

## **Vision, Mission, Strategic Plan**

### **Steering Committee**

#### **Survey Result Analysis**

**November 14, 2021**

The Steering Committee agreed that three concepts that would be an appropriate focus for a new Vision and Mission were repeated regularly throughout the survey feedback. The three concepts are outlined below, with more detail from the surveys capturing what the university community suggested about each.

- Equity, Diversity, Inclusion, Belonging (to move away from a deficit model and towards a culturally-sustaining/cultural wealth model)
- Sustainability (broadly considered to include people, planet, profit – or social, environmental, financial – also known as the triple bottom line)
- Engaged Learning (broadly considered to include high impact practices, leadership, active learning, academic rigor and support, critical thinking/communication/collaboration/etc. skills, student success, etc.)

Please note that when we decide on a new vision for the university it will focus on only one of these concepts, though they are not mutually exclusive.

### **Diversity**

- “We should value AND INVEST in diversity and inclusivity in a way that seeks out innovations in pedagogy. In other words, by making sure that there are multiple perspectives always represented and valued, we can encourage effective and feasible changes in how we teach and learn that could see us through the next century.”
- “I would love to see more racial and ethnic diversity at Central and not only among the students. Because representation matters, CWU should racially and ethnically diversify staff, faculty, and upper administration.”
- “To be one of Washington state’s leading universities that embraces diversity and equality.”
- “I have a dream that CWU will keep inviting students from minority groups here, and will \*uninvite\* racists, homophobic students and staff, and vitriolic visitors. I have a dream that I

stop seeing the fallout from this clash of Conservative Ellensburg and Liberal students. I have a dream that we won't have to fear for our safety anymore.”

- “If we promote outreach between some of our polarized groups (like the DEC and that Christian fellowship, as an example) we might see some social progress. A more pragmatic or pedagogy-focused example might be the synthesis of international student clubs and orgs with the English tutors on campus, which promotes cultural exchange and allows any international students who might be English language learners to have the resources they need to succeed.”
- “I hope to see CWU as being the best university for all students but especially for BIPOC students graduating, excelling and becoming great members of our society.”
- “A community with immediate answers and articulations for student questions and concerns, a broader range of accessible data, financial information, and a deeper commitment to diversity in representation, education, and staffing, with an effort to teach cultural competency as much as we do trade practice.”
- “My big bold dream for CWU would be for the university bring all walks of life together so that everyone can be successful no matter where you came from or what you look like.”
- “I'd like CWU to be a place where everyone feels welcome and supported. I want to see the university continue its equity, diversity, and inclusion efforts. I'm proud to be affiliated with a university that supports all students in a town that can be less than welcoming to those who are different.”
- “CWU becomes a lifestyle, not just a place that fosters social responsibility and equitable access to education to further the enrichment and betterment of our world at large.”
- “To be a truly inclusive community, emphasizing belonging, intercultural literacy, and equity.”
- “To create more access to quality education to WA residents. To build smoother pathways for returning adults, military, first gen students, and transfer students. To build our main campus but our Center locations as well.”
- “CWU should be the regional institution of choice for first generation students.”
- “Access for all is a reality. Books and resources are made available for CWU students in multiple formats for universal learning and preferred learning styles.”
- “CWU could turn into a state of the art regional institution that primarily serves historically marginalized populations with specialized services and support. Our institution would have accessible and sustainable pathways for students to engage in the program of their choice and the resources to help make them successful.”

- “Become adept at identifying and removing barriers in front of students, improving communities and families through a CWU education.”
- “The diversity of people and ideas, and how it impacts strong student outcomes.”
- “That we hold students to a standard that is both high and equitable. I want their diploma from CWU to mean something more than it does right now.”
- “A school where systemically oppressed groups and those who have been historically excluded from higher education NOT ONLY feel like they belong, BUT ALSO are at the heart of leadership and decision making power. A CWU that decenters whiteness and dominant culture and actively redistributes power and resources (fiscal, material, space, and other) to marginalized groups and communities. A CWU that seeks to build, evolve and actively own an anti-oppressive identity as an institution.”
- “I see CWU becoming a culturally sustaining and equity engaged university. I believe this is a great higher education market segment for us and really speaks to our purpose. It is something we can be the best in the world at and a journey we have already started.”
- “To have a more diverse faculty to better represent the student body, with a focus on culturally responsive teaching practices.”
- “equitable outcomes for students no matter their race, ethnicity, socio-economic status, gender, sexual-orientation, etc.”
- “a multicultural, multilingual, multiracial space that offers honest and critical education and is committed to social justice in higher education and beyond.”
- “We should uphold and let shine with inspiration what we truly are excellent at providing: a very high quality, smaller class sized, personalized education, where a student can gain applied skills and training in a picturesque rural smaller community of Washington. I dream that we could move towards being similar to a private liberal arts college in prestige and offerings (Reed, Oberlin, Carleton) where less advantaged and/or prepared students are able to get excited by and have access to dreaming and creating their own successful futures.”
- “A university to celebrates diversity and provides a truly inclusive campus where everybody feels respected.”
- “We will be the beacon of hope for students of all races, ethnicities, and religious backgrounds. We will constantly strive to seek out those students who may not be able to access an education due to all factors considered.”
- “That we educate a diverse student body for productive lives of citizenship and service.

- “That we prepare students to build diverse and inclusive workplaces and contribute to the betterment of society”
- “For CWU to be a home for every race and gender identity. To be known for professors and staff that go above and beyond with helping students achieve their goals.”
- “I wish that CWU would be inclusive and equal to ALL different types of people and beliefs and not biased towards one side or shame the other.”
- “A place where all students from all over the world can communicate and have fun with one another with respect.”
- “Retention of your faculty of color. Since I've been a Wildcat, CWU year after year has lost a different faculty or staff member that had a major connection with the students of color. I understand that Ellensburg may not be the most appealing town but I feel there must be something our school can do not just to recruit these amazing faculty members, but keep them here as well.”
- “Having faculty trained and supported in anti-racism pedagogy and online and face-to-face instruction; and ensuring that faculty, staff, and students are respected, supported, and protected regardless of their names or identities.”
- “Make bold decisions without trying to please members of the already privileged majority. When you hire racially and ethnically diverse people, protect them and put them in situations where they can actually thrive.”
- “What inspires me in this regard is the history of CWU. Like any the history of any white-centered institution, CWU has had problems. But it is not like other universities or colleges either. It was largely run by women who were followers of the philosopher John Dewey. This meant that they valued experiential learning that shaped young people to become critical thinkers and active participants in a democratic society, cultivating what Dewey referred to as progressive practices, accepting and affirming our differences while also working against inequalities that throw up barriers to full civic participation. These women ran an experimental K-7th grade school at the then Normal School. They gave their student-teachers space and time to think critically about the practices of learning and teaching. Did they always get it right? Definitely not. They appropriated cultures that were not their own. They diminished and reduced complicated Indigenous communities by not consulting (much less including or ceding authority to) them. But they were on the right track in how they approached the work they did. I am not sure where we went astray.”
- “standing behind social justice issues and investing in programs and initiatives that support minoritized students, faculty, and staff.”

- “A focus on allocating appropriate resources that aligns with our mission and vision. We have gotten to a point where CWU is lost. We have tried to be everything to everyone all the time. As a result we are not doing much of anything well. I believe our primary focus and what we are good at is focusing on student access. As an access institution however there are considerations such as ensuring proper student resources in advising, student medical and counseling, financial aid, and disability services (just to name a few) are available.”
- “Right now, there is intense social pressure in education for students, faculty, and staff, to conform to a social justice mindset. "Social justice scholarship" is celebrated and encouraged in order to support certain desired narratives. But what very few are saying aloud is that when a disinterested search for truth is replaced with a targeted search for a desired outcome, the result is not scholarship but propaganda. People in and out of education recognize this, but with everyone walking on eggshells, very few people with dissenting viewpoints dare speak up for fear of being labeled crazy, racist, sexist, homophobic, etc. What would inspire our community to create a future that would allow us to thrive? A demonstrable effort to educate and empower students rather than categorize and proselytize them.”
- “The obvious choice is being an access based institution, increasing our underrepresented populations. This is a big, broad ask that requires a strong foundation and support, academic and financial. I'm not sure we have the resources to make that happen at this time.”
- “creating true equity in all our systems, policies, structures high impact practices and engaged learning--that emphasize intercultural literacy”
- “Sustainability and equity are seen as valuable to our future”
- “CWU should remain a pillar of inclusivity and diversity for Washington state, and maintain high levels of hands on learning, while providing ease of access to education for those who are challenged in getting it.”
- “University of distinction with industry high graduation rates, empowers students to be successful in their chosen fields in a multi-cultural, multi-national and diverse global society.”
- “A diverse, inclusive, accessible campus with high quality, relevant instruction.”
- “My big and bold dream for CWU is a place of belonging for students, faculty and staff. A place where they can bring their authentic selves to all that they do and have the opportunity to shine.”
- “A welcoming and inclusive environment where all students, staff, and faculty feel welcome, safe, and supported in what they do.”

- “An inspiring, nurturing, supportive, guiding light toward knowledge, creativity and discovery. It should be grounded in gratitude and respect for our planet and for each other. Diversity. Direct experience with nature and cultures different from our own should be required -- with an eye toward a healthy planet. In the same way we value diversity on our campus, we must keep a vision for creating a future which maintains and celebrates the magnificent biological diversity of our planet and strives for greater understanding of, and gratitude for, our interdependence.”
- “CWU should become a leading institution in graduating (with minimal debt and other inequitable barriers) a community of engaged, inquisitive, just, and impactful critical thinkers who both represent and make real-world changes in the diverse communities that CWU serves better than any comparable institution”
- “A vision of CWU as a place of inclusion and educational equity, where traditional barriers to high-quality public education have no home. .... CWU should be known as a progressive and democratic leader in opening the doors to undergraduate education that is more student-centered, teaching-focused, and informed by best practices in reaching diverse learners.”
- “If we aren't investing in multiple epistemologies and ways of knowing, and are more interested in diversity than justice, I don't imagine we'll ever have the actual diversity of thought needed to think creatively and innovatively as we try to attract students from a wider variety of backgrounds and experiences.”
- “ An institution at the forefront of the transformations in education, with cutting edge and community relevant curriculum. An institution that is sensitive to wider access including students from first gen and historically underrepresented populations. An institution that integrates how education and learning is changing in a technologically pervasive and diverse culture. An institution that is a part of students' dreams and aspirations.”
- “ The aspect of the university that I would leverage is that we are "family", someone to represent everyone that brings their individual uniqueness to the table to be celebrated, related, understood, shared, encouraged, embraced and built on.”
- “ Creating a space that allows our community to voice their opinions even if it goes against the majority belief/opinion, without retribution. I think in general people want to be part of something bigger than themselves and if there are spaces that can allow conversation/feedback I think that's important.”
- “ [A university that] harbors an open and inclusive environment for all learners. (Promote, educate, and hire open minded people, universities traditionally have progressive mindsets

in their faculty, continue with this tradition. Why should want to do this? To entice more students to come here and more diversity.) That it carves out a niche for itself to differentiate from other schools in Washington. (Brainstorm with your peeps, figure out what we do well, figure out how to improve and promote it). That it follows science. (self-explanatory)”

### **Sustainability**

- “Prepare students for the most pertinent challenges facing their generation and generations to come - i.e. climate change, sustainability, and renewable energy.”
- “A university that strives to develop good stewards of the earth that practices sustainability and cares about the environment.”
- “Sustainability (environmental, social and economic) will infiltrate all aspects of CWU (curriculum, operations) and be ingrained in the institutional culture. CWU will become a carbon-positive university (put more into the environment than it extracts). Students will learn from their time at CWU how to be change makers, and be prepared to solve our most urgent and complex issues.”
- “Revitalize curriculum and integrate sustainability into academics. Students, staff, and faculty must understand how to lead with a lens that considers how interdependent environmental, social and economic issues will affect our lives, the Kittitas Valley region, and global future of humanity and other living systems.”
- “Holistic and integrated vision of the sustainability of our institution as measured by responsible stewardship of human, environmental, fiscal and physical resources. Sustainability is seamlessly integrated into the scholarship and operations of the university.”
- “To be a beacon of hope and practical dreams for students, staff, faculty, and local residents that promotes responsibility, critical thinking and sound judgment, congeniality and thoughtful consideration of others, wise use, allocation, and stewardship of resources, respect, love and care for the planet and all its inhabitants, willingness to make bold decisions that benefit everyone, and promulgation and adherence to principles that maximize the potential of each person to flourish as a world citizen so that we may help save our world and ourselves.”
- Aspirational future look like... “lives on forever (financial stability)”
- “Using our institutional knowledge to promote a forward thinking, innovative campus/programs of study”

- “Pursuit of an Economy of Wellness where the metric for success is not based on dollars but based on the progress we make toward healing our planet and all who reside here.”
- “I'd also like to see the university make some strides toward environmental sustainability.”
- “An institution that promotes health and balance for both students and staff. Things like increasing staffing in helping areas, flexible schedules, etc.”
- “Net-positive university that puts more into our community, the environment and the economy than we extract”
- “I would love to see us become a leader in green technology and how all programs can have a positive impact to give future generations a chance. “
- “CWU is an integrated part of the broader central/eastern/Washington community, seen as a place where students can enable their dreams and the community can rely on for innovative solutions to local problems, and focused on positively advocating for economy, society, and environment of our region.”
- “I would like to see CWU enroll students from the east-side, and prepare them for a complex future facing the impact of climate change on our environment, our health, our agriculture, our laws, our politics.”
- “A university to strives to develop good stewards of the earth that practices sustainability and cares about the environment.”
- “An environmentally and social responsible community that fosters equity, diversity and inclusivity today and for future generations”
- “Solar and wind generation on most buildings, and maybe a village for single parents that is self sustaining. Agricultural directions towards sustainable and responsible land use.”
- “My big and bold dream for CWU is for it to partner with Ellensburg and Kittitas County in the creation of student-focused on and off-cam Sustainable agriculture. Embraces the vision of the liberal, performative, and scientific arts as a community grounded partnership between CWU, agriculture, Ellensburg, and Kittitas county. The new humanities and social sciences building MUST include a direct connection to the humanistic and intellectual contributions of native indigenous peoples within WA under the theme of sustainability. An innovative industry-centered hospitality complex associated with the CWU College of Business could provide infrastructure and business development practices. A community-focused Performing and Visual Arts Center and a Center for Teaching Sustainability would be served by CWU's performing and visual arts and education departments plus living and learning centers providing experiential opportunities for sustainable agriculture.”

- “MORE SOLAR PANELS. Every single inch of this place should be covered in Solar. Every roof. Every wall. Every sidewalk. Every walkway. Every parking lot. We're at 70% renewables in the mix - solar would put us at 100%.”
- “Sustainment - Ensuring CWU is creating new programs and re-investing in existing programs that bring high-achieving students to CWU.”
- “Develop an environment that risk-takers can actually take risks - celebrate innovative mindsets. Fund innovation.”
- “We can leverage our digital and environmental resources to bring our campus community together to improve our planet's future.”
- “Holistic and integrated vision of the sustainability of our institution as measured by responsible stewardship of human, environmental, fiscal and physical resources  
Sustainability is seamlessly integrated into the scholarship and operations of the university A university deeply connected to positively impacting the economy, society, and natural environment of our rural community. A environmental and social responsible community that fosters equity, diversity and inclusivity today and for future generations”
- “Sustainability and equity are seen as valuable to our future”
- “Revitalize curriculum and integrate sustainability into academics. Students, staff, and faculty must understand how to lead with a lens that considers how interdependent environmental, social and economic issues will affect our lives, the Kittitas Valley region, and global future of humanity and other living systems.”
- “An inspiring, nurturing, supportive, guiding light toward knowledge, creativity and discovery. It should be grounded in gratitude and respect for our planet and for each other. Diversity. Direct experience with nature and cultures different from our own should be required -- with an eye toward a healthy planet. In the same way we value diversity on our campus, we must keep a vision for creating a future which maintains and celebrates the magnificent biological diversity of our planet and strives for greater understanding of, and gratitude for, our interdependence.”
- “CWU is a regional leader in creating (and re-creating) a sustainable world -- one in which humans flourish in the long term because the planet can support us and the species with which we are interdependent, the economy creates bounty for all, and the society is just and free.”

## **Engaged Learning**

- “For the University to teach all aspects of our world. To allow failures and accomplishments. Those failures/accomplishments are roads to a valley and a mountain top. You have to have both in life. For CWU to be the choice for people that want a college that you won't get lost.”
- “That we excel at certain degrees/disciplines and are the go-to institution in the state for those disciplines”
- “A community with immediate answers and articulations for student questions and concerns, a broader range of accessible data, financial information, and a deeper commitment to diversity in representation, education, and staffing, with an effort to teach cultural competency as much as we do trade practice.”
- “CWU would invest in the places and programs on campus that enhance that community relationship through funding and staffing support, particularly those that also give high impact opportunities to students (as listed above).”
- “A place where people want to come to both learn and also to work”
- “A nationally recognized higher ed institution invested in its students, staff, and faculty as well as in the community they are in.”
- “More collaboration within departments where there are cross purposes, i.e. Theater working with Film and Com, or Art working with Com or Film. Less silos in general.”
- “CWU becomes a lifestyle, not just a place that fosters social responsibility and equitable access to education to further the enrichment and betterment of our world at large.”
- “hands on learning experiences for every student, undergraduate research experiences for every student, integrated curriculum, extracurricular activities tied to curricular activities. CWU should be the regional institution of choice for first generation students.”
- “CWU should be an institution of distinction, known for historic core disciplines as well as related, new opportunities that project students and industry into the future. Access for all is a reality. Books and resources are made available for CWU students in multiple formats for universal learning and preferred learning styles. Research and externships are widely available for CWU students. Graduation rates are top in the nation. The value of a CWU education is seen in everything offered.”
- “CWU has an indelible and positive effect on the climate of Ellensburg. Students come not (only) because they can afford it, because it was their safe school and didn't get in at another institution, because they didn't have the grade point average for a more competitive school but because they could imagine going anywhere else. Faculty\* come because they have the space to grow, can innovate, be transdisciplinary (be the next equivalent to sociobiology or econophysics or ethnomusicology), be teacher- learners and collaborators.

Staff\* come because they can be a part of something bigger than themselves, create the space that realizes the idea that education is the great equalizer, are respected for being a scholar-practitioner who bridges the gap between knowledge and implementation of knowledge”

- “Where students come excited to pursue post-secondary education, and upon arrival are find CWU to be a positive environment to learn and grow. Most importantly, that students feel supported, specifically academically, and the university has the staff and resources to support every student admitted.”
- “Refining and defining our identity as a REGIONAL, COMPREHENSIVE, LIBERAL ARTS university--one that serves ALL students who attend CWU, but one that also SERVES the people who work at CWU, the people who live in the region, most particularly those who live in our community/county. Instead of focusing on growing BIGGER, CWU could aim to be BETTER, limiting growth to refine and improve the programs and degrees we have.”
- “Being student centered while providing educational curiosity, access, and opportunities while preparing students for careers and creating solutions to real world issues.”
- “To have a palpable sense of students, faculty, alumni and supporters all part of a singular CWU community/family that is felt and acknowledged by others as something they want to belong to.”
- “A university that really deserves that name... seriously, a place where education transforms lives and makes students understand they can contribute to a better world - not just get a better job.”
- “Our university should be a place where students learn in close community with peers and faculty. Classes center on active engagement and collaborative learning opportunities. Faculty mentorship of students beyond the classroom includes robust faculty-mentored research, student clubs, and other professional opportunities that allow students to develop into active practitioners in their intended career fields.”
- “For CWU to emerge as the leading institution in the Pacific Northwest for experiential education.”
- “I see our institution as the model for all others to follow in the areas of being forward thinking in how we deliver an education. I envision us using all of our resources to deliver education to students in all modalities available and to all students who have a desire to earn a degree. “
- “I believe CWU can be a major force for the democratic good in our community, state, country, and the world. We have amazing faculty who genuinely care about student

intellectual, social, and emotional growth. I would like to see CWU leverage the centrality of the faculty-student mentoring relationship and create a campus culture that is inclusive, welcoming, engaging, intellectually rigorous, and supports the development and growth of all students, regardless of background and lived experiences. I would like faculty and administration to work collaboratively and transparently, for CWU to be fiscally solvent, proactively address challenges, build physical and intellectual infrastructure, and be competitive in tuition and salaries”

- “CWU should continue to be a place where people come to explore subjects, learn about themselves and prepare for their future/next step.”
- “To graduate students who are prepared for the 21st century AND have the critical thinking skills and creativity to make a positive difference in their communities, regardless of the cultural makeup of those communities.”
- “Central Washington University leads the region in human-centered, immersive education”
- “I think after classes the next most valuable thing here are the workshops and opportunities that can further people in their field group.”
- “Grit - Balancing our student support mechanisms with efforts to create a resilient student population, with agency, able to work through challenges and resolve problems on their own.”
- “The faculty-student interaction. In my mind, everything else is secondary. I envision a time when teacher-scholar faculty have sufficient time and energy to invest fully in every student. Each student has a unique set of needs and desires for their future; fully and comprehensively responding to those needs requires not just time and energy but structural elements that support that goal. More fully meeting student needs would improve both retention and graduation rates, not to mention potential alumni relations, and create a positive feedback loop that perpetuates success at all levels. For example, I can see advising that melds with a learning community so that faculty are able to spend more informal time with advisees, to get to know and help guide them to achieve their goals. A more personal approach that builds on what we already do well.”
- “What inspires me in this regard is the history of CWU. Like any the history of any white-centered institution, CWU has had problems. But it is not like other universities or colleges either. It was largely run by women who were followers of the philosopher John Dewey. This meant that they valued experiential learning that shaped young people to become critical thinkers and active participants in a democratic society cultivating what Dewey referred to as progressive practices, accepting and affirming our differences while also working against

inequalities that throw up barriers to full civic participation. These women ran an experimental K-7th grade school at the then Normal School. They gave their student-teachers space and time to think critically about the practices of learning and teaching. Did they always get it right? Definitely not. They appropriated cultures that were not their own. They diminished and reduced complicated Indigenous communities by not consulting (much less including or ceding authority to) them. But they were on the right track in how they approached the work they did. I am not sure where we went astray.”

- “Creating that spark and passion for the intellectual life and path. Making the pathway of knowledge and insight a primary pathway rather than simply a means to the end of employment.”
- “How do you get students to feel welcomed and accepted in this area of WA when they are coming from very different circumstances? They need more social opportunities, more opportunities of getting to know this place, this region, of getting a chance to learn and feel at home. As Robin Wall Kimmerer writes in *Braiding Sweetgrass*, “To be native to a place we must learn to speak its language” and “The land is the real teacher. All we need as students is mindfulness.” We need to give students the tools to be mindful, the language of our place of CWU, and inspiring how to be reciprocating stewards to one another and our community, whether it is in the Gym or on the Yakima River.”
- “A holistic education of our students that will create an informed and engaged citizenship for the future of the state and region. Invest in Student Affairs by elevating the role on campus and in the community.”
- “I think we need to invest in institutional connections for each member of the community. Some students experience this space as a transactional community college but we have so much more to offer. Creating meaning and purpose to help the community see and feel valued as part of something bigger than ourselves.”
- “Cultivating a sense of place. Engagement with larger community of Ellensburg/Kittitas County and centers. Bridge centers to main campus (and each other) so they don't feel as isolated. Build community where all are welcome to pursue interests and learn new perspectives.”
- “hands on learning”
- “Small classes with highly-dedicated instructors who are supported in bringing innovative ideas/programs to the classroom. More high-profile outreach programs like Nick on the Rocks.”

- “Get back to highlighting the benefits of academics - access to smaller class sizes, experienced faculty (not just grad students teaching entry level classes), access to experienced faculty & mentors. Opportunities for undergrads that often aren't available at large universities (research, TA, etc.)”
- “Being a predominately in-person, hands-on teaching institution where classes are kept relatively small and/or manageable for students to have personal interactions with instructors, professors, and their advisors.”
- “A regional institution that is welcoming and inclusive to a diverse community, whose focus is providing an excellent education. Academics is at the forefront of what we do and why we are here. Students are afforded opportunities to connect with each other and their faculty and staff through reasonably small class sizes and an appropriate level of extracurricular programming.
- “CWU will be recognized as a top institution in the Northwest for its learning-centered focus where students engage in high-impact practices and partnerships to launch their careers and be recognized for its commitment to respecting, integrating and advancing the breadth and depth of each individual student's strengths and perspective in the learning process.
- “CWU should be known for high quality educational and innovative experiences.”
- “A university recognized as a practical yet life altering experience. Real life learning experiences which prepare students for employment but also responsible citizenship. Not a fall-back school, but a destination for our attention to student success, experiential learning with tangible takeaways, and values-expanding curriculum -- all seated on a gorgeous, welcoming, campus.”
- “CWU is the destination of choice for students seeking a personalized, hands-on experience not available at large PhD institutions yet also want the opportunity for mentored scholarship and creative expression experiences working closely with faculty and graduate students that is not available at undergrad-only institutions.”
- “Central Washington University strives to maintain a learning environment that will foster continued success for all students regardless of race, gender, sexual orientation, or cultural belief.”
- “CWU should become a leading institution in graduating (with minimal debt and other inequitable barriers) a community of engaged, inquisitive, just, and impactful critical thinkers who both represent and make real-world changes in the diverse communities that CWU serves better than any comparable institution.”