SCOT Analysis:
A List of Strengths, Challenges, Opportunities and Threats
Woodring College of Education (WCE)
12/2014

Strengths

Academic Programs – Highly regarded academic programs, aligned to state (and, in some instances, national) standards, with new programs such as the Education and Social Justice minor and the Bachelor of Science in Nursing.
Partnerships – Partnerships within the university to deliver teacher education as well as with schools and communities to strengthen professional preparation as well as to support new, innovative, collaborative programs etc. (pipeline programs, for example) while supporting P-12 and community-based service delivery.
Personnel – Faculty and staff are knowledgeable and experienced, focused on quality professional practices, actively engaged and productive while supporting student learning.
Commitment to Diversity – Commitment to diversity, equity and inclusion is an ethic of the college and evident in many ways; includes curriculum and resource centers; also includes pathway programs for under-represented P-12 students.
Organizational Structure – Committee structure provides leadership opportunities for staff and faculty as well as interdisciplinary opportunities.
Reputation – Well-established academic programs build a strong reputation; students view the WCE as a destination institution for teacher preparation in particular.
Facilities – New building, LEED certified, with fairly new technology.
Student Support – Strong student support services help students to be successful, with particular attention on the needs of students from under-represented backgrounds.
Students – Students are actively engaged, enthusiastic, and committed to making a difference; employability is increasing.

Challenges

Focus – Taking on too many initiatives at the same time with potential to lose focus as well as draining resources and losing synergy.
Student Support – Lack of financial support for students via scholarship, program funding, and additional requirements (testing requirement costs), especially burdensome for students from under-represented backgrounds; advising and counseling services also a challenge.
Technology – Technology is not “future-oriented” both in terms of equipment as well as in terms of academic program offerings.
Personnel – Need resources to hire more faculty and staff; some uneven distribution of service work; aging faculty/staff; some concerns about trust among personnel.
Staff Support – Staff feel overworked and underpaid with little recognition; need additional training especially around technology.
Diversity – Despite its emphasis, it is not yet evident in many of our programs and in our faculty/staff/student demographics; still have not made a significant outreach to
indigenous communities; tension around inclusive excellence and a concern that diversity is not inclusive of all social identity groups; difficulty discussing diversity.  
**Resources** – Desire to move to professional/school residential models but the resources are not available within a liberal arts institution; increases in external reporting requirements are taxing.  
**College Programs and Coordination** – Lack of planned growth for enrollment in the college tied to employment trends; little time for cross-departmental coordination.  
**Partnership Coordination** – With increased partnerships, need support for this work so that our partners don't feel overworked/overwhelmed.  
**Leadership** – Pocket of concern around lack of faith/trust some hold in the college administration.

**Opportunities**

**Diversity** – Our diversity efforts, aligned to the university and college mission and vision statements, emphasize diversity, social justice, community service, and makes it easier to get university and college level support as well as increasing diversity of students/staff.  
**Community/School Partnerships** – These partnerships are seeing more WWU and WCE students as providing value and benefit to their programs as well as asking to increase opportunities/requests for new collaborative partnerships.  
**Outreach Programs** – Serve as a way to increase access to our programs, expand instructional repertoires via technology, as well as diversify our funding streams.  
**Publicity/Public Relations** – Look for the various (media) opportunities available to highlight our successes and excellence using a variety of social media.  
**Teacher Ed as Human Service Initiative** – Exciting opportunity to blend these related fields, while broadening students’ experiences and preparation.  
**Fundraising** – Fundraising has increased and strengthened efforts, increasing revenue for the college initiatives and scholarships; substantial alumni donor based; new grant opportunities should be pursued.  
**Personnel and Professional Development** – Provide opportunities for joint professional development with faculty/staff to maximize abilities and skills.

**Threats**

**Budget/Funding** – Potential budget cuts constrain our work, hinder our expansion, and ask us to do more with less with concomitant impact on morale, workload, and quality.  
**Competition** – Competition in teacher education via online programs, alternate route programs, and other (for profit) teacher education programs despite lower quality.  
**Collaborations** – Cross college collaborations are fragile in some areas and with some departments.  
**Challenges Facing the Field** – Changing national and state standards and requirements (with narrow understanding of teacher education) in PreK-12, teacher education, and higher education that often become unfunded mandates.  
**Capacity to Support Under-Represented Students** – Vulnerability of circumstances for our most vulnerable under-represented students (tuition costs, family, academic resources, etc.).