

2021-2023 Biennium Internal Budget Proposal Narrative

Division: Woodring College of Education

Evaluation Criteria: Proposals will be evaluated on every aspect of this template. It is highly recommended that the narrative portion touch on each area. Proposals forwarded to UPRC by unit leaders will be discussed at UPRC and authors are encouraged to attend so that they may answer questions and provide clarification.

Program Assistant/Program Staff for Diversity Recruitment and Retention

- This is a revised version of a previously submitted budget proposal.
If box is checked please briefly outline any significant changes and/or indicate why it is being resubmitted.

[Click here to enter text](#)

Statement of Purpose: *(What is the challenge or opportunity being addressed? How does the proposal address this challenge or opportunity? Limit response to 1 page – please link to any existing reports, data, supplemental materials, etc.)*

The Request

Woodring College of Education is requesting a program staff to support equity and inclusion programming and advising assistance for Woodring’s diversity recruitment and retention office. This position plays a vital role in creating a culturally responsive and relevant environment for Black and Brown students in conjunction with providing White students with resources to thrive in diverse educational environments.

The Initiative

This request is submitted in the context of a larger college reorganization involving the creation of a Woodring Welcome and Engagement Space. We are reconfiguring the use of space in the college to forefront the support of students, particularly our underrepresented students. The move will bring together the following offices, programs, and centers:

- Diversity, Recruitment, and Retention and Pathways Programs
- Woodring Peer Mentors Programs
- Pre-major and Endorsement Advising
- Teachers Education Admissions and Certification
- Learning in Communities and Schools (LinCS)
- Education for Social Justice Minor (ESJ)
- Center for Educational Equity and Diversity (CEED)

This reorganization is critical for achieving Woodring’s Strategic Priorities, specifically,

- Strategic Priority 1: Justice-Oriented, Diversity Practices
- Strategic Priority 2: High Quality Programs

By centralizing the work done by these groups, we intend to create a synergy for support and engagement.

Rationale for the Request

Students from diverse backgrounds report that they are coming to Woodring and staying because of diversity initiatives and coursework, including the Diversity Recruitment and Retention office, the Education for Social Justice minor and the Center for Education Equity and Diversity (CEED) that are currently dislocated.

The Position

The Program Staff will assist students by eliminating institutional barriers that have historically kept student of color out of our college. It will assist the student as they navigate through their GUR's, majors, endorsement areas, colleges, and basic needs, such as personal well-being, food security and mental health services. In addition, this position will provide quality services to students, families, and community members by creating a welcoming environment and providing responsive and accurate information in-person, virtually, by phone, and email. The position will support in implementing a new student navigator program.

Anticipated Outcome(s):

The Program Assistant will organize and perform work related to the Woodring College of Education's *Admissions and Diversity Recruitment and Retention* office. This position plays a vital role in carrying out the mission of our programs as well as the mission and vision of Woodring College of Education.

Metrics: *(How will outcomes be measured? Please include current data points and goals. If this proposal will have any impact on the [Overall Metrics](#) included in the university's strategic plan, please indicate which specific ones here.)*

1. Increase in Freshman First-year Retention by IPEDS Reporting Year (Overall Metric under "Advancing Student Success" and "Equity Scorecard")
2. Reduction in time to degree for WWU and transfer students enrolled in WCE programs
3. Increase in student recruitment and retention in WCE pathways programs (e.g. Maestros and Future Woodring Scholars)
4. Increase in number of pathways students applying to WCE teacher education majors
5. Increase in number of WCE pathways students graduating and certified
6. Increase in student satisfaction with WCE advising services
7. Increase in student sense of belonging in Woodring College

How does this proposal align with your departmental/divisional strategic priorities? *(Please reference specific items from the recently completed departmental/divisional strategic plan and attach a copy.)*

This position fits into three priorities of our College Strategic Plan:

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

-This position will assist as we adjust advising to students of color and first-generation students to create more equitable and inclusive practices that promote students' attraction to and persistence during student's first two years at Western and also after admission to Woodring programs.

- **Strategic Priority 2: High Quality Programs**

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

-This position supports college-wide efforts to synergize across program and departments in ways that support student learning and success both prior to and following admission to Woodring. Innovative pathways programs including Maestros para el pueblo, Future Woodring Scholars, service learning and community teaching projects are co-located here. The proposed position supports student engagement by serving as a connector to these opportunities.

- **Strategic Priority 3: Robust and External Relationships and Partnerships**

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

- This position will support the reconfiguration of Miller Hall 150 and the Diversity Recruitment and Retention's office intentional work in meeting student's needs and removing barriers to increase recruitment, retention and inclusivity of diverse students. Woodring's community partnership programs (e.g. LinCS, CEED) are located in this space, and the position will help students navigate available opportunities and programs.

How does this proposal support the University Mission and Strategic Objectives? *(Please refer to the [2018-2025 Strategic Plan](#) and indicate which core theme(s) this proposal will help achieve.)*

This position will help achieve three of the University's strategic objectives: *Advancing a deeper understanding of, and engagement, with place* (WWU Strategic Priority 2), *Fostering a caring and supportive environment where all members are respected and treated fairly* (WWU Strategic Priority 3) and *Pursuing justice and equity in its policies, practices and impacts* (WWU Strategic Priority 4). The position will advance these objectives by having a clear cognizance of who our Western and Woodring students are and their relationship to land, local communities, peers and partners. Being mindful of students we currently serve, and how we can increase our recruitment and retention efforts as an institution, is critical to the proposed staff position. This requested staff position will be located in Miller Hall 150 where the main purpose is to create a synergistic environment with prospective and current students feeling part of an engaging community, while also receiving supports and resources. The reconfiguration of our college is to Woodring's equity and social justice work. This position will be infused by diversity, equity and inclusion in its daily duties, practices and relational engagement with students, faculty, staff, community members and partners. This staff position is essential to completing a community who is committed to making a positive impact on our students' experiences at Western and Woodring.

What are the consequences of not funding this proposal?

The consequences of not funding this proposal are student failure, increased time to degree, and less diversification of the teaching and other professional workforces that Woodring prepares. Consider the following evidence. Results from student forums and surveys conducted in Woodring College of Education (2018-19 and 2019-20) found that student's biggest concerns are the quality of advising services and figuring out how to navigate the complexities of GUR's, endorsements and Woodring programs. The Woodring Welcome and Engagement Space is designed to address these issues. The proposed position will be the primary point of contact for prospective and current Woodring students who are navigating college and university resources. The consequences of not funding this proposal will result in the continuation of disjointed services, specifically for first generation and students of color who are asking for better advising and support.

Washington State has an urgent need to hire teachers and human services professionals who reflect state demographics. Currently, 88% of teachers in Washington State are white. Diversifying Woodring's student enrollment and graduating a more diverse teaching and human services workforce is the College's top priority.

What alternatives were explored?

Other alternatives we have explored consist of asking current staff and faculty to rotate the responsibilities that are designated to this position. However, rotating responsibilities prevents a consistent presence, resulting in some student needs being overlooked. Rotating staff goes against the idea of holistic advising. In addition, the requested position is outside current staff classifications to fulfill the duties. This will be the only program assistant in this space.

Which units (departments, colleges, etc.) will be involved?

In conjunction with the Woodring Academic Advising Coordinator, this position serves as a resource for all departments/endorsement areas at Western by creating systematic communication practices. The position will strengthen recruitment and retention capacity for every program in Woodring College of Education.

Equipment needed:

A computer and other startup costs are needed for this staff position.

For major (>\$25k) purchases, please provide the following information.

Item:

[Click here to enter text](#)

Purpose:

Click here to enter text

Cost:

Click here to enter text

Anticipated Useful Life:

Click here to enter text

Replacement Cost if any:

Click here to enter text

Human Resources (Complete the table below adding additional rows if necessary):

<i>Position Title</i>	<i>Total Headcount</i>	<i>Total FTE</i>	<i>Salary and Benefits per FTE</i>	<i>Total Cost</i>
<i>Program Assistant</i>	<i>1</i>	<i>1.0</i>	<i>\$57,240</i>	<i>\$57,240</i>

Table above should match data on budget spreadsheets submitted with this proposal. Complete the spreadsheet to get salary, benefit, and total cost amounts. Contact your division budget officer with questions.

Operating & Maintenance Costs (include service contracts, installation costs, etc.):

\$500 operating costs.

Space Requirements:

What type of space is needed for this proposal? (e.g., private office, lab space, group awork/study space, etc.)

The position will be located in Miller Hall 150 at a front desk that is currently vacant and available.

What features must this space have? (e.g., fume hoods, plumbing, 3-phase power, etc.)

N/A

What needs can be accommodated within your existing space?

Woodring can fully accommodate this position without request for additional resources.

How much new space will be required?

None