

**ICUS/Faculty Leadership
Who We are as a Sector and What is our Individual Value within the Sector
Script for Webinar**

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- Welcome and thank you for viewing the webinar, *The Sector and the Institutions: Who we are as a Sector and the Individual Value within the Sector* hosted by the Council of Presidents Interinstitutional Committee on Undergraduate Studies.
- My name is Dr. Julie Garver and I am the Director of Policy and Academic Affairs for the Council of Presidents and I will be narrating the webinar today.
- Today's webinar will build on prior webinars which provided an overview of Washington's higher education ecosystem, the disruptors our sector faces, the responses by key influencers to the disruptors and the disjunction that may take place between the state and institutional level.
- The focus today builds on the faculty-to-faculty discussion from January to explore who we are as a collection of institutions – “the sector” – and the value of who we are as individual institutions within the sector that brings value to students, our institutions and the state.

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- Nationally and regionally Washington's public four-year college and universities are recognized as leaders across a range of leading higher education metrics.

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- Our sector is a national leader in bachelor's degrees produced per 100 full-time enrollment (FTE) students at public baccalaureate institutions.
- We are efficient as measured by time to degree, countering the national perception of six-year graduation rates. This is echoed in our national ranking as 6th in the nation for best four-year graduation rates.

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- As a sector we provide a range of programs to meet Washingtonians educational and career goals. We are collectively engaged to ease transitions between high school and college and two- and four-year colleges and universities. We are meeting Washingtonians where they are by offering programs in demand and modalities that provide greater access such as online learning.

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- Our sector is a national leader in moving transfer students to completion.

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- As sector we are leaders at the state and national levels for dual credit policies and practices.
- The evidence-based approach institutions have implemented to award credit for dual credit is a best-practice.
- Further we continue to shape ongoing conversations at the state and national level to support all dual credit, emphasize the role and value of learning, focus on equity and the awareness of how human development intersects with learning

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- At the same time Washington is a national leader in its support of need-based aid and addressing student debt. Washington ranks second in the nation for need-based aid. Our sector continues to rank in the 10 states for the lowest student debt.

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- Our sector is dynamic and evolving to meet the needs of the 21st century, student demands and employer needs.
- And our sector and each institution within the sector is grappling with similar changes in demographics, curriculum delivery, structural changes, finances and student needs.

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- The changes, or disruptors we identified in prior webinars, are driven by several shared questions within our sector.

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- If you look across the sector you will see common themes and approaches emerge in response to these questions.
- For example:
 - Reshaping general education which includes considerations such as the role of Humanities and Social Science in a STEM focused environment, designing general education around themes or big ideas/solutions and recognizing the new role of prior credit.

- Focusing horizontally and vertically on the whole student across and within the college or university which includes investment in financial aid, advising, career support and reducing barriers that impede student progress.

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- Similarities continue to emerge when you view across the sector how institutions are proposing and considering policies and practices within these themes and approaches.
- For example:
 - Changing admissions practices and advising, removing structural barriers to financial access.
 - Exploring new pedagogies that focus on application and experience, high impact programs such as research and internships and academic pathways in the first two years.

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- The themes and approaches are echoed in implementation across the sector at the institutional level.
- For example:
 - Data-analytically driven advising
 - Micro-credentials
 - Vertical career advising by college

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- The secret sauce to the collective strength of our sector, is the robust, diverse missions and degree programs/modalities offered by individual institutions within the sector.
- Washington's public baccalaureate sector is present in all 39 counties in the state including six institutions, six campuses – UW Tacoma, UW Bothell, WSU Tri-Cities, WSU Spokane, WSU Vancouver and WSU Everett, multi-institutional partnerships in Spokane and Everett, university centers and academic partnerships with 21 community and technical colleges across the state, strong transfer partnerships, engaged collaboration with K-12 and a robust online learning environment.

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- The public baccalaureate sector includes:
 - Two research universities – a flagship and a land-grant;
 - Three comprehensive universities – with different geographical, programmatic and historical identities; and
 - A state's public liberal arts college.

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- Washington's public four-year colleges and universities offer a rich and diverse selection of pathways to quality degree completion.
- In the public baccalaureate sector students can earn college credit as early as the 10th grade and enter our institutions as late in life as they desire; they can pursue a single course in-person, online or a combination of both; they can earn a baccalaureate, masters, doctorate, applied doctorate, applied baccalaureate degree or certificate; students can attend other institutions, work, travel, and volunteer before and while attending our institutions.

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- Excellence is exemplified in the accomplishments of the students, staff and faculty at Washington's public four-year colleges and universities in the quality of the academic instruction, through innovation in research, and in the scope of public service.
- The public baccalaureate sector offers excellence in numerous programs and in diverse disciplines, becoming increasingly recognized nationally and internationally as leaders in higher education.

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- What do you takeaway from this presentation to engage with peers, colleagues and administrators?
 - The work at the institutional level is abundant and may often leave the opportunity to engage beyond our campuses.
 - What we have shared is that each institution, within its mission, programming and student demographics, is facing similar challenges and questions. We learned that from the first two webinars
 - What we know from this presentation is that across our sector institutions are responding in similar ways to the themes and approaches that are emerging from these disruptors
 - The diversity of our institutions to respond through their institutional lens is a strength
 - And the strength of our individualness as institutions is what makes us a robust sector.

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- This presentation has provided insight into who we are as a sector, who we are as individual institutions and the value and intersection of the collective and the individual.
- The question posed in January and to reflect on in preparation for the February zoom discussion is:

2/12/20

- How does this shape how we can proactively influence the state level changes given the institutional changes we are experiencing and anticipating?