



Woodring College of Education Diversity Plan

Two-Year Plan 2008 - 2010

Preparing thoughtful, knowledgeable, and effective educators for a diverse society.

Mission:

Woodring College of Education facilitates learning that prepares and advances quality educators and human services professionals throughout their careers. As academic leaders, educators mentors, and scholars, we seek to: Model best practices in teaching and learning which, in turn, leads graduates to use best practices in their professions; cultivate student competence through extensive field experiences with exemplary practicing professionals; construct, transform, and convey knowledge by integrating research theory and practice; act with respect for individual differences; develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and evaluate processes and outcomes to assure continual program improvements.

Woodring College of Education strives to be inclusive of all individuals from diverse populations including, but not limited to, those who have experienced systemic social injustices based on their ethnicity, race, gender, age, disability, sexual orientation, language, socio-economic status, or religion.

Approved by A.C. – June 10, 2008

(Outcomes/Evidence Sections Updated by Diversity Committee Fall 2011)

The Woodring College of Education’s (WCE) previous two-year Diversity Plan was approved by the AC on February 14, 2006. This document revises and updates the Woodring College’s diversity related objectives for the 2008-2010 academic years.

LONG-TERM GOALS

1. Assist all students entering WCE in developing an understanding of and appreciation for diverse perspectives.
2. Ensure that all WCE curriculum provides students with a comprehensive understanding and experience with diverse populations.
3. Actively support recruitment/retention activities that enhance student diversity within WWU and WCE.
4. Actively support recruitment/retention activities that enhance faculty and staff diversity within WWU and WCE.
5. Encourage and promote a wider distribution of knowledge about diversity.
6. Cultivate relationships with diversity related university and community groups.
7. Assure that the Diversity Committee (DC) functions effectively within the WCE.

1. Assist all students entering WCE in developing an understanding of and an appreciation for diverse perspectives.	Outcomes/Evidence
1a. Support through advocacy, guidance, and education, an understanding of the impacts of interconnected environmental, economic, and social justice systems on diverse populations around the world and future generations.	Education for Sustainability Endorsement, individual efforts in classes, Lauren McClanahan’s work.
1b. Support involvement activities on campus and in the community that provide opportunities for all prospective and current Woodring College of Education students to engage in rich, structured, diversity related experiences.	Service-learning in Secondary; Migrant Youth Leadership Conference, ALTO, Youth 4 Real
1c. Assist WCE in updating and disseminating lists of recommended WWU GUR diversity related courses to community colleges and WWU students.	Summer Start, EDUC 109

<p>2. Ensure that all WCE curriculum provides students with opportunities to develop a comprehensive understanding of and experience with diverse populations.</p>	<p>Outcomes/Evidence</p>
<p>2a. Facilitate the integration of diversity related knowledge and understanding throughout the WCE curriculum.</p>	<p>Individuals in select courses; Academic language workshop</p>
<p>2b. Provide and support meaningful opportunities for WCE students to engage in field-based experiences with those of diverse backgrounds and perspectives.</p>	<p>Service-learning, Migrant Youth Leadership Conference, CEED, MLK Conference</p>
<p>2c. Continue to develop various diversity related field experiences and explore how best to foster participation in them throughout the College.</p>	<p>Service-learning surveys, governance/decision-making structures (FAC)</p>
<p>3. Actively support recruitment/retention activities that enhance student diversity within WWU and WCE.</p>	<p>Outcomes/Evidence</p>
<p>3a. Develop and support mutually productive relationships with local and regional organizations to increase WCE enrollments from underrepresented populations.</p>	<p>Gracielle Loree – Recruitment & Retention specialist, partnerships with Student Outreach Services (Natalie Woods, Jose Rodriguez), Compass to Campus, Building Bridges course, Migrant Youth Leadership Conference, Marilyn Chu & Jennifer McCleery – pipeline work</p>
<p>3b. Support university and WCE efforts to provide mentoring and advisement services to all individuals, including those from underrepresented populations.</p>	<p>WCE Open House, other initiatives by Gracielle Loree, CEED Staff, Latino Action Team, EDUC 109, West-B Practice Course</p>
<p>3c. Actively support the expansion of diversity related scholarships</p> <ul style="list-style-type: none"> • Diversity Committee Scholarship/Endowment • Future Teachers of Color Promise Scholarship program 	<p>Greater # of scholarships awarded (even though quite small), \$1 million endowment</p>
<p>4. Actively support recruitment/retention activities that enhance faculty and staff diversity within WWU and WCE.</p>	<p>Outcomes/Evidence</p>
<p>4a. Support and regularly assess recruitment/retention of faculty and staff from underrepresented populations, consistent with WCE recruitment and hiring policies.</p>	<p>Stan/Dina, DC crafted language for call for applicants, DC crafted questions infused with issues of diversity throughout all levels of search</p>
<p>4b. Monitor the college climate and develop strategies that will foster greater appreciation and respect towards the diversity of humankind.</p>	<p>DC Climate Survey a few years ago?? Focus group data</p>

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(Outcomes/Evidence Sections Updated by Diversity Committee Fall 2011)

5. Encourage and promote a wider distribution of knowledge about diversity	Outcomes/Evidence
5a. Support WCE initiatives (e.g., CEP, WISE, NW Center for Holocaust, Genocide & Ethnocide Education) that help all members of the Woodring Community develop personal, professional, and organizational behaviors that promote a just and sustainable future.	\$5000 for REACH training; CIRCLE \$ for Panel, WWU Diversity Initiatives Grant (\$18,000)
5b. Support participation of WCE faculty, staff, and students in diversity-related conferences and professional development events.	CIRCLE, travel \$, mini grants (Dean/CIRCLE),
5c. Identify, discuss, and respond as appropriate to local, state, and national initiatives that affect the education and well-being of individuals from diverse populations.	Standard V, TPA, NCATE, CEED – State of the State, Journal of Educational Controversy, Lorraine Kasprisin’s work
6. Cultivate relationships with diversity related university and community groups.	Outcomes/Evidence
6a. Intensify efforts to develop and enhance partnerships with community-based organizations.	Service-Learning, Migrant Youth Leadership Conference, Building Bridges, Compass to Campus, Skagit Connector (Marsha & Marilyn)
6b. Cultivate and support relationships with diversity-related units on campus; e.g., the Ethnic Student Center, disAbility Resources for Students, Equal Opportunity Office, etc.	CEED, MEC (Shar & Elena), EEO connection with DC (Sue Guenter-Schlesinger), Student Outreach Services/Admissions
6c. Develop active, mutually productive relationships with Northwest Indian College and Puget Sound area tribes.	Kristen
7. Assure that the Diversity Committee functions effectively within the WCE.	Outcomes/Evidence
7a. Ensure representation from the Diversity Committee at the Woodring Administrative Council.	
7b. Arrange for the Dean to present an annual report/update to the WCE Diversity Committee on diversity-related efforts and accomplishments of WCE and/or WWU.	1st All-College DC meeting last spring
7c. Secure comprehensive representation from all WCE constituents on the Diversity Committee, including outreach programs.	