

Targeted Stakeholder Outreach Raw Notes

April 13, 2016

I. ADVISORY BOARDS

A. Chancellor's Advisory Board [3/17]

- a. Hard to find much wanting in this process, but think about the internal alignment.
- b. USU as the overarching theme—what we did was a push poll, gave a tutorial about it and then asked about it. If asked “what are we” without intro, might get a different answer.
- c. Internal inconsistency between faculty preference for research, but the USU focus on students, also in priorities.
- d. Like the compass graphic.
- e. How is it going to be used? Now being tied directly to the campaign, branding effort.
- f. Access needs to come with support.
- g. Access needs to be paired with excellence. Keep academic standards high, need support system.
- h. In addition to access, how to you equip the students for the future.
- i. How do all disciplines prepare students for future careers?
- j. Excellence while they are here, and also after they leave, Excellence remains one of the values on the compass.
- k. What are the barriers to this process?
- l. What is the implementation strategy?
- m. Not seeing the economic development piece coming out in the priorities?
- n. Shouldn't our priorities express a direction in the research—rather than a “range”?
- o. For students—with access we want the output would be able to succeed as well as anybody.
- p. “This is pasta, looking for some sauce.”
- q. Every university has most of this, what makes us unique, two specific things—economic development and student who are being sent out to take on the world.
- r. Needs more flavor. Need to be different than other universities.
- s. Wants the definition of the output, what kind of student do we want to see graduating?
- t. The Vision, mission, and values do have a more distinct flavor, but as we drill down into priorities it becomes more generic.
- u. At the most elemental level, what do each of our local universities represent? The UPS strategic plan would look very similar.
- v. Access—not just inexpensive. We get a different profile than UWB and UWS. We want to prepare them to launch and succeed in the world.
- w. Our faculty are here because they can do research that applies here.

- x. What transforms us here, the education at UWT opens our eyes to the community we serve here. This is unique to us vs. UPS, PLU.
- y. "People's lives can change here at this university."
- z. "The sauce will be in the initiatives"
- aa. We don't have those yet, that will drive the UW Tacoma distinction.
- bb. Vision—don't see the Tacoma in it.
- cc. Mission—first line, as an USU, that is a clear statement.
- dd. "Challenging problems of our time" ... needs "and place"
- ee. Bring it down to earth, it's a bit "up in the clouds"
- ff. "A steward of place"
- gg. Do our students share that commitment, work is grounded in place?
- hh. Send back to the group appreciation from the board for the work done.
- ii. It is important that this strategic plan aligns with the community now, while we are still seen as partners.

B. Institute Advisory Board [3/18]

- a. Importance of measurement in every goal. Not "analyze", but a specific percentage or number.
- b. Create performance measures, especially the outputs. But efforts in the action plan rather than in measuring.
- c. Likes the annual action plan approach.
- d. Overall good start.
- e. The order of the priorities as presented, make sense.
- f. Not seeing a priority that aligns with the economic vitality bullet of the mission. That doesn't track through the plan.
- g. Could be part of "Community" or "Growth" but should be explicit
- h. From priorities, not seeing the two-way communication with community. It's part of how we operate, but not as an occasional outreach.
- i. Fostering collaboration was part of the data collected, should see in priorities.
- j. Need an aspirational goal—we're going to be the best in the world in these three things. Where does that fit in here?
- k. Being best in the world in something, while being a USU.
- l. For example, research being done at CUW and CDS. Cutting edge "post-quantum cryptography"
- m. Grow strategically and sustainably—sounds like any place in the world.
- n. Also goes back to measurable.
- o. If you do grow this way, what would it look like?
- p. Be cautious to pick performance measures that are meaningful. Do not deny a measurement because it's not something you are good at.
- q. Pick measures that push you and are meaningful.
- r. General expectation in community that we will get to 10K. If that's the case, when do we think we can get to this?
- s. A positive thing to plant a flag at some point.
- t. Really like the vision.
- u. Seems like it's really targeted. "thriving and equitable society by educating diverse learners"

- v. Captures the collaboration with the communities better here than in priorities.
- w. "All our communities" seems inclusive.
- x. Tacoma is there in the "UW Tacoma".
- y. In the mission, can add UW Tacoma before USU.
- z. Like "Catalyze", it's perfect!
- aa. Although might depend on target audience
- bb. Something about how as a graduate, you can find a job that you are actually interested in.
- cc. Education is an "opportunity" for career, not a guarantee.
- dd. Today, there is an expectation for students that college will help them to get a job.
- ee. Not seeing "lifelong learning"
- ff. Perhaps change first bullet in mission, instead of "every student", could be "every citizen".
- gg. More inclusive of our mission to educate lifelong learning, adults.
- hh. Inclusive of people who are not students who come to our school for various events.
- ii. A little discussion of "citizen".
- jj. "Student" doesn't reflect older students, but others wanted to see it there.
- kk. "lifelong" in front of environment?
- ll. Use "learner"? "Everyone has the opportunity to succeed"?
- mm. It feels like we've been listened to.
- nn. Curious about "common good". Seems very broad.
- oo. Make sure you create a system. Quarterly updates on initiatives. Plus an annual revision as well. Make it a system so that if you win the lottery, it will continue, because that's what you do.

C. SIAS Advisory Board [3/28]

- a. Helpful to define Urban Serving
- b. Mission and values is clear
- c. Access is paired with everything
- d. Recruitment – mission is access to Puget sound/Tacoma, how does that impact recruitment nationally and internationally?
- e. Likes emphasis on access
- f. 6 strategic priorities, only one is about students, seems off balance. Lacking Student perspective. (
- g. How to explain equity lens. Maybe Students is also a lens, permeating everything... internships, community involvement, etc. Maybe Super Values to include Students. (ie Put Students First, let knowledge serve the city)
- h. LOVE the compass graphic
- i. Catalyze the economic and SOCIAL VITALITY (Inclusive of cultural)
- j. Clear and not too wordy

II. SCHOOL DISTRICTS

A. Franklin Pierce School District [3/31]

- a. Like: "All" our communities, inclusive districts.
- b. Intrigued by strategic priorities, not jumping into the SMART goals.
- c. Like: Compass, easy to understand, and captures values well.
- d. Define: Use inspired research
- e. This resonates very much, less traditional "Ivory Tower" approach
- f. Another component to USU that's not here: economic engine
 - o UWT has transformed downtown, that can't be understated.
 - o Happy that arts and education has been transformative in Tacoma.
- g. How do you mean to grow "strategically and sustainably"? Is there a number?
 - o The way it is written is good for prompting that conversation.
- h. Partnerships with our high schools to accept credits. They often do this with community colleges. Would love the opportunity for articulation agreements with us. To provide further access across Pierce County.
- i. Existing partnerships: Pathways to Promise, AVID program, project RTI (Marcy and Diane, hired a number of interns as teachers, program is shrinking on our end, gives a high quality internship experience for the students),
- j. UWT Principal certification program, Math Science Leadership, staff in EDD program
- k. More partnerships: in the sciences, biomedical interested in partnership (recently reached out), have started computer science there
- l. More partnerships: vertical articulation, aligning equipment to make transition smoother, opportunities for students to spend time on campus and get more comfortable
- m. Agreement that it can be hard to figure out who to contact here or where to find partners.
- n. As someone who lives here, rarely gets material from us the way you do from TCC. Events, updates.. Outreach.
- o. Potential partnership around providing both of our faculties with cultural competency training (we could learn together about this)
- p. Tighter connection for handoff transition (grade 12 to 13). Literal handoff process?? Preventing summer melt
- q. Between grades, teachers have meetings to discuss the handoff of students. Can we create similar systems from 12 to 13.
 - o Using the data we are collecting within our systems to inform the process for student transitions
- r. Sessions at FP high schools with accepted students
- s. Give them lists of admitted students
- t. Students get to know the admission advisors very well. That person isn't their contact when they get here. "Looping" advisors.
- u. Marketing of Bridge handled separately from Student Transitions
 - o Scale bridge up to serve a larger number of students
- v. Efforts to get younger students on to campus. A model from WWU and Green Bay, Compass to Campus. They do it at PLU now. Welcome from provost,

former students to talk to them, admissions people talk to them. Also looking at how to include parents.

- w. Kinder to College
- x. Opportunities for FP alum at UWT to participate in events with existing FP students.
- y. Role model program, guest speakers

B. Puyallup School District [4/7]

- a. Learned about their strategic plan.
 - o Neat ideas about how their strategic vision is part of what they do—a graphic that goes on all agendas, which they call lesson plans (along with norms).
 - o Revisit three year specific projects, have quarterly check ins.
 - o They keep it simple—one mission with three pillars to support them. Clarity around the mission.
 - o 30-60-90 targets (in days). 3-6-9 months. 1-3-5 years. Nothing is a surprise, this is where we're going.
- b. Some concern about the faculty push back on Urban Serving
- c. They like the vision—says a lot in few words. Clear and concise.
- d. Why is community upside down in the graphic? Community cradle of where we sit, stay on the bottom but turn it over.
- e. Should have actions under the initiatives that we look at more than annually.
- f. Likes that we circled back to our mission.
- g. Access and equity is huge. Compass with access in the middle—anyone who wants to attend has access if you stay the course. The greater need of the region should be about that. We're going to get you to graduation and there is a place that wants you to be there. A ticket to the front row.
- h. Love the graphic—send it back to us.
- i. Access is one thing. Belief is another thing. Being on board with the mission. There is a difference between compliance and ownership. A different level to collectively own the future. Belief of students, belief of the community, belief of the faculty. How are we accountable for the collective belief we hold for the mission. What do we own? Inside access is belief.
- j. What happens after June? How do we keep the energy going in some fashion?
- k. Evaluation is compliance.
- l. They talk about Access = skills + belief + means.
 - o Importance for them to believe that this is for me.
 - o From a fixed mindset to a growth mindset.
 - o Took an article, Carolyn DeWitt, Stanford psychologist, fixed vs. growth mindset. Shared with all administrators.
 - o Tracking performance for **each** child. Relentless about each child.
 - o Relentless about their mission. Clarity of focus.
 - o Challenge is shared ownership.
- m. Has to be a living document, every day. Having 30-60-90 day goals. Modify and adjust as you go. No shooting from the hip.
- n. Tell the stories of our students. Faces with names.
- o. In terms of where they see themselves in our priorities: community, equity.

- p. Multicare in their area is short 60 nursing. They would like to have a direct admit to an LN program. School district to uni to multicare. A practical career training pathway. Blur the lines, more practical education. An example. Strategically hone in more on pathways.
- q. Avoid the “hope and wonder”. Hope it works and then wonder why it didn’t.
- r. What is the social capital of where our students come from? Where do they leave us?
- s. The reality is that UW Tacoma is the “ticket” for most of our students.

C. Tacoma School District [TBD]

III. UWT Faculty/Staff

A. Staff Association [3/15]

- a. Likes the word “collaborate” across document.
- b. Fits what we do
- c. Speaks to the silo issue seen in the data
- d. Compass rose—likes how the words are paired
- e. Likes it, needs more branding, make it truly ours.
- f. Likes “all our communities”, used to talk only about South Sound. Leaves the question of what is our focus? Good to look beyond the South Sound. Continue to discuss.
- g. Better describe “use inspired” research?
- h. Difference between “common good” and “greater good”? Likes this term, as it is more broad. Some interpretation of this line, leaves more room for personal “spin”. For student success line there were more clarifiers, perhaps could add some more details around the common good bullet.
- i. How is the word “success” being defined? A preference towards the academic, personal, professional language.
- j. Stick with “catalyze”. People in the region talk about us as a catalyst for economic development.
- k. Also likes “challenging problems of our time”, Students often talk about desire for Uni to address big societal issues.

B. Executive Council of Faculty Assembly [3/18]

- a. Generally like the Mission, Vision, Values. Priorities are open enough that it will depends on what the WIGs are
- b. Sounds distinctive, esp given need to please a range of stakeholders
- c. More distinct than UW S, the old one.
- d. Access and Equity—in the values, might want to discuss which one we want.
- e. Be very clear about how we are defining equity. Can mean different things to different people.
- f. Access with accessibility.
- g. For example, does community have access to our community research?
- h. Where are we addressing the concerns of those that are concerned with USU label?
- i. Notably, the issue that USU is too limiting.

- j. Encouraging and trying to value and appreciate this type of approach without discouraging other types.
- k. Will Vision, Mission, Values always be together? (Probably not)
- l. Concern about the lack of “research” or “scholarship” in the vision statement.
- m. Compass rose, if it stands alone, needs education or knowledge in it.
- n. Compass rose needs more consideration. Not sure that Access is right center.
- o. Limiting to four cardinal points
- p. Economic vitality, implies we are increasing money alone, or money for some and not others. Vitality is better. More balanced.
- q. Anchor institution, has to consider the needs of region. That was meant to be expansive.
- r. Could we add social, environmental to economic?
- s. Econ vitality as gentrification
- t. Language of economic vitality can be used in ways we don’t intend. Can symbolize things we don’t mean.
- u. Students hear urban serving as “less than”
- v. Advice: Mission/Values slide--make it clear what is the mission and what is the values!

C. Academic Council [3/31]

- a. What is missing is teaching. Where does it come up?
- b. (In students)
- c. Different definitions of partnership and collaboration (should discuss that)
- d. Accountability—making sure that accountability is incorporated into the goals.
- e. Like: “Foster a climate and culture where we are inspired to do our best work.
- f. Like: Putting our own voice on urban serving instead of generic fillers.
- g. Still need to define equity.
- h. Equity vanishes from the vision as you go into Mission and Values
- i. Is it implicit? Should make it visible so doesn’t disappear.
- j. Great job! Terrific to get excited about it.
- k. Want to see something in here with teeth that has structure. Not abstract. What are our concrete priorities?

D. Race and Equity Steering Committee (plus guests) [4/11]

- a. Making sure we are accountable to the plan, our value of diversity and equity.
- b. Community as more than wealthy donors.
- c. A sense of urgency around action to address hostility around issues of race and diversity.
- d. What concrete programs, and how to measure?
- e. WIG—UC presidents post-doctoral program, recruitment and retention of faculty of color.
- f. Wildly Impactful *actions* rather than goals,
- g. In values: rather than *diversity*, consider changing to *equity*

- h. A campus conversation about what equity means especially in contrast to equality. Major structural reform might be needed.
- i. If remains as a goal, but not an impactful action, then doesn't work. Example from City of Tacoma.
- j. More discussion around what it means to expand access. What it means and looks like on an Urban Serving campus.
- k. Initiative is still not a program. The program (task), how it happens, in the annual action plan.
- l. Who is accountable? Reminder to make sure not to put more accountability on students if we're not providing what they need. Burden on students—ex to find classes with HIPs, to express themselves in the face of micro-aggressions.
- m. In priorities, need to be more explicit about faculty development.
- n. Examining the AAC&U HIPs and adapting them to work for us and our students. We might have our own HIPs.
- o. Add benchmarks—by year 1 we want to achieve x, by year 2 we want to achieve y.
- p. Dubious about implementation. Wants to see the mechanics to make sure there will be accountability.
- q. At the end of the day, leadership has responsibility.
- r. There is a sense of urgency around issues of equity, get to it already!!!
- s. Avoid all talk no action. Committees and task forces with no accountability and transparency.
- t. Specifically calling out in the plan: structural and institutional racism.
- u. Add all the “-isms”
- v. We don't have a bias incidence report process. Most major institutions do have that.
- w. Bias incidence report is a key part of student success and needs to be included.
 - In this mechanism, need a third party for oversight.
 - “Faculty of concern” process?
- x. Finding a way to incorporate thinking about big structural problems. Racism as a structural problem rather than a behavioral one. Antiracist structural change.
 - For example the grading system. Unnecessary ranking system. Individualizes failure.
- y. Summary: VMV look great! (On paper. Anxious to get to the action phase.)