

**WESTERN WASHINGTON UNIVERSITY
BOARD OF TRUSTEES
AGENDA
October 10, 2013**

THURSDAY, OCTOBER 10, 2013

Location: OM 340

Time: 3:00 p.m.

1. CALL TO ORDER

3:00 – 3:05

2. WESTERN ADDRESSING WASHINGTON'S CRITICAL K-12 CHALLENGES

3:05 – 3:40 p.m.

Presentation: Brent Carbajal, Provost and Vice President for Academic Affairs
Francisco Rios, Dean, Woodring College of Education
Maria Timmons Flores, Assistant Professor, Woodring College of Education
Juan Espinoza, Mt. Vernon School District
Meagan Dawson, Burlington Edison Schools

3:40 – 3:50 p.m.

Discussion

3. PERFORMANCE BASED FUNDING

3:50 – 4:20 p.m.

Presentation: Brent Carbajal, Provost and Vice President for Academic Affairs
Sherry Burkey, Associate Vice President for University Relations and Community Development

4:20 – 4:30 p.m.

Discussion

4. EXECUTIVE SESSION MAY BE HELD TO DISCUSS PERSONNEL, REAL ESTATE AND LEGAL ISSUES AS AUTHORIZED IN RCW 42.30.110.

4:30 – 5:00 p.m.

1. CALL TO ORDER

WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Provost Brent Carbajal

DATE: October 10, 2013

SUBJECT: **Western Addressing Washington's Critical K-12 Challenges**

PURPOSE: Presentation and Discussion Item

Purpose of Submittal:

The Woodring College of Education has a genuine commitment to the recruitment and retention of students of color who will graduate and serve in schools and community based organizations. This presentation will identify the broad framework that guides our work around recruitment and retention which includes fostering an affirming climate for diversity within the College. The presentation will broadly describe the ten goals of the work of the college around diversity with a focus on several of these goals. A more specific description of our recruitment activities for students of color in Skagit County will be provided.

In addition to Dean Francisco Rios and Dr. Maria Timmons Flores of Woodring College of Education, guest presenters include Juan Espinoza from the Mt. Vernon School District and Meagan Dawson from Burlington Edison Schools.

Supporting Information:

- *WCE Recruitment and Retention Task Force Report Recommendations, updated, June 2013*
- *Chart: Recruit and Retain a Diversity of Future Teachers*

Woodring College of Education
Western Washington University
Recruitment and Retention Task Force Report Recommendations
Updated, June 2013

1. Establish Diversity Recruitment and Retention Goals

- Work in concert with recruitment and retention efforts by the Western Washington University (WWU) admissions office to increase the proportion of applicants to WWU from underrepresented communities
- Establish the short-term goal of having the recruitment, application, and retention of students in Woodring College of Education (WCE) teacher education programs reflect the diversity of incoming students at WWU
- Establish the long-term goal of recruiting and retaining underrepresented students for WCE teacher education programs in proportion to the demographic characteristics of the P-12 population in the region

2. Be Accountable to Evidence on an Annual Basis for Evaluating Progress Toward Recruitment and Retention Goals

- Analyze evidence from recruitment activities to identify opportunities and barriers to recruitment goals (e.g., draw upon data/experience from WWU Admissions Outreach staff; other WCE outreach activities)
- Analyze the ongoing diversity of the applicant pool for WCE teacher education programs as an indicator of progress in recruitment efforts. A relatively homogeneous applicant pool will be a primary indication of lack of progress toward achieving recruitment goals
- Analyze evidence to assess the success of retention efforts within WCE for underrepresented students
- Disseminate recruitment and retention data to faculty, students, and staff on a regular basis to keep them informed on progress toward meeting goals

3. Value Multicultural / Socio-Cultural Competence in the Recruitment, Application, Admissions, and Retention Processes

- Emphasize the multicultural and social justice vision of the college and its programs in recruitment practices and branding efforts
- Exert deliberate effort to recruit and retain candidates from underrepresented populations whose cultural perspectives, funds of knowledge (González et al., 2005), and lived experiences may already better equip them with many of the understandings and sensitivities associated with “sociocultural consciousness”
- Review admissions processes for increasing opportunities for students to demonstrate dispositions for multicultural/sociocultural competence through such things as letters of reference, written profiles, oral interviews, or other ways to demonstrate competence and understanding
- Establish a WCE faculty, staff, and student advisory committee to support efforts by the WCE Teacher Education Admissions Office to review and upgrade admissions practices with respect to recruiting and retaining underrepresented students
- Review concerns about the Eurocentric character of WCE application questions
- Expand the definition of underrepresented students considered in this report to include “first generation” college students and other dimensions of student diversity consistent with Woodring the College Diversity Action Plan:

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.

- Intensify the existing effort to support all students in developing the academic understandings and skills needed for culturally responsive and ambitious teaching

4. Increase Faculty, Staff and Institutional Capacity to Attract and Retain Diverse Populations of Students

- Increase efforts to recruit and retain faculty/staff from underrepresented populations
- Continue to invest in faculty/staff professional development (e.g., Multicultural Faculty Fellows; Diversity Committee) and initiate avenues for increasing acceptance of diverse approaches to scholarship, pedagogy, and collaboration across disciplines
- Continue efforts to develop the multicultural vision of the college and its programs and to make space for and draw upon the funds of knowledge (González et al., 2005) of enrolled WCE students from underrepresented populations (e.g., invest in CEED as a safe space for WCE students to engage in conversations about social justice and equity)
- Continue to work to align programs, curricula, and field experiences with developing and extending multicultural/socio-cultural competence of faculty and students
- Assess multicultural climate and attitudes for students, staff, and faculty regularly
- Establish a holistic approach to serving underrepresented students. Address the political, social, familial, as well as the intellectual dimensions of students
- Examine how we might achieve better continuity across the trajectory of recruitment, application, selection, curriculum/pedagogy, and mentoring/student support services related to achieving ambitious teaching for everyone's children (Darling-Hammond, 2006)

5. Recognize the Center for Education, Equity and Diversity (CEED) as the Centralized Institutional Home for Welcoming and Connecting to Prospective WCE Students, Including Those from Underrepresented Populations

- Partner with existing student support services
- Emphasize the function of welcoming, establishing, and sustaining relationships with prospective WCE students
- Draw upon the resources of CEED for supporting faculty, staff, and administration in hearing the voices of underrepresented students
- Strengthen this existing CEED resource by appointing an ongoing staff coordinator (not a graduate student) with responsibility for maintaining this essential welcoming and connecting role over time
- Locate and expand mentoring activities for prospective and current WCE students under the umbrella of this center which will provide a safe space to honor different ways of knowing and being, as well as provide workshops for test preparation and academic support
- Connect all prospective and current WCE students and faculty/staff with opportunities to explore issues of social justice and equity
- Raise the profile of careers in education in the course of recruitment and candidate cultivation as a way to “give back” to one's community

6. Identify Promising Practices in Recruitment and Retention and Extend them to All Students

- Use the analysis of evidence related to recruitment and retention efforts for underrepresented students at WCE to identify effective practices
- Insure that there is a hospitable and inviting orientation throughout the steps to recruitment, application, and admission. Survey students for their perception of the recruitment, application, and admissions process.
- Apply effective recruitment and retention practices for underrepresented students to all WCE students.
- Continue current efforts to examine, analyze and improve the reliability and validity of departmental selection and admissions processes
- Investigate the transcript and Grade Point Average (GPA) review process used by WWU admissions as a potentially more nuanced process for assessing applicants' competencies which may allow for consideration of previously rejected candidates

7. Value, Recognize, and Support Faculty in the Tenure and Promotion Process for Contributing to Recruiting and Retaining Underrepresented Students

- Strengthen WCE institutional support of and recognition for scholarship, teaching, and service related to the recruitment and retention of underrepresented populations in teacher education
- Make specific adjustments in the Unit Plan to recognize such efforts in the tenure and promotion process, as evidence of scholarship, teaching, or service

8. Develop and Retain Interest in Careers in Teacher Education in the First Two Years at WWU

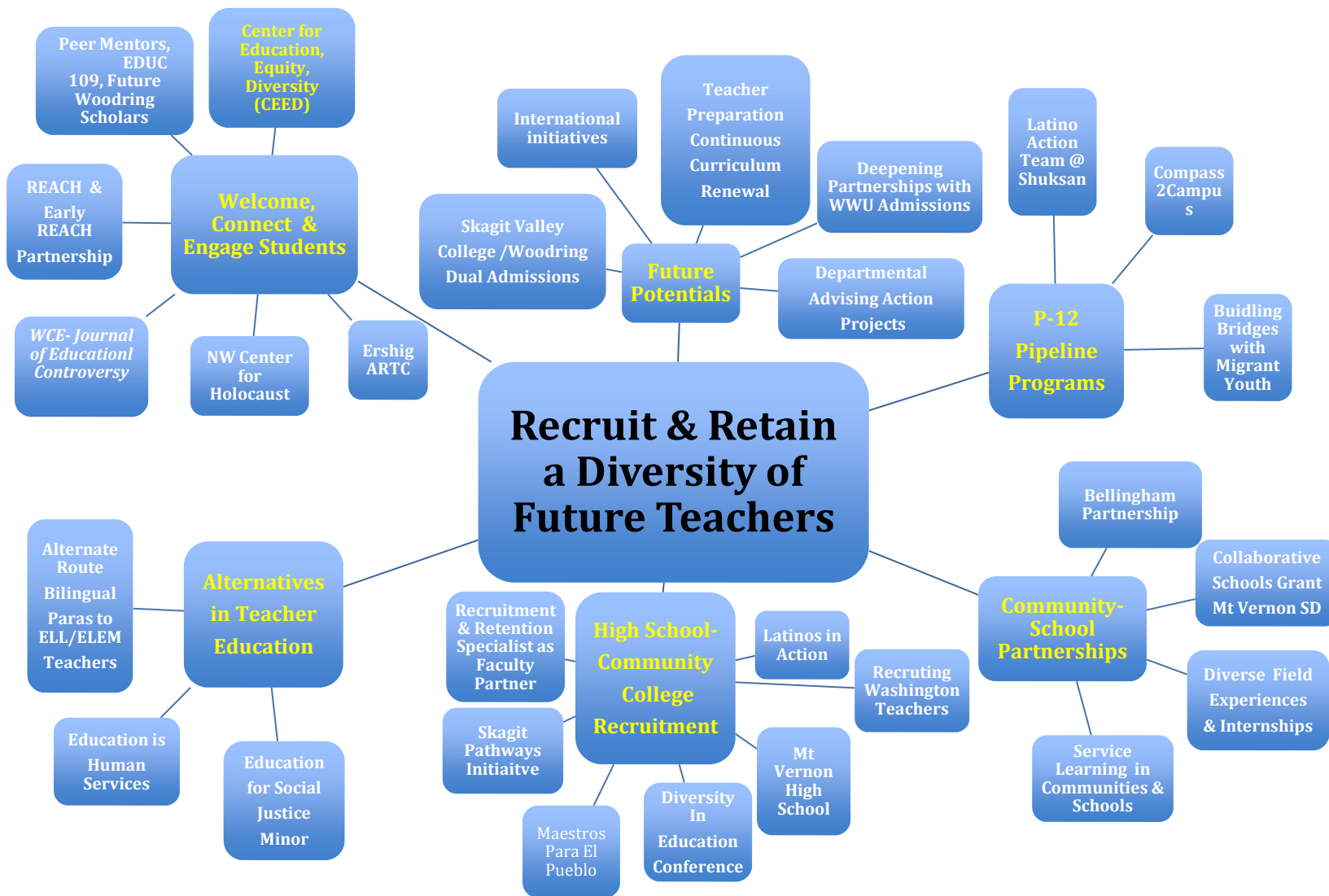
- Strengthen and expand *Future Woodring Scholars* or similar WWU "feeder" programs by establishing program learning outcomes, and connecting students to faculty and peer mentors before the fall quarter of freshman year begins. Continue mentoring during the sophomore year
- Focus immediately on candidate cultivation among current freshmen and sophomores at WWU. WCE faculty will then be engaged in initiating the cultural transformation necessary for success in the larger effort of attracting and retaining candidates from underrepresented populations
- Create integrated and linked GUR courses for prospective teacher education students which incorporate field experiences or service learning in educational settings
- Review data on "gate keeping courses" (e.g., Math 112, Psychology 101) that have a high proportion of low grades/course failures preventing successful application and admission to WCE. Explore solutions to address this issue with relevant departments

9. Invest in Candidate Cultivation Pipelines

- Align and strengthen WCE recruitment efforts with existing pipeline connections to high schools and community colleges that are already investing in the recruitment, support, and preparation of underrepresented populations for college admission (e.g., the "Skagit Connector")
- Establish new recruiting partnerships with specific communities, high schools, and community colleges to attract and retain groups of underrepresented students for specific WCE departments annually
- Institutionalize relationships with WWU Admissions Outreach staff to align and strengthen WCE recruitment efforts with WWU recruitment initiatives toward underrepresented students and communities

10. Anticipate and Prepare for Cultural Change Within the College

- Recognize that the kind of restructuring proposed here involves a “reculturing” process (Fullan, 2001) that will necessitate more culturally responsive teaching, different pedagogical approaches, and more inclusive course content
- Support faculty and staff in increasing their capacity for understanding barriers to access for underrepresented populations of students
 - By increasing their capacity for helping underrepresented students in navigating institutional culture and academic language and literacy
 - By increasing their capacity for recognizing and responding to students’ feelings of isolation and concerns about economic pressures
- Anticipate that the current need for academic support for students will grow and necessitate a paradigm shift involving expanded commitments by faculty and student support services (e.g., partnerships with WCE Writing Center, workshops, new designs for GUR linked education-oriented courses)
- Anticipate that retaining increased numbers of underrepresented students will challenge faculty to create more inclusive environments which build community across various dimensions of difference
- Anticipate that retaining increased numbers of underrepresented students will challenge staff to recognize their essential role in maintaining a culture of caring and facilitating a sense of belonging for an increasingly diverse student body



WESTERN WASHINGTON UNIVERSITY ITEM SUBMITTED TO THE BOARD OF TRUSTEES

TO: Members of the Board of Trustees

FROM: President Bruce Shepard by Provost Brent Carbajal

DATE: October 10, 2013

SUBJECT: **Performance Based Funding**

PURPOSE: Presentation and Discussion

Purpose of Submittal:

The state is currently conducting discussions concerning three separate but related performance funding initiatives and Western Washington University is involved as follows.

The Technical Incentive Funding Model Task Force was established in the 2013-15 biennial budget. The goal of the task force is to provide the Legislature with an incentive funding model proposal for the state's public four-year institutions of higher education. The Task Force includes one representative from each of the public baccalaureate institutions, a representative from the Washington Student Achievement Council, the Council of Presidents and OFM's Education Research & Data Center. Technical assistance and facilitation is provided by **The Office of Financial Management**. Steve VanderStaay, Vice Provost for Undergraduate Education, is Western's representative on this task force, and Sherry Burkey, Associate Vice President for University Relations is also participating in the meetings. The Task Force plans to meet six times and at the final meeting will present a summary of their work in a report to the House and Senate Higher Education Committees at their November 21 or 22nd meetings in Olympia.

The State Auditor is looking at performance audits, and Linda Teater, Director of the university's Budget Office, will be WWU's representative on this initiative.

The Joint Legislative Audit and Review Committee is looking at performance audits and has a timeline at this point beyond 2016.

Although there is a potential for a great deal of overlap and redundancy between these initiatives currently our focus is squarely on the Technical Incentive Funding Model Task Force. The university's internal committee includes Provost Brent Carbajal, Vice President Rich Van Den Hul, Vice President Steve Swan, Vice Provost Steve VanderStaay, and Associate Vice President Sherry Burkey.

Additional information will be provided to Board members at the October meeting.

4. EXECUTIVE SESSION

Executive Session may be held to discuss personnel, real estate, and legal issues as authorized in RCW 42.30.110.