



■ AY 2024-2025

Strategic Plan Report

UNIFYING VALUES

Student Success

GOAL 1

Develop clear pathways into and through the university to ensure equitable access to higher education, enhance student engagement and success, and improve retention and graduation rates.

Initiative 1.1: Increase enrollment through the development and implementation of a relational recruitment model integrated with clearly branded marketing.

Initiative 1.2: Increase retention rates of new freshman students, closing equity gaps

Initiative 1.3: Analyze completion rates by course and overall graduation rates, using disaggregated data for different demographic groups, and close equity gaps in student success.

Initiative 1.4: Working with high schools and community colleges, develop clear pathways into the university to provide equitable and inclusive enrollment practices and graduation attainment.

Initiative 1.5: Map inclusive, evidence-based and pedagogically sound High-Impact Practices (HIPs) to our academic and student engagement programs in a developmental way throughout a student's journey.

GOAL 2

Elevate culturally sustaining practices so that the cultural wealth that historically excluded students, faculty, and staff bring to our university community is integrated into the learning environment.

Initiative 2.1: Develop and implement a comprehensive faculty development program that focuses on inclusive pedagogy, culturally responsive teaching practices, and designing curricula that incorporate diverse perspectives and experiences.

Initiative 2.2: Develop workshops and seminars for staff to advance culturally sustaining practices in student engagement and success programming.

GOAL 3

Elevate the holistic well-being of our students.

Initiative 3.1: Establish the Culture of Respect Leadership Council and implement the CWU Safe Committee recommendations.

Initiative 3.2: Increase awareness and utilization of student health and wellness support services.

Initiative 3.3: Support and expand access to basic needs, including establishing a resource coordinator dedicated to assisting students experiencing food and housing insecurity.

Initiative 3.4: Expand access to financial literacy and financial coaching services for all students through a partnership between the Financial Wellness Center, the Center for Financial Planning and Well-Being, and academic programs.



Engagement

GOAL 1

Amplify and elevate the university's relationship with local and regional communities.

Initiative 1.1: Integrate our strategic planning and activities with the cities within Kittitas County and with the county as a whole, as well as with other cities and counties in our region. Initiative 1.2: Integrate our planning and activities at the Centers with the communities local to the Centers and include the Centers with campus-wide initiatives.

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Initiative 1.3: Cultivate a partnership with the Yakama Nation and other regional tribal nations built on meaningful, ongoing consultation, collaboration, and cooperation.

Initiative 1.4: Participate in the creation and implementation of an economic development plan that builds a partnership between CWU and the cities within Kittitas County and with the county as a whole, as well as with other cities and counties in our region

GOAL 2

Partner with businesses, nonprofits, governmental agencies, tribal agencies, and other entities, as well as with individuals, to increase opportunities for students.

Initiative 2.1: Create an Institute for Civic and Community Engagement that partners with SLICE to expand community partnerships to provide experiential learning and civic engagement opportunities for students.

Initiative 2.2: Working through the Campus Compact model, develop and implement a Civic Action Plan.

Initiative 2.3: Strengthen the partnership between the Foundation, the Alumni Association, and the university community to enhance lifelong alumni and donor relationships that support our students, faculty, and staff.

Belonging

GOAL 1

Establish hiring, onboarding, and evaluation processes that nurture a culture of inclusion for all employees with a focus on increasing the number of employees from historically excluded groups.

Initiative 1.1: Make diversity and equity a priority in the hiring, onboarding, and retention of faculty and staff.

Initiative 1.3: Facilitate and promote the work of faculty in advancing diversity and inclusion in teaching, scholarship, and service in compliance with the collective bargaining agreement to ensure that such work will be counted in professional records to meet tenure and promotion criteria.

Initiative 1.4: Review and ensure that University criteria for reappointment, tenure and promotion, and post tenure review furthers diversity and inclusion in teaching, scholarship and service, and that the College criteria aligns with the University criteria.

GOAL 2

Become a Hispanic Serving Institution (HSI).

Initiative 2.1: Create a university-wide committee consisting of representatives from faculty, staff, students, administrators, and trustees to study shared governance, review our shared governance practices, and create a national model for shared governance at CWU.

Initiative 2.2: Develop strategic partnerships with equity organizations, local community-based organizations, and HSIs for knowledge sharing and program development to better support underserved students.

Initiative 2.3: Develop a plan for early outreach, targeted recruitment, retention, and graduation of Latinx students.

Initiative 2.4: Develop a plan for hiring, retaining, mentoring, and promoting Latinx and bilingual faculty, staff, and administrators.

Initiative 2.5: Implement bilingual and culturally responsive practices across the institution, including translation of important materials and information into Spanish.

GOAL 3

Cultivate an inclusive and welcoming campus culture that embraces diversity, that fosters a sense of belonging for all students, faculty, and staff, and that nurtures pride in the university.

Initiative 3.1: Develop and implement diversity, equity, and inclusion (DEI) training programs for faculty, staff, and students to raise awareness, build understanding, and promote inclusive practices across the university.

Initiative 3.3: Build mechanisms for nurturing a strong sense of affiliation with and pride in Central Washington University.

Stewardship

GOAL 1

Promote sustainable practices and responsible stewardship of land and resources to support an ecologically healthy and socially just world, while respecting and honoring Indigenous peoples.

Initiative 1.1: Develop and implement a comprehensive, university-wide Sustainability & Climate Change Action Plan, which incorporates environmental, social, and economic considerations into university operations, infrastructure, and academic programs in collaboration with the local community.

Initiative 1.2: Integrate sustainability into a university-wide curriculum to provide students with the knowledge, skills, competencies, and values necessary to shape an equitable and sustainable future.

GOAL 2

Elevate shared governance and collaboration across the university and advance professional development and leadership opportunities that demonstrate the value of our human resources and that build a strong, united university community.

Initiative 2.1: Create a university-wide committee consisting of representatives from faculty, staff, students, administrators, and trustees to study shared governance, review our shared governance practices, and create a national model for shared governance at CWU.

Initiative 2.2: Elevate the application of emotional intelligence, equity-mindedness, collaboration, inclusion, and deep care through professional development and mentoring centered on building a model of leadership-in-place at CWU.

Initiative 2.3: Develop a new performance management process and criteria for staff that advances the university's vision and values.

GOAL 3

Implement values-based budgeting to ensure the efficient and effective use of fiscal resources and the long-term fiscal sustainability of the university.

Initiative 3.1: Right-size and fully fund instructional and non-instructional employee costs that meet or exceed the historical norms of the university and that support the vision, mission, values, and strategic plan.

Initiative 3.2: Reduce redundancies and inefficiencies in goods and services costs and develop mechanisms to monitor and control spending in support of the vision, mission, values, and strategic plan.

Initiative 3.3: Develop a values-based fund to incentivize, reward, and invest in the vision, mission, values, and strategic plan.

Initiative 3.4: Build university reserves equivalent to a minimum of three years of bond payments.



#GiveCentral 2025: Engagement Creates Impact

Goal 1: Develop clear pathways into and through the university to ensure equitable access to higher education, enhance student engagement and success, and improve retention and graduation rates.

We will highlight the planning and outcomes of #GiveCentral 2025, CWU's annual day of giving and advocacy. This includes a snapshot of our digital and in-person engagement efforts, ambassador involvement, and the range of campus projects supported. We will share participation data and stories that reflect the growing excitement and generosity across the CWU community.

#GiveCentral is more than a fundraiser. It is a celebration of what is possible when our community comes together. This event strengthens CWU's ability to provide meaningful opportunities for students and fosters a culture of giving that supports the university's long-term success. Its greatest potential is realized when every corner of campus is engaged. We invite the entire CWU community to take part, whether as a project sponsor, benefactor, day of advocate, volunteer, or donor, to help make #GiveCentral as impactful and inclusive as possible

Contributors: Clay Scott, Xiaoyin Zhong

Reflections on the Work

Goal 1: Develop clear pathways into and through the university to ensure equitable access to higher education, enhance student engagement and success, and improve retention and graduation rates.

Initiative 1.1: Increase enrollment through the development and implementation of a relational recruitment model integrated with clearly branded marketing.

The work we are doing is:

A. Recruitment-oriented in the sense that our team traveled to universities in the Western portion of the state, presenting the benefits of attending Central Washington University's School of Education. We spoke about its benefits of being one of the most experienced universities in the state--being the second oldest. We spoke of the smaller class sizes. We also spoke to the level of support that CWU provides its students, which is not happening literally throughout the country--evidence being the many papers being written on "Mitigating Barriers to Persistence."

B. Retention, Belonging, Graduation, and Employment are areas that our team focused on through the process of doing our work. For example, on June 11, 2025, at 11:00 AM, we hosted a "Job Search Q & A" with CWU Seniors in the School of Education. This Q & A was with school district recruiters from both the Highline School District and the Clover Park School District. Throughout the year, we welcomed any questions or queries from our students related to academic counseling and support. We referred them to the highly capable staff members in our office to address their needs and queries. We attempted, as often as possible, to build community with our student body so that we can establish a real sense of belonging--especially in this time when students are attending online classes more and more.

Contributors: Paul Nichols, Janet Bradshaw, Doug Jensen, Renata Cummings, Angela Murray, Mishel Corea



Industry-driven MBA Program

Goal 1: Develop clear pathways into and through the university to ensure equitable access to higher education, enhance student engagement and success, and improve retention and graduation rates.

Initiative 1.1: Increase enrollment through the development and implementation of a relational recruitment model integrated with clearly branded marketing.

Initiative 1.4: Working with high schools and community colleges, develop clear pathways into the university to provide equitable and inclusive enrollment practices and graduation attainment.

The approved Master of Business Administration (MBA) program at Central Washington University (CWU) is designed to prepare students for leadership roles across a variety of industries. Emphasizing core business competencies such as problem-solving, analytics, leadership, and communication, the program also focuses on ethical leadership and social responsibility. It offers flexible modalities to accommodate diverse learner needs; stackable, in-demand specializations like Cybersecurity Management and Business Analytics; and networking and experiential learning components. The curriculum was developed in alignment with CWU's and the College of Business's missions, fostering sustainability and community partnerships. The program promises a competitive, accessible, and modern MBA experience tailored for today's workforce needs.

Workforce data and student surveys support the program's viability and demand. Labor statistics reveal growing opportunities while learner feedback shows strong interest, particularly in online or hybrid formats and customizable specializations. The program is competitively priced compared to regional offerings and is expected to be financially sustainable with projected positive net income from the first year. We are creatively creating seamless pathways with our college partners offering BAS programs to increase impact. Beyond academic value, the program addresses broader societal needs including economic development, innovation, and global competence. Through strategic partnerships, inclusive access, and a forward-looking curriculum, the MBA program aims to become a significant contributor to professional and community advancement.

Contributors: Faiza Khoja, Sayantani Mukherjee, Fang Wang

First Year Retention Efforts through Early Academic Alerts

Goal 1: Develop clear pathways into and through the university to ensure equitable access to higher education, enhance student engagement and success, and improve retention and graduation rates.

Initiative 1.2: Increase retention rates of new freshman students, closing equity gaps.

As an effort to enhance First-Year Retention, all faculty were requested to participate in an Early Academic Alert initiative, taking attendance in all 100-200 level courses and submitting any notice of academic concerns between weeks 3-4 of the term. These alerts were intended to help with early identification of academic challenges students may face that could be resolved through a variety of student success efforts, including peer mentoring, tutoring, advising, and referrals to support services. During the 2024-2025 academic year, a total of 2,157 early alerts were submitted (representing 1,546 students). Each student received a text message, email, and/or phone outreach from a team of Academic Success Coaches to connect them with campus resources, programming, and supports.

Fall-to-Winter persistence data for full-time First-Time-In-College (FT-FTIC) demonstrated an increase from 91% in 2023 to 93% in 2024, and similarly, Winter-to-Spring persistence increased from 85% to 89% over the past year. While early indications are promising, we will be able to estimate the Fall-to-Fall Retention for this cohort as we approach the beginning of Fall 2025 (in advance of the SOU). Process improvements to the Early Academic Alert project are underway for the upcoming 2025-2026 academic year to include updated faculty training and resources, a standard syllabus statement, Canvas integration tools, improved timelines, and coordinated outreach strategies with other campus initiatives to increase response rates. We also aim to launch a positive alert campaign, which will allow faculty & staff to submit a "high five" to celebrate students' engagement in the learning environment and to recognize their investment in their own academic success and personal growth. Emerging evidence suggests that this positive version of academic alerts helps foster a sense of belonging through acknowledging students' efforts, improvements, and motivations rather than focusing exclusively on academic challenges.

Contributors: Tishra Beeson, Caitlin Bassett, Banu Jayamani

Supporting Student Success Through Course Material Affordability: Wildcat Shop and CWU Libraries Partnership

Goal 1: Develop clear pathways into and through the university to ensure equitable access to higher education, enhance student engagement and success, and improve retention and graduation rates.

Initiative 1.2: Increase retention rates of new freshman students, closing equity gaps.

Initiative 1.5: Map inclusive, evidence-based, and pedagogically sound High-Impact Practices (HIPs) to our academic and student engagement programs in a developmental way throughout a student's journey.

The CWU Libraries and Wildcat Shop have collaborated through the 2024-2025 academic school year. Their respective achievements are reflected in this presentation. Through presentations, workshops, and individual meetings with faculty, Affordable Course Materials Librarian Anna Crosswhite has worked to increase knowledge around Open Educational Resources on Campus. An estimated total of \$341,655.80 has been saved through the libraries Affordable Course Materials Initiative. This was achieved through a combination of OER work already happening on campus and communicating library licensed unlimited user eBook access to faculty and students. In partnership with the Wildcat Shop, adopted course material that is available as an unlimited user access eBook will be reflected (Free at CWU Libraries) in the title with professor permission. This partnership alone is an estimated \$50,855.6 out of the \$341,655.80 in estimated student savings. The savings are estimated as students have the option to purchase a print or digital copy of their textbook. The CWU Libraries work in partnership with the Wildcat Shop impacted an estimated 1,324 students in the 2025 academic year. These efforts impact student success as surveys show an estimated 65% of students choose not to purchase a textbook due to the cost (PIRG, 2021). A University of Georgia study of over 20,000 students from 2018 concluded that OERs reduced the D, F, and withdrawal rates for all students while increasing student success (Colvard, N. B., Watson, C. E., & Park, H., 2018). The CWU Libraries Affordable Course Materials Initiative pursues student success, retention, and financial sustainability for students.

The Wildcat Shop has three main priorities:

- ▮ Provide faculty requested course materials to students.
- ▮ Support commencement
- ▮ Provide brand recognition and distribution through sales of branded items.

The Wildcat Shop has worked to encourage faculty to adopt lower cost or open educational resources to help make education more affordable and accessible for our students. Due to the influence of our efforts and partnering with key faculty we have saved students millions of dollars over the last six years as we have adopted over 75% digital course materials including inclusive access materials and courseware on campus which equate to massive savings for our students. Fall of 2025 represents the next phase in course material delivery evolution as we roll out the Course Material Access Program (CAP). This is a shared cost model where each undergraduate student pays a flat rate each quarter for all their course materials. Digital course materials are delivered through Canvas while physical textbooks can be picked up at the Wildcat Shop or delivered for a fee. Students have the option to opt out of the program up to the add/drop deadline. This program allows students to have day one access to their materials so that they are ready to learn day one. Students also do not have to make course/major decisions based on the cost of materials as the cost is standardized for everyone who chooses to remain in the program. We are excited to partner with the library in order to continue to advocate for OER and library resources. This partnership with the library supports the Wildcat Shop as we move to a digital first model for course material delivery methods. These initiatives are meant to allow students choices, and allow them first day access to their materials so that they are prepared to be successful in the classroom.

Contributors: Anna Crosswhite, Joseph Pearson

References:

<https://studentpirgs.org/2021/02/24/fixing-the-broken-textbook-market-third-edition/>

https://searchlib.cwu.edu/permalink/01ALLIANCE_CWU/1c5n89p/cdi_eric_primary_EJ1184998



Innovation and Creativity: The Art of ACCESS

Goal 1: Develop clear pathways into and through the university to ensure equitable access to higher education, enhance student engagement and success, and improve retention and graduation rates.

Initiative 1.5: Map inclusive, evidence-based, and pedagogically sound High-Impact Practices (HIPs) to our academic and student engagement programs in a developmental way throughout a student's journey.

Career Services at Central Washington University has embraced innovation and creativity to expand equitable access to career development, aligning with Goal 1 of the university's strategic plan. Our mission is to empower CWU's diverse students with the skills, knowledge, and experiences necessary to thrive in today's demanding global job market. Through assessment and data-driven decisions, including student feedback, national trends, and analytics from our Virtual Career Center (VCC), we have identified service gaps and implemented extended advising hours, interactive workshops, and tech-integrated resources to meet students where they are. Innovation has meant more than adopting tools—it's involved building authentic relationships across campus, saying "yes" to creative ideas, and infusing fun into our approach, such as our game-show-style orientation programming.

Key initiatives like the VCC and the Professional Clothing Closet (PCC) illustrate our commitment to removing barriers to access and supporting every student's journey. With strategic partnerships across colleges, student support programs, and faculty, we've created integrated pathways through career pages, embedded learning experiences, and scholarship support such as the Lalley Fellows and ANCHOR program (collaborative partnership with HR). From providing free professional attire to collaborating on career-integrated student employment, we continue to open doors and make meaningful connections that help students see themselves as career-ready. Our efforts reflect an ongoing evolution, driven by creativity, collaboration, and a deep belief in the transformative power of access.

Since its launch in September 2024, our Virtual Career Center has seen strong engagement, with over 59,000 page views, 20,572 total users, and 20,478 active users across 34,133 sessions and 17,680 engaged sessions. This platform has significantly expanded access to career resources, meeting students where they are and supporting them on their path to career readiness. Our ANCHOR partnership with Human Resources has further strengthened this effort by connecting on-campus employment with academic coursework and critical career development skills. Additionally, usage of our Professional Clothing Closet has

grown, reflecting increased student awareness and need, and reinforcing our commitment to equitable access and support.

Contributors: Katrina Whitney, Kristen Paton, Bruce Simpson, Aaron Woods, Merridy Rennick, Jessica Thomas, Andrew Burr, Dale Larson, Lizette Santos



Wildcat Pantry 2024-2025 Pilot

Goal 3: Elevate the holistic well-being of our students.

Initiative 3.3: Support and expand access to basic needs, including establishing a resource coordinator dedicated to assisting students experiencing food and housing insecurity.

In the 2024-2025 academic year, the Wildcat Pantry opened doors to its new space within Brooks Library.

Students served since we started using Pantry soft at the start of this academic year:

- ▮ Fall 2024: 2,962
- ▮ Winter 2025: 3,579
- ▮ Spring 2025 (thus far): 3,349
- ▮ **Total= 9,890 visits**

Clients Registered within 2024-2025:

- ▮ 1,122 clients

Donations:

- ▮ Over 7,000 pounds of food/hygiene items donated, worth \$15,000 (with a conversion rate of 2.16/ lb.)

The figures above represent the growth and use of the pantry. Close to 10,000 times a student walked through pantry doors to grab a snack or basic hygiene item. Utilizing PantrySoft Software, the pantry is able to track all items inventoried into our space and output as they leave with customers. The data we collect is utilized to inform our future purchases and track the ebb and flow of foot traffic across quarters.

With increased use of our pantry during the winter months, the pantry focused on streamlining the process of ordering inventory for Spring quarter, so we could continue to serve students to the best of our ability. Increasing partnerships with Dining vendors, CWU Warehouse team, as well as CWU Shipping and Receiving for specialty items ordered and delivered was part of this streamlining process. In May, we received signage for our Pantry and held a Ribbon Cutting Ceremony to celebrate the progression of the pantry from a student club into a true venture,

in addition we thanked generous donors who helped fund this dream. In June, we received a donated freezer and had the grant funding to purchase another fridge. With these donations and purchases, we are set to enter the next academic year with increased capacity of having a back stock area with 2 fridges and freezers. Hosting major events such as Pack the Pantry during January yielded many donations, monetary and physical. As well, Donors continued showing the Pantry an enormous amount of support, by exceeding our fundraising goal for our project 'Never Study Hungry' during #Give Central which focused on raising funds to stock our Grab and Go 'Satellite' pantry locations across campus.

As time allowed, the Wildcat Pantry also put on a multitude of tabling events and programming throughout the academic year, bringing in holistic additives and increased diversity of offerings. The next academic year is focusing on continuing to bring in an increased diversity of goods, consistent stock and investing in educational/leadership opportunities for student employees. With a restructuring of processes within the pantry and the way we engage with campus partnerships, the pantry is continuing to stabilize and grow into the 2025-2026 year.

Contributors: Kaila Red Bow, Lauren Hinkley

Health Promoting Campus: How You Influence the Culture at CWU

Goal 3: Elevate the holistic well-being of our students.

This is an opportunity to update the campus on the framework, language, and collective responsibility to improve our campus culture/climate to be health-promoting. This will include consolidation of Okanagan Charter (health promoting university) adoption work and Culture of Respect campaign and ties into HR initiatives (employee wellbeing, recruiting diverse employees, retaining workers), faculty work (integration of classroom work and high impact practices outside of the classroom) and student success (common language around advancing holistic health using dimensions of wellbeing framework).

Contributors: Marissa Howat, Joy Stochosky, Vero Gomez Vilchis, Elvin Delgado, Kelly Flores

Educating the Whole Person

Goal 1: Develop clear pathways into and through the university to ensure equitable access to higher education, enhance student engagement and success, and improve retention and graduation rates.

Initiative 3.4: Expand access to financial literacy and financial coaching services for all students through a partnership between the Financial Wellness Center, the Center for Financial Planning and Well-Being, and academic programs.

The “Educating the Whole Person” initiative by CWU’s College of Business is a strategic effort aimed at transforming the student experience through a holistic approach to education. This initiative acknowledges that academic success alone is not enough for personal and professional growth. It emphasizes nurturing students’ emotional, physical, and financial well-being alongside intellectual development. Key goals include improving career preparedness through experiential learning, supporting emotional and physical health, and increasing financial literacy. These efforts are grounded in the belief that student achievement stems from self-understanding, emotional regulation, and value-based learning.

To implement this vision, the initiative outlines clear objectives such as offering career counseling, developing co-curricular transcripts, providing financial literacy resources, and creating mental and physical wellness programs. Furthermore, it promotes strong industry and alumni partnerships to enhance mentorship, internships, and job placement opportunities. By integrating these aspects into the educational framework, the College aims to produce well-rounded, resilient graduates ready to meet modern workplace demands and contribute meaningfully to society. The initiative also supports CWU’s broader mission of equity, community engagement, and lifelong learning.

Contributors: Faiza Khoja, Ozden Bayazit, Amber Darting





CORE VALUE: ENGAGEMENT

Community is Central for CWU Teacher Academies

Goal 1: Amplify and elevate the university's relationship with local and regional communities.

Initiative 1.1: Integrate our strategic planning and activities with the cities within Kittitas County and with the county as a whole, as well as with other cities and counties in our region. Initiative 1.2: Integrate our planning and activities at the Centers with the communities local to the Centers and include the Centers with campus-wide initiatives.

The CWU Teacher Academies program partners with high schools across Washington State to recruit and retain the next generation of teachers. Our goals are to develop an educator workforce that is more reflective of their students and communities and ease the teacher shortage in underserved communities. The Teacher Academies program connects with communities to provide support to future teachers when they are in high school, recruit them to CWU, and support their success while attending CWU. Currently we partner with over 30 high schools, and our strongest partnerships are in the central Washington region and near our Centers.

The Teacher Academies program furthers Engagement and Initiatives 1.1 and 1.2 in several ways. First, it provides an avenue for CWU staff and faculty to travel to and engage with local communities. Four academic advisors and several faculty liaisons travel to partner high schools or engage with the high school students in the academies. Our lead faculty also provide training and professional development to the high school teachers. Second, the program facilitates cross-unit coordination of tailored campus visits for the Teacher Academies students. This academic year, 10 high schools have visited CWU. Two of those visits were to CWU Des Moines. The visits to CWU Des Moines should be highlighted, because they also included extra activities, such as a career fair, student panels, and opportunities to connect with both the community college (Highline) and CWU programs. Third, the Teacher Academies program supports connections between communities, Centers programs, and CWU through high impact practices in CWU courses. For example, Dr. Eric Hougan integrates collaboration between his college student education majors and high school teacher academies students into his courses. These are just a few examples of the work that Teacher Academies supports important activities in central Washington and around the Centers, as well as creates a system of connection among these entities around developing the educator workforce, which is an essential part of community development and strategic planning.

Contributors: Jennifer Dechaine, Dawn Harry, Eric Hougan, Doug Jensen

Business and Community Services

Goal 1: Amplify and elevate the university's relationship with local and regional communities.

Initiative 1.1: Integrate our strategic planning and activities with the cities within Kittitas County and with the county as a whole, as well as with other cities and counties in our region. Initiative 1.2: Integrate our planning and activities at the Centers with the communities local to the Centers and include the Centers with campus-wide initiatives.

Initiative 1.4: Participate in the creation and implementation of an economic development plan that builds a partnership between CWU and the cities within Kittitas County and with the county as a whole, as well as with other cities and counties in our region.

Business and Community Services – We have been working with a variety of consultants and community partners on developing opportunities for developing a tech transfer hub. Two of the more recent activities include receiving a Washington Department of Commerce grant to renovate Old Heat and working with PacAero on potential academic intersections and investments. We have also been working at the federal level to be considered for congressional spending and have received a National Science Foundation grant to facilitate workforce development workshops in the region.

Old Heat – working with Kittitas County, CWU launched “Forging the Future: A Regional Collaboration for Innovation and Growth” through a Community Economic Revitalization Board (CERB) grant.

PacAero – We have been working with a number of advanced manufacturing industry partners within the region and across the State. One of these, PacAero in Wenatchee <https://www.pacaero.com/>, employs more than 400 people and is seeking to explore several potential connections to CWU: PacAero needs to establish a new talent and training partner to replace programs lost from Wenatchee Valley College; they are seeking academic partnerships in R&D to solve some of the design and manufacturing problems they are facing; eventually, they may be willing to support the launch of local supplier businesses as long-term partners depending on how the relationship grows.

Congressional Directed Spending – We have made several requests to the federal government through Senators Cantwell and Murray involving the development of workforce pathways and advanced competitive technology (see appendix). We have also made a \$30M request for development of Washington advanced manufacturing through Congressman Strickland and Senator Cantwell in

partnership with Impact WA, the NIST MEP for our state <https://www.impactwashington.org/> and the Washington Department of Commerce. Given what is happening at the federal level, we do not know if any of this work will come to fruition. | National Science Foundation grant – CWU received a 3 year, \$400,000 NSF EPIIC grant to establish and strengthen academic program advisory board structures, and to engage regional and national industry. Our purpose is to develop capacity for industry / community / academic partnerships and use-inspired research as a steward-of-place focus to leverage CWU toward improvements in a regional innovation economy. This is a gateway grant toward larger NSF opportunities including 10-year, \$160M NSF Regional Innovation Engines programs.

Contributors: Rob Ogburn, Bill Provaznik, Coco Wu, Rikki Green, Edra Lyons, Ian Seymour, Claire Pritchard





CORE VALUE: BELONGING

Brand and Culture Fusion: Engage. Excite. Educate. Equip. Empower.

Goal 1: Establish hiring, onboarding, and evaluation processes that nurture a culture of inclusion for all employees with a focus on increasing the number of employees from historically excluded groups.

Initiative 1.1: Make diversity and equity a priority in the hiring, onboarding, and retention of faculty and staff.

Our two most important “assets” at CWU are our students and our employees (including faculty and staff). These two assets are inexplicably intertwined as the “Wildcat Experience”; without one, you cannot have the other. The Wildcat Experience also impacts – and is impacted by – the experiences of family, alumni, donors, community partners, legislators, and others. Paying close attention to the quality of experiences that all stakeholders have and exploring the ways that these experiences are integrated and aligned, have the potential to “positively impact organizational performance – not only [student and] employee satisfaction, productivity, and retention, but also brand equity, competitive advantage, and sustainable growth” (Yohn, 2018).

So, how do we cultivate the “Wildcat Experience” and create engaged students, employees, and community members? Yohn stated it best in her Fusion Manifesto: “You engage them. Excite them. Educate them. Equip them. Empower them. You identify your overarching purpose plus the values that will enable you to fulfill it – and then you cultivate a culture from that foundation...A great culture is anchored by the brand that expresses it...a great brand is built from the inside out.” Our Wildcat brand must be strategically and intentionally built from the inside out. We can leverage our rich (hi)stories to anchor our culture. As leaders, it is OUR responsibility to create “WOW!” experiences through storytelling, cultural onboarding, leadership development, purposeful 1x1s, performance development, internal communications, celebrations, appreciation, recognition, holistic wellness, and more.

Contributors: Kelly Flores, Livier Baldovinos, Missy Davis, Joey Bryant

New Faculty Evaluation Criteria Guidelines for Reappointment, Tenure, Promotion, and Post-Tenure Review.

Goal 1: Establish hiring, onboarding, and evaluation processes that nurture a culture of inclusion for all employees with a focus on increasing the number of employees from historically excluded groups.

Initiative 1.3: Facilitate and promote the work of faculty in advancing diversity and inclusion in teaching, scholarship, and service in compliance with the collective bargaining agreement to ensure that such work will be counted in professional records to meet tenure and promotion criteria.

Initiative 1.4: Review and ensure that University criteria for reappointment, tenure and promotion, and post tenure review furthers diversity and inclusion in teaching, scholarship and service, and that the College criteria aligns with the University criteria.

In Fall 2023, Dr. Kris De Welde facilitated a series of engagements at Central Washington University aimed at reviewing foundational documents and offering recommendations to improve faculty evaluation practices. These recommendations were compiled in a report titled “Establishing Equity in Faculty Criteria & Processes of Evaluation,” which prompted the establishment of the Equity in Evaluation Criteria Committee (EiEC) by then Interim Provost Dr. Kurt Kirstein and Interim Vice President for Equity and Belonging Dr. Lucinda Carnell. The EiEC—comprising faculty and administrative members— was tasked with addressing Dr. De Welde’s recommendations to update the University’s decade-old faculty evaluation criteria for reappointment, tenure, promotion, and post-tenure review. The committee’s work included examination of inclusive teaching practices, equity-informed approaches to evaluation, and alternatives to traditional course evaluations.

In Fall 2024, Dr. Delgado, Interim Associate Vice President for Faculty Relations, Equity and Belonging, conducted a thorough analysis of the committee’s materials to inform the development of a revised set of Faculty Evaluation Criteria Guidelines. The main objective was to promote greater clarity, transparency, and consistency in faculty evaluation processes. Dr. Delgado also communicated key updates to Academic Affairs and established a detailed timeline to guide the next stages of the revision process. To foster transparency and support institutional collaboration, a SharePoint site was launched as a centralized platform for the academic community to access documentation, resources, and progress updates.

The first draft of the revised criteria was completed in January 2025, followed by iterative drafts in March, April, and May. Dr. Delgado is currently facilitating a consultation phase with representatives from shared governance groups to solicit feedback and ensure inclusive participation. With insights gathered during this consultation phase, the finalized Faculty Evaluation Criteria Guidelines will be implemented in Fall 2025. Following university-level adoption, academic deans will begin rewriting their college-level standards to reflect the revised criteria. Once approved, academic departments will then revise their standards to ensure alignment across departmental, college, and institutional levels. This phased and inclusive process is designed to establish a coherent and equitable framework for faculty evaluation across the university.

Contributors: Elvin Delgado



Expanding Access to Bilingual Education

Goal 2: Become a Hispanic Serving Institution (HSI).

Initiative 2.3: Develop a plan for early outreach, targeted recruitment, retention, and graduation of Latinx students.

Initiative 2.4: Develop a plan for hiring, retaining, mentoring, and promoting Latinx and bilingual faculty, staff, and administrators.

Initiative 2.5: Implement bilingual and culturally responsive practices across the institution, including translation of important materials and information into Spanish.

In 2024-25, CWU launched one of the first Bilingual Education/Dual Language - Spanish teacher education program in Washington State. The first 10 students enrolled in the program, and most are at the CWU Yakima Center. This novel program trains students for one of the highest need teaching jobs in the region; for example, almost every school district in central Washington is increasing offerings of dual language programs in Spanish. This program directly supports the goal to become a Hispanic Serving Institution and initiatives 2.3-2.5. The program specifically recruits students from Spanish-speaking households, who in most cases are Latine. The program includes courses for learning education academic language in Spanish, teaching bilingually, dual language programs, and has a course taught bilingually in English and Spanish. The program emphasizes teaching for social justice, working with multilingual learners, and Latine culture and community.

Contributors: Jennifer Dechaine, Teresa Walker, Kate Reynolds, Jose Rios, Paul Nichols

Culture of Respect: Changing Our Language and Relationship to Power to Foster Belonging at CWU

Goal 3: Cultivate an inclusive and welcoming campus culture that embraces diversity, that fosters a sense of belonging for all students, faculty, and staff, and that nurtures pride in the university.

Initiative 3.1: Develop and implement diversity, equity, and inclusion (DEI) training programs for faculty, staff, and students to raise awareness, build understanding, and promote inclusive practices across the university.

Initiative 3.3: Build mechanisms for nurturing a strong sense of affiliation with and pride in Central Washington University.

Culture of Respect Council has status update/report to share with CWU on the Safe workgroup recommendations - then we also have update to work/partnerships to improve culture of respect and how it ties to student and employee belonging.

Contributors: Culture of Respect Council



Progress Report Regarding CWU's Climate Action Plan and Integrating Sustainability in the Curriculum

Goal 1: Promote sustainable practices and responsible stewardship of land and resources to support an ecologically healthy and socially just world, while respecting and honoring Indigenous peoples.

Initiative 1.1: Develop and implement a comprehensive, university-wide Sustainability & Climate Change Action Plan, which incorporates environmental, social, and economic considerations into university operations, infrastructure, and academic programs in collaboration with the local community.

Initiative 1.2: Integrate sustainability into a university-wide curriculum to provide students with the knowledge, skills, competencies, and values necessary to shape an equitable and sustainable future.

The Office of Sustainability is collaborating with the campus community to implement CWU's Climate Action Plan. The presentation will equip attendees with a high-level overview on how CWU is progressing towards achieving campus-wide greenhouse gas reduction goals and the objectives (renewable energy, waste reduction, etc.) listed in the plan. The presentation will provide insight on the priorities, challenges, and opportunities that have been identified as CWU continues to implement the Climate Action Plan. Attendees will also learn more about the exciting initiatives and projects being led by students, faculty, and staff.

CWU's Sustainability in the Curriculum team will showcase their most recent results and efforts to engage, train, and empower faculty to integrate sustainability-related educational components within course offerings across all colleges. Attendees will learn more about how faculty are embedding sustainability into syllabi and the opportunities to attend upcoming trainings and workshops.

Contributors: Jeff Bousson, Susan Kaspari, Jordan Spradlin

Adaptive University Council: Updates

Goal 2: Elevate shared governance and collaboration across the university and advance professional development and leadership opportunities that demonstrate the value of our human resources and that build a strong, united university community.

Initiative 2.1: Create a university-wide committee consisting of representatives from faculty, staff, students, administrators, and trustees to study shared governance, review our shared governance practices, and create a national model for shared governance at CWU.

The Adaptive University Council, launched in Spring 2025, has initiated work across the institution driven by the energetic response of the CWU community. Building on more than forty initial idea submissions, the council has identified key themes promising transformational changes that will strengthen our university's mission, vision, and strategic values. This report updates the CWU community on the council's work, sharing progress on the inaugural Cat-teams as they navigate our shared governance structure to articulate potential new ways towards excellence.

As we begin a new academic year, the Adaptive University Council renews its invitation to the CWU community to continue submitting new and bold institutional ideas, relying on each member's unique expertise and experiences. Every idea counts--as they become part of an institutional repository from which new adaptive themes will continuously emerge. We thus look forward to presenting progress made to date, seeking to inspire new transformative submissions from our CWU community.

Contributors: Rodrigo Renteria-Valencia, Patrick Pease, Ginny Tomlinson

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