Woodring College of Education

Strategic Plan 2018-2025

I.   Introduction

Purpose and assumptions: The purpose of this document is to serve as a touchstone when making organizational, relational and budgetary decisions. It was developed with the intention of collectively moving forward the current vision and mission set by the College. It serves as the intermediary between Western Washington University's strategic plan (http:www.wwu.edu/provost/strategicplanning/strategicplan_2.2.18.pdf.201) and each department, program or unit's own set of strategic priorities.

The strategic plan, and the initial outline of the process for use and implementation, are meant to be fluid. What makes this document valuable will be its use as a tool to promote dialogue and share organizational decision-making that supports the College as a whole. Some guiding assumptions are:

1. The priorities, goals and objectives are not organized by the level of importance. Each priority is seen as valuable, meaningful and worth consideration in the decision-making process. They are all connected.
2. This document was written in such a manner that all individuals, programs, departments and units should see the main expectations of the College being reflected.
3. Several terms such as "social justice" and "high quality programs" are intentionally undefined. The College realizes that to define these terms in a way that brings forth shared agreement will likely take some time. We seek to find conceptual clarity and to identify points of convergence to find consensus.
4. Each department, program and unit will use the strategic plan to guide and fine-tune decision-making.
5. No department, program or unit is expected to have evidence or data for each goal and objective. They are, however, expected to include actionable items related to each of the four strategic priorities and to be accountable to the implementation of the plan.
6. Quantitative indicators consistent with those included in the University Strategic Plan have been included in this document, as well as College indicators. However, departments, programs or units may want to add additional quantitative and/or qualitative indicators.
7. A yearly timeline will be developed in collaboration with leadership councils (Woodring Faculty Affairs Council, Chairs & Directors Council, Woodring Staff Advisory Council) that will outline steps for implementation, discussion and review.

Process and Role of Leadership: The strategic plan is the starting point for a generative and iterative process that should move us toward Woodring's vision and mission and maintain alignment with Western's vision and mission. The following steps should happen yearly.

- Departments and units are to draft and individualize their course of action based on the College's strategic plan.

- Leadership councils will set up times to review each department or unit's priorities and action plan. The purpose of this review is primarily for discussion and development options, and to monitor the implementation of the plan.

- Members from leadership councils are expected to engage departments and units in follow-up dialogue related to various priorities and what is happening throughout the college.

The following chart shows the four strategic priorities of the College. Goals, objectives and recommended strategies for each of these priorities are presented in the next section.

II.   Priorities, Goals, Objectives and Recommended Strategies

Strategic Priority 1
Justice-Oriented, Diversity Practices
Recognizing historical and contemporary inequalities, we pursue practices that honor diversities and promote social justice to and for equity.

<u>Goal 1</u>: Continuous deepening of Woodring's commitment to dismantling inequities and social injustices in its policies, practices, and ways of knowing.

<u>Objectives</u>

A. Increase opportunities for both on- and off campus faculty/staff/students/administrators to engage in meaningful discussions/dialogues about equity and social justice across departments, programs and units.
B. Increase professional development opportunities for on- and off- campus faculty and staff as it relates to social justice.
C. Regular internal review of all curriculum [by department/program] and classroom practices with a social justice lens.
D. Examine Woodring policies and practices with a social justice lens, and amend as necessary.
E. Increase knowledge, skills, and the capacity for faculty, staff, and administrators to understand and work across differences.
F. Produce and support individual and College-wide initiatives that move us toward being a justice-producing college.
G. Respect, honor, understand and learn from differing approaches to producing social justice.

<u>Recommended Strategies</u>

- Regular notifications of professional development opportunities occurring on campus that relate to equity and social justice.
- Assess current recruitment and retention efforts and make necessary changes.
- Engage Faculty Affairs Council and Chairs and Directors Council to work with departments as they conduct internal reviews of their curriculum.
- Faculty Affairs Council to encourage departments to review their Unit Plans through a social justice lens.

- Engage Faculty Affairs Council, Staff Advisory Council, and Chairs and Directors Council in a review of all Woodring policies and practices.
- Work with Woodring's Development Director to secure external funds for current and new initiatives.
- Offer regular opportunities for faculty/staff/students to engage in dialogue.

Goal 2: Create a culture within Woodring where all students, faculty, and staff are valued, honored and respected.

Objectives

A. Increase the affordability, and access to financial resources for students.
B. Assess and deliver equitable student services across all sites.
C. Ensure that faculty and staff on all campuses are treated equitably.
D. Develop multiple strategies to support under-represented students when they enter college.
E. Implement professional development strategies to support retention of graduates of color in diverse schools.
F. Recruit, attract, and retain faculty and staff from diverse backgrounds.
G. Increase faculty, staff, and institutional capacity to attract and retain diverse population of students through comprehensive advising.
H. Increase faculty, staff, and institutional capacity to attract and retain diverse populations of students through comprehensive advising.

Recommended Strategies

- Work with WWU administration to close the gap between state-supported tuition rates and self-sustaining tuition rates paid by students.
- Increase scholarship opportunities for all students.
- Work with WWU administration to ensure equitable student services across all sites.
- Work with current programs/centers to assess needs/strengths.
- Departments, programs, and units assess their support to under-represented students.

Strategic Priority 2
High Quality Programs

Recognizing the importance of quality, the excellence of teaching, and the aspiration to strengthen innovation, technology, and sustainability to meet current and anticipated needs.

Goal 1: Facilitate reflective active learning and high academic achievement of all students.

Objectives

A. Ensure program quality by linking practice with theory and linking coursework with practical engagement in schools and community organizations.
B. Increase program innovation to address the challenges of work contexts and the implementation of different program delivery models and pathways across disciplines and degree programs.
C. Develop and integrate technology into the delivery of the academic programs.
D. Expand programs at all sites to serve non-traditional and diverse students located in different areas of the state.
E. Improve the collection and use of data to inform, monitor, and assess program quality and meet certification and accreditation requirements.

Recommended Strategies

- Organize regular activities to facilitate learning across departments and units. Provide professional development to integrate technology into coursework and delivery mode.
- Form a college-level data taskforce to provide leadership regarding the collection and use of data for program improvement and decision-making.
- Assess level of satisfaction of students with program quality.

Strategic Priority 3
Robust and External Relationships and Partnerships

Recognizing the complexity of change, we develop partnerships internally, locally, nationally, and globally to maximize our ability for meaningful impact within communities.

Goal 1: Build an inclusive collaborative college environment.

Objectives

A. Generate college-wide opportunities for internal relationship building for faculty and staff.
B. Foster thoughtful and deliberate inclusion of off-campus faculty and staff.
C. Recognize, utilize and value staff input and expertise.
D. Build a collaborative college environment based on inclusion, acceptance, trust, and respect.

Recommended strategies

- College-wide quarterly strategic priority-themed communication and events.
- Promote and support travel between on- and off-campus programs, and use technology when appropriate to facilitate relationships across sites.
- Support an environment where challenging conversations occur with respect, and interpersonal problem solving is free from negative consequences.
- Acknowledge and respect different strengths and passions, while valuing differences across individuals and programs.
- Periodic focus groups and survey to assess faculty and staff climate.

Goal 2: Develop, maintain and enhance partnerships to strengthen the capacity of our programs and address the challenges that schools and communities face.

Objectives

A. Support current partnerships and pathways by creating a welcoming and supportive space for incoming WCE students.
B. Work with school districts and community colleges to strengthen pathways to remove barriers and increase recruitment and inclusion of diverse students.
C. Institutionalize partnerships with community-based organizations to achieve mutually beneficial objectives.

D. Promote a better working relationship that includes more transparency with Extended Education.
E. Strengthen partnerships to improve conditions for practica and internships.
F. Increase involvement at the state level, through partnership with the Office of Superintendent of Public Instruction (OSPI) and with the Professional Educator Standards Board (PESB) to contribute to policy development.

Recommended Strategies

- Submit grants to increase funding to support partnership initiatives.
- Enhance policies and procedures for welcoming and supporting incoming students.
- Explore ways to establish relationships between faculty and incoming community college students.
- Work with community colleges to provide support services for students.

Strategic Priority 4
Research and Knowledge Creation

Recognizing the importance of quality, rigorous academic research, and creative activity, we engage in scholarly activity that advances the academic disciplines and illuminates challenges and opportunities.

Goal 1: Value research and knowledge creation and encourage creative activity.

Objectives

A. Expand support for faculty research and creative activity, including NTT.
B. Recognize a wide variety of scholarly endeavors that includes policy and curricular related knowledge production.
C. Promote collaborative research within and across departments and colleges, and with national and international scholars.
D. Support and highlight student scholarship and creative activities.
E. Recognize staff scholarship and creative activities.

Recommended Strategies

- Support scholarship linked to priorities and projects.

- Provide project-specific resources for faculty research.
- Link department priorities and projects to research, and knowledge creation.
- Utilize data for pilot projects and use data in decision making when considering continuation of pilots and new initiatives.
- Develop new avenues for disseminating scholarship with partners and stakeholders.
- Develop systems for within-college sharing.
- Encourage cross-department, cross-discipline, and creative endeavors.

III.   Indicators

The following indicators are consistent with the Benchmarks for Success included in the University Strategic Plan. Departments and programs may consider other additional quantitative or qualitative indicators they deem appropriate.

Metric	Target 2024-25
Students	
Student Enrollment Overall increase Students of Color, Underrepresented Pell Grant Eligible	10% 25% 25%
First-year Retention rate Overall Students of Color, Underrepresented Pell Grant Eligible	87-90% 87-90% 87-90%
Six-year Graduation Rate Overall Students of Color, Underrepresented Pell Grant Eligible	75-80% 75-80% 75-80%
Students' level of Satisfaction Overall, Students of Color, Underrepresented	80% 80%
Faculty	
Increase Faculty of Color, Underrepresented	30%
Staff	
Increase staff of Color, Underrepresented	10%

College Climate	
Increase level of satisfaction of faculty and staff	20%