

**Strategic Planning Activity – Phase II**  
**Feedback on Values**  
**Monday, December 5, 2022**

**Student Success – Traditional Definition**

CWU believes that student success is best achieved by providing supportive learning and living environments that encourage intellectual inquiry, exploration, and application. CWU believes that learning is best achieved in small classrooms or group settings with ample opportunities for individualized instruction, mentoring, advising, and programming.

**Phase II Feedback**

✓ Indicates other groups that supported this statement

Student Success ✓3

Multifaceted Experience

Mental Health Access ✓2

True Commitment to small classrooms ✓2

Help students achieve their personal definition of success – marketing focused on individual success ✓

Extracurricular Activities – Growth and fun oriented, Emotionally Safe  
Encouragement life learning and continued curiosity

Student Success

Modeling and Teaching Perseverance → How to measure? Academic, Retention, Graduation, and Internships ✓

Success may differ for each student

A Transformative Journey ✓

Perception vs Reality

Student-seeking Opportunities/Challenges

Social Interaction as a criteria/requirement

Student Success

Accessibility to essential services

Foundational life skills support

Provide social mobility

Flexibility, Adaptability, Cultural, Humility ✓

Student Success ✓3

Student success is challenging the traditional mindset of educational approaches through interactive, collaborative, and service-based learning. ✓2

Student Success

Let the students tell us what success looks like and how it is achieved from there, we redefine and reimagine our work ✓

### Student Success

Involves collaboration of departments ✓4

Proactive vs Reactive approach ✓2

Providing Resources for Housing, Food, Financial Aid, and Childcare. ✓

### Student Success

Provide a safe, supportive environment ✓

Depends on more than academic success

Meeting basic needs, resources, and tools ✓4

Acceptance

Accommodation

### Student Success

Quality of faculty instruction – excellent teaching ✓

Empowering learning and living environment

Show model skills that set up for post-graduate success

Connects to DEIB and Access

Representation matters ✓3

- Students and staff/faculty
- Making sure students have faculty and staff that match their demographics

Cultural understanding

### Student Success

Mental Health ✓2

Coaching

Peer groups

Having access to these elements throughout their time at Central

Initiatives to reach out to all students (extended learning students, off-campus, etc.) ✓3

Central dorm for multi-university online students access to Dining, Sports, SURC, Student Success/Resources advising, and Career Services.

### Student Success

How do we “measure” success and define it?

- Who “measures” this- students, university? Can we even evaluate this in a meaningful way?

Position students, personal fulfillment, self-actualization, self-efficacy

- What do students want to “gain” – experience, learn, build, network, connect, and find employment ✓2
- What do faculty/staff see?

Conversations with active listening to better appreciate student’s voice

“Student Success” is defined differently for each student ✓

Keywords: curiosity, questioning, engagement

How can we think about student success both at the unique micro-level considering their goals, questioning, curiosity, voices, and needs, while also addressing the macro-structural, cultural constructions of our community and professed priorities?

### Student Success

Mental Health ✓

Basic need security ✓3

Academic support: Mentoring/Advising

Educational Empowerment

Future Focused

Personal growth/development

Work/Academic/Life Balance

Focus on the best interest of ✓3

CWU believes that student success is best achieved by providing future focused thinking, but not limited to, mental health/well-being services, basic needs, academic/social support, educational, empowerment and real-world engagement with a focus on personal growth/development, and work/academic/life balance for students, staff, and faculty ✓4

### Student Success

Opportunities to develop life skills outside the classroom ✓4

Meeting the diverse needs of each individual ✓7

Success is defined by the individual ✓2

### Student Success

New Definition: blend with access ✓5

- Resources for Mental Health Support

Financial preparedness (FASFA, Work Study, Paid Internship, Jobs, Field experience) ✓5

Academic Preparedness

- Advising
  - Increase 4-year planning
- More advisors
- Job Placements ✓
  - Grad school

### Student Success

First, all values are interconnected, and to “succeed” at one value is to include/support several So we see student success requiring DEIB, access, community engagement, etc.

Successful students “become whom they want to be” – being supported to achieve their goals and be themselves and be aware and engaged in broader communities (so ties into diversity, equity, etc.) ✓

Requires university commitment to student support academically, emotionally, etc.

### Student Success

CWU believes that student success is best achieved by providing engaged and supportive learning communities regardless of campus or mode of instruction. ✓

### Student Success

Holistic wellness

Trust (institution, peers, faculty, staff, systems, community)

Support for students to define personal success and to meet goals

Post-Graduation success – employment, grad school ✓2

Develop life skills/experience ✓2

- Co-curricular engagement
- Financial Wellness
- Life-long learning

Culture of assistance and support ✓

Building confidence ✓

### Student Success

Resources- Housing, Food, Fin Aid, childcare, online, transportation

Financial Aid – require FASFA

Encourage Full enrollment

ON/OFF campus resources

Proactive approach vs reactive

Advising

Collaboration of Departments

### Student Success

Should not focus on specific tools

Capture ideas for providing the learning and mentoring tools/environment that help students develop the potential to increase well-being for themselves and society at large.

### Student Success ✓5

CWU believes that student success requires that their basic needs be met. Time to engage intellectually with academics. Empowered in their learning

CWU believes in engaging students to define their own measures of success

### Student Success

When we think of student success, we consider how important equity and belonging are to students' success. This also entails the fostering of culturally sustaining practices. In fact, the new mission and vision seem to imply student success – but with the key insight that we learn as whole people. Community partnerships come into play because they foster a sense of belonging by creating opportunities to build relationships and work together. Having those partnerships make things smoother for students as they transition into their lives on and off campus, in and out of the classroom.

### Student Success

CWU believes that student success is best achieved by providing supportive learning and living environments that encourage intellectual inquiry, exploration, and application. CWU believes that learning is best achieved in a small classroom or group settings with ample opportunities for individualized instruction, mentoring, advising, and programming. Faculty and staff contributions to students' success also need to be recognized. Recruitment and retention of exceptional faculty and staff also foster student success.

### Student Success

If we are not making great students for the future then we are not sure we are teaching, developing, and encouraging their growth in the right way. There is no access, engagement, or inclusiveness without student success. Furthermore, if students cannot trust the institution to make them better for their future communities and society will we expect them to trust the world once they leave CWU?

We also feel that our program adheres to the university values, we are in the business of developing, and creating future leaders that embody access, diversity, inclusiveness and creating people of character.

### Student Success

Pros in definition: Enjoys the small classroom specifics (ratio from students to professors), mentoring via organizational groups (ex. Chavez-King Leadership group)

Relationship building seems to be the focus but its not clearly defined

Missing the application of knowledge or definition of engagement beyond programming

Maintaining the personal connection even with growth (how to keep this as a value while we increase enrollment). Especially since there are so many individualized high school plans, it might offer more space to ease their transition to college.

"Student Success" feels like a larger connection to the institution's mission rather than a general value

### Student Success

CWU recognizes the impact of student wellbeing on academic performance and is committed to providing resources that encourage both academic growth and holistic wellness

### Student Focus

Engagement (we have a responsibility to address social and economic challenges in our communities)

Safety

Supportiveness

Inquiry, exploration, and application

Provision of supportive living and learning environments with room for individualized experience – mentorship and advising are very important

### Student Success and Well-being

CWU believes that success is best achieved by providing supportive learning and living environments that encourage, intellectual inquiry, exploration, and application. CWU believes

that state-of-the-art, safe, and attractive facilities enhance the working and learning environments of faculty, staff, and students, and play an essential role in student success. CWU believes it has a responsibility for providing a working and learning environment that is both physically and emotionally safe. CWU believes this responsibility extends to the off-campus environment of its full-time, residential students.

#### Student Success

- Academic, and mental health
- Personal Success and Wellbeing
- To think whole person
- Space to grow and change, academically
- Reduce barriers and penalties
- Career preparedness

### **Access—Traditional Definition**

CWU believes in providing educational opportunities to as many qualified students as possible. CWU believes that restrictions of place, time, and finances can be overcome through the effective use of partnership with community colleges and by effective and efficient use of learning, communication, and social technologies.

### **Phase II Feedback**

✓ Indicates other groups that supported this statement

#### Access

Access to resources, faculty, staff, students

Basic needs, Wi-Fi, daycare, food shelter ✓2

Relational Community where people can belong

\*Break down the barriers to those higher-ups (scary people)

Students with the unique identity to find like-minded peers

Relational ✓2

Informal gatherings to know each other

Know each other on a deeper level

Being supported with what we need

Someone assigned as an advocate for a particular student to student

Staff group mentor student

Helpers on the first day (direction, relational)

#### Access

To faculty ✓

Resources

Reporting (include confidential) ✓

Transparency

Teaching Resources ✓2

Universal design ✓

Student education on resources/support

Transparent fiscal policies

Free coffee on campus to all ✓3

#### Access

CWU believes in providing equitable access to holistic academic student services ✓2

Access to financial resources

Access to meaningful relationships with mentors and advocates ✓

Access to individualized support they need to meet their success goals

Systems need to work for students first ✓

#### Access

Will lead to student success (more of a goal)

Access to an unimagined future/better life

Broadens student horizons

- They may have a narrow definition of what they can do

Supporting the whole student, not just academics ✓5

- Cultural IDs are a big part of their experience

Sense of belonging on campus and in the community

- Allows more people to participate ✓

### Access

We focus on whole-student care as our faculty and staff welcome and support students from all walks of life. This includes proactively providing basic needs support with personalized care through advising, mentoring, bridge programming, case management, and social services. We work to provide mental health, food security, technology, and housing support. Knowing every student can be successful, we work diligently to remove barriers to access. We empower students to tell us what they need, and we listen carefully to provide solutions and deconstruct/reimagine systems. We provide access to a live person to guide them through bureaucracies/barriers.

### Access ✓2

Housing

Food

Multicultural opportunity/belonging

Life skills

Academic materials

Qualified? Not necessarily a great lead- substitute admitted students instead

Cultivated centers strengths ✓

Access to technology

Disabilities- visible and invisible

Mobility issues across campus

### Access

Access should reflect our brand promise

Partnership with community colleges/high schools

Connections to basic needs ✓6

Continued guidance

More financial support/opportunities

Teaching financial wellness ✓

Overcoming academic barriers (bridge programs, peer tutoring/mentorship) ✓6

Education on financial wellness for transfers/freshman

Better funding for mental health (manageable caseloads for advisors)

Better caseloads for academic advisors

### Access

Opportunity

Resources ✓



Education ✓  
Modalities of Learning  
Communal Support  
POC/Communities LGBTQ ✓  
Remove barriers to basic needs ✓5

#### Access ✓

CWU believes in...

- Programs of study applicants are interested in ✓
- Financial support/literacy ✓2
- Social support/literacy ✓
- Alumni network/mentorship/CWU pride
- Engage in learning opportunities (job shadowing/internships, etc.) ✓2

#### Access ✓2

We see these two values as fundamentally linked CWU can be distinct by:

1. Creating earlier opportunities for all learners to engage with the CWU community in ways that allow them to see themselves reflected here ✓
2. Normalizing the idea of meeting students' holistic needs that help them thrive in every area of their lives ✓2
3. Recasting/Reimagining the college experience as a place to explore, discover, and create your future self

#### Access

There have been times when students did not know about opportunities because they were poorly communicated – and this is a barrier to access. Another key barrier is not having the GPA or the funds to be able to engage in some learning opportunities, like internships or study abroad, or field school. We need to ask, “who” is implied when we talk about “access”? Why just “qualified” students? Access can be reinforced by community partners – going beyond what the current values say about community colleges but also thinking about the place students work, intern, hang out, rent, etc. Any Statement about access should be rooted in an understanding of people (“students” or “communities”) – and we should start with why (what problems or root causes have been impeding access).

#### Access

CWU believes in creating, providing, and sustaining educational opportunities for all potential learners. CWU believes that restrictions of place, time, and finances can be overcome with commitment, imagination, and community partnerships.

#### Access

The pathway to student success involves engagement with the community and providing accessibility to those members- leading to the success of the student

#### Accessibility

- Prioritize this
- Not an afterthought
- Examples: on our website, facilities, in admissions

#### Access

- Finances could be waived or lowered such as Recreation Fees if not used. Those who already need FASFA and extra support should not be paying for random things.
- What does partnering with community colleges have to do with access to a 4-year university? We should include more goals around access.
- We need more hybrid/online options for all classes. Students who can't attend in person should have the option to open a live zoom call of the class, so they don't miss days.
- Making certain fees optional if not being used

### **Sustainability – Traditional Definition**

CWU strives to serve as a resource to the region and the state through sustainable and effective stewardship of resources. We align with state educators to “develop a responsible citizenry capable of applying knowledge of ecological, economic, and socio-cultural systems to meet current and future needs” (Washington Office of Superintendent of Public Instruction).

### **Phase II Feedback**

✓ Indicates other groups that supported this statement

#### Sustainability

Ability to reinvest in the institution and community

New graduates help sustain community

Skills to engage in civil discourse, critical thinking, and civic engagement ✓

#### Sustainability

Quality of education

Sense of belonging

Wages

Leading/Guiding Community Sustainability

Consistency

Find value in work ✓

Recruiting

Student housing/Food sustainability

Mental Health Practices ✓

Reasonable workload (Student Faculty, Staff, etc.) ✓

CWU strives to lead local, regional, and state efforts of resources, services, relationships, quality of education consistent, and impactful ways

#### Sustainability

Student Input Critical

Effective Use of Resources – means of communication to spread awareness

Is the “Traditional” College-Going culture sustainable? – partnerships with techs/STEM/etc. ✓2

Adjust to the needs of students ✓

Collaborative Effort between community and University ✓

#### Sustainability

Like current statements including definitions of sustainability

Missing connection to communities we serve; sustainability is about addressing the real problems that our students and communities face; “Poverty, Hunger, Mental Health, Climate change, clean water or any water.”

#### Sustainability ✓

CWU commits to meeting the challenges of sustainability as it relates to economic, environmental, socio-cultural, and ecological systems to meet current and future needs

### Sustainability ✓

Green practices/Environmental

Lifestyle

Creativity/Asking what we know re-evaluating

HR – Investing in people

Safety and practices of health and protection

Stewardship of resources

Cultural sustaining practices

### Sustainability ✓

CWU is best served by fostering sustainability in environmental, human, and fiscal resources.

We promote connectivity among these resources to cultivate meaningful community relationships that embrace diversity in our varied cultural and environmental settings.

Owning knowledge and how it can be used.

The “why” ✓

Empower students to feel that the learning is for them

Providing curricular, community, investigative, and creative experiences to engage and develop student self-efficacy, empowerment, and achievement/success ✓✓

### Sustainability

Serve as an example in the Region ✓

Commit to socio-cultural being weighed equally to traditional ecological sustainability ✓

### Sustainability

Learning sustainability- learn how to continue learning communication skills, holistic learning, financial literacy, soft skills, and practical job skills

### Sustainability

Cultural/Social

- MEC ✓
- Larger community

Educational ✓

- Inform continuing Students/Staff/Community of the Value of Efforts ✓
- Awareness – Deliberate educational efforts to tell people the effects of environmental efforts.

Economic

- Invest more funding into infrastructure (local glass/composting)

Elements

- Environmental
- Cultural/Social/Equity
- Anomic
- Educational

### Sustainability ✓

Cultural sustainability – where are the tangible examples of this in practice? Yakima Nation ✓5

Environmental – geothermal power (State Interest) How to be greener in physical spaces?

Meeting needs longitudinally

Scholarly/Educational Considerations – in practice

Recycle but storage implications

Relational Sustainability – experiences, culture

Prioritizing/empowerment to be sustainable in their lives (students) ✓

Keywords: Instill, stewardship, longevity, macro considerations

How to prioritize an expansive understanding of sustainability (places, people, connection, and capacity) in connection to innovation and practice? ✓2

### Sustainability

CWU believes that as it strives to achieve its mission and vision, it should adopt policies and practices that are consistent with and contribute to the achievement of the UN Sustainable Development Goals

### Sustainability

- Triple Bottom line

### Sustainability

We need to have a better recycling process where our recycled products actually get recycled.

## **Diversity, Equity, Inclusion, Belonging – Traditional Definition**

CWU believes that diversity of peoples, cultures, and ideas is essential to learning, discovery, and creative expression. CWU believes that all faculty, staff, and students must be and must feel physically, professionally, and emotionally safe in order to fully engage in and benefit from the university experience.

Diversity is those enduring characteristics assigned to us at birth and those life experiences built from those enduring characteristics (Cleary, n.d.). Inclusion refers to the way in which individuals are empowered to participate in the fabric of campus life. Inclusion is intertwined with and furthers the purposes of diversity. Equity refers to ideals of fairness and justice and the subsequent recognition our society generates, maintains, and reifies disparities that require redress (NACE, n.d.). Belonging is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group or place (Cleary, n.d.).

## **Phase II Feedback**

✓ Indicates other groups that supported this statement

### Diversity, Equity, Inclusion, and Belonging

Add Access component ✓

Clarity among offerings in person and online

Food Housing, HIP, Financial Aid, Cultural sustaining pedagogies integrate students' service, etc.

✓

### Diversity, Equity, Inclusion, and Belonging ✓2

Essential to learning and discovery

Not "We believe" → "We Are" → "We Do"

We do not "believe" in diversity – it simply exists

Belonging is more than being allowed in the room ✓4

Being able to contribute in a productive way

Equity

- Truly everyone is participating
- Not the same as equal
- Trust

Standard of Trust

- Cultural humility
- Listening
- Judgement-free service
- Owning and recognizing biases
- Challenging self to pursue a deeper understanding

### Diversity, Equity, Inclusion, and Belonging

Embracing differences and leveraging them to create positive change within a safe environment. Requires community participation. ✓4

Promoting Equity by proportionately dispersing resources according to stated and/or perceived need, to support CWU community members in achieving their highest potential.  
Belonging emphasizes the importance of establishing reciprocal relationships ✓

#### Diversity, Equity, Inclusion, and Belonging

Prioritizing/Reimagining culturally responsive support for faculty/staff

Diversity in recruitment/Hiring/Retainment ✓3

Diversity and Equity make for a better learning community

Broadening our basic understanding of Diversity (neurodivergence, socioeconomic, non-traditional students, disabilities) ✓2

Culturally responsive curriculum and course design ✓2

Overall, the definition should reflect the values listed above. Simplified in a way that is inclusive and accessible to all.

Our approach to DEI should emphasize practical actions.

#### Diversity, Equity, Inclusion, and Belonging

Belonging flows both ways. Students, Faculty, and Staff belong at Central, and Central belongs in the community (connecting with high school students, community, and region) ✓

#### Diversity, Equity, Inclusion, and Belonging

Building a...

- Culture of Trust ✓6
- Flexible coursework
- Intentional outreach ✓2

#### Diversity, Equity, Inclusion, and Belonging

Diversity – start (includes human, social, intellectual)

Inclusion - (Civil discourse, respect, culturally, responsive)

Equity – (Resources that meet needs, to be successful)

#### Diversity, Equity, Inclusion, and Belonging

Incorporate innovation/creativity

Recognize knowledge, and skills for life experiences students bring

#### Diversity, Equity, Inclusion, and Belonging

Culture of respect and inclusivity

Safe space for self-expression

Dignity and Intellectual curiosity ✓2

Pursuit of knowledge in culturally sustaining environments ✓2

#### Diversity, Equity, Inclusion, and Belonging

Create and maintain a safe space for cultural expression ✓2

Participation and appreciation of learning about differences “Valuing the difference that differences make” ✓2

Promoting and encouragement of civil discourse in/outside the classroom  
Investing in tools to remove barriers in learning and teaching – streamlined and involved accessibility ✓3  
Commitment to listening in the curriculum, governance, and discourse

#### Diversity, Equity, Inclusion, and Belonging

Foreground equity, inclusion, and belonging for diverse students, faculty, and staff ✓3  
Recognizing the holistic experience- the whole person and as an individual, meeting them where they are and what they need. ✓4  
Leading to rethinking and building structures to support equity, inclusion, and belonging ✓  
Diversity is the outcome, not The Goal ✓3

#### Diversity, Equity, Inclusion, and Belonging

Shortening the value, while still including Diversity, Equity, and Inclusion in the definition  
All-encompassing words, easy to remember and live by  
About how you feel-individually led – a meeting where they are, who they are  
Open dialogue  
We can't be everything to everyone, but we can aspire to be

#### Diversity, Equity, Inclusion, and Belonging

Intentionality  
Recognition and respect for the diversity of identities  
Metrics focused on the positive rather than the absence of the negative  
Equity and sense of belonging  
Removal of language barriers ✓  
These efforts are never over and must be active practice and progress without them asking first. Less reactive action and more proactive. ✓2  
Proper pronoun uses and preferred names ✓2  
Remove communication and accessibility barriers  
Community engagement  
Inclusion of diverse learning styles ✓

#### Diversity, Equity, Inclusion, and Belonging

Ability to communicate freely without repercussion  
Ability to be your authentic self

- Tools to learn to be their authentic self

Diversity/Equity/Inclusivity/Belonging for development of all P/R's programs  
Access is paramount ✓6

- All basic needs
- Academic and work-related resources

#### Diversity, Equity, Inclusion, and Belonging

Leading with courage and vulnerability to examine and deconstruct harmful systems as identified by community members traditionally impacted by unjust and oppressive systems.



Our processes, practices, and policies are flexible to encourage the needs, characteristics, and identities of a diverse community. We engage in real-life experiences for the purpose of lifelong learning and discovery.

#### Diversity, Equity, Inclusion, and Belonging

CWU Recognizes, Embraces, and Encourages Diversity, Equity, Inclusion, and Belonging through the Implementation of practices, cultures, and ideas that Nurtures the Success of CWU Faculty, Staff, and Student.

#### Diversity, Equity, Inclusion, and Belonging

Embraces/Encourages/Recognizing  
Implementation of CWU-believed Practices  
Nurture

CWU stands for the implementation of active practices

CWU Maintains, recognizes, embraces, and encourages diversity, equity, inclusion, and belonging through the implementation of practices, cultures, and ideas that nurture the success of CWU Faculty, Staff, and Student.

#### Diversity, Equity, Inclusion, and Belonging

We understand the relationship between these, but Diversity and Equity are closer, and Inclusion and Belonging are more linked, so may be helpful to focus on these 2 halves strategically.

We want to remember to build a diverse community, not just a diverse number of counts. ✓

So related to other values also

All Inclusion and Belonging goals need to be informed by Diversity and Equity

#### Diversity, Equity, Inclusion, and Belonging

Model Inclusive educational institution that recognized the potential of every individual provides equitable access and a sense of belonging to shared governance, within a culture of learning.

#### Diversity, Equity, Inclusion, and Belonging

CWU believes that being a learning community necessitates learning about each other's diverse identities, experiences, and cultures ✓

#### Diversity, Equity, Inclusion, and Belonging

Decentralizing DIEB Throughout the Institution and utilizing our community partnerships

#### Diversity, Equity, and Inclusion

Belonging is achieved by including all voices and abilities to address local, regional, and global challenges. CWU believes that all faculty, staff, and students must be and must feel physically, professionally, and emotionally safe in order to thrive as a community of learners.

#### Equity & Access

CWU believes in providing educational opportunities to as many qualified students as possible. CWU believes that it has a responsibility to help address the social and economic challenges faced by our communities. Faculty and Staff, in addition to the facilities and equipment to support their efforts, are essential to access and equity

#### Inclusiveness

We need to be open, to creating judgment-free spaces that promote learning in a way that is safe, welcoming, and as comfortable as possible. One of us recalls working in a space on campus where they had a sign that said, “This is a safe space. It is safe to ask a question. It is safe to be yourself.” This was comforting to them – especially when you carry identities that mean you don’t always feel safe and welcome on campus (and off campus). One of us thinks it is surprising to see that “professional safety” is mentioned in the current values since CWU has not always felt safe professionally. Rather, there have been times where we have felt a sense of professional precarity.

#### Inclusiveness

Includes safety, opportunity, communication, partnership

Diversity of peoples, cultures and ideas is essential to learning, discovery and creating expression

Faculty and staff of color sense of belonging

#### Inclusiveness

Specific programs, services, and knowledge of dynamic students populations (Ex. Space for international students, affinity groups for non-dominant identities)

Ensure that professors and professionals should have knowledge of creating a welcoming environment.

Expanding to general experience and learning from others who are different from us (societal goal of finding who you are – as you exist). How do you exist at Central and in the world?

Developing students to find who they are becoming who they choose to be and how we encourage the same for others

“Safe” – we cannot guarantee safety and this word is not attainable (ex. We can’t create a “safe” space because someone could be harmed)

Could be combined with access/equity

#### Inclusiveness

Revised 2<sup>nd</sup> Sentence to “... must be given opportunities to feel physically, professionally, and emotionally safe.” (We cannot control how people feel)

#### Inclusiveness

We would, however, humbly suggest the following changes to the statement

CWU believes that diversity of peoples, cultures, ideas, and the freedom to be and express oneself is essential to learning, discovery, and creative expression. CWU ensures that all faculty, staff, and students will be and feel physically, professionally, and emotionally safe in order to fully engage in and benefit from the university experience

### Inclusiveness and Belonging

CWU believes that shared governance is most effective when information systems and decision-making processes are both robust and transparent. CWU believes that communication channels should be open and iterative. Faculty, Staff, and students should be empowered to participate in the governance systems through intentional, authentic, and accessible opportunities.

### Be Central

CWU should be a regional source of expertise and leadership for the improvement of all communities living in the region. Central recognizes its location on ceded Yakama land, so we offer this institution as a space for all Yakama people to access any educational resources that they deem necessary to enrich their lives (This language might not best, but we want something to build towards action, not just empty words, and would like input from local tribes on this matter).

### Diversity/Inclusivity/Equity

- Staff and faculty numbers should reflect student numbers
- Multicultural Center
- HIS/HACU
- Belonging, not assimilation

### Diversity/Inclusivity/Equity

- Having a multicultural center
- Lack of representation in faculty affects the students more than y'all are expressing in your statements
- DEIB needs to have more events centered around disabilities

## **Safety – Traditional Definition**

CWU believes it has a responsibility to providing a working and learning environment that is both physically and emotionally safe. CWU believes this responsibility extends to the off-campus environment of its full-time, residential students.

### **Phase II Feedback**

✓ Indicates other groups that supported this statement

#### **Safety**

Community-based responsibility/accountability

All students, staff, faculty, visitors, online, etc.

Physically, emotionally, socially, and financially

#### **Safety**✓5

Living Spaces, classrooms, environmental

Physical, emotional, intellectual

Impact on students, faculty, staff

Technical safety concerns as well as compliances, risk evaluation, training

Mental Health resources, training, address stigma

Online protection of privacy/data

Keyword:

- Ensure, feel safe, compliance is not enough; need to prioritize/center active participation as an individual and community. Shifting culture toward preventative not reactive to the things impacting our community.

How do we create a more expansive understanding of the many individuals and structural constructions and factors that shape experiences of “Safety” in its many forms?

#### **Safety**✓3

This value drives students’ employees’ and community partners’ perception of Belonging at CWU

You cannot have a sense of Belonging without physical, emotional, and psychological safety. ✓5

We need clear and transparent mechanisms for how we keep each other accountable for responding when harm occurs ✓

#### **Safety**

CWU is responsible for providing a living working, and learning environment that is accessible and inclusive, fostering a sense of belonging that supports people’s physical and mental well-being.

#### **Safety**

Building relationships with spaces, people, and feeling safe at/with. In the sense that home could be a safe space or a comfortable/welcoming and belong to exist

We should create environments and opportunities to feel safe

Couples with services that exist to help students feel welcome

Define the word – this value could encompass both – physically safe (self-awareness, blue lights, etc.) or emotional safety but feeling the safety to challenge and engage in a dynamic dialogue/discourse

The second sentence can feel a little confusing but might be infuse that CWU into life off campus – ex. Always a wildcat and modeling values on/off campus

- Whose responsibility is it to take it off campus?

### Community Safety

Creating larger structures and support systems for our diverse community of faculty, staff and students

Working together to build relationships of support and accountability

Prevention and repair ✓

Safety also includes mental health (for students and faculty/staff) ✓2

We need a different word (“Safety” is so often tied to policing)

### Community Safety

Protection against non-student employees is important. Protect the students that pay to be here fire the adults that are not students guilty of the Title IX and misconduct. STUDENTS FIRST! For Safety, the responsibility of CWU should not only extend to full-time students. All students who attend CWU should be protected.

Fire the Creeps

### Safety and Wellbeing

CWU believes it has a responsibility to provide a working and learning environment that is both physically and emotionally safe. CWU believes this responsibility extends to the off-campus environment of its students, faculty, and staff.

### Safety

Unlikely that everyone will feel emotionally safe, especially if we’re celebrating diversity of thought. → “... that is both physically safe and provides spaces that foster growth and change.”

### Wellness

Physical, Emotional, Financial, Social ✓3

Ties to Belonging, Safety

To grow as an institution, we all need to be healthy

Healthy relationships across campus and in the community ✓2

Provides a foundation for successful students, employees, and institutions “You cannot think if you are hungry or stressed out”

### Facilities

Should not be a standalone value, but rather should be integrated into other values.

### Facilities

CWU believes that safe, and sustainably sourced and maintained facilities are fundamental to a healthy working and learning environment and allow us to be integrated into the communities that surround us.

### Facilities

Space is really important and having an environment to exist/belong (ex. Not having to go to a public library and can feel welcomed in all spaces on campus)

Challenges use of a safe – but welcoming in space or a space where students belong

Don't need a reason to be here but a space to come where they can feel welcome

## **Educational Empowerment – Traditional Definition**

CWU believes that students gain their highest personal and collective aspirations when they are empowered through their learning experiences. Through real-world, culturally responsive, and applied learning experiences, students will engage in relevant education that prepares them for an uncertain world.

### **Phase II Feedback**

✓ Indicates other groups that supported this statement

#### Educational Empowerment

Practical Experience

Culturally Responsive

Real-World Experiences and Relevant Education ✓

Project-based learning ✓

Career readiness

Faculty-mentored projects ✓

Empowered online experience

Interdisciplinary collaboration

Career-Support for students w/ neurodivergence ✓

#### Educational Empowerment

Promoting non-traditional course paths ✓4

Creating a foundation of curiosity ✓3

Removing barriers from traditional curriculum path ✓3

Applied Learning ✓4

#### Transformation

We are a community that offers a transformational personal experience toward professional and personal growth

#### Culture

Acknowledging and embracing all

Creating an environment to celebrate each individual's contributions to our institution ✓4

Creating Cohesive partnerships to facilitate belonging ✓

#### Achievement

Foster a community that inspires and supports people to discover and reach their full potential by providing equitable and inclusive access to the resources they need ✓3

#### Learning

- Reflection and change
- Habits of heart and mind
- Necessary to live into our V/M

- Constant evolving
- For everyone- we must model lifelong learning



### **Shared Governance – Traditional Definition**

CWU believes that shared governance is most effective when information systems and decision-making processes are both robust and transparent. CWU believes that communication channels should be open and two-way and that faculty, staff, and students should be empowered to participate in the governance systems.

### **Phase II Feedback**

✓ Indicates other groups that supported this statement

#### Shared Governance

Accountability to Administrators ✓2

Stakeholder Representation on Budget planning, campus-wide initiatives and inviting participation

Communication – transparency, timely, multichannel, thoughtful ✓

A true commitment to honest feedback that is truly anonymous ✓2

Efficiency in ease in communication channels – Reciprocity in Communication for students, staff, faculty, and administrators.

Accessible gateway to communication

#### Shared Governance

Transparent and respectful jurisdictions ✓2'

The dignity of all partners is emphasized

Labor rights center stage ✓

#### Shared Governance

CWU believes that shared governance is most effective when information systems and decision-making processes are collaborative, inclusive, and transparent. CWU believes that communication should be accessible, safe, respectful, and open.

#### Shared Governance

Equity, empowerment, inclusiveness, communication

Importance of students' participation in this

Importance of responsibility, transparency, accountability

Other Ideas

- Eliminate Facilities and Safety as separate values
- Add focus on operational excellence
- Importance of responsiveness and service
- Integrity, justice, collaboration, growth

#### Shared Governance

Breakdown hierarchical barriers for more voices at the table flexibility in decision-making that is not just Ellensburg centric more students and staff members in closed-door conversations.

#### Shared Governance

- Share decisions and initiatives by ASCWU, better with the Public
- Add to Shared Governance, ensure that internal university processes surrounding discipline and harassment investigations are clearly and easily accessible to students

## **Community Engagement – Traditional Definition**

CWU believes that learning, research, and creative expression are enhanced by engagement with external partners. CWU believes as a publicly-funded institution, it has a responsibility to help address the social and economic challenges faced by our communities. We contribute to individually enriching and socially beneficial experiences within our community.

### **Phase II Feedback**

✓ Indicates other groups that supported this statement

#### Community Engagement

Think of this broader than traditionally done ✓

Be sure to consider multiple communities

Remember an important connection with the Yakima Nation and other regional tribes and work to build/rebuild relationships ✓7

Be strategic about connecting with off-campus groups/resources

Acknowledge the need for some healing and history of damaged relations ✓

#### Community Engagement

Community/Connection

Personal relationships with faculty, staff, students, and community members ✓

Responsibility/Accountability with honesty and integrity ✓

Authenticity ✓3

Continuum to lifelong learning – we see futures

Educational Empowerment/Personal and Collective aspirations through Learning Experiences

#### Community Engagement

What is community?

Expands beyond external partners and A global network of wildcats ✓4

Equal Opportunity for all Wildcat's Internal and External

#### Community Engagement

All members of the community like the staff as well as faculty, administrators, and Board members

Main Campus and centers

well known recruiting regions

Outlying regions

International students including their voices ✓

External partners, volunteer fairs, internships (accessibility), work-study, and capstone projects (accessibility)

Resource guide – campus to community and vis versa, but also how to keep current ✓2

Student fee funded – how to benefit students but also community partnerships

Diverse campus community → feels safe in the Ellensburg community? ✓2

#### Community Engagement

Yakima Nation ✓  
CWU Center ✓  
Ellensburg Community and School  
Meaningful participation in communities  
Elevating the value of CWU with reciprocal community relationships ✓

#### Community Engagement ✓2

Input/Action from students  
Culture Shift/Relational Partnership ✓2  
Welcoming – Beyond on-campus offerings Spanish Website, Bilingual Marketing Material ✓4  
Tie Community Engagement into Academics/Follow-Through that can be Measured  
Town/Gown Relationship(s)

- Strengthen
- Make Visible

#### Community Engagement

An opportunity to provide increased awareness of seeing themselves at CWU  
Increase connection to indigenous people and reflect how we operate in a way that honors them. ✓2  
Looking at how we look at work and seeing a more collectivistic approach

#### Engagement

We often talk about engagement as a museum. But engagement goes both ways – people come to the museum and engage with activities and exhibits. But we, as a museum, also engage communities beyond our walls through off-site activities and programs as well as through our community partners (other museums in particular). Engagement is contingent upon access – for example, by facilitating jobs for alumni we create engagement opportunities for them to be part of the CWU community long after graduation. We also think of engagement as “getting people interested,” sparking curiosity, and compelling people to engage in a fun, informal learning experience (at the Museum). Simultaneously, engagement also entails developing high-impact practices that make people want to be part of the CWU community – and to see it through to the end of their learning journey.

#### Engagement

CWU Believes that learning, research, and creative expression are enhanced by engagement both on and off campus. High-impact practices and meaningful community partnerships foster engagement. CWU values producing knowledge that has a national and global impact.

#### Engagement

CWU believes that learning, research, and creative expression are enhanced by culturally sustaining, relevant, and meaningful engagement and partnerships with local, regional, and global communities to achieve student retention, graduation, and life success.

#### Engagement

CWU believes that meaningful engagement among students, faculty, and other members of the campus community is essential to the professional development and educational experience of each student. CWU believes that learning, research, and creative expression are enhanced by engagement with external partners. CWU believes that as a publicly funded institution, it has a responsibility to help address the social and economic challenges faced by our communities.

### Engagement

Feels too academically focused and does not speak to any other engagement areas on campus (Ex. Club engagement, peer-to-peer engagement, engagement within our local residences communities, etc.) – it focuses on institutional engagement rather than individual engagement with the student community.

- External partners – how would this be defined? External to whom? This might be confusing to students trying to see themselves in this value

### Community

- Shared governance
- Learning organization
- Togetherness/family(internal)
- External – town/gown
- Current students and alumni
- Pride and humility
- Communication