SPCC Meeting  
March 6, 2017 – 1:30 – 3:00 p.m.  GWP320 
MINUTES

<table>
<thead>
<tr>
<th>Kathleen Farrell</th>
<th>Lisa Isozaki</th>
<th>Linda Ishem</th>
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<th>Ruth Ward</th>
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<th>Alison Hendricks</th>
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<tr>
<td>Marcie Lazzari</td>
<td>X Katie Baird</td>
<td>X Riki Thompson</td>
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<td>Elizabeth</td>
<td>Hansen</td>
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<td>Amanda Figueroa</td>
<td>X Karl Smith</td>
<td>Jill Purdy</td>
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<td>Harjot Bajwa</td>
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<td>Turan Kayaoglu</td>
<td>Lauren Pressley</td>
<td>Nikolas Ahkiong</td>
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<td>Kent Thomas</td>
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1. Update/impact from first Proposal Session and Lightning Talks
   - SIF Proposal Session
     - Proposers were interested in knowing about other proposal topics in order to collaborate on similar ideas
     - As response to that interest, the SPCC provided proposal titles and descriptions to everyone that was invited to submit SIF Proposals if they gave their permission to do so
   - Lightning Talk – Equity
     - The first *Charting Our Course In Action: Lightning Talk*
     - 31 attendees
     - Very positive feedback
     - Attendees enjoyed the “bite-sized” information
     - Attendees preferred more Q&A time

2. Identification of Key Indicators of Success for each Impact Goal
   - Key success indicators (KSI) are only one way to gauge success
     - **Students and Scholarship** (Jill, Niko, Liz, Kent, Okneca)
       - **Students**
         - Looking at the types of data we want from a student perspective as far as overall experience at UW Tacoma
         - Identify data sources that already exist
         - Need to capture students’ stories (qualitative data)
         - Top priority Success Indicators:
           - Strengthen persistence to graduation for all student populations (A)
           - Increase use and assessment of high-impact educational practices across all programs and for students in all
stages of their studies, including co-curricular and global learning.(C)

- Increase student awareness of and satisfaction with the availability and accessibility of UW Tacoma resources, support and infrastructure.(F)
- Increase financial aid, scholarships, fellowships and work study opportunities.(G)

- **Scholarship** – no opportunity to discuss

- **Communities and Growth** (Linda, Katie, Marcie)
  - **Communities**
    - Need to establish definitions – engagement (spectrum of participation), transformational, synergistic
    - Need to track community members who attend events/satisfaction with
    - Need a campus calendar of events
    - Success Indicators:
      - Generally agree with those identified by VCs although need to define types of internships as well as engagement as already noted
  - **Growth**
    - Need to consider the quality of growth and relevance of our work (how to capture this?)
    - Communities/partnerships are closely linked with growth
    - Success Indicators
      - In addition to those noted by VCs, need to track majors, minors, grad programs, certificates, Key Bank programs
      - Poll community members on a yearly basis regarding Success Indicators:
        - Grow our campus, programs and learning pathways to support anticipated opportunities and respond to community needs (A)
        - Increase the regional economic activity attributable to UW Tacoma (B)
      - Success Indicator D: Increase the satisfaction among students with student life infrastructure, such as options for parking, dining, housing and recreation; can impact the extent to which students “hang out” on campus – need to seriously consider parking, dining etc.

- **Equity and Culture** (Amanda, Ruth, Alison, Riki)

  - **Equity**
    - Need to ensure we engage stakeholders in conversations about what the success indicators mean and data that are appropriate to measure those indicators
    - Need for wording clarity; this is the equity impact goal, which has more meaning than diversity.
    - Increase the number and percentage of traditionally underrepresented racial/ethnic minority faculty members and
staff by rank or position, and achieve equity in relation to promotions, compensation and workload (B)
- Better systematize and regularize the reporting of data incorporating the intersectionality of students, faculty and staff identities to inform our decision making and benchmark our achievements (C)
- Continue tracking representation of students, staff and faculty

- **Culture**
  - Use the tri-campus climate survey being developed; partner that with focus groups (qualitative data)
  - Refer to and improve upon the COACHE survey/FOE to ask FT/PT faculty, staff and students questions to get a baseline (resurvey every few years)
  - Why did you choose to come to UW Tacoma, and why did you stay…rather than why did you leave
  - How do we improve communication and explain to students, and all of campus, what we are doing and why

3. **Overarching questions/ideas:**

- Can we find ways to combine forces across goals with other committees across campus (tri-campus even?), rather than measuring one goal at a time
- Can we focus on the concept of the goal (like students, scholarship etc.) rather than the numbers (as listed in the Charting Our Course document)
- If we don’t have the data now, how do we start measuring?
- What data is available?
- How can we get feedback from students and make them feel heard?
- How can we report data in an intersectional way?
- How do we frame this and communicate to the campus?
- We need to be mindful of “intersectionalities” as we collect and report data
- We need to map how to collect data across Impact Goals campus-wide, rather than continuing to have multiple groups collecting data in multiple ways. Perhaps this could be a major focus and contribution of the SPCC…?

**Next Meeting**
March 27, 2017
1:00 – 2:30 pm
GWP 320

**Strategic Plan Coordinating Committee Values**
- Trust
- Constructive Disagreement
- Equity
- Distributed Leadership
- Transparency and Communication with community