



UNIVERSITY of WASHINGTON

FY2021 Annual Review Narrative Survey

Unit Name: Undergraduate Academic Affairs

Programmatic & Academic Vitality Narratives

- 1) Have you made any changes to your unit's annual budget development process from the response provided last year? If yes, please briefly describe the changes you've made to your unit's annual internal budget development process. If no, please answer with a simple, "no changes." *Word Limit: 500*

No changes.

<OPB inserted FY 20 response below>

UAA is comprised of five administrative units: (1) UAA Dean's Office, (2) Experiential Learning, (3) Honors Program, (4) Robinson Center, and (5) Student Academic Services.

Eighteen departments are housed among these five administrative units and 512 individuals are currently employed (92 permanent staff and 420 students). Total funding for UAA in FY18 was \$18,608,222, distributed as follows: 44.9% GOF/DOF, 32.4% revenue/cost center, 18.3% gift/discretionary, and 4% grants. Approximately 85% of funds go to personnel (60% salaries/benefits; 25% hourly/benefits) and 15% go to programmatic/operational expenses.

Each fall the dean's office distributes all funds received from the Office of the Provost back to individual departments according to the previous fiscal year's allocation. Beginning this past fall, these allocations also included any temporary funds awarded through a formal internal resource request process (noted below in the question regarding our strategic plan).

Other tenets of our internal budget process include the following: Carryover funds are returned to originating department budgets; Salary recapture funds stay with department budgets; ICR revenue is returned to the departments that generate it; Unit-wide taxes are funded at the departmental level; Across-the-board non-variable merit increases are awarded for professional staff with satisfactory performance reviews; and ABB tuition revenue is distributed UAA-wide and not just to the departments that generate it (i.e., some departments "subsidize" others; UAA does not maintain an internal ABB tuition economy).

- 2) Have you made any changes to your unit's strategic plan in the past year? If yes, what are 3-5 key elements of your unit's new/revised strategic plan? If no, please comment on the progress you've made in 3-5 key areas of your strategic plan. *Word Limit: 500*

We are pleased with the progress we are making on our five-year (2018-2023) strategic plan. Among the set of priorities and objectives we outlined last year, the following are particularly enlivening:

1. Developing a framework for pursuing administrative and organizational excellence has emerged as an anchor of our strategic planning process. We have made great strides toward developing internal governance models that offer more sustainability and greater clarity, stabilizing funding for core activities and personnel, institutionalizing equity-focused staffing practices, and normalizing reviews of organizational effectiveness and efficiency. Tactics of note include: (a) Establishment of an equity, diversity, and inclusion council that is constructing a formal assessment of the work life of UAA employees, (b) Unit-by-unit engagement in definitional work focused on what constitutes our "core" (steps that have intersected nearly seamlessly with the "5% decrease" unit review prompt), (c) Systematic administration of exit interviews with departing



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employees and a corresponding feedback loop with our executive team, (d) Continuous examination of our hiring practices to ensure diverse candidate pools, and (e) Review of one of our constitutive units, the Robinson Center, that can serve as a model for internal reviews of other UAA units in the future years.

2. We are working toward the launch of a curriculum innovation fund that will, over the next four years, have the capacity to support the (re)design of 40-50 lower division courses reaching 70-80% of all undergraduates. Informed by projects at institutions like the University of Michigan (<http://www.crlt.umich.edu/fci>), the University of North Carolina at Chapel Hill (<https://gep.unc.edu/cure/course-development/>), and Ohio University (<https://www.ohio.edu/instructional-innovation/initiatives/academic-accelerator.html>), our aim is to collaborate with faculty and other academic leaders to make strategic investments that will enhance teaching and learning in larger-sized foundational courses – the 1.5% of undergraduate-serving courses accounting for over 20% of all credit hours. This year we are setting up the architecture for this fund and identifying partners (e.g., the College of Arts & Sciences' "Humanities 101" course) for demonstration projects. Serving all undergraduates is core to our mission in UAA so this initiative animates much of our strategic plan, not least our stated objectives to craft a vision and plan for optimizing the pre-major experience and to examine modes of conceptualizing and assessing learning through general education.

3. Formalizing the study of leadership across the disciplines is another curriculum-focused strategic aim of UAA and we have made significant progress toward the establishment of a new minor in leadership studies. This work is guided and governed by a committee of faculty who together represent all undergraduate-serving colleges and schools on the Seattle campus. We have recently passed the "notice of proposal" stage and are working with this faculty committee on the development of the 1503 which will describe how this interdisciplinary minor will bring together leadership-focused courses throughout the campus to form a compelling program of study. Assuming all goes as expected with regard to timeline, we will begin supporting students' engagement with the leadership minor – as well as the data science minor – during the 2020-21 academic year.

- 3) What major obstacles or institutional barriers currently do, or will, hinder execution of your strategic plan? What are you doing to address these challenges? If no changes from your response to either component of this question from last year, please answer "no changes": *Word Limit: 250*

No changes.

<OPB inserted FY 20 response below>

We embrace responsibility for the successful execution of our strategic plan. Looking forward, we are of course invested in the outcomes of any adjustments that are made to the ABB model and are committed to being a thought partner with our colleagues in OPB toward that end. One other matter that we have been discussing internally is our capacity to be fully prepared for costs associated with the financial transformation project. Current policy constraining carryover funds is one barrier worth noting. If we were able to carry over a higher percentage of funds we would be better able to "save" in anticipation of this increased expense.

- 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/campus and/or another unit/campus? *Word Limit: 500*

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Our strategic activities planned for the next few years show a trend of intentional overspending in combination with lessened revenue. The net result will be a right-sizing decrease in the surplus reserves of select revenue budgets. The aforementioned curriculum innovation fund will result in a redistribution of resources from UAA to undergraduate-serving colleges and schools whose courses are identified for investment.

Also, in partnership with OMA&D and leaders throughout the University, UAA serves as the administrative home for the Race & Equity Initiative (R&EI). R&EI is funded by the Office of the Provost through the end of FY20 and we are projecting some carryover funds that will support segments of planned activities through FY21. Absent a continuation of core funding, we would commence with a combination of making requisite adjustments to the R&EI work plan and collaborating with our University partners to determine whether alternative sources of funding may be available.

- 5) What is your unit doing to effectively use or redeploy resources in a way that benefits your unit/campus and/or other units/campuses? *Word Limit: 500*

Through our unit review process last year we identified a set of budgets that had accrued revenue in a manner that significantly eclipsed recommended surplus thresholds. To address this issue, we have redeployed surplus funds from these revenue budgets to support two projects that benefit the broader University community:

1. UAA serves as the administrative home of the Office for Youth Programs Development and Support (YPDS) and holds delegated authority for the new Administrative Policy Statement established to advance the safety of minors, APS 10.13: Requirements for University and Third Party Led Youth Programs. With the use of the surplus revenue noted above, UAA is fully funding the personnel and operations of YPDS for FY20 and FY21 and maintaining a fund in FY20 to help youth-serving programs defray new costs associated with the implementation of APS 10.13 (e.g., background check fees). YPDS had been supported with temporary funds from the Office of the Provost and UAA from FY16 through FY19.

2. A portion of the aforementioned surplus revenue is being redeployed to support the advancement of teaching and learning in lower-division foundational courses. We describe this curriculum innovation fund in detail in our response to the strategic plan prompt included in this year's unit review.

Additionally, in anticipation of UWFT, we are redeploying some funds to "pre-pay" a portion of our scheduled expenses and we are reorganizing some of our administrative personnel so that we can optimize our responsiveness to and integration with the team-based approaches called for by the UWFT endeavor.

- 6) For UW student facing units, what are you doing to improve the experience and outcomes of students on your campus or in your unit? What could the University do to support your efforts? *Word Limit: 500, Leave blank if N/A*

It has become a point of pride for us that we have been able to continuously bring our central programs and services to scale as the University's overall undergraduate enrollments have grown. Arguably, no area of our work has exemplified this more than that of our advising unit, which holds responsibility for guiding students as they explore options for majors and beyond. In recent years the UW's population of pre-major students has grown significantly in size and the complexities faced by this population have increased and intensified. Unlike colleges and schools whose revenues increase as enrollments grow, in the current ABB model there is



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not a corresponding resource adjustment for central advising functions. We have reached a critical juncture with regard to the capacity of our academic advising team to continue to hold steady as a wayfinding hub for students and departmental advisers alike. Therefore, we are submitting a proposal for reinvestment in central academic advising – a proposal which highlights the collaborative nature of our leadership in this sphere of work and which puts forth a vision for the future of this work.