SWOT FEEDBACK SUMMARY

Strengths

- Urban serving – location, program, building architecture, programs, services
- Coalescing around “urban serving”
- Talent – dedicated staff, capable, high standards, support for innovation, energy
- Diversity – students/faculty/staff
- Dedicated student body
- Reputation – UW brand, local reputation, “our” campus, relationships. "Everything that is ours is ours, and everything that is Seattle's is ours!"
- Opportunities to grow – size, renovating buildings, capacity
- Growth not just in student numbers, we're evolving emotionally!
- Best of both – R1 with intimate size
- Small classes, student teacher ratio, high impact practices due to small size
- Direct connection to talent pool
- Access to great academics locally
- Community connections across functions and programs
- Sense of community on campus, energy, support for innovation
- Very different tone than last time the campus developed a strategic plan – we were totally confused! Now we can articulate what we think "it" is!
- We have access to the pool of students that everyone else is just talking about
- Goodwill in community; they look to us to be the thought leader.
- Opportunities based on our strengths – get the talent to do systemic change that needs to happen in the next generation.

Weaknesses

- Identity – don’t know who we are, multiple identities, lack of clear vision/direction, “architecture” within UW/dissonance
- Leadership – lack of stability, decision making
- Research – lack of support, lack of accountability
- Systems, policy procedures – not written down, legacy systems
- Student experience – retention, job placement, lack of plan, how do we galvanize, success culture
- Lack of continuity – advising page and advisors changing, lack of clarity, don’t know where to get help
- Students can’t figure out where to find things – advising changed 3-4 times in 3 years!
- Community connection – parking, hard to get space, communication
- Connection of community in curriculum, balance between career prep and liberal education
- Communication especially across campus, between departments
- Repercussions of growth-staffing and culture, faculty structure and curriculum, burn out
- How do we know we’re on track?
- Core – important but lots of change
- Public expectation and what we are/how we’re doing, reporting categories don’t fit UWT
- Relationships with UWS – dysfunctional, broken systems – frustration with UW Seattle, us vs. them, “they think they are better than us,”
- Not invited to the table at UWS--they don't spend a lot of time thinking about UWT. UWT student leaders can't sit at the table the way the president of Seattle students can. Similar issue with chancellor. They see us as a college within UW in terms of size, budget, attributes. When we are 10-12K students it will be different.
- COACHE – faculty complaints and tenure/lecturer balance
• Teaching quality
• Core taught by lecturers
• Lack of faculty of color, diversity issues
• Commuter campus, you come you take class you leave.

Opportunities
• Stakeholders say “we value UWT and we want to be connected.”
• JBLM – providing services, make campus welcoming (greater flexibility, online courses)
• Housing – especially for low-income, community model, for international students
• Educational – early childhood, best-in-class K-12 to bachelors, teacher shortage, growth and development of other higher ed institutions
• Business connections
• Local communities connections – Boeing, immigrant, of color, hub for community on campus
• Greater community engagement – define, nurture, mentoring faculty, embed into cultural norm, resource it, reward it
• Effect broader social change – overcome polarization, welcome/serve/dialog with less powerful groups such as immigrants and communities of color, engaging with those communities, make UWT a hub for bringing community to campus
• Economic development – retail, watershed initiative, adjacent land to north and south of campus, tie into city’s plan, transportation hub, destination for events/meetings, push/anchor expectations
• This area is highly underdeveloped and underutilized. We’re way ahead of Hilltop and Brewery District. An expectation for us as USU to be the push for development everywhere in town!
• Be prepared for change in Tacoma. Look at Portland State and U Arizona Tempe, how they adapt.
• Brewery center developing--two breweries, entrepreneur center
• Student need for retail – now community needs have higher priority for example the businesses on Pac Ave don’t cater to needs to students, baby boutiques and hair salons and running clothes.
• City doesn’t care about our footprint, it’s a state constraint. It’s not etched in stone, but where we’re doing land acquisition
• Campus of new majority students – set precedent to change system to better serve, build student support services
• Encourage faculty/staff to live locally
• Expectation for UWT to be a thought leader
• Summit opportunity areas identified:
  o JBLM
  o K-12
  o Sustainability
  o Nonprofits - capacity building
• International – students coming here
• Faculty and staff development, developing faculty and staff based in community, refresh ourselves as to what is current.
• Become best-in-class in educating first generation students
• Buy/hire locally
• Transportation and accessibility
• Gathering spaces, if we can work through the weaknesses
• International opportunities, example of Chinese president giving 100 students chance to go to Lincoln
• Conversations with TCC and Green River, international students Pathways to Promise

Threats
• Increasing competition – online (different pedagogical approach), disruption of business model, 2 and other 4 year institutions including WGU, WSU
• Student market – JBLM drawdown, not able to pay (recession), low graduation rate/reputation
• Demographics – size of student pool, readiness of incoming students
• The way millennials learn
• Technology – expectation of modernization, meeting them, training on systems
• Legacy systems in Seattle
• Access – degree to which public transportation and parking are outside of our control
• Campus environment, health and safety, violence, mental wellness
• Finances – uncertainty of state funding, economic fluctuations, resources to educate a diverse student population
• Societal pressure – Utopia vs. utility university, lifelong learning vs. economic development/job vocation
• Community – satisfying expectations, accountability
• Faculty – lecturer/tenure, ability to attract diverse pool, rigidity of standard academic track, diversity of faculty, non-tenure track: stress, turnover, uncertainty of contract, faculty development needs, misaligned incentives, time for reflective collaboration, uneven teaching quality
• Promotion/tenure system not aligned
• Adjunctification
• Traditional training in academia does not prepare us, faculty development
• P&T system doesn’t align with all of our values (other USU say P&T system changes is the hardest)
• Expectations for how much can we satisfy the community
• Disruptive industry, higher ed likely to be the next disrupted, we often can't see it.
• Cyber security target
• Successful UWT depends on a successful Tacoma on a successful Pierce County
• Transfer system makes pathways very diverse

What’s missing
• What does community engagement mean? Be explicit about community engagement – possible continuum
• Faculty/community who have stepped out, who we haven’t talked with, silent voices, dissident voices, burned out faculty, need plan for us to reach out intentionally
• Discussion of size
• Classroom experience, learning—not just the labor of teaching
• Being prepared to teach diverse students (all faculty), a moral obligation
• Access to online tools for our students. Moral obligation to have discount rates for internet at home.
• National model for community engagement