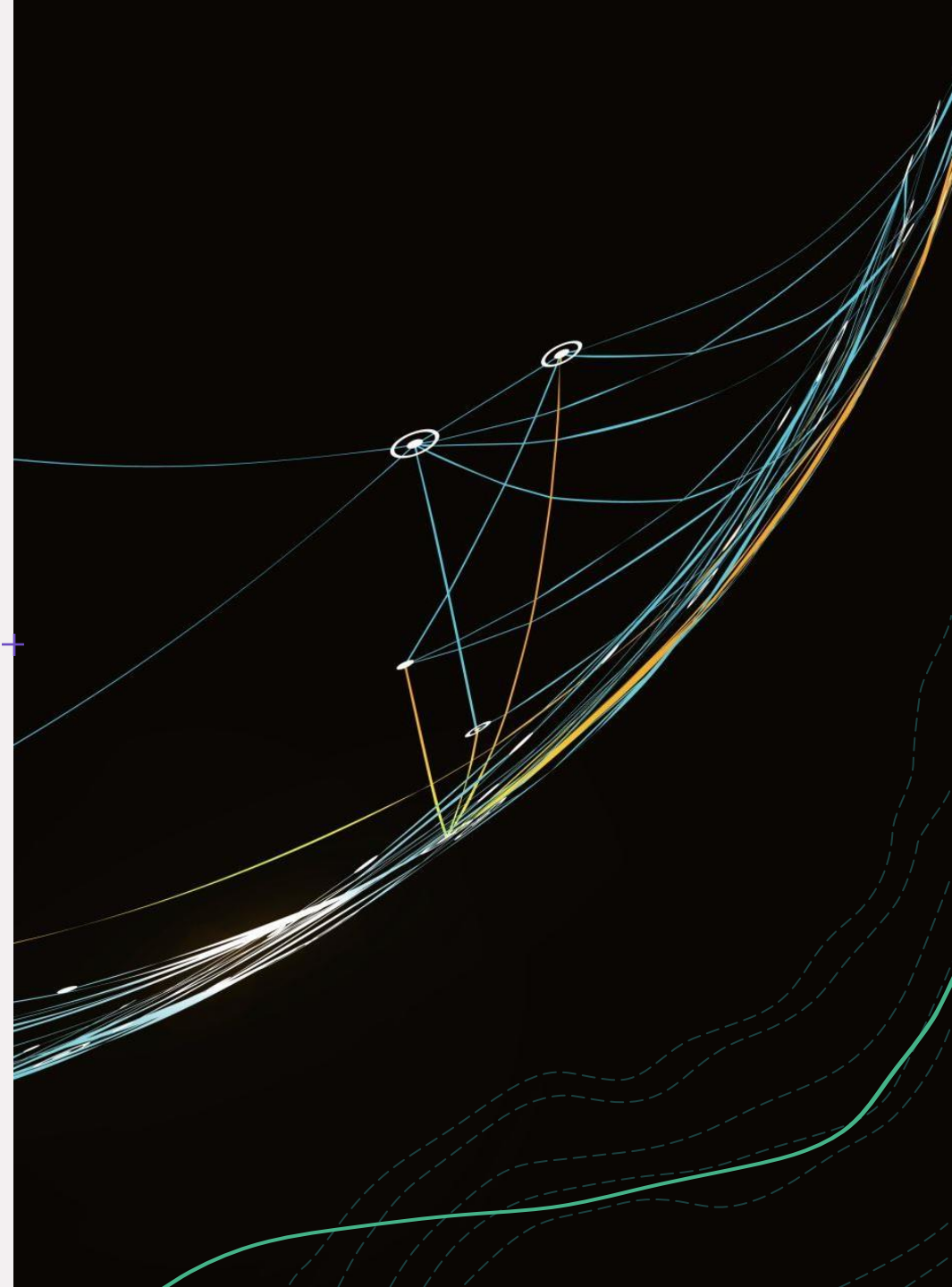


Academic Plan Presentation

February 10, 2023

W FACULTY ASSEMBLY
UNIVERSITY *of* WASHINGTON | TACOMA



Meet the Academic Plan (AP) Taskforce Team

Core Group

- [Julie Masura](#), Academic Policy & Curriculum Committee Chair and School of Interdisciplinary Arts & Sciences
- [Menaka Abraham](#), Faculty Assembly Chair and Executive Council Chair, School of Engineering & Technology
- [Huatong Sun](#), Faculty Assembly Vice Chair and Executive Council Vice Chair, School of Interdisciplinary Arts & Sciences
- [Robin Evans Agnew](#), School of Nursing & Healthcare Leadership
- [Anne Taufen](#), School of Urban Studies
- [Andrea Hill](#), School of Social Work & Criminal Justice
- [Kathy Beaudoin](#), School of Education

Membership (Advisory Group)

- [Andrew \(Andy\) Harris](#), Executive Vice Chancellor for Academic Affairs
- [Shannon Carr](#), Assistant Vice Chancellor for Enrollment Services
- [Bonnie Becker](#), Associate Vice Chancellor for Student Success
- [Jose Rios](#), Strategic Planning Representative
- Tina Peterman, American Council on Education (ACE) Fellow

*We received assistance and guidance from Tammy Jez, Alice Few, and Ali Modarres



Strategic Plan Statement for Academic Plan

"A roadmap of the academic programs and courses we need to meet our community's and students' needs and to grow 'our programs' to an enrollment of 10,000 students"

Academic Plan Vision

Align our academic plan with global needs and ongoing development in the Puget Sound area and beyond

Be transparent, collaborative, values-driven, and nimble

Opportunity to invigorate our programs despite the budget constraints and the enrollment challenges

Academic plan goals



SHARED DEFINITION OF
CURRENT REGIONAL
DEVELOPMENT NEEDS
AND GLOBAL
CONDITIONS, TO
ORIGINATE NEW
PROGRAM PROPOSALS



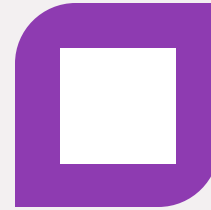
**STREAMLINE PROCESS
AND PRACTICES**



**USE DATA AS
INFORMATION AND
STREAMLINE DATA
COLLECTION**



SHARED CRITERIA TO
IDENTIFY AND
PRIORITIZE
RELATIONSHIPS



PROVIDE A
UNIT/SCHOOL LEVEL
DIRECTIVE TO GUIDE
OUR PROGRAM
INVIGORATION
PROCESS



COORDINATE WITH
CAMPUS PLANNING
GROUPS

AP Taskforce Work - Autumn 2022

- + Present previous academic plan and feedback at Faculty assembly fall retreat
- + Form the academic plan taskforce with a charge
- + Review and analyze documents from previous academic plan
- + Explore what data is possible to inform our decisions, brainstorm approaches to the creation of the new academic plan

AP Taskforce Work - Winter 2023

- + Questionnaire for invigorating programs
- + Explore the opportunities for internal and external data
- + Brainstorm the use of universal framework and integrating with the academic plan
- + Timeline for implementation of Academic plan
- + Draft academic plan presentation and brainstorming session for all faculty

AP Taskforce Work – Winter/Spring 2023

- + Launch listening sessions for process, budget, and flow documents for interested faculty/deans/curriculum coordinators/APCC members
- + Incorporate feedback from brainstorming session and listening sessions held for academic plan
- + Provide draft to Executive Council for approval
- + Provide data requests to external consulting firm in preparation for new program growth

Academic Planning Cycle

Prior to Academic Planning Cycle

Office of Academic Affairs: Collect internal and external data, market reports, budget information, process improvements such as flowcharts and documents to prepare for the cycle.

APCC: Collects feedback and provides recommendations

Executive Council: Review and revise academic planning policy as needed and other artifacts based on feedback and recommendations from APCC before the start of each academic planning cycle.

Year 1: Autumn Qtr

Office of Academic Affairs: Oversee distribution of data reports and analysis to the schools for program growth as compiled by the Institutional Research office and/or external data consultants.

Schools: All programs use the institutional research data to complete the questionnaire in Appendix A by the end of the Autumn quarter. The completed questionnaires will be collected by APCC and archived on their website. Programs will start working on PNOIs.

Years 1, 2, 3: Winter Qtr.

Office of Academic Affairs & Schools: Collaborate on tracking proposals for transparency and policy compliance, assist with campus reviews, document struggles and issues

APCC: Reviews PNOIs and documents the process and decisions

Schools: Use rubric, external and internal data to inform and prepare and submit PNOIs with preliminary budgets. use flow charts to track progress and document roadblocks.

Year 3: Spring Qtr.

Executive Council & APCC & Office of Academic Affairs: All programs not already in the workflow will pause progressing, assess previous academic plan cycle and revisit all artifacts, request new external and internal data to inform growth to start a new academic planning cycle

Prior to the Academic Planning Cycle

- + **Office of Academic Affairs:** Collect internal and external data, market reports, budget information, process improvements such as flowcharts and documents to prepare for the cycle.
- + **APCC:** Collects feedback and provides recommendations.
- + **Executive Council:** Review and revise academic planning policy and other artifacts based on feedback and recommendations from APCC before the start of each academic planning cycle.

Autumn of Year 1

- + **Schools:** All programs use the institutional research data to complete the questionnaire in Appendix A by the end of the Autumn quarter. The completed questionnaires will be collected by APCC and archived on their website. Programs will start working on PNOIs.
- + **Office of Academic Affairs:** Oversee distribution of data reports and analysis to the schools for program growth as compiled by the Institutional Research office and/or external data consultants.

Winter of Years 1, 2, 3

We envision that the program invigoration questionnaire and internal/external data will result in innovative ideas and solutions to propose changes or new programs that align with our strategic plan and campus climate implementation.

- + **Schools:** Use rubric, external and internal data to inform and prepare and submit PNOIs with preliminary budgets. use flow charts to track progress and document roadblocks.
- + **APCC:** Reviews PNOIs and documents the process and decisions.
- + **Office of Academic Affairs & Schools:** Collaborate on tracking proposals for transparency and policy compliance, assist with campus reviews, document struggles and issues.

Spring of Year 3

Executive Council & APCC & Office of Academic Affairs: All programs not already in the workflow will pause progressing, assess previous academic plan cycle and revisit all artifacts, request new external and internal data to inform growth to start a new academic planning cycle.

Data for Academic Planning

1. **Mission Alignment**
2. **State of Current Academic Programs**
3. **Predicting Future Demand**
4. **Accounting for Costs**



When number of students <10, data are redacted to protect student privacy.

Disaggregation

+ **All data to be disaggregated by the following student populations:**

+ **Academic origin**

+ **Gender**

+ **Race/ethnicity – using OMAD “maximum representation” model**

+ **First-gen status**

+ **Pell-eligibility**

+ **Military-affiliation**

+ **Residency**

State of Current Academic Programs

7-year window

Collaboration between Academic Success Programs and Institutional Research to create a dynamic dashboard to explore the following categories.

- + Trends in Majors and Minors (by major code)**
- + Trends at Course Level (by course prefix)**
- + Student to Faculty Ratio**
- + Student Outcomes**

(Full list of metrics on handout)

External Data to Inform Growth

- + Explored a few companies for external data: Hanover, Lightcast
- + Interviewed and attended presentations from companies
- + Financial support from Office of Academic Affairs

Dashboard Demo

- + **Explanatory Information**

- + **Executive summary in the front**
- + **Definitions at the end**

- + **We will have scheduled drop-in sessions to help standardize our approach to access and interpretation**

- + **The dashboard will be available on an ongoing basis, updated quarterly in the Census Day cycle**



**UWT
QUESTIONNAIRE
FOR INVIGORATING
ACADEMICS
(Appendix A)**

+

PURPOSE

- > **Examine programs and use data from institutional research**

GOAL is to reflect collectively



what is going well?



what can be improved?



what can we learn from one another?

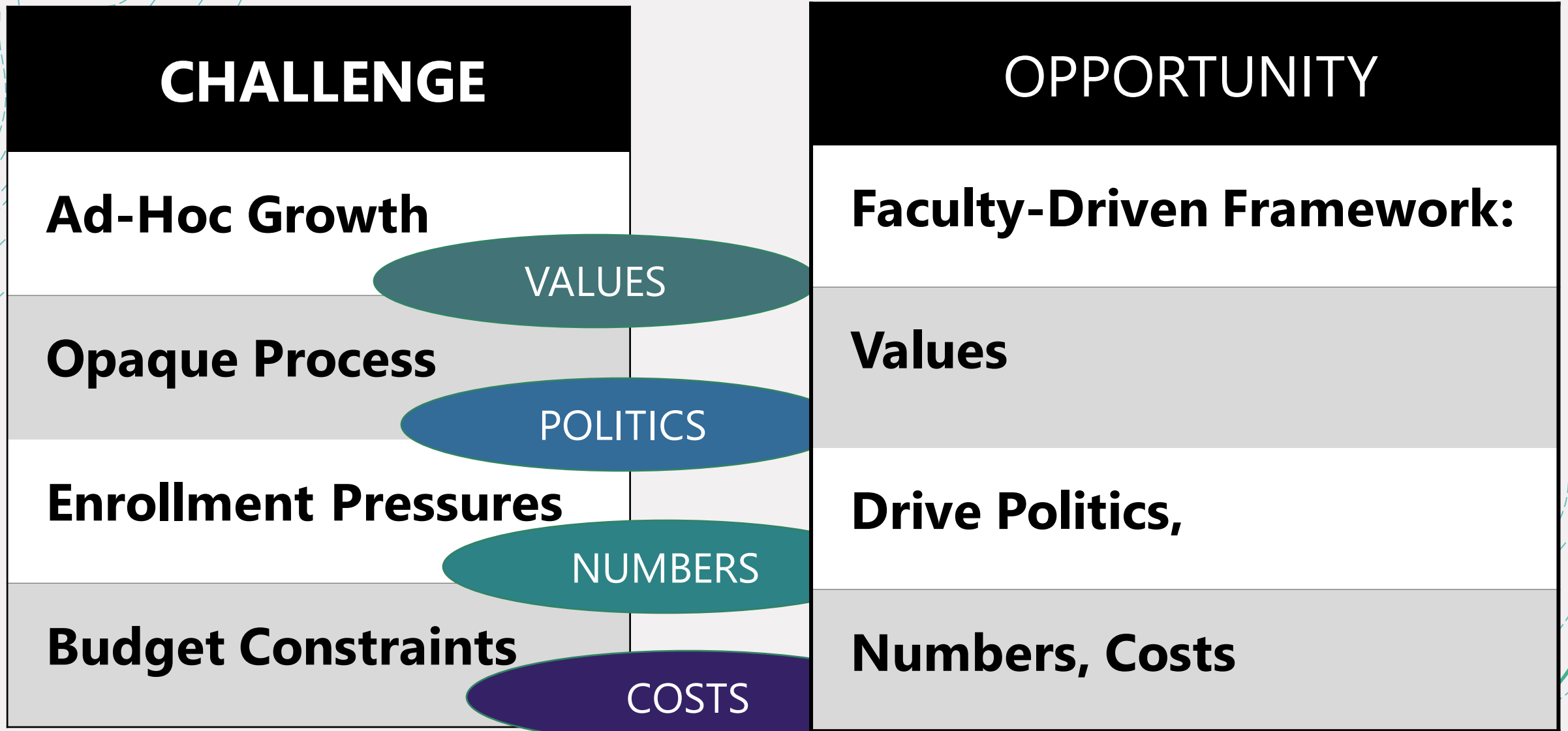


Due by end of Autumn 2023

Questionnaire Areas

- + **Internal and Community Demand**
- + **Program Quality**
- + **Human, Physical and Technical Resources**
- + **Future Potential for the Program**
- + **Student Enrollment, Retention and Engagement**
- + **School or Division Level**
- + **Interdisciplinary Exploration**

ACADEMIC PLANNING *AND PROGRAM DEVELOPMENT*



How can a shared* framework help us prioritize?

STEPS:

1. Shared Goal(s)

2. How Measured;
Population-wide

3. Measures, Dis-
aggregated

4. Structure: Where
are the gaps?

5. Action: Resource
interventions

URBAN-SERVING
MISSION

URBAN-SERVING

Workforce
Development

Climate
and
Civil Rights

Community
Health
Stability

Cultural
Vitality

Other?

*One example: Targeted Universalism guides equity-based policy decision-making, developed by John A. Powell at the Haas Institute at UC Berkeley: <https://belonging.berkeley.edu/targeted-universalism>.

FULFILLING OUR URBAN SERVING MISSION THROUGH ...

Workforce Development

Serve the human capital needs of the region and the state. Prepare students for jobs and careers that contribute to mutual wellbeing of residents, households, businesses, and communities through sustainable workforce development.

Strategic Planning

Goals: 1, 4, 7

Climate and Civil Rights

Rights-based education and training for all students, upholding the highest standards of accountability and continuous learning in our institutions and governing arrangements. Institutional climate (safety, non-discrimination, equal protection) at the center of our approach to global climate change.

Strategic Planning

Goals: 1, 3, 8

Community Health Stability

Engaged teaching, research, and community invested services that require an interdisciplinary approach to the social determinants of health, including shelter, nutrition, education, environmental conditions, healthcare access, and social support systems.

Strategic Planning

Goals: 2, 3, 10

Cultural Vitality

Contributing to a culture of learning, tolerance, entrepreneurship, and creativity. Practices of access-based learning, community service, and anti-racist, engaged pedagogy reinforce cultural strengths of our region, including creative & performing arts, sport & recreation, place-based innovation, community development initiatives

Strategic Planning

Goals: 5, 6, 7, 10

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Workforce Development

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Strategic Planning

Goals: 5, 6, 7, 10

CLIMATE AND CIVIL RIGHTS

Rights-based education and training for all students, upholding the highest standards of accountability and continuous learning in our institutions and governing arrangements.

Institutional climate (safety, non-discrimination, equal protection) at the center of our approach to global climate change, one of many scientific challenges that we face as a research and teaching community

STRATEGIC PLAN GOALS:

Increase Recruitment, Enrollment, Retention, and Graduation Rates with a Focus on Closing Equity Gaps

Strengthen Collaborative Community Partnerships with an Emphasis on Diverse Communities

Cultivate an Accessible, Equitable, Respectful, and Inclusive Campus Culture

COMMUNITY HEALTH STABILITY

Engaged teaching, research, and community invested services that require an interdisciplinary approach to the social determinants of health.

These include shelter, nutrition, education, environmental conditions, access to healthcare, and social support systems to enable individuals and communities to maintain healthy relationships and strong place-based connection

STRATEGIC PLAN GOALS:

Enhance Student Well-Being

Strengthen collaborative community partnerships with an emphasis on diverse communities

Intentionally create spaces, programs and activities that encourage engagement with our campus.

CULTURAL VITALITY

Contributing to a culture of learning, tolerance, entrepreneurship, and creativity, on our campus, throughout our region, and around the world.

Practices of access-based learning, community service, and anti-racist, engaged pedagogy reinforce the cultural strengths of our diverse region, including creative and performing arts, sport and recreation, and place-based innovation and community development initiatives

STRATEGIC PLAN GOALS:

Become a national leader in community-engaged research, scholarship and teaching

Integrate high-impact practices for students into our scholarly work

Foster a climate of creativity, entrepreneurship and innovation

Intentionally create spaces, programs and activities that encourage engagement with our campus

Process Improvements to the Academic Plan

Our Goals:

“These become all Our Programs”

“A streamlined Planning Notice of Intent (PNOI or program creation template) and process flowchart and recommendations for tracking proposals”

“New tools for data collection”

PNOI Streamlining

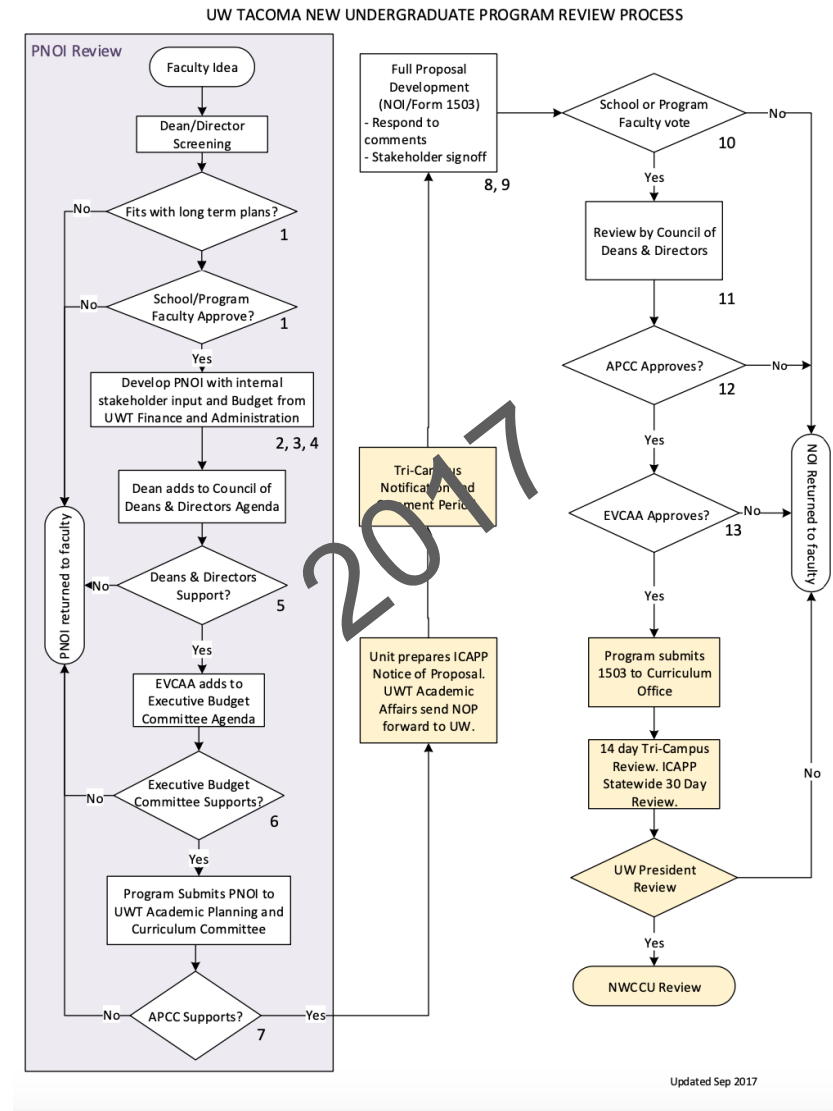
New tools

- Revised Rubric:
 - Alignment
 - Productivity
 - Demand
 - Quality
 - Resources
 - Future potential
 - (Response to Invigoration Questionnaire)
- Invigoration Questionnaire
 - Every 3 Years
- PNOI Process review
 - Roadblocks
 - Formative design
 - Paused PNOI review
 - Exceptions to the process
 - (Actual Program costs as per Budget sheet)

PNOI Streamlining

Flowcharts etc..

- Responsibilities for getting to Go
 - "Launch ready proposals"
- Ongoing submission (with pause before next planning cycle)
- Website to allow for School tracking (Faculty responsible and Lead staff)
- Collaborative generation of new directions (r/t market)
- APCC/OAA listening sessions



Brainstorming Time (Data)

- + Consider how you would use the data for your school or program (Refer to Metrics handout)
- + What is missing that would help you?

+ [PollEv.com/academicplan](https://www.poll-ev.com/academicplan)

*Contact Kathy Beaudoin or Bonnie Becker for questions or more feedback

Brainstorming Time (Questionnaire or timeline)

- + Are there any other questions that we need to be asking on the questionnaire? Please refer to Appendix A of the handout
- + Provide comments on the 3-year academic planning cycle
- + [PollEv.com/academicplan](https://www.pollEv.com/academicplan)
- *Contact Julie Masura or Menaka Abraham for questions or feedback

Brainstorming Time (Framework)

+ Provide feedback on the framework (Please refer to Appendix B)

+ [PollEv.com/academicplan](https://www.pollEv.com/academicplan)

*Contact Anne Taufen or Andrea Hill for questions or feedback