

UNIVERSITY of WASHINGTON

FY2020 Annual Review Narrative Response for: **254 - College of Arts and Sciences**Programmatic & Academic Vitality Narrative

- 1) Please briefly describe your unit's annual internal budget development process. *Question Type: Free Text, Word Limit: 500, Required For: All Units*

The College of Arts and Sciences is heavily reliant on general operating funds. 90% of these funds are allocated to the salaries and related benefits of tenure stream faculty and multi-year contract faculty, teaching assistants, classified staff and professional staff. The Director of Finance and Administration prepares a high level budget which outlines available permanent funds (e.g. faculty vacancies, estimated net of incremental tuition plus/minus tuition true up) as well as obligations against these GOF funds (merit increases, faculty promotions, faculty retentions, classified staff funding and benefit pool). The high level plan also details available temporary funds and allocations. The Dean consults with College Council and the Arts and Sciences Advisory Council for Students (ASACS) in preparing this budget.

- 2) What are 3-5 key elements of your unit's current strategic plan? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

Our strategic goal is to build on our excellence as a College of Arts and Sciences in a leading public research university through our strategic imperatives of an outstanding undergraduate experience, research excellence within all divisions, creation of an inclusive environment, fiscal sustainability, and improved communications. We will leverage and amplify our existing research strengths, activate the power of diversity and inclusion, and vitalize our curriculum and student experience.

Goals and Objectives:

1. Goal: Improve and enrich the experience of undergraduate students across the College of Arts and Sciences.
 - Objective 1: Promote curricular innovation and excellence.
 - Objective 2: Create better student pathways from entrance into majors, to graduation, and into careers and other post-graduate pursuits.
 - Objective 3: Support facilities for student spaces, teaching, collaborative learning, studios, and laboratories.
 - Objective 4: Increase co-curricular programs and learning outside the classroom.
2. Goal: Enhance research, scholarship and artistic excellence within each of the divisions in the College of Arts and Sciences.
 - Objective 1: Identify and invest in existing and potential areas of strength.
 - Objective 2: Recruit, retain, and support high achieving faculty and graduate students.
3. Goal: Create a more inclusive, equitable and diverse educational experience across the College of Arts and Sciences.
 - Objective 1: Recruit, retain, and promote the careers of a diverse faculty and staff.
 - Objective 2: Support curricula and pedagogical practices that enhance the UW's diversity, equity and inclusion goals.
 - Objective 3: Identify staffing and structures to support the objectives of the UW's Diversity Blueprint and develop College-specific priorities.
 - Objective 4: Collect data and metrics to assess progress.
4. Goal: Achieve a fiscally sustainable model for College funding.
 - Objective 1: Diversify the College's revenue streams.
 - Objective 2: Adjust advancement model to support core academic priorities.
 - Objective 3: Optimize staffing and administrative structures to meet the needs of the College and leverage the Central resources of the UW.
 - Objective 4: Maximize the use of existing facilities.



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5. Goal: Communicate the value of the College of Arts and Sciences to local, regional, and global audiences.
- Objective 1: Develop a College-wide communications plan for prospective and current students.
 - Objective 2: Develop a College-wide communications plan for alumni, donors and other stakeholders.
 - Objective 3: Position the College's brand as central to the identity of the University of Washington.
 - Objective 4: Identify the communications resources needed to support the College's divisions, departments, centers, units, and programs.

- 3) What major obstacles or institutional barriers currently do, or likely will, hinder execution of your strategic plan? What are you doing to address these challenges? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

Fiscal sustainability is the most important single issue facing the College, and is the foundation upon which our continuing excellence rests. We are the only UW College whose operating budget rests entirely upon our tuition revenues, at least 90% of which comes from undergraduate tuition. Apart from \$15.4M in tuition backfill, only \$1.5M of our \$207M FY 19 budget comes from state appropriations. We are therefore acutely sensitive to fluctuations in undergraduate enrollments and tuition levels, neither of which we control. Large entering classes in 2017 and 2018, plus cuts in faculty, staff and TA numbers amounting to approximately \$8M over the past 3 years, have brought us to a temporarily balanced budget. But with increases in per-student in-state tuition revenues capped at 2.2%/yr, and our salary costs rising at 4%-5%/yr, we are not in a long-term sustainable fiscal position.

To improve the experience of undergraduate students in CAS, we have proposed a new admissions system that would allow us to identify and assist our students by division from the moment they arrive as freshmen until they graduate. This remains the most important way in which we could improve the undergraduate experience. That proposal is current on hold.

Through our Center for 21st Century Liberal Learning (C21), we are actively building programs to lead students from "college" to "career", so that they will understand and be able to communicate the importance of their liberal arts education to prospective employers. These programs will include workshops at "Admitted Student Days", individualized email messaging to CAS premajors, internships with local employers (Amazon and Microsoft are early supporters), "hackathons", and intensive summer courses ("Gesture").

We have also overseen the renovation of new teaching spaces (Denny Hall), and built a new Life Sciences Building without any state or central resources.

We also continue to reshape major programs and departments. We anticipate at least six RCEP requests going to SCPB in the current academic year alone. We continue to hire outstanding faculty. Our current group of assistant and associate professors is spectacularly good. We also devote considerable resources to retaining our best faculty when they receive outside offers from peer institutions. We have not, however, been able to maintain faculty numbers, even in some of our highly ranked departments.

Recruiting and retaining underrepresented faculty is always a challenge. Despite our best efforts, we have lost several outstanding under-represented faculty to other institutions in recent years. With the encouragement of the Provost's Office and the temporary recovery of our financial stability, we have redoubled our efforts this year to recruit new faculty members who will make positive contributions to the diversity of our College.

Sparked by the hiring of a new College Director of Marketing and Communications, we are working actively with UW Admissions and with Central Marketing and Communications to refocus our communications strategies (websites, brochures, outreach emails, etc.) to be much more student-focused, so that potential applicants to the UW will understand the unique opportunities available to them in the College of Arts and Sciences.



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- 4) Over the next year, could any of your planned strategic activities result in material changes to revenues or expenditures, faculty or staff workload, or the student experience within your unit and/or another unit/campus? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

Possible but unlikely. Our goals are more long-term. We are making some investments in high-demand areas, in order to meet the needs of the historically large freshman and sophomore classes, and we are seeing a surge this year in promotions and retentions. But these expenditures will amount to only about a 1% increase to our overall expenditures.

- 5) What is your unit doing to effectively use resources in a way that benefits your unit and/or other units/campuses? *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Administrative Units*

Not Applicable

- 6) What are you doing to improve the experience and outcomes of students in your unit? What could the University do to support your efforts? *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Academic Units, UAA, Graduate School*

The primary determinants of student experience and outcomes are

- (1) the ability of students to gain admission to their intended major;
- (2) the availability of courses needed to complete their degrees in a timely manner;
- (3) whether students can get into the electives that they want; and
- (4) the availability of student services to them (at the college level, advising; at the university level, mental health and counseling services).

All four of these determinants are fundamentally a matter of resources, although #1 is also (and very importantly) an admissions matter also. Student advising is an area of particular concern to us, and one that we know we must address. Our ratios of student majors to advisors vary wildly from department to department, with some of our largest departments significantly understaffed relative to student demand for their services. Advisors in Economics and in the Natural Sciences departments (where we cannot accommodate all of the students who wish to major, because of capacity constraints) struggle not only with high numbers of student majors, but also with the needs of students denied entry into these majors who need assistance in finding another major to which they can apply. We will be looking to UAA Gateway Advising to take on a larger share of the responsibility for assisting these disappointed major applicants in finding new majors. For C21 efforts to connect students' college experience with future careers, see question 3 above



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Faculty/Librarian Trends

- 1) Please discuss your unit's Faculty/Librarian hiring trends and strategies from the last 2-3 years. *Question Type: Free Text, Word Limit: 500, Required For: UWB, UWT, UWS Academic Units, UWS Library*

Because of the imbalance between our revenues and expenditures over the past three years, we have severely limited our hiring. Since FY 16, we have reduced our total number of tenure-track GOF-supported FTEs from 686 to 639 (47 FTEs). Our non-GOF-supported TT FTEs have gone up by 2, from 19 to 21, while our non-TT full-time FTEs (ie, lecturers) have dropped from 124 to 113 (11 FTEs). Altogether then, we have reduced our total full-time teaching FTEs by 56: a 7% reduction in our teaching capacity, which in 2015-16 stood at 810.

Although we will continue (as we have been doing) to reassign vacant FTEs from low-demand to high-demand departments and to prioritize hiring in areas of research excellence, we do not intend to increase the total number of TT faculty beyond its current number. This new, “steady state” number of c. 640 TT GOF-supported FTE is approximately 60 fewer TT faculty than has been the historical norm in CAS since FY 2000.

All our departments are feeling the pressure that results from trying to teach more students with fewer faculty, and at our current faculty numbers we have already reached the point at which we are forfeiting SCH because we do not have enough faculty to meet student demand. But even this new, steady state number will not be sustainable beyond FY22 without significant increases in the College’s revenue stream.

- 2) How do these Faculty/Librarian hiring trends and strategies relate to your previously stated strategic goals and/or priorities? *Question Type: Free Text, Word Limit: 250, Required For: UWB, UWT, UWS Academic Units, UWS Library*

These hiring trends, and the fiscal situation that underlies them, significantly constrain our capacity to improve the undergraduate student experience, to preserve and enhance research excellence across our four divisions, and to diversify our faculty. We are doing our best within these constraints, and will continue to do so.



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Tuition Based Program Rate Recommendation Narrative Section

- 1) Please explain why each proposed change is needed and how your unit will use new incremental tuition revenue increases or absorb incremental tuition revenue losses. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 2) Explain whether and how each proposed change will affect peer comparisons and/or whether a market analysis was conducted. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 3) Discuss the impact of each proposed change on student debt load. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 4) Describe whether you expect the proposed tuition rate(s) to result in any substantial changes to enrollment (including a change in the resident/nonresident composition) or to the volume of waivers awarded. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 5) For each proposed change, please explain what would happen if the change were not implemented (e.g. deficit, loss of staff positions, etc.). If a proposed change is part of a plan to eliminate a current deficit, please indicate that. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

Not Applicable

- 6) For each tuition category that you have proposed changing, please discuss your unit's overall tuition rate strategy for the next 3-5 years. In your response, please explain whether and how your long-term strategy connects to "market" rates (e.g. where do you want to be, rate wise, compared to peers?) *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

No Response Provided



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Communication with Stakeholders

- 1) Please enter the date that FACULTY leadership within your unit/campus was consulted and given the opportunity to provide input as part of this budget planning exercise. If not yet shared, please enter the date you are scheduled to consult with FACULTY leadership and, immediately after that date, please send an update to Becka Johnson Poppe, jbecka@uw.edu. *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Jan 28, 2019

- 2) Please list a point of contact for your FACULTY leadership (including name and email address) *Question Type: Short Answer, Required For: UWB, UWT, UWS Academic Units*

Daniel Pollack, pollack@uw.edu

- 3) Please enter the date that STUDENT leadership within your unit/campus was consulted and given the opportunity to provide input as part of this budget planning exercise. If not yet shared, please enter the date you are scheduled to consult with STUDENT leadership and, immediately after that date, please send an update to Becka Johnson Poppe, jbecka@uw.edu. *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Jan 25, 2019

- 4) Please list a point of contact for your STUDENT leadership (including name and email address). *Question Type: Short Answer, Required For: UWB, UWT, UWS Academic Units*

Nadya Ekhteraee, nekhteraeedaa@gmail.com

- 5) Enrolled students affected by tuition rate increases should be consulted on proposed increases before proposals are finalized. In the space below: (1) please describe when and how students were consulted and (2) please summarize the feedback they provided regarding EACH of your tuition recommendations. *Question Type: Free Text, Required For: UWB, UWT, UWS Academic Units*

We did not recommend any tuition rate increases.