

# University of Washington Tacoma

## 2018-2023 Academic Plan

*Approved by the Faculty Assembly Executive Council on 06.03.19*

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## 2018-2023 Academic Plan

### PURPOSE

UW Tacoma is a public university that fosters a thriving and equitable society by educating diverse learners and expanding knowledge through partnership and collaboration with all our communities. We seek to expand access to higher education in an environment where every student has the opportunity to succeed. We foster scholarship, research, and creativity to address the challenging problems of our time and place. We partner and collaborate for the common good, and we catalyze the economic and social vitality of the region.

UW Tacoma's first five-year academic plan is the product of two years of work focused on assessing existing academic programs, evaluating student and community needs, and identifying opportunities for new and revised academic offerings and related support. It was created through a faculty driven, campus-wide evaluation of the scope and nature of our academic offerings and initiatives. Creating the plan also required looking outward to emergent issues and opportunities and envisioning possibilities for new avenues of discovery, teaching, application, and integration of knowledge. In the absence of an academic plan, the curricular offerings of UW Tacoma might be driven by market forces and legislative initiatives to fund STEM offerings. Our academic planning process recognizes the importance of balancing growth and improvement of our existing academic activities with the creation of new trajectories for learning. The campus-wide planning process allowed identification of synergies and opportunities for collaboration to better support academic excellence in teaching, learning, and knowledge creation.

The 2018-2023 academic plan aligns our priorities and resources with the campus mission, vision and strategic plan. The strategic priorities and impact goals reflected in this academic plan are as follows:

1. Students – The UW Tacoma experience empowers students to achieve their dreams.
2. Scholarship – We champion publicly engaged scholarship.
3. Communities – Our community partnerships are transformational and synergistic.
4. Equity – We are grounded in social justice and embrace the assets of our diverse communities.
5. Culture – Our campus is respectful, accepting, productive and inclusive.
6. Growth – Our innovation drives our growth, energizing us and our region.

Source: [UW Tacoma Strategic Plan](#)

## **PLANNING PROCESS**

In summer of 2017, while planning the faculty agenda for the year, the Chair of Faculty Assembly identified academic planning as one of four priorities for the coming year. The interim leaders of Academic Affairs had also recognized the need for academic planning. The intention for an academic plan was introduced at Faculty Assembly retreat on September 25, 2017 followed by a faculty discussion.

Stage 1 of academic planning was conducted in autumn 2017. It involved assessment of existing academic programs. Faculty in each school or academic unit evaluated their academic offerings using a rubric with criteria regarding strategic alignment, program productivity, internal and community demand, program quality, resources, and future potential (see Appendix 1). For each degree program, institutional data was provided to support assessment of factors such as enrollment trends, faculty to student ratios, and external demand for graduates. In addition, faculty assessed the success of graduates, national or international indicators of program quality, and the adequacy of facilities and technology. Program faculty provided self-evaluation of their orientation toward emerging changes in the discipline and their capacity to generate creative ideas. At the conclusion of each assessment, faculty made a recommendation to grow, maintain, redesign, or phase out the degree program. To ensure transparency, assessments and recommendations were posted to be available to all members of the faculty.

Stage 2 was conducted in winter and spring of 2018. It involved the development of action steps related to the recommendations proposed in Stage 1 to grow, maintain, redesign, or phase out current degree programs. This involved identifying curricular, pedagogical, and outreach actions to achieve the desired results. Stage 2 also included identifying opportunities for new program development based on student, community and industry demand. Faculty then determined how existing resources could be mobilized or reallocated to facilitate changes, and also what new resources would be needed. Deans and unit heads provided comments on these assessments and plans, and offered their recommendations for the overall direction of their schools or academic units. This stage concluded with public presentation of the proposed changes and new programs, and identifies associated resource requirements (see Appendix 2).

Stage 3 emphasized curriculum planning for new undergraduate and graduate degree programs. It was conducted in spring 2018, autumn 2018 and winter 2019. A collaborative process was adopted to solicit feedback from all faculty members regarding criteria to assess new programs. Brief proposals for new programs were developed by unit faculty and reviewed by the Academic Planning and Curriculum Committee of Faculty Assembly (APCC) using the approved criteria.

## **CURRICULAR PLAN**

The review of proposed academic offerings was designed to gather the ideas of the faculty and provide an opportunity for all of campus to view them. The academic planning process is separate from the curriculum approval process and is not meant to duplicate the rigor of that process.

### **New Academic Offerings**

Fifteen (15) proposals for new degree programs were submitted by faculty and the Academic Plan Steering Committee recommended twelve (12) be reviewed and possibly included in the academic plan. Inclusion in the plan does not indicate approval of a proposed degree program. Rather it identifies which programs may move forward through the curriculum review process, and priorities among a group of programs that may move forward at different times during the implementation period of the five year plan. Three (3) proposals in the earliest stages of development were deferred to the next academic planning period (see Appendix 2 for details).

Four unranked criteria were identified by faculty and approved by the Executive Council for assessing the brief proposals:

1. Alignment with the strategic plan
2. Community/student/market demand and impact
3. Resource impact
4. Campus-wide balance of academic disciplines and programs

Eleven (11) brief proposals were submitted for review by APCC for possible inclusion in the academic plan. The review by the APCC placed the programs into the following categories of priority:

High:           M.S. in Environmental Science  
                  M.S. in Electrical and computer Engineering  
                  Ed.S. in School Psychology  
                  B.A. in Art  
                  B.A. in Educational Studies

Medium:       Ph.D. in Computing  
                  B.S. in Mechanical Engineering\*  
                  B.S. in Civil Engineering\*

Low:            B.A. in Economic and Policy Analysis  
                  Doctorate in Nursing Practice (Leadership)  
                  M.S. in Information Technology

\*contingent on legislative funding

The categorizations of proposed programs into high, middle and low do not eliminate the possibility of the program entering the curriculum approval process; however, the program's category will accompany the program throughout stages of review as a reflection of the Academic Plan's priorities.

The curriculum approval process includes a series of faculty, administrative, UW, and statewide reviews that involve detailed evaluation of:

- the impact of the program on diverse students and communities,
- financial and resource implications for campus,
- similar degree offerings regionally and statewide,
- additional supports needed to ensure student success,
- market demand and job prospects for graduates, and
- overall supply and demand of educational offerings in Washington

These evaluations occur during the curriculum approval process rather than during academic planning. This ensures evaluation occurs as close in time as is possible to the possible launch of a program so that assessment is based upon review in the contextual and fiscal conditions then in place rather than those in place during academic planning.

The Academic Planning Policy and Process approved by the Executive Council on January 28, 2019 allows one opportunity per year in the autumn for additional proposals for new degree programs to be reviewed for possible inclusion in this plan.

### **Academic Program Changes**

Faculty proposed twenty-six possibilities for modifications to existing programs and curricula. The proposed changes are in four categories:

1. Expansion of existing programs with new options (areas of focus) and/or new audiences (e.g. practicing professionals).
2. Honors designations for multiple undergraduate degrees.
3. Ideas for new minors, certificates and options. These programs were not included in APCC Academic Plan review, which was limited to new degrees for this plan cycle only.
4. Facility and technology enhancements to remain current and enhance student learning.

The curricular changes identified in the first three categories above will proceed through the regular curriculum approval process. This process includes assessments of demand, academic quality, and resource needs. Depending on the nature of the change, proposals may be required to undergo UW tri-campus review, a state-level comment period, and accreditation review by the Northwest Commission on Colleges and Universities.

The facility and technology needs ranged from software upgrades to multi-million dollar facilities such as laboratories. Implementation of proposed changes began in Spring 2018. Investments will be made throughout the plan cycle as resources permit, and large and/or long term needs will be added to the campus capital plan.

## **ACADEMIC SUPPORT PLAN**

The elements of an academic plan must include a framework for supporting the success of the institution in its academic endeavors. Curricular offerings are the heart of this plan, and the faculty, students and staff who engage in them should be supported through initiatives that support access and excellence. The areas of focus for academic support include student learning, scholarship, and faculty development.

### **Student Learning**

The 2018-2023 Academic Plan emphasizes student success that results in persistence, deep learning, graduation, and positive post-graduation outcomes. We will focus on three general areas to support teaching, learning, and student success:

1. Access and Inclusivity: Efforts will support expansion of inclusive pedagogy training for faculty and staff, high-quality digital learning, and multilingual writer support. We will create additional learning support through the Teaching and Learning Center and Library to support all academic areas as well as new degree programs. We will enhance support for graduate students.
2. Innovation: We will pursue development of the Global Innovation and Design initiative to support interdisciplinary, problem-based learning. We will seek to create a Learning Commons that integrates academic support for research, writing, library and information services, quantitative analysis, and technology.
3. Career-Connected Learning: Our efforts will expand the availability of High Impact Practices for all our students (including internships, research, study abroad, community engaged learning). We will improve the clarity of major pathways and support the creation of career-connected curriculum.

In conjunction with these priorities, Academic Affairs is developing an Academic Retention Plan to identify a number of focused actions to improve retention and post-graduation success of our students.

Our ongoing efforts at assessment of student learning will continue. Over the next five years, we will expand our central coordination and support for measuring and improving student achievement, especially for programs that are not assessed via accreditation.

### **Scholarship**

UW Tacoma supports a multitude of scholarly approaches built upon humanistic and scientific traditions as well as indigenous ways of knowing. Our commitment to use-inspired research emphasizes the importance of academic knowledge creation to the world in which we live. As a public university, we support scholarship that is guided by the potential use of its results, and we strive to respond to problems or needs of our communities.

UW Tacoma faculty approach the complex challenges of a globalized world from a range of disciplines. Our scholarly endeavors, many of which engage our students and communities, span from cutting edge discoveries in emergent fields to multidisciplinary explorations that leverage UW Tacoma's interdisciplinary roots.

We will implement three initiatives to enhance research, scholarship and creative works:

1. Research Advisory Committee: We will launch a faculty council to guide all forms of scholarship to enhance the impact and productivity of our community of scholars.
2. Office of Research: Our efforts will improve support for funded research with additional services that ensure successful initiation, completion, compliance and post-award assistance.
3. Community Engaged and Public Scholarship: We will leverage the Library and the Office of Community Partnerships to support research, scholarly and creative expression that leverage the transformative power of these approaches. Our efforts will enhance the infrastructure including organizational processes, communication channels, staffing, and funding that enable these kinds of scholarly work.

### **Training and Development**

Support for faculty and staff learning and growth are paramount to the success of this academic plan, and to the long term success of UW Tacoma. While many opportunities for learning exist across campus, we lack a coordinated framework to offer these opportunities systematically or to recognize participation and achievement. We will create and launch a learning and development program that addresses essential areas linked to the six priorities of our strategic plan (see page 1). These areas include:

1. Teaching: We will support learning in areas such as classroom and digital pedagogy, writing and quantitative skill development, open educational resources, and student success.
2. Scholarship: Our efforts will support learning around grant writing and management, manuscript writing and publication, community engagement, and digital scholarship.
3. Equity and Inclusion: We will improve knowledge of inclusive pedagogy, classroom civility, anti-bias practices, and the mentoring, recruitment and retention of diverse individuals.
4. Leadership: We will support development of capabilities in shared governance, management in academic settings, employee relations and fundraising.

## Appendix 1. Stage 1 Criteria and Rubric for Existing Program Evaluation

### 1. Alignment with Mission and Strategic Plan

- Advancement of UWT’s vision and mission as an urban serving university
- Relationship to the impact goals identified in the strategic plan

Is a distinctive element of UWT’s mission	Supports UWT’s mission	Has limited connection to UWT’s mission	Is unrelated to UWT’s mission
Program directly advances multiple impact goals of the strategic plan	Program directly advances one impact goal of the strategic plan	Program supports strategic plan but does not directly address an impact goal.	Program is unrelated to advancing impact goals of the strategic plan

Comments: (optional; 250 word limit)

### 2. Program Productivity

- Five year enrollment
- Number of graduates
- Student credit hours
- Student to faculty ratio (average by headcount)

Top quartile enrollment of majors	Second quartile enrollment of majors	Third quartile enrollment of majors	Bottom quartile enrollment of majors	
Top quartile enrollment of degrees granted	Second quartile enrollment of degrees granted	Third quartile enrollment of degrees granted	Bottom quartile enrollment of degrees granted	
Top quartile student credit hours	Second quartile student credit hours	Third quartile student credit hours	Bottom quartile student credit hours	
15 or less	15.1 to 20	20.1 to 25	25.1 to 30	30.1 or more

Comments: (optional; 250 word limit)

### 3. Internal and Community Demand

- Enrollment growth
- Coursework serves other programs
- External demand (If no data available, do not respond)
- Community engagement (If no data available, do not respond)

Very high enrollment growth	Growing enrollment	Stable enrollment	Shrinking enrollment
Courses required by other programs	Courses are electives for other programs	Courses serve general education needs and non-majors	Courses primarily for majors/minors
Very high external demand	Growing external demand	Stable external demand	Shrinking external demand



Very high external engagement	High external engagement	Moderate external engagement	Limited external engagement
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Describe what benchmarks you used to assess external demand (e.g. graduate Employment in field of study, transfer rates, turndown rates for competitive programs, high school student demand, Bureau of Labor Statistics or state data).

Describe what data you used to assess community engagement (e.g. community partnerships, research and teaching, internships, etc.).

Comments (optional; 250 word limit)

#### 4. Program Quality

- Implementation of program assessment
- Success of graduates (If no data available, do not respond)
- Recognition of program quality (If no data available, do not respond)

Thorough internal program assessment fully implemented and ongoing	Assessment is developed but not fully implemented and/or not ongoing	Assessment is in development	Assessment is limited to UW or external review
Graduates consistently work or go on to advanced study in their field or a related field.	Graduates are likely to find employment or may go on to advanced study in their field or a related field.	Graduates are unlikely to find employment or pursue advanced study in their field or a related field.	Graduates are very unlikely to find employment or pursue advanced study in their field or a related field.
National/international recognition of program quality	Regional recognition of program quality	Local recognition of program quality	Limited outside recognition of program quality

Describe data used to assess the success of graduates

Describe data used to assess recognition of program quality

Comments (optional; 250 word limit)

#### 5. Human, Physical and Technical Resources

- Sufficiency of faculty and staff to support quality instruction and timely student success
- Adequacy of facilities and equipment
- Adequacy of technology and information resources

Personnel are optimal for course delivery, instruction, and research.	Personnel are acceptable for course delivery, instruction, and research.	Personnel need additions/improvements to meet faculty and student needs.	Personnel are unacceptable for meeting instructional needs.
Facilities are optimal for course delivery, instruction, and research	Facilities are acceptable for course delivery, instruction, and research.	Facilities need improvements to meet faculty and student needs.	Facilities are unacceptable for meeting instructional needs.

Technology and information services are optimal for course delivery, instruction, and research	Technology and information services are acceptable for course delivery, instruction, and research.	Technology and information services need improvements to meet faculty and student needs.	Technology and information services are unacceptable for meeting instructional needs.
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Comments (optional; 250 word limit)

**6. Future Potential for the Program**

- New opportunities for development
- Innovation around emerging changes in the discipline

Program can demonstrate significant new opportunities.	Program can demonstrate some new opportunities.	Program can demonstrate few new opportunities.	Program can demonstrate no new opportunities.
Program has strong orientation toward emerging changes in the discipline and frequently generates creative ideas	Program has an average orientation toward emerging changes in the discipline and generates some creative ideas	Program has a limited orientation toward emerging changes in the discipline and generates few creative ideas	Program has little or no orientation toward emerging changes in the discipline

Comments (optional; 250 word limit)

**Overall Recommendation for the Degree**

Based on your assessment of the six categories above, what do you recommend?

Grow	Maintain	Redesign	Phase Out
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## Appendix 2. Stage 2 Outcomes Presented to Faculty in Spring 2018

### Academic Plan – Stage 2 Faculty Assembly Spring 2018 Meeting

Purpose: To ensure that the continued growth of the academic programs at UW Tacoma is:

- Determined by the faculty
- Coordinated across all units
- Financially sustainable

Criteria Used in Planning (unranked):

- Alignment with Strategic Plan
- Campus-wide Balance of Academic Disciplines and Programs, building on our Existing Expertise and Interdisciplinary Emphasis
- Community/Student/Market Demand and Impact
- Resource Impact

#### **Total of 15 New Degree Program Proposals Received:**

##### Proposed New Graduate Programs

\*PhD in Computing

DNP Doctor of Nursing Practice

\*EdS in School Psychology

\*MS in Environmental Science

\*+MS in Information Technology

\*MS in Elec. & Computer Engineering

MA in Public Affairs

MA in Criminal Justice

M in Healthcare Leadership

##### Proposed New Undergraduate Programs

#BS in Mechanical Engineering

#BS in Civil Engineering

\*BA Economic and Policy Analysis

\*BA in Art

BA in Education Studies

BA Philosophy, Religion and Ethics

\* = existing PNOI

# = dependent on state funding

+ = self supporting

The Steering Committee recommended that 12 move forward in this planning round, in two stages:

Stage One:

- \*EdS in School Psychology
- \*MS in Environmental Science
- \*BA Economic and Policy Analysis
- #BS in Mechanical Engineering

Stage Two:

- DNP Doctor of Nursing Practice
- \*PhD in Computing
- \*MS in Electrical and Computer Engineering
- \*+MS in Information Technology
- \*BA in Art
- BA in Education Studies
- BA Philosophy, Religion and Ethics
- #BS in Civil Engineering

\* = existing PNOI

+ = self supporting

# = dependent on state funding

Three programs deferred to Next Academic Plan:

- MA in Public Affairs
- MA in Criminal Justice
- M in Healthcare Leadership

Special Cases:

The International Studies new program proposal should be considered as a program change to the existing Global Studies degree. Undergraduate Minor in Business Analytics should proceed through regular curriculum channels.

**Existing Program Changes**

We received 26 program modifications. We ask that programs supporting curricular changes proceed with submitting their proposals.

- Resources associated with these changes will be discussed by the EVCAA and the respective Dean or Director.
- Requests for new faculty or staff positions require approval from Executive Budget Committee.
- Facilities requests will be shared with the VC for Finance and Administration.

Resource Requests for Existing Programs:

Global Honors in BA Healthcare Leadership  
Global Honors in BA Business Administration  
Honors, Global Honors and Faculty in lower division courses in BS Computer Science & Systems  
Faculty in BS of Information Technology  
Global Honors in BA Urban Studies  
Faculty for Two Year Track in Masters of Accounting  
Faculty for MS Business Analytics  
Faculty for Masters in Business Administration  
Faculty for Master of Cybersecurity and Leadership (Business)  
Faculty for Master of Cybersecurity and Leadership (Institute)  
Program improvements to Master in Education  
Faculty and Staff for Advanced Standing MSW  
Staff for online Criminal Justice BA and new Tracks  
Integrated pathways in Global Honors pathways  
Additional faculty in MS in Geospatial Technologies  
Staff in MS in Geospatial Technologies  
Staff in MA in Community Planning  
Faculty in Bachelor of Science in Nursing (BSN)  
Faculty in Master of Nursing  
Faculty in BA (major) in Healthcare Leadership  
Faculty for BA Ethnic, Gender and Labor Studies  
Faculty for Interdisciplinary options in BA History

Facility Requests for Existing Programs:

Designated computer classroom where SPSS software is installed - BA Psychology  
GIS lab - MS in Geospatial Technologies  
Studio space in TPS - BS in Urban Design  
Larger Classrooms (80 students) - BA in Urban Studies, BA in Sus. Urban Development  
Flexible furniture and space refresh - BA in Urban Studies  
Network lab in BS Information Technology  
Network upgrades to Joy  
Classrooms with disability support for better access  
Larger reading room Global Honors  
Simulation lab, hardware and software in Bachelor of Science in Nursing (BSN)