STANDING COMMITTEES

Academic and Student Affairs Committee

Building a Model for a 21st Century Urban-Serving University: Design for Social Mobility and Community Impact

INFORMATION

For information only.

BACKGROUND

In October 2015 UW Tacoma’s presentation to the Board began with the question we were asking our students, faculty, staff and our community at large. “What positive role can UW Tacoma play in achieving your aspirations?” The answers to this question fueled our strategic planning process and set in motion UW Tacoma’s vision for the next twenty-five years of impact. The six impact goals that resulted have closely driven our strategic actions. We have solidified our role as an anchor institution for this community as we continue our work as Washington’s urban-serving university. Concurrently, we have successfully driven the campus toward sustainable academic and financial practices and have clarified measurable goals to achieve student success. The result has been expanded access to higher education in an environment where every student has the opportunity to not only succeed but to thrive with a promise of a bright future. UW Tacoma has positioned itself to serve as a national model for social mobility and transformational impact on students and their families.

As an institution, we endeavor to cross the boundaries of structural and social factors that positively impact these opportunities for social mobility and subsequently position us for national leadership in this important educational sector. Social change brings improvement in every aspect of life i.e. social, political, educational and economic. Our region is changing rapidly and is becoming an urban oasis and a major destination regionally and nationally for younger families and their children. Likewise, the demographics of our students are changing and trending toward the exact population needing to be served across the nation. It is critical that expertise serving this new demographic be developed over the next several decades for this region, this state, and our entire country to continue to prosper. Our goal is to create an atmosphere where these students can succeed, unhampered by their financial burdens and the complexities of their daily lives.

Within our campus community, we have bolstered our student support systems. Administrative and academic organizational structures have been modified. Financial practices and administrative policies have been enhanced to provide for
longer-term financial sustainability and our physical plant is being adapted and expanded to accommodate the development of critical new academic disciplines, growth in the student body and the improved services to support their success. UW Tacoma is distinctive academically because of our interdisciplinary approach to addressing the problems of our time. Our strategy is built around this identity, and it is reflected in our structure. Over the past year, our campus has worked to reorganize and align all of our structures to support integration and synergy in academics and in student support.

Three of our units achieved School status in July, joining four existing Schools at the Tacoma campus. Each school is organized to support interdisciplinary problem solving, bringing together faculty and students in multiple fields without departments or subunits that might create silos of knowledge. We have launched an Office of Community Partnerships that serves as “front door” for local and global community partners with whom faculty and student collaborate. We also launched a Global Innovation and Design Lab where students use design thinking principles and a makerspace to rapidly prototype new solutions to challenges in healthcare, education, industry, and public life. As we implement the Academic Plan developed with faculty, we will be able to link new degrees in engineering and environmental science with our Center for Urban Waters, engaging students in scientific analysis, infrastructure design, and policymaking efforts in the Port of Tacoma and Puget Sound. We have updated our research support system to build communities of scholars who are building knowledge on related topics. In partnership with the UW Graduate School, we have appointed a faculty Director of Graduate Studies to foster collaboration and improve student support. We have also launched a consortium for faculty development that focuses on four key areas: equity & inclusion, research & scholarship, teaching & learning, and service & leadership.

These investments are crucial to our goal of empowering students to become leaders and agents of change. Students are at the center of all we do, so we’ve also reorganized around supporting students. We have created leadership roles focused on student success in both Academic Affairs and Student Affairs, helping faculty and staff partner in and out of the classroom. Our focus is on knowing our students and providing them with wrap-around services to meet their needs. We are using both quantitative and qualitative approaches, from building a data system that allows us to see curricular obstacles and achievement gaps, to a student transitions team that proactively engages with students at critical points on their path through the university. Our First Generation Fellows program offers workshops and peer mentors and builds community among students who are first
in their family to attend college. We’ve developed an integrated system of support for a host of human needs, including a food pantry, subsidized housing vouchers, emergency financial aid, a dedicated social worker, and expanded counseling services. Each quarter, our campus library purchases every assigned textbook that costs more than $75 dollars so that students can access vital educational resources even if they can’t afford to buy them. Finally, we are piloting completion coaches who personally connect with students who leading indicators suggest are at risk of dropping out of college.

As a result of these efforts, our organization chart doesn’t look like those of other universities. Our structural design reflects our desire to create a more integrated and nimble system for decision-making, resource allocation, and most importantly, action, all in the service of transforming the lives of our diverse students.

We know that a critical part of student success work entails that we must intentionally create learning environments both in and outside of the classroom that foster a sense of belonging, community, and engagement among our students. When students feel part of a community, they are more likely to engage in the life of the campus. This will result in them taking advantage of the array of resources and offerings at UW Tacoma available to help them pursue their career goals, passions, and aspirations to become leaders and change makers in their communities and beyond.

In order to lay a foundation to support student success, we need to not only reorganize our administrative and organizational systems and practices, but also expand and realign our physical spaces so that they help us produce outcomes associated with success.

Rethinking our use of physical space is so vital because it serves as one of the boldest expressions of our commitment to create educationally purposeful environments that help our students flourish and persist until graduation. This past year we have completed the predesign phase of new project that will result in the creation of a new learning and engagement space in the Snoqualmie Building called the “Learning Commons.” This new space essentially connects three existing units together. It brings the Center for Equity & Inclusion (CEI) into a more centralized location on campus as well as realigns and expands existing spaces assigned to Teaching & Learning Center and the Library that will improve service delivery and increase their capacity to serve a growing student population. The Learning Commons will serve as a welcome center for our
campus as well as a major hub for student learning and engagement. By housing the CEI in the Learning Commons, the University will increase the visibility and access to programs that foster identity development, community building, and belonging, for all students, and in particular, students from historically marginalized communities.

As a learning and engagement space, the Learning Commons will be designed to foster informal (episodic) and formal (planned) interactions among students from diverse backgrounds and communities. Students will have access to classrooms that support active learning, independent study spaces, and multi-purpose meeting spaces that foster collaboration and dialogue. Moreover, by having CEI, TLC, and Library Services collocated in the Commons, we will be able to enhance our wraparound service offerings through creating a community of care network. We believe this network will help students navigate the campus and their programs of study more seamlessly.

Attachments

1. Presenters’ Biographical Information
2. Building a Model for a 21st Century Urban-Serving University: Design for Social Mobility and Community Impact (slides)
3. UW Tacoma Fact Card 2019
4. UWT Strategic Plan Pocket Guide
5. UW Tacoma Campaign Progress as of October 1, 2019
Presenters’ biographical information

Jill Purdy, Executive Vice Chancellor for Academic Affairs

Jill Purdy is Executive Vice Chancellor of Academic Affairs and a Professor in the Milgard School of Business at the University of Washington Tacoma. She earned her doctorate in Management and Organization from Pennsylvania State University and joined UW Tacoma in 1994 as a founding member of the business faculty. Her scholarly work focuses on institutional dynamics, cross-sector collaboration, negotiation and conflict resolution, and corporate social responsibility. In 2005 she was a Fulbright Scholar in Iceland, where she taught intercultural negotiation and studied the unfolding conflict surrounding development of a new hydroelectric facility in an environmentally-sensitive arctic ecosystem. From 2007-2009 Dr. Purdy served as visiting faculty at the Helsinki School of Economics/Aalto University where she conducted research on how national and regional economic policies influence private sector contributions to the common good. Dr. Purdy’s research appears in such journals as Academy of Management Journal, Academy of Management Review, Business Ethics Quarterly, and Public Administration Review. She is author, with Barbara Gray, of Collaborating for Our Future: Multistakeholder Partnerships for Solving Complex Problems (Oxford University Press, 2018). Dr. Purdy has previously served in several administrative roles at UW Tacoma, including Associate Vice Chancellor for Undergraduate Affairs, Interim Dean of the Milgard School of Business, Chair of Faculty Assembly, and Faculty Director of the Center for Leadership and Social Responsibility. In 2014 she was honored with UW Tacoma’s Distinguished Community Engagement award.

James McShay, Assistant Chancellor for Equity & Inclusion

Dr. James McShay oversees the Center for Equity & Inclusion and leads initiatives, programs and research efforts that foster a culture of equity, inclusion, and success for students, faculty and staff at the University. Prior to coming to UW Tacoma, Dr. McShay directed the Office of Multicultural Involvement & Community Advocacy at the University of Maryland, College Park. He is the former Director of Undergraduate Education for the Department of Curriculum and Instruction at Iowa State University and served as the faculty director for a campus-wide program called Dialogues on Diversity. He has taught undergraduate and graduate courses in multicultural education, ethnicity and learning, antiracist education and multicultural practice in student affairs. Some of his research interests include uses of critical pedagogy in K-16 education, intersectional learning and engagement in Student Affairs, and digital learning technologies and critical multicultural education. His published works can be found in the Journal of Multicultural Perspectives; Multicultural Education and Technology Journal; New Directions for Student Services; Journal of Student Affairs Research and Practice; and Critical Multiculturalism: From Theory to Praxis. Dr. McShay’s administrative responsibilities, teaching and research have focused on promoting educational practices and interventions that foster college students’ understandings about intersecting identities, power and privilege and how these concepts are shaped by ideologies, social institutions and historical formations within the context of K-16 schools and society.
Building a Model for a 21st Century Urban-Serving University: Design for Social Mobility and Community Impact

Mark A. Pagano
Chancellor, UW Tacoma
The University of Washington Tacoma will establish its own unique UW brand by becoming the premiere mid-sized public university campus in the country. It will accomplish this by operating at the intersection of **access** and **excellence** as it provides transformative experiences in a nurturing and inclusive environment that boldly embraces the assets of our diverse student body. In addition to traditional research, the campus will champion faculty’s public scholarship that includes our community partners and instills in students, not only a deep sense of belonging, but also inspires them to embrace the civic-minded and social justice principles of their learning experiences into their subsequent lives and careers.
46 Acre Tract

With only about 35% Developed

Private Developments

Possible Uncommitted UWT Space
Most of us envision college students as 18–21-year-olds fresh out of high school. That’s no longer the reality. Changes in the profile of today’s students help explain why so many Americans are failing to earn any sort of postsecondary credential.

**WHO THEY ARE**

- **37%** are 25 or older
- **42%** are students of color
- **46%** are first-generation college students

**HOW THEY LIVE AND WORK**

- **40%** work full time
- **13%** live on campus
- **36%** don’t know where their next meal is coming from

**THE CHALLENGES THEY FACE**

- **68%** graduate with student loan debt
- **$25k+** is the average student loan debt

Source: luminafoundation.org
Most of us envision college students as 18–21-year-olds fresh out of high school. That’s no longer the reality. Changes in the profile of today’s students help explain why so many Americans are failing to earn any sort of postsecondary credential.

### WHO THEY ARE

<table>
<thead>
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<th>Description</th>
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<tr>
<td>29%</td>
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<td>57%</td>
<td>are students of color</td>
</tr>
<tr>
<td>56%</td>
<td>are first-generation college students</td>
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### HOW THEY LIVE AND WORK

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<td>40%</td>
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<tr>
<td>6%</td>
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<tr>
<td>32%</td>
<td>don’t know where their next meal is coming from</td>
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### THE CHALLENGES THEY FACE

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<th>Percentage</th>
<th>Description</th>
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<tr>
<td>50%</td>
<td>graduate with student loan debt</td>
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<tr>
<td>$21k+</td>
<td>is the average student loan debt</td>
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</table>
PIERCE COUNTY IS GROWING
and has become a major destination, regionally and nationally, particularly for younger families and their children

75,000 person
Population Increase between 2014 & 2019
+9.1%

20% of our population is under the AGE OF 15 with more millennials than other areas of our size nationally

9.3% Job Growth between 2014 & 2019 totaling about 378,000
+2.4% NATIONAL AVG.

MENIAN AGE OF 36 and holding steady
King and Thurston County are rising to averages of 37 & 40
93.3% of our students are from Washington
SNOQUALMIE 1ST FLOOR

Center for Equity & Inclusion / Teaching & Learning Center
SNOQUALMIE 1ST FLOOR

Welcome Desk
TIOGA LIBRARY BUILDING 1ST FLOOR

Jefferson Avenue entrance
TIOGA LIBRARY BUILDING 1ST FLOOR

Skybridge entrance from Snoqualmie Building
2019-20
CAMPUS FACTS
UNIVERSITY of WASHINGTON | TACOMA

CHANCELLOR
Mark A. Pagano

YEAR ESTABLISHED 1990

FACULTY 358  STAFF 396

STUDENT-FACULTY RATIO 16:1

FULL-TIME RESIDENT ANNUAL TUITION FOR 2019–20
- Undergraduate .............. $11,639
- Graduate† ...................... $19,467
Includes Autumn, Winter and Spring quarters. Graduate tuition varies by program.

ENDOWMENT
$49.7 million as of July 1, 2019

17% Military-affiliated students

8/10 Alumni stay in Washington

56% of undergraduate students are First to College or First to Degree

32% of undergraduate students are Underrepresented minorities
57% students of color

23,463 Degrees/Certificates Awarded since 1990

93% of our students are from Washington*
72% Come from Pierce, Thurston, or South King County
* as determined by application home address

5,352 Student Headcount

Degrees/Certificates Awarded since 1990
Offering over **50 undergraduate** degree programs and options, **12 graduate degrees** and a variety of professional development courses and certificates.

**STUDENT PROFILE**

| 651 | First-Year Enrollment |
| 2,770 | School of Interdisciplinary Arts & Sciences |
| 821 | School of Engineering & Technology |
| 810 | Milgard School of Business |
| 424 | Social Work & Criminal Justice |
| 242 | Nursing & Healthcare Leadership |
| 141 | School of Education |
| 113 | Urban Studies |

| Caucasian | 40% |
| Asian American | 19% |
| Hispanic/Latino | 14% |
| African American | 9% |
| Two or More Indicated | 8% |
| International | 5% |
| Hawaiian/Pacific Islander | 1% |
| Native American | 1% |
| Not Indicated | 3% |

| 53% | Female |
| 47% | Male |
| 84% | Attend full-time |
| 73% | Receive financial aid |
| 45% | Eligible for Pell grants |

WHERE DO UW TACOMA STUDENTS COME FROM?

**TOP HIGH SCHOOLS**
1. Puyallup HS
2. Kentridge HS
3. Curtis HS
4. Mt. Tahoma HS
5. Kent Meridian HS

**TOP COMMUNITY COLLEGES**
1. Tacoma Community College
2. Pierce College
3. Highline College
4. Green River College
5. Olympic College

$50.1 million in financial aid was awarded in 2017-18 academic year.

The campus consists of **22 buildings** on 46 acres with a total of 1,001,112 sq. ft. of active campus space.

**50 retail, restaurants** & office tenants lease almost 120,000 sq. ft. of campus commercial space, registering more than **$17 million** in annual revenue.

UW Tacoma’s overall **economic impact** to the state of Washington was **$313.5 million**. *(Parker Philips, April 2019)*

Court 17 Student Housing is home to **280 students** living on campus.

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*Unless otherwise noted, all information shown is current as of Autumn quarter 2019.*
CHARTING OUR COURSE
UW Tacoma’s Strategic Plan 2016–2021

Charting Our Course was created through a broad participatory process gathering input from over 1,000 stakeholders, including students, faculty, staff, alumni and community members.

The plan sharpens our focus on our:

- Compelling urban-serving mission
- Passion for access as the central value
- Commitment to meaningful, measurable results

Under six strategic priorities that were identified—Students, Communities, Scholarship, Equity, Culture, and Growth—the plan lays out Impact Goals with Indicators that will help us gauge our progress.

Included in this update are some 2018-19 campus highlights that support our strategic plan.

VISION
The University of Washington Tacoma fosters a thriving and equitable society by educating diverse learners and expanding knowledge through partnership and collaboration with all our communities.

MISSION
As an urban-serving university, we:

- Expand access to higher education in an environment where every student has the opportunity to succeed
- Foster scholarship, research and creativity to address the challenging problems of our time and place
- Partner and collaborate for common good
- Catalyze the economic and social vitality of the region

WE ARE
UW TACOMA
"BEST BANG FOR THE BUCK" IN THE WEST
WASHINGTON MONTHLY AUG 2019
FASTEST-GROWING MASTER’S GRANTING PUBLIC UNIVERSITY
CHRONICLE OF HIGHER EDUCATION AUG 2018
VALUE IN THE NATION
TOP 20
MOST DIVERSE COLLEGES IN U.S.
NICHE.COM 2018 BEST COLLEGES
4
WE ARE
BOUNDLESS
The UW Tacoma experience empowers students to achieve their dreams.

**Prospective Student DREAMS**

From 2017-2019, eight prospective student ambassadors conducted 32 DREAMS workshops for 126 middle and high school students who visited UW Tacoma. These student ambassadors focused on major and related career pathways – building dreams for those students to see their path forward. This project was presented at a national conference and is continuing as a model for inspiring youth to envision their college pathway.

**Building Infrastructure for OER**

SIF funded the University’s first SIF project with Student Affairs/Student Transitions & Success.

**Academic Affairs and Student Leadership**

The rising cost of textbooks is creating a barrier to students to see their path forward. This project was presented at a national conference and is continuing as a model for inspiring youth to envision their college pathway.

**Student Affairs/Student Transitions & Success**

**Legal Pathways**

Legal Pathways at UW Tacoma is a new initiative, funded by the Washington State Legislature, to build and support law-related opportunities and curricula on campus and to promote the success of students interested in pursuing law school, other graduate and professional studies related to law, and law-related careers.

**Community Partnerships Office**

UW Tacoma has launched the Office of Community Partnerships to operationalize and support the efforts of our faculty and staff to support the campus mission through community partnerships that create an ecosystem of support for students to achieve their dreams.

**Community Partnerships Office**

The 2019-2020 SIF project included a student award and event to promote the value of working on campus as a student employee. This SIF-funded project included a student award and event to promote the value of working on campus as a student employee.

**EEE Department**

Funding of New Engineering Programs

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CAMPAIGN PROGRESS as of 10/1/2019

$51,191,194

Met Initial Target 8/2018
NEW GOAL $55,000,000

Progress Fiscal Year to Date
(in millions, July 1 - June 30)

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$14,148,213
$3,611,447
$1,696,431
$3,808,806

DONOR HOUSEHOLDS
+58% over previous campaign (3,031)

Board Giving in FY 2019

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<th>Board Donors</th>
<th>Associated Entity Donors</th>
<th>Rate</th>
<th>Campaign Total</th>
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<tr>
<td>Campaign Committee</td>
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Board Giving Campaign Total

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