Challenges

- The biggest complaint from employers is that WWU grads can't write. High school grads are ill-prepared for college writing and that needs to be remedied. We've been admitting less qualified students which adds to the writing issue.

- We need to create a new sense of community with all of the new faculty and staff coming in; there has been a wave of retirements.

- Without the athletics program we need to try harder to connect students to WWU. We need more interaction with students outside of the classroom. There is an emphasis on connecting with, and raising money from, alums but we need to better connect with current students.

- Lower quality admissions standards related to the growth of the university. Grown more than 20% in the past decade with slower increase in resources.

- We need to do more to create WWU enthusiasm other than Back 2 Bellingham.

- Our alums don't have an enthusiasm for the institution, don't have pride the same way that alums of other universities do. We need to get students networking, connected, especially helpful down the road with jobs.

- Lousy career services for grads, we can do a lot better as an institution. It's challenging to create better infrastructure in that area but we are not being innovative in terms of career services. Departments need to foster strong connections to employers.

- TT lines are retiring or moving to admin positions and it's difficult to get replacement lines. We're not seeing that funding come back. We're either dealing with fluctuating NTTs or we just can't get funding for classes.

- Lack of resources and money

- Facilities – they need to be upgraded and look nicer, more inspiring, need to be expanded. At capacity for who can be housed in the buildings. Growth needs to include expansion of the building as there are not enough offices or practice rooms.

- Scholarships/TA-ships– lagging compared to peer institutions. One-year small scholarships versus large 4-year renewable scholarships; it's difficult to attract high caliber students if we're not competitive. We need to attract more diversity but there are no tools to do that. We need specific scholarships for diverse/minority students. There is a lack of TA opportunities which also limits opportunities for students.

- Growth of faculty – need to grow the number of full time faculty

- Challenge in communication – university doesn't communicate how great it is as well as it could. Community needs to know what's available. It's significant that people don't know what's available on-campus. We are missing an opportunity to share what we have with the community. We also need to make it easier for the community to visit campus for events.

- Students' apathy/lack of involvement, it's difficult to get them to attend events. Not sure if this is departmental? Generational? Getting them excited about learning is difficult. When guest artists come in, very few students show up. This generation has more distractions, different priorities.

- Political climate is devaluing diversity. WWU's mission is unclear; is the university unsure of what the most important value is? Do we want to offer a strong liberal arts core or are we serving as professional preparation? STEAM vs liberal arts. Do we prepare students for a very specific role rather than a broad one?

- Writing skills are really low, not just for first year students. In online courses, discussion posts are informally written… leads to poor writing in other courses. Texting and social media also create bad writing habits.

- A tense political climate somewhat hostile to public education, especially in the arts, that limits funding from the State. Budgetary constraints that in some respects are holdovers from the belt-tightening of 2008's Great Recession.

- Budgets dependent on State funding that make the university desperate for tuition revenue, especially from EE. Low need-based financial aid. Shortage of tuition waivers and other financial aid to attract excellent and diverse students.

- Capital planning that depends on State funding, that is disconnected from academic planning.

- Money for the university

- Structural problems in the funding of NTT sections (for example, the

- Dependence on summer classes money)

- Space is a big problem (poor offices, 30 students in a closet)

- Diversity – how do we keep what we have, which isn't too bad, but how do we expand it? WWU does not consider diversity in its spaces (vs. ethnic student center at UBC in the center of campus).

- Not a good record of hiring a diverse faculty

- Demographics of where we live makes it difficult to attract diverse faculty

- NTT feel they do not have much voice at the table. There is a feeling of exploitation. How do we make them feel more valued.

- Bureaucracy inflation – forms, paperwork, travel, it is out of control

- Fundamentally have an incoherent general ed program. I've been involved in many rounds of discussion and it never goes anywhere.

- GUR reform is partly hobbled by lack of money for the university

- Have to fight each other for very scarce resources

- State emphasis on stem makes our college harder to fund

- Liberal studies feels that it has been on the chopping block for 30 years, not a positive way to operate.

- Difficult to find NTT at WWU because Bellingham is a hard place to find NTT or to attract NTT to.

- Some GUR's taught by NTT and some by tenure track

- Quality takes money

- Equipment needs modernized and updated—lots of money needed to bring us to where we should be; equipment continues to get older and needs to be addressed; everyone uses this 1967 microscope and "it's crap"

- Analogy to space program—funding makes rockets fly; funding is always a challenge for Western; Western used to be very involved in public-private partnerships; paradigm has shifted away from this; if we could shift back to partnerships we would see an influx of funding into departments for updates; way to get funds without going to the state

- How Western funds different colleges and depts. could be looked at; challenge providing student support required; stories of students lost in cracks

- Difficult entry for transfer students

- I wish WWU would not patch together a system and instead look at advising model from scratch

- Provide more staff

- Funding from alumni: if they walk away with a confusing or frustrating experience they won't donate

- I want students to walk away with a feeling of fondness

- How we fund for staffing, equipment; we can't keep running on nothing

- Student Support Services—make a requirement for transfer or incoming students to meet with a career counselor at some point to go over basic things—students wait until the week before graduation or after graduation when they can't find a job to ask for help from Career Services; we need to serve them better.

- Extension site students have few support resources

- Consistently behind re; tech initiatives—we need to meet students where they are; we spend a lot of time on administrative tasks that could be quicker and take up a lot of our time that could be spent with students, workshops, face to face; we're stuck at desks working with processes that could be updated

- Student Success Collaborative has made a positive change; we need to evaluate department tasks. Scheduling, registration, Banner, etc. is all very outdated and makes for a long process when you are trying to do anything with groups of students.

- I couldn't do my job without Student Success Collaborative

- Go this direction—so many programs with opportunities to meet with students, reach out to them the way they need to be reached out to (phone etc)

- Western's challenge is fundraising—what is going on in the advancement office? Compared to a private college (where speaker worked)—the private brought in an amazing amount of money in four years; maybe we do fundraising by relationships? Paradigm shift in that area

- Curse of the midlevel university (Chronicle article)—Western has always been unique but for this we pay a price; we could add other doctoral programs; but how do we keep our uniqueness and fulfill potential; think outside the box; cluster colleges in the 60s very like Claremont McKenna; we had a College of Ethnic Studies; find a way to keep doing that.

- Big enough to matter but small enough to care—it will be noticed if you miss class, we will know your name—this is a thing we can't lose! How do we grow and improve quality and keep this; do we grow? We're not always acting as a unit, Western as a whole is going through that same pain; we're not operating from an overarching vision. How do we act as one unit?

- Western does a good job serving traditional, state resident students; how do we serve nontraditional? Technology, online access, evening classes

- This is like a little city but it is empty at night; we say we want to be connected to community but do not serve community with access that works for them.

- Access for students—promoting and reaching out to first generation students; what do they have once they get here? Need support and funding; these are social justice issues.

- Access to resources—Western is like a small town with a narrow road surrounded by closed doors; from the road you don't know what's going on behind any doors; students don't know what they could access or how; they can't branch out and do things, dabble.

- Access for community—community engagement mapping for university; people are doing the best things and want to engage with the community, they just need support from the university; time, support for faculty to do the service part; funding.

- Parking!! If you want something to do in the next seven years, it's parking. I can't invite community partners to campus without meeting them in a parking lot; they get lost, it's confusing, it's rude; parking is a deal breaker in partnership building.

- "I think we stand more of a chance getting a gondola to the waterfront" (than fixing parking issues)

- People don't know where to go when they get here, it's not a welcoming a new environment when you arrive

- If I'm in a wheelchair how do I negotiate campus if I'm coming from the south end?

- No longer a person in a parking kiosk to welcome people even UW has that

- An example of a larger thing I've felt coming in with no experience of Western—wayfinding in general; at another campus, you knew exactly where you were—big red A everywhere (in AZ); websites that are much easier to know/find; I work here and I find our website difficult to find things; if I was a parent of a

prospective student I don't know that I would find opportunities via website; wayfinding, signage, visible signals.

- I saw a poster for an invitation from the president to meet with students; couldn't find anything on the web to pass a link along to students; why is it a little poster?

- How we treat visitors is an issue; put a sign on south campus. Garage sales have signs! UW has a big W and a person in a gatehouse to welcome you; you know where you are. Not here. We don't do a good job presenting who we think we are to the outside world.

- If sustainability is going to be a value, it's essential that we look at the bigger picture and address the sustainability of the employment process. It's often about inanimate objects and where to throw trash, but we need to address sustainability of community, family life, a 30 year career and the changes that go on; how to keep staff intellectually engaged and challenged. This was excluded from sustainability discussions; we have atrocious town & gown syndrome; interest based bargaining.

- We say this is a community or small city, but I don't know where to go to begin this discussion (employment, training, etc.). Where do staff fit in the discussion on this?

- We have a huge morale problem; it's unspoken, not in public, but a problem; people are retiring early, people are not being allowed to reallocate to an appropriate classification even when they have support of dean, documentation, etc. HR says no.

- Campus-wide disrespect for classified people; it's a caste system and we're the lowest in the caste system; no one is willing in the administration to step out of that and address things. Morale problem around what we are expected to do with nothing.

- Disconnect between HR and reality; they seem to be in the business of balancing a budget off of classified backs.

- CBE dept managers tried to reclassify and were told that they were admin assistants. They would have been demoted

- It seemed like an initiative HR started; or that it started after the market survey that gave employees raises.

- Would HR offer training to classified staff re: how to raise their positions? We don't get training in our fields—we couldn't leave and do our jobs on the outside; we don't get help with certifications and things we need. Part of how to keep staff engaged.

- This is a unique and awesome place, and there is the sense that we are all replaceable; they know someone else would want to come in and take your job if you left.

- There is no room for growth once you are mid-career—sense that WWU assumes that people will just stay.

- Level of classification that automatically goes down when people leave (program coordinator class removed), so there is a gap in what you can aspire to, from where you are now.

- People love their immediate areas but the message we get from above is the problem. This could be strategically improved.

- Training of staff—some are lucky with prior employees being there, or mentors, but often the prior person is gone already when a staff member is hired; and there is a huge disconnect between the ways depts. work so it's hard to step in and have all these responsibilities without explanation or training; corporate background was structured, and starting here there was no scaffolding.

- We don't have training, low morale, that translates into people not caring and students getting bad information; that translates into time to degree.

- If you don't have the right info to tell a student and no one is telling you, then..? There is a ton of incorrect information out there.

- I replaced someone who had been gone for two months; my training was 'here's your keys, here's your office, have fun"

- Positions are so specific, there's only so much you can do without overlap I don't have the time to write it all down

- HR onboarding; they put you in a room alone with a video There needs to be a complete career cycle

- You get here and have to pay to park to go to HR and you don't even know where that is

- Funding from the state is a challenge—unless we lobby, K-12 beats higher ed, which puts more debt on the students

- Heard that Pell might be reduced

- We are slow to respond to changes in market demands, slower because a state institution

- Also, once a program is running, show to shut it down

- Thirty percent of the bargaining unit turns over every few year because of wages—these are two-income families, two-percent increases aren't enough, especially compared to faculty—it's demoralizing, it's also working conditions

- Feel like we are always the last priority

- Don't play favoritism to one group and leave another completely behind—people are moving out of the area because of this

- ADX was going to go up, so I'm concerned about 2017 and negotiating with WTA

- Space, classrooms, we underutilize our space

- Some kids get credits at Whatcom first year before here

- Heating and lighting buildings at night, can't get professors to teach at night

- Students not all graduating in four years

- Need to offer more nighttime classes

- Could do better public-private partnerships; they've moved away from that

- What kind of diversity are we after? Racial, and cultural too, what does Washington need?

- We need to personalize our communication, not just e-mail, the world is changing, and we need to figure out how we fit into that

- Being able to navigate the system—both internally and externally—where do you go?

- How to communicate Western expertise to the community

- How do you know who the connection is—communicating what programs are available, an asset that's available–shouldn't be redundant

- No university-wide effort to help students get internships in the community

- Employer handshake, departments promoting local jobs—internships would be helpful in this

- Education from the employers side as well, let the school do the internal work

- Helping off-campus students be great neighbors—neighborhood associations with off-campus housing are fired up about influencing land use decisions at City Hall

- Campus community coalition does really good work

- Extend the code of ethics (housing) to off-campus students

- Housing and parking

- Have to balance what makes Western strong, the academics

- Relationship has changed in the last 5-7 years and will keep moving in the right direction

- Coming from the outside it seems very community-centric—WWU could do something more national or international in scope

- "protecting students from ideas they don't like"—they need to see other ideas, need to hear things they don't want to hear—shouldn't need "safe spaces"

- Get to know adjuncts, there's no network between people—can help to create community through them

- Grads only 6% move to a different economic group – low in upward mobility

- Resources to attract and retain students

- Rethink what quality means – enrollment

- Need a more diverse student body

- Put resources where we have not

- Deal with gaps because of the other richness

- Learning Commons/Tutoring/Research & Writing studios – under utilized

- Focus on student success

- Single most important aspect of strategic planning

- Who does Western want to be going forward?

- The world has changed – solving problems and challenges Washington does face – access to higher education is one – what does it mean to be a change agent –

- Be explicit in our strategic plan – how we are going to address – others than students who would be here

- Underfunded for helping students who need help – engage them pre-university

- Expand beyond metrics – every student graduate with an engaged opportunity with someone from a different race, class, internationally – different culturally

- Reexamine GURs – do something differently – there

- College readiness – what the students need to do – turn it on it's ear – we need to be ready

- University faculty – diversifying – we are about 2 strategic plans behind where we need to be – integrated living/learning – no opportunity to differentiate living experiences – 5-10% improvements are known

- Access to certain majors – especially if you just use GPA

- Poor job of responding to changes in demographics

- Must have accepting climate/culture – how do diverse students look at us during flashpoints

- Serving the needs of Washington – does not mean – just sons and daughters of Washington – we don't serve these students without having more diverse students

- What about first generation immigrant students who are residents of Washington

- Acquiring internal resources to systematically accommodate student demand is a major problem. This student demand entails a need for more teaching resources for courses within majors, but also teaching resources for underprepared students who desire to major in a CSE department. This latter issue directly affects how well CSE can accommodate many students from under-represented minority groups.

- High numbers of NTT faculty in Math prevent students from encountering TT until they take upper-level courses. This makes it difficult for students to have mentoring relationships with faculty.

- Securing more external resources to support the academic mission beyond funding scholarships. Other universities have been more pro-active in developing Private/Public partnerships.

- Finding more space for offices and labs to increase access for students.

- Finding more flexible classroom space for active learning.

- lack of resources—fiscal, physical, human; build capacity in intentional, strategic way

- structure—no real structure; operating from standpoint of EID in many silos; how to deal with various proposals, how to lay foundation for structure for work to be sustainable

- building capacity—change mindset of how we talk about resources; no transparency around prioritizing funding, not all voices at table; haven't engaged foundation (for task force); foundation isn't out there in most of university

- the money should be there for the vision

- an institution that doesn't put resources behind diversity initiatives doesn't value those initiatives

- unless unified, cohesive plan that everyone is behind, then initiatives and values get lost; without that kind of plan can't address infrastructure

- for most universities, cultural center is a huge part of campus challenge in finding middle ground in building our cultural center

- other schools have professional staff and students, interns in their cultural centers, even small schools include a PhD level person as director

- our size is a challenge

- there is a sense of tokenism

- we as a community should be working together. how to get there? engage foundation is critical; people out there of all backgrounds (alums); promote issues and create events that give voice to issues so university community can see this and moves together

- under (former president) Mortimer everyone knew what the strategic goals were; diversity grew faster in that period of time; corrected salary inequities; everyone understood what that meant, in terms of hiring, retention;

- when Bruce came he said we have a problem with money, no endowment; now we're at least on the books with our endowment but…

- important for the president to know what we were able to accomplish in rough times we're not following the same commitment now in increasing student population (diverse)

- climate surveys and listening sessions; in accreditors recommendation—unless we take those findings and really begin to implement those, then we're just spinning our wheels

- compile the last five to six years of collected qualitative data—it's not being addressed; this is why heavy turnover of employees—not fully addressing the needs, just taking in the information

- no centralized way of being able to have discussions in ways to address broader issues of campus; go back to broader financial support

- we can't continue business as usual

- mindful of when it's like this, and how to shift mindset to a productive one no time to keep waiting for things to happen
- Sufficient % of tenure track vs non tenure track

- Student access problems in some programs- turning students away

- Resources are not here- constraints are evident

- "Annual Foundation fundraising resource is a resounding error for UW"

- Diversity

- Capital projects/facilities are lower tier in many areas
    - Space is impacting programs, recruitment, innovation

- How to respond, at the speed of life, to current contexts of the world and expectations of now & the future (incl. accessibility)

- Balance resourcing innovation with resourcing base

- Strong resistance to online- so maybe challenge or strength or uniqueness
    - If can't blend harder to support non-traditional or EE students

- No strategic enrollment plan and faculty not involved in recruitment/emissions.

- Startup costs for new faculty are not competitive

- Less transparency in how funding programs and timing- how to fund programs in a more predictable fashion

- Could have better support for higher level research. Western is more teaching focused. Given the caliber of the faculty, it would be nice to have more incentives and support for research.

- What's our mission – really?

- NTT/and TT ratio – better than others – but it's a continued challenged and needs to improve

- Sustaining the core commitments to liberal arts –

- Husky promise and the WSU equivalent – financial aid and scholarships – how do we find the resources for our students?

- Size of whiteness for Bellingham and WWU

- Lack of space to find community – and then the reputational damage –

- We stink at getting Capital Projects – like to stick to our guns – but other institutions flex better –

- Lack of engaged student services. Lack of commitment on their part of take seriously instances of racial and sexual violence. Even if it happens to 5 students, it should be clear to the university that this hurts our mission. The day to day ways that universities act as business and service providers is hurtful.

- The image that Western promotes itself as a university focused on teaching and research, big difference between that and what we actually offer to students, the classroom experience that they get. We have Fairhaven, the Honors program and a couple of other places that they get to know the faculty in the first 2 years. Many students end up alienated at the end of the 2nd year. We have been able to distinguish ourselves but we have a way to go.

- Lack of transparency around budgets. Student demands with NASU, small scale stuff but the budget card always gets pulled. Gap between image and reality, the way diversity is used, who gets used, that is an ethical issue. Although research is not the primary mission of the university, trying to be cutting edge, students have access to this stuff on the internet and we need to get involved in that and give our students the same kind of access to this information as a student at UW.

- Career development colleagues talk about how we often are teaching the past and the careers that students are preparing for right now have not yet been invented. Faculty development, support, and greater interface that is responsive to current career trends. From a student's perspective, increased siloing of departments, lack of access to course work is a huge issue on campus. Its just been increasing in recent years. I apologize probably every week to eager and interested students about how they cannot expect to include music or visual arts at this university unless they have already some as accomplished artists. That is a tragedy. We all know that if a student is interested in psychology, computer science, STEM, that they have to have the perseverance to pursue and take a lot of preliminary coursework. There are other ways to do this at other universities. We need to fix the introductory math curriculum.

- Bringing in new faculty and staff, Western could do better with housing and partner hires not just at the university but in the community. That keeps candidates away. Developing relationships with potential employers.

- Here at Fairhaven, the way that summer quarter is structured and funded is broken. The number of courses, higher tuition, the way faculty are hired. We have a fraction of the summer course offerings that we used to. We should restructure so that all of our students are able to be here if they want to. I don't know if it is different in other colleges. I assume it is a problem across campus. Challenges in having an equitable and fulfilling work environment for all faculty. That's on the shoulders of both the union and the administration.

- That's a good critique of the summer system, but again there is a question of who can afford it? Travel abroad, same thing. If we don't re-budget and do something about it, the elites will get to have the education and get to do things.

- Retention seems to be a challenge. To me it seems like a high number of people leaving Fairhaven and Western more broadly. I don't know why they are leaving, this might be a fluke because I don't know about the data. I was speaking about faculty, but I also don't know the history with students. I know a lot of us do additional work just to retain students.

- Higher education budget, western needs admins who are going to fight, higher tuition is hurting working class and students of color. Its hard to be a working student. Fighting for tuition that is affordable for all people. Being proactive on that.

- Western needs to understand that we can't just hire diverse people, but people who know what they are doing. People don't know that there is actually work done about how to keep faculty of color here, not just hiring and calling it good. Points to a larger systemic issue.

- Connecting with local community groups. There is a challenge there because there has not historically been a connection so it is hard for people who want to do that now. They are not used to working with Western or getting support from Western. These groups are kind of shut off from working with us because of other departments. Especially working with native communities, I'm told to say I work at Fairhaven, not Western.

- Recruiting and retaining marginalized students, but I hear them say that I just can't wait to get out of here. I hope that the experience here is not one of trauma in the future. I feel like I need more support as a faculty member in terms of managing the classroom well. In areas of mental health and conflict resolution, I could seek that out but it seems widespread and the university should work on that. The counseling center needs more support but that's not enough. We all need support dealing with that. I feel lost on how to support students both individually and in a group. I've been on university wide groups, they are all a waste of time. Its great to meet people but we don't actually get things done. Library technology and ACC. We spent time talk about it but never voted. We're so strapped for time and then it feels like the committees are a waste. This building is a good metaphor. This is a 3 floor building, we have 1 floor and the other floors are there to support students and we are cramped, but they aren't. I feel that there is a weird divide between academics and other services and there is a real conflict. Even using the rec center is a barrier, and that's wrong.

- Labor that students do to run the university. They pay tuition, and they work. The students are paying to do the labor. There is a line that gets crossed frequently. And mental health, we have to ask why this is happening and I think it is systemic. The explosions that have happened are not coincidental and I don't think they are going to stop.

- Conflict resolution in classrooms, training for faculty. As we have brought faculty aboard who empower students, they teach theory that is alternative, these students increasingly bring it up in classrooms where the other students do not have that. The college has talked about a need for workshops and help to do this, I think we need it. We are lacking in our own teaching and learning.

- Sometimes it feels that we are trying to educate students despite the university. I don't understand why supporting students of color, trans and students with mental health issues is subversive. That should be coming from the top down. They should we saying that we are here to support your education. There are faculty in this room that spend a lot of time with students, when often times that should not have to come from the faculty level.

- The moment in time – serve the state of Washington – less investment – seeking endowment – the very concept of public education – is under attack – building and endowment is not a threat – the larger institutions began long ago –

- Articulating our public mission – cultural and public support – we are up for a real challenge

- Western recognizes internally what it does well – but it's always compared to UW – Western should appreciate itself for what it does well as compared to UW and WSU–

- We are not good at communicating to the public

- Town and gown problem remains

- Big picture resource budget allocation picture – to academic affairs – what are the faculty and students need – lines or financial need –

- Model of efficiency – we have that let that line go – we spend wisely on what's important –

- Operating dollars might be 2.6% of college budget - operating dollars too lean should be more like ¼ of our operating dollars –

- EE is paying for NTT faculty – soft money – need to move away from this

- Interested in seeing more money to Academic Affairs – administrators have pressure and desires to please others on efficiency –

- Administrators – allow Western to be Western – EE has a bad name – off campus is actually a small number of students – most are on campus students – off campus to fill in – accessibly – back way of fill in – there is some legitimate reason for concern – UW runs a for profit out of EE – there – will cause high quality faculty to flee – continuing education – other sites –

- Money

- Need to improve the students' feeling that it's important to give back

- Need to get the students out in the world, give them the high-impact experiences

- Support and the students' awareness of support—where the resources come from—visibility is important

- The level of student support services, everything shuts down at a particular time—students need a way of feeling connected

- Promoting diversity of thought

- Size impacts diversity negatively

- Promoting what we're doing right today that supports the goals, promoting the brand

- Lack of funding for grad students

- Lack of funding for 500 and 600 level classes – lots of "stacked" classes for upper level undergrads & grads, but not enough dedicated grad courses

- Would be great to have a better orientation on campus resources for grad students (how to access IRB, libraries, use qualtrics, etc.), assumption is that you know how to navigate all this since you've already been thru undergrad. More effort integrating grad students into the Western social community.

- Would be great to see more efforts to "cross pollinate" grad students across disciplines. People tend to hang out with people they already know (their dept. cohort). Would be great to have something like WOOT for grad students to aid with retention.

- Support for grad students if the thesis advisor relationship isn't functioning well.

- Grad programs feel "second class" compared to undergrad ed – not as much focus and funding

- Bottlenecks in upper division classes due to sabbaticals, faculty shortages – problems for undergrads and grads.

- Class sizes are growing

- Enrollment capping will decrease access

- No physical space to accommodate student demand

- No long-term planning to accommodate shifting student interests

- Peer institution lists are old

- Affordability of study abroad programs

- Keeping instrumentation current for teaching labs

- Departments focus on serving majors, so science GURs, in particular Chem 101, are not offered b/c of lack of resource

- Joint programs between colleges are difficult to coordinate

- Maintaining balance of NTT/TT faculty, recognizing NTT faculty play important role

- We sell ourselves short sometimes because we're not an 'R1' – 'B-list' perception can lead us to sell ourselves short;

- Collegial faculty/peer feedback and course evaluations are needed. Challenge ourselves to do better in the teaching culture;

- We need to give more recognition to innovative teaching methods; hold teachers to higher standards; our culture has a tendency to be, 'we're not an R1 so we don't have to aspire to a higher standard;

- It's a challenge to get teachers to share across disciplines, we're still stuck in silos;

- We're trying to fit far too much content into one quarter – this forces students to game the system to succeed. The 'quarter system box' is definitely a challenge, it's a harder fit for capstone students, students studying abroad, grad students, awards, research papers etc;

- We are so timid to try anything new – this is one of the long standing issues. Brilliant ideas on how to change the quarter system are shot down over and over instead of trying them because some are afraid to make the big changes. We need to embrace innovative change;

- We should make the system work better for everyone – value quality over quantity – celebrate innovation rather than shut it down;

- We still have an issue of increasing diversity of students, faculty and staff;

- Footprint of the campus was expanded so quickly, it brought challenges to our resources, leading to under-funding. ATUS and other systems and resources are stretched too thin. Reallocation of salaries left infrastructure zapped;

- Tail wagging the dog – we only do what we can find funds for, instead of thinking bigger, outside the box more.

- Many of the off-campus programs are staffed completely by NTT faculty. WWU need to make students feel more a part of campus by bringing in TT faculty. This is a big issue for many.

- They don't feel part of/connected to WWU when in Everett. Faculty and staff are not a part of things; the feel like people forget that they are down there.

- As an example: there was a student commuting from Federal Way to Bellingham and no one told her that Everett was an option. Increasing awareness on campus of the opportunities in Everett would go a long way to making them feel that they are a part of campus.

- They have issues with parking when they come to main campus. They used to be able to submit visitor request and now that's not an option, they feel like WWU parking doesn't care about folks off campus. Now they have to have parking permits even though they're not on campus. In the past Admissions have treated Everett students like they're not a priority, as though they were not WWU students. WWU Everett students need to be recognized as WWU students. They are often thought of as "the other" not really WWU.

- When Western alerts go out to say that campus is closed, those same alerts get sent to Everett students. They do not specify that the Bellingham campus is closed. We have programs in 12 different communities but the attitude is very Bellingham-centric.

- Situations are handled differently when events take place in Everett than on the main campus. There was an event that happened on main campus where there was a threat and the university closed.

- Something similar happened at Everett CC campus, they contacted the assistant dean and were told to counsel their students. They then went to the Everett university center and within 30 minutes WSU chancellor had something written and sent out. There is a quick response when on Bellingham campus but we need to be more responsive to events that affect Everett students that don't necessarily affect Bellingham students. They do not feel equal to Bellingham campus. They are trying to actively engage with Western Bellingham but not getting response or action.

- When they have issues or request assistance they are left with the impression that Everett should just figure it out. If the "door" is not shut immediately and they are heard, they usually just get asked how they're feeling and what they think and that's supposed to be good enough. There were two instances where they reached out to the Assistant Dean for situations that put the university at risk and they weren't handled.

- Because Western is so decentralized, it is difficult to get members of the campus community all moving in the same direction. There is also a lot of reinventing of the wheel that takes place, as similar types of

staff remain secluded in separate offices working for different bosses but engaging in the same variety of tasks.

- Many staff members previously attended Western. For staff members who didn't attend Western, the environment can feel exclusionary. Because staff stay at Western for a very long time (and many went to school here), they are set in a certain way of doing things. Many refuse to look past the Bellingham bubble to explore best practices at other institutions or think outside of the box.

- Expensive cost-of-living makes retention of staff difficult. It also makes attracting and retaining diverse students difficult.

- We're good at planning but bad about following through and accomplishing the goals that we set out. It feels like we've been in strategic planning for 10 years. Every time, we get a new president, he/she wants to do a new strategic plan. Setting big goals, and then not having the time to accomplish them is discouraging. Spending so much time planning for things that never get accomplished is worse than lost time. It creates disappointment.

- Turnover is a huge challenge and impediment to achieving goals. There is not enough time for workers to really document what they do for the good of the next generation of employees that come after them. Therefore, when turnover happens, institutional knowledge is lost and the replacements have to start from scratch.

- WWU is understaffed. Supervisors spend most of their time engaged in day-to-day tasks that are more fit for mid-level managers, of which Western has very few. This leaves supervisors with little time to think outside of the box and manage their staff in a strategic manner. They often don't have time to see the bigger picture. Many new employees feel that their supervisors have no time for onboarding. They are reluctant to ask their supervisor questions, worried that they will distract their supervisor from more pressing needs. This leaves new employees wondering where to go to get their questions answered.

- Little smart succession planning. Positions tend to remain empty for quite a long time. It's nice to have overlap between people leaving and people coming even though it costs more.

- TEM and ESM are examples of one department becoming more efficient by making all other departments more inefficient. Purchasing is more efficient because all other departments now have to do their own purchasing.

- Western emphasizes that it's a liberal arts university but many departments have established minimum GPA's for entry into their majors. And many courses in those departments only admit students in that major. It's increasingly difficult for students to be renaissance students able to sample a diverse menu of course offerings. Moving forward, a challenge will be to define who we are as an institution. Currently, some aspects of our identity seem to conflict.

- Relative lack of diversity. WWU is geographically disadvantaged. We are more diverse as an institution than our local community but nowhere near as diverse as the University of Washington and other state schools. Community colleges are making a major push to offer 4-year degrees. It's appealing to stay near home and incur lower costs for students with diverse backgrounds. For us to really stay relevant, we're going to have think very carefully about creating an environment that is evidently beneficial to folks from diverse backgrounds.

- Selling a liberal arts degree. For students, it can be unnerving to come to a place without the guarantee of a major. Having to wait two years to be admitted to a major can be perceived as risky. We've taken it

for granted that most people know what a liberal arts degree is worth. Degrees are more than job coupons in a particular field. Communicating this truth is difficult, and our storytelling is weak.

- --other institutions have closer blends between the academic and the co-curricular. our campus lacks in co-curricular faculty appointments and such appointments have been frowned upon. which is not the case in other programs.

- we have the opportunity of having a small space but we don't have the blendedness of co-curricular programming that we could have.

- classroom spaces are oddly out of date. can't use modern teaching methods because of the outdatedness of classrooms.

- you can do more in high schools than here. spaces are still set up for 60-70 person classrooms and that's odd.

- on the IT side we need more people. 4 people for 15 projects is too small. from the 07-08 cut, we have not replaced our IT staff and services.

- we need to decide what size we want to be. 15K students now but we don't have the infrastructure to support that

- we haven't updated the infrastructure -- classroom, physical, IT -- to reflect that.

- re: biology building. faculty were very involved but in the long run the architects and builders took over the design. now the building doesn't work for the faculty and teaching.

- the new buildings are supposed to meet your new needs but don't.

- may win awards but does not work to create and facilitate conversation. collaborative spaces.

- hopes for WWU that as we build new buildings, like carver, that we do take seriously the faculty recommendations for accommodating students and teaching. we need buildings that are not just pretty but functional.

- buildings are so expensive. better to have something we can really use.

- we need to think outside of the box.

- carver will likely be shorted.

- the wave of the future will be public/private, and how can we do that? how can we run with that?

- WWU needs to join the 21st century (maybe even just 20th). the focus still seems to focus on traditional student (18-22, on campus) not thinking about adults who come back to school.

- how are we going to service these students? how will classes be held after 3pm? change schedule and audience? WWU hasn't come to grips with students that cannot come to campus 8-3pm, M-F.

- compared to Whatcom, there is nothing here at WWU

- WWU needs to have a strategy for what happens off this campus -- i.e., Seattle, Poulsbo, etc.

- we need to commit to being off of this campus to serve students who are place-bound

- it is a struggle because we don't get faculty and staff support.

- we have a failure in updating and we are stuck in the 1980s rather than building on up to date knowledge from other places, i.e., lacking marketing, needs-assessment studies, best practices.

- we are always told we don't have enough money

- for our 1 to 4 students, we think in a colonial and limited way, i.e., cultural campus v. cultural spaces

- we are short-staffed and short-spaced for staff. need more non-traditional approaches and strategies. creating off-site work. increased childcare. how can we better support our staff for their needs and dual-partner families?

- we can't find ways to support the staff.

- housing costs -- we literally cannot pay people enough to afford a house here. need a coalition to lobby for affordable housing. they (staff) walk because of the disconnect between salary-home buying. there isn't anything to show. even if you look at a 7 year picture, this area has an utter lack of supply

- deans will do okay though because their salaries are high

- one of the challenges is that WWU faces is whether we are really looking at what students need -- i.e., time to degree, alternative options for course delivery, quality, cost. really taking a look at how to be more student-centered. how can a flexible and alternative set of course options be thought of?

- what kind of student is the university centered on? in terms of courses, activities, organizations. are we appealing to one kind of student or many? what kind of students are we turning away?

- budget restraints across the board. impacts everything. how much we grow, what size we are, space, faculty.

- i think it's important to acknowledge a level of non-collaborative work environment from and because of the faculty union. there is polarization because union leadership creates a hostile environment that really shuts down conversation and solutions. it's very frustrating and very damaging. on a national and local level. it's hurtful and damaging.

- we are on the same side of the table but we have become locked in battle.

- pro staff more sensitive to union polarization. it is disconcerting because we do have a different set of conversations with faculty and other staff compared to unions.

- faculty refuse to collaborate on solutions.

- we don't have the opportunity to hire faculty that would teach evenings and also offer resources

- we should have a situation where we teach / inform faculty that they might have to teach in the evening or alternative schedules

- faculty have a lot of control and approval on this campus. even more than students. shared governance doesn't happen. it is faculty governance but not equal governance with staff and students. skewed more and more with faculty rather than other factions. I think that's a concern.

- when i work with faculty, they don't have time and they shoehorn in a very tight timeline. and they only work to their contract and they are incommunicado. and then programs suffer.

- we should have staggered faculty. we should make them teach in the summer and in other areas.

- like the national trend, a larger pool of NTT and smaller TT. it increases the tension. we are in a deadzone in terms of our size. hard place to afford our wants, desires, and priorities

- our culture has been a political culture vs. a competency culture. politics trumps competence in ways that turn something into crazy outcomes. and I don't understand it. there are gluts in middle management. too much salary disparity. then the gap between middle and upper may contribute to polarization
- Opaque internal budgeting

- Pressures to develop professional programs at expense of a broader Liberal Arts education

- Turnover of administrative positions

- Lack of mentoring system to develop internal faculty candidates for administration

- Inadequate teaching spaces for student-centered learning

- Ineffective faculty service

- Lack of systematic plan to increase diversity

- Maintaining the quality of a residential campus experience as online courses and extended ed courses expand

- Math instruction

- People are already maxed out, that's a concern moving forward

- We have no enrollment plan

- The fondness is true for some, not all students

- Need to look at diversity as an enriching experience

- Get clear about NTT supplementing TT faculty, decide as a university the ratio
  - Are we cognizant of this? Is there a plan? There's frustration in how people experience their lives here, it affects morale and quality
  - What's the experience of a student whose first two years are taken with NTT?

- It's a challenge recruiting technical positions, the impact on our ability to do business
  - Also, systems are bad, inefficient

- More institutional research, settle on one set of numbers

- We don't have the basic infrastructure, wireless or wired, to support a good ERP—that's why we don't know what the numbers really mean

- The mental health of our students, difficult times adjusting to life, highly emotional—this is pervasive

- We need a commitment to recruit professional staff of color, living in the community
    - Build more professional relationships and partnerships to help with recruitment, be more strategic
    - Our messaging doesn't get out, from onboarding, from middle management, to empower and engage so we retain them

- The rapidly rising housing prices affect recruitment
    - Not much to rent or buy, in any price range

- Biggest concern from graduating students is they didn't feel they received support in finding a career, "dropped off a cliff"
    - E-mail shut off three months later, no internships, not enough guidance, not professionally prepared

- How staff get treated when they leave this place—how you treat people is what counts

- Growing pains with some attending disconnect between our image and deliverables

- Bottlenecks: getting into classes and majors can be difficult

- Determining costs, including scholarships and other aid, of meeting enrollment goals to be able to make informed decisions

- Consider hiring a consultant to assist with enrollment efforts like other schools do

- Negative PR over sexual assault reporting processes and cases, racial threats, student activism – i.e., Assembly for Power and Liberation, and anti-Semitic incidents; response efforts are in need of more structure. I.e., someone should be in charge of the University's response in addition to the President

- Getting everyone on the same page with a strategic plan that focuses the efforts campus wide – we tend to be decentralized and diffuse. Having a shared conception of our institutional values.

- Consistent state funding (esp. capital), and our continued heavy reliance on it. The state can't be seen as the driver and funder of our excellence in the future – the money won't be there in the quantities and the frequency that we need to maintain and exceed our past excellence.

- We may be hampered by our past success in effectively changing for the future – how able are we to think and act creatively in new ways when what we've been doing has been pretty successful.

- "the bar is high" in terms of Western's quality, which makes people loath to change. At the same time, many people don't realize how well Western has done compared to many regionals.

- We need to be more aggressive in making Bellingham and surrounding local areas more affordable for recruitment and retention; Western may need to help drive the local conversation about community development, which includes everything from affordable housing to creating more middle class jobs and infrastructure investment, reviewing land use policy and attracting industry.

- Bellingham and Whatcom County are not very diverse, and it's challenging for our diverse students and staff to move here. How can we help lead the conversation to make this a more welcoming community in general?

- Our commitment to shared governance has made it very difficult to make changes for the benefit of the institution, e.g., for faculty there's a lot of tension around extended education; for students there's the national conversation about social justice and activism that's playing out on campus. People want change, and they want to be consulted in how that happens, but additional governance processes seem to add another layer of constraint on helping it happen. What does it look like to have governance that works but doesn't hold us back?

- Interface between leadership and faculty.

- Not a good understanding of shared governance.

- Social justice – a University that doesn't put resources towards their mission (diversity efforts) does not value them.

- What we say we believe in needs to be followed with actions/integrity.

- We need to be prepared for things. There is angst over diversified students. For what? How to develop a place that's ready for change. Recruiting without understanding the true meaning and outcomes.

- Conversation around this is complicated. It needs to be at all levels. We need to be ready to change as an institution because of the diversity of students coming in. How we operate – value certain types of knowledge. Aren't all kinds of knowledge valuable?

- Bring people, draw faculty in – Need new ways of thinking.

- Our students are amazing. We don't do a great job of retaining them. What are we willing to do to honor the students who are already here?

- It Hurts WWU ability.

- Courage around social justice, make more welcoming.

- Finding ways and time to do this.

- We don't have large numbers of faculty to serve on more and more committees.

- We need time for deeper conversations.

- We are farm from population centers for outreach. It also takes a lot of faculty and time.

- No matter what interests are, everybody is so overworked. No time to add knowledge to our fields.

- Need to bring Student affairs and Academic affairs together. Student support outside of classroom is vital.

- Issues of wellness, beef up student information about self-care, stress, assault, mental health, suicide. There is a lack of services for off campus services. All students need more support for wellness services and accessibility.

- Faculty at WWU need to get over seeing EE as the enemy. Recognize it as a resource. Acknowledge the troubled history and move forward.

- Think outside the box to provide delivery options.

- Value different ways on knowing. WWU's part in this- look at massive GUR reform.

- Students come without skills. Students today are completely different from students a few generations ago. Look at students, what that means, and the global perspective of what they need for support.

- Doesn't make sense to bring students in and plunk them in giant survey course works. More engaging coursework at beginning. More community from the start.

- WWU needs to integrate liberal arts and professional programs. Move to integration model. Students need it all.