UWT Strategic Planning Committee
Friday, January 29, 2016
Lower Division Student Success Update

• Progress
  • Two meetings of full task force (40 members)
    1. Sharing dreams, successes, challenges
    2. Discussion of approach and scope with Melissa Lavitt; Sharing of already existing work on these issues
  • Formation of seven work groups
  • Formation of Steering Committee
    • Chairs/Co-chairs of work groups
    • Lisa Hoffman, Deirdre Raynor, Bonnie Becker
Work Groups

1. Understanding retention and persistence issues and solutions (Carmean, Ishem)
2. Research on best practices/models of first year and lower division education and experience (Schaarschmidt, Farrell)
3. Research focused on best practices for first generation college experience (Harris, Velasquez)
4. Student pathways (into majors) (Dinnel)
5. Campus-wide student supports (including student life/comm engagmt) (Young, Derby-McCurtain)
6. Incentives for faculty engagement, supporting faculty/teaching (Chaffee)
7. Digital/Info Literacy (Monks)
Information Sharing

• Foundations of Excellence—Deirdre Raynor
• Office of Undergraduate Education—Nicole Blair
• SIAS Lower Division Revision/Collaborative Learning—Bonnie Becker, Jutta Heller
• First Year Writing —Asao Inoue
• Student Transitions—Amanda Bruner
• New Student Programs—Stephon Harris
• Academic Advising/Teaching and Learning Center—Lorraine Dinnel/Jenny Quinn
• Retention Report Update—Bill Kunz
Next Steps

• Add student representation
• Other stakeholders missing? Please let us know.
• Continue to refine our charge and timeline (pilot projects)
• Working on cross-mapping all existing efforts and projects
• March 4: Julia Aguirre to speak on moving beyond a “deficit discourse”
  • All Steering Committee members are invited to attend this session
  • Please RSVP to Lisa or Bonnie
  • Need for update from Strategic Planning Committee as well
Data Analysis: January Update

• Update on Outreach Effort
• Updated USU Data
• Updated “Big Question” Data
• USU Highlights
• Your Experience
• Discussion

http://tinyurl.com/uwtacoma-dec-wordcloud
Update on Outreach Effort

As of January 28
The Now and Later of Data Analysis

Now
• All raw data (link sent)
• Long summary report (link sent)
• Executive summary (first 7 pages handout)
• Data to be placed in Digital Commons for archiving

• Please read as much as you are interested in! Good stuff!

Later
• More community outreach
  • Tacoma Public Schools, more students and prospective students
  • Switch approach away from “Big Question” to more targeted

• Requests for specific analyses
  • For setting priorities and goals
  • For your own work
The data about the data

• Types of data
  • Focus groups (1/24 download)
    • USU paper surveys*
  • Online open surveys (closed, 1/26 download)
  • Online student surveys (closed, 1/26 download)
  • Student paper surveys (closed, 11/17)
  • Alumni surveys* (12/4)
    • No USU questions asked

*Thanks to Galen Guffy and team, Thomas Duke
The data about the data

• Questions asked
  • USU survey had some quantitative data
  • “Big Question” only qualitative

<table>
<thead>
<tr>
<th>UWT as a USU</th>
<th>Very weak</th>
<th>Okay, could be much better</th>
<th>Emerging strength</th>
<th>Very strong</th>
<th>Unable to evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student access and success</td>
<td></td>
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<tr>
<td>Use-inspired research</td>
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<td>Meaningful partnerships with the community</td>
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<tr>
<td>Catalyst for economic vitality</td>
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</tbody>
</table>
Survey Participants Reached (1087 Total)

- Faculty
- Staff
- Students
- Community
- Alumni

Facilitated Discussions
Open Online Survey
Student Online Surveys
Student Paper Surveys
Alumni Survey
<table>
<thead>
<tr>
<th>Division of Politics, Philosophy and Public Affairs (School of IAS)</th>
<th>Social Work</th>
<th>I Corps at JBLM</th>
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<tbody>
<tr>
<td>Division of Social, Behavioral, and Human Sciences (School of IAS)</td>
<td>Campus Planning &amp; Real Estate and Facilities Services</td>
<td>JBLM Installation</td>
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<td>Chancellor's Town Hall</td>
<td>Open Staff Forum</td>
<td>Local Developers</td>
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<td>UW Tacoma Advisory Board</td>
<td>Student tabling</td>
<td>Institute for Global Engagement Advisory Board</td>
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<tr>
<td>Executive Council of Faculty Assembly</td>
<td>Nursing Faculty Meeting</td>
<td>Black Collective</td>
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<tr>
<td>Division of Social and Historical Studies (School of IAS)</td>
<td>Student tabling</td>
<td>Campus Advisory Board: IAS</td>
</tr>
<tr>
<td>Strategic Planning Steering Committee</td>
<td>Capital Campaign Committee</td>
<td>UW Provost, Vice Provosts, and staff</td>
</tr>
<tr>
<td>TUNIV 101 Class</td>
<td>1:1 interview with community member</td>
<td>First 5 Fundamentals (early learning Pierce county coalition)</td>
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<tr>
<td>Division of Sciences and Mathematics (School of IAS)</td>
<td>Facilities Staff</td>
<td>Museum Partners</td>
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<tr>
<td>Milgard School of Business Faculty Meeting</td>
<td>Student tabling</td>
<td>Boys and Girls Clubs of South Puget Sound</td>
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<tr>
<td>Open Staff Forum</td>
<td>Faculty and Staff of Color</td>
<td>Graduate Tacoma</td>
</tr>
<tr>
<td>Institute of Technology</td>
<td>Urban Studies Faculty Meeting</td>
<td>Maritime Federation</td>
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<td>Education Faculty Meeting</td>
<td>Institute of Technology Advisory Board</td>
<td>College Presidents</td>
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<td>Institute of Technology</td>
<td>Peace Community Center</td>
<td>Legislative Delegation of Pierce County</td>
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<tr>
<td>Open Staff Forum</td>
<td>1:1 interview with community member</td>
<td>Arts and Culture Consortium</td>
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<tr>
<td>Finance &amp; Admin Directors</td>
<td>Advising Staff</td>
<td>Tacoma City Council</td>
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<tr>
<td>Campus Planning &amp; Real Estate and Facilities Services</td>
<td>Safety and Security</td>
<td>Milgard Business School Advisory Board</td>
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<tr>
<td>Institute of Technology</td>
<td>Student and Enrollment Services</td>
<td>1:1 Interview with Tacoma HR Director</td>
</tr>
<tr>
<td>Student tabling</td>
<td>Center for Urban Waters</td>
<td>BEST--Tribal Leaders</td>
</tr>
<tr>
<td>Division of Culture, Arts, and Communication (School of IAS)</td>
<td>Executive Council for a Greater Tacoma</td>
<td>City of Tacoma Directors</td>
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<tr>
<td>Open Staff Forum</td>
<td>IGE/Global Honors Students</td>
<td>ASUWT</td>
</tr>
<tr>
<td></td>
<td>IGE/Global Honors staff/faculty</td>
<td>Russell Family Foundation</td>
</tr>
</tbody>
</table>
Assumptions and Limitations

• Apples and oranges
  • Focus groups vs. individual surveys
  • What counts as “1”?  
  • Individual surveys more specific, focus groups more visionary

• You can only evaluate the answer based on the question asked

• Our vision will not be decided by the data, only informed
Updated USU Data
How strongly do you identify UW Tacoma as an urban-serving university? (All responses)

- Strongly: 48%
- Somewhat: 38%
- Slightly: 10%
- Not at all: 2%
- No opinion: 2%

How strongly do you identify UW Tacoma as an urban-serving university?

- Number of Responses

- Strongly
- Somewhat
- Slightly
- Not at all
- No opinion

- Alumni
- Community
- Faculty
- Staff
- Student
Student access and success
Use-inspired research
Meaningful partnerships with the community
Catalyst for economic development

Overall Ratings on Four Pillars

Very strong
Emerging strength
Okay, could be much better
Very weak
Unable to Evaluate
No opinion
Student Access and Success

- **Alumni:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Community:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Faculty:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Staff:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Student:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

Use Inspired Research

- **Alumni:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Community:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Faculty:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Staff:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Student:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

Meaningful Partnerships with Community

- **Alumni:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Community:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Faculty:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Staff:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Student:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

Catalyst for Economic Development

- **Alumni:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Community:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Faculty:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Staff:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%

- **Student:**
  - Very strong: 20%
  - Emerging strength: 40%
  - Okay, could be much better: 40%
  - Unable to Evaluate: 0%
  - No opinion: 0%
As an urban serving university, what positive role can UW Tacoma play in achieving your* aspirations?

*from the perspective of your primary role in relation to UW Tacoma
Data about the data—big question

• Each idea is a record
  • Each idea gets a code or multiple codes
  • Each code gets a category
• Codes driven by the data
• In Access database—more can be done!

• Did not do:
  • General comments (except focus groups)
  • Suggested initiatives
  • USU Comments
### Faculty (Discussions): Top 10 Codes

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>More or continue community engaged and use inspired research</td>
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</tr>
<tr>
<td>Faculty and staff issues</td>
<td>More professional development for working with our diverse student body</td>
<td>6</td>
</tr>
<tr>
<td>Identity</td>
<td>Foster innovation in teaching</td>
<td>6</td>
</tr>
<tr>
<td>Identity</td>
<td>Define Urban Serving, pillars, and related</td>
<td>6</td>
</tr>
<tr>
<td>Identity</td>
<td>Increase, define, or continue global focus</td>
<td>6</td>
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<tr>
<td>Other</td>
<td>Good overall vision</td>
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<tr>
<td>Community</td>
<td>More or continue partnership with P-12</td>
<td>5</td>
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<tr>
<td>Research</td>
<td>Value diverse types of research</td>
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<tr>
<td>Administration and leadership</td>
<td>Reduce silos on campus</td>
<td>4</td>
</tr>
<tr>
<td>Community</td>
<td>More or continue partnership with community colleges</td>
<td>4</td>
</tr>
<tr>
<td>Community</td>
<td>Work in partnership with community to solve problems</td>
<td>4</td>
</tr>
<tr>
<td>Community</td>
<td>More or continue connection to community in general</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Issues with pathways from pre-recruitment past graduation</td>
<td>4</td>
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<tr>
<td>Faculty and staff issues</td>
<td>Faculty work load</td>
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<tr>
<td>Faculty and staff issues</td>
<td>Align tenure and promotion, hiring to urban serving mission</td>
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<tr>
<td>Faculty and staff issues</td>
<td>Increase diversity in faculty and staff</td>
<td>4</td>
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<tr>
<td>Identity</td>
<td>More or continue interdisciplinarity</td>
<td>4</td>
</tr>
<tr>
<td>Identity</td>
<td>More or continue social justice and related as part of identity</td>
<td>4</td>
</tr>
<tr>
<td>Recruitment and access</td>
<td>Recruit diverse students</td>
<td>4</td>
</tr>
<tr>
<td>Student success</td>
<td>Graduate students to serve the community</td>
<td>4</td>
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</tbody>
</table>
## Staff (Discussions): Top 10 Codes

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>#</th>
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<tbody>
<tr>
<td>Other</td>
<td>Good overall vision</td>
<td>7</td>
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<tr>
<td>Process comments</td>
<td>Strategic planning comments</td>
<td>7</td>
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<tr>
<td>Administration and leadership</td>
<td>Reduce silos on campus</td>
<td>5</td>
</tr>
<tr>
<td>Community</td>
<td>More or continue connection to community in general</td>
<td>5</td>
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<tr>
<td>Identity</td>
<td>Foster innovation in teaching</td>
<td>4</td>
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<tr>
<td>Campus life</td>
<td>Specific campus improvements</td>
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<tr>
<td>Community</td>
<td>UWT as a source of local economic development</td>
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<tr>
<td>Administration and leadership</td>
<td>Keep growing</td>
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<tr>
<td>Campus life</td>
<td>Campus for more than just school</td>
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<tr>
<td>Identity</td>
<td>Increase, define, or continue global focus</td>
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<tr>
<td>Curriculum</td>
<td>Issues with pathways from pre-recruitment past graduation</td>
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<tr>
<td>Campus life</td>
<td>More and affordable housing</td>
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<tr>
<td>Community</td>
<td>Closer ties with local business or industry</td>
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<tr>
<td>Program development</td>
<td>Consider community and needs in program development</td>
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## Students (Surveys): Top 10 Codes

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<th>Category</th>
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<tbody>
<tr>
<td>Campus life</td>
<td>More or better parking or transportation</td>
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<td>Student services</td>
<td>More or better career services</td>
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<tr>
<td>Other</td>
<td>Happy with UWT experience</td>
<td>15</td>
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<tr>
<td>Community</td>
<td>More or continue connection to community in general</td>
<td>14</td>
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<tr>
<td>Campus life</td>
<td>More or different food options</td>
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<td>Campus life</td>
<td>More and affordable housing</td>
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<tr>
<td>Student success</td>
<td>Graduate students who can get jobs and contribute</td>
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<tr>
<td>Campus life</td>
<td>More clubs or other extracurricular activities or more support for clubs</td>
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<tr>
<td>Curriculum</td>
<td>More or continue or improve internships</td>
<td>9</td>
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<tr>
<td>Other</td>
<td>Other</td>
<td>8</td>
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<tr>
<td>Student services</td>
<td>Affordability issues</td>
<td>8</td>
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<tr>
<td>Curriculum</td>
<td>Scheduling issues</td>
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<tr>
<td>Identity</td>
<td>Celebrate our diversity</td>
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## Alumni (Surveys): Top 10 Codes

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<tr>
<td>Other</td>
<td>Happy with UWT experience</td>
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<tr>
<td>Post-graduation</td>
<td>Improve post-college career prospects</td>
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<td>Post-graduation</td>
<td>More alumni services</td>
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<tr>
<td>Community</td>
<td>More or continue connection to community in general</td>
<td>13</td>
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<tr>
<td>Community</td>
<td>More or continue community events</td>
<td>11</td>
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<tr>
<td>Post-graduation</td>
<td>Doesn’t feel connected to UWT anymore</td>
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<tr>
<td>Student services</td>
<td>Lower tuition or more tuition support</td>
<td>10</td>
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<tr>
<td>Recruitment and access</td>
<td>Importance of access for students</td>
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<tr>
<td>Community</td>
<td>UWT as a source of local economic development</td>
<td>9</td>
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<tr>
<td>Program development</td>
<td>More graduate programs</td>
<td>9</td>
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<tr>
<td>Community</td>
<td>UWT has done and is doing great things for region</td>
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<tr>
<td>Post-graduation</td>
<td>More alumni involvement in UWT</td>
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<tr>
<td>Program development</td>
<td>Specific graduate program(s)</td>
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# Community (Discussions): Top 10 Codes

<table>
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<tbody>
<tr>
<td>Community</td>
<td>Exchange as a two way b/w community and UWT</td>
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<td>Community</td>
<td>UWT as a source of local economic development</td>
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<tr>
<td>Community</td>
<td>UWT as a &quot;convener&quot; in community</td>
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<tr>
<td>Curriculum</td>
<td>More or continue or improve internships</td>
<td>9</td>
</tr>
<tr>
<td>Campus life</td>
<td>More and affordable housing</td>
<td>8</td>
</tr>
<tr>
<td>Process comments</td>
<td>Strategic planning comments</td>
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<tr>
<td>Community</td>
<td>More institutionalized system for community engagement</td>
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<tr>
<td>Community</td>
<td>More or continue partnership with P-12</td>
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<tr>
<td>Community</td>
<td>Closer ties with local business or industry</td>
<td>7</td>
</tr>
<tr>
<td>Program development</td>
<td>Specific undergraduate program(s)</td>
<td>7</td>
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<tr>
<td>Student services</td>
<td>Helping veterans succeed</td>
<td>7</td>
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Detailed Analysis

Identity (Surveys)

- Keep quality high and improving quality
- Increase, define, or continue global focus
- More or continue sustainability or environmental...
- More or continue social justice and related as...
- Define Urban Serving, pillars, and related
- Celebrate our diversity
- Leverage our location more or continue
- More or continue interdisciplinarity
- Foster innovation in teaching
- Find UWT's distinction
- Look beyond Tacoma
- Improve understanding of issues of social justice,
- Urban Serving as who we are or should become
- Foster closer ties to UW Seattle and Bothell
- Culture of entrepreneurship
- UWT as a first choice school
- Less connection with Seattle
- Strive to be top university
- Focus on maritime
- Dream big!
- Not happy with urban serving identity
- Learner-centered culture
- Importance of serving transfer students
- Community service at heart of identity
- Beautiful campus
- R1 status for UWT

Identity (Discussions)

- Keep quality high and improving quality
- Increase, define, or continue global focus
- More or continue sustainability or environmental...
- More or continue social justice and related as...
- Define Urban Serving, pillars, and related
- Celebrate our diversity
- Leverage our location more or continue
- More or continue interdisciplinarity
- Foster innovation in teaching
- Find UWT's distinction
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- Not happy with urban serving identity
- Learner-centered culture
- Importance of serving transfer students
- Community service at heart of identity
- Beautiful campus
- R1 status for UWT

Group Responses

- Faculty
- Staff
- Mixed
- Student
- Community
Update on USU Discussions

• Four Sessions
  • 12/10—Open (Mark), ~30 people
  • 12/11—Open (Mark), ~25 people
  • 1/19—Faculty (Ali, Faculty Assembly, Bonnie), ~25 people
  • 1/21—Staff (Joel and Sheri), ~20 people

• Will make notes/Powerpoints available on Web
  • Video from 1/19 will be available as well
Themes

• History and context presented to campus

• Why did people answer “somewhat” or below?
  • Designation too limiting? We are other things too, especially part of UW. “Intersectionality”
  • We don’t exactly qualify. Other smaller USUs to model? Aspirational?
  • Small number connected USU with less challenging

• The importance of external messaging
  • The pillars are more compelling than the USU moniker
  • We need to highlight what we do, internally too. Research symposiums, students solving local problems
Themes

• Role of staff in carrying out USU mission?
  • The problem of “institutionalizing” what we do
  • Hiring with this in mind

• Invisible work of experiential and service learning
  • Infrastructure needed, off campus encouraged and simplified
  • Complexity of “contingent” faculty
Themes

• Hiring, tenure, and promotion must align with USU
  • Must be clear when recruiting
  • Particularly problematic when going from Associate to Full
  • Redefining “scholarship” and “publication”
  • External reviewers expectations
  • Compare T&P guidelines to other USUs

• “Use Inspired” Research is inclusive
  • Separate resource problems with research from the use inspired designation
  • A way to leverage USU for more research funding?
Themes

• “Urban” as code for diversity, especially people of color
  • Need for an honest dialog and unpacking of language
  • Move away from “deficit discourse” and focus more on assets

• We have always been a USU, but didn’t know what to call it

• Long discussion of how these sessions will be “used”?
  • How do we interface more with campus? Tell the “story” of strategic planning?

• People want an alternative metaphor to “pillars”
Ideas

• More community members in the classroom, Professors of Practice
• Use our website to message our people, our research, our space
• The conceptual connection of local and global, geographically limitless
• Rewarding our partners?
• Many mentions of our campus closing at 5
Share Your Experience
Discussion
Discussion

• What earlier themes are reinforced?
• What are new themes that should inform our vision work?
• Who do we still need to reach out to?
• What do we still need to know?