



Equity, Diversity, Inclusion, and Belonging (EDIB) Vision Statement

Welcome to the College of Education and Professional Studies (CEPS) at Central Washington University (CWU). We are here for your future and are deeply committed to building and sustaining a community of Equity, Diversity, Inclusion, and Belonging (EDIB).

Through our renewed commitment to being more inclusive and equitable, and CWU's vision to *"be a model learning community of equity and belonging,"* CEPS will aspire to weave and integrate EDIB into everything we do, including outreach, recruitment, advising, curriculum, teaching, program outcomes, assessment, scholarship, service, career counseling, alumni and community engagement, philanthropy, policies and procedures, practices, recognition, facilities, and resource allocation. It is time to retire siloed, add-on, and isolated EDIB activities and initiatives and move toward design for EDIB.

The CEPS leadership team believes we will be stronger when a diversity of identities, values, backgrounds, ways of knowing, and nationalities are represented among our community members. By pursuing diversity, our students will have better educational experiences, learn to challenge stereotypes, draw inspiration when they see themselves in our faculty, staff, and college leaders, and be better prepared to enter the workforce. The current diversity within CEPS faculty and staff does not adequately match the diversity of the students we serve, and by designing the EDIB concepts into our college's strategic priorities, we will strive to increase the representation of minoritized populations in our workforce and partnerships.

We cannot have diversity without inclusion. As we invite differences—represented across the college at all levels, with our students, staff, faculty, and leadership—we will honor the differences by actively seeking and involving everyone in our community and by avoiding behavioral conformity to prevent tokenism. By honoring and valuing the stories around these differences, CEPS will engineer a learning and working environment where our members can bring their authentic cultural selves and be genuinely heard. If our people can thrive and flourish, bringing in even more opportunities, we will move closer to our vision of being a college of choice.

CEPS acknowledges and recognizes that inequality exists in our systems due to historical legacies, biases, and current realities that people from marginalized groups experience. A lack of equity prevents individuals from joining our community (access) or reaching their true potential once they join CEPS. To address equity

concerns, we need to evaluate our systems, policies, practices, and decision-making, through an anti-racism lens and redesign them. One of CEPS's strategic priorities is to, *"develop and implement programs that support students from minoritized populations."*

EDIB will be an essential and no-compromise design criterion in all aspects of our college mission fulfillment and vision execution. A holistic and inclusive design for EDIB approach will not ignore often overlooked strategies like student and employee mental health, a fundamental part of their overall wellness. When designing EDIB elements for the college, seeking input from all stakeholders early in the design phase is vital before the design features are detailed and ready for implementation.

Through an integrated design for EDIB approach in everything we do, CEPS will increase diversity, promote inclusion, and design out inequities from our systems; we will create an environment where CEPS community members will feel they belong—that is, feel welcomed, included, heard, valued, and connected. A college of choice should create an educational experience in each of our disciplines that becomes a model for similar disciplines across the nation. In CEPS, we will position our students to do their best work and become their excellent selves so that when they graduate, they are both career-ready and life-ready. To this end, CEPS will encourage faculty to generate and pursue innovative teaching strategies that promote an inclusive learning environment. Our departments will nurture and design culturally sustaining practices into our curriculum that expand access and success to all students.

CEPS will help our students and employees develop the skills they need to recognize and remove barriers so they can contribute to building a diverse workforce and more inclusive workplaces. When we invest in and genuinely care about our employees' overall well-being, they will go above and beyond to serve our students, and that will improve student retention.

I am committed to supporting our design for EDIB efforts through my leadership and by providing the resources needed to make a positive impact now and in the future.

Sathy Rajendran

Dean, College of Education and Professional Studies
Central Washington University
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