VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Mechanisms for Student Input in the University of Washington Budget Process

BACKGROUND

In recent years, students have called for an increase in transparency about the University of Washington’s budget process. Student input in this process has been increased through the creation of PACS (the Provost’s Advisory Committee for Students) and the continued growth of College Councils and other student advisory groups across the Seattle campus of UW.

Provost’s Advisory Committee for Students (PACS)

- Founded: 2011
- Purpose: Advise the Provost on budget and policy decisions at the university level. This includes annual budgets, tuition levels and tuition policy, financial aid, long-range budget planning, and admissions and enrollment management.
- Membership: 14 voting students, including ASUW and GPSS Presidents, one student appointed by each ASUW-Bothell and ASUW-Tacoma, three graduate or professional students appointed by GPSS, six students appointed by ASUW; the ASUW-GPSS joint appointment to the Senate Committee on Planning and Budgeting.
- PACS meets weekly with Provost Cauce and other invited guests; recommendations on budget and policy are submitted as part of the annual budget preparation process. A sample recommendation, prepared for the Board, is attached.

College Councils and Student Advisory Councils

- Founded: 2011-present; ongoing
- Purpose: facilitate student input in budgeting and policy decisions at the College level; improve PACS’s institutional knowledge and ability to advise the Provost
- Membership: College Councils differ according to unique college needs. Membership is defined by each College Council.
- College Councils interact with Deans and other administrators according to each College’s needs; recommendations on budget and policy are generally submitted annually to PACS. A sample recommendation, by the College of the Environment’s Student Advisory Board (CoEnv SAC), is attached.
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Current Status of College Councils across UW

Students are encouraging all Deans to adopt a College Council, or similar organization to facilitate student input on College budgets and policies.

See the attached summary for an overview of which colleges have adopted a College Council as of April 21, 2014.

Request for Strategic Input:
As PACS and College Councils continue to grow and become formalized, challenges remain. Student leaders would especially benefit from the Board’s insight on the following questions:

- College Councils have continued to grow: 83% of College Councils classified as either “Early stages” or “Dean interest, no council” are now functioning organizations. However, no completely new College Councils have been formed. For Colleges with no student desire for College Councils, how can student input be included in the budget process?
- Should this information be communicated to the Board? If so, how?
- What support and encouragement can the Regents provide for College Councils as they continue to grow?
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Status of College Councils across the UW as of April 21, 2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Status Last Year</th>
<th>Presented Budget Requests to PACS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>Functioning</td>
<td>Functioning</td>
<td>Yes</td>
</tr>
<tr>
<td>Built Environments</td>
<td>Functioning</td>
<td>Functioning</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Functioning</td>
<td>Early stages</td>
<td>Yes</td>
</tr>
<tr>
<td>Law</td>
<td>Functioning</td>
<td>Functioning</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Functioning, non-</td>
<td>Dean interest, no council</td>
<td></td>
</tr>
<tr>
<td></td>
<td>traditional structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Functioning</td>
<td>Awaiting new Dean</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>Functioning</td>
<td>Dean interest, no council</td>
<td>Yes</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>Functioning</td>
<td>Early stages</td>
<td>Yes</td>
</tr>
<tr>
<td>Social Work</td>
<td>Functioning</td>
<td>Functioning</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Early stages</td>
<td>Early stages</td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td>No council</td>
<td>No council</td>
<td></td>
</tr>
<tr>
<td>Information</td>
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<td>No council</td>
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</tr>
<tr>
<td>Medicine</td>
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<td>No council</td>
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</tr>
<tr>
<td>Pharmacy</td>
<td>No council</td>
<td>No council</td>
<td></td>
</tr>
<tr>
<td>Public Health</td>
<td>No council</td>
<td>No council</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Lack of participation at this stage does not necessarily imply a lack of interest by the college. College Councils are a relatively new concept that is spreading across campus as “early adopters” share success stories and develop best practices. Some colleges currently without a College Council have other limited means of gathering student input on their budget (Ex: student membership on faculty council which advises the Dean).
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Mechanisms for Student Input in the University of Washington Budget Process
(continued p. 4)

Attachments
Provost Advisory Committee for Students, brief prepared for the Board of Regents
Student Advisory Council Brief, Sample from the College of the Environment
Student Advisory Council PACS Request, Sample from the College of the Environment
Provost Advisory Committee for Students

Presented by Elise Randall (Chair) and Emma Van Inwegen

May 8, 2014
Background
The Provost Advisory Committee for Students (PACS) was created three years ago to add the student voice to central University budgeting. This group, formed of both undergraduate and graduate students from all three campuses, meets weekly to learn about and discuss student needs within the University. Provost Cauce regularly attends and provides the group with background information, answers questions, and offers guidance. PACS brings in other administrators and faculty to add to the discussion and give PACS an idea of where all the stakeholders in each issue stand. This year, PACS focused on the issues of sexual assault, building needs and their funding sources, financial aid, international students, student involvement in decision-making, and the allocation of Provost Reinvestment Funds.

Tuition and Faculty Retention
Before this year’s priority issues are discussed, PACS would like to first thank the Board of Regents for their support and approval of the undergraduate resident tuition freeze last year and this year. This, combined with increased state funding, allowed the UW to retain top-quality faculty through raises while not increasing the cost burden upon students. We applaud this achievement and look forward to continuing keeping tuition as affordable as possible for undergraduate and graduate students in the years to come.

Sexual Assault
PACS supports the Sexual Assault Task Force’s work to curb sexual assault in the UW community and increase access to resources for sexual assault victims. The safety of the larger learning environment of the UW campus and surrounding student area is critical to student success in the classroom. As a result, sexual assault prevention and awareness are integral to student outcomes and to making UW a true educational community.

Students have especially prioritized the recommendation from the Sexual Assault Prevention Task Force to fund a S.A.N.E. (Sexual Assault Nurse Examiner) Nurse in Hall Health and the UW Medical Center. We recognize this as an urgent need, as the closest nurse of this kind is currently a 35-minute bus ride away.

Financial Aid
Financial aid is critical to keeping the cost of education affordable. PACS believes that financial aid opportunities such as Husky Promise or other options for low-income groups must be maintained and protected. There is also a strong need for the University to work to address the growing unmet need in middle-income groups’ financial aid.
State funding for the University of Washington has decreased 52% since 2008. Over that same period, tuition has increased by 75%. The effect of these dramatic increases has left students paying their way through school drowning in debt. Access does not equal a full collegiate experience. Therefore, PACS is committed to helping students of all income groups have a collegiate experience not overshadowed by the stress of loans.

A student coming from a middle class family with a combined income of $80,000 with an expected family contribution of $12,001 will not receive UW financial aid, and will have to cover the remaining $14,999 worth of tuition every year through student loans or other means. This highlights the need for strategic institutional aid for the middle class while reaffirming our commitment to low income students and the Husky Promise program.

Financial aid, whether in the form of need-based grants, scholarships, or TA and RA positions, is crucial for graduate students as well. Many graduate students enter UW with undergraduate debt, and adding massive amounts of unsubsidized loans with compounding interest accruing while the student is still in school is simply unsustainable. Graduate education is increasingly important to the success of our economy, society, and future. Therefore, we must invest in our graduate students through making programs affordable. One way of investing in both graduate and undergraduate students is to increase TA positions on campus. This helps graduate students pay for their education and gives undergraduates a better academic experience.

Intercollegiate Athletic Programs
RCW 28B.15 sections 460 and 740 of Title IX of the Education Amendments of 1972 permit the University of Washington to allocate up to 1% of operating fee tuition revenue to achieve or maintain gender equity in intercollegiate athletic programs. Last year, UW used $3.3 million in tuition revenue to subsidize women's athletic tuition waivers under the program even though in the same year the Department of Intercollegiate Athletics brought in $8.8 million in profits. We believe that ICA should prioritize female and male athletes equally, and their budgeting process and allocation of athletics revenues should reflect such values.

Given that $6 million in profits are projected for each of the coming three years and $3.3 million represents about 5% of all institutional financial aid, we call upon the University administration to reallocate athletics subsidies to current financial aid programs and maintaining current levels of tuition waivers through athletics-related revenue streams.

Life Sciences Building
PACS joins ASUW and the Arts and Sciences Advisory Council for Students in recognizing the importance of the Life Sciences building as carrying out UW’s teaching mission. Student
research is also incredibly valuable and as biology is the most popular major on campus, we recognize how vital a new Life Sciences building is to the UW community.

However, PACS is deeply concerned about the proposed funding model for the new Life Sciences building. While this new building is a high priority for students, we do not approve a transition to funding academic buildings primarily through tuition. **Therefore, PACS does not approve the funding of the Life Sciences building through tuition dollars, nor any building proposed in the future. If tuition dollars are allocated for this project, it will both signal a major change in the budgeting methods of the institution, setting a concerning precedent.**

Finally, we also recognize that while there was some effort to have students involved in this decision, it came at the last minute. PACS was not made aware of any plans for a new building, let alone plans to fund it with tuition dollars, until February 2014. PACS encourages the Board of Regents to ask for meaningful student participation beyond the College level early on in decisions of this kind.

**International Students**
PACS has ongoing conversations about how to better include international students in the University of Washington community. A particular focus will be on who should pay for increased international student services, especially in the context of the recently approved International Student Fee. The International Student Fee has come to represent this concern as a campus priority. We look forward to returning to the Board with this discussion in June.

**Student Involvement in Decision-Making**
PACS is very pleased with the work of College Councils this year in representing student concerns and input in the various colleges. Groups of undergraduate and graduate students from across campus meet with their Deans to understand the college’s budget and provide feedback on student priorities within that budgeting process. College Council input on Provost Reinvestment Funds has been especially useful for PACS as each college student body has their own concerns that PACS may not be aware of without the College Councils.
Appendix A

PACS Budgeting Principles

The University of Washington is a public institution; therefore its budget and policies should reflect this charge. What follows are a general mission and principles to be used by the Provost and other budget officers at the University of Washington during the drafting and implementation of the FY2015 budget as well as future budgets until the submission of new principles by the Chair of the Provost’s Advisory Committee for Students (PACS).

The mission of the Provost Advisory Committee for Students is to give students a voice in University budgeting and policy decisions so as to maintain access to the University of Washington’s high-quality educational opportunities. Working towards the goal of sustainable budgets across the University, PACS represents students’ interests while promoting shared governance as well as fair and equal access to information relevant to decision making. PACS ensures that investments are having their intended impact by working with student groups throughout different colleges to understand students’ needs.

Principle 1: Increase Access.

No qualified student should have to forgo an education at the University of Washington.

a. Prioritize affordable tuition for all students.
b. Maintain and protect financial aid opportunities such as Husky Promise for low-income groups.
c. Work to address the growing unmet need in middle-income groups.
d. Ensure competitive majors do not prevent qualified students from accessing or completing their education.
e. Continue the moratorium on new fee-based programs and promote state reinvestment in those already existing.

Principle 2: Enhance Educational Quality.

The University should provide a high quality education and learning environment through classroom instruction, research, and the campus environment.

a. Emphasize pedagogical integrity as units find more efficient ways of providing courses, especially in the online context.
b. Maintain funding for teaching and research assistant positions, as these positions are essential to the quality of instruction and create opportunities for students to develop
professionally.

c. Prioritize administrative services, advising functions, and tutoring programs that directly contribute to the academic mission.

d. Focus on the student as a whole. Attempts should be made to protect critical functions such as campus safety, mental and physical health, and other student services that contribute to student experience.

e. Strive to engage all students in the campus community with a focus on personal growth outside of the classroom.
STRUCTURE
- Student representatives from all units within the College of the Environment: School of Aquatic and Fishery Sciences, Department of Atmospheric Sciences, Department of Earth and Space Sciences, Program on the Environment, School of Environmental and Forest Sciences, School of Marine and Environmental Affairs, School of Oceanography
- 1 ASUW Student Senate member and 1 GPSS member who are students in the College, 1 member from Registered Student Organizations (RSOs) affiliated with the College

OPERATIONS
- Student Advisory Council (SAC) meets monthly on Mondays from 3:30-5:00 p.m.
- Co-Chair responsibilities: Organize meetings, set agenda, facilitate communication between Council members and Dean’s Office.
- Agenda includes a combination of issues proposed by Dean’s Office and Council members. The SAC welcomes other groups interested in engaging with the Council.
- Communication among Council members is facilitated via email and online discussion board.

COUNCIL ACTIVITIES
- Council communicates with Dean’s Office and Administration
  - Council provides feedback and student perspective on College goals and activities.
  - Council brings up issues that students believe are important.
- Members represent student interests to discuss College-level issues that impact students
- Council works with Dean for general College interests and issues that impact students
  - Example: Council communicates student opinions on graduation gift, proposed transcriptable academic programs, course fees and other issues.
- Members have self-determination and can introduce new topics
  - Example: Council has created working group on student research and is proposing opportunities for graduate-undergraduate mentorship to deans and unit heads.
- Council engages in two-way discussions with the Dean’s Office
  - Example: SAC is obtaining information about the proposed Marine Biology Major from administrators. Council members are gathering feedback from students about the major and communicating student interests to administration.
  - Example: Council members obtained information about requests from administrators. SAC developed and communicated recommendations about the College’s budget requests to the Provost’s Advisory Committee for Students.
Dear Elise,

Thank you for the opportunity to comment on the College of the Environment’s requests for Provost Reinvestment Funds. The College of the Environment Student Advisory Council (CoEnv SAC) has discussed the College of the Environment’s requests for Provost Reinvestment Funds. Enclosed you will find a summary of these requests along with CoEnv SAC’s comments and recommendations on the requested Reinvestment Funds. The SAC provides these recommendations after deliberation among graduate and undergraduate student representatives from the College of the Environment. In addition, the SAC has discussed the College’s requests with Dean Lisa Graumlich and Julia Parrish, Associate Dean, Academic Affairs and Diversity.

The CoEnv SAC is currently serving in its inaugural year. The SAC is committed to creating an active dialogue between students and the Dean’s Office so that student needs are clearly articulated and supported by the College. SAC members represent all schools and departments within the College as well as registered student organizations (RSOs), the Associated Students of the University of Washington (ASUW) and the Graduate and Professional School Senate (GPSS). The SAC seeks to create active dialogue between students and the Dean’s Office, promote interdisciplinary environmental education and ensure the quality of student experience in the College of the Environment. We are eager to see growth within the College of the Environment and also create new opportunities for partnerships between the College of the Environment and other departments at the University of Washington.

Please do not hesitate to contact us if you have any questions that we can answer to help inform discussions among PACS members.

Sincerely,

Campbell Glass
glassctm@uw.edu

Saiontoni Sarkar
ssarkar@uw.edu

Co-Chairs, College of the Environment Student Advisory Council
1. Please summarize what your school has requested from the Provost for Provost Reinvestment Funds, as well as any other long-term plans or internal budgeting that you have been given access to. This should be short, PACS just wants to understand the issues on which your comments later in the document are based.

**Marine Biology Major**
The College of the Environment has requested $50,000 for 5 years. This will primarily cover costs associated with taking on an adviser/coordinator to support the program, as most of the coursework will take advantage of existing courses in Oceanography, Fisheries, and Biology.

**Bioresource Science and Engineering (BSE) Funding**
The College of the Environment has requested $70,000 for 2 years. This will ensure that BSE students have access to their core courses and can continue to make timely progress towards graduation by funding increased numbers of teaching faculty and hiring professional staff.

**Food Studies Minor**
The College of the Environment has requested $50,000 for 3 years. This will support recent expansion of interest and action in UW food sustainability in addition to creating two new courses in Food Studies and funding the introduction of the new Food Studies Minor.

**Environmental Law and Justice Courses**
The College of the Environment has requested $75,000 for 1 year. This will support new pilot classes in Environmental Law and/or Justice and begin a campus-wide dialogue on Law and the Environment with provisions to ensure the sustainable participation of undergraduates.

2. Please comment on each request by your college. Do you agree with the request? If so, why? If not, why? Were you given enough information to agree or disagree? If so, please explain that. Overall, we are looking for student prioritization of these requests so please highlight important issues for the Provost to consider.

**Marine Biology**

Of the many areas for expansion within the College of the Environment at the University of Washington, the creation of an undergraduate major in Marine Biology is by far the most necessary. Marine Biology is in high demand among undergraduate students, being one of the most common academic interest areas of incoming freshmen. The proposed program uses many existing courses in biology, fisheries, and oceanography to provide a complete Marine Biology education with a minimal amount of new faculty required to institute it. Furthermore, this major has faculty and college support across the departments that will provide courses for the major. Increased student enrollment in College of the Environment courses will bring more funding to the College. In addition, the major would help reduce the overcrowding present within the undergraduate Biology major.

However, the SAC has some concerns about potential impacts of increased class sizes for SAFS, OCEAN, and other courses within the College of the Environment. The SAC believes it is essential that increased enrollment in these courses do not negatively impact the education of
SAFS students. To avoid this outcome, the SAC recommends that additional resources gained from increased enrollment in the CoEnv contribute to maintaining the quality of the SAFS undergraduate education, with particular regard to preserving the experience-focused education that characterizes the current Aquatic & Fishery Sciences major. In addition, there are some concerns among students in SAFS that the creation of the Marine Biology major may lead to the reduction of undergraduate Aquatic & Fishery Sciences Majors. CoEnv SAC members are currently engaging in dialogue with Dean Lisa Graumlich and Julia Parrish, Associate Dean, Academic Affairs & Diversity, to discuss these concerns.

Bioresource Science and Engineering

The Bioresource Science and Engineering (BSE) program at the UW has been growing in size, and student demand for core classes has been increasing. While this has been happening, the Chemical Engineering (CE) department has begun to decrease the size of some of the core classes it offers, which are shared between CE and BSE students. This has resulted in an insufficient number of spaces for BSE students in the core classes that they need to make adequate progress towards graduation. Additional funding is requested in order to ensure that BSE students can take the classes that they need to and receive their degrees. This proposed funding will support temporary measures to ensure the BSE curriculum is delivered until a new Assistant Professor is hired in the BSE program. The hiring of a new professional staff member will provide support for student services.

BSE students greatly benefited from taking CE classes within their own BSE program. During Autumn 2013 and Winter 2014, BSE juniors enrolled in CE classes taught by BSE faculty members, separated from the CE department. These classes were much smaller in size, giving BSE undergraduates the ability to interact more closely with BSE faculty and classmates. Students had more opportunities to ask questions, express their ideas during class, and work together on group projects from students within their own major. Class content was specifically tailored to BSE students’ needs, giving students a stronger and more relevant foundation as well as develop closer relationships with their classmates. Increased funding for the BSE curriculum will support these activities and thus help BSE students succeed in the future. In addition, student groups would like to see more awareness of the opportunities within the BSE program. They believe that more funding will help foster a stronger and more well-known BSE program and attract students to the UW.

Food Studies Minor

The UW has seen an increase in student interest around food studies over the past ten years. Numerous food courses and seminars have been created to encourage the discussion of food studies. The UW Farm has been growing, expanding from the Botany Greenhouse to the Center for Urban Horticulture and Mercer Court. In addition, Mercer Court currently houses a new Food Exploration Community, which has increased student engagement with the UW Farm. There are also a growing number of student RSOs related to food (e.g. The Real Food Challenge and the Student Food Co-Op) and increased enrollment in courses and seminars related to food studies. Student food groups would like to see campus-wide collaboration between faculty, students and researchers to support interdisciplinary education about food studies. In particular, groups like
the Student Food Co-op would like to see the interdisciplinary minor connect students with RSOs to provide rich experiential opportunities to complement classroom learning.

Food Studies spans several disciplines both within and outside of the College of the Environment, including the environmental sciences, anthropology, law and public health. Faculty from many schools will support this new interdisciplinary minor. Thus, the creation of a Food Studies minor will create more opportunities for students to explore their passions and critically explore food studies from an interdisciplinary perspective. In addition, the Food Studies minor will create experiential opportunities for students by creating service and extracurricular opportunities through partnerships with RSOs and faculty, who will be able to engage with service and extracurricular opportunities around food. As a result of the growing academic discourse and experiential opportunities regarding food studies, the UW is uniquely positioned to become a leader in food studies with the support of an interdisciplinary Food Studies Minor. Thus, the CoEnv SAC believes that the Food Studies Minor will draw prospective undergraduates to the University of Washington.

Environmental Law and Justice Courses

The SAC believes that the UW is uniquely positioned to foster an interdisciplinary dialogue about law and the environment. Specifically, integrating faculty expertise from the the School of Law and the College of the Environment will support the development of courses that integrate these disciplines. It is important that undergraduates interested in both environmental sciences and policy have exposure to environmental law and justice. Piloting courses that link these disciplines will provide undergraduates an opportunity to critically explore political and legal factors that influence policy and impact environmental justice issues. The creation of courses on environmental law and justice will support curriculum development that has the potential to draw prospective undergraduates interested in environmental law and justice to the UW.

It is also important to support this integrated curriculum because the UW’s Climate Action Plan calls for the implementation of this exact measure in 2.1.3 Strategy: Expand Environmental Foci to UW’s Professional Degree Programs. Specifically, the Climate Action Plan calls for the development of high-quality environmental professional degree programs or courses in relevant schools and colleges. Piloting undergraduate courses and link environmental law and justice will be an important first step towards strengthening campus-wide academic opportunities to bridge environmental science, policy and law.

3. What needs do your group see at your college that were not part of the Provost Reinvestment Fund Requests? Please list and explain below.

The four proposed Provost Reinvestment Fund Requests adequately fulfill the current needs of the College of the Environment student body. Should these four requests be granted, the needs of the College of the Environment students would be satisfactorily addressed while ensuring a bright future for the College of the Environment.