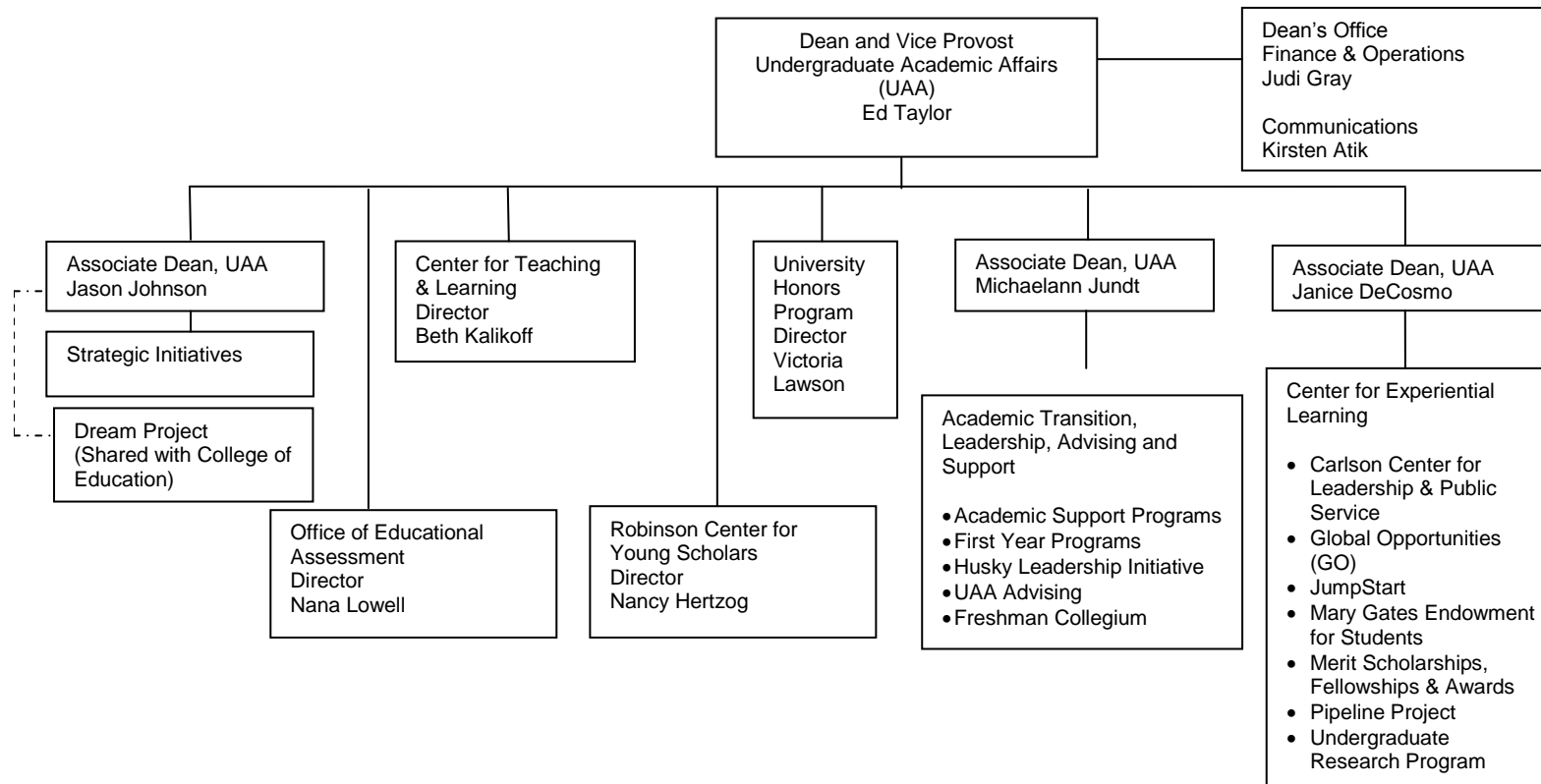


**Administrative Unit Name:** *UNDERGRADUATE ACADEMIC AFFAIRS*

- One goal of the budget development process for administrative units this year is to provide greater understanding of the connection between resource use and the primary, or core function by each part of the administrative structure. To begin, please paste a copy of your organization chart here. Please provide a chart that reflects the diversity of the organization and will serve as a sensible platform to complete the next question.

Because administrative units have a month and a half to complete this work, unit leadership should use their discretion in providing a level of detail that prompts a rich conversation, but is not overly burdensome.



2. In order to provide a snapshot of current activities, the distribution of resources across various functions and how much these activities contribute to the University's mission, please provide information about the functional areas, or departments, of your organization.

At a level of granularity that reflects your organization's chart or if no chart exists, the functional areas of your organization, **please provide the following information for each functional area via the "FY15 Expenditures Worksheet" tab of the "Worksheets and Reference Materials – Administrative" Excel workbook**, available here: [https://opb.washington.edu/sites/default/files/opb/Budget/Worksheets and Reference Materials Administrative.xlsx](https://opb.washington.edu/sites/default/files/opb/Budget/Worksheets_and_Reference_Materials_Administrative.xlsx).

- a) A description *not to exceed 200 words* of how each functional area contributes to the University's research, service and teaching missions and what risks the University would face if this work were no longer funded<sup>1</sup>; and,
- b) Planned expenditures, by functional area, showing how your unit intends to spend *permanent ABB funds*, as well as (if applicable to your unit) funds derived from self-sustaining efforts, grants and contracts, and philanthropy, and other funds during FY15.

---

*Please describe any assumptions you are making in your response, such as those related to the availability of state or federal funding or projections based on the first complete month of expenditures in FY15, etc.*

*Please see the example "Admin Template - Planning & Budgeting Draft" posted at the FY16 Budget Development web page: <http://opb.washington.edu/content/fy16-budget-development>.*

## INFORMATION PROVIDED IN WORKSHEETS

3. In less than 200 words, please describe how you envision adapting your unit and its organization to meet changing institutional needs in the coming fiscal year. Please integrate self-sustaining, grant & contract, and philanthropic sources of funding (if applicable to your unit) and describe how these sources are marshalled to subsidize your activities.

---

Collaboration, campaign readiness, and a reinvigorated vision of UAA as a unit in service to colleges and schools will function as primary organizing principles in the coming year. We are leveraging the recent gift to the Husky Leadership Initiative to further advancement of leadership development and community engagement. Finally, we are dedicated to working with colleges and schools in more integrative ways, e.g., supporting teaching and learning through the new diversity requirement and providing enhanced mechanisms for integrating assessment into academic program planning.

---

<sup>1</sup> Please refer to the FY16 Budget Development web page at <http://opb.washington.edu/content/fy16-budget-development> for more information about the University's Sustainable Academic Business Plan goals and top institutional risks.

4. In one paragraph or less, please assess the functional and financial health of your unit since FY09 (e.g. deficits, workforce capacity, declining grants or gifts).
- 

We have become leaner since FY09 as we have, along with units throughout campus, taken on the challenge of learning to do more with less. While the overall health of the institution has found greater stability very recently, we are facing particular financial exigencies that will continue to challenge us. Most significantly, funding from the Gates Foundation to the Dream Project and funding from the Amgen Foundation to the Undergraduate Research Program have both ceased, and we are working diligently to identify ways to continue the high quality of these programs through other means. Also, our Office of Educational Assessment – which we are striving to make self-sustainable once again with the support of special funds from the Provost’s office – has experienced significant fiscal challenges due to declining revenue in the areas of program evaluation (due to decreased grant funding calling for program evaluation) and course evaluation (because of rapid declines in other institutions’ purchase of paper course evaluation processing). Further, our University Honors Program is beginning to run up against salary compression issues in a critical way as funds for buying-out faculty have not kept pace with faculty salaries. Finally, despite their standing as what is arguably a leading area for investment through the upcoming campaign, our programs that facilitate undergraduates’ community engagement are operating at maximum capacity. Altogether, this paints a picture that is not dire but is representative of some of the obstacles we face when seeking to enhance or expand our work to meet the needs and interests of the larger University community.

5. In the event that neither state funds nor additional Provost Reinvestment is available for compensation increases, how might your unit cover salary increases for positions budgeted in GOF and DOF budgets? Please refer to the FY16 Budget Development web page at <http://opb.washington.edu/content/fy16-budget-development>.
- 

According to the worksheet provided by the Budget Office, the estimated GOF/DOF salary increase for UAA units would be \$285,907 less estimated incremental tuition of \$115,260 for a total of \$170,647 additional funding required. Whether the actual figure is \$170,647 or \$285,907 or some point within this range, the impact for salary increases would have to be absorbed within each sub-unit. Personnel and associated benefit costs within each of the sub-units constitute 90+% of GOF/DOF budgets so a reduction within each sub-unit would require a reduction of services provided and/or elimination of programs with a corresponding reduction in staff.

6. This summer, the UW has been the sole subject of a state-required audit of net operating fee (tuition) and local fund accounts. This audit has revealed 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 are piloting a new administrative carryover policy for the FY16 budget process, though we will employ draft carryover data in executing this pilot.

In completing this work, please do the following, using the **“Carryover Worksheet – Detail” tab of the “Worksheets and Reference Materials – Administrative” Excel workbook**, which is provided at the following web page:

[https://opb.washington.edu/sites/default/files/opb/Budget/Worksheets\\_and\\_Reference\\_Materials\\_Administrative.xlsx](https://opb.washington.edu/sites/default/files/opb/Budget/Worksheets_and_Reference_Materials_Administrative.xlsx).

1. **Units may reserve up to 10 percent of their permanent ABB base (GOF and DOF ONLY).** Units may hold up to 10 percent of their permanent base as an emergency reserve. This reserve will be calculated annually and derived from the previous June/July's ABB base budget information to units. These figures are provided on the last two tabs of the **"Worksheets and Reference Materials – Administrative" Excel workbook**.
2. **Set-aside "central" commitments from the reserve.** For this purpose, central commitments are defined as those allocated or approved by President, Provost, and/or OPB on behalf of the Provost which have not been fully expended. A list of these commitments is available from OPB in the event your unit should need assistance. The list would come from OPB's commitments database. If additional commitments are not reflected in OPB's database please send the information to Amy Floit in OPB.
3. **Explain any remaining temporary carryover balance by providing a list of intended use(s)/purpose(s) (i.e. a spending plan).** These would be differentiated according to intended use along the following lines:
  - a. Permanent expenditures funded with temporary funds;
  - b. Possible multi-year commitments; and,
  - c. Immediate, current year use.

## INFORMATION PROVIDED IN WORKSHEETS

7. Though we believe that few, if any, state funds will be available and that any new Provost Funds may be dispatched for mitigating cuts or providing salary increases, please indicate what **Provost Reinvestment Funds are being requested**. Requests for funds should be identified by a unique title, accompanied by the amount requested, the year funding is requested, whether the request is for permanent or temporary funds, the number of years funding is needed in the case of a temporary request and a brief description, not to exceed 500 words. **Successful requests will make meaningful contributions to institutional strategic plans, drive student support and student service missions, and correlate directly to the long-term financial health of the University or its efforts to mitigate institutional risk.**<sup>2</sup>

**Importantly, requests for new funding will be considered alongside carryover spending plans.** Administrative units with growing temporary fund balances will be asked to explain why new funding is needed to support mission-critical program enhancements.

### Example:

1. Title	Funding	FY	P/T	Years Needed (If Temp)	DOF Requested (Y/N)
----------	---------	----	-----	------------------------	---------------------

<sup>2</sup> Please refer to the FY16 Budget Development web page at <http://opb.washington.edu/content/fy16-budget-development> for more information about the University's Sustainable Academic Business Plan goals and top institutional risks.

Center for Innovation      \$500,000      FY16      P      N

Brief description, not to exceed 500 words, highlighting the alignment of the request to strategic plans and/or the mitigation of institutional risk.

*Should your unit wish to resubmit for consideration a proposal from FY15 budget development process **that did not receive funding**, please contact Sarah Hall ([sahall@uw.edu](mailto:sahall@uw.edu)) or Becka Johnson Poppe ([jbecka@uw.edu](mailto:jbecka@uw.edu)) in OPB.*

Title: Undergraduate Internships

Fiscal Year: FY16

Amount: \$500,000 (Permanent Funding)

In partnership with the Division of Student Life, the Office of Minority Affairs & Diversity, the College of Education, and other academic units, UAA proposes to recruit, place, and support undergraduates to serve in yearlong paid internships with community-based organizations and public sector agencies. This project gives expression to two major strategic aims of the UW: to provide accessible, substantive learning experiences supporting undergraduates' career readiness and to amplify the UW's public philosophy through demonstrable community impact.

Internships are increasingly considered to be a requisite component of a high quality undergraduate education because they can lead to a multi-faceted set of critical learning outcomes. Students can utilize internships to explore fields of interest as well as gain valuable workplace skills that they can carry forward into further work in similar fields or transfer to other fields. Equally as significant, students can synthesize learning from their coursework and the internship.

Establishing yearlong paid internships in the not-for-profit sector is an important initiative for three reasons. First, this would provide more students with deep exposure to community-based and public work. While undergraduates collectively dedicate hundreds of thousands of service hours each year, those hours are amassed primarily through one-off engagements or just a few hours per week during a 10-week quarter. In contrast, internships sustained for an academic year would provide much more than a glimpse of how such organizations and agencies function. Second, we know that many students work part-time; these internships could function as part-time jobs with a public purpose. And third, we know that a scarcity of resources is prevalent throughout these sectors, so providing students with educationally sound internships would not only make such positions possible but also result in potentially transformative work in communities and neighborhoods, thus redoubling the strength of our partnerships with them.

It is essential for undergraduate internships to be well-grounded, well-organized experiences. The internships facilitated through this project would each be a partnership among three individuals: a student, an internship site supervisor, and a faculty or academic affairs staff sponsor. For the first year we would build from the relationships we have already established through our various service learning programs in order to identify opportunities for mutually beneficial learning and community impact experiences. In subsequent years we would expand our reach to other community organizations and agencies in the greater Seattle area and explore the possibility of facilitating internships at greater distances, including other countries for the sake of furthering the UW's global education goals.

We are requesting \$500,000 for the 2015-2016 year. These funds would support an offering of 50 internships: wages and benefits for the student interns (\$15 wage, 15 hours/week, 30 weeks), one FTE professional staff to initiate and manage the project, and a modest operating budget. We imagine turning to fundraising for future support through

philanthropic sources. Once turned from a project into a program, it could become leaner either through a reduction of staff FTE or an increase in the number of internships while retaining the same FTE (i.e., in year two, if not sooner, one FTE could manage a program of 100 internships or more).

## FY15 Administrative Expenditures by Functional Area

At a level of granularity that reflects your organization's chart or, if no chart exists, the functional areas of your organization, please provide the following information for each functional area using the template(s) below:

- a) A description not to exceed 200 words of how each functional area contributes to the University's research, service and teaching missions and what risks the University would face if this work were no longer funded[1].
- b) Planned expenditures, by functional area, of how your unit intends to spend permanent ABB funds, as well as (if applicable to your unit) funds derived from self-sustaining efforts, grants and contracts, and philanthropy, and other funds during FY15.

Please describe any assumptions you are making in your response, such as those related to the availability of state or federal funding or projections based on the first complete month of expenditures in FY15, etc. Please see the example "Admin Template - Planning & Budgeting Draft," which is provided at:

<http://opb.washington.edu/content/fy16-budget-development>

[1] Please refer to the webpage above for more information about the Sustainable Academic Business Plan goals and top institutional risks

### **Name of area: Undergraduate Academic Affairs - Dean's Office**

*The UAA Dean's Office provides oversight for its constitutive units (Academic Transition, Advising & Support; Center for Experiential Learning; Office of Educational Assessment; Robinson Center for Young Scholars; University Honors Program) and direct support for the Dream Project and the Center for Teaching and Learning, both of which are collaborations with the College of Education and the Graduate School, respectively. Collectively, UAA supports and enhances the University's mission by serving as a nexus for collaboration, connection, and innovation as research, service, and teaching relate to the undergraduate academic experience. The UW led the way nationally in its establishment of UAA nearly twenty-five years ago. Since that time, several AAU institutions have followed suit in centralizing undergraduate academic support programs and services. UAA has been a catalyst for the incubation and circulation of high impact educational practices. Were UAA to cease functioning, the UW would run the risk of falling behind its peers with regard to providing leading edge learning experiences for undergraduate students at a major public research university.*

Fund Source	FY15 FTE	FY15 Planned Annual Expenditures (in \$)	
		Salaries/Benefits	Other
ABB Funds (GOF, DOF-ICR, DOF-LFA)	79.50	\$ 1,803,854	\$ 30,634
Self-Sustaining Funds (BT 10, 11)			
Grants & Contracts (BT 05)			
Philanthropy, or Gifts & Discretionary (BT 06)			\$ 1,177,249
<b>Total</b>	<b>79.50</b>	<b>\$ 1,803,854</b>	<b>\$ 1,207,883</b>

79.5 FTE includes funding for 49 teaching assistants from Instruction Support (high enrollment classes) budget.

"Other" includes disbursements from Mary Gates endowment.

**Name of area: Academic Transition, Advising & Support (ATAS)**

*Academic Transition, Advising and Success (ATAS) comprises four student-focused areas of UAA's work: First Year Programs, UAA Advising, Academic Support Programs, and the Husky Leadership Initiative. First Year Programs provides transition programs and services through Advising and Orientation, Dawg Daze welcome week, learning communities for First Year students (including transfer students), and provides support and education through the Commuter Commons. UAA Advising serves students before they enter into a major as well as pre-professional students. UAA is also a partner with Admissions in serving potential transfer students through Transfer Thursday and in working with Washington State Community College advisers and faculty. Academic Support Programs provides a large tutoring center throughout the academic year as well as academic support courses. The Husky Leadership Initiative deepens and expands leadership education for students. Through our work, students enter into the academic community in partnership with academic advisers, mentors, peer leaders and tutors. All students have access to the educational framing and support we provide, and many of them engage as peer leaders in our programs. Without funding, crucial programs would face elimination or need to be absorbed by other colleges at additional costs and with a loss of overall programmatic efficiency.*

Fund Source	FY15 FTE	FY15 Planned Annual Expenditures (in \$)	
		Salaries/Benefits	Other
ABB Funds (GOF, DOF-ICR, DOF-LFA)	22.28	\$ 1,366,953	\$ 86,506
Self-Sustaining Funds (BT 10, 11)	31.46	\$ 1,182,744	\$ 1,254,627
Grants & Contracts (BT 05)	0.50	\$ 41,099	\$ -
Philanthropy, or Gifts & Discretionary (BT 06)	1.00	\$ 73,889	\$ 60,132
<b>Total</b>	<b>55.24</b>	<b>\$ 2,664,685</b>	<b>\$ 1,401,265</b>

**Name of area: Center for Experiential Learning and Diversity (EXPD)**

*The Center for Experiential Learning and Diversity (EXPD) is home to nine programs, each of which connects UW undergraduates to expand and enrich their learning through participation in undergraduate research, engagement in community through service learning, volunteering, or leadership, and through scholarship opportunities that support undergraduate work, planning, and applications for post-baccalaureate study and fellowships. This budget represents the 7 UAA programs housed in the Center (the remaining two programs are represented in OMA&D budgets).*

Fund Source	FY15 FTE	FY15 Planned Annual Expenditures (in \$)	
		Salaries/Benefits	Other
ABB Funds (GOF, DOF-ICR, DOF-LFA)	20.00	\$ 1,172,474	\$ 152,034
Self-Sustaining Funds (BT 10, 11)			
Grants & Contracts (BT 05)	3.00	\$ 178,358	\$ 16,940
Philanthropy, or Gifts & Discretionary (BT 06)			\$ 193,711
<b>Total</b>	<b>23.00</b>	<b>\$ 1,350,832</b>	<b>\$ 362,685</b>



**Name of area: Office of Educational Assessment (OEA)**

The Office of Educational Assessment (OEA) provides essential and auxiliary services in the support of University teaching, learning, and research. OEA ensures that students enter courses at appropriate levels through placement exams. Additionally, OEA provides students with opportunities to provide feedback on their classes through course evaluations, which are utilized by departments and faculty for course and program improvement. Through offering customized evaluation services on a contract basis, OEA supports colleagues' administration of research grants and evidence-based efforts to improve campus programs. OEA works with faculty and staff to advance the conceptualization, articulation, and implementation of learning goals. Further, OEA conducts assessments employing a range of research methods (e.g., surveys, focus groups, interviews, document analyses) to inform how the campus community understands students' experiences. Finally, drawing from all of the above and additional analyses of institutional data, OEA provides critical information and perspective for programmatic and institutional accreditation processes.

Fund Source	FY15 FTE	FY15 Planned Annual Expenditures (in \$)	
		Salaries/Benefits	Other
ABB Funds (GOF, DOF-ICR, DOF-LFA)	8.10	\$ 755,330	\$ 20,797
Self-Sustaining Funds (BT 10, 11)	7.30	\$ 623,734	\$ 236,343
Grants & Contracts (BT 05)	0.00	-	\$ 72,900
Philanthropy, or Gifts & Discretionary (BT 06)	0.00	-	-
<b>Total</b>	<b>15.40</b>	<b>\$ 1,379,064</b>	<b>\$ 330,040</b>

**Name of area: Robinson Center for Young Scholars**

The mission of the Halbert and Nancy Robinson Center for Young Scholars (RC) at the University of Washington is threefold: teaching, research, and service. The RC is a leader in the nation for developing programs that serve highly capable young pre-college and college students. Through early entrance programs we prepare younger students for college and provide them with challenging, accelerated learning opportunities in a vibrant, intellectual community at the University of Washington. We also provide outreach through enrichment and summer programs that offer classes for highly capable Puget Sound students. The Robinson Center is a site for research and discovery of best practice in supporting highly capable young students, and maintains the UW's position as an internationally renowned center of gifted education.

Should our unit experience anything but full funding, the following would ensue:

1. Our outreach efforts to expand access to our programs to students who are typically underserved in gifted programs would be limited.
2. We would be hindered in providing the resources to support the social and emotional, as well as the academic needs of our students.
3. Our national presence and recognition for designing, and disseminating best practices for academically highly capable students would be limited.

Fund Source	FY15 FTE	FY15 Planned Annual Expenditures (in \$)	
		Salaries/Benefits	Other
ABB Funds (GOF, DOF-ICR, DOF-LFA)	1.67	\$ 171,817	\$ 53,834
Self-Sustaining Funds (BT 10, 11)	11.00	\$ 978,967	\$ 155,378
Grants & Contracts (BT 05)			
Philanthropy, or Gifts & Discretionary (BT 06)			\$ 110,000
<b>Total</b>	<b>12.67</b>	<b>\$ 1,150,784</b>	<b>\$ 319,212</b>

For FY15, approximately 45 temporary/fee-based and 70 hourly employees will have an appointment with our Unit in addition to the 11 FTE permanent staff

**Name of area: University Honors Program**

*UW Honors contributes to our teaching mission with a rigorous, interdisciplinary program that attracts high-achieving students. Honors admits 250 students (from 2,500 applications) each year. Total UW Honors students are 1374, with 848 in UW Honors and 526 in Departmental Honors. Honors students are Presidential Medalists, winning Rhodes, Marshall and Gates Cambridge Scholarships. By attracting them to UW, we enhance the student body as honors students engage with their peers. Honors students address 'planetary questions' across a range of disciplines and this intellectual formation contributes to their development as researchers and professionals. Honors provides an interdisciplinary space for faculty to innovate with new pedagogies and new questions in courses that cross disciplinary lines. In 2013/14 year, 89 different instructors from 39 departments taught approximately 75 classes per year. These courses enhance the larger campus as they become part of college and departmental curricula. Honors contributes to our research mission as our undergraduates join teams of researchers in scientific labs and social science or humanities projects. Honors undergraduates develop their own innovative research projects presented at the UW Undergraduate Research Symposium. Honors contributes to our service mission by developing engaged citizens and leaders through service-learning courses, days of service and study abroad programs that combine research with community engagement.*

Fund Source	FY15 FTE	FY15 Planned Annual Expenditures (in \$)	
		Salaries/Benefits	Other
ABB Funds (GOF, DOF-ICR, DOF-LFA)	19.00	\$ 983,819	\$ 70,574
Self-Sustaining Funds (BT 10, 11)			\$ 4,000
Grants & Contracts (BT 05)			
Philanthropy, or Gifts & Discretionary (BT 06)			\$ 180,477
<b>Total</b>	<b>19.00</b>	<b>\$ 983,819</b>	<b>\$ 255,051</b>

FTE count includes all permanent + hourly + an estimation of faculty effort and TAs for Honors courses.

## Administrative Unit Carryover Usage Plan SUMMARY

*This table will self-populate via the "Carryover Worksheet - Detail" tab*

<b>Administrative Unit Name:</b>	<b>Undergraduate Acad Affairs</b>
<b>Estimate of Carryover Balance at "Close" of FY14:</b>	<b>1,219,000</b>

<b>Usage Category</b>	<b>Amount</b>	<b>%</b>
Unit's Reserve	658,556	54.02%
Central Commitments	0	0.00%
Permanent Costs & Other Projects	560,444	45.98%
<b>Total</b>	<b>1,219,000</b>	<b>100.00%</b>