



UNIVERSITY of WASHINGTON

FY2025 Operating Budget Development Narrative Prompts

Academic and Student Affairs

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*

https://asa.washington.edu/wp-content/uploads/sites/13/2022/11/workplan_2018-19.pdf

Enrollment Management: We continue to adjust structures within Enrollment Management to better align personnel with strategic initiatives. For example, this past year we moved all of international student recruitment into Admissions such that recruitment and admission of **all** students is now unified. We hired a new Associate Director of Recruitment and Communications, Jaime Soto, to lead this group. We've also done extensive reorganization in the Office of University Registrar including leadership changes in both the data reporting and residency teams with an eye towards service improvement. We continue to invest in admissions and financial aid modernization efforts. For example, we have continued with the development of "Ad Sel" or the selection tool that allows us to construct entering classes, and we worked extensively this past year to accommodate the new FAFSA, essential in providing financial aid to our students. Finally, over the next two years will engage with UMAC on a revised marketing and outreach strategy

Teaching and Learning Support: Over the past year, many of the services offered by the Center for Teaching and Learning have been redesigned to meet the emerging needs of instructors. These programs are described extensively at [Teaching@UW](#), a new tri-campus resource for centralized teaching and learning support. Highlights of revised programs include the Reflection and Practice seminar series and the Evidence Based Teaching Fellowship in which a cohort of UW faculty explore and implement research based pedagogical approaches to their existing classes. Finally, increased support for accessibility in teaching has been provided based on initial recommendations from the Future of Teaching and Learning task forces.

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 \$2.1 M for classroom renovations out of programmatic-renewal funds. Funding for upper campus is going towards the renovation of classrooms in Smith Hall (although a recent breach of the building envelope is currently delaying this work). We are also using funds to put CAAMS remote locks on general assignment classrooms to control classroom access (including the control required to respond to an emergency).

Strategic Initiatives. ASA continues to play a leadership role in the design and support of various strategic initiatives including the [Future of Teaching and Learning](#) and the Husky Experience (in particular, the [Husky Experience Toolkit](#)). In addition, ASA is currently overseeing new work in the areas of Capacity vs. Demand and the Faculty/DRS advisory board.



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- 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*

We continue to implement the recommendations from our internal working group charged with review of the ASA results from the Climate Survey combined with the Diversity Blueprint. One particular issue that emerged from the survey is the limited communications that left staff feeling "out of the loop". In addition to a bi-yearly ASA newsletter, we have provided managers with resources to improve communications with their teams and to create a more inclusive working environment. A second element to address was some staff experiencing or observing exclusionary, intimidation, offensive, and/or hostile conduct. ASA has had a few employee relations issues and just this past year we were able to work with central HR to find solutions for these employees. Finally, the EOSE team has provided significant HR support for EM directors and managers over the past year which has been instrumental in addressing workplace environment concerns.

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. Finally, the VP for ASA discusses all hires with unit directors including a review of the search logistics, strategy, and key observations.

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. Towards this end, this past year we were able to procure and deliver ADA compliant furniture to all general assignment classrooms. Previously, about fifty pieces of furniture would be moved from one classroom to another between quarters. Not only is the new service more efficient, it is a step towards universal design in our learning spaces.



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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. N/A
- 2) Please list a point of contact for your FACULTY leadership (name and UW email address). N/A
- 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. N/A
- 4) Please list a point of contact for your STUDENT leadership (name and UW email address). N/A
- 5) Please discuss how you involved campus or unit staff in the consultative process.

We work closely with campus partners in the review of our services and activities. For example, Enrollment Management consults regularly with the Enrollment Management Advisory Committee consisting of representative Deans, VPs, and other leaders in student affairs. In teaching and learning we work closely with faculty through standing committees (Advisory Committee on Teaching Technologies) and through faculty senate structures (Faculty Council on Academic Standards and the Faculty Council on Teaching and Learning).

- 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.