

SCHOOL OF INTERDISCIPLINARY ARTS AND SCIENCE
UNIVERSITY OF WASHINGTON TACOMA
Academic Program Review 1 Year Update Report

Dean: Anne Clark Bartlett, PhD
Graduate Program Director: Riki Thompson, PhD

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Improving Vision, Communication, Culture, & Organizational Structure of SIAS

The School of Interdisciplinary Arts and Sciences has grown from a small Liberal Studies program when the UW Tacoma campus started in 1996 to a mature non-departmentalized school with 142 faculty members, 1368 undergraduate majors, and 30 graduate students in 2017-18. SIAS contributes greatly to general education and electives campus-wide. Some 50% of faculty teaching is devoted to non-major courses. Along with this growth have come some adjustments to accommodate larger scale and a broader range of faculty and students. These have included becoming a school in 2013 and, starting in 2016, an effort to evaluate the school's structure.

Organizational Structure

The restructuring effort is described briefly in the response document prepared for the 2017 Academic Program Review. The APR advised the following:

Engage in a coordinated, transparent, and strategic planning process to address the structural inefficiencies of the School. Fully support the recently established "structure task force" and prioritize a collaborative effort to reconsider the current divisional structure based on its findings. We strongly encourage SIAS administration to make addressing the school's structural constraints its top priority in the 2017-18 academic year.

Our progress has been substantial. A Structure Task Force engaged in systematic information gathering and research on faculty perceptions in 2016-17. In the 2017-18 academic year, the focus shifted to investigating sustainable and scalable organizational models for SIAS. In a series of well-attended and lively discussions, the 2017-18 Structure Task Force gathered feedback from faculty, staff, and administration on the benefits of, problems with, and constraints on proposed organizational structures. In June 2018, the SIAS faculty voted to charge the 2018-19 Structure Task Force with developing a detailed proposal for departmentalization, with the intention that the new structure would be put to a faculty vote in the spring of 2019.

The 2018-2019 Structure Task Force began its work in the summer of 2018. They first synthesized the information gathered from previous Structure Task Forces and established a set of values and goals for the departmentalization process. The 2018-2019 Structure Task Force also consulted with experts on the faculty code to better understand the institutional processes around departmentalization. Finally, the Task Force gathered data on total student credit hours taught by SIAS faculty in previous academic years and fiscal resources available to support faculty governance with the departments. The Task Force used this information to construct two proposed departmental structures for SIAS: one with three departments and one with seven departments. These models were designed to illustrate potential tradeoffs inherent in departmentalization. For example, a large number of small departments allows for more homogenous clusters of faculty but presents challenges in terms of balance across faculty ranks and total student credit hours

taught. These models were presented to the SIAS faculty at the beginning of the Fall quarter for discussion. Since that time, additional models with four and five departments have been developed and discussed with faculty.

The Task Force is currently considering what proposed structure can best support interdisciplinarity and diversity in SIAS, while also reducing faculty workload, and improving governance, flexibility, and administrative efficiency. The Task Force recognizes that the outcome of this process must represent a shared vision of SIAS. We expect that the result will be a structure that addresses the major “structural constraints” noted in the Academic Program Review, including the heavy personnel-related workload and the perceived lack of meaningful participation. The latter is perhaps the most significant reform expected from restructuring: in the current structure, division chairs have many of the responsibilities but little of the authority of department chairs. A departmental structure would allow chairs to participate in a more meaningful way at the same time as it focuses school-level service work on cross-divisional, cross-disciplinary issues.

The APR Team requested that SIAS articulate the School’s core values and prioritize them in all school-level decisions. We affirmed our core values at the 2017 Fall Retreat, identified where they are practiced, and sought opportunities for greater engagement. However, we expect that SIAS will need to revisit values after Structure Task Force work is completed. (See Appendix)

The growth of SIAS has offered opportunities to reflect on the values that guide our contributions to the academic mission of the UW Tacoma campus, another area that was called out in the recent Academic Program Review. UW Tacoma itself recently engaged in a campus-wide strategic planning effort (2015-16) led by an SIAS faculty member, Bonnie Becker (at the time Associate Dean of Curriculum and Academic Initiatives in SIAS). Many of the themes in the UW Tacoma strategic plan, *Charting our Course*, echo those of SIAS (e.g. equity and interdisciplinarity), and SIAS faculty are leading several campus initiatives that originated as part of the strategic plan. Parallel to the campus strategic planning process, SIAS affirmed but did not significantly revise its own strategic plan. Dean Bartlett is planning, with the help of Assistant Chancellor Joseph Lawless, to revisit the SIAS strategic plan in a more systematic way before restructuring.

In addition, partially in response to the 2017 Academic Program Review, several recent SIAS initiatives have emerged to enhance SIAS core values of interdisciplinarity and diversity and inclusion, as well as issues of transparency, shared governance, and community building at all levels, including divisional, that enhance meaningful participation. Some of these initiatives are discussed below. The following are just a few examples of other ongoing projects, coordinated by faculty, staff, and administration, that directly address issues covered in the Academic Program Review:

- Development of internal SIAS grants to fund interdisciplinary collaboration, including teaching (Associate Dean Jim Gawel)

- Recognition of a distinct cohort of MAIS faculty (MAIS Director Riki Thompson)
- Revision of SIAS meeting ground rules (Diversity Council)
- Training for faculty interested in facilitating meetings, and a move toward increased faculty facilitation of SIAS meetings (Dean's Office/Faculty Council)
- Improved communication between Faculty Council representatives and constituencies (Faculty Council)

As a means of more than just promoting, but also incentivizing, community building across majors and divisions, and further building upon our interdisciplinary foundation, we are initiating SIAS' first Interdisciplinary Teaching and Scholarship Collaboration (ITaSC) grants in the 2018-19 academic year. These seed grants will support faculty collaborations through summer stipends to create interdisciplinary courses, community initiatives, and scholarship clusters.

Communication and Transparency

The APR Team suggested that SIAS prioritize communication along the lines of the following:

Address the pervasive perception that communication and decision making in SIAS is overly administrative and opaque. Prioritize the practice of transparent, respectful communication at all levels.

Over the last year, the Dean's Office has taken steps to address these issues in a variety of ways, including increasing the frequency of communication through emails and reconfiguring faculty meetings for greater participation. With the hiring of an Assistant to the Dean during the year, communication to faculty and staff has become more frequent, consistent and accessible and there has been a great deal of effort to get policies written down and available on the HUB (the SIAS web-based resource space). Meeting minutes are more thorough and action items are highlighted. Ground rules and norms are made visible at all faculty and staff meetings, and facilitators have been brought in to aid with communication for the foreseeable future. In addition, professional development opportunities have been offered to support faculty and staff on multiple levels (e.g., CARE workshops, Courageous Conversations, Facilitator Training, etc.)

Workload

In addition, the APR team asked us to address the service workload for faculty, which has been a source of much anxiety, negatively affecting morale. During the 2017 SIAS Fall Retreat, data was collected on key points raised by faculty on service workload. Once Structure Task Force 3.0 decisions have been made, the summary of retreat workshop findings will be returned to the faculty, who will set expectations for service burdens and leadership roles with respect to faculty rank (TT/non-TT). The Associate Dean for Faculty Support and Initiatives is also currently assessing the number and type of service assignments being borne by its faculty and will propose changes to SIAS Faculty Council and UWT Faculty Assembly to reduce the number of assignments needing to be filled.

Finally, service for all faculty will be measured against the created expectations and considered as part of merit review for all faculty.

Culture

The APR Team suggested the need for SIAS to “Incorporate a strategic School-wide plan for increasing diversity at all levels. Prioritize Diversity and Inclusion in all SIAS practices and decisions “. In response to that suggestion, the Dean’s Diversity Advisory Council (DAC) was created.

The Dean’s Diversity Advisory Council (DAC) was convened by the Dean of SIAS in Autumn of 2018 with representation from cross-divisional faculty and staff. DAC was established both in response to the APR Report and as a general advisory group for faculty and staff-related issues. In its first year, the Council elected co-chairs and created by-laws, then worked to revise/create meeting ground rules. These ground rules emphasize inclusive, fair and productive conversations. DAC presented the ground rules as well as a detailed document on justification and explanation at the final SIAS meeting in the Spring quarter. The ground rules have gone into effect as of Autumn 2018.

DAC’s central task AY 2018-2019 is the development and implementation of a Diversity Action Plan for SIAS. The council will address these three pillars: SIAS climate, SIAS hiring / retention / promotion, and inclusive pedagogy. We can already see changes from our immediate efforts. For example, we hired eight faculty last year; of these 5 are Latinx, 1 is Asian, and 2 are White. We attribute this to the foregrounding of diversity in the search process and following best practices. Of continuing efforts will be focused on the DAC work groups, which will address these specific objectives:

- Ensure coordination/compliance with UW and UWT diversity values, initiatives, projects, and policies
- Ensure that the Diversity Advisory Council, as SIAS’s centralizing and guiding body for diversity, does rapid and expansive work to address pressure points with a goal to “increasing diversity at all levels [including equity and inclusion]”
- Find common ground in understanding what SIAS means by diversity
- Address and end the climate of racial hostility
- Increase hiring/retention/advancement of underrepresented minorities in faculty, staff, and administrative positions
- Protect, mentor, and support vulnerable students
- Provide equity and inclusion in work and learning environments

DAC is currently identifying priorities from three comprehensive lists of diversity-related projects, programs and incentives, many of which are already in place in SIAS. DAC is also prioritizing strategic goals related to climate, retention and inclusive pedagogy for this academic year. One item on the list is to develop a website for DAC that communicates members, values, goals, and outcomes. This page will link to UWT’s

broader diversity initiatives, and will include resources related to tri-campus goals and values.

Improving MAIS Program and Graduate Student Experiences

The APR Team recommended that a core group of SIAS faculty should be cultivated, publicly named as MAIS faculty mentors, and incentivized for mentoring MAIS students.

Cultivating a Cohort of MAIS Faculty

In order to cultivate a cohort of faculty dedicated to MAIS, we needed to identify who contributes to the program, and the various ways in which they contribute. We began by tracking which faculty support the program through teaching, mentoring, and committee service. Those who teach courses that directly serve the MAIS degree tracks are easily recognized, whereas those teaching independent study or 400/500 level courses that fulfill MAIS elective requirements are difficult to track.

In the last year, we have instituted a number of ways to make faculty contributions to MAIS more work visible, including recognition on the MAIS website and MAIS kudos through the SIAS listserv. We are also in the process of updating the MAIS website, which includes a “People” page to list faculty and show their involvement in the program (along with a link to the UW Graduate Faculty Locator); these changes are expected to be live by Jan 2019. In addition, over the last few years, we have been including a “Faculty Spotlight” on the MAIS blog Masterly Musings to recognize contributions of faculty involved in the program. In addition, last year the MAIS leadership team visited each of the divisions to promote the program, recognize dedicated faculty, answer questions about engaging with MAIS, and elicit feedback to bring to our assessment efforts.

Workload

The APR Team also suggested that we instigate a system to ensure that the work of graduate faculty mentors and capstone advisors is evenly distributed amongst the pool of trained and committed faculty. The task of managing an equitable division of workload among mentors remains a challenge for a number of reasons. Rather than focus our energies on spreading out the work across more faculty, we have an opportunity to cultivate a cohort of faculty that is already committed and sought out by students. Over the years there has been a group of committed faculty members who serve the program in various ways. In the early phases of our assessment work, we noted that a large percentage of MAIS students are graduates of UWT, recruited from a few majors, especially from the SHS division, with support from faculty who offer to continue to mentor students if accepted. MAIS is looking for ways to more intentionally support these faculty in continuing to cultivate mentoring relationships with UWT students from the undergraduate to graduate level. It is on our agenda to explore the possibility and viability of developing a 5-year BA to MA option to improve time to graduation for students and engagement for faculty in the program.

One of the challenges with workload equity is the unresolved policy issue about whether lecturers can hold Graduate Faculty status which has been passed by Faculty Council and will be voted on by the full faculty in the January 2019 SIAS meeting. Since most SIAS lecturers do not hold Graduate Faculty status at this time, the workload of teaching MAIS core curriculum and Chairing thesis/project committees has fallen on the shoulders of tenure-track faculty, which comprises about half of the SIAS faculty. As stated in the recent Graduate Status Task Force Report, faculty surveyed in Spring 2016 indicated that while a good portion of faculty have an interest in serving on Master's committees (over 80% of tenured and tenure-track faculty respondents indicated interest in chairing Master's committees and over 85% indicated interest in serving as a Master's thesis reader whereas about 30% of lecturer respondents indicated interest in chairing Master's committees and over 50% indicated interest in serving as a Master's thesis reader), 60% percent of those surveyed from both tenure-track and lecturer ranks expressed concern about implicit expectations that lecturers take on the additional and uncompensated work of graduate student supervision. While this data does not suggest that half of SIAS faculty are interested in serving as mentors and unable due to Graduate Status, it does suggest that there is an interest by about a good portion who are currently unable. It is clear that the majority of faculty at all ranks are concerned about the relation between compensation and supervising student research and these issues are currently on Faculty Council's agenda.

The resolution of the Graduate Faculty status issue will allow MAIS to identify and make visible to students which faculty members are eligible to serve as mentors. A related policy issue, which is also being discussed in Faculty Council this year, is the points-based course release compensation system for supervising student research (both graduate and undergraduate). With the absence of a clear process for honoring and allocating course releases, faculty have been less willing to take on the additional workload of supervising culminating projects and serving as mentors for new students. Faculty Council is currently working on a process for the allocation of course releases and the Dean's Office will provide three course releases to be compensated this year to support this teaching work. We hope that resolution of key issues around Graduate Faculty status and compensation for supervising student research will alleviate some of the concerns.

An additional obstacle to cultivating a cohort of dedicated MAIS faculty is a structural one. With the last restructuring of IAS into a school with divisions and majors, faculty have become more connected to "home" divisions and obligated to needs of undergraduate majors in those divisions. Further distance from a graduate program that sits outside of majors and divisions, our one current graduate program sits in a precarious place, with its needs conflicting with those of undergraduate programs. This is especially true in terms of staffing courses and supervising student research. It is our hope that the current work of Faculty Council and the Structure Task Force will remedy these obstacles. These problems are not just MAIS problems, and they need to be resolved if we want to have vibrant graduate programs in the future.

As part of the MAIS Assessment that is underway, data is being collected about faculty interest in teaching in the program as it currently exists. Faculty are also invited to make suggestions for curricular revision. While the MAIS program went through some revisions in 2013 to provide transcriptable degree options in *Community and Social Change* and *Nonprofit Studies*, the core curriculum remains largely the same since the program was developed almost 20 years ago. We hope that our assessment efforts provide valuable information about whether we need to make changes to our curriculum and how we might revise it to better reflect the areas of specialization of current faculty interested in participating in graduate education and the needs of our students.

Improving Graduate Student Experience

We appreciate the suggestions that the APR team provided in terms of mentoring, as this is an area we have been working on the last few years, with marked success (See Appendix: Mentoring Process). The APR team recommended that we assign faculty mentors for new students and capstone advisors, which is a practice we instituted a few years ago. However, the program review made visible that some students and faculty were not aware of this relatively new process. Since the review, we have adapted our process of communication and have done outreach to all of the SIAS divisions to update faculty. Students are now assigned an incoming “research supervisor” who agrees to support new students during their first year in the MAIS program. The Graduate Program Director serves as a liaison, sending students and faculty a copy of the graduate school’s handbook for mentors and mentees at the beginning of the year, and providing guidance about expectations through a faculty/student agreement that is signed by both parties. As of this year, the program sends research supervisors a quarterly survey about student progress and follows up with the faculty and students in the Spring to confirm or adjust ongoing mentorship.

It does not make sense that “every MAIS student should be assigned a capstone advisor affiliated with the MAIS program by the end of their first year”—as suggested by the APR Team—because students go through the program at different paces and may not yet be committed to a clear project by that time. Instead, we have been working to help students identify suitable committees to supervise the culminating experience when students are close to embarking on the thesis, project, or practicum. These advisory committees are developed through a collaborative process that includes the student, research advisors, and the Graduate Program Director. The committee Chair is officially assigned through registration codes when a student signs up for thesis, project, or practicum credits. In addition, students take the MAIS Capstone course in their final year, which is taught in part as an advanced writing workshop that is guided by a faculty member dedicated to the program.

The APR Team recommended that MAIS initiate formal and systematic assessments of student learning in relationship to program goals and student satisfaction in terms of mentorship, intellectual engagement, and preparedness for future career trajectories. To gauge student satisfaction, MAIS has developed an annual Spring quarter survey. In

September 2017, MAIS began a comprehensive and collaborative assessment of the program, beginning with initial benchmarking and updating the Student Learning Outcomes for the core curriculum at which time it was noted that the program lacked a distinct mission beyond the SIAS and program outcomes. As part of the assessment, the Steering Committee is developing a mission statement and SLOs specific to the program, as well as synthesizing the results of the benchmarking activity and survey data from the AGLSP (Association of Graduate Liberal Studies Programs) to present to the SIAS faculty in Spring of 2019.

Resources

Another recommendation of the APR Team was to “consider allocating additional resources to support the above recommendations.” Partial funding has been provided through the SIAS budget to support graduate students to attend conferences when presenting research, with the MAIS Director and Program Administrator searching for and providing supplemental funding through the Graduate School, UWT, and SIAS to support conference travel when possible. Beyond SIAS, MAIS has recently received its first endowment, the Van Natta Award, which allows for an annual award for graduate student research. Additionally, through the efforts of the previous Program Director, Larry Knopp, MAIS has finally begun to receive annual yearly merit-based scholarship funding from the Graduate School. Lastly, we have made other funding sources visible on our website, included announcements to our listserv, and provided workshops to educate students about funding opportunities and sharing research through publications and conferences. Students are increasingly locating external funds as a result of programmatic and faculty mentoring efforts to encourage and support students in presenting research and acquiring the necessary funding to do so. In 2017, when we started tracking this data, SIAS provided \$2,200 for conference travel and external funding sources provided \$3,100 in support for research.

As we continue the program assessment, we need to examine resource allocation more closely. The question of where graduate programs are housed needs to be considered as part of the Structure Task Force work. Lastly, with the announcement of a campus level Director of Graduate Studies and recent efforts by the Graduate School to bring UWT Graduate Program Coordinators together for knowledge sharing, we are expecting--and hoping--for support in this area from beyond SIAS.

Improving Undergraduate Student Experiences

Over the last year, we have introduced several exciting initiatives to support the undergraduate student experience. The establishment of a new position in SIAS, Associate Dean of Academic Student Support and Success, has allowed us to lead a campus-level initiative to promote high impact practices (HIPs). Over the last summer, many SIAS faculty joined our new HIPs communities of practice for undergraduate research and community engaged learning. These groups have already generated reports that have created a common vision around definitions and best practices in

supporting undergraduate student scholarship and community engagement opportunities. These groups will be instrumental in guiding the adoption of a new course designation process for research or community engaged learning courses that will help us to assess student access to these high impact courses within SIAS based on majors and demographic groups. The new AD position has also helped strengthen lines of communication between SIAS and various campus offices that support students, such as Disability Resources, Advising, and Student and Enrollment Services. Finally, we have introduced an updated and clarified process for student concerns and grievances. These changes are already having an impact on the student experience in SIAS. In the section below, we address some of the specific concerns that were raised in the Academic Program Review.

Advising Students

To address the suggestion to develop common practices for advisors and advising milestones for students, in the last year, we introduced a successful pilot program to facilitate the hand-off between pre-major academic advisors and SIAS advisors. Students who are nearly ready to declare their major are identified based on their preparatory courses (e.g., Psych 101, Precalculus) and invited to begin meeting with major advisors. This has helped to address the issue that some students were not receiving major-specific sequencing and coursework advice in time to avoid roadblocks or delays in completion of their degrees. The pilot program for students hoping to major in psychology has been fantastic and a seamless transition for new students. We have decided to expand the program to add communication and writing studies majors in winter 2019. We will reach out to all transfer students starting winter 2019 that have indicated they are interested in psychology, communication, and writing studies.

We are also working with admissions and pre-major advisors to coordinate advising of first year in college students who enter with college-level credit (e.g., Running Start, College in the High School). By having SIAS advisors present at Jump Start, new freshman can receive just-in-time advising to ensure that they are given appropriate equivalencies for their college-level work so that they can register immediately for high-demand courses. This addresses the problem that some freshmen are not able to register for the courses they need, due to waiting for course equivalencies to be processed.

Despite these improvements, coordination of academic advising between pre-major and SIAS major advisors is an ongoing issue that needs further attention. Much of this work will need to happen at the campus level. One campus initiative that holds promise is the “Pathways” project, led by Alex Miller (CORE & SIAS) and Dayna Childs (major advisor in Social Work/Criminal Justice) in the Student Success Council. They are working to develop a tool capable of providing current students with a more holistic sense of their journey at UWT, incorporating academic success as a part of a much larger process that includes professional development, civic engagement, and other components. They are

currently gathering feedback on their draft “Pathways” in preparation for working to develop these for all UWT majors.

With respect to the suggestion that we review the course equivalency process, including the guide, to ensure that the process and the tools serve the needs of transfer students in SIAS and UW Tacoma, SIAS advisors continue to advocate for a UW Tacoma-specific course equivalency guide. Currently the equivalencies are set and disseminated at the tri-campus level. This leads to confusion due to differences in course numbering and content between UW Tacoma and the other UW campuses. We have requested authority to develop and maintain our own course equivalency guide but have not yet received authorization from the University to proceed.

Increasing Access to Internships & Research Opportunities

Another important suggestion of the report was to increase access to internship and research opportunities. The work of the HIPs communities of practice for undergraduate research/scholarship and community engaged learning has catalyzed awareness and enthusiasm amongst the faculty to support these opportunities. These groups will be organizing faculty development workshops this year. In addition, the prospect of designating courses as “R” (Research) or “S” (Community Engagement) holds promise for attracting students and faculty to these courses, and potentially rewarding their participation, e.g., by making these experiences transcriptable or allowing conversations about lowering course caps or otherwise allocating resources to support these courses. The issue of course caps are on this year's agenda; the goal will be to analyze and evaluate all courses in a systematic way through shared governance. We have a faculty compensation for independent study credits through a points-based course release system. This will help to compensate faculty who are dedicated to supporting these opportunities.

SIAS has a full-time staff person who supports internships by working with students and community partners. In the last year, we have worked to strengthen communication by building a Canvas site to promote discussion and sharing of resources for student interns, faculty sponsors, and site supervisors. We have also issued an annual report showing a recent uptick in internships (from 70 in 2016/17 to 83 in 2017/18) and celebrating faculty who sponsor them. Most importantly, 95% of students rated the educational value of their internship as Very Good or Excellent. Encouraging faculty to serve as sponsors remains a concern, given that 83% of internships were sponsored by only ten of our faculty, meaning that a few faculty are bearing much of the burden. We hope that the allocation of course releases for independent studies and the growing energy around community engaged learning will help to address this continuing concern.

It is worth noting that one of the best ways to encourage students to engage in HIPs such as internships and research is to incorporate them into degree requirements. Several of our majors in SIAS include a required internship, research, or experiential

learning experience, e.g., History, Communication, Biomedical Sciences, Mathematics, Spanish Language and Cultures, and Environmental Science.

Connecting Students

To address the suggestion to provide more opportunities for students to connect with other students, faculty, and staff in their major and division, divisions and majors are continuing to develop these opportunities for students to build their sense of identity and belonging. There are a number of registered student organizations that are associated with SIAS majors or divisions, including the Environmental Science Association, Film Club, Interdisciplinary Sciences Research Association (e.g., Psychology), Mathematics Club, the Multicultural Association of Pre-Health Students, the Pre-health Society, the Pre-Law Society, Project Earth, Society of Future Scientists, Student Theater Acting Guild, Tahoma West (literary arts), Philosophy Society, Psychology Club, and Somos Tacoma (Spanish language). Various divisions such as SBHS and SAM sponsor weekly seminars for students, while other divisions frequently sponsor campus events that may not be organized into a seminar series but fulfill the same purpose.

Over the last year, some groups have introduced formal and informal group and one-on-one mentoring for students. Informal mentoring is common practice in many divisions, with faculty of color or members of other underrepresented groups often carrying a disproportionate burden in this area. The division of Sciences and Mathematics offers faculty-student advising for all students, to supplement academic advising. We have also received a federal grant to launch a mentoring and scholarship support program to recruit students into STEM fields, the ACCESS program. This has provided weekly group mentoring and faculty-student one-on-one mentoring for a cohort of first-year students interested in STEM degrees. Last Spring quarter we also launched a faculty mentoring program for underrepresented students in STEM, supported by SIAS scholarship and teaching funds.

As we explore changing our structure within SIAS, the prospect of departmentalization may further encourage students to develop a sense of identity and belonging within majors and/or programs.

Assessment

In the area of assessment practices for improving understanding of student experience, we have continued to work primarily at the individual major level to gather assessment data. Our assessment practices have evolved from a more portfolio-based broad approach to instead focus on individual indicators so that we can drill deeper and look at specific questions. Good examples of this exist in Mathematics, Arts Media and Culture, Communication, Spanish Language and Cultures, and Environmental Science, among others. We are also conducting exit surveys in several individual divisions or majors.

At the campus level, we are making progress in assessing outcomes for alumni, and continuing to monitor the National Student Survey of Engagement. We are also excited

to develop the “R” and “S” designation process (see previous sections) so that we can better assess student access to these HIPs. In a preliminary analysis, we found that over 10% of student credit hours for undergraduates were in classes that are candidates for “R” or “S” designation, and members of underrepresented groups were actually slightly more likely than average to have taken an “R” or “S” course.

We have also recently obtained access to alumni information that allows us to track where many of our graduates end up and assess how their majors prepare them for different careers. We are only beginning to utilize this information to guide our students and inform our curriculum development and programmatic assessment efforts.

Our efforts to cultivate a strong foundation for understanding interdisciplinarity continue to be unfold as we introduce new curriculum that emphasizes an interdisciplinary approach. Most of these efforts occur at the major level. As we explore restructuring, we will need to discuss how to maintain our interdisciplinary focus at the School level.

We are in the process of developing an exit survey that can be administered school-wide to assess how students understand interdisciplinarity within the context of their major and how well it is addressed in their courses. We have done this on a limited scale but need to revise the exit survey to better align with our existing student learning outcomes.

Improving Staff Experiences

Staff and SIAS management have begun to engage with and prioritize the morale issues raised in the original APR report. To help facilitate respectful dialogue, ground rules and norms are made visible at all faculty meetings and HR facilitators have been brought in to aid with communication amongst SIAS staff for the foreseeable future. Through their work responding to the APR report, SIAS staff have identified key areas where there is room for improvement when it comes to morale: process confusion, problematic interpersonal issues, management practices, professional development opportunities, and location. There are several ongoing efforts to address the first issue, process confusion.

Morale and Process

By re-examining current processes and policies, SIAS staff are hoping to deal with the ongoing process confusion that has negatively affected morale. The UW Strategic Consulting group has met with two staff members who are serving as the primary point of contact for a LEAN review. During the meeting, the group mapped out job tasks that are needing attention and planned to help facilitate the process going forward. Simultaneously, work groups within SIAS staff are conducting a review of current policies and procedures. It has also been suggested that SIAS implement a one or two year waiting period before making changes to give staff adequate time to assess whether current policy and process is effective. Overall, staff believe updating current processes while engaging

with LEAN will serve as a beneficial first step in minimizing process confusion in the future.

Problematic interpersonal issues have been perhaps the most difficult for staff to address. There have been several activities staff have participated in to help lessen these issues. During the initial meetings with UW human resources, staff identified the current and less than desirable state of interpersonal relations before agreeing upon a desired state. In addition, staff participated in a 15% solutions exercise with HR representatives in which they were asked to think of ways they can personally improve their work experience. These were small steps and there is still much work to do. An overarching problem hindering staff's ability to decrease interpersonal conflict and increase morale is a lack of leadership around these issues. Further, uneven and often times missing management practices have allowed conflict to fester. In short, management practices and interpersonal conflicts have revealed themselves to be closely related.

Streamlining and updating management practices has been, and will continue to be, a key aspect of trying to improve staff morale. Through the course of responding to the original APR report, it was discovered that limited consultation, uncertain confidentiality, and uneven management led to decreased morale amongst staff. To attempt to address this, SIAS teams and their managers have participated in activities aimed at identifying areas for improvement. Staff were able to provide feedback to their managers through the "Heart of Supervision" exercise facilitated by HR representatives. Those representatives have also held separate meetings to discuss feedback with managers and identify the best path forward. Staff are hopeful that reviewing management issues will lead to the adoption of uniform practices and expectations. In addition, the recent resignation of the SIAS Director of Operations and Administration has created an opportunity for recruiting a new principal manager for staff, something that many feel is very much needed. Hiring a primary person to help develop core policies, processes, and expectations for staff as well as other managers, would help bring clarity and cohesion to SIAS. This would also help guarantee equity by creating staff experiences that do not vary as widely as they have in the past.

It is worthwhile to note that some of the staff are doubtful that the involvement of UWT HR will be effective in creating positive change in staff morale based on past experiences. However, others feel that the work that has begun with internal HR is a start towards identifying possible solutions and strengthening the morale for SIAS staff. The Dean of SIAS has agreed to look into possible options of a third-party consultant/mediator if the majority of the staff voice that the HR process has done little to alleviate the issues that were brought up in the self-study. Based on the differing views, the APR team plans to poll the staff if they feel there has been improvement, what improvements still need to be made, and whether an outside consultant is still needed or desired. We plan to survey staff in December 2018 to give the current HR process some time to see meaningful changes before bringing in outside consultants.

Professional Development Opportunities

Another recommendation in the APR was to address the lack of professional development opportunities for staff. In response, SIAS management has taken the initial steps to revisit staff professional development policies and procedures. In a staff meeting during the last academic year, the now-departed Director of Operations and Administration briefed staff members regarding the process for requesting professional development resources. During that meeting, it was stated that professional development requests would be approved on a case-by-case basis by the director. Now that the Director has left, the Dean and the managers group in close consultation with the staff will establish fair policies for professional development. Unfortunately, for many teams within SIAS, professional development is still rarely discussed and the procedure for requesting it is not well known or utilized. It is important to note that some staff and faculty members still take part in professional development opportunities on campus, including CARE workshops, Courageous Conversations, and Facilitator Training. However, more could be done to streamline the request process, identify key requirements, and set dollar amounts for each staff member to ensure equity amongst staff. Managers within SIAS could also do more to encourage their staff to take advantage of professional development opportunities.

The physical separation of SIAS staff and advisors has been an issue for the past several years and continues to be an area needing attention, as pointed out in the APR. Similar problems are experienced by the divisions within SIAS, which lack a centralized location for faculty offices and a “front door” for students. In terms of both faculty and staff, separation of individuals across different buildings leads to a diminished sense of belonging. However, until the university builds additional space on campus, moving SIAS advisors and other staff into the same space is not feasible. The Dean of SIAS has, and will continue to, advocate for additional space for SIAS on campus.

Improving Faculty Experiences

The APR Team requested that SIAS prioritize the importance of faculty morale, which we have been working to improve by addressing the following faculty concerns: (1) an SIAS organizational structure perceived to be suppressing faculty initiative and the sense of common purpose; (2) the absence of a clear strategy to diversify the faculty and improve equity and inclusivity in SIAS; (3) a lack of clear tenure and promotion expectations and guidance; (4) a lack of recognition for and culture surrounding faculty research; (5) differential treatment of TT and non-TT faculty; (6) high service workload expectations; (7) a lack of cross-division and collaborative interdisciplinary initiatives; and (8) a paucity of leadership development for SIAS faculty.

To combat (1) we began a process in 2016-2017 to collect faculty feedback on organizational structure issues and possible new models for consideration. This work laid the foundation for a Structure Task Force (see above) that is tasked with refining a proposal for a new departmentalized structure to be brought forward for a faculty vote by the end of the 2018-2019 academic year. This will be a significant step toward

addressing faculty morale and workload. To address (2) a newly convened Dean's Diversity Council (see above) was created in 2018.

To help guide junior faculty, create stronger professional connections, and decrease anxiety about tenure and promotion (3), SIAS developed a formal one-to-one faculty mentoring program in 2017 for junior faculty (lecturers and assistant professors) as well as peer mentoring groups for lecturers, senior lecturers, new, mid-stream, and near-promotion assistant professors, and associate professors. Faculty feedback collected in 2018 from both mentoring programs showed strong support, and the number of faculty being mentored in both programs has grown in its second year to cover around 50% of junior faculty.

To address (4) SIAS (in collaboration with the Office of Research) has established regular brown bag seminars, weekly peer writing groups, and lightning talks to help faculty make contact with one another and share their research and teaching innovations. It is now a regular practice to share faculty kudos quarterly, highlighting faculty scholarly accomplishments within the SIAS community, and then share this with the SIAS Advisory Board and Office of Research for dissemination. SIAS also created the Grit City Think and Drink community lecture series (beginning its third year) to highlight faculty research for the local community in a relaxed social setting.

To begin to remedy (5), the Dean's Office has reallocated resources so that all full-time faculty (TT and non-TT) hired through national searches are afforded the same amount of professional development funds. SIAS also voted in 2018 to open up leadership positions on the Faculty Council to Senior and Principal Lecturers.

To explicitly address (6), faculty workload is being investigated with goals to decrease the number of assignments, distribute workload equitably, and set transparent expectations for all faculty. In addition, the Structure Task Force is also considering how a departmentalized model can reduce faculty workload and make service more directly relevant to faculty and thereby improve morale.

The creation of divisions in SIAS, and likely departmentalization in the future, create barriers to interdisciplinary, collaborative work across administrative boundaries. To address (7), SIAS is piloting Interdisciplinary Teaching and Scholarship Collaboration (ItaSC) grants in the 2018-2019 academic year. These grants will offer interested faculty summer stipends to develop cross-division scholarly and teaching initiatives and showcase the results within UW Tacoma and with the outside community.

Another cross-division teaching collaboration was piloted in 2017-2018, SIAS Teaching Squares. Faculty at many colleges and universities across the United States are creating Teaching Squares, a community of faculty dedicated to observing cross-disciplinary

colleagues, not to evaluate or write letters but in order to reflect on how observers can improve their own teaching practices. Besides observing, this process involves meeting with partners to discuss best practices. The pilot was very successful in its first year and is now in its second year.

Legal Pathways at UW Tacoma is a new initiative, funded by the Washington State Legislature, to build and support law-related opportunities and curriculum 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. This program, slated to begin in 2019, will draw SIAS faculty across divisions to collaborate on law-related research and community engagement. A search is underway for a Director of this program.

Finally, the Dean's office recognizes the importance of leadership development (8) for all SIAS faculty as a way to prepare more faculty for future leadership roles and has supported this in a number of ways. Supported by the Dean's office, two Division Chairs (SAM and SBHS) signed up to attend the CCAS Leadership Development Workshop for Chairs, the MAIS Director attended the Association for the Assessment of Learning in Higher Education Conference, and three SAM faculty participated in the PKAL Leadership workshop. The Dean also supported the participation of three Associate Deans and the Faculty Council Chair in the Leadership Excellence Project through the Provost's Office. In addition, SIAS arranged for all interested faculty a day-long workshop on meeting facilitation, offered by UW Tacoma Human Resources staff, with 12 faculty across ranks and divisions participating. Continued professional development of current and future SIAS leadership will remain a priority and will be tailored to the shifting roles faculty may play as structural changes are made in the School. The Dean and the AD for Faculty Support and Initiatives will work to identify and promote relevant professional development opportunities.

Overall, SIAS will continue and expand efforts to improve faculty morale by addressing workload, mentoring junior faculty, preparing new leaders, promoting interdisciplinary work, advancing diversity, equity, and inclusion initiatives, and recognizing the efforts of SIAS faculty in teaching, scholarship, and service.

Note: Appendices were submitted as individual documents. Added to this document by The Graduate School for sharing purposes.

Appendix A

SIAS Faculty Retreat 9/18/17

"Shared Values" Exercise Results

*The goal/framing of this activity was to identify 3 values we agree on at the school level as shared values (Not to take the place of individual division values, but to be the tying values we share as a school).
The Exercise: Each table discussed values, then each participant wrote their most important value on an index card. Then participants shared cards around the room. Every 3 minutes participants scored the card they held (from 1-5, with 5 being the highest). We conducted 5 scoring rounds. The highest score a value could receive was 25.*

Value	Rating	Notes
Diversity, Inclusion, Social Justice	442	TOTAL
Diversity, inclusion, social justice (but all are important and many are interrelated)	25	
Diversity and Inclusion	24	
Student-Centered Diversity & Inclusion (Representation in institution, Equity & Voice of ___ students	23	
Diversity and inclusion	23	
Equity as outgrowth of true diverse inclusion - leading to collaboration towards student success	23	
<i>Community & Social Action</i>	22	Also listed in Community Engagement
Diversity & Inclusiveness	22	
Social Justice	22	
Student community (diversity & inclusivity and social justice)	21	
<i>Community-informed and community informed teaching and research that addresses/focuses on social justice and equity</i>	21	<i>Also in Community Engagement</i>
Social Justice	20	
Diversity & Inclusiveness - applies to service, teaching, and scholarship	20	
Diversity & Inclusion (learning, classrooms and faculty <u>inter-actions</u> must be rooted in this value)	20	
Diversity and Inclusiveness: Follow this and everything else will be covered	20	
Diversity, inclusion, social justice	19	

Diversity & Inclusion	19	
Diversity	19	
Justice (broadly defined)	19	
<i>Community engagement and social justice</i>	20	<i>Also in Community Engagement</i>
<i>Community and social responsibility</i>	16	<i>Also in Community Engagement</i>
Social Justice=Basic rights to health, respect, and opportunity available to all	16	
Democratic education and action	8	

Value	Rating	Notes
Academic Excellence/Academic Rigor/Critical Thinking	334	TOTAL
Academically rigorous education to prepare students to make a positive difference in the world	25	
Critical thinking	24	
Critical Thinking	24	
Academic Excellence	22	
<i>Academic distinction and student success</i>	21	<i>Also in Student Success</i>
Ethical thinking to foster global citizenship	20	
Inquiry	20	
Academic excellence - faculty, students should strive for	20	
Critical engagement (fostering an environment in which students learn to think critically about the world, history, media, geo-politics, etc.)	19	
Curiosity/Life-long learners	19	
<i>Curious collaboration (with students, with colleagues, and with community)</i>	19	<i>Also in Community Engagement</i>
<i>Academic distinction and student success (because everything falls under student success and being an institution of academic distinction (especially community and social responsibility, and diversity and inclusion!!)</i>	18	<i>Also Student Success</i>
Academic rigor	17	
Authentic learning (research, internship, field study, community service)	17	
Academic excellence	17	

<i>Academic excellence and student-centered success - working with students to create and achieve their realistic goals/dreams</i>	16	<i>Also in Student Success</i>
Intellectual curiosity	16	

Value	Rating	Notes
Student Success/Student Engagement	298	TOTAL
Student Success	22	
<i>Research, scholarship, and teaching with emphasis on engagement - with students, community, discipline, etc.</i>	21	<i>Also in Community Engagement</i>
<i>Academic distinction and student success</i>	21	<i>Academic Excellence</i>
Supporting student success through innovative pedagogy	22	
Student Success	20	
Student success	20	
Student Access	20	
Student Success	19	
Student Success (because what else is the point?)	18	
<i>Academic distinction and student success (because everything falls under student success and being an institution of academic distinction (especially community and social responsibility, and diversity and inclusion!!)</i>	18	<i>Also Academic Excellence</i>
Student success/academic	17	
Student-centered teaching goals	17	
<i>Academic excellence and student-centered success - working with students to create and achieve their realistic goals/dreams</i>	16	<i>Also in Academic Excellence</i>
Student-centered culture	16	
(Create an) Set of educational programs that can educate students well enough that they can get a high quality, meaningful job in a dynamic, globally competitive economy	16	
Student-centered culture (We believe that students are the most important aspect of our campus, and are committed to putting their interests and values in all University business	15	

Value	Rating	Notes
Community Engagement	254	TOTAL
<i>Community & Social Action</i>	22	<i>also listed in Diversity</i>
Community engaged	21	
<i>Community & Engaged Inquiry</i>	21	<i>Also in Engaged Inquiry</i>
<i>Community-informed and community informed teaching and research that addresses/focuses on social justice and equity</i>	21	<i>Also in Diversity and Inclusion</i>
Civic engagement	21	
<i>Community engagement and social justice</i>	20	<i>Also in Diversity and Inclusion</i>
Community Engagement. (Definition: reaching out to promote importance of science (or your subject) and higher education. Rationale: all values are interconnected, but growing a community and forging partnerships with community is the best starting point	20	
Community Engagement	20	
Community & social responsibility. (We need to strengthen and solidify our community ties and find others (and more) creative ways to develop and strengthen the ties we have while connecting and engaging with new and different Tacoma community members)	18	
<i>Community and social responsibility</i>	16	<i>Also in Diversity and Inclusion</i>
Community Engagement	16	
Welcoming & approachable to the local community	14	
Providing opportunities for people to access knowledge, formal education, and chances to transform their lives through knowledge and education	24	

Value	Rating	Notes
Engaged Inquiry	230	TOTAL
Engaged inquiry	18	
Engaged inquiry	19	
Engaged inquiry (leading to empowerment and agency)	20	
<i>Community & Engaged Inquiry</i>	21	<i>Also in Community Engagement</i>
<i>Community-engaged interdisciplinary collaborations for teaching/research</i>	22	<i>Also in Interdisciplinary</i>
<i>Research, scholarship, and teaching with emphasis on engagement - with students, community, discipline, etc.</i>	21	<i>Also in Student Success</i>
<i>Curious collaboration (with students, with colleagues, and with community)</i>	19	<i>Also in Academic Excellence</i>
<i>Engaged inquiry and scholarship (engaged means students and professors want to solve complex problems because it is meaningful to the individual)</i>	21	
Engaged inquiry in research and teaching	17	
Engaged inquiry	11	
Inquiry	13	
Engaged inquiry (leading to empowerment and agency)	14	
Engaged Learning	14	

Value	Rating	Notes
Interdisciplinary	142	TOTAL
<i>Community-engaged interdisciplinary collaborations for teaching/research</i>	22	<i>Also in Community Engagement</i>
Interdisciplinary (integrating across diverse fields of knowledge for better understanding)	18	
Interdisciplinary	18	
Interdisciplinary (Crossing boundaries of traditional academic disciplines to solve real life problems)	18	
Interdisciplinary - the ability to teach, research, and collaborate across boundaries/divisions and to bring that experience to students and the community (but it was the combination of "interdisciplinary", "community engagement", and "social justice" that brought me here)	18	
Interdisciplinary collaboration	17	
Interdisciplinary community engaged in research/learning outcomes	16	
Interdisciplinary (liberal arts, equity & inclusion)	15	

Value	Rating	Notes
Global Engagement	39	TOTAL
Global Engagement	15	
Global Engagement	13	
Global citizenship (intercultural competency) - Students should be able to navigate different cultures with sensitivity, gaining knowledge about themselves, their communities, their nation from the point of view of the Other; look into their own community and its connections to the world	11	

Value	Rating	Notes
Innovation	26	TOTAL
Innovation	14	

Innovation - innovative academic excellence that supports student success and support's faculty in manifesting interdisciplinary: teaching, research, and community service	12	
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Value	Rating	Notes
Other		
Freedom of thought & expression	16	
Protect the university from assault by corporate and racist forces	15	
Solidarity!	9	
Opportunity	9	
Collegiality	9	
Truth (in the relational sense)	8	
Courage & Respect (what is good for one is good for all)	7	
Access/size and/or connection to UW but different (uniqueness)	5	

Appendix B

MAIS Mentoring Process

In 2017-2018, MAIS visited each of the divisions to promote the program, recognize dedicated faculty, answer questions about engaging with MAIS, and elicit feedback to bring to our assessment efforts.

During the 2017 Academic Program Review, the team recommended that MAIS assign faculty mentors for new students and capstone advisors, which is a practice we already had instituted a few years previously. However, the program review made visible that not all students and faculty were aware of this relatively new process and that there were still gaps in the implementation of the process. Since the review, we have adapted our process of communication and have engaged in greater outreach activities on a number of levels; MAIS targeted faculty education through outreach to divisions in 2017-2018 and provided mentoring support materials at each stage of the process. For students, MAIS held quarterly Coffee with the Director sessions, provided support materials related to the mentoring/mentee relationship, and developed mentoring contracts that explicitly laid out expectations and linked to additional support materials.

Our mentoring process is intended to be supportive, educational, enriching, and flexible to attend to the evolving needs of both students and faculty. We have made a number of process improvements intended to increase communication about expectations for both faculty and students, as well as provide periodic check-ins with both parties to assess whether the relationship was still serving everyone.

In response to previous challenges in which students identified their own thesis/project committee when they were ready to register for culminating experience credits, MAIS made key changes to process. The timing for identifying mentors shifted from the late stages of degree completion to the admissions stage, and the onus of identifying mentors was shifted from students to the program. During the admissions process, divisional representatives on the admissions committee shares candidate files with faculty and reaches out to those who may share an intellectual affinity with candidates to elicit support if accepted. MAIS no longer accepts students to the program who do not have confirmation of faculty support at the point of entry, and heavily weighs decisions to admit those who have only one faculty member willing to support.

When students are admitted, the Director and Program Administrator meet with all new students to orient them and discuss mentoring. MAIS also follows up with faculty to

confirm support, and then assigns incoming students a “research supervisor” who agrees to support new students during their first year in the program. The Graduate Program Director serves as a liaison, sending students and faculty a copy of the UW Graduate School’s Handbooks on Mentoring. In 2018, MAIS enhanced upon our process by developing a Faculty and Student Agreement, to be signed by both parties at each stage of the mentoring process (i.e., incoming supervisor, continuing supervisor, and Culminating Experience); this agreement outlines the role of mentors and mentees and mentees and explicitly states expectations for satisfactory progress and the logistics of working together.

MAIS has recently added a student progress mechanism to encourage communication between students, supervisors, and the program about expectations as well. At the end of each quarter, the program sends research supervisors a quarterly survey about student progress and follows up with the faculty and student in the Spring to confirm ongoing mentorship for the following year. If there are any concerns about student progress in the program or a need for a different mentoring pairing, the Director reaches out to the student to look for remedies.

As students get close to embarking on the thesis, project, or practicum, an advisory committee is developed through a collaborative process that includes the student, research supervisor(s), and the Director. The MAIS Director works with students to identify suitable committees to supervise the culminating experience. The committee often includes the research supervisor that the student has already worked with, but it is not required or expected. The committee Chair is officially assigned through registration codes when a student signs up for thesis, project, or practicum credits. In addition, students take the MAIS Capstone course in their final year, which is taught in part as an advanced writing workshop that is guided by a faculty member dedicated to the program.