

**Central Washington University
Values and Strategic Plan Goals and Initiatives Feedback Form
Due Friday, May 12, 2023**

Students prefer the long version of the Values

Strategic Values:

- *The shorter versions of the values are more concise and memorable. The longer versions just seem more cumbersome and wordy (and hence less memorable). Values should be memorable.*
 - *On the lengthy version of Core Value #3, it reads “the university is dedicated to stewarding the land”, which gives the impression that we’re an agricultural institution... which we’re not. That line just sounded too farmer-ish.*
- **See above additional sentence edit to values.**
 - The short version of the values is preferable. The long version is OK but just too long.
 - The Mission statement drops learning. This is core to what we do at a university. It should be reinstated.
 - **It appears that inclusion, equity, and belonging starts with inclusion of everyone and ends with a focus on only students. Is this deliberate? This narrowing seems to do the opposite of what is wanted.**

We like both versions of the values statements, but prefer the longer versions if given a choice. Our main effort went to goals and initiatives

Short version is preferred

The group prefers the longer version.

We agree that the “long” and “short” versions of the values statements could each be used in different contexts.

Our Preference: *we are fine with both versions, and suppose that, if it is necessary, the longer version clearly spells out these concepts more clearly, but that for ease of memory, goal-setting, advertising, etc., etc., the short version is preferable.*

- Short feels more direct and to the point.
- We weren’t happy with either version in that they don’t adequately address actionable things.

In general, we like the shorter versions of the Core Values as opposed to the longer versions.

The group prefers long form.

Core Values

The values were well written. We prefer the short version, though both are acceptable.

We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

Our only critique is that the final sentence in the long description of stewardship, listed above is incongruous. Stewardship is the responsibility to exercise ethical, professional, and responsible leadership. Academic freedom is the right to teach without external pressures or influence. These ideas represent two distinct concepts. Adding this sentence about academic freedom feels like an attempt to shoehorn this concept into this document, despite there being no clear connection to the value.

Academic freedom is, of course, important. Perhaps the statement could tie the concepts together by saying that "faculty exercise ethical, professional, and responsible leadership in the classroom and have the academic freedom to in advance truth and turn knowledge into wisdom."

The reference to the university's "core role" is confusing in this context because it does not refer directly to a core value or the mission. While no one would argue that teaching is not a core role of the university, in this context, the language may be misconstrued.

We prefer the short version.

Team prefers the short version

Thoughts on the values

- It is important to include "alumni" in the values – possibly engagement or belonging. 107,000 alumni are a huge part of the CWU community and comprehensive engagement brings many benefits for CWU and the alumni themselves.
- Discussion around short and long versions – good to have both versions and there are uses for both versions. Short versions are clearer and more understandable, but sometimes don't fully represent all concepts. Long versions are more comprehensive but sometimes jargony, less understandable and less connected to brand.
- Must not forget that CWU is more than the Ellensburg campus.
- Discussion of the student success value and use of the word 'allow' versus an alternative such as 'encourage' or 'open the door'.

Long version of values preferred

Overall we preferred the short version of all values due to its' "snappy" structure and the ability to read and comprehend.

DHC prefers the longer version of the Values – they are more comprehensive and less awkwardly written.

We prefer the long version but believe that both could be used appropriately in different contexts.

Foundational or Unifying Value: Student Success

Feedback

- Effective language
- “Ultimately everything we do is geared towards” – harsh language
- “rigorous” – can be seen as intimidating to prospective students
- Add classroom space in the multicultural center?

We are passionate about creating pathways for students of all backgrounds to reach their academic and professional goals. Faculty and staff provide a rigorous education in a supportive environment that inspires students to reach their goals. We elevate culturally sustaining practices, including pedagogy and curriculum, that allow students to bring their cultures, histories, languages, and literacies into the learning environment. Ultimately, everything we do is geared towards elevating the success of our diverse students as they become engaged professionals, active citizens, and lifelong learners.

While we preferred the focus and brevity of the shorter description of student success, some of us also missed the presence of “culturally sustaining practices.” Our staff member noted that realizing the lofty goals behind culturally sustaining practices—specifically bringing students’ cultures, languages, and literacies to bear upon our disciplines—feels challenging and perhaps outside of our capacities at CWU at this moment.

A suggestion from a graduate student was to modify the first sentence in the shorter version to reflect that we are working towards the implementation of culturally sustaining practices (even if we are not there yet).

Two other notable comments regard the broader values behind phrases like “success” and “rigor.” One faculty member objects to the use of “rigor” and “rigorous.” To them, this term feels militaristic. They explained that an emphasis on “rigor” dismisses the importance of creating safe spaces for failing—failure is, they noted, one of the most important steps in learning. Along these lines, one undergraduate student noted that an emphasis on “success” (instead of learning) also felt out-of-place. They stated “Success is that whole ‘grind’ culture. Our generation is moving away from that in order to focus on having a healthy work/life balance.” Many of us agreed with this statement. The faculty member adds, “A student can’t really learn the classroom material when they are stressed or just not in the right place emotionally. So balancing school and work and home are necessary.”

Here is a proposed re-write of that value, based on this feedback:

Learning: We are passionate about creating pathways for students of all backgrounds to reach their academic and professional goals. Through providing a supportive learning environment that is fostered by culturally sustaining practices, faculty and staff inspire students to become engaged professionals, active citizens, and lifelong learners.

Foundational or Unifying Value: Student Success

We are passionate about creating pathways for students of all backgrounds to reach their academic and professional goals. Faculty and staff provide a rigorous education in a supportive environment that inspires students to fulfill their potential. We elevate culturally sustaining practices, including pedagogy and curriculum, that allow students to bring their cultures, histories, languages, and literacies into the learning environment. Everything we do is geared towards elevating the success of our diverse students as they become engaged professionals, active citizens, and lifelong learners.

- Questions around how measurable this is – but that could come more from the goals.

Foundational or Unifying Value: Student Success

We create pathways for students of all backgrounds to reach their academic and professional goals. Faculty and staff provide a rigorous education in a supportive environment that inspires students to fulfill their potential. We elevate culturally sustaining practices, including pedagogy and curriculum, that allow students to bring their cultures, histories, languages, and literacies into the learning environment. Ultimately, everything we do is geared towards elevating the success of our diverse students as they become engaged professionals, active citizens, and lifelong learners.

Foundational or Unifying Value: Student Success

We are passionate about creating pathways for students of all backgrounds to reach their academic and professional goals. Faculty and staff provide a rigorous education in a supportive environment that inspires students to fulfill their potential. We elevate culturally sustaining practices, including pedagogy and curriculum, that allow students to bring their cultures, histories, languages, and literacies into the learning environment. Ultimately, everything we do is geared towards elevating the success of our diverse students as they become engaged professionals, active citizens, and lifelong learners.

NOTE: The highlighted sentence is very difficult. Could we use shorter sentence, fewer words, etc?

Foundational or Unifying Value: Student Success

“We are passionate about creating pathways for students of all backgrounds to reach their academic and professional goals. Faculty and staff provide a rigorous education in a supportive environment that inspires students to fulfill their potential. We elevate culturally sustaining practices, including pedagogy and curriculum, that allow students to bring their cultures, histories, languages, and literacies into the learning environment. Ultimately, everything we do is geared towards elevating the success of our diverse students as they become engaged professionals, active citizens, and lifelong learners.”

Suggested edits: We like that the statement is well-crafted and reflects a commitment to creating an inclusive and supportive environment for learners from diverse backgrounds. We also like the emphasis on the commitment to providing a supportive environment and culturally sustaining practices. However, it does not provide specific examples (or a pragmatic

definition) of what that means. Several broad terms, such as "rigorous education," "supportive environment," and the aforementioned "culturally sustaining practices" are used. These terms may not provide a clear picture of what Central is doing to support students. We feel it would be helpful to spell out what makes us a smart choice for students—HIPs, faculty-supervised research, etc.

Student Success

- Staff are actively breaking down barriers to success (access to advising/student resources, etc.)
- What is the definition of “success”? First gen is that they are in college. Others may graduate with a job, etc. Others, this is their safe space.
- Instead of “fulfilling their potential”, break down the sentence to have the staff focusing on inspiring students to meet their personal goals/aspirations.
- Staff create pathways to support students through their academic journey
- Faculty provide the rigorous education and resources to land jobs, etc.
- “elevating the success of our diverse student BODY”
- Infuse equity into this paragraph. Goes beyond students, goes into our hiring practices, etc.

Core Value #1: Engagement

Feedback:

- Add Alumni to this statement
- Reflect reality of campus/city community
- How can we recognize political climate of Ellensburg
- “Prioritize small classes” – we should prioritize scheduling that allows students to get a full schedule of classes and graduate in four years; prioritize relationship; small classes are not always positive
- “mentorship and advising” – has not been a priority in education or CEPS

Internally, we invest in authentic relationships that help students, faculty, and staff fully engage in their learning. We nurture leadership, creativity, and innovation through experiential learning, community engagement, and high impact practices on the main campus and at our University Centers through a variety of instructional modalities. We prioritize small classes, mentorship and advising, and civic literacy to promote success. Externally, we forge and maintain authentic relationships built on mutual respect, responsibility, and reciprocity. ~~We integrate our planning and activities with the City of Ellensburg, local school districts, Kittitas County, the Yakama Nation, and the state of Washington.~~ **Our critical partners include but are not limited to cities surrounding our campus locations, local counties, school districts, the Yakima Nation, and the state of Washington.**

In this instance, everyone preferred the longer to the shorter version of the values. We felt as though the longer version—through naming specific community partners—would entail greater accountability. We all felt that the CWU campus needs to be more open to the other cultures and communities we are surrounded by throughout Central Washington. We also felt that we do not currently have enough opportunities, as students, faculty, and staff, to learn about each other and the people who live here. We need places and opportunities to interact with external partners on a smaller, more intimate scale.

Core Value #1: Engagement

Internally, we invest in authentic relationships that help students, faculty, and staff fully engage in their learning. We nurture leadership, creativity, and innovation through experiential learning, community engagement, and high-impact practices on the main campus and at our University Centers through a variety of instructional modalities. We prioritize small classes, mentorship, advising, and civic literacy to promote success. Externally, we forge and maintain authentic relationships built on mutual respect, responsibility, and reciprocity. We integrate our planning and activities with the City of Ellensburg, local school districts, Kittitas County, the Yakama Nation, and the state of Washington.

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Core Value #1: Engagement

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Externally, we forge and maintain authentic relationships built on mutual respect, responsibility, and reciprocity. We integrate our planning and activities with the City of Ellensburg, local school districts, Kittitas County, the Yakama Nation, our partnerships throughout the state of Washington, nationally, and internationally.

Core Value #1: Engagement

Internally, we invest in relationships that help students, faculty, and staff fully engage in learning. We nurture leadership, scholarship, creativity, and innovation through experiential learning, community engagement, and high impact practices through a variety of instructional modalities. We prioritize small classes, personalized mentorship and advising, and civic literacy to promote success. Externally, we forge and maintain relationships built on mutual respect, responsibility, and reciprocity. We integrate our planning and activities with the City of Ellensburg, local school districts, Kittitas County, the Yakama Nation, and the state of Washington (this should be broader and include regional through global levels).

Core Value #1: Engagement

Internally, we invest in authentic relationships that help students, faculty, and staff fully engage in their learning. We nurture leadership, creativity, and innovation through experiential learning, community engagement, and high-impact practices on all of our campuses, through various instructional modalities. We prioritize small classes, mentorship and advising, and civic literacy to promote success. Externally, we forge and maintain authentic relationships built on mutual respect, responsibility, and reciprocity. We integrate our planning and activities with the City of Ellensburg, local school districts, Kittitas County, the Yakama Nation, the state of Washington, and all communities that we serve

Core Value #1: Engagement

We invest in authentic relationships that help students, faculty, and staff fully engage in their learning. We nurture leadership, creativity, and innovation through experiential learning, community engagement, and high impact practices on the main campus and at our University Centers through a variety of instructional modalities. We prioritize small classes, mentorship and advising, and civic literacy to promote success. We forge and maintain authentic relationships built on mutual respect, responsibility, and reciprocity with entities outside CWU. NOTE: The last line in this paragraph, and the use of internal and external, is confusing and unnecessary. It also negates the student and employees and their work at the University Centers.



Core Value #1: Engagement

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Core Value #1: Engagement

we invest in authentic relationships that help students, faculty, and staff succeed. We nurture leadership, creativity, and innovation through experiential learning, community engagement, and high impact practices using a variety of instructional modalities on the main campus and at our University Centers. We prioritize small classes, mentorship and advising, and civic literacy engage students in their learning.. we forge and maintain authentic relationships built on mutual respect, responsibility, and reciprocity. We integrate our planning and activities with the City of Ellensburg, local school districts, Kittitas County, the Yakama Nation, and the state of Washington.

Core Value #1: Engagement

Suggested edits: We like that the value expresses CWU's commitment to fostering authentic relationships and promoting engagement. The statement emphasizes the importance of authentic relationships and should provide examples of tangible actions that CWU (Central Washington University) takes to achieve these goals. It is challenging to understand how these values will be implemented in practice.

It would be helpful to clarify what specific approaches or methods are employed to enhance experiential learning, community engagement, and high impact practices.

It is positive CWU aims to establish authentic relationships externally. The statement does not mention how these relationships are developed and maintained.

Engagement (Long Version)

- Confusion in the first sentence – we, they, students/faculty/staff
- University Centers, Ellensburg campus, where is the online programs? It could read “all campus locations through a variety of instructional modalities”
- Instead of civic literacy, write “to train and create engaged citizens”
- Intro sentence that indicates internal and external values within value
- Reciprocity
- Go beyond state of Washington
- Too many words, commas, “ands”, etc.

(Long) Core Value #2: Belonging

Feedback

- As we build a culture of inclusion – need to recognize our history

We did not have a preference between the longer or shorter versions. However, we again noted the emphasis on success in lieu of learning. We again noted that, in the second version, success is stated as a goal. Again, students within the group felt that an emphasis on success is not meeting the needs to students today. Indeed, an emphasis on “success” might actually undermine efforts to enhance belonging, since belonging is contingent upon having a healthy balance between work, school, and personal aspects of one’s life.

We appreciated the way that shared governance is described, as it feels kind of radical and important to include everyone in “shared governance” (at least it bucks the historical status quo at CWU). We like that, in the longer version, it emphasizes that we move together collectively. We wake up as equals and then, when we come onto campus, we participate in a hierarchy. This feels counterintuitive to working towards a more equitable society. While some hierarchy is necessary, it feels as though the emphasis on following chain of command that currently exists highjacks the potential for communication with each other—particularly between levels of authority and power. Students are often invited into administration-oriented spaces but it feels less common for administrators to be the “only one” in a student space where they have little authority—a space where an administrator’s main job would be to listen and respond when asked.

Core Value #2: Belonging

We invite students to a higher education experience where they belong. We believe a diversity of peoples, cultures, and ideas are essential to learning, discovery, and creative expression. We nurture a culture of inclusion through our curricular, co-curricular and extra-curricular programs and activities. Through shared governance, students, faculty, staff, and administrators respectfully collaborate to lead the institution. Collectively, we take responsibility for building a community that welcomes diverse perspectives and that advances our vision and mission.

- Did not care for the first part of the long or short version.
- Verbs and adjectives aren’t matching.
- The whole value could be reworked.
- Feels rushed.
- Buzz-wordy, not connected with the value of belonging.

Core Value #2: Belonging

We invite students to a higher education experience where they experience genuine belonging. By placing student success at the center of our work, we believe a diversity of peoples, cultures, and ideas are essential to learning, discovery, and creative expression. We nurture a culture of inclusion through our curricular, co-curricular, and extra-curricular programs and activities.

Through shared governance, faculty, staff, students, and administrators respectfully and collaboratively lead the institution. Collectively, we take responsibility for building a community that welcomes diverse perspectives and that advances our vision and mission.

Core Value #2: Belonging

We invite students to a higher education experience where they belong. We believe a diversity of peoples, cultures, and ideas are essential to learning, discovery, and creative expression. We nurture a culture of inclusion through our curricular, co-curricular and extra-curricular programs and activities. Through shared governance, faculty, staff, students, and administrators respectfully collaborate to lead the institution. Collectively, we take responsibility for building a community that welcomes diverse perspectives and that advances our vision and mission.

Core Value #2: Belonging

We invite students to a higher education experience where they belong. We believe a diversity of peoples, cultures, identities, and ideas are essential to learning, discovery, and creative expression and honor this by placing student success at the center of our work,. We nurture a culture of inclusion through our curricular, co-curricular and extra-curricular programs and activities. Through shared governance, faculty, staff, students, and administrators respectfully collaborate to lead the institution. Collectively, we take responsibility for building a community that welcomes diverse perspectives and that advances our vision and mission.

Suggested edits: This core value conveys a strong commitment to fostering an inclusive higher education experience. It would be helpful to provide specific examples of how CWU promotes a sense of belonging. Outline specific measures CWU is taking to ensure student success-- academic support services, career development initiatives, or access to resources. Prioritizing student success does not necessarily demonstrate a belief in the value of diversity.

The first sentence might be improved by changing the wording to “where they feel a sense of belonging”. The second sentence would be clearer without the phrase before the comma.

The statement mentions nurturing a culture of inclusion through curricular, co-curricular, and extra-curricular programs and activities. Specifying how the institution ensures accessibility and inclusion for students with disabilities or other marginalized groups would further enhance this value.

The importance of shared governance and collaboration among faculty, staff, students, and administrators is highlighted. It would be advantageous to provide more details on how this collaboration is encouraged and implemented.

This value mentions building a community that welcomes diverse perspectives and advances the vision and mission. It would be helpful to elaborate on specific strategies or programs aimed at fostering this welcoming community, such as diversity and inclusion training for staff

and faculty, creating safe spaces for open dialogue, or implementing policies that prevent discrimination and promote equity.

Belonging

- “belong” – change to something like “can find their place” or “discover their community”, etc.
- Too many buzzwords, tries to reference all the things.
- Just another way to say the same thing. Very repetitive.
- Curricular – couldn’t it say “inside and outside of the classroom”
- We/there is confusing. “Through shared governance” sentence is confusing
- Shared governance sentence should be moved to engagement
- Last two sentences don’t feel strong enough, or speaking to belonging.

Core Value #3: Stewardship

Feedback:

- Further incorporate land acknowledgement (who are the elders? Who do we consult?)
- Must recognize Yakama nation
- Who are we partnering with
- Want more specificity in stewardship—who is doing it and what efforts are being made?

Existing on ~~ceded~~ **traditional ancestral lands** of the Yakama Nation, the university is dedicated to stewarding the land and our resources in ways that honor the Indigenous peoples **connected to this land since time immemorial**. We integrate economic, environmental, and social sustainability into our programs and practices. We efficiently and effectively use our resources in ways that support our values and advance our vision and mission. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion. We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

Core Value #3: Stewardship

Existing on ceded lands of the Yakama Nation, the university is dedicated to stewarding the land and our resources in ways that honor the indigenous peoples who resided here and address the most critical challenges of the 21st century. We integrate environmental, social, and economic sustainability into our programs and practices, and strive to create an ecologically healthy and socially just world. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion. We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

We like the shorter version, but do not like that it does not specifically mention/recall/recognize the Yakama Nation. We suggest taking the first sentence of the longer version and integrating it with the shorter version.

We feel, moreover, that while this particular value seems to be about “sustainability” (often coded as an environmental value) it is really about budgeting . . . or, rather, clandestine speech that stands in for the same capitalist values (profit over balance) that usually undermine sustainability. This might *not* be the case if true shared governance was actualized, with recognized roles for students, faculty, and staff at all levels (not simply administrators) in the budgeting process.

One thing the faculty member notes is the sustainability of faculty and student mental health—because it is not there. We are all emotionally exhausted and we wonder if there are ways to think creatively about how we do things, particularly in the classroom. For example, some

courses need 18 – 20 weeks so that students can take time to process the information. Others may only need 6 weeks. This also intersects with learning, as emotional engagement is necessary for learning to happen. And so often we do not have the tools to de-escalate our emotions, to process them, to integrate them into our knowledge so that, as we move forward, we can do so having learned something.

Core Value #3: Stewardship

Existing on ceded lands of the Yakama Nation, the university is dedicated to stewarding the land and our resources in ways that honor the original indigenous peoples and their descendants who still reside here today. We integrate economic, environmental, and social sustainability into our programs and practices. We efficiently and effectively use our resources in ways that support our values and advance our vision and mission. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion. We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

How do you turn knowledge into wisdom?

Jarring transition between types of stewardship

Ceded lands implies Yakama nation willingly gave them up

Existing on ceded lands of the Yakama Nation, the university is dedicated to stewarding the land and our resources in ways that honor the indigenous peoples who resided here. We integrate economic, environmental, and social sustainability into our programs and practices. We efficiently and effectively use our resources in ways that support our values and advance our vision and mission. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion. We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

Suggested edits: This value highlights CWU's commitment to various principles. The statement mentions that the university is located on ceded lands of the Yakama Nation and is dedicated to stewarding the land and resources. This acknowledgment is commendable. It would benefit from examples of how CWU will actively honor indigenous peoples.

The value statement mentions integrating economic, environmental, and social sustainability into programs but lacks clarity on resource utilization. It would be advantageous to outline specific measures or examples of how the university achieves this.

We like that the statement acknowledges the importance of academic freedom. However, it does not delve into how the university upholds or protects this freedom. Academic freedom better fits under the umbrella of belonging; whatever your intellectual interests and wherever your inquiry takes you, you belong at CWU and your freedom to explore will be respected.

Core Value #3: Stewardship

Existing on ceded lands of the Yakama Nation and other Indigenous Nations, the university is dedicated to co-managing the land and our resources with regional Indigenous peoples who still reside here. We integrate economic, environmental, and social sustainability into our programs and practices. We efficiently and effectively use our resources in ways that support our values and advance our vision and mission. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion. We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

Core Value #3: Stewardship

Existing on ceded lands of the Yakama Nation, the university is dedicated to stewarding the land and our resources in ways that honor the indigenous peoples who resided here. We integrate economic, environmental, and social sustainability into our programs and practices. We efficiently and effectively use our resources in ways that support our values and advance our vision and mission. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion. We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

Core Value #3: Stewardship

Our originating campus exists on ceded lands of the Yakama Nation, the university is dedicated to stewarding the land and our resources in ways that honor the indigenous peoples who reside here. We integrate economic, environmental, and social sustainability into our programs and practices. We efficiently and effectively use our resources in ways that support our values and advance our vision and mission. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion. We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

Core Value #3: Stewardship

Existing on ceded lands of the Yakama Nation, the university is dedicated to stewarding the land and our resources in ways that honor the indigenous peoples who resided here and address the most critical challenges of the 21st century. We integrate environmental, social and economic sustainability into our programs and practices, and strive to create an ecologically healthy and socially just world. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion. We recognize that academic freedom is critical to the university's core role in advancing truth and turning knowledge into wisdom.

Stewardship

- “We nurture” sentence – should be a goal and action plan, or rewritten to talk about resources for humans
- Remove the word truth. Truth is subjective
- Short version – no mention of Yakama nation land
- Student feedback – felt that the mention of the Yakama nation

SHORT VERSION

Core Value #1: Engagement

We nurture leadership, creativity and innovation through experiential learning, community engagement, and a variety of instructional modalities on the main campus and at our Centers. We prioritize small classes, mentorship and advising, and civic literacy to promote success. Additionally, we forge and maintain authentic relationships built on mutual respect, responsibility, and reciprocity with our **critical partners including but are not limited to cities surrounding our campus locations, local counties, school districts, the Yakima Nation, other regional sovereign nations, and the state of Washington.**

Note: Integral to our values include our situated locations, their cultural context, and our partners. Without them in the shortened version of this core value we devalue same.

Core Value #1: Engagement

We nurture leadership, scholarship, creativity, and innovation through experiential learning, community engagement, and a variety of instructional modalities. We prioritize small classes, personalized mentorship and advising, and civic literacy to promote success. Additionally, we forge and maintain relationships built on mutual respect, responsibility, and reciprocity.

Core Value #2: Belonging

By placing student success at the center of our work, we invite students to a higher education experience where they belong. We nurture a culture of inclusion through our curricular, co-curricular and extra-curricular programs and activities. Through shared governance, faculty, staff, students, and administrators respectfully collaborate to lead the institution. **We also nurture a culture of inclusion through anticipating and adapting to the realities of the communities that rely on us for their education needs as we understand this is a responsibility that comes with belonging in these communities.**

Core Value #2: Belonging

We place student success at the center of our work, by creating higher education experiences where all students belong. We nurture a culture of inclusion through our curricular, co-curricular and extra-curricular programs and activities. Through shared governance, students, faculty, staff, and administrators respectfully collaborate to lead the institution.

- In general, this felt like a very weird paragraph.
- Did not care for the first part of the long or short version.
- Verbs and adjectives aren't matching.
- The whole value could be reworked.
- Feels rushed.
- Buzz-wordy, not connected with the value of belonging.

Core Value #2: Belonging

By placing student success at the center of our work, we invite students to a higher education experience where they experience genuine belonging. We nurture a culture of inclusion through our curricular, co-curricular and extra-curricular programs and activities. Through shared governance, faculty, staff, students, and administrators respectfully collaborate to lead the institution.

Core Value #3: Stewardship

Existing on traditional ancestral Yakama Nation land, the university is dedicated to stewarding the land and our resources in ways that honor the Indigenous peoples connected to this land since time immemorial. We integrate social, economic, environmental, and cultural sustainability into our programs and practices and efficiently and effectively use our resources in ways that support our values, those of the Yakama Nation, and other regional sovereign nations to advance our strategic plan. We nurture our internal talent through professional development, coaching and mentoring, partnerships, and accountability enacted with care and compassion.

Core Value #3: Stewardship

We integrate economic, environmental, and social sustainability into our programs and practices and efficiently and effectively use our resources in ways that support our values and advance our strategic plan, and honor the indigenous peoples who resided here. We nurture our internal talent through professional development, coaching and mentoring, and accountability enacted with care and compassion.

Core Value #3: Stewardship

We integrate economic, environmental, and social sustainability into our programs and practices and efficiently and effectively use our resources in ways that support our values and advance our strategic plan. We nurture our internal human resources through professional development opportunities, coaching and mentoring, and accountability enacted with care and compassion.