

Western Oregon University College of Education Academic Affairs Goals Re: Strategic Planning Directions

February 2005

WOU Goal 1: Build a distinctive, first-choice, comprehensive university that is widely recognized for its high quality academics; strong programs; high caliber students, faculty, and staff; and exceptional and diverse learning experiences.

Directions

1-1. Establish rigorous standards and assessment measures for quality of teaching and student learning experiences and success. Implement programs to achieve standards and recognize outcomes.

1-1A

<i>Academic Affairs Goal</i>	Support Comprehensive and Systematic Outcomes Assessment, Continuous Reviews and Quality Improvement Processes			
	<i>Unit Objectives (including specific measurable targets & timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead efforts to develop a formal or systematic approach to attaining/measuring unit effectiveness, program review planning and assessment.	<p>Create a database for both initial license teacher education program (sum 05)</p> <p>Establish procedures and policies for database established (Sp 05)</p> <p>Pilot data entered in database (W 05/Sp 05)</p> <p>Pilot e notebooks for data entry in field experiences (W 05)</p>	Use of reliable and consistent sources of data for ongoing program review and improvement	<p>M. Baldwin</p> <p>Chairs and program faculty in all teacher prep Programs</p> <p>Dean</p> <p>K Johnson</p>	<p>.5 of Mark Baldwin FTE</p> <p>.5 FTE reassigned</p> <p>3 terms of GTA</p> <p>Faculty time</p> <p>Additional E notebooks or laptops</p> <p>Helpline to assist new users</p>
b. Support all units in developing, implementing and disseminating comprehensive plans for excellence in learning with well-articulated and measurable outcomes.	<p>BSI and RCE/RCDHHA: Implement new database of employer evaluations</p> <p>Special Ed/Deaf Ed: Implement newly developed database</p>	<p>Data to be used in reporting for grants and in developing marketing materials</p> <p>Data to be used for assessing program outcomes and planning program improvements</p>	<p>E. Maroney L. Keller J. Smith</p> <p>B. Brownbridge B. Cannon</p>	<p>Fac Development Grant</p>
	Review and revise teacher preparation proficiencies every 2 years (1 st revision completed fall 04)	Instruction and outcomes more closely aligned with TSPC and national standards.	<p>Chairs and program faculty in all teacher prep programs</p> <p>S Thompson</p>	Faculty Time (Division work day)

	<i>Implement use of uniform assessment instruments across both Undergrad and MAT licensure programs (F 05)</i>		<i>DTE faculty K. Johnson L. Lindsay S. Griffin S. Thompson Dean</i>	Faculty Time (Program and Division meetings)
c. Use feedback from the planning and assessment process to improve institutional effectiveness and review progress on attaining outcomes.	<p>Develop, share and evaluate assessment instruments used across initial licensure programs (F & W 05)</p> <p>Determine which instruments still need to be created/revised (W 05)</p> <p>Create and or refine current assessment instruments which reflect the commonalities of our programs yet encompass our differences (F 05)</p> <p>Review assessment instruments systematically (every 2 years)</p> <p>Host annual College of Education Assessment Data Review Summits to analyze both survey and system data (starting W 05)</p>	Improved clarity and consistency in articulating our standards for assessment and planning for program improvement	<p>Chairs and program faculty in all teacher prep programs</p> <p>M. Baldwin</p> <p>TRI</p> <p>DEP</p> <p>Grad Office</p> <p>Dean</p> <p>K Johnson</p>	<p>Faculty Time</p> <p>.50 of faculty member referenced above to facilitate this process</p> <p>Designated day each year when faculty would not meet with students</p>
	<p>Review biennial survey of HPE majors and alumni. (Start in 2004-05)</p> <p>Develop plan of action as needed.</p>	Biennial status report and plan of action	Alumni office	GTAs & data survey
	Review HPE programs every 3 years relative to national and state professional standards	Status reports and plan of action as needed	AAHE NASPE DTE HPE Faculty	Dept of Ed Margaret Bates Jess Bogly

1-1B

<i>Academic Affairs Goal</i>	Strengthen Benchmarking and Other Measurement Processes			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Establish baseline norms for assessing, measuring and enhancing effectiveness and performance and developing benchmarks that reflect internal as well as external standards and/or expectations.	Review HPE programs every 3 years relative to national and state professional standards	Status reports and plan of action as needed	AAHE NASPE DTE HPE Faculty	Dept of Ed Margaret Bates Jess Bogly

<p>b. Promote a culture committed to formally reviewing and assessing institutional effectiveness.</p>	<p>Host annual College of Education Assessment Data Review Summits to analyze both survey and system data (starting W 05)</p> <p>Engage faculty in systematic program review and analysis of data on student learning (ongoing)</p>	<p>Analysis of baseline and comparison data to include exit, alumni, employer surveys, rubrics, diversity initiatives and database results</p> <p>Annual goals developed by faculty for respective programs</p>	<p>Div Chairs Program Fac M. Baldwin K Johnson Dean TRI</p>	<p>Designated day each year when faculty would not meet with students</p> <p>.50 of faculty member referenced above to facilitate this process</p> <p>3 terms of GTA annually</p>
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1-1C

<i>Academic Affairs Goal</i>	Develop an Effective Data Management System			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
<p>a. Develop broad-based data management strategies, systems and structures for accomplishing goals.</p>	<p>Establish procedures and policies for database established (Sp 05)</p>	<p>Use of reliable and consistent sources of data for ongoing program review and improvement</p>	<p>Provost M. Baldwin Chairs & program faculty in teacher prep programs Sue Thompson Hilda Rosselli Program staff</p>	<p>.5 of Mark Baldwin FTE Faculty time Additional E notebooks or laptops Helpline to assist new users</p>
	<p>Work closely with Self Study Team for North West Accreditation to align COE activities and WOU activities around assessment of learning outcomes (05-06)</p>	<p>Alignment of data management systems to assess learning outcomes</p>	<p>G. Jensen Provost COE reps</p>	
<p>b. Support and promote efforts to develop a common academic data set.</p>	<p>Align data and access across PEDs, Title II, AACTE, and TSPC annual reports (starting Win 05)</p>	<p>Consistent and reliable data that is easily accessible for reports as needed</p>	<p>Provost Registrar M Baldwin J Hickerson Grad Office DEP COE staff Chairs</p>	<p>Training for users</p>
<p>c. Collect and disseminate baseline statistical data.</p>	<p>See 1.1A, 1.1B, 1.1E</p>			

1-1D

<i>Academic Affairs Goal</i>	Foster an Intellectual Climate and Culture			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Promote a climate conducive to intellectual inquiry and engagement.	Support voluntary V Formation in COE (in process)	Collegial supportive environment for faculty engaged in scholarship	Dean Program faculty	
b. Promote an ethic of personal responsibility for active and independent learning.				
c. Encourage habits of collaboration and appreciation for teamwork in a mutually supportive environment.	Increase RRCD/TRI collaboration (in process)	Development of joint collaborative projects and grant possibilities	H. Bersani C. Davis TRI Dean	
d. Ensure appropriate rigor and the highest standards within all programs.	See 1.1A Support efforts to systematically establish validation and inter-rater reliability scoring sessions for faculty using TWSM and other assessments as needed (starting Sp 05 and ongoing)	Valid and reliable measures of performance for key assessment in Teacher Preparation Programs	Program Faculty TRI as needed Dean	S & S support for meetings as needed Consultant or independent evaluator as needed
e. Set high expectations for high levels of student engagement and ensure there is consistency between expectations and experiences.				
f. Strengthen understanding of, and adherence to, principles of academic integrity.	Full implementation and review of COE Dispositions policy in all teacher prep programs (starting Fall 04 and ongoing)	More systematic focus and assessment of teacher candidates' professional behaviors	COE Dispositions Committee Dean	
g. Foster a culture that supports, recognizes, affirms and rewards excellence.	See 1.2B and other related goals			
h. Lead efforts to foster a campus climate and culture that is conducive to excellent teaching, learning, research and other intellectual pursuits.	Help support a COE or WOU Teaching and Learning focus group for faculty (in process)	Collegial interaction and support for scholarship about teaching and learning	COE faculty & Dean CTL TRI LAS Provost	

1-1E

<i>Academic Affairs Goal</i>	Secure and Sustain Accreditations			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Promote and support attainment of new and appropriate accreditations.	Implement 2 year count down of activities leading to NCATE/TSPC re-accreditation site visit (Fall 2005)	Successful TSPC/NCATE re-accreditation in 2007	Provost Program faculty C. Wildfang DTE Grad Office LAS	.3 annualized FTE for 1 Fac Coordinator in 05-07
	Increase number of program faculty involved in accreditation visits to other campuses (Sum 04 and ongoing)	At least 4 more COE faculty trained to conduct TSPC program reviews	Dean Program faculty Provost	
	Collaborate with TSPC on NCATE SPA process (in process)	Fully approved Oregon State Partnership with NCATE which reduces individual campus work for NCATE accreditation	COE & LAS faculty TSPC Provost	Travel and per diem paid by TSPC

	BSI: Pursue CIT (Conference of Interpreter Trainers) Self Study Review with goal of completion by Fall, 2006.	Become one of a select few interpreter training programs in the US to achieve CIT educational standards (there are currently three). Note: By 2012 RID Certification will require BA	CIT E. Maroney C. Davis	Estimated Cost: 3,000. Split between grant and COE? Hire student from grant funds to start review process
	TPD: Fully prepare for Council on Education of the Deaf site review by Spring, 2006.	Successful initial accreditation for the TPD program in 2006	B. Cannon H. Bersani	
b. Support systematic data collection and assessment to maintain accreditations.	RCE Programs: Maintain CORE accreditation, site review 2006 - 07	Successful re-accreditation in 2007	L. Keller J. Smith C. Davis	
	See 1.1A, 1.1B			
c. Ensure curricula offerings meet and exceed the expectations of accrediting entities and other professional reviewers.	BSI: Find support to implement an ASL Language lab (05-06)	Satisfy requirements for Self Study Review	E. Maroney C. Davis	
	TPD: Develop course materials that will prepare students to work with children who are hard of hearing or who have cochlear implants by Fall 2006	Revised courses that reflect trends in the field Development of a new course	B. Cannon C. Davis E. Boston	Grant
	Start the process of seeking certification for programs in HPE Jan 05	Increased marketability New internship opportunities	American Sport Ed Program Am, College of Sports Med NCHC	American Sport Ed Program Am, College of Sports Med NCHC

1-2. Support public relations efforts that create a positive perception of WOU and its programs and enhance academic distinction and expectations, both internally and externally.

1-2A

<i>Academic Affairs Goal</i>	Build Distinctive and Innovative Programs: Leveraging Strengths and Opportunities			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead efforts to develop and provide first rate curricular/program offerings, utilizing best practices in teaching and learning.	Explore offering a BA in Deaf Studies Implement the OUS approved ASL major	Increased credit hour generation and number of graduates in high demand areas	E. Maroney H. Bersani C. Davis D. Duren	ASL: Replace 5 adjuncts with a second full time faculty in the ASL major
	ASL: Enhance provision of all ASL classes by hosting a Signing Naturally training for all ASL faculty and adjuncts by Fall, 2005	Improved SIR data Improved student support and retention	Area community college and high school instructors	\$9000 for all 3 levels- ASL/English Interpreting Grant
	ASL: Explore feasibility of expanding ASL courses to 4 credits.	Increased credit generation Improve learning outcomes	E. Maroney D. Duren H. Bersani	
	(TPD too) Explore feasibility of reinstating the Speech/Language Pathology degree	Increased credit generation Meet the demand in community	OSHA H. Bersani	Outside consultant \$1,000
	ASL/BSI: Explore feasibility of offering ASL 9 to meet the needs of students coming into program with higher level skills	Increased credit generation Meet the demand in community	E. Maroney D. Duren H. Bersani	
	ASL/BSI: Explore feasibility of opening ASL 7 and 8 to students who are non-majors	Increased credit generation Meet the demand in community	E. Maroney D. Duren H. Bersani	
	ASL: Seek support for a digital language lab	Improved program quality and consistency	E. Maroney H. Bersani	

<p>b. Lead, support and promote efforts to identify, develop, implement, support and recognize areas of excellence and programs of distinction.</p>	<p><i>Hire a 2nd full time faculty in the area of ESL/ESOL (search in progress)</i></p> <p><i>Review the program and refine to align with national standards (in progress)</i></p> <p><i>Increase enrollment by 10% from 03-04 figures (2006)</i></p> <p><i>Write successful proposals for funding scholarships and research (05-06)</i></p>	<p><i>A strong and growing Bilingual/ESOL Program (increase in enrollment and reputation)</i></p>	<p><i>Search Committee</i> <i>Program Faculty</i> <i>Adjunct Faculty</i> <i>DEP</i> <i>Grad Director</i> <i>Partnership Schools</i> <i>Chemekata CC</i></p>	<p><i>Program Retreat</i> <i>Reassign .2 FTE Faculty for program oversight and coordination</i></p>
	<p>Seek national recognition for all programs in COE (ongoing)</p> <p>Submit proposals for awards (ongoing)</p>	<p>More visibility for programs of distinction in the COE</p>	<p>Chairs and Directors</p> <p>Dean</p> <p>Provost</p> <p>DEP</p> <p>Grad office</p>	
	<p>Identify programs of distinction and prioritize marketing and recruitment efforts (ongoing), e.g. responsive to Deaf and Hard of hearing students and their families</p>	<p>More targeted audiences for recruitment, public relations, and marketing</p>	<p>C. Gaston</p> <p>G. Dukes</p> <p>DEP</p> <p>Provost</p> <p>Chairs and Directors</p>	
	<p>Improve visibility of RRCD on campus</p>	<p>Brown Bag lunches, advertising on campus and in community</p>		
	<p>Improve visibility of RRCD nationwide</p>	<p>Improved marketing and recruitment activities, improved website</p>		
<p>c. Lead efforts to develop new programs, including selected graduate and professional programs, consistent with the University's mission, location, and competitive positioning.</p>	<p>ASL MAT: Collaborate with the MAT Program to propose to TSPC a Master of Arts in Teaching ASL. Target date: 2006-07</p>	<p>Increased credit generation</p> <p>Meet the demand in community</p>	<p>MAT Program Fac.</p> <p>M. Girod</p> <p>H. Bersani</p> <p>E. Maroney</p> <p>S. Thompson</p> <p>C. Hoiland</p>	<p>Possibly ASL/English Interpreting Grant</p>

	Revise SPED/Rehab minor to create a new SPED minor	Prepare general education teacher candidates to teach students with disabilities	H. Bersani G. Rice Dean Div faculty	
	Explore potential for offering more courses, certificate, emphasis in Autism	Increased credit generation Meet the demand in community	H. Bersani M. Pardew Hammersly Family Community Agencies	Potential Donors Endowed chair
d. Strengthen hallmark programs such as the Honors program.	Implement the OUS approved ASL Major	Increased credit generation Meet the demand in community	H. Bersani E. Maroney	
	Replace 5 adjuncts with a second full time faculty in the ASL major (06-07)	Improved program quality and consistency	H. Bersani E. Maroney	Small salary differential
e. Support public relations efforts through partnerships with local school districts	<i>Continue Central School District partnership with DTE faculty (Re-evaluate program - June 05)</i>	<i>Use student data for program review Better prepared students in literacy assessment</i>	<i>Literacy program faculty and Central School District personnel</i>	<i>Central district classrooms and mentor teachers Faculty time</i>
	<i>Create and administer a survey to identify schools that use technology in focus curricular areas. (W 2006)</i>	<i>Technology -rich settings for pre-service teachers.</i>	<i>DTE Faculty Partnership School Districts</i>	<i>Faculty time Mentor teachers' time</i>
f. Overtly recognize many contributions of mentors in the field	Contact Field Services Directors in OUS institution to find out what they do to recognize mentor teachers (F. 2005) Devise a plan to recognize mentor teachers' contributions (2006)	Improve relations between the COE and partner school districts.	Partner school districts Program Faculty S. Thompson C. Gaston Provost	Faculty and Field Service Director time Certificates/awards Funding for annual event

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1-2B

<i>Academic Affairs Goal</i>	Strengthen External and Internal Marketing and Communications			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Ensure that publications and web site provide information to help students succeed.	Improve COE website in general by adding pictures, satisfaction data, and better text descriptions of what students can expect to gain from program. (ongoing)	Enhanced visibility for programs of distinction Enhanced recruitment effort for new faculty and students	C. Gaston G. Dukes Grad Office DEP Provost C Wildfang D Saxowsky Chairs and Directors	
	Use COE data collected through database and surveys in advertising to recruit new students (ongoing)	Enhanced recruitment effort for new faculty and students	C. Gaston G. Dukes Grad Office DEP Provost C Wildfang Chairs and Directors	Updated print materials for respective programs
	ASL/English Interpreting, ASL, RCE, TPD	Application forms, service obligations, disposition, code of conduct, Faculty/Student/Site Internship manuals, Faculty web pages posted and printable from website.	Connie Wildfang, Denvy Saxowsky	
	Use student interns such as those from the BSI program and TPD to pass on marketing materials to school districts and career counselors	Improve recruitment Satisfy demands from funding sources	B. Cannon C. Davis E. Maroney	
b. Improve communication on faculty activities and accomplishments through the establishment of an academic newsletter as well as through close coordination with public relations.	Continue to encourage all faculty to submit entries to Brag Log and COE Points of Pride (ongoing) Support Provost's Office in re-establishing a WOU publication on faculty accomplishments (ongoing)	Enhanced visibility for COE faculty and programs	C. Gaston C. Wildfang Chairs and Directors Dean Provost	
c. Promote activities and initiatives that publicize, and celebrate outstanding scholars.	See Above			
d. Publicize faculty-student collaboration on research and publication and facilitate such collaboration.	See Above			
e. Support faculty-student collaboration on service activities and publicize accounts of such collaborations.	See Above			

1-3. Review and revise Liberal Arts Core Curriculum in coordination with new directions determined by the strategic planning process.

1-3A

<i>Academic Affairs Goal</i>	Review and Update Curriculum with Emphasis on Liberal Arts Core			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Reassess the effectiveness of current general education requirements and the liberal arts core, and solicit feedback about possible revisions.	Select three representatives to represent COE on the review process (05-06)	Inclusive representation of COE interests	LAS Dean and Faculty COE faculty Dean	faculty time
b. Support the infusion of the core values of a liberal education in all undergraduate programs, ensuring that students attain the skills appropriate for an educated person as well as the habits of scholars and professionals.				
c. Lead efforts to ensure the curriculum, particularly the core, is more interdisciplinary and includes integrative capstone experiences.	Explore possible new courses to develop and offer in COE appropriate for revised LACC offerings (05-06)	Appropriate LACC offerings for students entering COE professional programs	COE Chairs and Directors Dean LAS Dean and Faculty Provost	
d. Lead efforts to ensure that the curriculum connects theory to appropriate practical experiences in order to enhance learning.				
e. Strengthen hallmark programs such as the Honors program.				
f. Strive for and achieve national distinction in selected liberal arts programs.				

1-4. Reexamine funding priorities and find new avenues of support for academic programs, infrastructure, and scholarships.

1-4A

<i>Academic Affairs Goal</i>	Secure and Mobilize Adequate Resources			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>

a. Review funding priorities and make necessary reallocations.	Use COE enrollment data to propose new requests for funding program initiatives (ongoing)	More carefully aligned program expansion initiatives that meet market demand	Chairs and Directors Provost VP for Finance Registrar DEP Grad Office	
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1-5. Establish and support exceptional and diverse living and learning communities and experiences.

1-5A

<i>Academic Affairs Goal</i>	Develop, Sustain a More Flexible, Responsive and Dynamic Learning Environment			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead efforts to create learning experiences and provide services that meet the changing needs/ interests of students, including adult and non-traditional learners.	Explore possibility/feasibility of an ASL dorm or floor by Winter, 2005	Improve recruitment Improve learning environment Enhance unique aspect of WOU	E. Maroney, D. Duren, Residence Halls G. Dukes	
b. Facilitate greater collaboration and integration with student affairs staff to ensure student learning needs are met and to ensure students' lifelong success.	Seek systematic ways to meet regularly with personnel from Student Affairs (ongoing)	Enhanced communication between COE and Student Affairs	Dean G. Dukes Chairs and Directors	
c. Support the integration of developments in technology-enhanced learning, including technology that addresses student learning challenges, different learning styles and teaching to cognitive diversity.	BSI: Find support to implement an ASL Language lab (required for Self Study Review)	Improved quality of instruction Support for learning outcomes	C. Davis H. Bersani	
	Support faculty in use of StudioCode, e-Cove, and other tech applications	Collegial interaction and support for scholarship and use of technology in instruction and supervision	Dean Chairs and Directors TRC CTL Computing Services	Cost of updating software licenses when needed
d. Lead efforts to explore more flexible and accessible educational programming including through summer session, weekends and evenings.	Explore feasibility of 2 nd 4-week summer program focusing on special needs within the Deaf population	Development of a program leading to a certificate	C. Davis J. Smith Hitchen DEP OUS	Faculty time

	<p><i>Assess needs for more on-line and on-line/face-to-face combination course offerings in all DTE programs, including the MS ED program (S 05)</i></p> <p><i>Create and administer a survey to students in all DTE programs and to mentor teachers and administrators in partner schools (W 06)</i></p> <p><i>Analyze survey results to create DTE courses (2006)</i></p>	<p><i>Provide greater access for students</i></p> <p><i>Increase enrollment in DTE education programs</i></p>	<p><i>DEP</i> <i>DTE Faculty</i> <i>COE Consortium</i> <i>DTE Mentor teachers</i></p>	<p><i>Financial resources to create and administer survey</i></p> <p><i>DTE Faculty time</i></p>
	<p><i>Initiate needs assessment for new Master's offering to meet TSPC requirements using alternative delivery models and calendar</i></p> <p><i>Develop proposal for approval</i></p>		<p><i>Dean</i> <i>Grad Office</i> <i>DEP</i> <i>Provost</i> <i>Chairs and Directors</i> <i>Performance Learning Systems</i></p>	
	<p><i>Offer PLS courses to support needs of school districts</i></p> <p><i>Explore exception to DEP rule regarding vouchers</i></p> <p><i>Explore OUS alternatives on tuition waivers</i></p>		<p><i>Dean</i> <i>DEP</i> <i>Grad Office</i> <i>Chairs and Directors</i> <i>Performance Learning Systems</i> <i>VP of Finance</i></p>	

1-6. Encourage and support distinctive and innovative programs and delivery methods which respond to the changing needs of students and society.

1-6A

<i>Academic Affairs Goal</i>	Develop and Sustain New, Innovative and Distinctive Programs			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead, support and promote efforts to identify, develop, implement, support and recognize areas of excellence and programs of distinction.	IEC: Submit proposal to RSA to continue funding for in-service interpreter training program	Continued stream of funding for programs	C. Davis H. Bersani E. Maroney	
	WROCC at WOU: explore options to maintain WROCC at WOU in upcoming grant competition (2006).	Continued stream of funding for programs	C Davis A. Leonard	
	<p>Hire a 2nd full time faculty in the Bilingual/ESOL program (search in progress)</p> <p>Review the ESOL/Bilingual program and refine to align with national standards (in progress)</p> <p>Increase enrollment in this program by 10% from 03-04 figures (2006)</p> <p>Obtain grant funding for scholarships and research in ESOL/Bilingual</p>	A strong and growing Bilingual/ESOL Program	Search Committee Program Faculty Adjunct Faculty DEP Grad Director Partnership School Chemekata CC	<p>Program Retreat for adjuncts and program faculty</p> <p>.2 re-assigned Fac FTE for program oversight and coordination</p>

Generate interest in teacher education programs among Freshman and Sophomore students.	<p><i>Create a Children's Literature course for Freshman students (2006)</i></p> <p><i>Pilot a Children's Literature Course for Freshman (F 06)</i></p> <p><i>Design and offer a 300-level pre-program Foundation of Education course - ED 312 (W 05)</i></p> <p><i>Offer sections of the Freshman Experience Course specifically for pre-ed majors (F 05)</i></p>	<p><i>Recruit students to the education program</i></p> <p><i>Retain student interest in COE education programs</i></p> <p><i>Increase students' knowledge base and understanding of the field of teacher education.</i></p>	AALC Program faculty	Faculty time and FTE
Support and strengthen reading endorsement programs	<p><i>Continue to participate, at the state level, in CREADE online reading endorsement (in progress)</i></p>	<p><i>Provide reading endorsement opportunities for teachers throughout the state</i></p>	TSPC OUS institutions DTE Literacy faculty	Faculty time and FTE
b. Lead efforts to develop new programs, including selected graduate and professional programs, consistent with the University's mission, location, and competitive positioning.	<p><i>Explore feasibility of ASL MAT program</i></p>	<p><i>Increased credit generation</i> <i>Meeting demand in Oregon and other states</i></p>	S. Thompson M. Girod E. Maroney	
	<p><i>Explore feasibility of reinstating Speech/Language Pathology program</i></p>	<p><i>Increased credit generation</i> <i>Meeting demand in Oregon and other states</i></p>	H. Bersani OSHA	

	<p>Conduct feasibility study for a graduate program with an emphasis in HPE (05-07)</p> <ul style="list-style-type: none"> • Research market competition and demand • Research best practice in award winning programs • Identify best fit for WOU • Evaluate resources necessary • Develop plan and timeline (2005-06) <p>Implement plan if approved (2006-07)</p> <p>Implement program (starting in 07-08)</p>	<p>Category I proposal that enhances WOU's graduate program offering and meets identified needs in the state</p>	<p>Provost Graduate Office HPE faculty OUS Community agencies</p>	<p>Release time for program and course development</p> <p>Additional resources as needed</p>
<p>Support partnerships with Oregon Community Colleges.</p>	<p><i>Design and implement partnerships with Chemekata Community College for:</i></p> <ul style="list-style-type: none"> • <i>The general undergrad teacher education program (in place)</i> • <i>Industrial Arts education program (in place)</i> • <i>Early childhood education program with an emphasis on minority student enrollment (in progress)</i> 	<p><i>Provide increased opportunities for students to achieve an Initial Teaching License.</i></p>	<p><i>DTE faculty CCC faculty and Admin Dean of COE Prov Registrar LAS faculty and Dean</i></p>	<p><i>Faculty Time</i></p>

	Continue to explore ways to streamline students' entrance into ASL courses and BSI major from Chemeketa	Improved articulation for CCC transfer students Improved student retention	E. Maroney D. Duren Dean	
	Continue to explore Rehabilitation Counseling major coordinated with feeder programs from Chemeketa	New avenues of transfer students	J Sendelbaugh L Keller H. Bersani Dean	

1-7. Establish and support visiting faculty programs.

1-7A

<i>Academic Affairs Goal</i>	<i>Develop and Strengthen International Partnerships</i>			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Assist faculty in gaining or refining international experience, including such experiences as international exchange programs, transnational research or teaching activities and international faculty-student collaborations.				
b. Review and assess existing international partnerships.				
c. Develop clearer protocols/guidelines for developing international partnerships.				

WOU Goal 2: Create a supportive, personalized, and responsive environment that prepares students for continued university, career, and life success.
Directions

2-1. Create an environment in which student success is paramount and is a responsibility shared by everyone at WOU.

2-1A

Academic Affairs Goal	Build a Dynamic Learning Environment Dedicated to Student Success			
	Unit Objectives (including specific measurable targets and timelines)	Outcomes	Partners	Resources
<p>a. Lead efforts to develop a student-centered culture characterized by continual focus on students' needs and timely and effective steps to ensure their fulfillment.</p>	<p><i>Streamline process for entry and progress in initial license teacher education programs</i></p> <p><i>Replace the current three-term program entry into the undergraduate teacher education program with a two-term entry process (F 05)</i></p> <p><i>Re-examine current undergraduate course sequence and field experiences (F 05)</i></p> <p><i>Identify ways for greater collaboration among faculty teaching in the undergraduate and MAT education programs. (F 05)</i></p>	<p><i>Provide faculty with greater programming flexibility (allows cross pollination across Undergrad and MAT program)</i></p>	<p><i>DTE Faculty Field Service Office Partnership Schools DTE Advisory Committee (to be formed in S 05)</i></p>	<p><i>Funding for a DTE retreat</i></p>
<p>b. Lead efforts to ensure that student success and retention becomes a primary responsibility of the entire campus.</p>	<p><i>Advertise WROCC at WOU to faculty to improve access for students who are Deaf or hard of hearing. (Ongoing)</i></p>	<p><i>Better educated faculty in principles of universal design of instruction</i></p>	<p><i>C. Davis A. Leonard CTL</i></p>	<p><i>WROCC Contract</i></p>
<p>c. Facilitate greater collaboration and integration with student affairs staff to ensure student learning needs are met and to ensure students' lifelong success.</p>	<p><i>Collaborate with multicultural student office (2006)</i></p>	<p><i>Identify and support students who need extra guidance and encouragement</i></p>	<p><i>Student affairs office DTE faculty COE Diversity Committee</i></p>	<p><i>Time</i></p>
	<p><i>Advocate for services needed for students who are deaf or who have disabilities (ongoing)</i></p>	<p><i>Improved services for students Improved students success</i></p>	<p><i>Special Education Division Dean</i></p>	

d. Create and support more opportunities for graduate students to participate in the intellectual and cultural life of the University.	Advertise RRCD Brown Bag Series to graduate students (ongoing)	Enhanced community of scholars Increased participation of graduate students in scholarly activities	C. Davis	
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2-1B

<i>Academic Affairs Goal</i>	Monitor Enrollment to Enhance Quality and Access			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Monitor admissions to ensure a proper balance between access and quality.	Conduct annual analysis of COE admission data for inequities and potential marketing needs	More equitable access and more diverse students in COE programs	Dean Chairs and Directors COE Diversity Committee Registrar Provost Student Affairs/Admissions	
b. Support and facilitate enrollment strategies that support the University's desire to seek and retain qualified and motivated students.				
c. Support a comprehensive planning strategy that integrates campus efforts to achieve institutional objectives for enrollment and retention.	Provide Academic Affairs and Student Affairs with available data on Oregon Teacher Supply and Demand and Oregon Minority Teacher Report to assist with planning and marketing	Enhanced targeted recruitment and admissions More equitable access and more diverse students in COE programs	Dean Chairs and Directors COE Diversity Committee Registrar Provost Student Affairs/Admissions	

2-1C

<i>Academic Affairs Goal</i>	Develop a Comprehensive, Integrated and Coordinated Approach to Ensure Freshman Success			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Mobilize resources and provide necessary infrastructure for achieving freshman-sophomore retention rate of 75%.				
b. Lead efforts to develop more proactive and intensive one-on-one advising of first year students.				
c. Lead efforts to develop a distinctive, intellectually stimulating First Year Seminar program that serves as a solid introduction to, and foundation for, the liberal arts.				
d. Lead efforts to develop interdisciplinary learning communities for freshmen.				
e. Lead efforts to develop comprehensive assessment of freshman engagement, satisfaction, success or lack thereof.				
f. Lead efforts to develop timely early warning and tracking systems for "at risk" and/or students in difficulty.				

g. Lead efforts to develop/strengthen intervention or support mechanisms for "at risk" students, including summer bridge/developmental programs, intensive writing and math, supplemental instruction and peer mentorship.				
h. Lead efforts to revitalize the academic aspects of freshman orientation and enculturation into the University, particularly during the first eight weeks.				

2-2. Offer and support quality academic programs that are flexible and innovative and are responsive to the needs of a diverse student body and society.

2-2A

<i>Academic Affairs Goal</i>	Develop Extended, Online and Accessible Offerings			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead efforts to explore more flexible and accessible educational programming including through summer session, weekends and evenings.	Explore feasibility of 2 nd summer 4-week program in special issues in Deafness (06-07)	New program serving regional needs Increased credit generation	C Davis S. Hitchen DEP	OUT Certificate Faculty Time
b. Increase asynchronous online learning opportunities.	Encourage faculty to take advantage of the expertise on campus concerning web-based learning and developing web-based classes (ongoing)	Improved resources for instruction Opportunities for faculty development	H Bersani C Davis TRC	Faculty Time
	Explore distance options in Rehab Counseling programs	Successfully funded grant application	L Keller J Smith C. Davis DEP	Faculty Time
c. Lead efforts to create learning experiences and provide services that meet the changing needs/ interests of students, including adult and non-traditional learners.	<i>Develop an implementation plan for alternative course offerings/ on-line, weekends, summer session, and evenings. (2006)</i>	<i>Pilot alternative course offerings beginning Fall 2006</i>	<i>DEP DTE faculty</i>	<i>Time</i>

2-3. Support learning with a coordinated system of academic and non-academic programs, processes, and resources.

2-3A

<i>Academic Affairs Goal</i>	Support Learning Processes and Procedures			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>

a. Facilitate greater collaboration and integration with student affairs staff to ensure student learning needs are met and to ensure students' lifelong success.				
b. Ensure that the academic infrastructure, including facilities, provide the level of support necessary for the advancement of academic programs and continue to support progress regarding new facilities.	Engage faculty in annual needs assessment and share results with Academic Affairs	Timely documentation of infrastructure needs for future planning	Academic Infrastructure Committee Program Faculty Chairs and Directors College staff Computing Services	
c. Periodically review academic policies, procedures and standards to ensure that they reflect a commitment to quality teaching and learning in a supportive institutional environment.	<i>Initiate validation and inter-rater reliability scoring sessions for all faculty using TWS. (2005)</i>	<i>Create consistency in scoring TWS within and across programs</i> <ul style="list-style-type: none"> • <i>Score and identify anchor TWS for each authorization level and performance level. (Jan 05)</i> • <i>Create justifications for all scores (Jan 05)</i> • <i>Place model TWS on website for faculty to practice scoring (Fall 05)</i> 	<i>DTE faculty and adjunct supervisors Field Services Staff: Connie Wildfang (website work)</i>	<i>Faculty Time Staff Time: Connie Wildfang</i>
	Review sequencing of HPE classes within programs 2005-06	Established plan for sequencing core courses as well as pre-professional experiences.	registrar central adv. curriculum com.	advising web page
	Establish biennial review of COE policies and procedures	Increased consistency and clarity in policy and procedures within the College	Dean Chairs and Directors Program Faculty Provost	Summer retreat for Chairs and Directors

2-4. Ensure that student advising is consistent, accurate, timely, personalized, and collaborative.

2-4A

<i>Academic Affairs Goal</i>	Improve Advising			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead the development and dissemination of a special outcomes and assessment plan for advising.	<i>Initiate a self study of advising services and needs for both undergraduate and graduate programs. (begin W 05)</i>	<i>Identify advising problems and remedy them</i>	<i>AALC DTE faculty</i>	<i>AALC Faculty time.</i>
b. Lead efforts to strengthen the advising system/structure and to enhance the quality and accessibility of advising in all units.	<i>Implement Club Ed mentoring initiative with Salem Area Chapter Retired Teachers - "New Educators Support Team" (NEST) with Salem Area Chapter Retired Teachers (in place)</i>	<i>Retirees participate in Club Ed at least two meetings per academic year.</i>	<i>Club Ed advisor and retired teachers</i>	<i>Advisor and retired teacher time</i>
	<i>Review goals and objectives for each PDS I, II, III, and IV. (Ongoing)</i>	<i>Review during annual DTE workday or retreat</i>	<i>Program Faculty</i>	<i>Faculty time</i>
	<i>Consult and coordinate advising efforts with AALC on a regular basis. (Spring '05)</i>	<i>Create new advising processes and documents.</i>	<i>DTE Chair AALC</i>	<i>AALC and Chair time</i>
	<i>Develop tracking system to monitor student progression through teacher prep programs (in progress)</i>	<i>Timely communication across faculty and with students when concerns arise</i>	<i>M Baldwin S Thompson Program Faculty Dean Provost</i>	
	<i>Refine tracking system for MS of Ed Students (in progress)</i>	<i>Improved advising, access to data, and focus on student progression towards degree completion</i>	<i>M Reynolds Grad Office Provost DEP Registrar</i>	<i>.2 annualized FTE for faculty oversight and coordination of Grad Program</i>
	<i>Co-host annual LAS/CPE advising meeting (Sp 05)</i>	<i>Improved communication across Colleges regarding advising for Pre-Ed students</i>	<i>LAS Dean and Faculty Dean Chairs and Directors Prog Faculty Registrar AALC</i>	

	Initiate self-study of advising services and level of faculty-student interaction	Documentation of existing and prioritized necessary resources to support advising	Division Chairs Dean and staff Registrar AALC	
c. Update and align all advising and program application materials.	<ul style="list-style-type: none"> • Undergraduate (Spring '05) • ESOL/Bilingual (Spring '05) • Graduate MS ED (2006) • MAT (2006) • Reading Endorsement (2006) 	New advising materials developed for hard copy and on website.	AALC DTE Faculty DTE Staff	AALC, Faculty and Staff time
d. Lead efforts to identify and develop more incentives for faculty to advise students, particularly in the freshman year.				
e. Support the development of mentoring programs including, where appropriate, student-faculty mentoring programs.	Support Club Ed efforts (ongoing) mentoring efforts as they develop with Salem Keizer Retired Educators	Mentoring for pre-education students	ClubEd Faculty ClubEd Student Leaders Dean Chair of DTE	.10 annualized FTE for faculty sponsor
f. Lead efforts to develop more proactive and intensive one-on-one advising of first year students.				
g. Increase support for advising in graduate programs	Develop infrastructure for the MS in ED graduate program	Appoint and MS ED advisor and support with FTE. (Fall 05)	Graduate Office LAS faculty DTE faculty	See above

2-5. Enrich the learning community with engaging experiences, activities, and environments that contribute to a successful and fulfilled citizenry.

2-5A

Academic Affairs Goal	Promote Social Engagement, Community and Citizenship			
	Objectives (including specific measurable targets and timelines)	Outcomes	Partners	Resources
a. Facilitate the development of learning communities across the curriculum.	Appoint COE faculty to serve on LC Committee	COE representation in LC planning Communication between committee and COE	Provost LC Committee	

b. Encourage habits of collaboration and appreciation for teamwork in a mutually supportive environment.	Use Dean's letter, annual meeting, COE sponsored events, social activities, and "Coffee Chats with the Dean" to support development of community culture	Enhanced communication and collaboration within the College and with other WOU partners	Dean	S & S funds to support functions Advancement funds as appropriate
c. Support social and cultural activities as well as institutes or programs that engage students, faculty, and community organizations in synergistic relationships that advance the University's public service mission and benefit the local community.	Encourage student participation in Deaf community activities, Self Help for Hard of Hearing activities, and state and local rehabilitation meetings and conferences.	More educated students familiar with range of issues in the community Improved public relations for programs	Faculty WOU Community C. Gaston	
	<i>Re-examine Term IV seminar in undergraduate program to provide professional development such as grant writing and leadership skills. (Fall 2005)</i>	<i>Provide grant writing and leadership workshops in Term IV seminar</i>	<i>DTE faculty Guest speakers</i>	<i>DTE Time</i>
	Develop a required 3 credit capstone experience for non-licensure majors (05-07)	Demonstration of professional competencies (overlaps with B)	NGOs Gov. agencies private corp.	NGOs Gov. agencies private corp.
	Create a plan and proposal for WOU "Healthy Campus" 2005-2006 Implement plan (06-09)	Enhanced resources for employees, faculty, and students that promote health and fitness Potentially: <ul style="list-style-type: none"> • A Wellness Center • A Relaxation Center • An Employee Wellness program 	Student Affairs ASWOU Health Center Advisory Committee representative of entire campus HPE faculty Donors	Grant funds Donors? Other internal funds

	<p>Establish a proposal for a functional Campus Wellness Center (06-09)</p> <p>Reinvigorate employee wellness program</p> <p>Generate data-based position paper articulating HPE influences on academic performance, recruitment and retention</p>	<p>Positive impact on recruitment, retention of students, faculty, and staff at WOU</p> <p>A learning laboratory for pre-professionals</p> <p>Data driven research opportunity for faculty and students</p>	<p>Alumni Community businesses Gov. Agencies OUS Development Office Student Affairs HPE faculty, students</p>	<p>Students would serve as facilitators</p> <p>FTE for a coordinator position</p>
d. Encourage/model civility, respect, goodwill and collegueship between Administration and the Faculty.	Use Dean's letter, annual meeting, COE sponsored events, social activities, and "Coffee Chats with the Dean" to support development of community culture	Enhanced communication and collaboration within the College and with other WOU partners	Dean	S & S funds to support functions Advancement funds as appropriate
e. Acknowledge student excellence.	Identify ways to publicize COE student achievement (ongoing)	<ul style="list-style-type: none"> Have students present at statewide professional conferences Have students contribute to statewide professional journals and/or newsletters Publicize student achievement on the COE website Students present at WOU Academic Excellence week 	COE students COE faculty C Wildfang C Gaston Statewide professional organizations	Time. Annual awards Certificates Funding for student travel
	<p>Provide a forum for COE students to present excellent work – Academic Excellence Day (in place)</p> <p>Nominate outstanding students for awards such as Who's Who, Julia McCullough Smith, and Delmar Dewy Awards (in place)</p>	Publicity and university-wide recognition for COE students	Faculty Who's Who Committee	Faculty time

2-6. Enhance academic knowledge with practical experiences including mentoring, internships, research, service learning, and independent studies.

2-6A

<i>Academic Affairs Goal</i>	Develop More Practical Learning Experiences for Students			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead efforts to promote practical innovative and experiential learning approaches that enhance learning and respond to students' needs, including service learning, internships, faculty-student scholarship/research, practica and study abroad.	Revise RCE/Rehabilitation Internship activities to better meet the needs of community agencies in Oregon and Washington to increase their partnership with our students as internship providers. Fall 2005	New internship manual and procedures, training specific to Oregon and Washington VR office procedures.	L Keller J Smith RCE faculty Oregon and Washington Vocational Rehabilitation Agencies	Faculty time
	RCE: Improve quality of assessment and supervision of students in practica/internships	Better prepared students Improved relations with funding agency	L Keller J Smith RCE faculty VR Agencies	Faculty time
	TPD: Improve quality of assessment and supervision of students in practica/internships	Better prepared students Improved relations with funding agency	B Cannon J Covell	Faculty time
	BSI: Improve quality of assessment and supervision of students in practica/internships	Better prepared students Improved relations with funding agency	E Maroney S Gish	Faculty time
	Maintain accreditations and relationship with community partners to ensure quality internship experiences and job opportunities.	Better prepared students Improved relations with funding agency	All program coordinators Sp Ed Advisory Boards	Faculty time
	Develop service learning experiences in HPE Assess current SL experiences in HPE (Jan 05)	Embedded and threaded course experiences that promote civic engagement and understanding and respect for difference.	schools health agencies sports organizations	Mike Hampton funding needed
	<i>Create a database of practicum and field experiences for all programs, including endorsements and pre-professional experiences. (2006)</i>	<i>Analyze and identify areas for improvement.</i>	<i>Districts Mentor Teachers DTE faculty Field Services</i>	<i>Faculty time</i>

	<p><i>Develop a Dispositions Guidelines contract to be signed by students prior to entering the education program. (in place)</i></p> <p><i>Monitor dispositions among teacher candidates throughout the professional program, including field experience. (in place)</i></p>	<p><i>Dispositions Guidelines contract.</i></p> <p><i>Field experience book dispositions form.</i></p>	<p><i>DTE faculty</i></p> <p><i>H/PE faculty</i></p> <p><i>Special Ed faculty</i></p>	<p><i>Faculty Time</i></p>
	<ul style="list-style-type: none"> <i>Review and strengthen the service-learning component in the undergraduate program (2004-2005)</i> <i>Introduce service-learning into MAT program (2006)</i> 	<p><i>Create a service learning workshop to teach service learning. Review each cohorts service learning projects to determine strengths and weaknesses so that changes can be made. All initial license students complete a service learning project</i></p>	<p><i>Marilyn Walster, ODE Service Learning coordinator</i></p> <p><i>WOU Service learning office</i></p> <p><i>DTE faculty</i></p>	<p><i>Time</i></p>
b. Encourage habits of collaboration and appreciation for teamwork in a mutually supportive environment.	<p><i>TPD: build cooperative relationship with local districts around practicum needs</i></p>	<p><i>Improved relationships with community</i></p> <p><i>Great variety of student placements</i></p>	<p><i>B Cannon</i></p> <p><i>J Covell</i></p>	<p><i>Faculty time</i></p>
c. Facilitate faculty-student collaboration on research and publication and publicize such collaboration.	<p><i>Facilitate undergraduate and graduate research opportunities</i></p>		<p><i>All HPE Faculty</i></p>	
d. Lead efforts to ensure that the curriculum connects theory to appropriate practical experiences in order to enhance learning.	<p><i>RCD: explore ways to increase the exposure of RCD students to issues related to individuals who are deaf/hard of hearing.</i></p>	<p><i>Better informed programs</i></p> <p><i>Improved public relations</i></p>	<p><i>All SPED faculty and advisory committee members</i></p>	<p><i>Faculty time</i></p>

e. Support the development of mentoring programs including, where appropriate, student-faculty mentoring programs.	<i>Re-examine the Action Research course in the MS ED program (2007)</i>	<i>Encourage students to opt for the action research project as an option for their final evaluation in the MS ED</i>	<i>DTE faculty Grad Office</i>	<i>Faculty FTE</i>
	Inventory mentoring opportunities in COE (Summer 05)	Documentation of existing initiatives for future planning	Division Chairs	C & D Retreat
	Support ClubEd mentoring initiatives with retired educators (ongoing)	Increased mentoring for Pre-Ed students	Club Ed Fac Rep	
f. Support and encourage service and positive engagement by faculty in the institution, the community, and the Academy, particularly where such service amplifies the faculty members' roles as teachers, advisers or mentors.	Continue effective relationships with community/professional/student advisory boards for each program and COE Consortium.	Enhanced opportunities for stakeholder input into COE planning	Division Chairs Dean	Support for sponsored events
g. Support faculty-student collaboration on service activities and publicize accounts of such collaborations.	<i>Re-examine the Action Research course in the MS ED program (2007)</i>	<i>Encourage students to opt for the action research project as an option for their final evaluation in the MS ED</i>	<i>DTE faculty Grad Office</i>	<i>Faculty FTE</i>
h. Establish a more effective process for selecting and supporting mentor teachers	Develop rubric with criteria for recruiting, hiring and recognizing outstanding mentor teachers (F. 06) Use the criteria in the selecting process (2006) Provide continual review and training as well as updated materials for mentor teachers (Sp 05) Training on mentoring strategies Training in inputting data on laptops Training in inputting data thru internet Explore waivers as a means to train mentors (Sp 05)	Quality pool of mentor teachers Well prepared and informed mentor teachers for each of our students	Sue Thompson Program faculty (PDS) Personnel Directors Mentor teachers Dean	Faculty and Field Service Director time

<p>i. Establish a consistent method for preparing and updating university supervisors for their roles</p>	<p>Provide continual review and training as well as updated materials for university supervisors (ongoing) Training on mentoring strategies Training in inputting data on laptops Training in inputting data thru internet Inter-rater reliability in scoring TWSM</p>	<p>Prepared and connected university supervisors who can support candidates in their field experiences and who provide strong connections with our school partners</p>	<p>Sue Thompson Mark Baldwin Dean</p>	<p>Dedicated time during September faculty week meetings each year</p>
<p>j. Seek new partnerships in districts with more diverse student populations and settings</p>	<p>Use data from student exist surveys and recommendations from Diversity Committee to develop proposal for alternative field experiences in other countries (05-06) Use data from student exist surveys and recommendations from Diversity Committee to approach other more diverse school districts (o5-06)</p>	<p>Graduates who have experienced diverse settings and who can bring those experiences to bear in their classrooms</p>	<p>Sue Thompson Prog Faculty Division Chairs Diversity Committee LAS College International Office School District reps Dean</p>	<p>Funding for student support and publicity around experiences abroad that count toward early field experiences Time to contact districts</p>

2-7. Implement and support technological applications for personalized and efficient student-centered transactions.

2-7A

<i>Academic Affairs Goal</i>	Support Student-centered Technological Applications			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
<p>a. Lead, facilitate and coordinate efforts to ensure availability of technology and related infrastructure to support teaching.</p>	<p>Seek to add a 1.0 Technology Resource Specialist housed in COE</p>	<p>Increased faculty interaction and sharing of innovative uses of technology Increased daily interaction between faculty and Tech Resource person</p>	<p>Provost Computing Services TRC AIC</p>	<p>Grant funds? Central?</p>
<p>b. Support the integration of developments in technology-enhanced learning, including technology that addresses student learning challenges, different learning styles and teaching to cognitive diversity.</p>	<p>BSI/ASL: Develop a proposal for a digital language lab</p>	<p>Improved quality of instruction Support for learning outcomes</p>	<p>C. Davis H. Bersani</p>	
	<p>Convert current ASL training materials to DVD format and/or purchase new materials in DVD format.</p>	<p>Improved instructional materials</p>	<p>C. Davis D. Duren TRC</p>	<p>S & S</p>
<p>c. Provide leadership for faculty development initiatives that integrate technology in learning as well as other efforts designed to enable faculty to use multi-media and other instructional technology tools to enhance student learning.</p>	<p>Support Technology Applications Group in COE if response is positive</p>	<p>Increased faculty interaction and sharing of innovative used of technology</p>	<p>TRC TAG Computer Services TRI COE faculty CTL</p>	

	Collaborate with members of Academic Affairs Council to support the use of technology literacy standards	Clear benchmark data for assessing progress in this area	CTL TRC TAG Computer Services TRI COE faculty	
d. Support faculty-student collaborations on instructional technology projects and publicize accounts of such collaborations.				
e. Support efforts to establish WebCT sites for courses taught.	Assist other units as necessary			
f. Support efforts to develop a flexible campus-wide WOU online program.	Assist other units as necessary			
g. Develop broad-based data management strategies, systems and structures for accomplishing goals.	See Goal 1			
<i>h. Maintain an accurate and helpful website</i>	Ensure that the COE website provides accurate and timely information to help students succeed (ongoing)	<ul style="list-style-type: none"> At least twice per year make updates to the website Establish a process for on going website review 	COE faculty C. Wildfang	Faculty time
<i>i. Maintain accurate and helpful faculty web pages</i>	Ensure that the COE faculty web pages provide accurate and timely information to help students succeed (ongoing)	Faculty update web pages at least once per year (ongoing) Faculty post appropriate student related resources and assignments on web pages (2005)	COE faculty C. Wildfang D. Saxowsky	Faculty and UCS Time

WOU Goal 3: Increase the recruitment and retention of outstanding and diverse students, faculty, and staff.

Directions.

3-1. Increase access to and availability of financial support for students.

3-1A

<i>Academic Affairs Goal</i>	Promote Access and Affordability			
	<i>Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Promote equitable access and enhance affordability for all students through scholarships and other opportunities.	RC: Maintain grant stipends for students	Continued stream of funding Increased in credit generation	C. Davis	
	RCD: Maintain grant stipends for students	Continued stream of funding Increased in credit generation	B. Davis L. Keller	
	RCDHHA: Maintain grant stipends for students	Continued stream of funding Increased in credit generation	J. Sendelbaugh C. Davis	
	TPD: Maintain grant stipends for students	Continued stream of funding Increased in credit generation	C. Cannon C. Davis	
	BSI: Maintain grant stipends for students	Continued stream of funding Increased in credit generation	C. Davis E. Maroney	
	Special Educator: Submit grant proposal in next OSEP long term training competition to obtain stipend support for SPED Master's students	New grant proposal submitted	H. Bersani B. Brownbridge	

	<p><i>Develop a long-range plan for increasing non-traditional and minority students (F 05)</i></p> <p><i>Collaborate with the Director of Multicultural Student Services to develop procedures for identifying possible teacher candidates among WOU's minority and non-traditional students (F 05)</i></p> <p><i>Ensure that all division Search Committees include diverse representation of various stakeholders (in place)</i></p>	<p><i>Create a more diversified division</i></p>	<p><i>Faculty</i></p> <p><i>Multicultural Student Services</i></p> <p><i>COE Diversity Committee</i></p>	<p><i>Faculty time.</i></p>
<p>b. Explore ways to expand scholarships for underrepresented populations, including working with OUS to develop a policy of granting in-state tuition for all "First Nations People," regardless of where they currently reside.</p>	<p><i>Continue to advertise and recruit for RRCD programs in journals and conference programs that support underrepresented populations (e.g., National Association of Black Interpreters, Asian Deaf Conference, Intertribal Deaf Council)</i></p>	<p><i>Enhanced capacity to recruit students and faculty of color</i></p>	<p><i>L. Keller</i> <i>C. Davis</i></p>	<p><i>COE/Grants</i></p>

	<p><i>Establish application procedures and criteria. - Fall. 05</i></p> <p><i>Solicit funding support from COE graduates- Summer 05</i></p> <p><i>Award scholarships-(In progress)</i></p>	<p><i>Increase the number of 4th term student teaching scholarships</i></p> <p><i>Establishes partnership between COE alumni and current teacher education programs.</i></p> <p><i>Provides necessary funding for students in term IV.</i></p> <p><i>Potential Increase in enrollment.</i></p>	<p><i>WOU foundation</i> <i>Dean</i> <i>Alumni association</i></p>	<p><i>Faculty time</i> <i>Work study</i> <i>Foundation or alumni association time</i></p>
c. Secure increased funding/resources for faculty development initiatives.				
d. Support efforts to secure external funding through grants and other assistance for scholarly or creative projects and promote grant writing by recognizing and rewarding this activity.	<p><i>RRCD: Build an RRCD/TRI relationship via common goals relating to providing services to individuals who are deaf, hard of hearing, deaf blind, or cochlear implant users.</i></p>	<p><i>Development of joint collaborative projects and grant possibilities</i></p>	<p><i>H. Bersani</i> <i>C. Davis</i> <i>TRI</i> <i>Dean</i></p>	
	<p><i>Work with Academic Affairs to fund a Grants Office Director</i></p>	<p><i>More systematic support for faculty engaged in writing grants</i></p>	<p><i>Provost</i> <i>Dean</i></p>	
	<p><i>Contribute to the development of a WOU boiler plate that is useful for faculty writing grants</i></p>	<p><i>Easy to use and accurate resource document for faculty writing grants</i></p>		
	<p><i>Explore offering a COE annual award for scholarship</i></p>	<p><i>More recognition for faculty scholarship in the COE</i></p>		<p><i>Stipend</i> <i>Plaque</i> <i>Luncheon?</i></p>
e. Lead efforts to secure appropriate resources and develop the support structures necessary to enhance the WOU experience for persons of color and other underrepresented persons.	<p><i>Support COE Diversity Committee and Diversity Coach and share results with WOU community</i></p>	<p><i>COE self-study on our physical, cultural, attitudinal, and curricular environment that affirms and support inclusivity</i></p>	<p><i>Dean</i> <i>COE Diversity Committee</i> <i>Provost</i> <i>OUS personnel</i></p>	
f. Encourage enhanced marketing and recruitment strategies	<p><i>Improve marketing and recruitment plans for all SPED programs</i></p>	<p><i>Enhanced marketing of distinctive elements of the University</i></p>	<p><i>H. Bersani</i> <i>Program</i> <i>Faculty</i></p>	

	<p>Explore feasibility of increasing the number of graduates each year to meet demand</p> <ul style="list-style-type: none"> • BSI • Rehab Counseling • Special Ed • TPD • ASL 	<p>Increased credit generation Meeting demand in Oregon and other states</p>	<p>H. Bersani Program Faculty</p>	
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3-2. Maintain and enhance support mechanisms for students.

3-2A

<i>Academic Affairs Goal</i>	Develop Student Support Mechanisms			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
<p>a. Review existing student support mechanisms and make appropriate enhancements.</p>	<p><i>Support the work of ClubEd with pre-ed majors (on-going) (* See Goal 2.2)</i></p> <p><i>Encourage MAT students to actively participate in and /or establish a student chapter of ASCD (2006)</i></p>	<p><i>Increased student attendance and participation in campus, state, regional, or national professional organizations.</i></p>	<p><i>DTE faculty Multicultural Student Center- Anna Hernandez-Hunter AALC - Dawn Wildfang International Students- Kelly Mills LAS Faculty</i></p>	<p><i>Maintain FTE for ClubEd advisor</i></p>
	<p><i>Improve/strengthen collaborative relationships and flow of accurate advising information between DTE faculty and LAS faculty (W 05)</i></p> <p><i>Initiate opportunities for "team-teaching" between DTE and LAS faculty. (On-going) Recruit and retain more pre-ed majors</i></p>	<p><i>Increased student attendance and participation in campus, state, regional, or national professional organizations.</i></p>	<p><i>DTE faculty Multicultural Student Center- Anna Hernandez-Hunter AALC - Dawn Wildfang International Students- Kelly Mills LAS Faculty</i></p>	

	<p><i>Improve image of Teacher Education programs across campus and with stakeholders in school districts</i></p> <p><i>Improve communication between COE and LAS concerning Teacher Education Programs</i></p>	<p><i>Increased student attendance and participation in campus, state, regional, or national professional organizations.</i></p>	<p><i>DTE faculty</i> <i>Multicultural Student Center- Anna Hernandez-Hunter</i> <i>AALC - Dawn Wildfang</i> <i>International Students- Kelly Mills</i> <i>LAS Faculty</i></p>	
	<p>Promote HPE student engagement in professional organizations.</p>	<p>Increased student attendance and participation in campus, state, regional, or national professional organizations.</p>	<p>AAHPERD OAHPERD Academic Excellence</p>	<p>Travel funds for students</p>

3-3. Advance the means to increase salaries of faculty and staff to competitive levels.

3-3A
 Academic Affairs Goal

Increase Faculty Salaries	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Continue to focus on issues of faculty compensation and incentives and their impact on recruitment, retention, professional fulfillment and morale.				
b. Review adjunct and overload assignments, salaries, and budgets.				
c. Review ways to increase and compensate the percentage of full-time faculty who teach in the LACC.				

3-4. Increase flexibility of responsibilities, job assignments, workload, and scheduling.

3-4A

<i>Academic Affairs Goal</i>	Improve Faculty Life			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Continue to focus on faculty workload issues, including how curricular innovations impact workload.	<p><i>Identify criteria for assigning DTE course loads each year (in progress)</i></p> <p><i>Re-examine course offerings in both undergraduate and MAT DTE programs to provide opportunities for DTE faculty to teach across both programs (S 05).</i></p> <p><i>Devise a system to allow DTE faculty access to a 9-hour load at least one term a year (S 05)</i></p>	<i>Greater equity among workload for all division faculty members with</i>	<i>DTE faculty Division chair</i>	<i>Funding for a Spring Retreat for DTE faculty Faculty time</i>
b. Continue to focus on issues of faculty compensation and incentives and their impact on recruitment, retention, professional fulfillment and morale.	Replace 5 ASL adjuncts with 1 full-time faculty member	Improved program quality and consistency	H. Bersani E. Maroney	Small salary differential
c. Foster the development of a culture of lifelong professional development characterized by continuous vitality in scholarship and support all efforts to assist faculty in attaining or maintaining the appropriate level of accomplishment in scholarship.	Encourage SPED faculty to publish from their recent dissertation studies	Collegial supportive environment for faculty engaged in scholarship	H. Bersani Program faculty Dean	
	Encourage SPED participation in V Formation	Collegial supportive environment for faculty engaged in scholarship	H. Bersani Program faculty Dean	

3-5. Improve support, recognition, and reward of quality performance.

3-5A

<i>Academic Affairs Goal</i>	Recognize and Reward Quality Performance			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Promote a climate and culture that rewards excellence and supports the recognition, appreciation and celebration of outstanding teachers, scholars and members of the Academy.				
b. Initiate a comprehensive review of current initiatives and guidelines to develop, recognize and reward faculty excellence and, where appropriate, initiate new faculty teaching, scholarship and service awards, with special attention to faculty who teach freshmen.				
c. Secure increased funding/resources for faculty development initiatives.	Support faculty development funds for Division Chairs	Equitable support for Chairs who no longer qualify under Fac Dev funds for travel to professional meetings	Dean Provost	\$2,400-3,000 annually from Dean's S & S
d. Improve communication on faculty activities and accomplishments through the establishment of an academic newsletter as well as through close coordination with public relations.	Post faculty accomplishments (papers, books, publications, grants obtained, awards received, collaborations, etc.) for students and other faculty members to see. (W 05) Create a division "Brag Sheet" (W 05)	More recognition for faculty scholarship and accomplishments in the COE	Division faculty Director of Publications and Communications – Cheryl Gaston Dean	Division Chair time
e. Support efforts to secure external funding through grants and other assistance for scholarly or creative projects and promote grant writing by recognizing and rewarding this activity.	See 3.1Ad			
f. Support and promote activities and initiatives that develop, support, recognize, honor, publicize, and celebrate outstanding scholars.	See 3.1Ad			
g. Recognize and appreciate outstanding faculty service activities or experiences, particularly those that enhance the well-being of the University, the community and the Academy.	Explore a COE annual award for service Explore a Mario Pastega Award for faculty services		Dean Provost Advancement office	\$2,000 annually

h. Seek national recognition for division programs	Seek national recognition for division programs by submitting to AACSCU, AACTE and other organizations that generate awards (2006).	Publicity and national recognition for the COE	DTE Faculty Chairs, Dean	Faculty time
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3-6. Develop academic and non-academic programs to promote diversity and meet the needs of all, especially non-traditional and minority students, staff, and faculty.

3-6A

<i>Academic Affairs Goal</i>	Build a Diverse and Welcoming Institution			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Support, implement and promote all federal and state affirmative action policies and practices designed to foster the inclusion and equitable participation of historically underrepresented persons.				
b. Review/update existing guidelines for faculty search committees with respect to affirmative action compliance and develop proactive faculty and staff hiring and recruitment practices that yield diverse pools of applicants.	Insure that all Search Committees in COE include diverse representation of various stakeholders (in process)	More participation from stakeholders, people of color, students, and LAS faculty,	Div Chairs Stakeholders	
c. Support implementation of affirmative action in the composition of the student body, faculty, and staff and promote the recruitment, admissions or employment of underrepresented persons.	Support campus efforts by recruiting both students and faculty who are deaf, hard of hearing or who represent other underrepresented groups	Satisfy goals established in grants, will assist in future grant efforts	SPED Div. RRCD	
	Support disability services in providing quality interpreting services to aid in retention of both students and faculty.	Enhanced service to students to support success Retention of skills interpreters	SPED Div. RRCD Dean	
d. Ensure proper dissemination of all Affirmative Action policies to all units. a. Lead efforts to develop a plan for diversifying the campus.				
e. Clarify the locus of responsibility for monitoring and implementing diversity initiatives.				
f. Promote equitable access for underrepresented student populations to scholarships and other opportunities.	Promote scholarship offerings through OTRM, OQAT II, and CREADE with emphasis on under-represented student populations	Increased diversity in respective programs Increase in minority teacher candidates eligible for licensure in Oregon	Dean TRI DEP DTE MAT fac & staff	

g. Lead efforts to enhance understanding and appreciation of the value of diversity in a pluralistic society and communicate the importance of diversity to campus and off-campus constituencies.	Communicate activities and initiatives underway sponsored by the COE Diversity Committee and Diversity Coach	Improved collaboration across units focused on valuing and affirming diversity at WOU	Dean COE Diversity Committee	
	Revise coursework in Teacher Education to prepare all teachers for students with special needs, second language learners, and those from impoverished backgrounds Explore revision of Special Education minor for undergraduate teacher candidates	Increased satisfaction of alumni and employers with our graduates ability to recognize and reach students with various needs	Sped Faculty Teacher Ed Faculty Dean	
h. Lead efforts to secure appropriate resources and develop the support structures necessary to enhance the WOU experience for persons of color and other underrepresented persons.	See b above			
i. Lead the development of a plan for hiring faculty of color and secure appropriate resources to accomplish plan.				

3-7. Encourage greater participation in and advancement of programs that facilitate understanding and the exchange of people and ideas in international, multicultural, and cross-cultural arenas.

3-7A

<i>Academic Affairs Goal</i>	<i>Promote International Experiences, Especially Study Abroad, Scholarly Exchanges, International Service and Overseas Internships</i>			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Ensure that by 2010 at least 30% of WOU students have international experience through such opportunities as study abroad and/or overseas internships/service.				
b. Encourage students to incorporate international experience or service as part of their academic programs and support greater alignment of study abroad with academics.	<i>Develop study/student teaching abroad opportunities for COE students in Kenya (2006)</i> <i>Identify other possible sites for study/student teaching abroad</i>	<i>More globally aware and sensitive graduates</i> <i>Implement student teaching overseas in Kenya (summer 2006)</i> <i>NCSA Mexico Program</i>	<i>International Education Office</i> <i>Michelle Price -DEP</i> <i>DTE faculty (Wangeci Gatimu and others)</i>	<i>FTE for faculty</i>
c. Assist faculty in developing and delivering curricula overseas through university-sponsored faculty-led study abroad programs.				

d. Review, reduce and eliminate any institutional disincentives to study abroad.				
e. Continue to coordinate international activities across units and/or divisional lines to ensure broad awareness, effectiveness and accessibility.				
f. Assist faculty in gaining or refining international experience, including such experiences as international exchange programs, transnational research or teaching activities and international faculty-student collaborations.				

3-7B

<i>Academic Affairs Goal</i>	Strengthen International Student Recruitment, Retention and Satisfaction			
	<i>Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Increase international student enrollment by 50% over five years, including through expanded exchange programs and expanded tuition waivers.				
b. Improve recruitment of international students, staff, and faculty.	Encourage campus-wide inclusion of disability issues in all discussion of cross-cultural issues, recruitment, etc. (see wording of direction 3.7)	Disability friendly campus Support for inclusion Faculty/staff knowledgeable about student needs	RRCD HR Disability Services COE Diversity Committee	
c. Enhance the acculturation and adjustment of international students.				

3-7C

<i>Academic Affairs Goal</i>	<i>Develop and Strengthen International Partnerships</i>			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Review and assess existing international partnerships.				
b. Develop clearer protocols/guidelines for developing international partnerships.				
c. Review rationale and prospects for developing a new set of international partnerships.				

3-8 Academic Affairs Agenda**3-8A**

<i>Academic Affairs Goal</i>	<i>Foster a Culture of Excellence in Teaching and Learning</i>			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead, facilitate and coordinate the University's efforts to achieve faculty excellence in teaching, scholarship and service, including through faculty development/advancement programs that offer resources and support for faculty at all levels of professional development.				
b. Promote best practices in teaching, advising and learning, and, through working with CTL and TRI, assist faculty in intentionally incorporating effective learner-centered practices.				
c. Promote a culture of excellence in advising marked by enriching faculty-student interactions inside and outside the classroom.				

<p>d. Support the exploration of regular and systematic assessment of adjunct faculty.</p>	<p><i>Create a plan for review/evaluation of non-tenure earning faculty, on an annual basis (S 05)</i></p> <p><i>Develop and administer an annual online survey of COE adjuncts (05-06)</i></p> <p><i>Implement review process (F 05)</i></p> <p><i>Initiate an awards or recognition program</i></p>	<p><i>Analyze and identify division needs for adjunct faculty</i></p> <p><i>Recognize contributions of outstanding adjunct faculty</i></p>	<p><i>Provost</i></p> <p><i>COE faculty</i></p> <p><i>Dean</i></p> <p><i>PRC</i></p>	<p><i>Faculty time</i></p>
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3-9* Addendum

3-9A

<i>Academic Affairs Goal</i>	Clarify Tenure and Promotion			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
<p>a. Lead efforts to review, clarify and implement policies/procedures for reviewing faculty (including revising the SIR data collection process) in accordance with WOU-FT Collective Bargaining Agreement.</p>	<p>Support COE faculty in use of new SIR data analysis resources (Sp 05-Fall 05)</p>	<p>Easier access to data and analysis for annual review documents</p>	<p>Computing Services TRC Provost Tenured and tenure earning faculty</p>	
<p>b. Build more effective communications/interactions with deans/division heads/chairs in the recruitment, appointment, reappointment, and promotion and tenure processes (in accordance with the WOU-FT Collective Bargaining Agreement).</p>	<p>Clarify PRC committee roles, policies, and activities, including procedures; role of portfolios; and division-specific examples of scholarship, service and teaching.</p>	<p>Improved communication regarding the T & P process</p>	<p>Division Chairs PRC Committees</p>	

3-10* Addendum

3-10A

<i>Academic Affairs Goal</i>	Facilitate Faculty Recruitment and Retention			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Facilitate the efficient recruitment, selection, evaluation, retention, and development of very qualified and highly motivated faculty.				
b. Examine current faculty and staff retention practices and, if necessary, enhance to reflect best practices nationwide.	Prepare for upcoming retirements of long-time administrative assistants in SPED and RRCD	Streamlined operations and cross training where appropriate	RRCD H. Bersani Dean Sp Staff	
	Clarify role of RRCD and Director in the Division (job descriptions, lines of authority, evaluation of RRCD director)	Improved communication and expectations for employees	RRCD H. Bersani Dean	
c. Initiate discussions on facilitating integration of adjuncts into the broader academy.	Research possible change in title from adjunct to instructor	Enhanced appreciation for contributions of non tenure earning faculty to the College	HPE Provost Dean	

3-11* Addendum

3-11A

<i>Academic Affairs Goal</i>	Support New Faculty Orientation and Mentoring			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Support orientation for new faculty in collaboration with the Center for Teaching and Learning.				
b. Support the development of mentorships, especially where such relationships can have a positive impact on preparation for promotion and tenure.	Disseminate process and results of COE faculty mentoring initiative when requested	Shared knowledge of COE's lessons learned from mentoring	Dean Peer Mentoring Committee Provost LAS Dean	
c. Support efforts to provide requisite human-resource related training for faculty.				

3-12 Faculty Life and Related Issues**3-12A**

<i>Academic Affairs Goal</i>	Enhance Faculty Governance			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Enhance the role of the Faculty in the Academy and protect the cardinal principles of academic freedom and tenure.				
b. Facilitate processes to ensure effective faculty participation in governance, particularly in maintaining the integrity and soundness of the academic program.				

WOU Goal 4: Provide an efficient and reliable infrastructure that meets physical, human, technological, and financial needs.

Directions

Create an infrastructure that enhances quality of life and encourages social interaction on campus and within the local community.

4-1A

<i>Academic Affairs Goal</i>	Improve Infrastructures, Facilities, Common Spaces			
	<i>Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Lead the development of academic infrastructure, including facilities, that provide the level of support necessary for the advancement of academic programs and continue to support progress regarding new facilities.				
b. Establish a faculty gathering space/place to foster communication, intellectual engagement and collegueship.				

Provide quality facilities to meet the instructional, technological, and communication needs of the campus.

4-2A

<i>Academic Affairs Goal</i>	Provide Quality Facilities			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Review facilities and determine their appropriateness for the educational mission.				

Provide efficient services by streamlining systems, communications, and organizational procedures.

4-3A

<i>Academic Affairs Goal</i>	Provide Efficient Services			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Periodically review academic policies, procedures and standards to ensure that they reflect a commitment to quality teaching and learning in a supportive institutional environment.	Implement a biennial policy review involving all divisions and areas of the College (starting Sp 05)	Increased consistency and communication of policies and procedures that reflect most current best practices	Div Chairs COE Policy Committee Dean Provost	
	Review and revise as needed mission statements for College, Divisions and major Units (2005-06)	Current language and vision that reflects WOU's strategic plan and the respective unit's focus	Chairs and Directors Dean	
	Review and revision of Division by-laws as warranted	Current policies and procedures that reflect the needs and issues faced by the Divisions and the University's governance structures	Chairs and Directors Dean	

Increase cross-disciplinary and inter-institutional cooperation and collaboration.**4-4A**

<i>Academic Affairs Goal</i>	Foster Interdisciplinary Collaboration and Engagement			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Support and promote innovative learner-centered interdisciplinary approaches whereby faculty integrate intellectual, social and cultural perspectives into curricula and pedagogies – whether through team teaching, learning communities, service learning or other modalities.	Disseminate findings from faculty work on teaching and learning (i.e. proficiency based programs, authentic assessment, assessment data bases, teacher work samples, etc.)	Support for an academic culture at WOU that values the scholarship of teaching and learning	Provost CTL TRI COE faculty Dean	
b. Lead efforts to promote integrative pedagogies that foster interconnections amongst disciplines and facilitate greater understanding.				
c. Lead efforts to develop interdisciplinary structures, centers or units that support faculty from various fields or units as they collaborate in the discovery, integration, application and communication of knowledge, ideas and solutions.				
d. Strengthen interdisciplinary scholarly collaborations leading to successful interdisciplinary scholarship, research and publication.	Enhance relationship and collaboration between RRCD and TRI	Increase in collaborative projects and grants	RRCD Divisions TRI Dean	
e. Lead efforts to develop interdisciplinary learning communities across the curriculum.				
f. Support and promote innovative learner-centered interdisciplinary approaches whereby faculty integrate intellectual, social and cultural perspectives into curricula and pedagogies -- whether through team teaching, learning communities, service learning or other modalities.				
g. Lead efforts to ensure the curriculum, particularly the core, is more integrative and includes capstone experiences.				

4-5. Develop a systematic and inclusive approach to improving the campus infrastructure.**4-5A**

<i>Academic Affairs Goal</i>	Improve Campus Infrastructure			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Periodically and collaboratively review and assess adequacy of infrastructure.				

WOU Goal 5: Enhance communication, collaboration, and understanding among students, faculty, staff, administration, alumni, and local and global communities.

Directions

5-1. Utilize market research and campus-wide participation to develop a public relations plan to promote the goals of the university.
N/A

5-2 Establish collaborative partnerships linking community and professional individuals with related campus units.

5-2A

<i>Academic Affairs Goal</i>	Establish Collaborative Partnerships			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Review protocols and guidelines for developing partnerships.				
b. Review and assess existing partnerships.				
c. Review rationale and prospects for developing a new set of local and international partnerships.				
d. Support and encourage service and positive engagement by faculty in the institution, the community, and the Academy, particularly where such service amplifies the faculty members' roles as teachers, advisers or mentors.				

5-3 Serve as a resource to the surrounding communities, region, and state.

5-3A

<i>Academic Affairs Goal</i>	Serve as Community Resource			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Support social and cultural activities as well as institutes or programs that engage students, faculty, and community organizations in synergistic relationships that advance the University's public service mission and benefit the local community.	Advertise grant activities/programs that provide outreach to the community (e.g., Region X IEC, WROCC at WOU)			

5-4 Create a working environment that fosters open communication and recognizes both individual and collective contributions.

5-4A

<i>Academic Affairs Goal</i>	Develop a Culture of Recognition			
	<i>Unit Objectives (including specific measurable targets and timelines)</i>	<i>Outcomes</i>	<i>Partners</i>	<i>Resources</i>
a. Encourage/model civility, respect, goodwill and collegueship between Administration and the Faculty.				
b. Encourage habits of collaboration and appreciation for teamwork in a mutually supportive environment.				
c. Foster a culture that supports, recognizes, affirms and rewards excellence.	Develop a culture of leadership (i.e., faculty ready, willing, and able to serve in leadership positions)	An increased pool of faculty willing to share their talents on behalf of our students, programs, and College	Dean Chairs and Directors	