

# Vision

- If admission standards are decreasing, we still want students at the same level when they leave so we need a plan to fill that gap. Do we need to reach out to high schools? Set up development work with freshman? How do we develop students early so that they can be successful here? Faculty are used to teaching students with certain requisite skills, they can't teach writing and studying skills in class when they really need those skills going into the course.
- President Shepard aimed to increased diversity, as is Sabah; inclusivity/diversity are good but only with enough resources to support them. Some students are not qualified; they are the first in their family to go to college and they need support services in place to provide English skills etc.
- The mantra from all presidents is around diversity, we would like to hear more from them on the quality of education. One of the essential elements of diversity is not disassociating quality of education from diversity, we are a big proponent of diversity but not at the expense of quality.
- I would like to see the term diversity broadened so that it's not just external – diversity of viewpoint and different perspectives. We should encourage people who we don't agree with to speak freely and still be respected. People need to have safety, security, respect and have great debates.
- Talking to small business owner in Fairhaven... she went to Western but had no idea how to run a business, wishes she would have taken business classes when she was here. We need classes for professionals who don't want to get an MBA, we need more continuing education options. How do we more nimbly respond to the needs of the community in a way that's not at odds with the UG experience? Probably not enough faculty to be flexible and respond to those needs. We should contribute more to the Bellingham community.
- Whatcom offers a huge amount of community education classes; we are missing out on an opportunity to offer certificate programs, workshops, other options that would help potential students to feel connected. This would create a stronger alumni network and revenue.
- We offer free class to folks who are over 60 but this is not widely advertised.
- We need to provide affordable, high quality learning and support for lower and middle class students, reinforce the resources of this institution. We need good interaction between students and professors, learning is not just one direction, students should be more involved in research activities.
- We call ourselves a liberal arts university but we're not. Humanities is not at our core. Do we want to be a small liberal arts university or not? We don't really know what we want to be.
- We offer Nursing, a cyber-security program, should these programs exist at WWU? There is a professional need but should we be filling it? This disconnects us from being a liberal arts university at our core.
- Our general education program is not a liberal arts education. We don't have an understanding of what we want to be. Either you focus on professional development or liberal arts, one or the other.
- There are gaps in both, we're not doing either as well as we could. Most students don't understand the spirit of the GUR program. If we're trying to do both then we need to own that and craft a new identity for ourselves, we need to define it. We haven't owned who we are.

- Want it to be recognized for the great university that it is, to attract high caliber and diverse students and broaden faculty to internationalize the curriculum.
- Stronger presence in Bellingham, perhaps waterfront development will help with that.
- Growth of full-time faculty, better facilities, big increase in resources available to students financially
- Bring our arts to the community. Bellingham would be more likely to get on board if we perform in their space instead of bringing them to us. This creates that link with the community that is needed.
- Envision Western having the same role in social justice and diversity/inclusion with continued fervor in its pursuit.
- I want to see an improved GUR program that better prepares students in upper-level courses, and more interdisciplinary cooperation and programming (like the STEAM minor). I also want to see facilities updates, particularly the Fine Arts building, and funding for another full-time faculty in Art History so we can expand our program. Finally, I want to see structural changes towards equality in the classroom, and everywhere else on campus.
- Increased endowment, that makes WWU less vulnerable to state funding and able to grow in quality if not in size.
- Capital funding to update or replace inadequate buildings, especially CFPA and Huxley, and a new campus building project on the Waterfront.
- More financial aid to attract a more diverse student body.
- A renewed commitment to liberal arts & sciences and excellence in undergraduate education, with increased staffing and support for teaching.
- WWU must have an anti-bullying policy
- A GUR program that makes sense
- Demographics of WWU reflect the demographics of the state of Washington
- Strengthen our connection to NWIC
- Supporting students of color – in 7 years a more welcoming place for students of color
- Much more connected to British Columbia and its educational institutions
- Younger faculty are more research oriented and the university has been awful at supporting that (such as course releases for faculty who get grants, and support for getting grants, our department has lost 3 young faculty, and the university does not support technology on campus)
- WWU is at a critical point between being a teaching and a research institution – hard to do research with our teaching loads.

- Do better at a multiple paths to success (teaching, research, service)
- I would not like it become a STEM university, nor a university dominated by professional degrees.
- Not have WWU be an online school – the push for more on-line courses is worrisome.
- Fewer silos – needs to be more integration, so if it is more stem it needs to come with more humanities related to that.
- I would like to be able to say that I've had training in what I was hired to do; that's why you hired me, I'm supposed to specialize in that; things constantly change; I should be able to expect to have training to do that job and handle those changes.
- This is an institution of learning and I am denied learning.
- Western should be more nimble in problem solving and addressing issues By the time the huge ship turns things have already changed
- Agility—we miss opportunities
- We have a president now who I think might actually be listening, so this is the first time I've bothered to show up to something like this
- Fear of HR; I wasn't going to say a word if anyone from HR was here.
- I feel like one of the things I like here is academic freedom, but as classified employees our freedom of speech is quashed
- I'm not allowed to ask questions
- I get told that the policy or procedure is not that way
- I would love to see leaders that recognize Western is a whole and make decisions that affect all
- There is a double standard; not all factions get equitable benefits
- Accidental creativity
- Permanent solutions for temporary problems and then we have to keep living them
- Allow depts. and programs to have trial programs and test things out—we need funding and support for good ideas (alt spring break for example)
- I feel like across campus in the contexts I have, there are high hopes for Sabah; I feel encouraged; there might be actual changes here
- Sad that this is the one thing that gives hope
- I want Western to be comfortable as itself; we're not Bellingham State Normal School—we're a big comprehensive university

- Salish Sea conference in downtown Seattle; we're playing with the big boys and big girls, and we need to be comfortable as a big boy/girl
- We belong there—we belong with that group, we're there
- This is a unique place etc. but if we're looking at serving all the Salish Sea region (online, EE) we need to be clear about our values, what we're serving; faculty, staff, everyone—people need to be clear on our values
- Tying elements—morale, changes, caste system—from our level of the system: think of a stage performance—we're the invisible team making it all work—please emphasize that we understand who the performers are, but there needs to be an increased measure of awareness of what makes things run, what supports bringing in the ticket sales (students)
- Faculty get performance raises; classified has no incentive program to perform to improve themselves.
- HR should recognize things people do to bring value to the campus; even if there isn't another position to go to, we should get raises in current position to reflect accomplishments.
- Sense that university doesn't want to go to bat to get money to pay fairly
- People want to go to the performance, the whole spirit could be helped a lot if there was an incentive program—pay plus intangible things
- It would be nice to know someone was going to go to bat for you, HR won't do it
- Regarding getting training, etc. in my field it would be nice to have support for professional development opportunities; hard to keep up on best practices if we don't have opportunities; detrimental to our campus and wider higher ed community
- Need an easier way to get out of silos; one events calendar and have things accessible; I struggle so much finding info; I see a poster three days after a thing happened; more streamlined events.
- Nontraditional growth, extended ed—EE growing faster; they have momentum, moving forward; but the rest has apathy; in the next 7 years we find a way to end the apathy and develop momentum, so everyone at all levels is excited about their situation so things keep going forward
- But permanent solutions to temporary problems – exacerbates the problem. We're told no; momentum stops.
- Develop EE and nontraditional while maintaining high level of excellence
- Pie in the sky: I have a dream for 7 years—that we are first university in the US that says we do not support bullying anymore—this (bullying) keeps going on at different levels.
- COLAs should not be just offsets to healthcare
- EE does well because their employees are higher paid; they have more freedom; aren't burdened with policies/procedures that slow momentum

- When you are not paid enough it's hard to have momentum
- Here's a threat—in the next five years there's 800 eligible for retirement—we need to backfill all these positions
- Look at this today, 800 people, high rents, low wages, it's a nasty picture
- I can't leave, retire, because I need the health insurance
- I hope we hold our high academic standards
- Maybe deliver differently, evening, distance
- The MBA program is pretty good
- There will be more distance education—don't become a diploma mill, educate more people without sacrificing quality
- Nationally, a lot of privatization, concerned about deterioration—a union, concerned about that
- Being broad-brushed by the legislature as a union member, a state employee, that reputation, I'd love to see our reputation improve, and the treatment
- Community Engagement fellows
- Expanding community engagement programming—great vision and coordination among Western programs
- Programmatic offerings that focus in on place—how can the university take advantage of location near Vancouver?
- Entrepreneurship, hidden companies doing incredible things no one knows about, it is taking advantage of those opportunities?
- Graduates coming out from programs, bring them together with firms that want to hire them—better connection with job placement
- WWU does a lot of things really well, so keep doing those things
- Get WWU off the hill, students come off but get the professors and staff into the community
- What is the future of work—WWU could be leader in that conversation
- Have to fix the housing issue—WWU can't be answer but need to be part of it
- Presence at the waterfront
- Mary Washington got very engaged in redevelopment of community—can WWU be more engaged in this effort (downtown) of reusing existing space

- Center of excellence downtown
- More success stories with sustainability, like IDEA institute business ideas and orientation
- CBE should be much more engaged in data gathering and research without cost or financial resources
- More data on Bellingham and Whatcom County
- We still have this physical place – but what about the virtual layers – way to serve in the places that are place bound – cross cultural in on-line? Video conferences – can help –
- What is our role as leaders? Students need to have the skills to transform – workplaces – communities – TRANSFORMATION READY – that would be ideal seven years from now –
- Summer support programs – prepare them – not just sink or swim – Summer is Fall for a small group of students – second chance summers –
- Uniquely Western outside Bellingham – what co-curricular like outside Bellingham –
- Strategic Enrollment Plan – we have been reactive
- Culture of resource acquisition – this is weak – go out and find our own resources – we have an entitlement attitude
- Weak donor culture –
- strategic domains—
- campus climate—I know we are working on it, but many people are being harmed because we haven't worked fast enough; we need to provide concerted effort and resources
- this will be ongoing, never finished—make it part of the process
- stop ignoring the fact that when you step off this campus you must have your armor up—we must engage with surrounding community
- more diverse community—local, regional, national, international
- greater responsibilities, including working with communities to integrate concerns, issues and values this relates directly to academic programs that integrate those values that are intentionally directed at inclusion and seeing perspectives of other peoples
- approaches to teaching and learning need to adapt to changing world
- what kind of students are we graduating? the goal is that they will be globally minded, not just reflect values and structures of this society
- campus climate—engagement on campus in a more transparent way where we give voice to these issues; make it part of everyday, normal fabric; people should recognize when they see symbols of hate, etc.—consciousness goes up

- there are pockets where we don't internalize what hate speech, hurtful actions etc. look like
- physical environment—we're on indigenous land. where are the symbols and place markers that explain about the land we are on? could there be a longhouse? totem poles? visible presence on campus
- retention and development—intentional way create benchmarks and build in metrics i.e. by year 2 we increase by x percent, etc.
- visible progress that is measurable
- intentional about retention—we struggle with retention because of environment, off campus experience, etc.
- leadership development—leadership that is fully cognizant of needs and fully accountable; building in how leadership will help see things through re: EID strategic plan (senior leadership)
- in 7 years we should have a tribal liaison at the executive level on campus and thriving
- honor what president put forth in diversity suggestions committee of indigenous community members to hire liaison
- compensation, salary review for folks of color—how have folks been compensated or not equitably MEC thriving, LGBTQ+ with director position, etc. so there is a place for people to gather with support
- MEC representation at HR re: onboarding; professional development, mentoring of people of color; living out of the principles that we espouse as a campus, not from a place of performance but from a place of integrity—actions reflect the principles that we put forth in vision and mission (instrumental vs. fundamental)
- EID strategic plan lists short and long term goals
- some groups are not focused on enough—community of people with disabilities; in 7 years campus should be more friendly to those with disabilities
- women's center that supports staff and faculty—more structured resource for women to gather together to share, grow, be supportive. women of color, women in STEM
- re: attracting people of color—find diversity in pockets; but not reflected in how we design buildings, artwork in buildings; people don't see themselves reflected in the environment; this affects retention
- reflect this all over, not in one area
- certain colors i.e. change one wall to a certain color and that creates a welcoming space; pieces of culture
- EID has been a task force for 4 years—make it a standing, permanent committee; empowered to do this with financial resources, perhaps support staff that can also support other constituents like MEC
- Significantly increase resources (endowment)
- Increase transparency of funding models for faculty/department chairs/decision makers

- WWU become more selective in student admissions
- Student body reflects demographics of state and faculty more diverse in that way
- Not grow too much, catch up to the students you have, hire more tenure track faculty
- 4 more buildings/carpeted needs are being addressed
- Maintain quality
- Resources to support most diverse & highest quality students
- Strategic plantings re: enrolment & active engagement by faculty (in-state, out-of-state, international, etc.)
  - Involves faculty being involved in strategic enrollment planning
- Shave presence on the waterfront in the next 7-years
- Engaged financial aid/support for students in need
- Meet your students where they are.
- Would like to see Western draw more broadly from entire student pool in Washington, that our students would more accurately represent the population of the state.
- Incentivizing research.
- More diverse – more equitable – resources need to move back to before the recession – committed to excellence – first generation – economic – equal access –
- We become the preferred for all state corporations for all pre-professional programs –
- Who teaches – NTT – skill learning – or postdoctoral fellow to fill-in – everyone else needs to be T or TT
- Research is not what faculty do for the selves – contributes to the public good and to students – all fields – contribution to the sustaining of the institution –
- Celebrating the expertise – we don't do –
- Life blood – is your research – that is why you are in class with your students
- More equality – workload and pay – equal pay for equal load – 3-3-3- and 2-2-1 - \$100K or \$60K – market on one side – NTT make more than TT in some disciplines
- Faculty development – grow skill set – most come out of our own pocket –
- Teaching/Learning Center – robust mentoring program – nothing for leadership – new directions in research – editing for a professional journals – training for conflict resolution –
- No home grown talent – leader – Dean – don't develop new leaders internally
- We need 2 new buildings – Multicultural Center – not – have them -

- My visions and hope is that it doesn't follow the neoliberal model. To commit to hiring tenured faculty, not adjunct them. Not try to implement top down productivity models that actually don't work. Keep tuition accessible and low for students, I want Western to be that niche college, that unique place that students are still attracted to, not just for the region but what we offer.
- I want the university to maintain the relationship between faculty and students. Rather than moving towards a business model, we could have more students if we did more online classes. Not against the online classes because some students need that access. An article on Amazon that they are pushing out bookstores, I don't reject technology but I think the relationship, maybe it's because of Fairhaven, it does more, allowing me to become part of this life than I could have ever got from electronics. Some students thrive with this model. I'm afraid of who gets shut out with things like that.
- I would hope that we are retaining and graduating more students, especially more 'high risk' students. Revise GURs to be responsive in creative ways for exploratory opportunities for students. I would like to see additional and creative funding opportunities for students to complete degrees. Programming that is responsive to creative and realistic options for degree completion, for working students or others. Spending more money and implementing structural support for increased academic support for high risk students.
- University as a whole or admin leadership, promotion of departments working together. So it's not all of this dealing that departments have to do amongst themselves. I'd like to see that as something promoted and encouraged by the university.
- Institutional identity. That western doesn't go the way of what some Cal States have, not moving towards the research university model. Putting money into student support areas.
- First year advising is essential, something that the university can take from Fairhaven because we do that. As we look at other in state institutions, it works. Staying Greek system free.
- Especially in the political climate, it is problematic that there is really no support for race, gender and sexuality studies. It has to be people taking on a second job and Western exploits the passion and kindness of those working in this area. I'd like to see a real commitment, formal department or just budget wise. Real student services for students in crisis. Fully resourced counseling apparatus. Real accountability around sexual violence, this is the case of many universities. And research – we need to be supported to continue engaging in our fields, however, I know someone at an R1 university but the teaching advising and other expectations are just as high and that needs to be balanced.
- My hope is that western will do a good job of following their strategic plan, as opposed to other universities. It seems that resources have been grabbed onto and put into places that don't serve students – like the media center that no one uses – but the money should go to academic advising and to serve students. Sometimes it feels that when western underserves students, it really underserves students and that is bizarre.
- All technology, the adjunctification of faculty, I'd like Western to take that seriously. I question why it is that Western does not have a chief diversity officer, when other community colleges do. The chief officers do a lot of work around diversity and equity issues. At least if we are connecting to other peer institutions then we are on the same page.

- We are a regional mid size college but it does not feel like we are in touch with local immigration populations, we are a border city, a coastal city, close to native populations but we don't seem connected to that.
- Several of us have worked with NWIC to help them grow. But Western has consistently as a university dropped the ball. The university likes to show their diversity but those students of color are not supported. But they're brown! And we lose them. There are places in the administration that do not follow through on that. It gets frustrating. I hope seven years from now, the university truly can embrace a change at the core that allows for this participation by these populations in town. How many Sikhs do you see on campus ever? And what is it people wandering around calling Asians the model minority?
- It leads to ...we are such a reactionary place, when something hits the fan we try to fix it rather than listening to the folks who know this stuff and listening them to plant something long term.
- I would like further examination of the GURs as brought up before. I get a lot of students in my class who are just there because of a GUR and they really are not interested, they leave and they have checked off the box and they don't learn anything. And the comments that they make reveal that they didn't really learn much. That diversity should be in all of the GURs. I don't want my class to be the one that these students are learning about the 'other'.
- To have the revenues to do what we want to be
  - What do you expect revenues to be in 2024?
- That every student would have one or two high-impact experiences—internship, study abroad, research experience
- Post-graduation experience needs more work—career services etc. to help graduates
- More partnerships with the community on every level, e.g. facilities sharing
- Continuing relationships with businesses
- Continuing adaptability, strengthening ability to go where the jobs are
- Continued progress in the area of diversity, both faculty and students
- Continuing to promote diversity, it helps connect to the community
  - Including socio-economic diversity
- Personal connections on campus that can be built on
- Grow and develop student services given the changing and increasing needs of the students
- Develop the whole person—WWU does a good job but needs to continue
- Give a great overall education, educating well-rounded people who have great lives and great jobs
- Have to remain relevant
  - If we focus on doing better, we need to see what is no longer relevant
- Stewardship, going green—adapt to keep up the stewardship we are known for

- More developed graduate programs (funding, dedicated grad courses)
- More communication to grad students about campus events – grad students are more concentrated in their departments than undergrads
- Add select PhD programs – it would be nice to be here for longer than 2 years
- Went to a big R1 undergrad school – would be nice to have some of the opportunities and diversity that comes from a larger setting
- Expanded library resources
- Growth kept at 15,000-16,000 students
- Student demographics reflect population demographics
- Improved access to first generation students
- Improved access to students with lower GPA
- Not using extended ed for generating revenue
- Increased international study abroad opportunities
- Sustainability becomes a core value in a liberal arts education– more than just recycling
- Understanding the Pacific Northwest becomes a core value of liberal arts education thru a lens of ecology and the humanities
- Responding to critical needs of State by developing programs such as a Marine Coastal Sciences/Policy program
- A stronger emphasis in STEM in GUR courses
- A clear understanding that Huxley “belongs” at Western and their integrative approach fits into the Liberal Arts tradition
- We should embrace changes in the curriculum – provide wider, more holistic education;
- Would like to see something more interdisciplinary in the curriculum;
- Find ways to reach outside of Western’s ‘norms’ to encourage more non-traditional students to come here (or distance learners), those who wouldn’t fit well with normal course programs;
- Must move away from the traditional checklist style of Gen Ed courses - give students more flexibility to choose courses and programs so they take agency of their own learning- the system we have now doesn’t encourage this;
- Make system more ‘major-focused’ and less Gen Ed focused;

- Move away from traditional 'student body community thinking' to a more flexible, interconnected community between on and off campus (connect with others);
- Need to change the culture of learning here to better prepare graduates to function in the world after graduation – build entrepreneurship into our programs so they're ready to start their careers when they leave;
- Need 'technology proficiency' courses added to all courses across the university;
- 'Introduction to Research' should be offered to all students.
- WWU needs to embrace the grad programs and off campus sites. Sabah is having 20-minute phone conversation with off-site locations where they have to type in questions to him. More needs to be done for off-site locations to feel heard and included.
- There needs to be transition time for folks who are retiring, there needs to be overlap between positions with a steep learning curve. There needs to be a strengthening of support to off-sites and more connections to the WWU main campus.
- All employees of main campus need to be aware of what's available off campus.
- Have meetings held off campus so that folks from main campus can see what off-site locations look like and what they offer. Only using technology to include Everett campus in meetings creates a disconnect, you lose a lot by being in a Skype meeting.
- That Western chooses who it wants to be. Should we hold enrollment at 15k or decide to grow? We may want to grow in the next seven years in order to achieve economies of scale. If we decide not to grow, we need to think about re-prioritizing existing programs without the expectation that intuition-wide growth and the funds that come along with it are on the way.
- In order to attract non-traditional students and to take advantage of our underutilized facilities, Western should offer more classes at night. Most adults and many younger folks can't afford to put their life on hold for 4-6 years in order to get a degree. They have to work and go to school.
- Western should offer its employees flexible working hours. Much like school, there is no necessity that work happen only between the hours of 8 am and 5 pm.
- Western should provide more educational offerings to the surrounding community. Western should also be more involved in conversations about affordable housing and other related issues, where Western contributes to some of challenges that face the community.
- A greater international focus, including developing a stronger relationship with other institutions and businesses in Vancouver, B.C. Less than 1% of Western's students are from a different country. We don't invest in overseas recruitment.
- Be more strategic about technology investments. We're a very reactive institution versus proactive. We often don't replace systems until the company is out-of-business or the product is end-of-life.
- In comparison to other universities, we offer our students fewer reasons to stay and be and collaborate and hang out on campus. In the next seven years, it would be wise to further develop campus amenities.

- Encourage staff retention by offering tuition discounts for dependents.
- if WWU embarks on a capital campaign, it should be ambitious. institutions of our size have huge endowments compared to WWU. it would make us more nimble.
- it would be nice to have career pathways. there is no where to go. it would be neat to see more staff to engage with students in co-curricular. some way to do more with your job, to work with students on campus, in some kind of pathway
- we are still in an industrial model about single-career pathways. as opposed to dual-career pathways. to have more opportunities to do more, teach more. to work with students.
- prof staff have too low student contact. people with fantastic experience and expertise and want to work with students.
- move into 21st century. as i look around, i see a ton of institutional knowledge that will be retiring. we are going to get to a point where we look around and say, what are we going to do?
- there are going to need to be dynamic changes to move forward. we can't keep doing it the same way.
- i would love to see more ideas for collaboration, fix problems, and move toward solutions.
- i hope in 7 years, that WWU has a clear strategy for serving Washington state. support and infrastructure to support those activities
- reiterate that WWU is a unique member of the community but still very isolated. we lose faculty and staff because the community cannot support real diversity. the university should do more bridgework to help community be more diverse
- university should step up to really support the liberal arts.
- undergraduates don't really know what our research opportunities are, distinctive opportunities
- more solid infrastructure grant opportunities for research, service, and co-curricular
- i would like to see more women and women of color in leadership and better paid
- under president shepherd, more white men in leadership and no discussion of staff
- we don't reflect the trends in society, people of diverse backgrounds
- the university could take a stand on that. that we need a women's council. every campus that i have been on has that and we don't have that and it would mean a lot.
- technology that really speaks to each other. instead of isolated
- we should rollout software and technology in a thoughtful and coordinated way
- in seven years, to have WWU have a 9 figure endowment. lean on the donors to do it.
- Maintaining strength in Liberal Arts education

- Enhancing residential experience by improving infrastructure
- Squaring interest in social justice with NTT and staff salaries
- More effective deployment of NTT faculty by longer-range budget planning
- An increased collaboration with the community
- Do stuff in the evening, including classes, be more flexible
  - More flexible work hours for classified staff
  - For the campus to become a bigger hub for the community, not just a campus on the hill
  - We are the most traditional alternative but don't serve the community with evening classes
- Strengthen commitment to the Kitsap Peninsula with its underserved, diverse population
- See a commitment to diversity tied to endowed faculty for diversity studies—would serve as a magnet for faculty of color, attract scholars
- Speed up work on disability resources
- Work on the town-gown relationship, have an integrated relationship with the Bellingham community, get a greater appreciation from the community for us
- We need to build mixed-use buildings—classroom/office/residence
- We need more clarity around the size of the institution, there are too many students for the support staff
  - Any growth needs to be planned with support staff built in
- Every building should be more reflective of a diverse campus, more welcoming to diverse faculty, staff, students—colors, art, etc.
- Our foundation needs to grow—UW is \$2.5 billion, WWU \$60 million—because we can't depend on the state
  - Build relationships with students now so they'll give back
- Every touch point with alumni should be captured and shared back with relevant campus groups, use predictive analytics on the next step of what they might invest in—a system, technology, and also the idea of philanthropy owned by all on campus, a culture of philanthropy
- More presence in south Puget Sound, in King, Pierce, Snohomish counties—a lot of our alumni are down there
- When we do new buildings, allocate gathering space for students
- Turn the whole campus to pedestrian, move the parking out (we have no space for new buildings)
- You can't be an activist and represent WWU at the same time in the community—we need to fix that
- Use technology and training to be ready for any emergency

- The Police Department will reflect the community and is able to connect, a culture of caring
- I hope Western will have more of an impact on the communities it serves
  - Include Skagit County too
- A culture of safety, as we advance in STEM, support our faculty
- Continued clarification of our evolving enrollment goals
- More attention called to the culture of caring/Western experience many of us are so proud of
- The resources to get us where we want to go
- Maintain foundation of excellence
- Maybe some modest growth, to benefit more diverse mix of students and increase revenue; better serve the state
- Be intentional about new programs coming on line. Not just opportunistic, following funding, etc., but based on reflection on what our strengths are, how our faculty and students can best serve the state. This will help us strengthen our community support even further.
- Become an elite undergrad institution in terms of student experience and student success – better than UW, not just our peers
- Build a couple graduate programs that build on our strengths, especially interdisciplinary ones, so that we show up on top 5 lists for attracting international students – these might require “step changes” not just modest growth and change
- Build stronger commitment to diversity (WWU is behind everyone else in the state for % students of color); takes sustained effort and continued transformation; growth in international students maybe a little further down the road, but also important
- Step up in terms of leadership on social issues that are roiling the country
- Greater faculty engagement in grants and research – lots of untapped potential there, but will take institutional support
- Maintain intimacy of educational experience. Our institutional size is at a tipping point where organizations tend to become overly bureaucratic and rely on policy over human relationships. We’re known for being friendly, but in the last couple years that has declined somewhat. How do we grow in size, ambition, quality, etc., while maintaining this aspect of our uniqueness?
- Maintain our “hybrid” status as regional and public, intimate and small
- Increase our ability to be nimble and responsive to the public’s needs and social changes – which will only increase
- Students to experience a completely different first 2-year experience.
- When students leave prior to graduation, we need to know what we can do differently.

- At junior level, many students can't write.
- In 7 years, it would be great to have all the support programs we are talking about now.
- Systems in place for tribal liaisons, and infrastructure for support.
- The sheer number of credits it takes to be a teacher in sciences and other areas.
- Number of credits puts up barriers.
- Create more pathways.
- Need to shift culture of care that is so thorough that students can opt out of getting support, instead of having to hunt for it.
- Big shifts are needed in advising and relationships between academics and student well being.
- This should be a community of love and support.