



Mission, Vision, Values Feedback—Campus Town Hall, October 5

- Define: Transformation, support, and collaboration
- What does transformative mean?
- More declarative statement WOU is _____
- How is WOU unique? Size? Engagement? “Enriched pathways?” Normal school. Students we serve.
- Delete “for enriched pathways.”
- Lifelong learning → mission
- Transform as verb
- Public good frame versus individual focus
- Purpose: not “we” but specific things we *do*. Replace “we”?

Mission, Vision, Values Feedback—Campus Town Hall, October 6

- Mission: to do something (rather than a description)
- What is “unique”?
- Faculty want students to BE educated people. Intrinsic value in being educated (thinkers).
- Too goal oriented?
- Complex world/problem-solving
- What is “transformative education”?
- Equity- where is it? Diversity-where is it? Values.
- More actively engaging/inclusive engagement
- Purpose: only regional?
- Purpose: switch first two sentences. End with empower.
- Purpose: work, service and leadership (big focus on Ed especially)
- Grad programs-only state needs?
- Degrees and professional credentials-serve post-grads with specialized certificates
- Emphasize personalized support *“known for?...” +
- Vision: anticipating future needs
- flexibility/adapt nimbleness
- What are “enriched pathways”?
- Are they present (part of their time here)? Future-desired state
- Add challenge! → growth
- “Enduring”~ associated with painful
- Too limited? Needs of state...nation...world (our deaf/disability only one in country)
- Mission: The Western Oregon University education is a transformative experience. With university-wide support and collaborative experiences with faculty, classmates, staff and the greater community, the Western student becomes a leader; on campus and in their future professions and communities.
- Our vision and values seem very obvious, and hardly unique, in the state or from any public university in the country.
- Sustainability and accountability and communication seem like add on pillars-just to have the words said. Each and their underlying steps could be easily incorporated into the other three pillars.
- I would recommend a full review after all ideas from the Town hall meetings have been pulled together. Each department needs an opportunity to review the new items to ensure that the suggestions that fall into their areas are ones that make sense for content and/or wording. For instance, if an Action Item is for the Financial Aid Office to do outreach activities and we're already working with all of the local area high schools and the Outcome is to increase the number of students that we reach, this may not be a reasonable since 1) we're already doing this function even if others don't know about it, 2) we have limited staff to do this work and increasing the student headcount at these events is not in our control, and 3) doing more of this work takes time away from counseling staff doing file review and awarding which is the more important work for us.

Mission, Vision, Values, Purpose Feedback—Campus Town Hall, November 29

- Social justice not present enough
- Don't we already have renown? Just to be a campus of choice
- Mission is hard to say- a mouthful
- Sounds kind of corporate
- Accessible and collaborative
- Diversity and inclusion
- Renown? To be known
- Geographic tiers?
- "Enhanced" renown?
- I'd like the vision to be more bold and direct: "to be a student centered campus of choice."
- The ideals represent WOU well and are aspirational. I do worry it's wordy and hard to convey. The MVVP are important but if how they are currently written there's too much for people to learn and from a marketing perspective it's a great deal to distill.
- I wish the vision statement was less generic, more WOU and more inspiring. At WOU, students who work hard have an opportunity to prove themselves and launch into fulfilling careers. Upward economic mobility still exists here. If prospective students and families read that, they will be drawn to WOU. This is what motivates and fuels many faculty. WOU is a place where there is value added, as external data has shown. Tell people that.
- Suggestion for making the vision statement simpler: "...To be a distinctive campus of choice in a student centered learning community."
- To earn national renown implies we haven't achieved that. I would argue that in several instances we have.
- "Access. Connect. Transform."
- What are the specific plans in place that will ensure that the "I" 1.1 through "V" 6.4 aspirations become integrated action items?
- Our vision: to earn national renown. Renown catches everyone-is it correct? What is correct usage of the word? Very awkward. Not understandable for students. I asked three students and all of them had comments on it-not positive ones.
- Purpose: undergraduate students..."liberal arts tradition." What % of students are liberal arts? What about education sciences? The term "liberal arts" isn't positive today. Has become a negative term.
- Mission: Together we create lasting opportunities for student success.
 - Easy for everyone to remember and repeat
- Mission: "accessible collaborative community" This is stated within the mission, yet not mentioned again as a value in curriculum development (except in 1.2.3 which seem to not be addressing the same issue)
- Mission: What is a lasting opportunity? Does this speak to sustainability, available year after year, or lasting in the sense that the opportunity and experience "sticks with" the student?
- Comma between accessible and collaborative?
- Purpose-"Empowers its students, employees and alumni..." Delete employees. Employer shouldn't empower employees. We are self-motivated. Or change word to something else? Or add faculty.
- Mission: way too broad and unattainable. Maybe consider "regional renown" instead of "national"

Mission, Vision, Values, Purpose Feedback—Campus Town Hall, January 19

Our Vision

"Contributions to our/the community"?

Our Purpose

“Our undergraduate students enjoy...”

“...cultivated in our graduate programs ...”

Student Success Feedback—Campus Town Hall, October 5

- Diagnose and support students with learning disabilities
- 1.3: What does fully online mean?
- 1.3: Identify number and types of registration issues (pre-reqs not recognized, blocks/holds not removed, etc.)
- Metric: reduction of issues
- Central ‘clearinghouse’ for student success roadblocks
- 4.4: Support faculty advising efforts, not just the AALC
- 3. Faculty computers contemporary-as new as what students use
- Would like to see more, or at least some, recognition of students older than average. Not all of them qualify for SEP, etc. Need additional support.
- Student fee support--particularly for ??? (for example 12 credit students, etc.)
- Faculty advising
- 4. Include SSS advising data-could be analyzed for metrics
- Undergraduate
- Streamlining should specifically address LACCs
- 3. Add in better support for online learning
- 4. We need support services available after hours, on weekends, and online to support nontraditional students
- 3&4. Hire more TT faculty, not just more adjuncts, to support program development and student retention
- A safe campus, i.e. WOU CASA
- Get student input on this section
- Undergraduate research qualitative definitions of success, not just quantitative metrics
- High impact research and creative opportunities for freshmen and sophomore students. Connect them to build relationships early in academic program areas of interest. Consider either CiP funded or credit applies to major to attract students. Invest in spaces and staff/faculty to make room in workload and building to accommodate. Will result in increased tenacity of students integrated with meaningful experience/personalized experience in academic program, which will lead to an increase in retention and graduation success.
- Freshman research and creative works experience program
- Expand STEM scholars model to all program areas
- What about non-traditional students and scheduling of classes?
- The importance of customer service/student experience is critical to student success
- Many of the perceived “effective” or “streamlined” processes are from a faculty perspective and can have unintended negative consequences for the student, e.g. lack of multiple term class schedules and a general emphasis on “check the box” compliance rather than LEARNING
- 3.2: 24/7 IT support? Done this in the past-didn’t work well (one to no calls). Is this worth paying someone?
- What IT support is needed after hours? Portal? Account access? Moodle? Printing?
- Open source textbooks to reduce textbook costs

- Maybe further define support/enhance-if visiting that language, ensure you have clear metrics (i.e. “effectively served”). What does that mean? Consider breaking down ways to serve HECC priority group. How can assessment be brought in to determine effectively serving needs?
- A possibility of changing the science lab requirements to get rid of two being in the same concentration
- Appreciate the headcount of students served to number of staff--maybe have it be qualified or trained staff?
- Course availability, especially 1x 1 year
- Quality faculty advising
- Changes in degree requirements and rigid requirements
- Publish and use 4-year degree plans... what happened to this work?
- Publish and use full year academic schedules so students can make better plans for course taking
- Open an office on campus at Chemeketa so we can become best friends
- Develop a functioning and efficacious center for teaching and learning on our campus to promote a culture of continuous learning relative to pedagogy, tools, and strategies to improve the quality of student learning. This should be led by faculty on a 3-year appointment and should be resourced appropriately to bring people together in professional learning communities.
- Conduct a systematic analysis of instructional technology to make sure we are optimizing our opportunities.
- Call out athletics here. Athletics play a recruitment, retention, and student success role on our campus that we need to acknowledge
- I am writing to urge the committee to make course scheduling a strategic priority. Many of us watch our advisees struggle to graduate in four years as a result of scheduling conflicts. The Humanities Division, for instance, schedules the bulk of its courses Monday through Thursday between 10-4, and the third floor of HSS is virtually abandoned on any given Friday. I could give numerous examples of how the English Department’s core class requirements conflict with upper-division offerings each term. I could give examples of students being adversely affected by the 2-year language requirement for the BA as a result of scheduling. Language classes are on a fixed sequence, which means students must enroll in 101 in fall, 102 in winter, and 103 in spring; to complicate this reality, the classes are offered 4 days per week, and most students must contend with scheduling around the language class each term, which cuts into too many 2-day 4-credit classes (i.e., many students add an additional year to their time at WOU as a direct result of this). Additionally, I suspect that we don't enroll more nontraditional students because of the limited nature of LAS scheduling (i.e., we need more after 4, Fridays, weekends, online, and hybrids). Ultimately, the current tradition for scheduling—at least in many divisions in LAS—places the burden on students in the name of faculty preference. Let’s place students back at the center of everything we do.
- A question I asked a few people was: "What are we *not* going to do?" I asked that because a strategic plan focuses our collective attention on a shared future. Not spoken is that when we put activities in our plan, we also have to make choices about what we are NOT going to do (to make room for our focus and for the new). Being intentional about the question "What are we not going to do?" is what makes the plan more than a list-- it makes it clear choices.
- A couple of things we are going to not do anymore: (1) We can let go of fragmented, decentralized institutional processes in favor of coordination and standardization of institutional processes, and (2) we can let go of one-off decision making in favor of effective, transparent policies, processes and procedures that will guide the majority of day-to-day decisions and free us for the less routine, more complex tasks. Easier said than done, of course! But worthy goals.

- I will suggest one more thing we can *not* do that may help focus our energies on a shared future: Discontinue overly complex or complicated things. We should simplify, simplify, simplify everything we can. Fragmentation/silos leads to complexity, and complexity requires administrative resources to manage effectively. So we end up either (1) committing those resources (much to everyone's chagrin), or (2) not being as effective as we could be. I would encourage us to simplify as much as possible:
- Curriculum (so that advising can be done effectively by faculty and professional advisors, so that students can understand what is asked of them, so that students don't stumble on their way to graduation)
- Processes (whose signatures are needed? why? why are we doing a complete audit of each and every travel reimbursement? what is the cost/benefit calculation there?)
- Course scheduling (standardize it and make faculty and programs fit it -- this would serve our students so much better than our current fragmented system)
- I did want to pose this question -- what are we NOT going to do -- to the committee for thought -- because our strategic plan is about priorities and it helps to articulate high priorities but also things that are low priorities that we can let go of as we welcome the new direction.

Student Success Feedback—Campus Town Hall, October 6

- Non-trad, transfer student access, e.g. hybrid courses
- Role of office of disability services and education evaluation center in promoting student retention
- Evening/weekend class options for working students, staff and faculty--so they can successfully complete degrees
- More online resources beyond IT (e.g. forms)
 - Remove language “including between 15 and 30 elective credits”
 - This must be decided by faculty curriculum process as it represents a change in current degree structure
- Where’s the library? It sometimes goes without saying that we want a strong, well-funded library...but if we don’t say it somewhere it will be overlooked.
- Comprehensive first year program? Focused on retention of first year students (academic, social, etc.)
- Should be a goal to allow students to graduate in four years even if they do change their major after first year. Changing their major should be expected.
- Increase the opportunity for students to participate in learning cohorts
- Student employment-how it engages students and its role in student development
- Retention should be a stand-alone goal-it’s important enough and a difficult enough metric to achieve that it should be a highlighted focus. Particularly first to second year retention.
- Contribution of faculty advising to student success-and accountability for advising
- While HECC priority students are mentioned several times, we should be conscious of other groups (e.g. international students) who can use support
- Why isn’t registration fully online yet?
- Challenge all students to enhance success-not just “the groups” that usually get attention.
- 4+1 programs. PhD programs.
- What’s the balance to be struck between academic advising duties and scholarship activities for faculty? How can we ensure that students can get academic advising if their schedules don’t match faculty office hours?
- Consider the organization of your listing for final plan. Currently “academic” trump “out of classroom/co- curricular.”

- Finding a “sweet spot” of IT hours/availability. Maybe 24/7 is too much, but what about until 8pm?
Creating locations outside of critical forms after office hours.
- Create student success center for better access to services
- Remove minor requirement
- Connection to strategic goal #3. If stating need for internships and service learning, how to tie to contribute to student success.
- Student success retention (probably also goes to sustainability)
- Improve academic resources
- 3.4 Improve student access to course textbooks. Metric: number of textbooks available through course reserves to check out. In my mind WOU would purchase 1 or more copies of required textbooks to be put on course reserve. I would maybe exclude those books students are able to rent from the bookstore. Currently, individual professors choose to (or to not) place the textbook on reserve. They often cannot afford to purchase this copy, and cannot get a second review copy from publishers.
- Don’t focus on numbers as much, more on how we get students there. There are so many what ifs in the average current student that their responsibility in the process is often not accounted for, often leaving them focused on numbers and not the process.
- We need to fix the broken 2+2 Chinese transfer program. Many of the students have such weak English skills that they can’t understand basic instruction and so we either have to dumb down the curriculum enough that they can pass (which weakens our program) or they end up dropping out/failing. We need to ensure that their verbal/written English is sufficient before they start classes in the major. Raise TOEFL scores or make them take an immersion exam if English is weak.
- Increase financial aid and control tuition increases
- How can we better partner with community colleges to ensure students come to WOU without an enormous number of credits accumulated (and little financial aid left)
- Student support for historically underrepresented groups requires continued education for faculty/staff/admin to create success for students and academic safe places
- First year support cohort program. Groups. Retention.
- Can we redefine/reconsider how best to support non-traditional students? How do we currently support students with young children (under 2 years can’t attend TRI)?
- How can we provide additional financial support (grants?) to support students participating in professional development experiences? Funding to attend and participate in conferences and research?
- Internships, specifically for athletes. Jerseys to suits.
- Improve academic resources.
 - Improve information resources through library collection investments. Metrics: number of recent titles borrowed from other libraries. Collection budget per SFTE.
- First year academic cohort. CSU East Bay.

Student Success Feedback—ASWOU Town Hall, November 15

- Year schedules
- Search for classes by Q, W, D, time, or link to degree works
- IDS minor option
- More flexibility
- Moodle grade access for all courses

Student Success Feedback—Community Town Hall, November 16

- How do we connect with graduates after 4-5 years to get their “return on investment?”

Student Success Feedback—Campus Town Hall, November 29

- 3.3 Support curricular innovation
 - Support for faculty to develop new approaches to instruction that are flexible for new students (non-traditional, working, etc.)
- Support students who have learning disabilities. Access to evaluations. Access to accommodations.
- Would be exciting to see a specific mention or incorporation of the value of diversity and inclusion stated in the plan to be reflected in the “student success” section.
- 4. What about a user-friendly catalog?
- 1.3support career/graduate program readiness
- 2.1 Change “180 credits” to 4 years. That’s what funding is based on. Who cares about 180 credits-get it done!

Student Success Feedback—Campus Town Hall, January 19

- I. Student Success
 - Create faculty annual training for process understanding, policy and paperwork training, and collaboration between departments.
- 2.4
 - Evaluate our course trainings & course numberings in comparison to peer institutions

Academic Excellence Feedback—Campus Town Hall, October 5

- Many programs have singular requirements that can negate four years of learning, e.g. student has 3.0 GPA and completed 200+ credits but due to external factor receives a “D” in the capstone of final core class rendering the whole program incomplete and degree is not awarded. Fix: have GPA requirement, not individual course grade
- Review annual reports systematically to develop comprehensive view of faculty work
- Find balance for athletes and academics
- I really think the university has an opportunity to be the “liberal arts of tech.” STEM education, telemedicine, big data analysis, venture capital and start up economics are all things WOU could teach under existing programs and it would create a narrative about the university as being at the forefront of the technology revolution. Tech is everywhere now. It’s not just for engineers.
- 3.1: Identify useful professional development opportunities. Maybe verify source or research server or presenter. Not all “professional development apps” are good.
- 1.2: PURE-perhaps revisit original planning proposal→promote outside engagement (students presenting, promoting elsewhere)
- Metric-track number of in load individualized course forms
- Metric-track average class sizes and faculty to student ratios
- 4.7: Metric-track number of hybrid and online courses
- Include faculty annual reports in #2
- Metric-include content in addition to award levels i.e. conference paper topic

- Support money for student conference travel (IFC). ??? academic travel ????
- Metric-downloads of honors thesis, academic ??? digital commons.
- Create an office above the college (LAS vs COE) to coordinate engaging students in high impact academic excellence experiences
- Systematic organized system to fund student travel off campus to present research and creative work. Also to fund projects/research itself (life faculty development for students)
- Discussion of existing capstones in various academic areas--who is doing them, how, and how can we create them in other areas and document.
- Revolutionize gen ed program that 1. Transformative 2. Flexible 3. Allows students to make mistakes and establish new interests 4. Not be in school for 6 years!
- System for faculty release needs to recognize program needs--so replacements should be hired for sabbaticals and releases
- Realization of time it takes faculty to mentor capstone level projects. Is the 12:1 balancing system the best option?
- Mentorship programs to connect lower classmen students with upperclassmen students working on capstone level projects. Peer mentoring.
- 4.7: Note need to align with studies that reflect local interests and commitments and needs
- 5. High impact we need to ??? to majors. Visual arts and ??? education also part of excellence
- Replace TT lines of faculty who have left or retired with TT faculty, not adjuncts.
- Increase faculty salaries so that junior faculty don't have to teach summer
- 5.1 Support undergraduate travel to conferences (and their faculty mentors)
- There should be an explicit endorsement and measurement of international education. Metrics of WOU students going abroad. Visits?
- Fill faculty vacant positions for full functioning departments of excellence
- Track many dimensions of faculty diversity
- ??? With more possibilities for associates. Support for university culture that allows more individuality. Professional direction.
- Diverse staff/faculty should include veterans. Metric: count and assess veteran faculty/staff campus wide.
- Transforming students is a very interesting and compelling idea... and if we believe in this seriously then we should take it seriously. But transformation comes through use of high impact strategies, relationships with faculty, and excellence in the classroom. We should seek to support these things... and we'll get to transformative education.
- Where are the metrics related to increasing faculty/staff diversity on campus?
- How about incentives for faculty and staff to study Spanish or ASL?
- How about a systematic and ongoing Human Resources plan to attract and retain diverse faculty?
- How about strong partnerships or relationships with doctoral preparing universities in California, Arizona, and Texas so we can attract cluster hires of diverse faculty?
- Where is leadership from Human Resources on this?
- Let faculty take Spanish coursework
- Offer larger bilingual differentials
- Task Human Resources with developing a comprehensive plan for attracting more diverse folks to campus
- Align business practices and services to serve a working adult student population
- Offer free child care
- Build a pathway through LACC that is online

- Deal with our very large general education curriculum... this plus a required minor... makes curricular innovation difficult
- Lots of classes beyond 409s include high impact practices... critical not to restrict to just 409

Academic Excellence Feedback—Campus Town Hall, October 6

- Identify and reinforce program that combine academic and student life-model UN for example
- 5. Be sure to go beyond 409 to ??? high impact
- 4.2 Change “Design innovative” to “support high quality”
- 4.7 Adapt gen ed to align with recently adopted ULO’s instead of referring to LEAP
- 5.1 Add student employment to high impact practices
- Add 5.2: Develop undergraduate summer creative activities/research program that funds both faculty mentor with salary, student with stipend, and funds for research/creative activity travel to meetings, etc. (maybe \$5000 total for all of this)
- 2.3 Specific FD support (\$, CR) for curriculum development/online hybrid excellence
- 2.2 Enhance faculty development for teaching
- Students-watch for multiple ways excellence is shown-theses, grad honors, etc.
- Excellence faculty-look at a variety of measurables-publications, conferences, leadership in field/state task forces
- Equity in FD. Course release 4 vs. 3
- Extend hours (or scope) of AES-many students in Ed aren’t recognized as they are teaching!
- High impact=production capstone, visual arts
 - Could be in student success
- 5. NSSE measures this as student success measures-place in student success pillar
- Connecting all parts of campus to strengthen programs and student excellence and success
- +1 for a first year experience program that has an academic component!
- The library! More integration of information literacy=lifelong learning
- Make it easier to travel to conferences/make opportunities easier to access (for example, funds for staff, forms, etc.)
- All of these could be seen as implying that WOU is substandard now and needs fixing. I think the faculty would disagree-how about starting with “continuing” the academic excellence we already have then build onto existing excellence.
- The value of study abroad and the presence of international students is part of the transformative power of expanding students perspectives so international studies/-ism/students could be included under #1 or #3
- Build/maintain high quality graduates in profession that fosters high expectations for entering students.
- Clearer pathways to reach terminal degrees here at WOU
- Doctoral programs
- 4+1 degree programs for MA in Interpreting studies (any language pairs)
- Need to think beyond Oregon-nationally and globally

Academic Excellence Feedback—ASWOU Town Hall, November 15

- Better advising for students
 - Better information especially earlier
 - Have major advisors be a part of the process earlier

Academic Excellence Feedback—Campus Town Hall, November 29

- Add to 5.1: ...high impact practice [that support achievement of learning outcomes]
- Revise 5.3 to “continue to enhance support for undergraduate research, presentations, and publications.”
 - It is unfair to specify AES and especially PURE as these are a specific event and program. Research is more than one day/program.
- My big question in all of this is how-more funding? What is action?
- 2.2 Faculty development for curricular development, cutting edge online/hybrid course development, grad program development.
- Faculty are excited about academic excellence
- 4.4 Interdisciplinary programs
- 4.1 Change “array”
- 4.5 Happening now
- 2. Faculty centered initiatives. Offer faculty mentors to new faculty (new to teaching and new to WOU)
- Need some commitment to preparing students for global engagements e.g. foreign language study. It’s hard to have “excellence” in a global sense without recognizing the need to communicate with others who may not speak english.
- In my opinion it is absolutely NOT appropriate to mandate redesign of gen ed in this document without FULL faculty consent on this issue.
- 4.5 Change “redesign” to “adapt” or “align”

Academic Excellence Feedback—Campus Town Hall, January 19

II. Academic Excellence

3.5

- Provide clear professional advancement paths and create opportunities for expanded duties/responsibilities to retain talented and ambitious staff

Community Engagement Feedback—Campus Town Hall, October 5

- Oregon/Washington/California have been growing/developing the sport of lacrosse for boys and girls. WOU can be a unique new lacrosse community member offering NCAA D2 lacrosse
- Think about dedicating a small portion of the WOU foundation’s investments to funding local businesses. Doesn’t have to be much but it would have a significant positive impact locally and create excellent publicity for the university. Local and community investing is becoming more organized. There are organizations that can help you do it safely.
- College of education has internships required for 19 out 20 programs. Are any of the programs in CLAS interested in a similar thing?
- 2.5 Increase and develop stronger relationships with local and global community partners in fields such as military and veteran partners for our student veterans to be more engaged in their community.
- Profile successful local alumni business people. Can publish in alumni magazine and any other area papers and magazines that will take it. Can use as a business recruitment tool-they brought/founded their business here, you can too. WOU and local community are factors of success.
- Seems like it’s always a scramble at the beginning of the year to organize community/class

projects. Maybe fund a couple faculty a year to stick around during the summer. Integrate into the community and line up possible class projects and internships. Could then use those connections for several subsequent years.

- 3.4 provide increased access to WOU facilities for conferences, camps, and educational programming by external groups. Outcome: increased use of WOU facilities particularly during weekend and summer session. Metrics: increased revenue from facility rentals from external groups
- 4. Aligning or using SACI and/or UDC? Could all work together?
- How do we justify requiring internships and practicums (especially unpaid) and try to fit a 4 year completion in. More and more students are working P/T or F/T while going to school and have family responsibilities as well.
- Required gen ed? Community service based on “social justice” concept. “Praxis” apply knowledge to transformation of society.
- Move community service, partnerships: programs, projects, entertainments
- We need better PR/marketing. We are still a well kept “secret”
- More diversity (students, faculty, speakers)
 - Articulate... Does this mean inventory existing opportunities on campus OR Describe planning associated with building relationships on/off campus to create new opportunities
- A men’s soccer program would help engage and recruit latino and latina students
- Please keep diversity as a responsibility of all.
- How does 4.3 fit into 4? Are we asking diverse alum to come back to campus/talk about diversity topics? I think it being flushed but might help me see correlation.
- #3 Alumni engagement. Outcome: increase it. Metrics: increase number of alums we have contact info for, number of alums who send updates about life milestones.
- Where does career placement fall in this? The MELOP (?) program for OSU engineering students as an example? Extensive engagement with employers resulting in high placement of students, which perpetuates the program.
- Develop key messages and key bullet points about WOU to arm our community and ambassadors with cohesive talking points.
- More campus members sharing their news/accomplishments/research/programs with the strategic communications and marketing office
- Offer continuing ed classes to community-classes on photography, journaling, scrapbooking, healthy cooking, film study, etc.
- #4 seems misplaced. It relates to campus rather than external relations.
- Engagement opportunity with alumni association. WOU volunteer day or something to pull alumni in to help in community. Also could leverage alumni for community mentors, business expertise, critical skills, etc.
- Enhance research. Support funds for students to do research off campus, at another school, in the summer, etc.
- 1.4 Recognize faculty who engage students in community-based on scholarly experiences (especially when out of load)
- 3. Study what we have done in the past. What has worked, what has not. Example-list of faculty experts for the press. Visibility for the right reasons.
- Possible metric for #1: # of individualized course credit in which students and faculty collaborate on scholarship or services learning projects.
- We need to work with all liberal arts faculty to understand the connection between learning within

a liberal arts framework and connections to work/professional paths. It does not weaken our connection but helps in student transitions and understanding of major applications. Ideally, it would be wonderful if all majors had a liaison /paid course release etc. for practicum programs. ??? to help student development and debt issues once finished.

- Alumni connections and relations could be recognized much more prominently. Many assessment questions for example could be answered with post-grad follow-ups, etc.
- Get community input on this section
- Move global under #2. Encourage global experiences, move study abroad and international scholarly work
- Define what community we're talking about
- Internship opportunities for all students when applicable/appropriate
- I think this is essential to our success moving forward. We simply must begin to talk broadly and often about the good work that occurs on our campus. In my opinion, this is also a clear role for TRI as enormous public good comes from the work that TRI does both within our region and beyond. TRI is one of the few genuine marks of distinctiveness on our regional campus... the other was the Jensen Arctic Museum. Perhaps the Smith Fine Arts Series fall into this category... but we simply are not maximizing the opportunities that TRI affords... to share faculty, to share expertise, to host visiting scholars, to host post-docs... we need to tap the opportunities that TRI affords us more systematically.
- Relative to support knowledge/experience in diversity-related topics... we have a diversity action plan for our campus... but it gets very little attention to fulfill its vision. We need to get serious about this work and embrace the successes we are having with Latino students. Let's make it a goal to become a Hispanic Serving Institution by 2025 or something... a clear target... something to shoot for. Then unfold conversations about how to get us there.

Community Engagement Feedback—Campus Town Hall, October 6

- We talk about numbers-what about quality?
- We have a campus diversity plan-need to align with that
- Need a diversity officer/director
- Concerted effort to diversify faculty/admin/staff metric to reflect OR population
- 1.3: where do international students fit in?
- What about other experiential learning like study abroad, teaching abroad, international internships
- Where does global tie in? Not represented.
- Promote/support for tracking/bragging on graduates-like international conference presentations
- Add student employment-should also have best practices and apply to enhance skills and professionalism
- Overlaps with accountability and communication section 2
- Assume "community" means local. How does global/international fit in? Is community anything outside WOU? Define community.
- WOU and you-anything beyond. Call "engagement with beyond classroom."
- Not as coherent as rest of pillars
- Diversity relevant to all engagement beyond classroom
- Metrics-increase international experiences including study abroad, internships, service learning
- 2. Something about international students
- 3. Define diversity. Does it include diverse groups? What is driving that progress? What direction/what determines? How are we seeking out community related to WOU: latino,

deaf/blind

- Outcome: student community voice is incorporated and heard. Who do they want to reach out to? Different driver.
- 3.2: Rely on more visible groups (i.e. athletics). Provide support and resources.
- 2. Add and consider “campus” before local in header.
- Look to residence halls/ASWOU/athletics/arts groups/deaf community, etc.
- 3.1 / 3.3 develop travelling programs (schools/business/drama/clinics/workshops)
- Funding/scholarships for service learning/internships
- Add student employment to list in heading of 1
- 2.4 Gather data about alumni-what are they doing? Are they gainfully employed? i.e. world after WOU
- 2.4 Integrate alumni information into a common database instead of it housed in departments or with individual staff
 - Add “campus” to list of connections
- Use of “community” is not consistent within draft
- Get Oregon students out of the country for a broader life experience/life beyond Monmouth
- Use more technology and social media to contact the communities regularly and with substantive content
- Open diplomatic relations with the Statesman Journal
- Strengthen national and global visibility of programs (look beyond region and state)
- Strengthen WOU’s visibility
 - support- outcome: increase attendance at smith fine arts shows, especially from Salem, Corvallis and Portland. Metric: ticket sales and associated addresses
- Visibility: alumni achievements. Highlight in broader ways. Highlight to campus members/community.
- 2.4 Include ASWOU, athletics, rec, residence halls. Culture.
- Communication and community engagement need a closer ????. Athletics can totally support community engagement.
- A visual and performing arts center will really showcase the university and draw in visitors from the region and build a bridge to the local community. Our current theater/music spaces are outdated and insufficient for our programs. I’d like to see the Board put a renewed interest in this dormant project to help revitalize one of our biggest draws.

Community Engagement Feedback—Community Town Hall, November 16

- More internships for students in the community
- 2.4 Work with alum to create more international connections
- City/university partnership- off campus housing standards
- Edit wikipedia page
- Summer camps-student interns/local kids
- Build community partnerships w/ early childhood observations/date night stipend?
- 4.3 Building recognition piece, even for small gifts
- Volunteer at food bank
- Connection-encourage students to do local events
 - Encourage university to use hotel-Ind.??
- Promote YMCA programs
- Better summer partnerships
- Shift in thinking-how can WOU work with community to achieve goals
- Make better connections between campus and rental standards policy

- Make rental properties safer
- Continue deliberate relationship growth
- Get more alumni to give
- Free ticket in power bill for pre-school football game
- Aligns well with academic access “career success.” We didn’t have that when I graduated.
- Get involved with nonprofits
- Community using facilities on campus. Think how employers/companies could get involved.
- How could WOU as an employer integrate better? Need an attitude of wanting connectivity. What is possible? Instead of 3 cities (Monmouth, Independence, and WOU) think whole community.
- Interaction mostly bottom up-need more top down. Getting better.
- Senior center-central connection in Monmouth
- Citizens not involved with WOU. Sometimes target it’s here. There is nothing there except parking ticket.
- Alumni outreach to more areas where alumni live-expand. Go to community events where most alumni reside-marion/polk counties go to fairs, etc.
- Positive our university produces students who have high self-esteem.

Community Engagement Feedback—Campus Town Hall, November 29

- III 4, II 2.3, and II 3.1- What is the body that moves forward/coordinates diversity efforts? Where is the UDS or similar body?
- What does support knowledge/experience in diversity related topics mean?
 - Expectations as employees
 - Pay differential?
 - Reflected in performance appraisals
 - Expectations laid out clearly in all position descriptions
- Include ideas about what WOU can offer the community
 - Continuing ed?
 - Meeting rooms?
 - Special events?
- 4. Shouldn’t this align with our university diversity statement? WOU has a committee (UDC). Lets use their work and wisdom.
- Expand topics and/or move section 4 to all other initiatives we state diversity and inclusion as a top value/priority in the plan but there is limited to no reflection in the other initiatives.
- 4. Currently a list of things we do already in our work. Not diversity work. What are the initiatives around becoming an inclusive diverse community?
- 4.1 Should align with the diversity action plan and diversity statement OR diversity action plan/statement can be updated. Give charge to UDC?
- Diversity-should be more clear
 - What does it mean to have priority?
 - Cultural competencies-what about other forms of diversity?
- 4.3 “Expected of all employees”
 - What are fac/staff being held to for this?
 - Not just a training but action
- 4.1 / 4.3 Diversity seems buzzwordy and not action driven. How will you accomplish this?
- 4. Can we focus on making systemic changes that increase diversity and inclusion? What institutional

goals do we have in this area?

- Opening statement-Why *community* for local and *organizations* for regional/global?
- Very academic speak-vocabulary
- 3.1 What does that mean? Need more direction
- 4.3 “Establish diversity related professional competencies that are expected of all employees” and “reflected in performance appraisal.” Current language. What are you measuring? Also on all position descriptions.
- 2.3 How does this connect to tenure?
- 4. Whole section needs more work and should align with university diversity action plan and work of the UDC
- 4. Diversity seems limited-how to teach inclusivity? How to make places more welcome. What do you mean when you say cultural?
- All of this is about what the community can do for us and not what we can do for them.
- 4.2 and 4.3 are almost the same thing. If 4.3 is expected then 4.2 has to happen.
- 4.2 Change personal to professional commitment or competency.
- 4 and entire plan- review plan with an equity and diversity lens
- 4- Link to UDC plan
- 4- “Utilize work of UDC more effectively”
- Why isn’t diversity in all sections? Some of these points are hard to see how they apply universally.
- Help everyone on campus see how they relate to the “community”

Community Engagement Feedback—Campus Town Hall, November 29

III. Community Engagement

1.1

- Create a taskforce to discuss and implement frameworks, outreach, outcomes & assessment
- Make a committee of faculty & staff to create guidelines

3.1

- Excellent priority for employability of students

4.3

- Annual survey on workplace environment re: diversity, cultural competencies
- Annual in-services on cultural competency expectations

Accountability and Communication Feedback—Campus Town Hall, October 5

- What are we *not* going to do? Let go of 1. Fragmentation and decentralized anarchy 2. one-offs/replace with systems. Make room for new things.
- Sentence does not reflect pillar or initiatives (unknown which sentence this goes to)
- A website created to inform the outside community is very different than one that is just for campus. Be creative.
- Flexibility
- Accountability and communication is critical in our new world of independence.
- Marketing take resources and funding. Don’t skimp!

- Internal?
- Sample outcome and metric in #3 should be under #4
- Everyone's win is everyone's win
- Be more intentional and connected with our story
- Remember that emergency planning and response and recovery will benefit from enhanced communication such as radios, sat phones, etc.
- 3.1 maybe consider using basecamp
- Without explicit goals for everyone-what will we be held accountable for/against?
- How will we budget for data collection? Data warehouse? Workload equity.
- Tall poppy syndrome-change appreciation priorities for one of success
- University culture of sharing responsibility
- Look at patterns of turnover
- Culture of accountability that includes appreciation and capacity building
- 2. Visibility needs to be off campus. Faculty have lots to offer and need support in going out in community (i.e. present topics of interest to prime populations) = ↑ in donors; recruitment of new students; visibility in communication; community partnership. Hard to do with teaching load, but important.
- Qualitative measures that measure how meaningful student learning is, the intensity of student engagement, learning that is hard to externalize and quantify.
- Places and spaces for non-numeric student data
- Peer teaching observations
- How do we hold the university departments accountable to a strategic marketing plan?
- To be an accountable and efficient/sustainability... we need to become a more data-driven campus. To do this... we need to establish an office of Institutional Research... staffed by somebody that actually understands the major outcomes or metrics that would be useful in steering the ship and then that can also produce accurate and timely analysis of these outcomes or metrics. Real universities have this infrastructure... we have to bite the bullet on this one and make it happen well.

Accountability and Communication Feedback—Campus Town Hall, October 6

- Difficult, if not impossible, to develop a budget process when the details are so vague. Representation-all entities (sports, veterans, etc.) And how?
- Accreditation beyond regional that speaks to the specific entities of which we are a member (NCAA, CAEP)
- Program reviews are not inherent to the document (financial aid, registrar, grad school, etc.). Continuous improvement with internal documentation and validation.
- Benchmark against other institutions
- 2. Refined labels/definitions of marketing and communication
- Reward or train faculty based on evidence and data aligned with program outcomes
- Accountability regarding communication with students recording interactions, leave a paper trail
- Customer service standards for interactions with students
- Student advising...instead of assuming everyone does it and does it well, incentivize good advisers-course release for more advising...But advisers teach more
- Monitor for meeting standards of customer service/spot checks
- We are too Oregon. How do we serve Oregon populations but diversify so students from other state/countries don't feel like outsiders?

- 2. Beyond Oregon. Worldwide-we have nationally ranked and internationally recognized programs- this goes beyond region.
- Who holds people accountable and how? How is it linked to student success?
- Clear job descriptions so employees aren't absorbing the work of others if they fail to do their job or exit
- Online budget transparency so that faculty/staff can monitor their own allocations/remaining budget
- Is the Board of Trustees website current? And visible?
- Website is difficult to navigate for newcomers
- Word "innovative" suggests tried and true great programs be left behind for new ones. Maybe support great existing programs and bring in innovative programs.
- Make sure we have and use a plan how departments process data and use it. Inform staff how to do this.
- 4.1: Need resources for institutional data.
- Eliminate all fac/staff vetted process
- Daily digest
 - Submit items
 - Website
- All fac/staff categories
 - Subscribe
 - Social media directory on WOU website
- 3. Who's supporting such systems? What about our data warehouse? How should it be updated to accomplish this goal?
- 2. Seems to be the same as community engagement #3
- I would recommend a centralized budget for institution wide departments such as physical plant and facilities. With the current process of charging each department for facilities to come and move items from your office, hang items on the wall or install items, etc. it sets the department up to either take it upon themselves and/or have their husbands come in and help or make decisions about some of the operations of their department based on whether they can afford facilities. This practice encourages departments to get creative and sets the institution up for liability issues and is not the most efficient way of keeping our facilities in good working order.

Accountability and Communication Feedback—Campus Town Hall, November 29

- 3. Strengthen visibility and awareness within Oregon
- Support for community college partnerships and presence to ensure other schools know about our programs
- 2.4 Using the institutional data to create reports for funders and Oregon legislation for continued and increased funding
- 2.3 To share with outside supporters and funders
- 4. I would like to see more related to transparency in this point, especially around the decision making process. How do we communicate our decisions as an institution and how can we maintain transparency during the decision making process, not just after the fact.
- Create a new brand to represent our campus
- 3.1 Do we mean PR? Not marketing? Message integration.
- 4.1 Revise to eliminate cliches (across borders, breakdown silos, etc.). "Establish communication systems to share information, expertise, successes and challenges across multiple offices,

departments and units.

- Branding-desperately needed
 - WOU needs a new brand. Our logo looks like a canned product and doesn't separate WOU from any other university or designate anything unique about WOU.
 - Advertise- commercials are needed after new branding is done

Sustainability Feedback—Campus Town Hall, October 5

- 5. Should include “enhance security” of facilities. When building new facilities, security should be considered. Also enhance security of existing buildings. Provide for more public safety officers as part of effort to have a safe campus.
- Emergency planning-resources such as retrofits, budgets, etc. should be in the overall strategic plan. Also, could help with community partnerships.
- 7. Don't we already have a robust mission aligned IT infrastructure? Are there funds for this? Are there more positions in IT opening? Departments that are not a part of general funds don't have money in budget for computers? Is this going to change?
- 4.4 provide increased access to WOU facilities for conferences, camps, and educational programming by external groups. Outcome: increased use of wou facilities, particularly during weekend and summer session. Metrics: increased revenue from facility rentals from external groups over previous fiscal year.
- For sustainability we need to consider eliminating our football program and adding men's soccer. We would be able to redirect the cost savings toward academic scholarships and soccer would help recruit latino and latina students.
- Revenue sources/campus facilities: conference services. Outcome: increased use of facilities. Increased institutional loyalty. Metric: increased revenue from facilities rentals.
- 6. Increased use of solar/alternative energy. Outcome: footprint reduced. Metric: energy expenditures, K hours
- 2. X% of courses use open educational resources. Outcome: decreased textbook cost. Metric: # of courses on low/no cost list
- What about support from institution to continue programs initially funded by grants for sustainability?
- 2,4. Sponsored research. Grant funding/contracts for faculty and student work. Outcome: increase indirect revenue. Metric: #/amount of grants and other external funding.
- 4. Relationships w/ state legislators. Outcome: sustained funding. Metric: increased state funding.
- Workload sustainability for faculty and staff. Outcome: increased workplace morale/energy, decreased turnover. Metric: reporting or survey of tasks added or removed throughout the year.
- Perhaps keep 5-7 as sustainability, move 1-4 to other categories.
- examine/track tuition increases for both undergraduate and graduate programs
- Sustainability of liberal arts degree and increased alumni loyalty/satisfaction by making direct connections to careers.
- Incentives for student/student mentoring, particularly in “tough” subjects. Outcome: increased retention/decreased fail rate. Metrics: fail rate for core classes, number of peer tutoring sessions.
- IT infrastructure should support students off campus and after hours. Metric: availability, use of after-hours or remote services. Outcome: decreased student frustration, increased retention/enrollment of nontraditional students.
- Continued investment in TRI so that they can continue and expand support for faculty, for both the

process of applying for and managing external funding. Increased prestige, decreased pressure on individual faculty.

- Invest in faculty to engage in seeking external funding, even if they don't get it the first time.
- More students directed to resources for study/college skills during the whole first term or year. Increased visibility/availability of these services and why they need them.
- We need to invest in dedicated IT support, not just desktop support. Builders/makers who can collaboratively work with faculty to build/design the systems they need.
- IT processes for "match making" individuals/programs with the available or buildable technology they need.
- It isn't healthy for 90% of our graduate portfolio to be in the College of Education. This leaves us too open to political whims and professional credentialing that aren't always stable.
- Shift resources from where they currently are... to where the current students are. This takes courage... but is necessary for our future success.

Sustainability Feedback—Campus Town Hall, October 6

- Include research based strategies to support recruitment, retention of non-traditional students e.g. support services (Fin. Aid offered during flex hours like evenings/weekends) or increasing the offerings of online/evening/hybrid classes
- 5.1 assess accessibility of campus with ADA tools. Are courses/facilities/services accessible to faculty/students/staff with disabilities?
- Incorporate TRI personnel expertise into institutional support functions
- Help support recruitment/retention of under-represented students by supporting recruitment/retention of under-represented faculty/staff/administration. Metric needed.
- Faculty can only absorb so many administrative tasks before burnout is inevitable. Track non-teaching obligations.
- Where are accommodation issues addressed? In regards to sustainability, support services, such as interpreters, for the growing number of deaf and hard of hearing students and faculty.
- Seems to focus solely on Oregonians. WOU has nationally and internationally recognized programs in deaf studies, interpreting, and deaf blind that could impact recruitment nationally and globally
- cross/central budgeting for initiatives that benefit multiple departments. To avoid robbing Peter to pay Paul and increase economics of scale/facilities budget for all departments (moving, hanging, etc.). Printing. Software.
- Increase collaboration and partnerships with other in-state and out of state universities
- A comment from a committee member: When the head of IT asks why create and maintain a mission-aligned IT infrastructure is part of our strategic plan it shows a serious disconnect from campus, accreditation, and the mission. THAT is why it is on there.
- Increase formal partnerships with industries and businesses in Willamette Valley and coast.
- How can we address the issue of affordability and accessibility as it relates to student loan debt?
- I think the university would benefit from a more coordinated approach to technology use and integration. A cross-discipline group could collectively hold the bigger vision and create the appropriate support systems required for thoughtful, thrifty stewardship of IT resources and funds.
- Cost of degree attainment is one issue. A second issue-does that particular degree pay for itself after it is received?
- Continuous look at process and sustainability. "1 simple thing." Example: parking.

- Recruit and retain national program too, not just statewide.
- Recruitment efforts that speak to qualified applicants with disabilities or 504 plans that speak to available supports. Intent is to lessen anxiety and reinforce existence of supports for students with minimal experiences with higher education.

Sustainability Feedback—Community Town Hall, November 16

- Look at professional development opportunities for faculty-competitive?
- Free community college guts our lower class/grade enrollments
- Some upper division courses are critical even with low enrollment
- Look closely at upper division enrollment class floors and advocate for quality variety, not numbers.
- Focus on recruitment in high impact programs.
- Invest in admissions counselors.
- Refine our web presence. Market us better.
- Points of pride document from DTE.
- How do you make college more affordable?
- Advertise opportunities like western exchange, passport initiative, etc.
- employer/university partnerships

Sustainability & Stewardship Feedback—Campus Town Hall, November 29

- 4.3 Does it belong here? It is a cost not a sustainable value like the others.
- Don't use "academic" or non-standard language like vis-a-vis
- 2.4 and 2.5 Rewrite to do more than just evaluate.
- 2.4 Track and enhance the efforts of tuition assistance
- 2.5 Learn from other systems that are fiscally sustainable and implement
- 4.3 How is this related to sustainability? It seems like it should be in a different pillar.
- 1.4 increase the role of long term vision "with respect to enrollment" in the budgeting process.
- 2.2 Provide students with meaningful financial support and effective connections "as they transfer from" other educational institutions.
- 2.2 Meaningful financial support seems undefined. Unclear what would constitute "meaningless" financial support...?

Sustainability & Stewardship Feedback—Campus Town Hall, January 19

V. Sustainability and Stewardship

2.3, 3.1, 3.2, 3.3

- Staff are needed to do the outreach to increase funding and support

2.6

- Suggest to end sentence after "...scholarship opportunities." Or reword "...scholarship opportunities for all."

Time table!??