned with the topical areas: climate; education; recruitment; retention and promotion; community & government engagement; and research. We then used an accountability approach where each member of the senior leadership team oversaw an area; while we discussion progress during our regular senior leadership team meetings, we began to discover that new strategic ideas bubbled up– such as the "Strategic Management for Equity" workshop noted above –that weren't in the plan. In fact, leaders realized that rather than focusing our attention on planning, we needed to have a means to document actions emerging from our shared leadership approach.

As a result, we created an open [Mural Board](#), accessible to all members of the community – faculty, staff, students – during the fall 2023. We regularly host sessions where people can both look at what is represented and add more, such as quarterly staff meetings, faculty council meetings, and Evans Student Organization meetings. The Dean's Equity & Inclusion council has responsibility for monitoring what is being shared and leading / advising her on any responses. We are pleased by the overall engagement of this more responsive approach and are learning more about it throughout the year. At the start of the next academic year, the Equity & Inclusion Council will take stock and develop a plan for the future to continue to support the School's organizational development around our commitments to anti-racist actions.



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Required Budget Development Consultative Process Summary – Faculty, Staff and Students

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-- If specific questions are not applicable to your unit, simply indicate n/a --

Consultation with your elected faculty councils, student councils and unit/campus staff, regarding your unit's/campus's budget proposal materials, including your proposed FY25 operating budget, narrative responses, tuition rate recommendations and fee-based rate recommendations are an important and necessary component of the UW's budget development process. Your responses to the questions below will be documented and included as part of the FY25 operating budget development review materials provided to Executive Leadership of the UW.

PLAN NOW to ensure that all unit/campus review and consultative processes are completed by the March 4, 2024 due date.

- 1) Please indicate 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

Faculty meeting: Wednesday February 21st, 2024

Faculty Chair and Council discussions: February 8 and 9; February 27 and 28, 2024

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

Heather Hill, hdkill@uw.edu

- 3) Please indicate 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.

Evans Student Budget Council meetings:

- **November 1, 2023:** Meeting with Assistant Dean of Finance and Administration, Assistant Dean of Students and Evans Student Budget Committee (ESBC) meet to review FY23 Student Affairs budgets, reflect on FY24 process, and discuss high level priorities for Evans and ESBC going into the FY25 budget process.
- **February 1, 2024:** Meeting with Assistant Dean of Students and Evans Student Budget Committee (ESBC) meet to review tuition rate recommendations.
- **February 7, 2024:** Budget Webinar for Evans student body with Evans Assistant Dean of Finance and Administration, Evans Assistant Dean of Students, FPB's Executive Director of Policy, Planning & State Operations and Evans Student Budget Committee (ESBC). This operated as a type of training for student leaders who requested a more comprehensive briefing because of their overall interest in public financial management (as a result of their studies). We were appreciative of FPB's engagement.
- **February 28, 2024:** Meeting with Assistant Dean of Finance and Administration, Assistant Dean of Students and Evans Student Budget Committee (ESBC) meet to review FY25 budget projections.

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

Emma Buckland, ebyoung@uw.edu



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5) Please discuss how you involved campus or unit staff in the consultative process.

We did not have a focused approach to this for this round of University-level budget planning. However, since spring 2022, we have developed and implemented a very extensive process for operational budget planning later in the spring. Each staff team, led by an Assistant or Associate Dean, works with managers from Finance & Administration to develop line-item budgets and present them to the Dean and Assistant Dean for Finance and Administration. This allows for local accountability and centralized management which has resulted in more informed, financial management capacity throughout the organization. We also engage the Evans Student Budget Council referenced above in this process; we have found student leaders are more interested in overall investments in student supports and programs than in the very high-level budget submitted as part of this process.

Ideally, now that Adaptive is operational, we would like to move the detailed operational planning earlier in the year; however, we must confront the reality that there are many competing demands on staff during this time of the year (such as admissions and course planning for the upcoming academic year). We are thinking through how we might navigate these competing demands and ensure a process that is most beneficial for the staff in their roles as financial managers.

6) Since submission of your tuition and/or fee-based rate recommendations on February 1, 2024, has your campus or unit received any additional feedback from students? If so, please summarize here.

As previously mentioned, to promote transparency and encourage greater student understanding of the budgeting process, on February 7th, ESBC hosted a webinar alongside school and university leaders. ESBC expressed an eagerness to build on this spirit of collaboration. In addition to the webinar, since February 1st, the Evans Student Budget Council also distributed a survey to our student body and the most common concerns related to general affordability, resources for career services and mental health services, support for international students, and transparency around access to funding and the program's budget priorities. Several responses also discussed the burden of health care costs for students since many cannot work full-time and are above the age where they could remain on their family health care. They expressed a desire for UW to provide health care to its graduate students. On another positive note, several students mentioned that they have received fellowships that make Evans significantly more affordable.



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