

Strategic Goals: West Chester University

Click on the links above to learn about goals, outcomes & initiatives for each area of the plan.



West Chester University's current Strategic Plan -- Pathways to Student Success -- is only available online. This is a partial version of the full document, which can be found at <https://www.wcupa.edu/president/strategicPlan/default.aspx>.



Strategic Goals: Learning - West Chester University

Learning is a self-motivated and engaged activity based on intellectual curiosity and critical thinking. It is a sustained community-wide activity that occurs both curricularly within and across disciplines and co-curricularly, leading to diverse, holistic, and informed perspectives. Learning is enhanced by the active pursuit of scholarly and creative activity by students, faculty, and staff.



Goals, Outcomes, & Initiatives

▼ **Goal L1: Create and enhance structured curricular and co-curricular environments for the free exchange of knowledge among students, faculty, and staff.**

- Outcome L1-1: The University will increase the use of evidence-based practices, innovative pedagogy and technology that enhances teaching, learning, and community among faculty, students, and staff.
 - Initiative L1-1-1: In year one of the strategic plan, an inventory will be conducted that determines the use of evidenced-based practices, pedagogy and technology that enhances teaching, learning, and community among students, faculty and staff. Subsequently, benchmarks for years two and three will be set that call for increased adoption and use.
 - Initiative L1-1-2: Increase the communication and employment of information (e.g., via modules, workshops, etc.) that presents evidence about effective approaches to teaching, learning and community building.
 - Initiative L1-1-3: Increase the campus' digital literacy and the deployment of related technologies (i.e. e-portfolios) through workshops and improved awareness of and access to technology resources and support services.



- Initiative L1-1-4: Expand instructional design services to all faculty and staff for use inside and outside the classroom.
- Outcome L1-2: The University's facilities will be designed or redesigned with the goal of increasing the number, types, and usage of spaces intended for learning and collaboration.
 - Initiative L1-2-1: In year one of the strategic plan, an inventory of the institution's facilities master plan will be undertaken to determine if future plans or projects maximize spaces for both formal and informal learning and collaboration. Subsequently, benchmarks will be set for facilities projects scheduled for years two and three.
 - Initiative L1-2-2: Create a communication plan that provides information to students, faculty, and staff about the availability of spaces designed for specific types of pedagogical interactions (i.e. active learning classrooms, independent and collaborative study, and face-to-face interactions that stimulate research collaborations).
 - Initiative L1-2-3: Create a training plan that provides instruction to students, faculty, and staff about the use of spaces designed for specific types of pedagogical interactions (i.e. active learning classrooms, independent and collaborative study, and face-to-face interactions that stimulate research collaborations).

▶ Goal L2: Strengthen and sustain the opportunities for scholarly and creative activities.

▶ Goal L3: Foster life-long learning to encourage students to be informed and active citizens in a local and global context.

▶ Goal L4: Provide student experiences that ensure retention, persistence, program completion, and overall student success.

▶ Goal L5: Continue to improve the advising experience for students, including all relevant structures, processes, and procedures.



Strategic Goals: Personal and Professional Development - West Chester University

Personal and professional development are shared university values that promote students, faculty, and staff in their growth as professionals and citizens. The university creates meaningful interactions, enhances relevant skills, and provides engaging experiences that result in a sense of connectedness and responsibility for the WCU community and beyond.



Goals, Outcomes & Initiatives

▼ Goal P1 - 1: Promote everyone's role as an educator and a learner to facilitate professional growth and life-long curiosity.

- Outcome P1-1: By year three of the strategic plan, every staff member will include at least one goal related to their role as an educator in their annual performance evaluation document.
 - Initiative P1-1-1: The University will offer regular training sessions and other professional development opportunities to all employees that focus on identifying ways in which individuals can help students learn and contribute to their success through their daily work.
- Outcome P1-2: By year three of the strategic plan, the University will have increased the number of employees, both represented and non-represented, utilizing their respective education benefits (i.e. employer reimbursement). Measurement for this goal is an increase of 5% when we compare year over year for the next three years.
 - Initiative P1-2-1: Twice a year, University Admissions and The Graduate School will host an information session for all employees to learn about educational offerings that would benefit their career path and promote lifelong learning.
 - Initiative P1-2-2: The University will waive the application fees associated with applying to its educational offerings for all employees.



- Outcome P1-3: By year three of the strategic plan, every staff member will have pursued at least one opportunity to expand their knowledge/skills by collaborating with another member of the university community.
 - Initiative P1-3-1: The University will offer regular informative sessions to all staff members that focus on identifying employees with common areas of interest across disciplines/divisions/offices, in order to establish possible collaboration ties while expanding WCU employees' knowledge/skills.
 - Initiative P1-3-2: The University will invite professionals, businesses, and community organizations to present possible collaboration opportunities between them and the WCU community.
 - Initiative P1-3-3: The University will offer regular training/informative sessions and other professional development opportunities to the WCU community that focus on expanding their knowledge, skills and abilities in areas outside their discipline. (Ex. conducting statistical analysis, providing cultural awareness, successful project management tips, etc.)

▶ **Goal P2: Enhance meaningful and engaging experiences among and between students, faculty, staff, alumni and local communities to promote lifelong learning.**

▶ **Goal P3: Establish and promote personal development programs that result in students, faculty, and staff becoming informed and active citizens.**



Strategic Goals: Sustainability - West Chester University

Sustainability represents our commitment to responsibly use WCU environmental, social, and economic resources effectively and in innovative ways to support an enduring, healthy and safe university.



Goals, Outcomes & Initiatives

▼ **Goal S1: Strategically infuse and integrate sustainability education and practices across the University's curricular, co-curricular, and operational pursuits.**

- Outcome S1-1: Complete an assessment and update of West Chester University's Climate Action Plan (CAP) in Year 1 to document accomplishments, identify challenges, and set Year 2 & 3 priority policies, initiatives, and next steps consistent with the goals of the Climate Action Plan and attainment of AASHE STARS (Sustainability Tracking, Assessment, and Rating System) Silver status.
 - Initiative S1-1-1: Publication and release of an update to WCU's Climate Action Plan to identify specific and measurable steps to make additional significant reductions in carbon emissions.
Identification of path to attainment of STARS Silver status by WCU's Spring 2020 submission.
 - Initiative S1-2-2: Increase in on- and off-campus publicity and recognition of related WCU accomplishments to date: signage and programming denoting those accomplishments; poster campaigns denoting same; communications from the President's Office touting WCU's role as a leader in sustainability.
- Outcome S1 - 2: Continuation and growth of sustainability workshops for students, faculty, and staff to develop leadership skills and curricular and campus resources that will help create a culture of sustainability on campus, drive implementation of other sustainability initiatives, and impact communities in the



region, the Commonwealth, the nation and beyond.

- Initiative S1-2-1: Increase the number of participants (faculty, staff, students) participating in workshops, pursuing Green Office Certifications (staff), and leading student initiatives (student).
- Outcome S1 - 3: Develop/Implement Zero Waste Campus* Guidelines to promote reduction, reuse, and recycling of material and energy resources.
 - Initiative S1-3-1: Development and publication of WCU Zero Waste Guidelines (Year 1) which will include plans for incremental reductions in Years 2 & 3 of total tons of solid waste generated on campus (e.g., paper/printer usage, surplus property programs, etc.)
 - Initiative S1-3-2: Year 2 - Implementation of and marketing for student-led/research-driven programs for, e.g., reducing food insecurity while reducing food waste on campus; composting; advocating for more local food; 'no plastic straws' and 'ban plastic bags' campaigns. Year 3: Increase the number of student participants.

▶ **Goal S2: Promote the social wellbeing of students, faculty, and staff in equitable ways to support health, intellectual growth, and success.**

▶ **Goal S3: Improve financial and technological productivity, efficiency, and effectiveness through innovative systems, processes, and behaviors.**

* A Zero Waste Campus is defined as one that consistently diverts more than 90% of material from landfills and/or incinerators.

** This will be achieved by focusing on "Dimensions of Wellness" (https://www.nationalwellness.org/page/Six_Dimensions) as an organizational model that includes Living Well, Identity and Cultural Wellness, Violence Prevention, Mental Wellbeing, and ATOD (alcohol, tobacco and other drugs prevention/awareness).

*** Sustainability Peer Educators educate students about solid waste and recycling, energy conservation and renewable energy, active and shared modes of transportation and carbon reduction, including education on the social justice implications of certain populations being disproportionately affected by pollution and climate change.

**** WCU is currently the only higher education institution in the state recognized as a Leave No Trace Center for Outdoor Ethics Partner (based on the minimum impact standards of our Outdoor Adventure Pursuits program).

* Guaranteed Energy Saving opportunities (<http://www.passhe.edu/inside/legal/documents/apx-5-9.pdf>)

** Renewable Energy Certificates (<https://www.epa.gov/greenpower/renewable-energy-certificates-recs#certificate>)



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Goals, Outcomes & Initiatives

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▼ **Goal S2: Promote the social wellbeing of students, faculty, and staff in equitable ways to support health, intellectual growth, and success.**

- **Outcome S2-1: Complete development and implementation of a University-wide Wellness Network** committed to assessing and addressing the health and wellness needs of students at West Chester University.**
 - Initiative S2-1-1: Completion of collection of baseline and follow-up data following launch of the Wellness Network during Year 1.
 - Initiative S2-1-2: Increased number of participants from Year 1 baseline by 10% in Years 2 and 3 in relevant programs, events, educational services, e.g.: "Well Week" activities; free nutritional counseling and physical activity assessment; sexual harassment/assault prevention training; the value of diversity and inclusion workshops; alumni mentoring programs; and initiatives to support students with financial need.
 - Initiative S2-1-3: Each year, increase the number of low-income, under-resourced, and "unaccompanied" students served by WCU's Promise Program and



state-level PA Promise that are aimed at giving social, financial and technological (i.e., sustainable) support to underrepresented groups.

- Outcome S2-2: Promote a culture of sustainability at WCU that challenges and broadens our understanding of relationships interconnecting all earth's systems, linked to the communities and ecosystems in Southeast PA and beyond.
 - Initiative S2-2-1: Produce 10 or more Student Sustainability Peer Educators*** via a Peer Educator program in Year 1 (with increases in both Years 2 & 3).
 - Initiative S2-2-2: Track and increase (by 10% each year) in the number of students, faculty and staff using active modes of transportation and engaging in outdoor experiential education opportunities**** and recreational activities with an emphasis on uses for the Gordon Natural Area (GNA) and WCU Gardens areas.
 - Initiative S2-2-3: Expose 500 students to carbon footprint education in Year 1, with year to year increases (Years 2 & 3)

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- Outcome S3-1: Development of guidelines and recommendations for information services and technologies to reduce energy and resource consumption on campus.
 - Initiative S3-1-1: Research and develop mechanisms to reliably track or estimate energy utilization attributable to Information Technology. Begin to establish baselines.



- Initiative S3-1-2: With a baseline established in Year 1, by Year 2 achieve a ten percent reduction in energy utilization by implementing more modern and sustainable electronic methods for business processes and procedures around the University.
- Initiative S3-1-3: By Year 2, repair or recycling of all electronic hardware, devices, and e-consumables on campus via E-stewards and/or R2-certification.
- Initiative S3-1-4: Decrease printed page counts on campus by emphasizing paperless workflows in administrative and academic activities. For example, increase the number of multi-function printers that include scanning as an alternative to copying and faxing.
- Outcome S3-2: Development of guidelines and recommendations that promotes the use of intelligent building systems and other technologies to ensure new building design and construction and existing building renovations meet high standards of sustainable energy and resources use.
 - Initiative S3-2-1: Use LEED standards to identify and address opportunities in all new construction and design for energy/resource reduction.
 - Initiative S3-2-2: Continue WCU's commitment to GESA* and purchase of RECs.**
 - Initiative S3-2-3: Install metering, produce publications, marketing material, and communications from the President's Office, for monitoring, assessment, for touting our accomplishments and aspirations.

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Strategic Goals: Diversity and Inclusion - West Chester University

Diversity and inclusion is the ability to welcome a variety of voices, personal experiences, and world views that foster thought, continual dialogue, and change through the intentional, active and recurring engagement of others to address equity, social justice, and diversity challenges. Cultural Competence refers to one's journey along a continuum and goes beyond awareness to include skill-building.



Goals, Outcomes & Initiatives

▼ Goal D1: [LEARN IT] INCREASE SELF-AWARENESS

Create and enhance opportunities to build self-awareness, knowledge and skills to interact effectively with aspects of diversity, inclusion, culture and global differences.

Through this goal individuals should create an environment where they will be challenged to examine themselves and participate in new opportunities to build areas of personal cultural competence.

- Outcome D1-1: By the end of year 1, the University will have a compiled listing of co-curricular opportunities to serve as a resource to students for the development of their co-curricular transcript. The University will identify gaps and opportunities to add new programs/events. (New programs/events might include, but are not limited to, service learning opportunities and campus traditions such as a Day of Service, Diversity Education Week, International Week, Week of Action (Social Justice focus), etc.).
 - Initiative D1-1-1: Work with the Curriculum and Academic Policies Council (CAPC) to encourage further discussion of diversity and inclusion in the FYE course or service learning course options.

- Initiative D1-1-2: Through the Office for Diversity, Equity and Inclusion, create a series of modules available to enhance student learning with guided activities and a facilitator's guide on how to lead diversity discussions or make available a team of people to facilitate discussions.
- Initiative D1-1-3: Create a diversity inventory of student-targeted programs/events that includes information regarding the sponsor/host, target audience, learning outcomes, when it is offered annually, and level of learning. (Year 1 goal)
- Outcome D1-2: By the end of year 1, the University will have a compiled listing of currently available professional development opportunities to serve as a resource to faculty, staff and/or students. This will provide baseline data to identify gaps, duplications and opportunities and add new trainings, workshops and initiatives where needed.
 - Initiative D1-2-1: Create a diversity inventory to include currently available online and in-person professional development opportunities as it relates to faculty, staff and students. Include in the listing the sponsor/host, target audience, learning outcomes, how often it is offered, and level of learning. (Year 1 goal)
- Outcome D1-3: Students, faculty and staff will have individual tools by which to measure their awareness around issues of diversity and inclusion. The results of these online tools will be compiled to measure the university/organization's strengths and opportunities. Individual results will be generated automatically for printing or saving, with a list of categorized ways individuals can become engaged in increasing/improving what they know and understand about various aspects of diversity and inclusion. (Individual results will remain anonymous to encourage use).
 - Initiative D1-3-1: Identify and provide individual assessment resources that engage individuals in self-reflection on issues of diversity, inclusion and/or cultural competence. (e.g., [Diversity Awareness Profile](#), [Cultural Intelligence- CQ](#), [What Leaders Need to Understand About Diversity](#)). (Year 1 and 2 goal)
- Outcome D1-4: By the end of year 3, 30% of undergraduate students will identify three opportunities to build on their cultural competence through the planning of their educational co-curricular transcript.
 - Initiative D1-4-1: Established and increasing annual campus traditions will promote the co-curricular transcript as a tool to demonstrate engagement with diversity, inclusion and cultural competence skill development. (Year 2 and 3 goal)
- Outcome D1-5: The University will establish a signature and shared approach to promoting dialogue and engagement around multiple issues of diversity, inclusion, intersectionality, issues of social justice and conflict resolution.
 - Initiative D1-5-1: Create or partner with a national program to create a signature campus-based train-the-trainer program (comprised of faculty, staff, undergraduate and graduate student trainers) focused on self-reflection, awareness, prejudice reduction, unconscious bias, conflict resolution, knowledge and/or skill building on issues on diversity, inclusion and/or cultural competence. (e.g., [Visions Inc.](#), [National Coalition Building Institute](#) (NCBI- Campus Affiliate), etc.). (Year 2 goal)

► **Goal D2 (LIVE IT): PROMOTE INCLUSIVE ENVIRONMENT: Promote a welcoming and inclusive university environment by demonstrating a commitment to the principles of diversity and inclusion in all interactions.**

Strategic Goals: Community Engagement - West Chester University

Community engagement is the process of creating mutually beneficial partnerships between the University and our local, national, and international communities through the exchange of knowledge, by serving as a cultural resource, and by supporting initiatives that contribute to the common good.



Goals, Outcomes & Initiatives

▼ Goal C1

To improve students' and faculty and staff members' social responsibility and civic skills toward recognizing and respecting community strengths and differences

- Outcome C1-1: To develop an appropriate civic engagement strategy of implementation and corresponding timelines designed to cultivate students' and faculty and staff members' social responsibility and civic skills.
 - Initiative C1-1-1: In Year One, conduct a minimum of three forums and focus groups to help inform the strategy.
 - Initiative C1-1-2: In Year Two, using the work of the institution's Carnegie Community Engagement Reclassification Task Force, develop and pilot programming that examines and fosters students' and faculty and staff members' social responsibility and civic skills.
 - Initiative C1-1-3: In Year Three, implement additional programming based upon assessment of Year Two through appropriate institutional opportunities, such as new student/employee orientation and/or the First Year Experience, etc.
- Outcome C1-2: Leverage the Center for Community Solutions, the Office of Service-Learning and Volunteer Programs, and Executive Director for External Relations to develop a sustainable structure to identify, create, and deepen community-engaged partnerships and projects.



- Initiative C1-2-1: In Year One, benchmark best practices of instruments that enable effective data collection and assessment of community engagement opportunities.
- Initiative C1-2-2: In Year Two, identify new community-based learning and research opportunities in partnership with community stakeholders to utilize and leverage institutional assets and resources.
- Initiative C1-2-3: In Year Three, assess community engagement outcomes to inform optimal and effective future community engagement consistent with Initiative C1-3-2.
- Outcome C1-3: Leverage the Center for Community Solutions to develop a sustainable structure to share information regarding community partnerships and projects that provide opportunities for collaboration and growth
 - Initiative C1-3-1: In Year One, benchmark best practices of instruments that enable effective searches, data collection, and assessment of community engagement opportunities
 - Initiative C1-3-2: In Year Two, based upon benchmark data from Year One, implement use of an effective community engagement assessment tool(s) to track community-engaged activities and measure impact outcomes.
 - Initiative C1-3-3: In Year Three, continue use of instrument(s) implemented in Year Two to help inform and optimize institutional community engagement strategies and partnerships.

▶ Goal C2

