# Default Report

2021 – 2026 WSU Vancouver Strategic Plan Survey

October 1st 2020, 8:48 am PDT

Q2 - WSU Vancouver Vision Statement Washington State University Vancouver will be a positive force in bettering the lives of the people of Southwest Washington and beyond by contributing outstanding research; expanding access to the highest-quality university education where student success is central; and engaging with community partners to address the needs of our changing world.
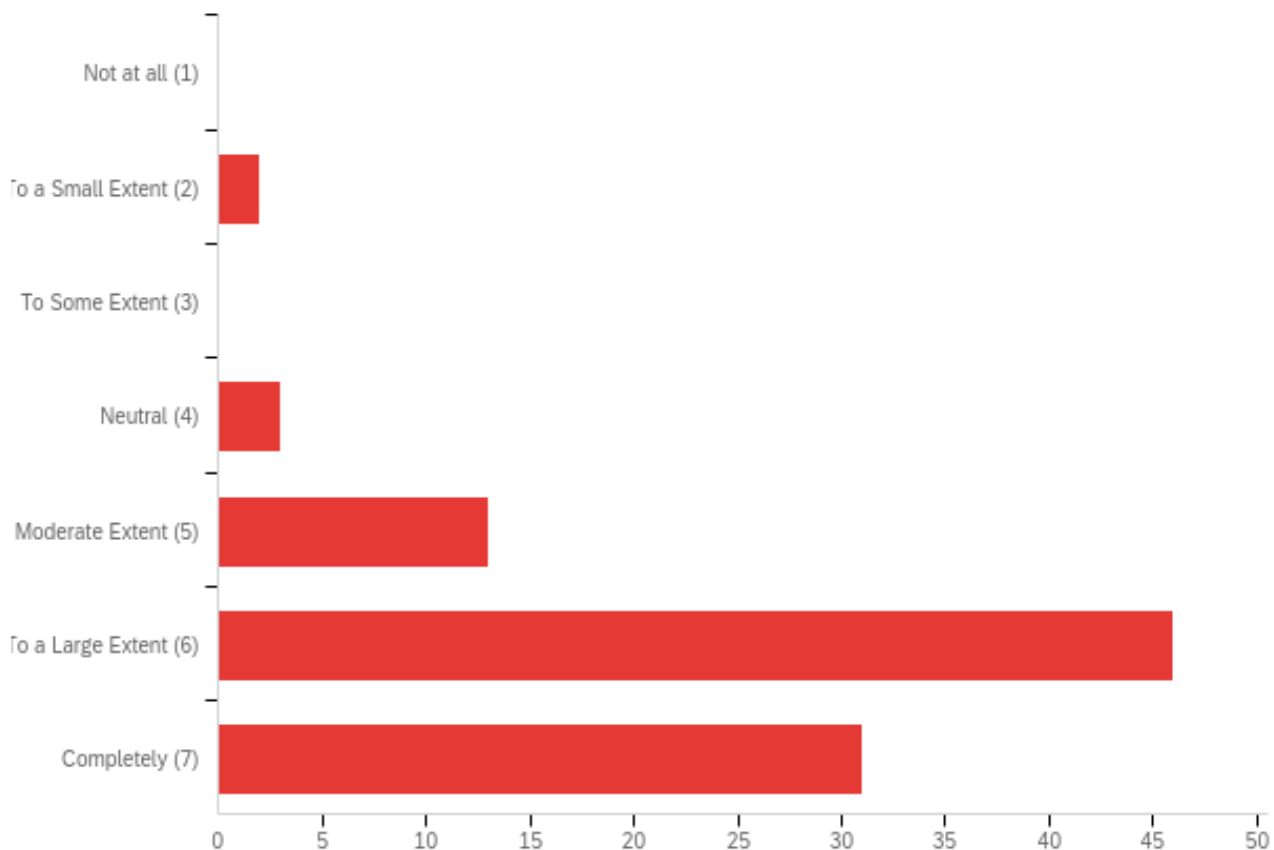
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you agree with the vision statement?	2.00	7.00	6.04	0.96	0.92	95

#	Answer	%	Count
1	Not at all (1)	0.00%	0
2	To a Small Extent (2)	2.11%	2
3	To Some Extent (3)	0.00%	0
4	Neutral (4)	3.16%	3
5	To a Moderate Extent (5)	13.68%	13
6	To a Large Extent (6)	48.42%	46
7	Completely (7)	32.63%	31
	Total	100%	95

Q3 - What feedback do you have on this vision statement?

What feedback do you have on this vision statement?

I agree with it, but we do not provide the highest quality for the cost.

Mostly good, but with "where student success is central", you diminish the importance of faculty research. Are you saying that it is secondary? I see both as central.

There is nothing about our commitment to equity or diversity. It really very general.

I think it might be good to insert some sense of urgency around the intersecting crises we're facing locally and globally.

Who is defining the "the needs of our changing world"? I have seen at times one group identifying a need for another group that does not have the same standards for "needs". Other than that the statement sounds good.

Who is going to disagree?

the statement does not embed equity

I think the statement would benefit from explicit recognition of diversity, and perhaps by something more specific than "and beyond". That said, it might make the statement too long.

Placing high quality education as the first priority - Improving the lives of the residents by providing access to a high-quality education; contributing research, etc.

I think the 2nd statement is too long. It may be cut to 'expanding access to the highest-quality university education', or qualified, 'expanding access to the highest-quality student-centric university education'

Include a commitment to equity and inclusion for our students, faculty, staff, and community.

I feel like this is a noble, lofty goal but I have not seen much evidence of this in the past.

I am not sure "a positive force in bettering the lives" is worded well. We provide tools and opportunities to help members of the community better their lives but the statement as worded sounds a bit patronizing

This has the right elements. I have always thought that we can aim higher than "access" to education, toward educational attainment.

I think "student success" means differently among departments. This is a major problem. It differs among student affairs and how academic affairs views it and practices it. It also differs when it comes to logistics and funding. Student success should always be mindful of our first gen, students of color, and underrepresented populations. If we are to serve these students correctly than ALL students would benefit. We must always have these specific populations in mind when thinking about what student success looks like and how we can serve them better. This currently looks differs among departments and should be better identified. There are so many gaps in the way we recruit, process, and retain.

I would change the order - access first, research second, community third

I think the order could be rearranged to better emphasize values of student success and community.

I like its positive tone and action-oriented outlook.

When professors are so underpaid that many lose motivation and too many classes are taught by adjuncts who often feel hopeless about their situations, this can't happen.

Education should be a larger focus than research if we are truly trying to serve the people of SW Washington.

I think WSU is continually striving to make things better and working through areas where we can grow and learn how to do things better.

While we are a R1 university, I wish the vision placed emphasis on our students first! The University would not exist without students. Washington State University Vancouver will be a positive force in bettering the lives of the people of Southwest Washington and beyond by expanding access to the highest-quality university education where student success is central; contributing outstanding research; and engaging with community partners to address the needs of our changing world.

The statement could include: diversity, concepts of universal design for learning (multiple modes of expression, engagement, action and expression; http://www.cast.org/our-work/about-udl.html#.X1t77y0iefA)

W

Although I think expanding access to higher education is essential, I would emphasize providing the highest quality university education to the community in a manner that expands access and centers student success. In my reading, as currently written, the VS foregrounds the access mission and de-emphasizes the drive to excellence. I also think that "and creative output" might be added after "research" to emphasize the importance of original contributions from non-STEM fields.

Do we want to call out access for students and the community ... or equity, inclusion (anti-racism) more? Both could resonate well with the campus and the community.

I am not clear what is meant by the phrase, "student success is central." Central to what?

I tend to think of world class research as a system output rather than campus output.

Q4 - WSU Vancouver Mission Statement Washington State University Vancouver is dedicated to its land-grant tradition "for openness, accessibility and service to people." The campus mission stands on five pillars: To advance knowledge through research, innovation and creativity across a wide range of academic disciplines. To extend knowledge through innovative educational programs in which students and emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility and service to society. To apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation and world. To address the need for social justice, equity and a culture of inclusion in our society. To collaborate with partners to build the bonds that unite a healthy community.
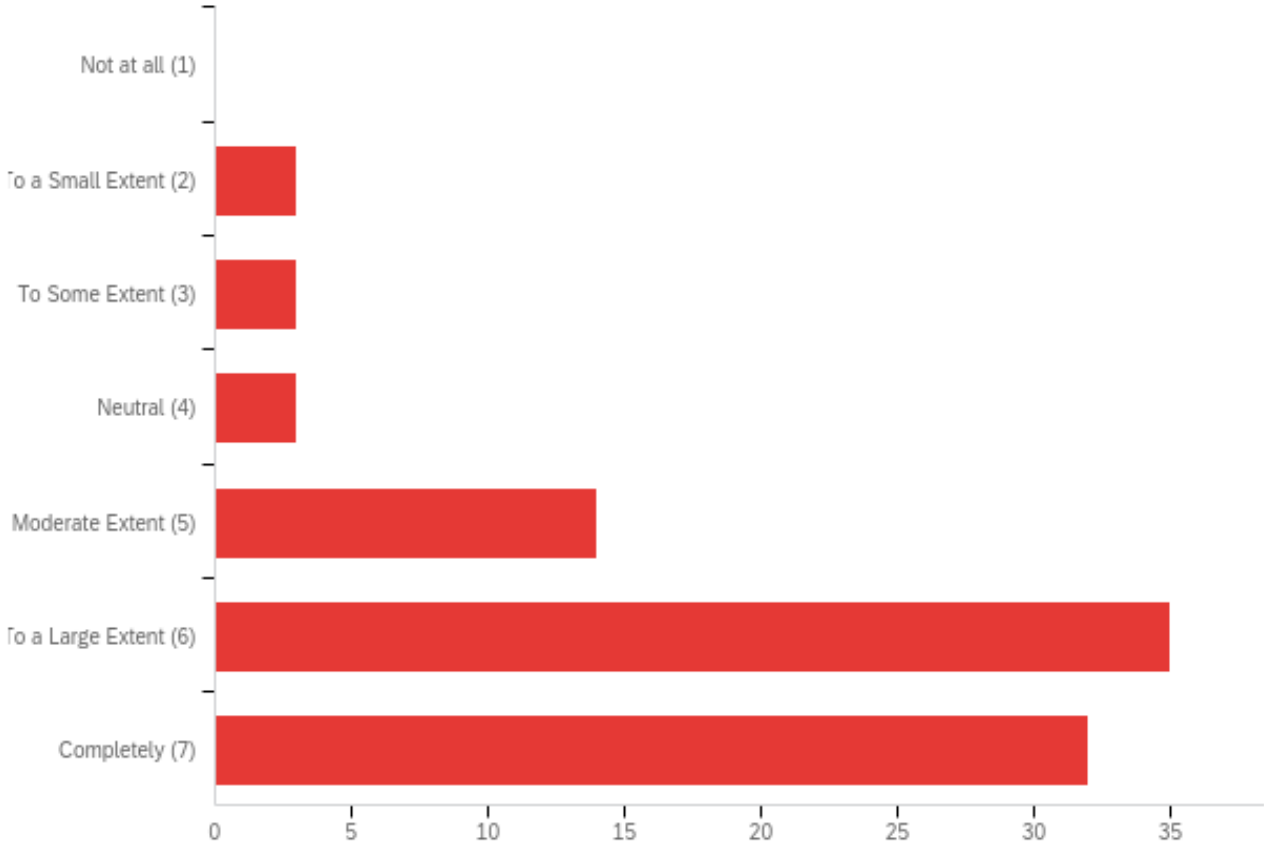
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you agree with this mission statement?	5.00	10.00	8.90	1.21	1.47	90

#	Answer	%	Count
4	Not at all (1)	0.00%	0
5	To a Small Extent (2)	3.33%	3
6	To Some Extent (3)	3.33%	3
7	Neutral (4)	3.33%	3
8	To a Moderate Extent (5)	15.56%	14
9	To a Large Extent (6)	38.89%	35
10	Completely (7)	35.56%	32
	Total	100%	90

Q5 - What feedback do you have on this mission statement?

What feedback do you have on this mission statement?

Focus on applying knowledge to improve the quality of life and enhance the economy is reasonable and attainable (a 'SMART' target); apply knowledge through 'global' engagement to improve the 'world' seems like an exaggeration.

We could serve the community better, but we lack resources and quality leaders.

I think it speaks well to our broader commitments. I also think something about "democratic engagement" and a commitment to a diversity of voices and perspectives needs to be included.

I think the statement on equity seems rather perfunctory, and there should be something that speaks specifically to partnerships that meet urgent community needs.

You have to be careful with social justice. Ethnic relations started to dive 12 years ago. Now it is to the point that no lives matter. This will not change until we get back to pre-2009 mindset that all lives matter to everyone. If we do not teach this correctly we may more of the same rioting for a few more decades. I hope to live long enough to see peace again in this country.

Folks might differ on the definitions of, e.g., quality of life, enhanced economy, social justice, and equity. How much do we know about how our local community defines these? And how much diversity of opinion is there?

I do not completely understand how WSU Vancouver plans to engage globally to improve quality of life here and abroad. Seems like a very grand goal and perhaps, we should focus on making things better for our local community first.

Can you apply a community context to extending knowledge? Are we educating people in our community through events/workshops?

The second item is extensively wordy and seems to be trying to accommodate or qualify too much. The phrase "mentored to realize their highest potential and assume roles" could be simplified. "are prepared for future leadership, responsibility and service to society." The third item - Is it the role of the university to enhance the economy?

The last two bullets: by calling them out separately instead of subsuming them under the first three bullets, it emphasizes important goals more, but maybe too much? For instance, does this mean that faculty and staff are doing their job if the only address the last two bullet points in ways that have nothing to do with education or research, and don't do their research or teach students well?

"To address the need for social justice, equity and a culture of inclusion in our society." We are beyond the need for "addressing" social justice. This pillar should be centered on actions related to social justice.

Regarding the last pillar - are the built bonds uniting a healthy community or serving to better the health of the community?

I feel that we need to put more effort into addressing the need for social justice, equity and culture of inclusion. the BaCE trainings aren't enough. this should be woven into our everyday practices. We really need to think about the way we process things, how we admit, the requirements, the resources we provide student and staff of color, and how we instruct in the the classrooms. This should all be taken into consideration and also celebrated much more. There is so much we can and should be proving to dismantling systemic racism in a historically white institution. We also could be collaborating much more with partners to build the bonds that unite a healthy community. Its great that WSUV is located near Portland and not too far from Seattle. These are two major cities. How are we building partnerships that can better our community? if we already are, do students and staff know this information?

Strongly believe in equity and a culture of inclusion. Diversity makes us stronger. Social Justice is often to broad of a term. I think you can support a culture of equity and inclusion with having some legitimate concerns of Critical Race Theory. As a University, we should absolutely not be afraid to engage in this topic, it would just be

nice to get a breadth of perspectives. We tend to be pushed towards the perspectives of Ibram Kendi and Robin DiAngelo.

Longer than preferred, but have to balance calling out key elements, which this does.

Again consideration on order.

would welfare be a better term than economy in the middle statement?

There is almost no grant support for research outside the STEM areas which especially leaves Humanities professors and instructors out of the plan.

Education should be the main focus, meant to give all students an equal economic advantage and opportunity regardless of any other variables.

BaCE and other campus programs are helping us all to grow and be more aware of areas for improvement for ourselves and growing campus.

We have to extend and expand focus on latter three issues

The five pillars are strong and make sense, but the statement leading to them is unclear. What is meant by "openness." Accessibility can mean several things, including ADA compliance.

Q6 - Goal 1: Research Advance excellence in research and creativity consistent with the university's strategic missions and grand challenges.
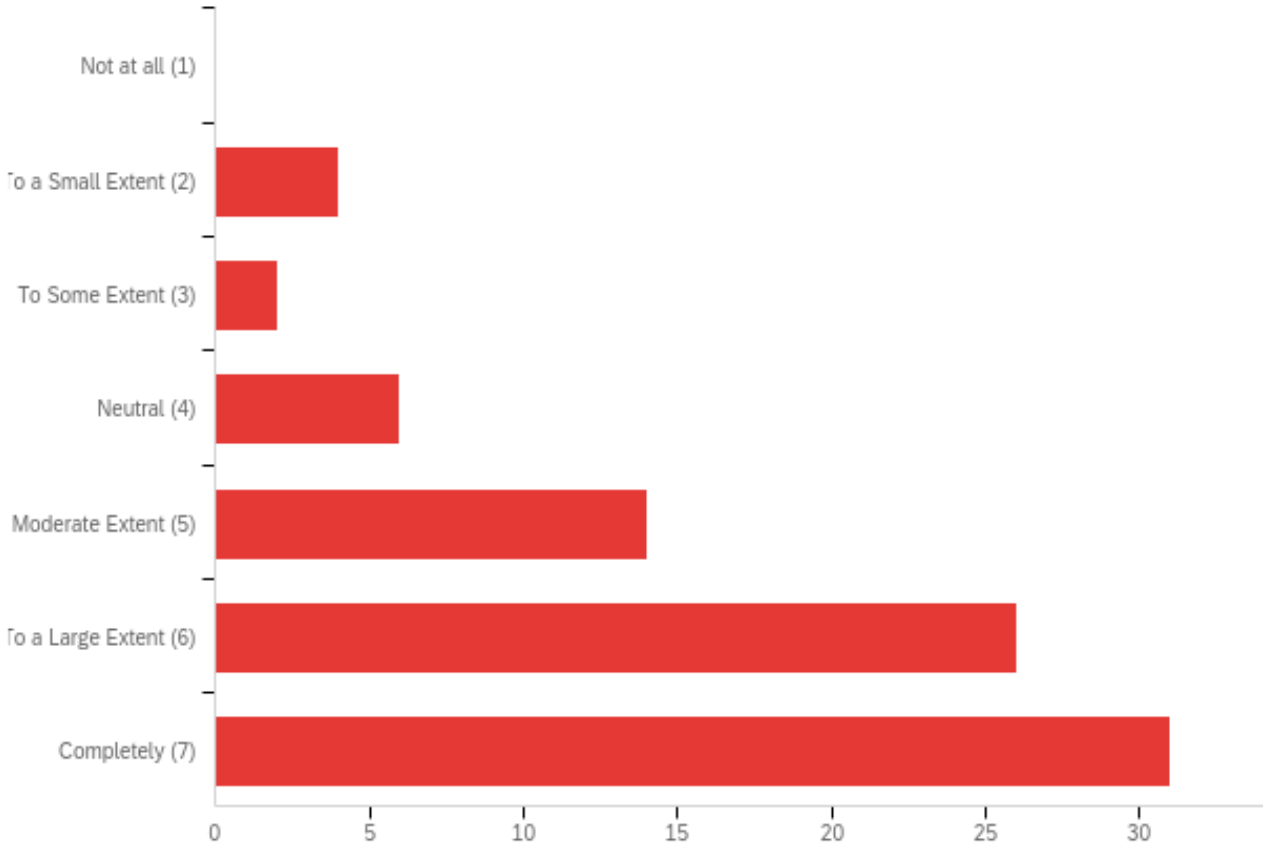
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you agree with Goal 1: Research?	5.00	10.00	8.80	1.33	1.78	83

#	Answer	%	Count
4	Not at all (1)	0.00%	0
5	To a Small Extent (2)	4.82%	4
6	To Some Extent (3)	2.41%	2
7	Neutral (4)	7.23%	6
8	To a Moderate Extent (5)	16.87%	14

9	To a Large Extent (6)	31.33%	26
10	Completely (7)	37.35%	31
	Total	100%	83

Q7 - What feedback do you have on Goal 1: Research?

What feedback do you have on Goal 1: Research?

It doesn't say much, does it?

The wording here just seems a bit vague.

Go for it.

I would like to see less of a reliance on campus-limited resources to achieve this goal for WSU Vancouver, and more of a WSU-system contribution -- so that high quality research can be achieved and supported, and not limited primarily by enrollment and tuition dollars. We do research just as important, nationally and internationally-reknowned, and regionally/nationally impactful as WSU faculty on campuses with much higher tuition revenue -- and it still costs the same. The WSU system should be supporting this with real resources that are fairly distributed.

Advancing excellence in research and creativity is an important mission for our campus. We still need some basic resources to meet the goals mentioned in the below objectives. For example, it's difficult to train or increase graduate student productivity when their training program is based in Pullman. We need to expand our training program abilities to a local model in the future.

The wording "consistent with strategic missions and grand challenges" is restrictive and may make it hard for faculty to feel supported in pursuing independent research interests, particularly for junior faculty.

What does "grand challenges" refer to?

We don't really call them "grand challenges" any longer.

It works, but remember that the average student likely will not benefit much from research happening on campus,

too much emphasis on 'increasing productivity,' and not enough on maintaining the quality of the research

I don't feel that research is particularly noted by the university itself. I feel like they are more focused on the polish and sheen of the football team.

Concern when the push for funding/grants of research pushes wonderful instructors away to other institutions where it is more student focused. Grow more Grant support alongside demands

The second half needs updating

This is beautiful, but are we allowing students the opportunity to be a part of this research? how are we preparing our students for graduate school and are we educating first get students on the possibility and process of research and furthering their education post undergrad? How beautiful would it be to have more of our students involved in the current research that WSUV is a part of! also how can we allow more opportunities of our community at large to get a taste of the current research happening at WSUV?n

Not sure that WSU's strategic goal should be Strive for 25, but since it is, the campus objective supports.

take out phrase grand challenges. who even talks about that anymore

I have been trying to work with the grants people to get some support for a pedagogical project to provide support for low income students during the pandemic. I am being told there is not grant money for this. This is typical.

I think this is appropriately Goal #1

Research is important, very important; however, it don't think it should be goal 1 based on a percentage of the campus activities, resources, etc.

Are we still beholden to the Grand Challenges? Are they in need of updating now?

Q9 - Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 1?

Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 1?

We need more graduate students. Our colleagues in Pullman has access to doctoral students and many of us do not have that access here. We need a goal around supporting the growth of graduate students to both mentor a new and more diverse generation of scholars as well as support our continued research infrastructure and productivity.   Basically, we have these grand challenges and are investing in administrative structure (like grant support people who are usually helpful but just another level of accountability), while we need graduate students (Ph.D.) or post-docs who can support that productivity.

Why the top 25 public research universities by 2030? What if this goal is not attained? In what scope do we focus on this goal, state-wide, nation-wide, or worldwide?

I find the first bullet point bordering on offensive. Community needs are so intense right now, and goal #1 seems designed to feather the caps of administrators and little beyond that. Where is the commitment to research that meets community needs? Seriously in the midst of crises of this magnitude? And what does "graduate students' productivity" mean? Why not just band and track them? This instrumentalist stuff.

What exactly is a center and why is it necessary to create at least one?

Looks good. Need to eliminate roadblocks to grad student productivity. I think there is more we could do in my department to increase professional development.

As someone whose research is thoroughly cross-disciplinary, I'm skeptical that we will make much progress in that area. Cross-disciplinary research gets a lot of lip service, but it is rarely rewarded by journal editors or reviewers, and hence there are disincentives to do it. I do think this is changing slowly in some disciplines, but it's still a huge barrier.

Increase WSU Vancouver graduate training opportunities. We have had centers in the past but they were dismantled. Why is this an objective again now?

no elimination. Keep all

Recruit, retain and support researchers and scholars from diverse communities

Include more metrics and more concrete definitions-- ex: Increase scholarly productivity by ##% at the campus. Scholarly activity is defined by (Published papers? Speaking opportunities? Grants received?).

I like the objectives - but they take money; more grad RA/TA positions, seed funds for new initiatives, support (staff support, teaching release) for faculty interested in creating new centers.

I would raise the last goal higher, possibly 2nd. I know the list does not represent ranking, but it would be good to see 'grad students' mentioned soon after 'scholarly productivity'

Don't call out earning research grants without also calling out publishing. Some disciplines publish a lot but don't need or pursue grants.   Every time we attempt some cross-disciplinary efforts, we spend a lot of time for not much results. Many faculty simply aren't rewarded for publishing in outlets outside their disciplines. Until that changes, I don't think cross-disciplinary research won't advance much, though society would be better if it would advance.

supporting Graduate students, even more, would be a good objective.

I don't understand the need for another center when we have buildings on the Vancouver campus literally falling apart.

no

Grad student productivity is fine obj if we have a goal somewhere later that addresses increased enrollment of grad students.   I don't disagree with aspiring to top 25 but I wonder if this obj should be de-emphasized in some way for the next 5 years - it seems that at this moment - having the 1st objective being "increase scholarly productivity" when maintaining productivity is so difficult, may be more disheartening than inspirational

2 and 3 are good. 1 and 4 should change.

I think 'productivity' is problematic and suggests that output and quantity of work outweighs quality and overall wellbeing of researchers and students. I think anything mentioning productivity can be reworked to be less capitalistic yet still highlight the goal of advancing into the top ranks of research universities. Creating a research environment that supports the whole being of the researcher, and allows for faculty and students to feel supported will in turn produce the results WSU aspires to.

I think a top 25 ranking is unrealistic and am not a fan of putting unrealistic goals in our strategic plan. I have not met one person who honestly thinks we can achieve this. The University's budget and resources needed to accomplish this are in conflict with one another. However, I know we probably have to add this due to Pullman's Drive to 25.

I would eliminate "productivity" from the final point. Instead of productive graduate students I believe it's important to focus on well-rounded graduate students that feel as though their institution cares for their well-being. That is a better environment to thrive in.

the cross discilinary focus - is it still relevant. After 5 years have we made any effort or progress?

I think the objectives need to be more clearly stated. If we will continue with our current policies, then we should make clear that only research in specific areas will be supported and make clear what those areas are.

Increasing research capacity does not put the emphasis and teaching, which should be the focus of faculty.

I might remove: "Incubate new flagship research initiatives focused on areas of cross-disciplinary research leading to the creation of at least one center."

Research is an important part of the WSU mission, but I do not think the drive to 25 should be the focus. Nor do I think we should spend any additional funding on the drive to 25.

The "Incubate new flagship..." objective could be more clear, specifically describing "one center" more definitively.

Eliminating or placing less emphasis on the drive to 25... If we truly care about access, student success, and all that we claim around equity and inclusion, it is hard to see how becoming more prestigious and exclusive helps us advance those goals...

Do we still care about the top 25? Might we emphasize contribution and impact more prominently?

I think there is not equitable investment in innovation investment for faculty of color and this is something associate vice chancellor of research and institution must address to incubate cross-disciplinary research, especially non area of critical race work.

no

No.

Increase capacity to meet data requirements and needs for research.

I love these four objectives. Are they really attainable? Will we really see investment in our campus? I cannot imagine that.

I think we have shifted away from Drive to 25?

an initiative towards community based research (Vancouver/Clark County) to better support local needs

The ranking system is one that is historically fraught with issues. I have concerns that a reliance on that structure may move us to invest in or make specific hires that might not fit with our mission statement and/or other goals.

Q10 - Goal 2: Student Success Champion student learning and success.
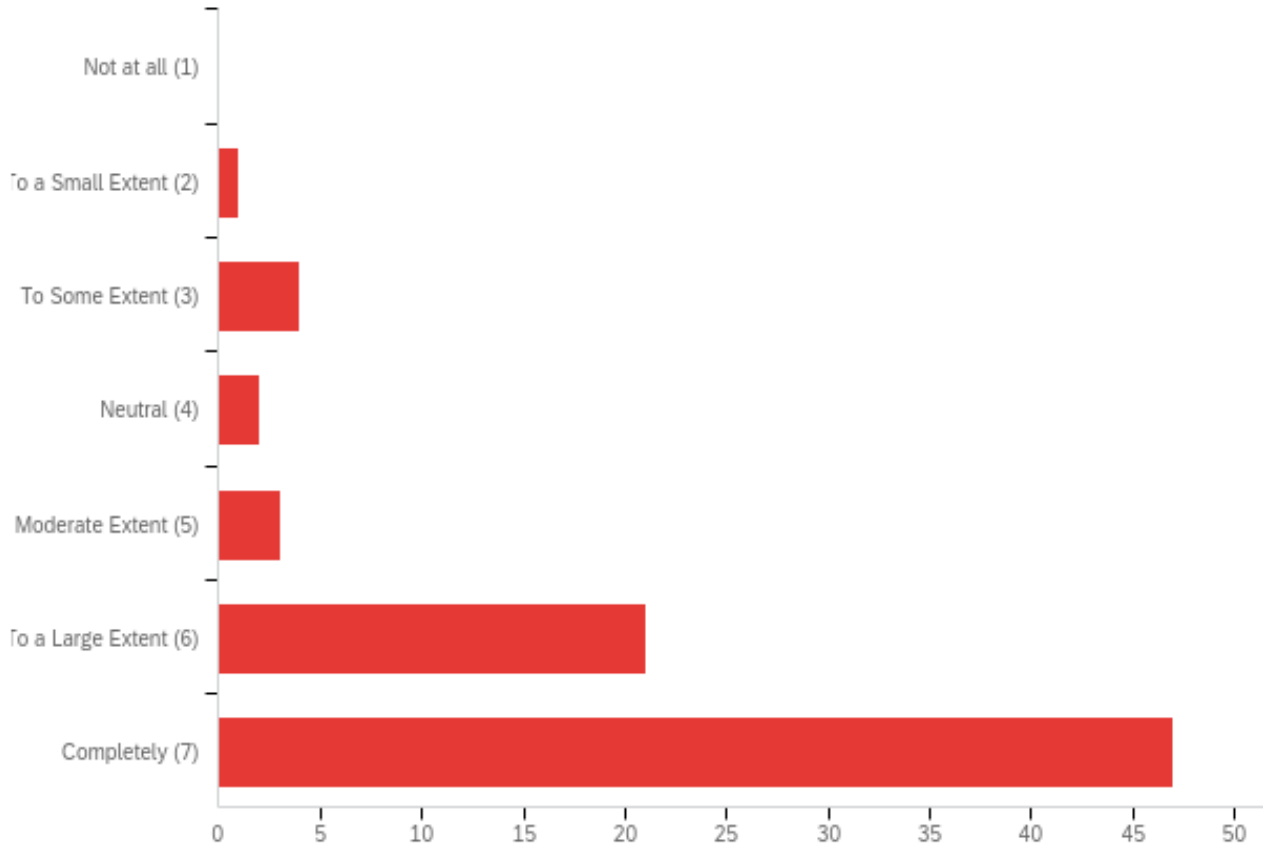
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you agree with Goal 2: Student Success?	5.00	10.00	9.31	1.15	1.32	78

#	Answer	%	Count
4	Not at all (1)	0.00%	0
5	To a Small Extent (2)	1.28%	1
6	To Some Extent (3)	5.13%	4
7	Neutral (4)	2.56%	2
8	To a Moderate Extent (5)	3.85%	3
9	To a Large Extent (6)	26.92%	21

| 10 | | Completely (7) | 60.26% | 47 |
| | | Total | 100% | 78 |

Q11 - What feedback do you have on Goal 2: Student Success?

What feedback do you have on Goal 2: Student Success?

What does "champion" mean? We just cheerlead and care about it or we are invested in increasing equitable learn and will hold ourselves accountable for this. Commitment seems more aligned to what we do at WSUV rather than champion, which feels more like what our upper university admin in Pullman do via their tweets. (Sorry if that sounds snarky, but "champion" doesn't feel like WSUV-- it feels like Pullman.)

It doesn't say much.

A WSU degree is a big expense. I'm not convinced that all high school students benefit by going into debt for a WSU degree. I've talked to a couple of former students who took on tens of thousands in debt, only to end up working the checkout at Fred Meyers or installing cable television.

N/A

Very much needed in this challenging time with Covid

Sounds good - broad but agree with having learning and success linked.

As a WSU alum, it would be wonderful if all students could be guaranteed success in the world. I feel like all universities are plugging this, when really a 4 year degree gets you very little anymore.

n/a

We must identify and agree on what student success means. Are we actively asking students what their needs are? first year experience is a make it or break it. How does faculty allow for first year students to transition into high education when most are first get students. We must not forget. I would also suggest that internships be required in all majors/progrmas. This would allow for students to gain experience and learn to network. We are responsible for their career outcomes and should help them prepare how to be successful after graduating. To increase student engagement means to have more hands on activities. Also in light of covid- how can faculty be more understanding and flexibly for those who have an unstable living situation or have others to take care of. We must consider all of this when thinking about student success. FAFSA/WASFA also contributes to student success. How can faculty help to increase FAFSA/WASFA applications every year?

A goal of Student Success should directly mention supporting students. Is WSU striving to support students? Something that will only continue to become even more important in these times.

This would be great if we didn't start with the assumption that all our students are conventional age, have no outside jobs, have no children at home, and have a car at their disposal all day. But I see little evidence that we don't start with that assumption.

I like the goal but don't see the buy in. This is particularly true with adjunct faculty. Championing student success means faculty need to be more aware of their own bias's including classroom behavior. It is not often enough that faculty attend the BaCE workshops and when being in the middle of a group of students conversations one learns where our institutional failings. Why does a student want to go to university here if they feel harassed in the classroom? What steps as a university can we change the classroom equity for success?

I think talking with our students, on how we can better serve their needs, is an important step in the right direction.

Hopefully one measure of success includes placement. Are students employed in the field of their major? Are they leading an organization which employs others in that field?

Championing is great. Fostering, facilitating, enabling also important.

We can do better than champion ... which sounds getting someone else to "do" instead of us. We need to address the new distance learning reality/integration as well as increase degree attainment and enrollment.

Success? What is meant by this? Success in terms of becoming a well-rounded person? Getting a good job?

Q13 - Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 2?

Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 2?

I would keep all objectives the same, but incorporate some aspect of preparing our students for the post-COVID changing work landscape (fewer on-site office jobs, more remote work). I don't know what that would entail, but maybe Career Services could specific programming?

To foster student success and meet research goals, WSU-V campus must receive teaching assistant support commensurate with that available to our Pullman colleagues. Alternately, Vancouver would be better served by divesting from the broader WSU disciplinary curriculum in favor of the autonomy to develop programs we can actually administer. In my 6 years at WSU, I have regularly taught the same or more students per course, without any TA assistance, that my Pullman colleagues have taught with TA assistance. The broader department (Pullman and Vancouver combined) has a single committee for undergraduate studies. When I have served on this committee there has been little to no interest among Pullman faculty for considering, let alone improving, the quality of education for Vancouver students. As a result, the Pullman faculty have adopted UCORE designations and M-credit courses that Vancouver faculty can not teach without significantly detracting from research productivity.

We need a goal that holds faculty accountable for supporting student success in the classroom. We need teaching to be a real thing faculty are evaluated for. We have invested so much money in student affairs (which is helpful), but at the end of the day we still have first gen students, students of color, LGBTQ students, Muslim students, students with disabilities, and other marginalized students entering classrooms with faculty who are not responsive to microaggressions, ignore or "apologize" when not meeting accommodations, and continue to fail students. We need a goal that states, "Increase faculty capacity to serve the needs of all of our students, particularly our first generation students, students of color, veteran students...etc." We need to add teaching to be more of a consideration in tenure and promotion, with an attentiveness to racialized and sexist dynamics of student evaluations. I have been on too many faculty panels (I'm faculty and tenured now), with full professors who tell new faculty to focus on their research and teaching is not important. I worry about how that culture of "research productivity" may undermine our first year students experiences. And, that most of the faculty who teach first year students are adjunct faculty who are made responsible for shifting teaching, without the same power to shift organizational cultural dynamics among faculty departments.

Sure whatever. But I suggest taking a look at what Ivy League and liberal arts schools offer. We are small enough to attend more to the personal needs of students, their need for exploration of their own passions, honoring their need for community, etc. etc. Some emphasis on collective learning and also for diversity and difference, etc.

This looks good. Reality is that we do not foster collaborators in the undergrad programs. I hear horror stories of students talking to each other and writing separate reports but getting flagged for plagiarism. Students should not cheat but they should not have unreasonable fear of flunking for plagiarism if they all reading the same book, listening to the same professor and writing on the same topic.

Perhaps this is the place to mention the on-line learning: how WSU also brings student success online as when required or as needed. I have found it amazing what WSU Vancouver has shared that they are doing for the new students and other areas! Considering the times, this should be known.

Hmm. "Transform" student learning? What does that mean? Increase student engagement? Maybe, but a lot of students have jobs. I'm not sure what experiential learning is. I advocate an evolutionary approach that seeks to identify problem areas and address those, rather than a revolutionary transformation to...something.

N/A

Keep as is

Looks great - post-covid.

The impact of Covid on student success will be felt for years. We should find a way to incorporate that into Goal 2.

I would object to an unqualified 'Build experiential learning into the curriculum for all majors.'. It may not be possible in some cases, or may require major program changes that have to be coordinated with Pullman, who may NOT have the same ideas. So please, qualify, something like 'strive to build', or 'as much as possible'

These are all means to an end, but don't mention the end. The end is that students learn more, and of stuff worth learning.

love the last objective

something to the effect of practical experience - quality internships

It may be beneficial to include an objective that speaks to supporting/empowering students who may need more support - i.e. are there accommodation considerations?

Please keep transfer students in mind when developing first-year experiences.

While I agree with these goals, I don't think the metrics align, and a couple of the goals are difficult to measure.

I very much agree with all of these. One addition to think about - although this may already be taken care of later in the plan - preparing our students to be community members who help to build inclusive and equitable communities, who understand the complexities of lives within their communities.

Student success is very important. The individual objectives are all out of date at this point.

I think an objective should be added regarding supporting students and support services, outside of just the first-year experience. How will the goal of Student Success embody and support the whole being of students, not just their academic output?

The focus on experiential learning needs greater emphasis (but it may need to wait a year or two due to COVID)

When I think of student success I also think of a holistic embodiment of a "student." Ensuring that structures are in place to support students in various capacities is essential.

what about developing critical thinking?

we already have the first year experience up an running - that needs updating we never really defined experimental learning we have no way to know what the last one means or how to measure it. it sounded cool when we created it but never took time to define it

I like the inclusion of experiential learning.

Fit our efforts to the students we actually have not some fantasy students.

How are we going to build experiential learning in to curriculum for all majors? How would we measure that or hold faculty accountable?

I might remove: "Build experiential learning into the curriculum for all majors."

I'm interested in how we will increase engagement co-curricular activities on a commuter campus. Traditionally, it has been very difficult to keep clubs going. What other co-curricular activities are there?

I feel support groups would be beneficial. Maybe one for study stress and anxiety.

The bullet around student engagement does not place any emphasis on the skill development that co-curricular activities provide. Is there a way to edit this objective to highlight and prioritize growth and preparedness for the world-of-work / life post-graduation

I think there is too much focus on experiential; institution must invest more in this in all disciplines if this is to be effective.

no

I don't know if it is appropriate to build experiential learning into the curriculum for ALL majors, though it is certainly a laudable goal for many.

The objectives sound fine. I am curious how the faculty will be trained for experiential learning and how the university will be able to afford it across the board.

Would like to see a first year experience that has some room for major specific modules in cases where the College already has a FYE template.

expand upon experiential learning across the curriculum to include explicit language to support both curricular and co-curricular community engagement.

Tying student engagement in co-curricular activity to career goals.

Q14 - Goal 3: Growth Expand and enhance efforts to grow, educate and graduate a diverse student body.
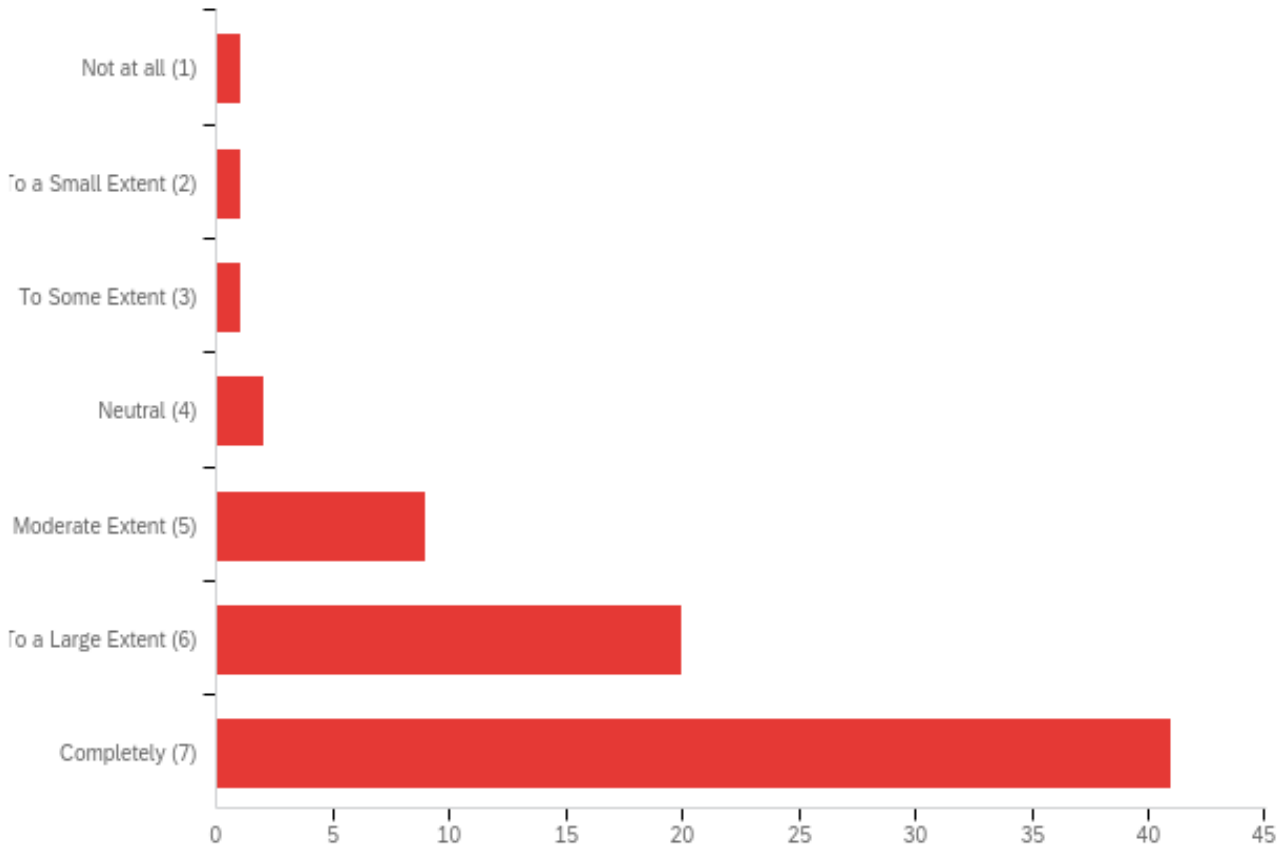
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you agree with Goal 3: Growth?	4.00	10.00	9.21	1.18	1.39	75

#	Answer	%	Count
4	Not at all (1)	1.33%	1
5	To a Small Extent (2)	1.33%	1
6	To Some Extent (3)	1.33%	1
7	Neutral (4)	2.67%	2
8	To a Moderate Extent (5)	12.00%	9

9	To a Large Extent (6)	26.67%	20
10	Completely (7)	54.67%	41
	Total	100%	75

Q15 - What feedback do you have on Goal 3: Growth?

What feedback do you have on Goal 3: Growth?

We've got a growth challenge here with COVID.

What do you mean by diverse. Elaborate.

"A diverse AND INCLUSIVE student body, which represents our local and global community" or something like that... some mention of representation, since we still have so many students who are underrepresented on our campus.

How about something on fostering community and connections? Social networking is clearly a major function of Ivy League schools. Do our students deserve any less because they're working class?

I think it is good but do not force a quota on a group that may not have an interest in our school.

We aren't going to grow much faster, if at all, beyond the general growth of the population in the region. Growth and diversity is good as long as folks get *value* from their degrees. This doesn't have to be in their salaries, although that would be great. But I don't want to run into former students who are bitter about what they perceive as wasted investment in time or money in their degree. We might want to survey our alumni 2, 3, 5 years out to see if we are perceived as providing value. I hope so.

N/A

The growth goal has always been about growth of the student body. Growth of the physical plant, growth of philanthropy are important. It seems like to goal should reflect other types of growth necessary to our success.

Our graduates need to be as diverse as our community, and aren't, so I agree with this goal.

I think that is very important, but I don't think that should be the focus at the detriment of any group of students

I feel that to succeed as a university, diversity is not only a necessity, but a positive moral stance to take.

n/a

Are we still trying to grow? I think we need to have a deeper reasoning beyond the fact that we'd like to be bigger.

What are examples of your initiatives for this? How are you tracking this? This is a problem if people are unaware of growth initiatives.

We are attracting more students and more students of color. This is the one area where I feel our campus is doing nearly the best possible.

I might replace "diverse" with "well prepared".

If we are trying to expand our diversity during this hiring freeze, we need to take a more exacting look at our adjunct hires to bring in more cultural diversity to attract students.

Growth is great, as long as we don't loose the small family feel of our campus.

More diverse than the community? Or representative of the community?

Should be Goal 1

I support this and hope we can achieve it.

Q17 - Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 3?

Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 3?

We need to really push for remind prospective students that a college degree will matter even more once the pandemic ends. We need to stress the importance of retention, persistence and the value of a degree in these uncertain times. It's got to be front and center in our recruitment efforts.

We need to name the student groups are who are underrepresented. We need to set more "diversity" targets around representation of people of color, students with disabilities, LGBTQ students, students from low income backgrounds, etc. These goals are all about numbers and not about diversity.

And again, mention of "national trends" but not the needs of an increasingly diverse community? And yeah, the whole thing about "regional workforce demands" but no mention of community needs and interests? Are work forces (houses?} the only interests that dictate our collective responsibility as scholars and teachers? And "Support[ing] student persistence" does nothing to address our commitment to acknowiedging and meeting the needs of a diverse student community? And also how about something about an education that enables them to become creative, proactive, etc. vs. at the mercy and whims of a "work force" dictated entirely by corporations. Again, I think going to Ivy League universities and building off some of their more personalized goals would be helpful. As it is, it seems like we're fostering an educational monoculture rather than speaking to the need for students to be versatile, creative, capable of independent, critical thinking. I'd like to see more of the latter.

Go for it!

Those objectives are pretty vague. Hard to comment on them or know what they mean. I get the push for retention, but it can't just be for WSU self-interest. It has to be mutually beneficial, i.e., benefit the student too.

N/A

Keep as is

I think finalizing a cross-border bill with Portland will help with this goal by expanding our pool of regional students. Not a suggestion for the objective themselves, which look great, but a means to help achieve them.

We need to determine what is possible growth in students over the next several years.

I think point 1 should be split in two, right at 'as well as'. the goal to 5000 may be best positioned as a last goal.

n/a

I believe the objectives are still appropriate, but we need a new SEM plan to identify areas for new growth in terms of both new students and retention.

These sound fine.

Good foci

we dont need to expand programs as much as create better ways to communicate the ways students can create programs of study from different areas to meet their goals

Target specific groups for support, according to their presence in our service area.

I might remove: "Support student persistence to improve retention and graduation rates."

Growth comes at a cost. Bigger, better, faster, more is not always the best strategy. I think we need to set goals for growth that consider the market and our ability to grow at a reasonable steady rate.

Instead of supporting student persistence, let's develop innovative ways to increase student persistence. Supporting sounds more passive; we should be actively engaging in student persistence.

Retention is big. Why are students leaving, where are they going and how can we better help them all the way to graduation.

All seem relevant still.

Admissions meeting st be more innovative in efforts to grow these efforts in local high schools in 25 mile radius near WSUV. Change how consider applicants by acknowledging systemic racism and lack of efficacy in local schools that retards efforts to recruit and admit diverse pool of students—increase programming like THRIVE

no

WSU Vancouver's long-term goal for enrollment is now 5k?

Why is 5000 the magic number? By what date will we see this student population?

Diversity appears in the goal but not in the objectives. It needs to be specifically included in the objectives as well.

Q18 - Goal 4: Equity and Diversity Promote an ethical and socially just society through an intentional commitment to inclusion, equity and diversity.
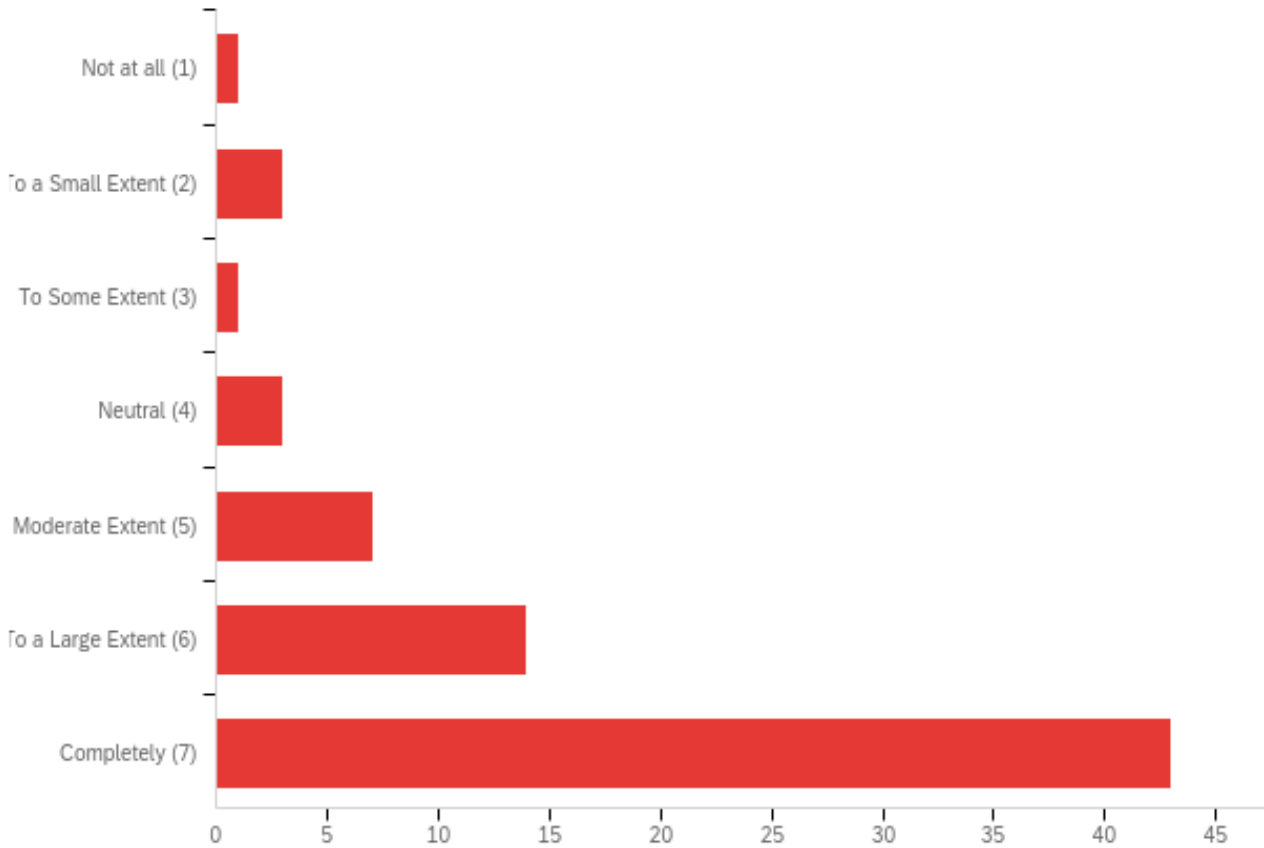
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you agree with Goal 4: Equity and Diversity?	4.00	10.00	9.14	1.41	1.98	72

#	Answer	%	Count
4	Not at all (1)	1.39%	1
5	To a Small Extent (2)	4.17%	3
6	To Some Extent (3)	1.39%	1
7	Neutral (4)	4.17%	3
8	To a Moderate Extent (5)	9.72%	7

9	To a Large Extent (6)	19.44%	14
10	Completely (7)	59.72%	43
	Total	100%	72

Q19 - What feedback do you have on Goal 4: Equity and Diversity?

What feedback do you have on Goal 4: Equity and Diversity?
I think Obie (and Felix) have done a great job making our campus community a more inclusive, equity-minded environment. I've seen a huge difference in the last few years, thanks to this goal being pursued head on.
This is very general and feels vague... perhaps just adding to the end: "across our campus and among students, staff, faculty, and administration."
More on equity and diversity should be threaded throughout. Because frankly this commitment would seem to be in serious tension with the stuff about preparing students for the existing work force....
Social justice statement reads to me as a mission to the rest of society: we aim to improve the culture of the rest of the world. Given sharp divides of culture, power, and resources within university (e.g. tenure-line versus part-timers and others), I feel like a vital part of the equity mission is more internal: achieving an internally equitable culture. Not meaning to sound negative, I think this is fact appreciated, and I think the overall mission statements are good, and thanks for requesting feedback.
My only thought here is does the WSU understanding of these terms match the community's understanding of these terms? How much do community views differ from each other and from us?
Retention is where we have been less successful. Continue efforts to learn retention techniques. The addition of Obie's office was an incredible, much appreciated step in this direction.
With some trepidation, since the topic may be very divisive if approached inappropriately.
I agree with the objectives for Goal 4, but I wonder if Goal 4 is worded too broadly. It suggests that our goal is to change society outside of campus. Only upon reading the objectives is it clear we mean on campus.
This is a goal but you are not currently doing it. I do not feel valued by this campus.
n/a
This work is never done. I've noticed at WSUV that people talk about need to pull in BIPOC folks to diversify WSUV policies, etc rather than changing the institutions culture and leadership structure for meaningful BIPOC inclusion. It's also a problem with WSUV hirers BIPOC workers and set them up for failure by not addressing hostile and alienating work cultures. removing race in discussion and ignoring its impact on BIPOC workers and students is harmful.
The term promoting seems a bit empty -- I think a stronger statement would be better.
We need to better incorporate the needs, goals, and ambitions of female students and faculty in Goal 4. While it doesn't need to be mentioned in the objectives below, I am concerned that we focus on race and put men first under the guise of "equity and diversity." Women are a CRITICAL resource for the student body and faculty, but we are not an overt part of the "equity and inclusion" vision. That exclusion will change.
When WSUV decided not to pursue C-Tran's violation of their agreement to provide bus service to our campus, despite input from disabled students about how this impacted them, we made the implicit statement that they just don't matter. Nor does anyone too poor to have a car at their disposal all day. It's fine with us if they have to walk on a poorly maintained path off campus and then stand out in the rain unsheltered for up to 45 minutes waiting for a bus that has highly irregular service
In my opinion, diversity and equity should be an understood condition that naturally occurs through open opportunities and the removal of any and all barriers, and should not be specific goal of any university or institute of higher education. As long a everyone truly has an equal opportunity to succeed, it is the individual's responsibility to take that opportunity and run with it.
if this is the statement "Infuse equity-mindedness throughout the fabric of the campus structure and create capacity to work toward equity in all aspects of campus endeavors." The re-education of or classroom ethics should be something taught to all incoming faculty. Hiring more diverse adjuncts would also attract a more

diverse student population. Our campus can start with faculty stigmas and judgments in the classroom. Be more open to learning with their students and not belittling.

I think WSU has a foot in the right direction, but theirs always room for improvements.We have to remember that and work through it.

The government should create and support equal opportunities. The results are the responsibilities of the individual.

Made some progress, yet our campus can do much better, make/show more effort to demonstrate what they say they want to accomplish, make it "action" items

Should be Goal 2 (after enrollment/graduation).

I hope we can achieve this goal.

Q21 - Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 4?

Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 4?

Increase diversity of faculty. This is an important objective in and of itself, AND for achieving objectives for student equity. Research on tenure clock extensions for becoming a parent indicates they have increased tenure success of men while hindering tenure success of women-- an unintended consequence of gender-neutral policies designed to address gender disparities in childrearing. Covid-related extensions are likely to manifest similar widening of disparities.

Where are our strategic priorities or goals for diversifying our faculty and staff. It's something we say we care about, but it not listed as a goal. (And as the only faculty of color in my program, it is something my colleagues say they care about, but being on hiring committee over several years is not a real commitment-- need more in terms of goals.)

Add: Develop a symmetrical field of study that centers on Equity, Diversity, and Inclusion.

"Population" is a really loaded word, clearly and indicates that they are objects of study rather members of a community. I would take this word out and make "student" plural. How about including the word "respectful" somewhere in here. Also, "equity-mindedness" is a real cop out. Go with "Equity" --full stop. The third point might be expanded to include "creative" environment and I think you need something here about inquiry.

The first bullet point has cultural problems. How can you expect "equal retention and graduation rates across demographic groups"? Some groups just want the information they need to help their people without regard to a degree. I am from one such group. I got my BS but decided not to get a PhD because I got what I needed. I took grad courses as need during my career but saw no need for a Masters degree. I have to admit that in the sunset of my career a MS or a PhD would be useful. I do tell this to students if they are interested.

No, I'd suggest strengthening, as above.

Infuse equity-mindedness through the fabric of the campus. Hmm. What if folks differ on what this means? What if some see it primarily in terms of race and others in terms of class? How will disagreements be handled?

N/A

Keep as is

looks good...

Lots of opportunity for growth for employees with BaCE training what about something similar 1 class requirement for students as well.

n/a

These are all still very important

The first objective is very important. I think we can do better than #2.

Some questions I think can be addressed via objectives for Goal 4: What systemic structures will WSU be working on dismantling? How will WSU support students beyond enrollment? Equity-mindedness is important, but will there be any direct verbiage describing anti-racists efforts?

I would like to see specifics here. This may be addressed later on but naming the systems (racism, patriarchy, etc.) that prevent us from reaching equity and diversity is essential.

supportive?

no one defined equity mindedness or what that goal even means.

See my comments above.

Be specific about this. If we don't support equity for low income people and the disabled then don't claim we do.

I might remove: "Ensure equitable opportunities and outcomes for all student populations, including equal retention and graduation rates across demographic groups." and "Infuse equity-mindedness throughout the fabric of the campus structure and create capacity to work toward equity in all aspects of campus endeavors."

I like what all these goal state. The work is where we need more planning,

WSU Vancouver needs to continue to invest in the BaCE program and encourage more faculty and staff to participate in these very valuable workshops. They have been of great value to me and my professional growth.

This sounds good, but I fear that we aren't as inclusive as we would like to be. We now seem to be ostracizing anyone who isn't a person of color. We need to start talking about inequality in class systems. Class systems include people of all walks of life and would seem to be a more holistic target for inclusion and equity.

Invest in ways to grow faculty knowledge base in this area and intentional efforts in pedagogy and research

no

Although it is a laudable goal (and this is a vision statement, not a contract), I don't know if it is possible to "ensure" equitable outcomes for all student populations. Seems like it might be over-promising given the diverse challenges and preparation levels faced by WSU Vancouver students. Guess the devil is the details re what one defines as an "equitable outcome." Does equitable mean equal or simply fair?

Need more objectives than just these 3

I support these.

Will we continue to make BaCE training optional for faculty & staff? It seems some minimal amount will have to be required if we want to infuse equity-mindedness.

Coordinating efforts w/ signature 1st year experience, as well as experiential learning, would be helpful in supporting this goal.

Q22 - Goal 5: Community Establish and maintain mutually beneficial community outreach, research, financial and civic engagement partnerships.
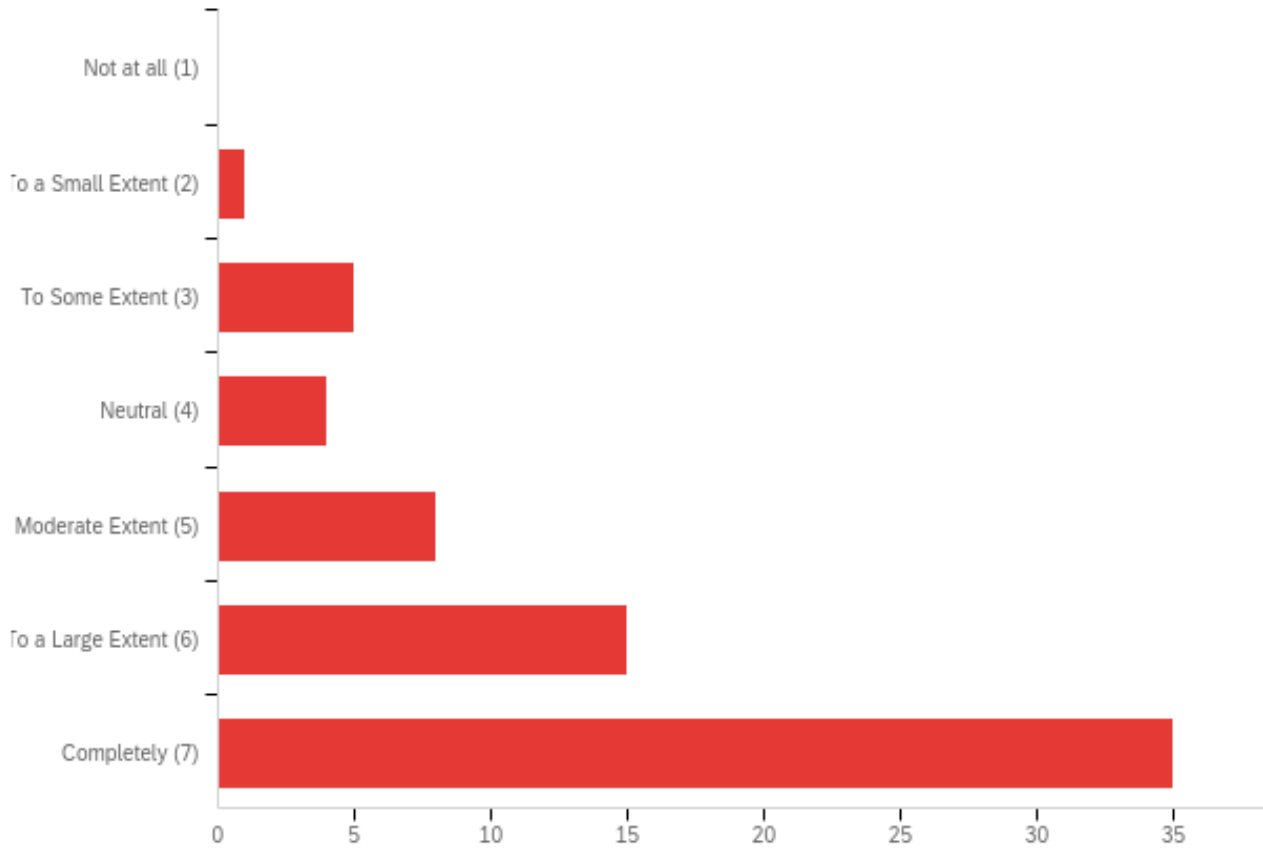
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent do you agree with Goal 5: Community?	5.00	10.00	9.00	1.33	1.76	68

#	Answer	%	Count
4	Not at all (1)	0.00%	0
5	To a Small Extent (2)	1.47%	1
6	To Some Extent (3)	7.35%	5
7	Neutral (4)	5.88%	4
8	To a Moderate Extent (5)	11.76%	8

9	To a Large Extent (6)	22.06%	15
10	Completely (7)	51.47%	35
	Total	100%	68

Q23 - What feedback do you have on Goal 5: Community?

What feedback do you have on Goal 5: Community?
Yes, community engagement seems especially important for rebuilding social trust in education institutions and science.
A very sterile formulation. If our goals are sterile, it's a reflection of who we are.
Community is good.
It will take investment of resources. Where will those come from?
N/A
n/aT
This goal has struggled to come together, although some progress has been made. I think it is still applicable but needs to be better resourced.
How are we incorporating and highlighting our alumni of color? How are we continuing to support them in the community and how are we connecting our current students to them? How are we providing networking opportunities specifically to our first gen, students of color, and underrepresented communities? Representation is key, is there even racial diversity among the staff of development and alumni relations office? How are they creating networking events and showcasing our alumni? Can we provide showing opportunities, internships, key note presentations, etc? More transparency within this goal is needed. How are we partnering with our local school districts to provide resources to them? How are we creating college access to our students within Vancouver?
We have some improvement here, but more is needed.
Devil is the details here. While partnerships can be beneficial on multiple levels, I think it is important that WSU V take care to maintain its intellectual independence and avoid capture (or undue influence) by special interests of any sort.
Seems like a generic goal
I support this
I feel this is the weakest goal of all, and the one given the least tangible support. The hiring of Ault was a tremendous move and has really shaped our industry partnerships, but there is a core of community engagement (defined NOT by industry partnerships) that is totally subsumed by industry.

Q25 - Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 5?

Would you recommend eliminating, changing or adding objectives for 2021 – 2026 for Goal 5?

Why are "creative partnerships" subordinated to economic development here? Do we not value creative problem solving and innovation to meet pressing community needs? How about a commitment to building durable community connections and partnerships, etc.?

Looks good.

N/A

Keep as is

Again, not a suggestion for the objectives themselves, but a means to achieve them - better integration faculty and students into these efforts. Many faculty do so independently but that takes precious energy.

It's easy to engage with friends. What can we do with detractors? Something to the effect 'communicate the role of WSU Vancouver more broadly to the community in SW Washington, including communities outside Clark County'? Or even 'expand outreach through collaborative extension efforts'? We don't work with extension too much, but should.

The first objective seems vague and not measurable. Could this be more specific? What is meant by meaningful role and betterment?

Keep all 3. Again "betterment of the community"? Maybe I just have problems with the word "betterment" but I dislike the sound of this phrase although I agree with what I believe the intent of this objective is.

These are fine ideas but they are pretty vague.

Add specificity.

I believe that this is all fine.

no

Engagement is fine. However, I think it is important that WSU continue to value independent inquiry above stakeholder interests when push comes to shove.

I would add that we should make the community aware that we are here? So many people have no idea that we are.
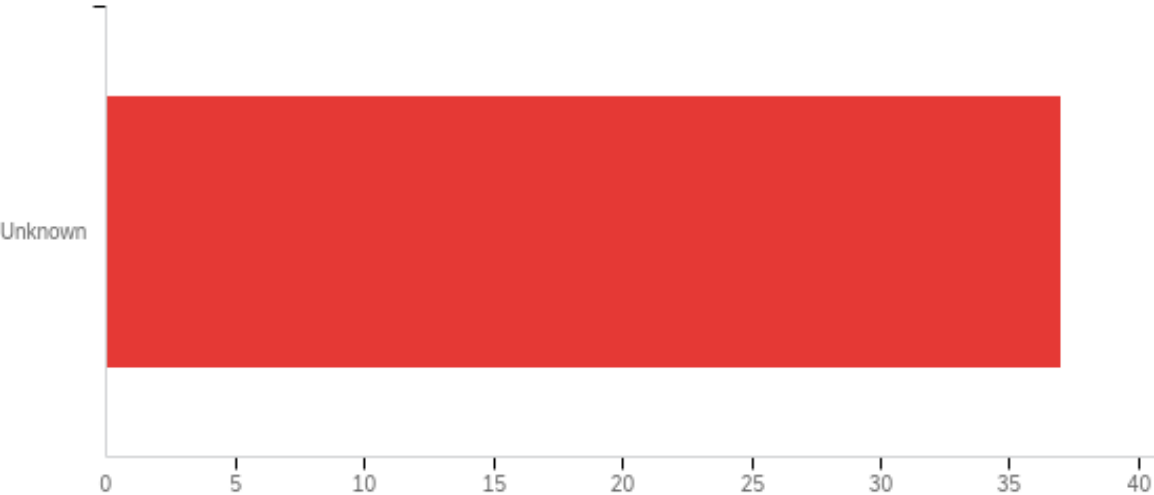
The first and third bullet need to be more specific-- or simply add something to provide more focused energy towards community engaged pedagogies and research with an emphasis not on industry and economy but on nonprofit and government partners. I would like to see a great deal more infrastructure and support to implement and assess community engaged pedagogies in my courses as well as institutional support for community based research-- a centralizing unit around these initiatives is core to so many land grant and regional teaching institutions, and I am surprised we don't have one. The CCE in Pullman meets this need for that campus (and Global), but we need a unit specific and unique to WSU Vancouver that focuses on our local nonprofit, K-12, and government partnerships as sites of research and experiential learning.

Q9 - Topics
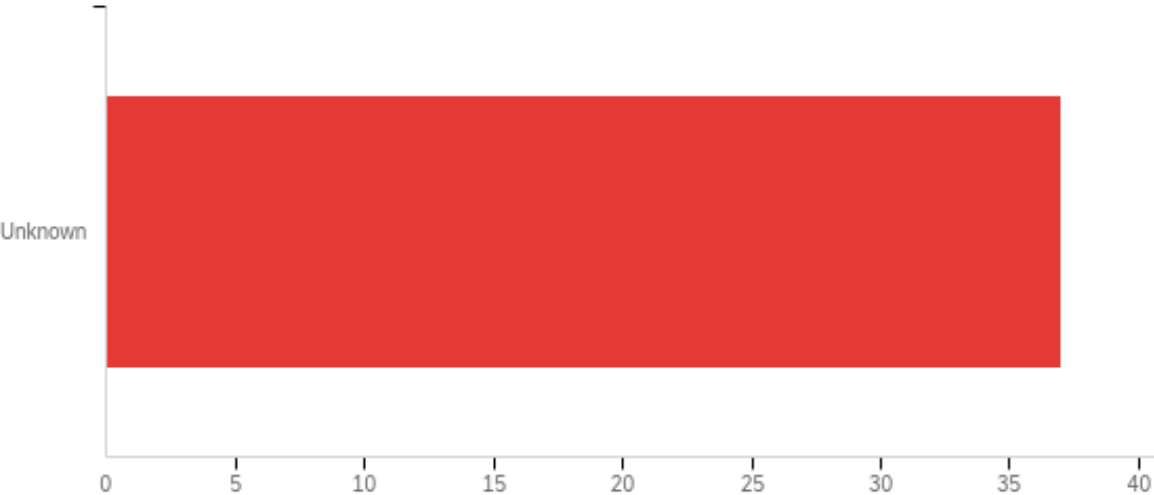
#	Answer	%	Count
1	Unknown	100.00%	37
	Total	100%	37

Q9 - Parent Topics

#	Answer	%	Count
1	Unknown	100.00%	37
	Total	100%	37