

## UNIVERSITY of WASHINGTON

FY2020 Annual Review Narrative Response for: **600 - UW Tacoma**Programmatic & Academic Vitality Narrative

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

At a high-level, the overall budget process (see Figure 5, UWT Budgeting Primer 2020) includes gathering input from Faculty assembly and institutional divisions as well as faculty, staff, and student representatives (through the Chancellor's Budget Advisory Committee). Each division will discuss budget issues and priorities to formulate general recommendations for the Executive Budget Committee (EBC).

Even though there is minimal new funding for new positions and initiatives for FY2020, division budget requests can be made with the understanding that supporting such requests will require reallocation from another division, an obviously difficult decision. All divisions will submit their budget requests for FY2020, which will include total tuition projections for schools and colleges as well. Projecting tuition for each school and college will ensure that we continue to support each program with a 'right-sized' budget.

In general, a budget process is about discovering where there are strategic opportunities and gaps and addressing those opportunities and gaps with additional or reallocated funding. Because the various institutional units are dependent on each other, the budget process must be iterative. Therefore, once budget requests are submitted to the EBC, division priorities will be assessed holistically and in reference to university impact goals and long-term needs. Such assessment will be the basis for feedback to the individual divisions for re-prioritization and re-submission.

After review and prioritization, the EBC will forward recommendations to the Chancellor. The Chancellor will discuss the proposals with the Chancellor's Budget Advisory Committee (CBAC) for a review that is focused on how well the campus level strategic and academic plans are advanced. The CBAC will provide feedback to the Chancellor for his final decisions.

At a detailed level, each group (as identified in Figure 5) will have sub-processes and specific deadlines as determined by that group. The sub-processes will start with a grounding based on the primer. For each auxiliary and self-supporting unit, the full budget along with the projected residual income, if any, will be reported to EBC. In no case should auxiliary and self-supporting units require additional institutional resources.

An essential component of any budget process is understanding what will not get done if a request is not funded. Clearly, if certain faculty lines are not funded, then certain classes will not get taught and student graduations may be impacted. However, faculty lines for new programs may represent investments that the University cannot yet support. In that same vein, it may be desirable to see cuts (or no increases) in Finance and Administration, Information Technology, or other service units. To make that decision, service reductions should be discussed and impacts understood (assuming benchmarks show that services are delivered cost effectively to begin with).

An Excel spreadsheet will be provided to all divisions to provide a standardized input for any requests that will enable a consolidated summary for the institution, similar to the approach used in the FY19 budget process. Note that the capital budget process will parallel the operational budget process, as depicted in Figure 6. Capital request decisions will be based on available reserves, state funding, and long-term projections.

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

We have six primary impact goals in our campus strategic plan, Charting our Course. They are Students, Scholarship, Community, Equity, Culture and Growth. We have important and on-going campus initiatives currently moving forward in all six impact goals, but we are concentrating a considerable amount of our efforts this coming year in the Student and Equity impact goals.

- 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*



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### Programmatic & Academic Vitality Narrative

Most of the obstacles involve funding. We have constructed a sustainable financial plan around the strategic plan; however, strategic options are limited by the fact that we funded most of our increased compensation internally over the past several years. Without additional support from the state, we will not be able to fully actualize plans.

Other major obstacles facing UW Tacoma include financial aid funding (which was decreased by \$1 million last year), a lower-than-desired student-faculty ratio, the lack of a living-learning program to support persistence and graduation, and the lack of undergraduate programs for our School of Education and Nursing program.

We are working hard to carve out some budget support for additional financial aid. This will be easier as we improve the student-faculty ratio. Awareness of the ratio is helping deans recognize the need to consolidate multiple sections if not full, close classes not enrolling a minimum, and otherwise manage expenses to improve margin. Of course, academic quality is paramount regardless.

We are also hoping to receive approval for a new residence hall funded with an internal loan, or if ILP funds are not available, through a non-recourse (availability payment) P3 in order to advance our living-learning program to improve student retention and graduation.

- 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 campus and/or another unit/campus? *Question Type: Free Text, Word Limit: 500, Required For: All Units*

Yes, we are looking to increase the efficiency with some of our instructional practices such as slight increase in class size for a few key entry level courses where that strategy should work well. We are also planning on better utilization of our increasing hybrid course deployment to take better advantage of space utilization during the times the classes do meet in person. We are also looking to pilot a meal plan program in order to further explore the possibility of a campus food service offering.

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

See above. See UWT Budgeting Primer 2020. In addition, an Academic Plan is being created through a shared governance process that engages faculty in visioning around academic offerings. The process supports prioritization of new academic programs and initiatives at the campus level so that resources can be allocated on the basis of impact while improving efficiency and sustainability over time. The process supports faculty engagement in considering the tradeoffs between opportunities in a context with limited financial and human resources.

- 6) What are you doing to improve the experience and outcomes of students on your campus? 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*

We continuously work to provide wrap-around support services that closely match the current needs of our ever-changing student population. For example, we have recently created a position for a First Generation Student advocate to design and implement programming to improve the experience and completion of our first generation students that are the majority of our student population. Similarly, we held a Running Start summit to bring together regional high school and community college partners to discuss enrollment, advising, curricular, and other concerns so we can better support this rapidly growing population of students.



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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*

Our current strategy is to limit net growth in faculty to nearly zero as the student body slowly grows so we can return the student-faculty ratio we had several years ago, which is more sustainable. This is our second year of virtually no growth in faculty size. Hiring in the future will be tied to the campus-wide academic plan currently in development. As we reallocate faculty positions, we are evaluating the ratio of tenure stream to instructional stream faculty, and the balance of full-time to part-time instructors.

- 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*

Our strategic goal of growth requires balance among students, facilities, faculty, and staff. We have focused on holding faculty and staff FTE steady as the student body slowly grows, while investing in an array of activities that improve student learning, persistence, and graduation rates.



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Tuition Based Program Rate Recommendation Narrative Section

- 1) Which existing tuition categories are you recommending a change to? *Question Type: Select Multiple, Required For: UWB, UWT, UWS Academic Units*

We are requesting a decrease in the MBA non-resident tuition. The reason for this is that based on comments from students our non-resident tuition is too expensive. This is evidenced by the fact that we currently have only one non-resident student in our MBA Program

- 2) 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*

n/a

- 3) 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*

The reason for the decrease is because of an inability to recruit non-resident students. International students bring a diversity of experience to the program that increases the value to all students. By lowering the tuition it is our belief that the entire program will benefit.

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

This will decrease the debt load as the non-resident tuition will decrease by 10%.

- 5) 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*

This should provide an increase in the enrollment, although with a current student enrollment of one in this category, it will not have, at least initially, a significant impact

- 6) 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*

No changes anticipated

- 7) 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 significant rate changes are expected except periodic inflation adjustments.



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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](mailto:jbecka@uw.edu). *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Feb 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*

[kayee@uw.edu](mailto:kayee@uw.edu) Ka Yee Yeung

- 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](mailto:jbecka@uw.edu). *Question Type: Date Select, Required For: UWB, UWT, UWS Academic Units*

Feb 28, 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*

Armen Papyan [armenp@uw.edu](mailto:armenp@uw.edu)

- 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*

n/a