

## 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.
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### 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:
  - JBLM
  - K-12
  - Sustainability
  - 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