

## Other

- Around strategic planning sometimes there's big ideas and things get identified and get implemented... we want these ideas to be put into action and not just a lot of talk. We need actual outcomes. Someone has to decide that money will be spent, people will be hired. Those who are able to create action from ideas need to do it.
- WWU students are opinionated and are not good at considering other perspectives or perspective taking. I would like to see faculty agree that we need to provide students with not just their own opinions and perspectives but also deal with the perspectives of students around them.
- We do this often but there is no outcome, and we rarely hear the results, and we voice these kinds of issues, we have a voice and the voice ends right there
- Higher ed is seen as elitist, and the gulf is getting bigger, how do we narrow that gap?
- I don't think you're not asking the right questions; I just think it needs to be heard.
- Overwhelmingly staff have said they why should I come to a session, it doesn't make a difference.
- Desire for COLAs, acknowledgement, positions to be reviewed; but eventually that goes to the state and we say this is what we want to present as a fair contract financially; Western's posture has been we will not do anything beyond what the state will provide; Western says sure this is great, but only if the state will provide, nothing more;
- no sense from Western of "we understand, we'll find a way to make up the difference" Western is not my advocate; we know there is a limit on pay, none of us are here to get rich. A title is compensated according to what the state says that title gets; it doesn't matter what work they actually do.
- I don't have a political mind, but I have a highly intuitive sense of my own experience, and I don't know how to locate my experience as a classified person—deep concerns; from a classified person's perspective, to whom do you go with questions? I need help identifying what's not working and where in the system to focus my energy; to whom should I talk?
- Going to Olympia—it's not about being empowered, it's about being desperate. You have to move outside the local.
- I changed jobs because there was nowhere for me to have this conversation.
- I was offered some training that would give me some growth, and the director at the time did not want me to go to the training because they didn't want me to "audit up"
- I needed the training to do my job, had to say I wouldn't try to move up so I could get the training.
- We are the place where the dreams you dream come true—but how do you get there; this is a very unique space and place; how do we support that all over?

- We get bogged down
- Need to address survey fatigue at Western
  - I appreciate the surveys because it means someone's asking me for my opinion
- A lot of progress is made in committees, but not paid for that, so people are deterred from participating
  - Getting release time to function on collaborative things
- Struck by how strong the affinity is with alumni—great resource
- Flexibility versus efficiency—from our world, non-academic programs, build efficiencies there
- Help locating Bellingham as a destination—how to be welcoming
- Student Success
- Diversity/Inclusion
- I hope we don't miss this opportunity—with diversity of leadership—need a photo for admissions of what Western looks like, people of color—important to ensure parents of the safety of their students; recruitment and retention
- exposure to change, dialogue,
- importance of internationalization
- how do we bring all this work forward? bring areas together at the table.
- Access (students, courses, resources, student success)
- Facilities
- Student quality
- Believe in public life as public good and we are not serving as we should
- Faculty are more aware – of shared governance – no take over of EE – faculty united
- Campus of fighters/advocacy – best and worst ways –
- A VPSS said - you all look really tired – we are
- We all just get along – but there is a will take you out – right underneath the river –
- Passion and advocacy –
- Advocate for social change – more basic to us
- Library – resources – and labs – Summit is not the answer – more resources are needed - Deplorable – journals – and some of that battle should be external –
- look for solutions beyond the walls of the institution -

- Recovering from the recession cutting – more trust needs to be reestablished
- Reestablish the College of Arts and Sciences
- Economic scarcity – pits folks against folks –
- Free rein – profiteering – universities – against free range universities – we must be clear to the public
- Intersection of interdisciplinary work – Western is good at this – foster more
- This process of getting feedback, the various climate assessments that I have participated in, I know they are gathering information in the particulars, but it feels like on the larger admin side they make decisions that are generic. They don't reflect anything specific about our needs. Like the counseling center, every university has one. There are particular things that require something more specific.
- Counseling center – more counselors great, but are they specifically fit to help students of color, first generation students.
- Campus safety and security – individual situations, but there should be a campus wide conversation, around policing, hate crimes, question of which students can use the services, when those services are maybe racist or violent.
- How do we think about campus size?
- Student housing
- The student is the hub
- Roles and responsibilities of all the different governance groups—clarity of communication, etc.
- School spirit might be lower a bit—maybe a sense of identity with university is lacking (more with department/major)
  - o Lack of a Greek system hurts connection to university, means department connections more important
  - o Sports or something else that binds people to campus generally
    - Community needs to have involvement to stay engaged with WWU
- Physical space as a limitation—ESS is scattered throughout campus without space to grow, academic and housing space
- Waterfront development
- Is anyone asking what size the university wants to be, residential or less so—if you become big-big you lose flexibility
- Are we going to be centered only in Bellingham?
- Threats in terms of online, etc.
- Western's grad programs could be promoted to undergrads more – makes sense for many to continue here. That in turn could help build grad programs as well.
- Extended Ed is still a mystery to many here on campus – what does it do, what is its function? Many don't have a clue what the role of Extended Ed is on campus and in community. We need to provide much more clarity as to its purpose – and make it more of an explicit part of our strategic plan. It's WWU's responsibility to educate people of this state but we aren't doing it with Extended Ed as we should be;

- Governance – on this campus, it's mostly 'bottom up' planning; there's not enough strategic leadership from the top down. Not everything in governing should be done from 'bottom up';
- Parking is a BIG problem on this campus; there isn't nearly enough, especially for events held here. This is a big 'dis-incentive' for our community members to attend, or to come up here for any reason. Also, new parking system is not flexible to the needs of the campus or community;
- We need to look at our relationship with WTA – why were routes to campus cut? How can this be improved for our students and community? Should look at other bus options;
- We need to look at introducing more buses around campus again;
- The Town/Gown divide still exists. Many in town still perceives us as elite and we need to do a better job of finding ways to break this down. More and better parking access would help this;
- Is Western a good partner in this wider community? More could be done for community outreach, such as more non-credit courses, targeted workshops. Consider C2C for adults to get people more involved with campus;
- We have scheduling problems between the registrar and admissions that are not being addressed;
- The Foundation needs to re-think their approach in their fund-raising methods to new grads. They should not be including an 'ask' document with the students' diplomas, especially since many are graduating with huge debts;
- The Foundation could do more to educate all of us on what they do with the funds they raise.
- There was a strategic plan for the north Puget Sound center – it laid out a plan for each university to increase their presence there. The only one that did is WSU. There was a plan to increase grad programs but that's not coming to fruition. WWU should increase their presence in Everett by adding programs. They lose students to UW Bothell because they have a Master's in Elem Ed.
- We need more off-campus programs to be state supported – there's a \$20k difference between Everett and Seattle tuition. Everett is state funded.
- WSU took over management of the Everett university center – there's a chancellor on campus for WSU. It feels like they're here to stay and grow. In contrast, WWU just has NTT faculty (specific program). WSU is branch campus, WWU is supported site. There's a much bigger commitment from WSU.
- It feels like all of the resources are going to Poulsbo – they have TT faculty. Faculty senate has no communication with off sites and they are not represented in the senate.
- i think we need a courageous administration to move us where we need to be going
- --it is one viable thing that we can do, not safe but courageous
- --i think it's hidden underneath but not stated. how are we not serving the things that we should be serving. how do we get them to grade school, high school. we are too nice -- we don't want to take people (lummi, immigrant communities).
- --for example, another college sends academic counselors out to the community more, doing portfolio review for students.
- --we can't get them here so we need to go out into the community

- We run so lean, there are no backups—departments are “one deep” in every area, if people leave, it’s six months to replace them
- Coordinate our spring break with local schools so we can all take it together
- The debate around getting diverse students—faculty not all in agreement, some don’t buy the mission, not invested in it
- See enrollment as a university-wide activity
- Our mascot appears to be a white, male Viking—we should mix it up a bit from a diversity perspective on publications, as displayed on the downtown window of the Western Alumni Association, even our mascot costume
- How are we going to engage with our communities in the future? Engagement, awareness and support of Western all turn in important ways on this.