UNDERGRADUATE STUDENT IMPLEMENTATION TEAM RECOMMENDATIONS

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ISSUE #1
Course registration policies may inadvertently create barriers for students to meet program requirements for degree completion

**Action items:**
» Improve course and program offerings by reducing institutional and logistical barriers to ensure students are able to make timely progress in their programs with minimal interruptions to their home and work lives whenever possible.

**Timeline:** 2021-2022 (ongoing)

**Responsible entities:** Academic Units; Advising Center

**Timeline and process for development of action items:**
See appendix

ISSUE #2
Inequitable and inconsistent academic advising procedures by academic advisors, faculty and staff across all academic units

**Action items:**
» Improve the academic advising experience for students to support their entire trajectory from pre-admissions to program completion.

**Timeline:** 2021-2022 (ongoing)

**Responsible entities:** Academic Units; Advising Center

**Timeline and process for development of action items:**
See appendix
ISSUE #3
Tuition is unaffordable and that students lack access to professional development opportunities.

Action items:
» Provide more funding opportunities to support graduate and undergraduate students through assistantships, fellowships, and tuition scholarships.

Timeline: 2021-2022 (ongoing)

Responsible entities: EVCAA, Deans, Advancement (especially Legislative liaisons), AVC, Office of Research

Timeline and process for development of action items:
See appendix

ISSUE #4
Institutional and program-level policies, practices, and procedures are creating or exacerbating barriers for students to enroll, progress in a timely manner, or secure internships or practicum experiences (ex., formerly incarcerated students)

Action items:
» Academic units should audit their policies, practices, and procedures to ensure they are more inclusive and supportive of underrepresented student groups such as formerly incarcerated students, LGBTQ2+ students, students who are Black, Indigenous, & of Color, students with disAbilities, students who are undocumented, veteran students, and so forth.

Timeline: 2021-2022 (ongoing)

Responsible entities: EVCAA, Deans, OEl

Timeline and process for development of action items:
See appendix
ISSUE #5
Students do not feel that they are able to bring their full authentic selves to UW Tacoma, both in and out of the classroom.

Action items:
» Create a more inclusive and welcoming space for students that give them a better sense of belonging and empowerment by co-sharing decision-making and other spaces. This could include more involved in core decision-making committees and have opportunities to connect with faculty, staff, and students.

Timeline: 2021-2022 (ongoing)

Responsible entities: Academic units in consultation with OEI

Timeline and process for development of action items:
See appendix

ISSUE #6
Students reported hostile experiences in and out of the classroom including being on the receiving end of macro-aggressions and micro-aggressions by faculty, staff, and fellow classmates

Action items:
» Devise campus-level policies and procedures for all employees including faculty, leaders, staff, and student workers to respond to students in a timely manner when concerns and issues arise.

Timeline: 2021-2022 (ongoing)

Responsible entities: BIRC, Executive Leadership Team; Council of Deans; OEI

Timeline and process for development of action items:
See appendix
ISSUE #7
Equitable access to campus services outside of regular business hours

**Action items:**

» Ensure that campus services such as Counseling, Financial Aid, Library, Pantry, Office of Student Advocacy, parking, tutoring, and writing support, as well as faculty, leadership, and staff office hours, are equitably accessible to all students.

**Timeline:** 2021-2022 (ongoing)

**Responsible entities:** Chancellor; EVCAA; Finance & Administration; Student Affairs; OEI; Office of Student Advocacy

**Timeline and process for development of action items:**
See appendix

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ISSUE #8
Students are experiencing financial, socioemotional, and other burdens in and out of school that make it difficult to have consistent and reliable access to the resources and support that they need to thrive

**Action items:**

» Improve the quality and quantity of wrap-around services and support systems for students.

**Timeline:** 2021-2022 (ongoing)

**Responsible entities:** Executive Leadership Team; Counseling Center; Office of Student Advocacy

**Timeline and process for development of action items:**
See appendix
ISSUE #9
Diversity, equity, and inclusion initiatives and programs at the campus and school levels could use improvement to ensure coherence, consistency, and quality

**Action items:**

» Create more culturally sustainable diversity, equity, and inclusion initiatives at the campus and school levels.

**Timeline:** 2021-2022 (ongoing)

**Responsible entities:** Academic Units; OEI; Student Affairs

**Timeline and process for development of action items:**
See appendix

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ISSUE #10
Shortage of faculty, leaders, and staff who are from underrepresented backgrounds resulting in a lack of diverse role models and the knowledge and lived experiences they bring

**Action items:**

» The institution must more explicitly recruit, retain, support, and advance high-talent faculty, leaders, and staff members from diverse and underrepresented backgrounds whose experiences, knowledge, and perspectives align with the lived realities of UW Tacoma’s diverse students.

**Timeline:** 2021-2022 (ongoing)

**Responsible entities:** EVCAA; Academic/Staff HR; Hiring Managers; Search Committees

**Timeline and process for development of action items:**
See appendix
ISSUE #11
Students are inundated with requests to participate in research studies, informal surveys, and assessments, etc., that are not adhering to ethical research standards

Action items:
» Regularly elicit meaningful student feedback on the campus climate and various dimensions of their experiences in and out of the classroom. However, the institution must also be mindful, intentional, and transparent about how they integrate student feedback to improve everything from the quality of academic programs to various student services.

Timeline: 2021-2022 (ongoing)
Responsible entities: EVCAA and Direct Reports in Office of Research; IR; Student Success
Timeline and process for development of action items: See appendix

ISSUE #12
Students would like to be more engaged in the UW Tacoma community outside of Registered Student Organizations.

Action items:
» Create an annual Student Community Fund through the Chancellor's Office to support graduate and undergraduate students to actively participate in campus affairs and build their own spaces.

Timeline: 2021-2022 (ongoing)
Responsible entities: Academic Affairs; Student Affairs
Timeline and process for development of action items: See appendix
ISSUE #13

Students have not had positive experiences with UW Tacoma leaders and/or do not know them well or what they do

Action items:

» UW Tacoma leaders must work on building more meaningful relationships with students. Leaders must take more direct responsibility for current and past harm done, collaborating with students on rebuilding broken trust and thinking of what restitution might look like.

Timeline: 2021-2022 (ongoing)

Responsible entities: Executive Leadership Team

Timeline and process for development of action items:
See appendix
Appendix

TIMELINE, PROCESS, AND METHODOLOGY

Timeline:
October 2021-May 2021

Process:
The Undergraduate Team had 3 co-chairs and 3 members; meetings were held weekly from October 05, 2020-November 02, 2020. The Graduate Team had with 3 co-chairs and 3 members; meetings held weekly from October 06, 2020-November 02, 2020. December 2020 onwards until March 2021, both teams merged to begin collaborating because Rankin & Associates found that most issues were shared across both populations and due to overlap in stakeholder needs. In between meetings, we used a distributive model to work independently or in smaller teams. We regularly engaged in calibration and member-checking during both data analysis and discussions to improve reliability and validity.

Summary of Methodology:
All team members carefully analyzed the climate survey final report produced by Ranken & Associates in autumn 2020 to identify significant themes related to improving the graduate and undergraduate student experience based on key problems. Based on those themes, the team came up with a tentative list of action items to directly tackle the identified problems. We also planned and conducted a series of community forums in winter 2021 quarter to further elicit feedback from underrepresented students. We launched a parallel online survey for students who were unable to attend community forums. Informed consent was sought from all community forum and online survey participants.

All community forum and online survey participants were provided with $25 gift card and entry into a raffle prize.

Targeted Outreach: For the winter 2021 community forums and surveys, we had targeted outreach to the following 11 stakeholder groups:

BIPOC students, first-generation students, formerly incarcerated students, international students, LGBTQ2+ students, students with disAbilities, students who are undocumented, and veteran students. Outreach included emails, flyers, listservs, social media, and individualized outreach to faculty, staff, and students.

Community Forums:
5 Community Forums were scheduled by Zoom in February 2021. The registration to the forums included a link to the full report along with a recorded presentation that summarized the report for students to allow time for discussion. All team members were trained in conducting and facilitating effective and equity-focused sessions using anti-racist and trauma-informed frameworks. Standard community scripts and informed consent were developed to facilitate the community forums.

A total of 6 students participated across the forums and included participants from underrepresented groups with many intersectional identities. During the forums, at least 2 team members served as co-facilitators and 2-3 team members served as note-takers.

Member-checking occurred when the co-facilitators periodically checked for understanding through paraphrasing and summarizing comments. After each forum, all team members spent 30 minutes comparing notes and debriefing.

All note-takers then sent their notes to Dr. Bhattacharya who then summarized and synthesized all raw data to roll up key themes.

Online Survey:

An anonymous online survey designed in Qualtrics was launched between January 25, 2021-February 19, 2021 that paralleled the content of the community forums. The survey allowed students to offer additional input if they did not attend a community forum or preferred to offer feedback on their own time. The survey included a link to the full report along with a recorded presentation that summarized the report for students.

Survey items included each of the 13 action items and a 4-point Likert scale asking students to vote on the urgency of each item (item scale: very urgent, urgent, not urgent, and no opinion). Open-ended comment boxes at the end of each action item and the survey allowed students to offer optional comments including recommending edits.

The survey took approximately 30 minutes for students to complete. A total of 51 responses were collected.

Data Analysis & Discussion:

Dr. Endo provided the combined teams with a condensed inter-rater reliability protocol and went over the steps to review aggregate and raw data throughout the process. This process allowed all team members to verify the content and data for accuracy, clarity, and comprehensiveness.
Quantitative Data

Dr. Stevens analyzed quantitative data and created a summary report of key findings. Tentative results identified demographic trends and showed how student participants rated the urgency of the 13 action items. Dr. Stevens presented the quantitative findings on February 26, 2021 to all team members. Team members asked clarifying questions and discussed the findings.

Qualitative Data

Dr. Bhattacharya presented the tentative qualitative findings to all team members on March 05, 2021. A coding scheme was used to categorize the action items and the responses into 3 initial categories: (1) Financial Supports and Resources for students, (2) Program-Level adaptations and Changes, and (3) Institutional and Program DEI Transformation. Dr. Bhattacharya presented the qualitative findings on March 05, 2021 to all team members. Team members asked clarifying questions and discussed the findings.