Draft Vision and Mission Statement
Central Washington University
April 13, 2022

Definitions

Equity-focused and Belonging

"diversity is an understanding of how individual and group differences contribute to the diverse thoughts, knowledge, and experiences that are the foundation of a high-quality liberal education. Inclusion is an active, intentional, and ongoing engagement with diversity across the curriculum, co-curriculum, and our communities to increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. Equity prioritizes the creation of opportunities for minoritized students to have equal outcomes and participation in educational programs that can close the achievement gaps in student success and completion." (McNair, Bensimon, Malcom-Piqueux, 6-7)

Chun, E. & Evans, A. (2018). *Leading a diversity culture shift in higher education*. Routledge Diversity: "is difference and the valuing of difference, the valuing of the differences that differences make. The discourse of difference and the multiple complex and sometimes contradictory ways that difference is understood, enunciated, represented and addressed in our institutional systems." p 50

"Inclusion transcends the attainment of compositional diversity and refers to the way in which individuals are empowered to participate in the fabric of campus life. Specifically, inclusion represenst the antithesis of asymmetrical power structures that suppress the voice of marginalized persons, limit self-determination, and circumscribe democratic participation. Viewed from this perspective, inclusion then involves concrete actions and practices that include participation in decision-making, having a voice and distributive justice or access to recourses on an equitable basis…. Inclusion necessarily refers to how intuitional practices, processes and culture work together to create an environment that values collaborative input, ensures equity, and promotes mutual respect, recognition, and valuing of diverse perspectives." (p. 50-51)

[From Drew Gilpin Faust], "'we must advance a culture of belonging – one in which every student finds and feels [the institution's] opportunities fully available.' Inclusion then moves beyond the mere presence of differences to creating a sense of belonging and participation that is reflected in institutional actions, practices and culture." (p. 52)

From Kandee Cleary

Diversity: Demographic diversity, characteristics assigned to us at birth that we will always have, experiential diversity that is based on our life experience, and Affinity bonds that tie us to people whom we share some of our experiences, attitudes, beliefs and values. (A fact)

Equity: I see as two dimensional. One dimension is institutional accountability in outcomes for our faculty, staff, and students. The second dimension is an understanding of the belief in human hierarchies and how they have shaped and perpetuated isms. Equity requires the creation of opportunities for equal outcomes. I would say that often equity initiatives fail because we are not willing to address issues of whiteness and colonialism. (A choice)

Inclusion: Engagement with diversity throughout the institution including, curriculum, co-curriculum, HR processes and practices, and engagement in communities. Essentially the intentional use of strategies that build relationships and value the contributions of others. Where all feel their contribution matters even when we may disagree. (Actions)

Belonging: When individuals feel as if they are part of the group, when they feel connected to something bigger than themselves and have a connection with those around them. (Outcome)

From Jim Wohlpart
Inclusive work must go beyond the concept of having individuals fit into a community, for fitting in often means assimilating to the culture and norms of the community. Inclusive work must be based on the concept of belonging where every individual is allowed to show up for who they are and is welcomed for that person they are becoming.

Culturally Sustaining Programs
"*Culturally responsive pedagogy* refers to teaching that, among other things, demonstrates an understanding and appreciation of students' personal cultural knowledge and uses students' prior knowledge and culture in teaching.

Culturally relevant pedagogy helps students become academically successful, cultivates cultural competence by helping students accept and affirm their cultural identities, and develops critical consciousness.

Culturally sustaining pedagogy maintains heritage, values, cultural and linguistic pluralism. It has the explicit goal of sustaining and supporting bi-/multilingualism and multiculturalism." (Caldera)

"The term *culturally sustaining* requires that our pedagogies be more than responsive of or relevant to the cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence. Culturally sustaining pedagogy, then, has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers. That is, culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling." (Paris, 95)

"Educational Equity…is when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all students so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences regardless of individual characteristics and group memberships." (Fraiser, 2001; Great Lakes Equity Center, 2012)

"Cultural nature of learning: Cultural histories – what people being with them; Institutional cultures – what is already there, cultural norms and practices that exist in education; Created

cultures – the culture we create through the work we do together, the cultural norms, practices created together." (Midwest plain equity assistance center)

Culturally Sustaining Program – "is the overall approach used to deliver instruction, use curricular material, make educational decisions and interact with each other; is the lens through which educators see their colleagues and students and learning; is the filter through which teachers listen to and understand how colleagues and students express their needs and desires." (Gonzales & Seena Skelton 2011)

High Impact Practices
"The teaching and learning practices listed and described below are designated as "high-impact practices," or HIPs, based on evidence of significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.
- Capstone Courses and Projects
- Collaborative Assignments and Projects
- Common Intellectual Experiences
- Diversity/Global Learning
- ePortfolios
- First-Year Seminars and Experiences
- Internships
- Learning Communities
- Service Learning, Community-Based Learning
- Undergraduate Research
- Writing-Intensive Courses" (High Impact Practices)

Sustainability
Our Common Future defined sustainable development as "development that meets the needs of the present generation without jeopardizing the ability of the future generations to meet its own needs." (World Commission on Environment and Development, 8)

"In 1994, author and entrepreneur, John Elkington, built upon the concept of the ***triple bottom line*** (TBL) in hopes to transform the current financial accounting-focused business system to take on a more comprehensive approach in measuring impact and success. Historically, businesses operated in service solely to their financial bottom line. However, as a result of the triple bottom line theory and application, some businesses began to realize the connection among environmental health, social well-being and the organization's financial success and resilience.

Today, organizations know success is not just reflected in their profit and loss statements. Rather, to get an accurate, well-rounded perspective of their operations and relationships with the environment, community, and economy, organizations must fully account for all costs associated with doing business by going beyond compliance

Triple bottom line theory expands business success metrics to include contributions to environmental health, social well-being, and a just economy. These bottom line categories are often referred to as the three 'P's': *people, planet, and prosperity*." ("What is the Triple Bottom Line?")

Authentic Community Partnerships

"Campus Compact is a national coalition of colleges and universities committed to the public purposes of higher education. We build democracy through civic education and community development… These core values are stated in our 30th Anniversary Action Statement and are reflective of our past work and current aspirations:

- We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.
- We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.
- We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.
- We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.
- We foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement." (Campus Compact)

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