

**Administrative Unit Name: Office of Minority Affairs & Diversity**

Please complete this Word document and the accompanying [Excel workbook](#), and submit them to the Office of Planning & Budgeting on or before **Friday, November 20**. Please email your materials to [Becka Johnson Poppe](#).

1. In spring 2015, Provost Baldasty initiated the Transforming Administration Program (TAP), which encompasses all central administrative units and focuses on fulfilling the need for greater collaboration, clear priorities, increased accountabilities, and elimination of unnecessary bureaucracy and redundancies.

Within a **500 word bulleted list**, please answer both of the following questions:

- **List 3-5 things your unit is doing to align with the [TAP principles for central administrative units](#) and to create and enhance a culture of service. Please be specific.**
  - **In what ways (if any) could your unit leverage activities of other central administrative units to increase efficiency within your unit and/or to streamline activities across the UW? Are there areas of overlap between your unit and another that prompt closer collaboration?**
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ALIGN WITH TAP PRINCIPLES AND ENHANCE A CULTURE OF SERVICE

- Increase collaboration between administrative and academic units
  - OMA&D Health Sciences Minority Students Program (HSMSP) recently partnered with the School of Medicine and School of Dentistry on a successful Health Careers Opportunity Program to increase admission of underrepresented students.
  - OMA&D collaborates with the College of Engineering on diversity initiatives:
    - Supporting Washington State Academic Red Shirt (STARS) participants with academic counseling and supplemental instruction in key STEM courses.
    - Co-lead Exploration Seminar study abroad research experiences in Australia.
    - OMA&D representation on the College Future Admissions Committee at the request of the Dean.
  - OMA&D partners with several academic departments (e.g., Classics, Sociology, the iSchool) for study abroad experiences in Rome, Spain and Tahiti.
  - Academic Counseling Services and the Instructional Center (IC) have supported Chemistry and Biology departments as part of the HHMI Grant to support student success in Chemistry. This includes assistance with hiring of program staff and providing information on curriculum, course structure, teaching methodology, and student needs.

- McNair program enlists the support of faculty mentors in academic departments, such as Communications, Sociology, CHID, Public Health, and Psychology.
- The IC works directly with departments on course content and support for OMA&D target populations. The Foster School and the IC co-lead the Writing Skills Assessment (WSA) exam. IC staff collaborate with English instructors and share information on student progress and challenges.
- Data driven decision-making
  - Working with Institutional Analysis and the Enterprise Data Warehouse, ensure consistent use of data to measure OMA&D's impact on progress toward goals.
  - Improved data presentation through visualizations, e.g., geo mapping, to increase the usefulness of data.
- Decrease administrative burden while assuring compliance; reduce duplication & eliminate manual & paper processes.
  - Beginning in September 2014, OMA&D began investing staff time and training in Lean process improvement, working with UW Organizational Excellence. Using Lean methods, we are improving administrative processes, increasing compliance and reducing audit risk. In FY2015, we focused on Post-award Grant Administration and Hiring. For FY2016, we are focusing on Procurement and Travel.
  - Working with Records Management, OMA&D is implementing a scanning policy to eliminate the need to retain paper documents for financial transactions.
  - OMA&D is leveraging technology by automating financial reports for management decision-making. This will reduce manual processing and increase the integrity of the reports.
- A respectful, supportive work climate for UW employees
  - OMA&D is developing an Employee Recognition program, to celebrate individual and team achievement.
  - OMA&D provides professional development opportunities for all staff, to foster high levels of staff performance.
  - OMA&D hosts regular emerging leadership meetings to create a pipeline for future leadership, improve communication, improve morale and recognize emerging leaders.

#### LEVERAGE ACTIVITIES OF OTHER CENTRAL ADMINISTRATIVE UNITS

- The ECC has identified opportunities to collaborate with Student Life and the Graduate School to directly improve the student experience, particularly those students who are served concurrently by units in OMA&D and Student Life , e.g., Q Center, housing, international students who are EOP eligible.
- The Academic Counseling Services team co-advises pre-major students with departmental advisers through major admission.
- We do reader and recruitment work with the admissions/enrollment management team.

2. In 200 words or fewer, please **identify plans to adapt functions and services to support changing institutional needs in FY17.**

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- We have identified the need to increase partnerships with community colleges to build additional pathways to the UW for underrepresented minority students (URMs). For these students, the majority begins post-secondary education at local CCs but those students do not transfer to the UW to complete their studies. For fall 2015, fewer than 300 URM transfer students were admitted. This will require a shift for OMA&D's recruitment and outreach team which has historically focused on recruiting for the entering freshman class. We are looking forward to the launch of the Community College Engagement Initiative with Seattle and Spokane Colleges. Also, the MESA program, working through the SBCTC, aims to significantly expand its reach with community college students.
- Leaders at the UW and in the community have articulated a perception that the UW is out of reach for URM students in rural communities in eastern Washington. OMA&D has a presence in that part of the state, managing multiple grant-funded programs and recruiting for freshman admissions. Still, there is a need to promote collaboration with these communities and the first steps involve building relationships and trust.

3. **Please identify any significant obstacle(s) or challenge(s)** that your unit faces other than resource constraints. **Please plan to discuss these with the Provost.** If applicable, please summarize any operational risks that, from your perspective, the UW must work to mitigate over time.
- EOP student affiliation has increased 13% since 2010. As a result, the IC has struggled to meet the demand of increased student need for tutoring. This is particularly true in STEM subjects such as math, chemistry, biology, and physics. During heavy drop-in periods, students often wait 30+ minutes to have questions answered. The wait times may result in academically vulnerable students choosing to forego the needed support.
  - The increasing cost of a college education is hitting first-generation and underrepresented minority students particularly hard. Tuition, housing and other expenses of a college education make it difficult for these students to persist and graduate. Nearly all leave the University with significant debt. In the case of undocumented students, the limitations are so onerous that the students often need to hold multiple jobs.
  - The U.S. Supreme Court granted the petition to review the affirmative action case, Fischer II v. University of Texas at Austin, during their 2015-16 term. We expect a decision to be made on this pending case in June 2016 that may have wide implications for the UW and OMA&D's strategies to ensure access for under-represented minority students.

4. Though the Provost will soon be laying out requirements for FY17 merit increases, administrative units should begin to plan for a merit allocation equivalent to 90-95 percent of GOF/DOF merit pool. In other words, units should plan to receive less funding than may be necessary for a full merit increase, on average, for all GOF- and DOF-funded positions. **Please tell us how your unit plans to deploy funds for merit increases in FY17.**
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We have no internal sources of funds to pay for salary increases.

5. As you may recall, in the summer of 2014, the UW was the sole subject of a state-required audit of net operating fee (tuition) and local fund accounts. The audit reinforced the importance of monitoring expenditures against budgets on a biennial basis, ensuring that colleges, schools and administrative units have plans to spend fund balance in a reasonable and mission-driven manner and that these plans are acted upon.

As such, **we ask that you update the carryover usage plan you submitted as part of last year's budget development process.** To do so, please **fill out the "Carryover Worksheet - Detail" tab** of the "FY17 Administrative Budget Worksheets & References" [Excel workbook](#) using:

- **The carryover plan you submitted last year, as a starting point, modified as needed.** If you need a copy of the plan you submitted last year, please email [Amy Floit](#) or [Becka Johnson Poppe](#).
- **New reserve figures**, as provided in the "Reserve Figures" tab of the aforementioned spreadsheet.
- **New carryover totals**, as provided in the "Carryover into FY16" tab of the aforementioned spreadsheet.

In the space below, please describe and explain any major change(s) to your carryover usage plan.

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See attached.

6. The Provost will be making the decision to deploy *permanent* Provost Reinvestment Funds **primarily, if not exclusively, to cover for compensation increases. The only possible exceptions for permanent funds will be for critical compliance issues.** However, requests for temporary funds will only be entertained in areas of high institutional priority and in consultation with faculty, staff and students.

If you have a Provost Reinvestment Fund request that fits within these strict parameters, please describe it using the framework below.

PROVOST REINVESTMENT FUND REQUEST--TEMPORARY

Title	Funding	FY	P/T	Years needed if temp
Temporary Support for Native Students and wəłəbʔaltx <sup>w1</sup>	\$179,200	Y17	Temporary	2 years for Native Student outreach and 3 years for wəłəbʔaltx <sup>w</sup> .

This year the UW admitted 63 Native American students, down 34 from the year before. We request funding for a temporary position to build a pathway to the UW for Native American communities within and outside of WA. Currently, our Native American recruiter travels statewide. The challenge of attracting more Native American students to the UW requires a coordinated effort looking at the entire pipeline and using all the resources within the UW (wəłəbʔaltx<sup>w</sup>, American Indian Studies, etc.).

We request funds to support wəłəbʔaltx<sup>w</sup> for three years while it builds a revenue stream. This money would fund an assistant director to manage the facility and run a limited amount of student programming. The funds would also provide for two additional student staff. In the long run, wəłəbʔaltx<sup>w</sup> will pay these costs from operating revenues, but seed money is required. Currently we are turning away potential clients due to low staffing levels and limited operating hours. There are a number of actions we will take over the next three years to build the needed revenue stream, including 1) increasing rental rates, 2) extending operating hours and 3) requesting SAF funding to provide hours dedicated for student use at the facility.

<sup>1</sup> wəłəbʔaltx<sup>w</sup> is the traditional name for the Intellectual House, it comes from the Lutshootseed language and is phonetically pronounced “wah-sheb-altuh.”

PROVOST REINVESTMENT FUND REQUEST—TEMPORARY, Cont.

College Access Program Specialist	\$96,000	FY17	Temporary	2
<p>There is a need to expand the impact of the UW college access work within WA to increase access for Underrepresented Minority Students (URMs). Current programs function as a constellation of stars and focus solely on the individual grant deliverables. In an effort to build a cohesive strategy that complements and leverages current work and deepens the impact statewide, a college access program specialist can work with the AVP to develop a cohesive strategy and then work diligently to seek federal, state and philanthropic funding. The position is listed as temporary as we envision external funding will eventually cover this FTE.</p>				

PROVOST REINVESTMENT FUND REQUEST—PERMANENT

Title	Funding	FY	P/T	Years needed if temp
Reduce Audit Risk	\$64,000	Y17	Permanent	
<p>One FTE focused on reducing audit risk in payroll and human resources. This work is currently done by one FTE. The additional staff member would be a Program Coordinator to cover the current workload and assure compliance with UW, state and federal regulations.</p>				
HR/Payroll Modernization	\$40,500	FY17	Permanent	
<p>The HR/Payroll Modernization project results in annual charges to employer units. This includes both the initial capital costs and the annual operating costs. OMA&amp;D has no reserves to draw from to pay these additional costs, which have been estimated at \$60,500 per year. Last year, \$20,000 was funded. This year we are requesting the remaining amount.</p>				



PROVOST REINVESTMENT FUND REQUEST—PERMANENT, Cont.

Building Capacity for Diversity in STEM	\$103,100	FY17	Permanent	
<p>This request is to fund a permanent chemistry instructor for the Instructional Center. This position was funded with temporary Provost Reinvestment funds last year. We are once again requesting permanent funds. Growth in URM student enrollment in STEM majors has outpaced that of the general population. This position will help increase URM student achievement in STEM fields.</p> <p>Demand for Instructional Center tutoring has increased as tutoring dollars diminished over time, with budget cuts and wage increases. The center must maintain programmatic integrity to remain in compliance with federal grant expectations for access and student support, particularly for participants with academic need. Providing additional tutoring hours will cut wait times allowing students to complete their work and free up space for others at a faster rate. This will also enable full-time staff to offer more frequent content-specific workshops in high demand courses—a move that will alleviate long wait times, as well.</p>				
Recruiters to meet emerging needs for Latino students and community college students.	\$178,500	FY17	Permanent	
<p>These funds would support a Sr. Recruiter for community college students and a dedicated recruiter for Latino students. The senior recruiter would focus exclusively on building a strategy to recruit and support transferring URMs from community colleges to the UW. In addition, this position would collaborate on other UW efforts (Admissions, CC engagement initiative, MyPlan Advising) to facilitate these transfers. In fall 2015, fewer than 300 URMs transferred from CC to the UW out of approximately 3,000 who applied and were admitted. With a dedicated FTE we can target significant increases in the number of URM CC transfer students.</p> <p>Demographics demonstrate significant increases in the number of Latino students in Washington State. Our current capacity limits the depth of support we can provide in eastern WA and we currently do not serve northern counties such as Whatcom and Skagit or SW Washington. A full-time recruiter for Latino students would begin to address these needs.</p>				

## Administrative Unit Carryover Usage Plan DETAIL

Please use this template to update the carryover usage plan you submitted last year. If you need a copy of your plan from last year, please email Amy Floit (afloit@uw.edu) or Becka Johnson Poppe (jbecka@uw.edu). New reserve figures are provided in the "Reserve Figures" tab; new carryover totals are provided in the "Carryover into FY16" tab.

<b>Administrative Unit Name:</b>	<b>Office of Minority Affairs &amp; Diversity</b>
<b>Carryover Balance going into FY16:</b>	<b>\$ 1,291,867</b>

Usage Categories and Descriptions	Committed Year(s)	# of Years	Annual \$ Amount	Totals
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<b>Unit's Reserve (10%)</b>				
	FY17	1	\$ 755,728	\$ 755,728
<b>Total Unit's Reserve:</b>				<b>\$ 755,728</b>

Central Commitments	e.g. FY17, FY18	e.g. 2		
1. (description)			\$ -	\$ -
2. (description)			\$ -	\$ -
3. (description)			\$ -	\$ -
4. (description)			\$ -	\$ -
5. (description)			\$ -	\$ -
<i>Add more lines as needed</i>			\$ -	\$ -
<b>Total Central Commitments:</b>				<b>\$ -</b>

"Spending Plan" Permanent Costs & Other Projects	e.g. FY17, FY18	e.g. 2		
<b>A. Permanent expenditures funded with temporary funds</b>				
Graduation ceremonies for individual cultural groups	ongoing	2	\$ 9,000	\$ 18,000
Student Advisory Board	ongoing	2	\$ 5,000	\$ 10,000
OMA&D staff--professional development	ongoing	2	\$ 15,000	\$ 30,000
Routine computer upgrades	ongoing	2	\$ 10,000	\$ 20,000
Powwow ( <i>institutional commitment toward facility rental cost</i> )	ongoing	2	\$ 30,000	\$ 60,000
Staff diversity/Affinity groups	ongoing	2	\$ 6,000	\$ 12,000
Community advisory boards	ongoing	2	\$ 7,500	\$ 15,000
<b>B. Possible multi-year commitments</b>				
NSF LSAMP institutional match	FY16-19	4	\$ 99,762	\$ 399,048
ECC & wəłəbʔaltx™ facilities reserve	ongoing	3	\$ 30,000	\$ 90,000
<i>The facility reserve is GOF funded and retained year-to-year to serve as a reserve for major building maintenance costs.</i>			\$ -	\$ -
<b>C. Immediate, current year use</b>				
<b>Total Permanent Costs &amp; Other Projects:</b>				<b>\$ 654,048</b>

<b>TOTAL CARRYOVER USAGE PLAN</b>	<b>\$ 1,409,776</b>
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