

**Vision, Mission, Strategic Plan Development**  
**Central Washington University**  
**September-November, 2022**

On May 20, 2022, the Central Washington University Board of Trustees approved the new Vision and Mission statements that we developed through a collaborative and inclusive process during the last year.

**Vision:** Central Washington University will be a model learning community of equity and belonging.

**Mission:** In order to build a community of equity and belonging, Central Washington University nurtures culturally sustaining practices that expand access and success to all students. We are committed to fostering high impact practices, sustainability, and authentic community partnerships that are grounded in meaningful relationships.

These Vision and Mission statements, along with the Strategic Plan which will be developed through a similarly inclusive process, will guide decision-making at CWU, from resource allocation to program development.

The new Vision and Mission will require the university community to become a learning organization. Accordingly, we will use the Strategic Plan development process to deepen our understanding of and the connection between equity, belonging, culturally sustaining practices, high impact practices, sustainability, and community engagement. Our new Vision and Mission along with our strategy founded on becoming a learning community affords us the opportunity to develop a unique Strategic Plan that elevates our learning together and allows us to live into the aspirations at the heart of the Vision and Mission.

**Strategic Plan Development Process**

The Strategic Planning process will begin in two phases. The first phase, Monday, September 19 to Wednesday, October 19, 2022, will ask departments, offices, and areas to work collaboratively to provide feedback to the Steering Committee. Each department or office will submit a single document to the Steering Committee that includes the group's responses to the definitions of key terms, development of values, and review of potential frameworks and possible content areas for the strategic plan.

The second phase will occur on Friday, November 4 as part of the President's State of the University address. Members of the university community will collaborate across departments and offices during this phase to provide feedback on the draft definitions, values, and Strategic Plan.

## Phase I – Departmental Feedback on Terms, Values, Framework, Content

- Monday, September 19 to Wednesday, October 19, 2022
- Approximate time to complete this phase: 1-2 hours, depending on how much preparation the group does before they meet.
- Groups will request the Strategic Plan Task Packet from Dania Cochran at [Dania.Cochran@cwu.edu](mailto:Dania.Cochran@cwu.edu) Please include your department or office name, the facilitator of your group, and the expected number of individuals participating in your collaborative work (include how many faculty, staff, administrators, and students).
- Send one completed document, with the area name and final number of individuals participating (broken out by faculty, staff, administrators, and students) to Dania Cochran at [Dania.Cochran@cwu.edu](mailto:Dania.Cochran@cwu.edu) by the end of the day on Wednesday, October 19.
- A Steering Committee member is available to assist with questions if you would like.
- Includes four tasks as a department, office, or area; these tasks could be completed by working with another area; how the grouping is defined is up to the various areas around campus, but each employee or student should respond only as part of one group. Submit one document for the entire group.
  - Task One: Groups will review our current University Value Statements and suggest revised or new University Values that flow out of the new Vision and Mission statements; this could be a list of Values (key words) or Value Statements (sentences). Please note that our current Value Statements do not align well with the new Vision and Mission and many of them are not, in fact, values.
  - Task Two: Groups will review potential content areas for a Strategic Plan and indicate which content resonates with the group.
  - Task Three: Groups will review three potential frameworks for a Strategic Plan and indicate one or two that resonate with the group.
  - Task Four: Groups will read through the attached definitions of key terms included in the Vision and Mission statements and provide feedback to the Steering Committee on definitions that resonate with them; they can also craft a university definition for these terms.
- *Additional Optional Task*: selecting one framework and set of content areas, outline a university Strategic Plan. Please note: to be the most helpful to the Steering Committee, this plan should not reflect your own local goals or activities but should indicate institutional goals and activities. The more institutionally you can think in this process, the more useful your feedback to the Committee will be.

The Vision, Mission, and Strategic Plan Steering Committee will collect, review, and analyze the feedback, using it to develop drafts of the university's definitions of key terms, Values (or Value Statements), and Strategic Plan. These materials will then be shared with the university community for further feedback during Phase II.

## Phase II – University Feedback on Draft Definitions, Values, and Strategic Plan

- Friday, November 4, 2022, time TBD

- This phase will occur as part of the President’s State of the University address where we will review the past year and chart our pathway together into the next year.
- Members of the university and local community and external supporters will gather in designated rooms across the campus and at one of our Centers in cross-departmental groups to review the materials developed in Phase I.
- Individuals will register to be part of this interactive exercise by reserving a ticket (forthcoming). Subsequent to registering, you will be assigned to a specific room that will have the materials necessary for your participation.

The Steering Committee will collect, review, and analyze the feedback, using it to guide revisions to the definitions, Values, and Strategic Plan. The Strategic Plan development process will continue after these revisions are made to gather more feedback and input, with the process to be determined.

## Task One: University Values

### Directions:

Read through CWU's current set of Value Statements and revise them or create a new set of University Values that flow out of the new Vision and Mission statements. This could be a list of Values (key words) or Value Statements (sentences). University Values will guide the building of the practical and actionable aspects of the Strategic Plan. For each Value clarify how the group understands the term.

### What to include in your feedback:

- Indicate which value statements stand out to you as most important and connected to the new University Vision and Mission.
- If interested, suggest additions or revisions to the values.

### Current CWU University Values

CWU is committed to the following shared values:

**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 small classroom or group settings with ample opportunities for individualized instruction, mentoring, advising, and programming.

**Access:** 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.

**Engagement:** 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.

**Inclusiveness:** 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.

**Shared governance:** 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.

**Facilities:** CWU believes that state-of-the-art, safe, and attractive facilities enhance the working and learning environments of faculty, staff, and students. CWU also believes that state-of-the-art technologies provide leverage for the efforts of faculty, staff, and students.

**Safety:** 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.

## Task Two: Content Areas

### Directions:

Review the potential content areas for a Strategic Plan listed below and indicate which areas resonate with the group. If interested, the group is invited to suggest new content areas, but if you do so we ask that you think institutionally. That is, consider how we can develop specific areas for our strategic plan that would collectively include the whole university. The more the group thinks institutionally in this task, the more helpful the feedback will be to the Steering Committee. Any of these content areas could be revised to work with the frameworks listed below (Commitments, Goals, or Pillars of Being).

### What to include in your feedback:

- Select one or two groups of content that resonate with your department or office.
- If interested, suggest your own content areas.

### Potential Content Areas

Content 1: Wellbeing, Community & Belonging, Operational Excellence

Content 2: Culturally sustaining learning organization, Life-long learning through High Impact Practices, Community sustainability and vitality

Content 3: Futures, Dialog, Experimentation, Community, Environment

Content 4: Deep Care, Evolution, Place, Belonging

Content 5: Learn, Connect, Empower

Content 6: Academic Excellence, Student Success, Community Engagement, Sustainability

## Task Three: Strategic Plan Framework

### Directions:

Review the potential frameworks for a Strategic Plan below. The language of each framework offers a different orientation towards strategic planning and thus creates a different type of relationship between the university community and the plan.

### What to include in your feedback:

- Indicate one or two frameworks that resonate with the group.
- If interested, suggest an alternative framework.

### Framework I: Commitments

#### I. Commitments

##### A. Initiatives

##### 1. Indicators of Success

Framing a Strategic Plan around a set of commitments indicates an agreement on the part of the university community that we will work together to live into our Vision, Mission, and Values on a daily basis through a prescribed set of promises. These promises will come to life through agreed upon initiatives, which will be measured by broad indicators. Commitments may be more abstract than Goals as they are focused on shifting the culture of the organization through narrative statements that are promises we make to each other.

### Framework II: Goals

#### I. Goals

##### A. Objectives

##### 1. Key Performance Indicators

The most traditional framework for strategic planning is through setting organizational goals with a set of objectives that meet these goals and KPIs to measure how well the objectives have been met. The strength of this model is its clarity and familiarity and the way in which it is founded on clear actions. This may also be a weakness if we are trying to think differently about our work together.

### Framework III: Pillars of Being

#### I. Pillars of Being—Relationships

##### A. Engagements

##### 1. Measures of Success

#### II. Pillars of Being—Systems

##### A. Processes

## 1. Measures of Success

Framing our work through the concept of Pillars of Being recognizes strategic planning as an evolving process of becoming based on how we show up in and conduct our work together. Pillars of Being would emphasize relationships and systems: relationships build trust in others and help us understand our deeper purpose while systems help us frame the way in which we operate and how we work together.

## Task Four: Definition of Terms

### Directions:

Read through the definitions provided of the key terms. Circle phrases, sentences, or whole definitions that resonate with your group. If the group is interested, take what was circled and craft new university definitions for the terms.

### What to include in your feedback:

- Indicate phrases, sentences, or whole definitions that resonate with your group.
- If interested, craft new definitions.

### Diversity

Common notions of diversity center on one's "demographics" (a fact). That is, those enduring characteristics assigned to us at birth and those life experiences built from those enduring characteristics (Cleary, n.d.). However, in order for diversity to have meaning it must also include the valuing of difference and the synergy of difference, that is *valuing of the differences that differences make* (Chun & Evans, 2018). A high quality education implies knowledge acquisition, creation and sharing requiring individual and group differences contributing to and sustaining innovative and critical thinking, learning and knowing (McNair, Bensimon, & Malcom-Piqueux, 2020).

### Inclusion

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.

Inclusion is the active and intentional use of strategies that brings together institutional practices and processes, a culture to create an environment that values collaborative input, participation in decision-making, promotes mutual respect and recognition, and distributive justice or access to recourses on an equitable basis (the actions):

- curriculum, co-curriculum bringing content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact between each other and within systems and institutions
- in human resource processes and practices, distribution and prioritization of financial resources, and engagement in our communities
- relationships and collaborations, valuing people's contributions that is then mirrored by people identifying impacts from their contributions.

Specifically, inclusion interrupts asymmetrical power structures that suppress the voice of marginalized persons, limit self-determination, and circumscribe democratic participation (Chun & Evans, 2018; Cleary, n.d.; McNair, Bensimon, & Malcom-Piqueux, 2020).

## **Equity**

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.). The process of inequality is embedded in our culture, consequently requiring us to persistently identify and overcome intentional and unintentional barriers arising from those biases or systemic structures. Equity is realized when the differences in a person's outcomes and experiences are unrelated to their identities or to economic and social circumstances (Brookover & Lezotte, 1981). Equity prioritizes the creation of opportunities for minoritized persons to have equal outcomes, experiences, and participation at Central Washington University, such as:

- programs for mentoring, tenure and promotion, pathways to career advancement, and communities of practice for minoritized faculty and staff
- programs, pedagogies, and curricula that attend to the gaps in experiences, opportunities, success and completion for minoritized students

Two basic aspects needing attention for the realization of equity are institutional accountability in outcomes for our faculty, staff, and students, and grasping the connection between human hierarchies and the generation, maintenance, and reification of disparities (a choice; Cleary, n.d.).

To achieve equity our community needs to develop a set of skills around equity literacy and equity mindedness. *Equity literacy* is a commitment to understanding of how equity and inequity operate in organizations and societies, and the knowledge, skills, and the will to engage in equity-minded practices (Equity Literacy Institute, n.d.). *Equity-mindedness* is a way of thinking demonstrated by practitioners who are willing to assess their own racialized assumptions, to acknowledge their lack of knowledge in the history of race and racism, to take responsibility for the success of historically underserved and minoritized groups, and to critically assess racialization in their own practices as staff, faculty, and colleagues (McNair, Bensimon, & Malcom-Piqueux, 2020).

## **Belonging**

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.). A commitment to belonging is beyond simply tolerating and respect difference, it is ensuring all our communities are welcome and feel that they belong at Central Washington University (powell & Menendian, 2017). Advancing a culture of belonging extends beyond the mere presence of differences, the mere act of asking for collaborative input or having a voice and participation that is reflected in institutional actions, practices and culture; a sense of belonging is feeling of physical and psychological security and support when there is a sense of acceptance and inclusion that incorporates all of one's identities (Faust, 2016 as cited by Chun & Evans, 2018). It is when an individual can bring their authentic self to work and is connected to greater performance, motivation, positive feelings toward the organization and decreased financial impacts to the organization (Carr, et al., 2019).

Central Washington University is committed to every student, faculty, staff and administrator believing and experiencing every opportunity as fully available and they are fully accepted.

### **Equity-focused Institution**

*Educational equity* is when educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to

- all students so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences regardless of individual characteristics and group memberships.
- all staff and faculty so that each individual has access to, meaningfully participates in, and has positive outcomes from engaging professional experiences and opportunities regardless of individual characteristics and group memberships.

Educational equity acknowledges, finds unacceptable, and rectifies the existence of inequity - the underrepresentation of minoritized populations in measures of academic and institutional belonging, retention and achievement is persistent and predictable. Educational equity emphasizes the needs, experiences, and outcomes for underrepresented or marginalized communities at Central Washington University and the compounded experiences of those at intersection of race and additional marginalized identities (Great Lakes Equity Center, 2012).

*Inclusive work* must go beyond the concept of having individuals fit into a community, for fitting in often means assimilating to the culture and norms of the community. Seeking cultural fits stagnate thinking and knowledge, existing invisible blind spots endure, and exclusive practices are normalized. Therefore, inclusive work requires the ideals of belonging where every individual is allowed to show up for who they are and is welcomed for that person they are becoming (Wolhpart, n.d.).

### **Culturally Sustaining Programs**

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

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

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

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

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

*Cultural nature of learning* (Midwest plain equity assistance center)

*Cultural histories* refers to the cultures people bring with them

Institutional cultures refers to the culture already existing in the organization, including the cultural norms and practices that exist in education;

Created cultures refers to the culture we create through the work we do together, the cultural norms, practices created together

### **High Impact Practices**

“The teaching and learning practices listed and described below are designated as “high-impact practices,” or HIPs, based on evidence of significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

- Capstone Courses and Projects
- Collaborative Assignments and Projects
- Common Intellectual Experiences
- Diversity/Global Learning
- ePortfolios
- First-Year Seminars and Experiences
- Internships
- Learning Communities
- Service Learning, Community-Based Learning
- Undergraduate Research
- Writing-Intensive Courses” (High Impact Practices)

### **Sustainability**

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

“In 1994, author and entrepreneur, John Elkington, built upon the concept of the **triple bottom line** (TBL) in hopes to transform the current financial accounting-focused business system to

take on a more comprehensive approach in measuring impact and success. Historically, businesses operated in service solely to their financial bottom line. However, as a result of the triple bottom line theory and application, some businesses began to realize the connection among environmental health, social well-being and the organization's financial success and resilience.

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

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

### **Authentic Community Partnerships**

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

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

## Additional Optional Task Four: Create a Strategic Plan

### Directions:

Selecting one framework and set of content areas, or through developing your own, outline a university Strategic Plan.

Please note: to be the most effective, this plan should not reflect a group's local goals or activities but should indicate institutional goals and activities. That is, all areas of CWU will be able to participate in each institutional goal. The more institutionally you can think in this process, the more useful your feedback to the Steering Committee will be.

### What to include in your feedback:

- A draft Strategic Plan.