Default Report

Values and Strategic Plan Survey
March 21, 2023 10:41 AM MDT

Q2 - Office or Department Name.

Office or Department Name.

Anthropology & Museum Studies

Mathematics Department

Foundation Board

Board of Trustees

Career Services

COTS Deans Office

Sociology

Sport and Movement Studies

English

Office of the Registrar

School of Graduate Studies and Research

Provost office

Faculty Senate

ASCWU

Chemistry

Psychology

Student Leadership, Involvement, & Community Engagement (SLICE)

Accounting & Financial Services

Learning Commons and Exploratory Advising

Biological Sciences

Office or Department Name.

Political Science

Housing and Residence Life

CAH Dean's Office

Management and Marketing

Accounting Department

Human Resources

Engineering Technologies, Safety, and Construction

Extended and Global Education

Transfer Center, Veterans Center and Career Services leadership

Housing and Residence Life

Geological Sciences

Health Sciences

Geography

Department of History

CWU Libraries

College of Business Staff

College of Business Dean's Council (student leaders)

Finance & Administration

Economics

Office of Case Management

Auxiliary Enterprises

Health & Wellness

Q3 - Name of the person leading the conversation and completing this feedback survey.

Name of the person leading the conversation and completing this feedback su...

Pat Lubinski

Jean Marie Linhart

Jim Wohlpart

Jim Wohlpart

Katrina Whitney

Tim Englund

Pamela McMullin-Messier

Brian McGladrey

Christopher Schedler

Arturo Torres

Rodrigo F. Renteria-Valencia, PhD; interim Associate Dean for Graduate Studies

Della Gonzales

Mark Samples

Amber Hoefer - it was more of individual feedback with finals/end of the quarter

Dion Rivera, Department Chair

Heidi Perez

Amber Hoefer

Genevieve Doshier

Amber Darting, with strategic planning assistance from Jessica Murillo-Rosales Davis

Holly Pinkart

Todd Schaefer, Prof. & Chair

Fiona Corner

Name of the person leading the conversation and completing this feedback su...

Jason Knirck

Terry Wilson

Han Donker

Staci Sleigh=Layman

Greg Lyman

Alexa Orcutt/Ediz Kaykayoglu

Megan McConnell

Fiona Corner

Anne Egger

Tishra Beeson

Mike Pease

Roxanne Easley

Elizabeth Brown

Jeff Stinson

Jeff Stinson

Joel Klucking

Dr.Toni Sipic

Gretchen Geltemeyer

Joseph Pearson

Marissa Howat

Q4 - Date of the office or department team conversation.

Date of the office or department team conversation.

2/24/2023

March 13, 2023

February 24

February 17

October 2022

March 16, 2023

3/17/23

March 8, 2023

Department responses submitted between 2/27-3/13

03/15/2023

03/15/23

March 2023

March 8 2023

3/15/2023

2/13/23

3/16 and 3/17

March 9, 2023

02/24/2023

3/15/2023

Feb 10

March 6, 2023

March 9, 2019

Date of the office or department team conversation.

9 March 2023

March 3

03/10/23

March 10, 2023

March 10, 2023

March 9th and 13th

March 9

March 9, 2023

Two dates: Feb. 13 (mostly faculty and staff) and Feb. 17 (mostly grad students)

3/6/2023

2/27/2023

March 3, 2023

3-6-23

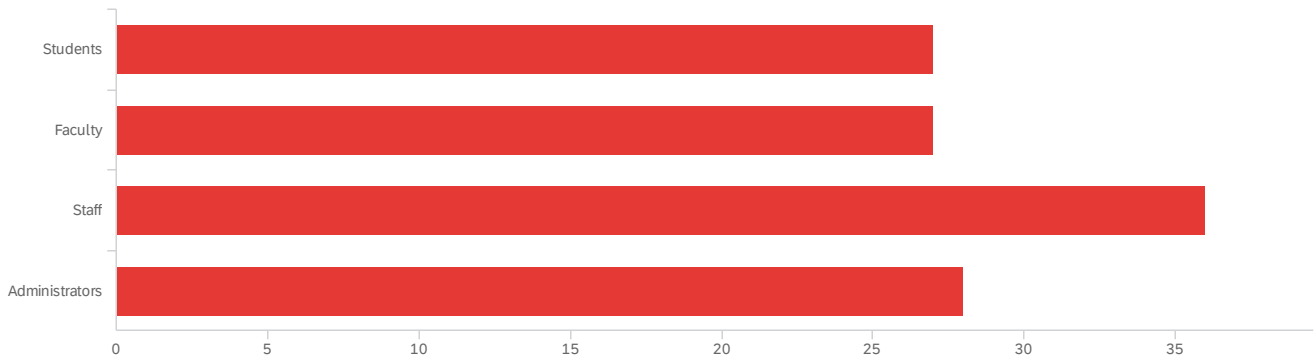March 7

February 3

March 3, 2023

3/2/2023

3/1/23

February 24th 2023

Feb. 17 & 22

Q5 - Number of participants per group below:

#	Field	Choice Count	
1	Students	22.88%	27
2	Faculty	22.88%	27
3	Staff	30.51%	36
4	Administrators	23.73%	28
			118

Showing rows 1 - 5 of 5

Q5_1_TEXT - Students

Students
0
0
0
0
0
1
2
0
4
4

Students
0
0
2
1
0
0
3
0
13
0
3
0
0
14
0
0
4

Q5_2_TEXT - Faculty

Faculty
8
18
0
6

Faculty
12
5
0
0
0
9
11
4
0
3
4
1
14
7
9
10
5
9
12
4
0
7
0

Q5_3_TEXT - Staff

Staff
1
1
9
4
1
3
0
15
7
8
1
5
2
6
5
6
2
1
25
8
1
1
16
3

Staff
53
3
25
3
1
1
1
14
8
1
3
7

Q5_4_TEXT - Administrators

Administrators
0
0
15 Board members
8 TRUSTEES
3
0
0
0
3

Administrators
3
0
0
1
0-Chair counted as faculty
0
2
0
0
10
0
1
0
1
1
6
0
0
9

Q6 - Please provide feedback for Model 1 - Values, Commitments (Strengths of the content of this model).

1) The values and general organization of this plan 2) The term "commitment" feels more active than "goal" in Model 3 3) Emphasis on 3 HIPs, and the faculty-intensive work that implies is great, especially as opposed to the language about increasing "efficiency" 4) explicit call for shared governance and interaction with Yakama Nation 5) Value 2 Commitment 1 "develop workforce ready program" sounds like the new proposed CERM MAS degree. 6) Call for strengthening external partnerships fits well with the mission of the Museum of Culture & Environment, Sarah Spurgeon Gallery, planetarium, greenhouse, International Studies, etc.

We liked the structure of this model where the commitments were tied to the values. We think our academic department is *already* an engaged learning community.

Really like the language included here Excited that this is where resources will be put

Impressive Gets us to our vision Focuses on creating belonging

Language clear. Liked the "Engaged Learning" and "Authentic Relationships". Appreciated the commitment to various communities. Like the action language on commitments

The model highlights the role of engaged learning as the process by which we can adapt and change as a community. It is committed to advancing DEI initiatives by evaluating and adapting policies and procedures to help us elevate culturally sustaining practices in curriculum, pedagogy, and hiring practices.

The group appreciated the framing around commitments that we want to make about engaged learning, authentic relationships, and equity, resilience, and effectiveness. Yes, it is a work in progress.

• Clarity in terms of values and commitments. • Commitments are stronger than "goals" (in Model 3); however, statements of commitment cannot simply be performative speech acts. Sara Ahmed in On Being Included (Chapter 4: "Commitment as a Non-performative") talks about commitments as both a "pledge" to do something and "a state of being bound to a course of action or to another person or persons (114). A commitment is also a "pledge of future resources" (126). • Emphasis on equitable and just practices • Engagement with the community • Includes sustainability and environmental consciousness. • Clear and concise. • Current and flexible. • I like the emphasis on "just, fair, and humane approaches" to teaching and learning, and recognizing the need to "advance diversity and inclusion through elevating culturally sustaining practices" across a variety of disciplines. I agree that equitable hiring and student retention are key issues for the university.

Model 1 was the least selected only 3 people chose this model. some comments are: Great to have and highlights university commitments. Need to address online learning and specific goals for a more environmentally friendly campus for wildlife and humans. A lot of values and commitment which is good. but no real plan or expectations.

In comparison to the other models, model 1 appears to be the most integrated, (where a repetitive set of key themes labeled commitments is to be implemented across each value). The group consider that this conceptual congruence enables this model to be the most responsive to the changing conditions of higher education-and the specific challenges and opportunities CWU faces. One listed example is the possibility of CWU to become a Hispanic Service Institution and the concomitant changes to take effect in our practices and ways of thinking; the group felt this model would be able to helps us transform into new paths of action (perhaps as a mezzo-model nested between values and objectives in model 2).

n/a

We appreciated the more positive framing of these values and commitments compared to model 3. Model 1: We will investigate old patterns of thinking... Model 3: We will interrogate with a critical lens our old patterns of thinking... Model 1: We will investigate the equitable nature of our systems... Model 3: We will interrogate the inequities inherent in our academic programs...

- Likes the that we'll investigate old patterns of thinking, remain curious, and be open to new ideas and ways of being - Like the "address adaptive challenges of our time and to elevate educational empowerment of our students, staff, faculty, and community members. - Likes commitment 3 and 4 under engaged learning. Thinks we can extend beyond teaching and learning in commitment 4. - Loves the content in authentic relationships especially "we will create a culture of inclusion and belonging where every individual has the opportunity to show up for the person (who they are) in their journey..." - Commitment 5 under authentic relationships is great because it creates more opportunities to expand. - Language with commitment 2 under equity, resilience, and effectiveness. – feels important after title IX decision - Commitments detailed, value: authentic relationships - The use of the word commitment – demonstrates accountability, focus more on community engagement - Commitments 2 and 3 are super important to include (under engaged learning) - Under authentic relationships – commitment 1 – it is important to branch out into the community. - Value of equity, resilience, and effectiveness – commitment 3 should be university policy

None.

• Value 1. Engaged Learning seems comprehensive. • Value 2. - how is "authentic relationships" defined? While we agree with the statements in the value, we are not convinced that "authentic relationships" is definable or measurable here.

Engaged learning: like this value with the action item and models investment in learning. Valued the statement "We will investigate old patterns of thinking, remain curious and open to new ideas, and develop new processes, systems, and ways of being" but think it might be better suited as another commitment within the value. Like that this alludes to lifelong learning. Able to identify a key relatable connection with each commitment and value – like the clear purpose of each commitment. Like that this model doesn't have a ton of values so it might be easier for application within programming, student experiences, and community activities. Authentic Relationships: think this is a great combination of some of the other values from the previous activity (like environment) and captures individual and collective connections.

The overall language used is more "digestible". The structure of the model is friendly and straightforward by using a "Value" and then listing supporting "Commitments".

•Engaged learning approach, emphasizing inclusivity, recommend addition of equity •Having defined commitments provide an action focus •Inclusion of community partners, such as school districts and the Yakima Nation. •Value 1- emphasis on new ways of thinking and not continuing old ways for the sake of old ways •Overall focus on challenging the old processes and systems of higher education. -"provide every student a pathway into and through at least three HIPs". -"Reciprocity"

Good sentiments, and reflects previous meetings and discussions.

--We like the value statements, as far as they go. They are clearer, more meaningful and more "evaluative" or say something about what we value; the student thought, despite their pref. for Model 2, that the values would be easier to remember and understand, and thus, hopefully internalize. - Rhetorically(?), this model at least states what we want to do, and be... telling whether we are doing so, however, is a different matter (see below)

V1. Focus on the individual/identity development allows multiple applications.. Student Success Oriented Student Focused Better human fit with engaged learning Built on the most/organized values were tangible Repetitive Most Simple Straight Forward framework V2 Emphasis on authentic relationship is important. leaving work life (holistic) very good on increasing access Acceptance is important for people to want to be here increase opportunities clear focus leadership will be seen service event will be promoted encompasses the community V3 Important parts to focus on, but a lot of things in one statement too wordy focus on future resilience effectiveness - feels like an add on. Should be separate Great focus on equity Concise & focused Safety allows for growth important to focus on Why is grounds keeping called out? Commitment to achieve equality, resilience and effectiveness are different

• the use of the word "commitment" implies that we mean to follow through on this

In model #1, things are nested under values.

Strong and specific relationship between values and commitments Commitments are very detailed

Adaptive challenges Educational empowerment Open to new ideas Committed to becoming an engaged learning community Remain curious "Elevate" education empowerment Taking charge of your own pathway and solving problems

N/A

The language was both inspiring and very clear. We liked the two-word phrases in this model compared to the one word (Engaged Learning vs. Learn) in Model 2. The word commitment feels good to us as members of the community - better than objectives or key results. We appreciate the commitment to the city, school districts, county, Yakama Nation, and State of Washington - and we prefer the verb "integrate" in this model to "complement" in Model 3. Under Equity, Resilience and Effectiveness, we really liked commitment 2, especially the "in order to" part. Do we need to clarify the word "safety?" We prefer this goal to goal 2 on Model 3.

Focus on individual/identity development. Student Success Oriented Student Focused Better fits w/engaged learning Allows multiple applications Most simple straightforward framework

This model has a strong and well-worded commitment to sustainability (Value: engaged Learning, Commitment 4). The university's commitment to other entities is very clearly laid out (Value: Authentic Relationships, Commitment 5) There is a welcome focus on preparing students for the workforce.

There is a high degree of flexibility and adaptability in this model. It focuses on investigating new ways of thinking.

The model is comprehensive and covers a wide range of areas, including equity, diversity, sustainability, and community engagement, among others. The model is focused on creating an engaged learning community that is adaptable, willing to take risks, and committed to improving its policies, practices, and systems. The model emphasizes the importance of authentic relationships, inclusion, and belonging, which can contribute to a positive campus culture and student success.

The group liked the organization of values and commitments, and found the language to be generally clear.

Connections for each commitment and what it ties back to. Liked the action implied in Commitments vs. Goals. Has some realistic elements on what it would take to grow as an institution. Liked to maintain language about "creating safety to be yourself" and include an explanation on why that is important.

Titles of values are good Like commitment 1 under value 2 Appreciate specific inclusion of city, county, Yakama mention Commitment 5 authentic relationships...appreciate content, would like this language from commitments 2 & 5 in a different model (ex. Prepare students for future success in model 2).

• Strengths o V1 - Commitment 3 – incorporating DEI in hiring and onboarding o V1 - Commitment 2 – authentic relationships, diverse faculty/staff o V2 - Commitment 1 – PNW broad group of people, access to education for all o All have great things because they are more reflective of the student body

Values forward, all inclusive.

• Focus on adapting, growing and not being static, but changing with the times. • Very aspirational • Focus on the environmental, social and economic sustainability

Appreciated the statement in Value #1: Engaged Learning that reads, "We will… remain curious and open to new ideas…" Commitment #4 under Value #1: Strongly approve of the inclusion of fostering environmental sustainability as part of our institution's commitments. The model overall has a focus on intentionality and equity.

Easiest to read

Easy to understand/clear Feels "actionable" "Well will…" language feels easy to generalize to units across university for adoption or adaptation We prefer the language of "commitment" versus "key results," which tend to feel too outcome focused and don't honor the process or actions needed to be taken

Please provide feedback for Model 1 - Values, Commitments (Weaknesses of t...

1) Some felt this was more about telling than showing 2) Too abstract/not specific enough 3) No mention of graduate programs

We are curious about investigating "old patterns of thinking"? We didn't think all the commitments corresponded well with the values they were associated with. We talk about authentic relationships and belonging, but the activities of the Centers (Des Moines, Lynnwood, etc) seem forgotten and passed over with a focus on Ellensburg and the main campus.

Wordy

Needs clearer outcomes.

Some commitments in this model can be seen as lacking specificity. The model doesn't include metrics or goals to measure making it unclear if we are meeting the expectations. Does not include a timeline for implementing the commitments in the model. Difficult to identify how resources will be allocated to achieve the goals of the model.

Saying "we will" does not acknowledge what we are already doing. Also, how do we measure these commitments? It's unclear.

• Lacks specific objectives and measures for meeting these commitments. • There seems to be quite a bit of redundancy in this model with similar commitments aligned with different values. Would this lead to duplication of efforts in different units assigned to measure similar commitments? • An emphasis on increasing students' creativity through practice could be added in one of the Value: Engaged Learning commitments as well as encouraging them to take risks in their learning processes for the purpose of strengthening their agency and decision-making prowess. • I think more could be done to define what "environmental, social, and economic sustainability" means in the context of university work. How might this value apply to physical building space, online/remote learning, the use of digital and paper materials in classrooms, and so on? Also, in what format might administrators and instructors incorporate the values of "the City of Ellensburg, the local school districts, the Kittitas County, the Yakama Nation, and the state of Washington" in their practices?

Need to address online learning and specific goals for a more environmentally friendly campus for wildlife and humans. A lot of values and commitment which is good. but no real plan or expectations.

Aside from the conceptual congruence between values and commitments and the potential responsiveness it will enable, the group considered Model 1 (like the rest of the models) to be not entirely articulated nor explicit enough. The notion of commitment is not clearly defined, producing an uneasy understanding of commitments as something we may strongly want to happen, but lacking consequences or accountability if those intentions never materialize. Exacerbating this feeling, the group considered that the future tense "we will..." that is used to define specific commitments effectively erases who we are and what we already do at CWU, proposing thus a new beginning without history. In this context the group consider this model to be a potentially useful but non-scalable approach that does not allows for the holistic structure CWU requires.

n/a

- Really challenging to understand because it's a confusing layout - "humane approaches" hate this word. We should do this regardless. - Add "Geo-thermal" under equity, resilience, and effectiveness commitment 3. - Confusing structure and hard to read - Overall breakdown of commitments is confusing - The layout was difficult to read - Humane should be assumed

Was viewed as unrealistic with opaque language.

• Many of the "commitments" would appear to have multiple measurable outcomes that would appear to overlap and are vague in nature. • Commitment 1 under Authentic Relationships - seems simply to be focusing on increasing enrollment. Additionally, we are curious about the meaning of "to develop workforce ready programs". • The statement, "We will emphasize institutional thinking and effectiveness in all we do in order to ensure the future thriving of the university." seems to be contrary to the previous statement, "We will elevate our willingness to be adaptable, seeking new approaches to old problems and fresh perspectives on our current programs and operations. "Institutional thinking" implies that traditions of the institution will be given priority and not the ability to adapt and engage in flexible approaches - feels too rigid. • Overall, we question the ability of our university to address, much less achieve many of these specific commitments without a significant increase in funding for faculty, staff, and admin. The wording of the values and commitments may be revised to better align with the goal of streamlining communication and making it more user-friendly

In general, please do not use acronyms for students who don't know what "HIP" is. The second commitment has a quantified "three" HIPs but the other commitments don't have quantifiable language. Under Authentic Relationships: "We will create a culture of inclusion and belonging where every individual has the opportunity to show up for the person who they are in their journey through learning, work, and life." Seems too wordy and can be consolidated to be more specific. Commitment 4: would change the "shared governance" language to something more about shared decision making or informed decision making inviting those with marginalized voices to the conversation. Equity, Resilience, and Effectiveness: Challenges with "resilience" because it feels like individuals had to face adversity to be resilient. Feels like we're trying to do a lot in this last value without having succinct examples. Too much happening in this value. Would recommend separating into multiple values. Commitment 4 – budgeting practices is so broad that it is hard for students to see themselves in this value.

Too many commitments are listed under each value; many people will stop reading because the lists are so long. The commitments should be narrowed down to three each, maximum. The word "investigate" should be changed to "identify" or "evaluate" so that the tone is more friendly.

• Commitment 5 under Engaged Learning specifies "Region." This excludes some centers and online students, under Value 2- Commitment 5 also reinforces this. • Concern that it does go far enough, in areas that say things like "develop more fair, humane" more fair or humane can still be unfair or inhumane, just potentially less so. Would humanistic be a better term in the context? • Use of the investigate is not popular. Possible say something like we "We acknowledge that our systems are not fair or are unjust"

We had a hard time translating this into a meaningful strategic plan or value-based budget model.

-What a "commitment" consists of is not defined; in other words, connection of a commitment to actions or measures is not clear. --Commitment 1 appears verbatim in Values 1 (Engaged Learning) and 3 (Equity, etc.) and though it has some relation to learning, really that is redundant, not clearly linked and should just appear in #3. Also, one of our members was adamant that he is tired of us "investigating" inequity, etc. and that we should know, or at least, that perhaps it should be "identify and rectify" or something to that effect. --Overall, we felt that the content of this model had too much jargon, or vague, grandiose statements that were harder to comprehend, and thus fuzzy or harder to see how results (mapping backward) relate to intentions. We find that this model would be hard to actually implement, or at least would be more difficult to design measurable outcomes in practice.

V1. Lacks focus on student success A lot to digest too wordy/not practical "ways of being" sounds like wanting everyone to be the same Staff training within this field Repetitive with first value investigate are we going to be told which HIP's to focus on HIP's need to be defined What does culturally sustaining mean? Pedagogy - this word is a weakness Lost members in Sustainability LLC Top-down approach There are others here that do not teach Need more community engagement ****IMPORTANT TO TAKE INTO ACCOUNT THE INTENDED AUDIENCE - ALL SECTIONS WERE WRITEN W/VERY LOFTY LANGUAGE AND NOT EASILY INTERPRETTED BY FACULTY, STAFF AND STUDENTS**** V2. Worded strangely Authentic relationships are a choice and cannot be mandated, professional maybe a better word Receive in order to give Need to maintain balance of access and indicators of academic success. Diversity & inclusion is not just race Striving to be diverse can reduce the quality of educators, staff and students, V3 To wordy - kitchen sink of ideas Institutional thinking takes away the ownership of your actions "step in line" How do you create safe places - physical too big of commitments could be too confusing Limited by budget not in our wheelhouse need more focus on living halls What is institutional thinking? Sounds like homogenization Institutional thinking is problematic

• the language is fairly vague and the outcomes would be hard to measure • the commitments themselves are not couched as action items; words like "investigate" are used, which sets up a necessary precursor, but not a commitment to action • language was unclear in general

Model #1 sounds like this is how we are going to behave; it is not a strategy at all Model 1: It says so much that it doesn't say anything. It also focuses on a more political agenda than on an educational one. Why offer 3 models when there is only a small distinction amongst them?

Too many commitments

Investigate? Change to "explore" or "intentionally promote" Use of HE jargon—for example instead of humane=compassionate 1st value looks @ past rather than future under engaged learnin

A lot of "we will" language which made some feel that it's being forced, needs more collaborative verbiage. To some is seemed performative and many did not like the word "resilience" in the value. Commitment 5 of Value 2 needs to be more inclusive than just Ellensburg - Centers/Online/International should be included within Commitment 5. Maybe make a Commitment 6 that includes multiple indigenous tribes (more than just Yakama Nation). Also, there were comments about "institutional thinking" and that those words might be undermining what we are trying to accomplish. Kind of disconnected compared to the other 2 models.

Doesn't provide tangible outcomes, but we understand from the cover sheet of the exercise that these will be added later. Once they're added, a concern is that this will be a very long document.

Lacks focus on student success - A lot to digest "Ways of being" sounds like wanting everyone to be same Staff training within their field. Repetitive with First Value Are we going to be told which HIP's to focus on? What does culturally sustaining mean Pedagogy - this word is a weakness Lost member in sustainability LLC Top down approach there are others here that do not teach Need more community engage ment ***IMPORTANT TO TAKE INTO ACCOUNT THE INTENDED AUCIENCE ALL SECTIONS WERE WRITTEN W/VERY LOFT LANGUAGE AND NOT EASILY INTERPRETTED BY FACULTY, STAFF AND STUDENTS***

Some aspects are wordy, vague, and difficult to interpret. What are "adaptive challenges"? A "culture of institutional thinking"? There is a focus on old problems and new approaches. What about new problems? The specificity of "three HIPs" is narrow and doesn't get at the real goal of using evidence-based practices in all of our teaching. HIPs should be integrated into the curriculum, not closely aligned with.

Value 1 should include something about curriculum This framework lacks the specificity needed to be measurable and workable. It is hard to imagine how to implement without objectives.

Learning seems undervalued in this model. The model could be more specific about how the university plans to achieve its commitments and goals. While the commitments are specific and measurable, there is little information about how the university plans to achieve them. The model does not address the issue of affordability or financial accessibility for students, which could be a significant barrier to achieving the goal of increasing diversity and providing equitable access to higher education. The model could benefit from a more explicit discussion of how it will evaluate and measure progress towards achieving CWU's goals and commitments.

Concerns were raised that some of the commitments will be difficult to measure. How will we know when we've met each commitment?

Overall: Commitments don't seem measurable Value 1: Define high-impact and what that means to the university and students, not just a buzz word. Not sure students will understand. V1: Doesn't feel achievable/measurable V1: Use of the word "old patterns" in Engaged Learning Value, could it just be "patterns" V1: What does "Engaged" mean, aren't we already a Learning Community? Engaged makes it sound like we weren't engaged before. Change "becoming" to "being" in the first sentence? V1: Prefer present vs. future language; "we are" vs. "we will" Value 2: Should accountability and transparency be mentioned? V2: Commitment 3 feels like a repeat of Value 2 V2: Commitment 5 does not include Centers, International partners, high school partnerships outside of Ellensburg, etc. Does not feel inclusive if those are left out. Maybe use Educational and International Partnerships instead? Value 3: "elevate our willingness to be adaptable" sounds awkward V3: Remove "old" again. "seeking new approaches to old problems" could be "seeking new approaches to problems" V3: Commitment 2 wording may need to be reworked

Speaks to what we are not doing Commitments not in correct places...example, commitment 1 under engaged learning, same commitment in multiple places Reads too negative, we are doing lots of these things. We need to grow it, but we are doing it. Too fluffy Equity, Resilience and Effectiveness need to be separated, should resilience and effectiveness be defined as sustainability More positive language (don't like interrogation, investigation) How will we support increased diversity of students? Little/no mention of centers

• Weaknesses o Not explicitly stated that related education is important o Societal question: reframing the college motive to be "go to college to receive an education" rather than current of "go to college as a pipeline for a career" Not reflective of our current student body

Unnecessarily long. Too inclusive, buffet. Over redundant. Language is not accessible, we should be serving our community.

• Commitments not very actionable and may be hard to assess • Very subjective in nature so may be difficult to implement • Repetition of concepts between values • What does "intentional" mean in this context? • Not learning centric

The language used in this model is "wordy, ambiguous, and esoteric". Some of the statements are almost impossible to operationalize (example: repeated references to "show[ing] up as the person they are."). The team feels that the loftiness of the language could present a barrier to students/families for whom English is not their first language, and members of the community who may be seeking more concrete commitments. Model 1 was the team's least favorite option.

Unknown, difficult and inaccessible language. Need to know what "actions" follow commitments (not as clear as results) Needs to cover all of campus, not just academic focus Missing Sustainability as a focus

"We will..." language isn't incredibly specific, leaving open to interpretation (which may be a strength as well)

Please provide feedback for Model 2 - Values, Objectives, Key Results (Str...

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1) Like the explicit language "where they belong" 2) Love the "authentic community relationships" part 3) Wording seem smore accessible than others 4) Seems more actionable/results oriented, so more showing than telling like in #1 5) Emphasis on 3 HIPs, and the faculty-intensive work that implies is great, especially as opposed to the language about increasing "efficiency" 6) Call for strengthening external partnerships fits well with the mission of the Museum of Culture & Environment Sarah Spurgeon Gallery, planetarium, greenhouse, International Studies, etc.

We really liked the values in this model; they felt the most authentic to us and the most reflective of the type of engagement and quality teaching and learning we try to bring to our classes every day.

Future oriented Good focus on goals Gets us to our vision More concise than the other models

Values defined clearly and concise

This model presents specific values and definitions. It links the values with CWU's new Mission and Vision. Prioritizes HIPs to help students succeed.

The values are active and actionable. The objectives clearly link back to the values and are measurable, and key results display what can be readily accomplished. We can easily see how our department's values connect and contribute to these.

• Provides a clear set of objectives and key results for the university to work towards. • Focuses on student success and engagement • Prioritizes diversity and inclusion, as well as sustainability and community engagement. • I appreciate that "cultural and arts experiences" are highlighted as a central resource provided by CWU to build and sustain community relationships. • Emphasizes the importance of ongoing education and professional development for faculty and staff. • I appreciate the directive to "strengthen and maintain partnerships with K-12 schools, encouraging higher education through the public-school pipelines." Maintaining good relationships with local schools will help us ensure that students who wish to attend the university are adequately prepared.

model 2 was the most popular of all 3 models. Good model because it brings more clearly into focus what our objectives are and what will be achieved by working towards those objectives- key results. Using the terms "commitments" and "goals" in the other models somehow feels less actionable. I like the more results-driven model. superior model because it seems to be the only one that truly places the focus on educating our student body which is, after all, our reason for being. It speaks of challenging students and their professional development as well as the development of workforce-ready programs and workforce needs. It also addresses financial sustainability which is directly related to workforce-ready programs. really like the values in model #2. Learn, Engage, Belong, and Inspire! I believe it is what Central is all about. And what we want to continue to be all about. I think the objectives are achievable and fit in with what we are as a community and campus.

Model 2 is, in comparison to the other models, the most relatable approach to who we are institutionally. The group appreciated the active, present tense in each value and objective ("we are", "we invest", etc.), effectively articulating this model both to our history and our current practices. In this context, the group understood the relation between values and objectives as representative of our identity but open enough to incorporate new ways of doing. Values are characterized in this model as higher-order considerations, whereas objectives are in contrast presented as very specific, grounded initiatives (that again, reflect what we already do); somewhere in between these ideals and our current practices this model promises room for growth. The group also appreciated the explicitness of many objectives, aptly reflecting existing practices.

We liked this version as compared to the others because it was logically constructed and what we need to accomplish is clear.

The concreteness of objectives and key results was considered a positive aspect of this model.

- Felt like much of what's in this model is being implemented or wanted by the campus community (favorite layout) - Feels like this setup of this model is the best, it's descriptive enough to follow - Likes under "learn" value "providing an excellent education, we build futures with students" - Under "belong value" likes the sentence "we believe diversity of peoples, cultures, and ideas...." To the end of that paragraph - Under objectives for "future student success": add something about mentor programs in the bullets. o Change "facilitate support systems into something more specific like cubs, organizations, academics, student communities, etc." - Under objective 2 "culture of belonging" – to recruit a diverse faculty/staff include students are in search committees. Same objective – the bullet about create spaces where people feel safe would be great in the MCC! - Under "create a sustainable institution" – like the secure financial sustainability of the institution because many upgrades are needed to the SURC, North Academic Complex, etc. Love the "prioritize cultural sustainability" - Objective 3 "...authentic community relationships" the first bullet is great and helps with recruitment and retention - Third bullet is great similar to perry tech, not everyone is looking for a bachelors degree - Having the value first then structure and organization - Tying the commitments to single words is best. Belong and inspire are powerful terms

This was viewed as the most achievable of the models and the language was mostly understood by all parties.

Strengths of the Content of this model: • Inclusion of shared governance indicates the importance of faculty, admin, and staff in the processes. • Student focus is evident. Model provides clearer and measurable objectives using Key Results as indicators. This was a preferred model among those I spoke with. It offers an opportunity for growth and a roadmap that is structured to foster recruitment and growth. It is more succinct than the other models.

Like the values listed overall and the objectives. Might make more sense that the Like the future focus in the first objective but would change "uncertain world" to "evolving world". Like the focus on faculty/staff relationships with students. Objective 2: didn't like term "matching" but rather use "relating to" or "modeling" "Convene opportunities for academic dialog and make space for diverse voices." Change "academic" to something more in line with "engaging in critical discourse" or "engaging in learning with individuals different from your own." Appreciate the value and focus on relationships in each value Commitment to partnerships with city, county, state, Yakama Nation

The values are clearly listed together in the beginning of the model which is a plus in case audience stops reading through to the "Objectives" section. It is helpful for the audience to read all of the values together without the Objectives/Results breaking up the text.

• Layout more clearly communicates meaning and objectives, easier to align or see our work in it. • More focus on accountability • Addition of specifics for connections and relationships • Broader approach to community relationships (with the exception of the last part that specifies Ellensburg, perhaps switch to communities we serve) • Under sustainability- great results identified that will really help make CWU more sustainable. • Like idea of "with students" shows a committed partnership. • "Create spaces where people feel safe to be themselves." Add maintaining current ones as well.

Most desirable in that it had a some measurable results. The values expressed in model 2 spoke most strongly to what is possible here at CWU. Many things listed as results are things we already do, but aren't recognized/supported in a meaningful way, so we hope the commitment here is real.

--Overall, our group thought this model was the strongest, b/c it showed direct connection from values and aspirations thru goals, actions, etc. (As the student put it, it provides a "direct, clearer picture of where we want to go, and how we know if we got there.") --We very much like the explanations of the value statements and these speak to values and practices we should promote; in particular, we approve of emphasizing "transformative learning experiences"; however, the words themselves aren't exactly values and could thus be tweaked; one of our members thought that sounded to much like current "Live. Learn. Do." which may be easy to remember but doesn't really convey direct meaning, though still these are superior to that. At the same time, content was not as pie-in-the-sky or at least, was inspiring without sounding overblown or mushy. -The structure of this model also would likely lead to clear implementation - or it puts objectives clearly in places where they should go and should make it easier to create metrics to judge whether we are achieving them.

Overall Thought on Framework: Key results need specific examples of work to be done Values do not connect to objectives at all More student focused Could value descriptions be simplified? A little long and wordy V1 Education, creating, pathways, DIVERSE LEARNING, future focused (Clear & Descriptive, really like value working) V2 Making everything engaging Sustaining practices and civic literacy - What is this? V3 Offering/Inviting Importance of shared governance V4 Encourages continual growth and future planning. Obj 1 Intentional - Is there a better word for this - students need freedom to decide Helps student develop skills needed for success Real world experience Support systems are good Obj 2 we need a multi culture center Key 3 - simple and to the point Key 4 - Equitable nature and humane is good wording, better than "Interrogate" Obj 3 Enrollment = healthy Budget Key 1 - As long as we continue to evolve to meet the demands of students. Key 2 - Future focused Key 3 - Planning for downturns in the future Obj 4 -change authentic to sustainable culture Key 1 - Also could allow for insights on shifts in students focus for desired programs Key 3 - future focused Overall model 2: clear and precise language, practical and inspirational, aligns value

• this model was overwhelmingly the favorite of the group • sets up clear objectives and expected results • the values (LEARN, ENGAGE, BELONG, INSPIRE) are stated clearly and cogently • values would be easily meaningful to an external audience and could be easily packaged for outside audiences (parents, potential students, donors etc.) • language admits that we are not there yet and still have work to do • reads as more authentic and less wordy • does a good job assigning a multiplicity of meanings to "sustainability": environmental, social, financial

Model #2 is the best of the 3 in terms of focusing on student success – this one is preferable. Model #2 is different than the other two – it is much more action oriented with words like inspire, engage, and transformative It is the least offensive of the models. Because the model is focused on results, it is stronger than the commitments in the other two models because it shows that we followed through.

Objectives are very detailed and specific. Objectives are close to what we do now.

· Passionate about education · We build futures · "Cultivate" · Key words · Feeling more inclusive · You could "feel the words"—more descriptive · More positive · It is measurable and retainable, easily understood · Can see ourselves in this model more than others

Model 2 was the favorite by far. Actionable and engaged, doesn't use "institutional thinking". More tangible. Good that it actually mentions our pipelines like K-12.

Noticed that "we build futures" is in the language, which is good, except that none of us could remember if this was our tagline or not. We appreciated the way each of the values is defined.

Single-word values with more explanation for each one is clear, objectives with key results provide clarity and specificity. The emphasis is on teaching and scholarship in the values, including the application of concepts within the community. Feels "authentic".

Focus is on educational experiences and goals. It refers to our small class sizes and other elements that are uniquely CWU in our identity. Overall, there was consensus that this is a stronger model than model 1.

Learning is more prominently expressed than in Model 1. The values, objectives, and key results are clearly defined. The model covers a wide range of areas including education, engagement, belonging, sustainability, and community relationships. Student-focused: The objectives are centered around preparing CWU students for success, creating a culture of belonging, and providing resources and services that benefit students. The model emphasizes the importance of diversity and inclusion through the recruitment and retention of diverse faculty/staff, elevating culturally sustaining practices, and creating safe spaces to promote inclusion.

The group preferred "objectives" and "key results" to "commitments," as they seemed more specific and easier to measure. We also appreciated having the definitions of these terms embedded in the document.

easiest to read through and has good flow clear values, objectives, and results; very coherent each objective ties in with values format is similar to other businesses and institutions, so very easy for others to understand very accurate to CWU values Allows flexibility in how objectives can be reached

Develop and maintain authentic relationships with a service mindset. Strengthening local ties...includes community colleges Like objectives/key results...provides stronger focus than commitments and goals Like focus on passion on education right away as values More current and positive language Liked recruit and retain diverse faculty/staff Only model that addressed the Ellensburg community Simple values...easier to remember and implement Like inclusion of workforce development Like the verbs used, invest, engage, inspire...more motivating than model 1 Learn refers to student and organizational learning

• Strengths o Layout o Language o Inspire – emphasis on faculty/staff research, relate to student engagement o Values reflect the timeline students experience in college

Clearly articulates values, in proper order. Sustainable. Better language. Feels like all four objectives apply to us. Values are good for prospective students; parents.

• This model seems the most actionable • Values are learning based • Easily assessable by most disciplines

Model 2 seems to have the most clearly defined focus on learning & engagement, with several specific examples of how many of the objectives can be met/operationalized. Achievement seems to be at the core of Model 2, making it more objective than the other models. The tone and use of language in Model 2 allows for a clear vision of our values and objectives to emerge, and seems readable for a wider variety of students, families, and stakeholders. Model 2 seems to focus on CWU's potential and has a tone of passionate optimism, rather than defeat that the team felt was more present in the other models. The team appreciated the focus on engaging with the broader community and enhancing the relationship CWU has with the surrounding region. Objective 2, Key Result # 4: "Facilitate support systems that allow risk taking to enhance learning and the student experience." We specifically appreciated the focus on supporting risk-taking rather than promising to remove all risk that seems implied in the other models. (Vulnerability, growth, and creativity cannot exist in the absence of risk.) Objective #3, Key Result #1: "Recruit and retain a diverse faculty/staff that progresses towards matching student demographics."

Readable, more action driven. Liked single bold action words. There was more accessible language. Actionable results is a positive feature. Loved community relationships and make this an emphasis

This model is more "smart goal" focused which matters if you want to be able to evaluate and measure progress incrementally or qualitatively

Please provide feedback for Model 2 - Values, Objectives, Key Results (Wea...

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1) The word "LEARN" seems too thin by itself-- that is not at all unique in a university-- add word(s) 2) The word "objective" seems less strong than "commitment" used in Model 1 3) Need to add a bullet under the relationships part that explicitly mentions developing stronger partnerships with the Yakama Nation and other regional tribal communities (perhaps going as far as free tuition to tribal members?) 4) No explicit talk about shared governance as an action item 5) Not as explicit at tying values to objectives as #1 and #3 6) No mention of graduate programs 7) Perhaps the strength of the actionable parts here could be a weakness too if it means it is a straightjacket to limit actions (not flexible enough)

We didn't think the objectives lined up well with the values. We are concerned that many key results in this section aren't measurable, e.g. "Facilitate support systems that allow risk-taking to enhance learning and the student experience." How do you measure facilitating support systems? We were concerned that the key results in this model weren't directly related to student success. Three HIPs is measurable, but the reason for doing this is student success, and so we should be measuring the student success, not the number of HIPs. We had concerns about the key results under the third objective "Develop and maintain authentic community relationships with a service mindset". The last two results are very centered on Ellensburg and Central Washington, and ignore/erase our university centers and the work they do there -- in particular, our centers are one of the ways we address the first key result, "Strengthen and maintain partnerships with K-12 schools, encouraging higher education through the public-school pipelines, provide outreach to underserved communities and continue connections with community colleges and regional universities." We are concerned that we are seeing pressure towards more NTTs teaching larger classes, and that this reality is not addressed in any of the strategic plans. Nor are the realities of the work our NTTs do.

Harder to measure key results Some words need to be defined such as "Underrepresented" Some of the language used feels transactional in nature.

This model doesn't provide information on allocating resources to achieve the objectives. It is not clear how the model will achieve its objectives and key results.

No perceived weaknesses, as this gets to the heart of the matter.

• The flipside of focusing on objectives is that this model might lead to us prioritizing achieving specific objectives over upholding core values and principles. • May be too focused on measurable outcomes and key results, potentially overlooking the importance of qualitative aspects of education and community building. • Some of the key results may be difficult to measure (e.g., how do you measure "support systems that allow risk-taking"?) • I found the directive to "implement curricular and co-curricular activities that equip students with skills and abilities to engage in an uncertain world" somewhat vague. Are there specific skills or abilities that are more important for dealing with an uncertain world, and how might instructors highlight them in curricula? • There is no reference to creative thinking or fostering students' creativity. • Reference to "multiple program modalities" should be elevated in the ENGAGE value because it is an essential way that we engage and provide access to students beyond the Ellensburg campus.

Everything is in service to student learning; there is no/poor holistic inclusion of other aspects of student life. This model is not inclusive of faculty & staff wellness. All models are difficult to judge without a specific action plan attached. They are vague, idealistic, and aside from what they leave out, largely interchangeable. I do not see how these plans address the real, concrete needs that I encounter as a member of this university community trying to serve students.

All models offer different characterizations of the same values, fleshed out in similar sets or themes. In this context it is possible to find the same content, if labeled slightly different, in each model. The group noted however that the recognition of and support to shared governance is clearly stated in models 1 and 3 but not in model 2. This was understood by the group as an unintentional omission but one crucial enough to assure is corrected. As with the other models, there is not clear definition of what "objective" means. Contrary to Commitments and goals, the notion of objectives carries the sense of measurable outcomes. To an extent, model 2 gives the idea of a research design aiming to translate concepts (values) into measurable, data-rich "objectives". If this is the intent, multiple considerations emerge as how, who and following what rubric, CWU practices were to be evaluated if said language became operational.

We recommend removing the following language: Objectives are what is to be achieved. Key results focus attention on priorities and track progress (4-5 per objective).

- Objectives aren't with the values - Under "Inspire" value remove or edit "state-of-the-art-facilities" – many students have mentioned that the facilities and buildings could be better - Objective 3 "...authentic community relationships" – "serve as a resource and hub for cultural and arts experiences and education in the central Washington region" – the wording and note the MCC would help and is needed for stuff like this. - It's the longest one so people may not stick to reading it - Belong should be above engage - Love love the "reach their educational goals..." through "life-long lskills and learning" (under learn value) - Emphasize the "exemplary support resources, and community connections (under inspire value) - Really like the word objective in this model - In the last two bullets under "authentic community relationships" objective add something about the multiculutural center and add "support" in the last bullet "provide services, support, and resources..."

In this model, fiscal sustainability and environmental sustainability are linked in a way that seems to imply single bottom line is the most important aspect of sustainable budgeting rather than a triple bottom line model. The group felt this should be clarified or that environmental and fiscal sustainability be separate bullet points. For the objective: "Develop and maintain authentic community relationships with a service mindset" the group felt the last bullet point " Provide services and resources that welcome the Ellensburg community to be part of the CWU experience." should be moved to the first bullet point.

• More objectives with key results need to be included for measuring some of the more vague statements under each value.

Language of "key results" might be better framed as "intended outcomes" A little confused with if each objective directly matches a value (might not be the intent) but if it is, perhaps make the objective more clearly aligned with the value. "Success" is too broad or subjective. Maybe add something about "success as defined by that wildcat" Unclear measureable objectives

Objectives share what is desired to be achieved but the Key Results seem unmeasurable which can breakdown trust.

• Under inspire- last sentence- include students and broader examples of ways to engage in inspirational activities • Create a culture of belonging- could we reword the "recruit and retain" to be more representative of Model 1- Authentic relationships- commitment 1 • challenging students" instead use, by being a catalyst for students to challenge themselves. • "welcome the Ellensburg community" I would include all Washington communities.

Many of the things listed as results are not actually measurable, for example "Facilitate support systems...". and "Create spaces where people feel safe to be themselves"

-The values need to be reframed, or tweaked, as they are more concepts; for example, "learn" isn't a value - a value is "lifelong, engaged learning"; belong really should be "culture of belonging" or "Everyone feels at home" etc. But they are good ideas. -After discussion, we realized that the values all are linked to particular objectives, or objectives flow from them (w/exception of "inspire" but it seems to overlap w/Objectives 1 & 4), except for Objective 3 - "Create sustainable institution" (yes, word sustain is in a couple of the values, but still). Therefore, we suggest adding another value, like "Sustainability"; whether this means, stemming from our critique and suggestion above, 1 & 2 should be combined into "Engaged Learning" ala Model I, or something, we don't know - though would need to link it to community service/partnerships perhaps to be relevant to Objective 4. -We'd also like to see "transformative learning experiences" somehow directly put into objectives and measured since we think that is one of the most important things CWU should/does do.

V2 Too many things grouped in one area V3 do values need to be reordered to fit w/order of objectives Needs to include living environment Obj 1 Why 3 HIPs? What are the HIPs How do we define risk? Obj 2 qualified (not diverse) staff/faculty what does culturally sustaining look like? "feel safe" qualifier unnecessary s/b not equitable by nature How do you create space for marginalized voices that have been suppressed for so long? Obj 3 key 2 has not been prioritized before does this mean liberal environment? Key 3 what does this look like for future cost? Key 4 what is cultural sustainability? Instead a culture of sustainable practices

none noted

The values seem Ellensburg-centric. We have significant numbers of students online and at centers. External outreach is important and there is a need for a focus on belongingness. There is a concern about creating a culture of belonging that is not specific enough around performance evaluations nor mentorship. Language is required on how to evaluate and have equity in performance management and how to support mentorship and be supportive.

Too many objectives

· Connect objectives to values · Too wordy · Change wording to "aspire to be", enhance · "prioritize cultural sustainability for ..." How do you operationalize it? What does this mean? · Can be simpler, remove adjectives and adverbs · Reword the second sentence under Belong. · Use commitment 2 from model 1 under the objective of create a culture of belonging, key result bullet one. · "uncertain" vs. "changing world"

Equity and inclusion isn't outlined well. Definition needed (or better wording) for "prioritize cultural sustainability" - many didn't know what was meant by that phrase. Also, what does risk-taking mean. Again expand beyond the Ellensburg focus (i.e. instead of region - using regions).

It's harder to measure some key results than others. Under Sustainable Institution, the first bullet on meeting enrollment targets feels very transactional rather than relational/inspirational. Words like "underserved" need to be evaluabed based on time, place, space and audience and may also need to be revised periodically as our language and sensibilities change.

Sustainability is not as strong in Model 2 as in Model 1. Key results are clear, but are also uninspiring and address a range of scales. The specificity of "three HIPs" is narrow and doesn't get at the real goal of using evidence-based practices in all of our teaching. HIPs should be integrated into the curriculum, not closely aligned with.

Excessive focus on metrics.

The model may not be able to adapt quickly to changes in the educational landscape or external factors that may affect the CWU's goals. With many objectives and key results, it may be challenging to prioritize which goals to focus on first or which are most important to the institution's success. Essentially, the roadmap to achieve the commitments could be more specific.

The group did not like the verb headings for the values, and found that there was superfluous wording in many of the key results.

not as thorough as other models; could provide a bit more/depth guidance in key result areas under Value Belong: "By placing student success..." sentence is hard to follow under Objective: Prepare students for future success: add (HIP) after high impact practices for clarity HIP could come up in the Value Learn if that's a focus under Objective: Create a culture of belonging: "investigate the equitable..." add "continuously" for constant work and reevaluation

Small classes...can we continue this? Already doing these activities...we already offer HIPs for example...are we intentional? Model 2 does not mention Yakama nation in community relationships

• Weaknesses o Expand on engagement portion – great opportunities currently, but does not emphasize the number of opportunities that we offer at CWU o Feel like a statistic rather than a student, does this explicitly need to be stated in belonging?

Maybe too many objectives. Recommended language, regardless of which model is chosen. For Model II, the following language will likely be most appropriate under "Objective: Create a Sustainable Institution." - We will foster an emphasis on environmental, social, and economic sustainability in our teaching and learning, operations, budgeting, purchasing, planning, administration, and campus and community engagement.

• Less focus on environmental stewardship and sustainability, more centered on leadership. • Develop workforce ready "programs"? Should that be "graduates"? • Under creating a culture of belonging – don't like the word "matching" demographics. Maybe use "reflecting" demographics instead.

Several of the Key Results could be further operationalized with a focus on establishing SMART goals that could better direct/guide the daily work and focus on our campus. (Example: establish which HIPs we will prioritize). Paint for us how we will know that we are achieving these goals. Needs additional context about what we are doing to "positively impact and reduce harm to the environment" (Objective #4, Key Result # 2).

Concern about objectives vs goals. Define HIP's? Sustainability is not prominently featured "keep wording of 2 in structure of 3"

This language and model feels more "transactional" and does not feel as aspirational as the first. This language and model seems better suited for "behind the scenes" development instead of front facing to the public, on websites, etc.

Please provide feedback for Model 3 - Values, Commitments, Goals (Strength…

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1) Many like the 3-part structure and wording, use of reciprocity concept, overall structured feel, and how goals are specifically connected to values 2) Emphasis on 3 HIPs, and the faculty-intensive work that implies is great, especially as opposed to the language about increasing "efficiency" 3) Explicit call for shared governance and interaction with Yakama Nation 4) Call for strengthening external partnerships fits well with the mission of the Museum of Culture & Environment Sarah Spurgeon Gallery, planetarium, greenhouse, International Studies, etc.

Liked the language of "commitments" Valued the usage of the word "capacity" to think about the the life balance of student, staff and faculty

The model presents specific strategies to achieve institutional goals. Highlights the importance of academic excellence and student success. The values are well-defined.

Clarity on our commitments and how it connects to values.

Providing feedback here as this is the model the group unanimously preferred. We liked use of the term "Commitments" (an its connotation) versus objectives, and also liked Goals versus Key Results. Their is a seemingly simple logic that connects the identification of values, and a commitment to dedicating resources and effort to those values, to a subsequent realization of goal achievement. We also liked that there are three values, each with three goals, as opposed to numbers that are unrealistic. In short, we most liked these three values, and their respective goals.

• Strong emphasis on equity and social justice • Specific goals. • I especially liked Goal 2 of Value 2: "We will foster a culture of inclusion and belonging that affirms every student, staff, and faculty to be the person they are and nurtures the person they are becoming."

Like to see goals and something to strive for.

In the openness of this loosely articulate model, the group recognize substantial flexibility and possibility as an operational framework.

n/a

- This model is simple and straight to the point. - Really like value 1, goal 1 and 3 the most in the first value - Really like value 2, goal 1-3 except the "realize opportunities part" and think these first three can help with recruitment and retention - Really like the wording in value 3, goals 2-4 – in goal 4, add something about financial wellness (I also recommend adding another section for FIN 174 due to it's benefits and advertise it more as a general education. - Value #2 is simple and structure is easy to read - The use of value term means we value and are committed to change - Love that mentorship is named in the first value - Strong focus in "be learners" description - Under value 2 – it's important to branch out and name the external communities. Loves the "nurtures the person they are"

Looking at our practices and identifying inefficiencies, repetition, inequities, etc. is necessary to move forward as an institution. This model aspires to do that.

Strengths of the Content of this model: • Goal 3. commitment to shared governance • Goal 4. "We will complement our planning and activities with those of the City of Ellensburg, the local school districts, the Kittitas County, the Yakama Nation, and the state of Washington." is more specific in this model.

Structure is our teams favorite overall but got a little confused with the commitment language rather than having it framed as the description. Like how concise this structure is overall and easy to follow of each individual in our discussion. Goal to use environmentally sustainable practices

Great layout with Values listed, then Commitment, then Goals

• Language is strong, more action oriented • Emphasis on value and inclusion, valuing people for who they are, empathy • Focus on who people are becoming • Stronger emphasis on reciprocity • Specificity of value 3 has great goals for us to aspire to • "Commitment: Central Washington University is committed to being an engaged learning community of equity and belonging to adapt to the challenges of our time and to elevate the educational empowerment of our students, staff, faculty, and community members." This is great example to use for all 3 models. • Focus on HIPs

The values here are very similar to model 1, and are nice sentiments.

We read this Model as an attempt to merge or synthesize Models 1 & 2 (and indeed some of the wording is repeated verbatim), and appreciate that in a sense, it is therefore stronger than Model 1 in this regard, given our earlier critique. Though the goals didn't always directly follow, for the most part this model thus has a clearer path to eventually developing some measurable outcomes, though not as straightforward a process as in Model 2. Though there was some redundancy and overlap (see below) we also felt this model more clearly delineated distinct even if somewhat connected items, making it more logical.

Value 1 Feels very sharp & directive. too aggressive Culture of learning? Lifelong learning Very similar to Model 1, with more layers and slightly better wording How does one mentor a culturally sustaining practices (Goal 3) Goals need to be measurable Goals and commitments need to be in plain language Commitment: Being open to new ideas Inclusive to everybody focus on curiosity & openness Goal 1Togetherness. positive work as a whole Goal 2 Like this! Realistic! Time Line? How to measure? Inclusive of every student V2 Similar to "Authentic Relationships Focus on relations Commitment - Goals are easier to embrace then others Goal 1 Opportunity is key Goal 2 good interpersonal growth Includes student, staff and faculty. All people who are impacted Goal 3 Brings in other campus partners and a clear vision should make sure this include all levels of university staff Value 3 least favorite by far, too wordy, not approachable of whole community Very similar to Value 2 Goal 2 good, but wordy Goal 3 good

none noted

Liked the use of learn rather than be learners. It seemed more student focused and that is important.

No strengths

· Like the structure of the model · Provides pathways · Like "will forge and maintain" · Like risks to person they are becoming · We will learn, mentor, and employ culturally sustaining…

We liked the word "commitments" Liked the inclusion of the word "capacity" - it's important for us as a community to think about the capacity of our students and the capacity of our faculty and staff.

Engages a "values through action" approach. The commitment statements and goals are aspirational - people will be motivated to achieve them. This model operationalizes what was unwieldy about Model 1.

Learning is more prominently expressed in the values statement than in Model 1, but not as much as Model 2. Model III emphasizes values, commitments, and goals that are focused on equity, inclusivity, and adaptability. These are important values for a learning community and are likely to promote a positive and supportive environment for students, staff, faculty, and community members. The commitment to interrogate old patterns of thinking, remain curious, and open to new ideas is an important quality for any learning community, as it promotes ongoing growth and development.

The group saw no advantages to this model over the others.

Goal 3 of value 1 is simple and actionable Goal 3 and 4 of value 2 are also simple and actionable. In 4 – also like the focus on collaboration outside of CWU

Model 3 written to be read and implemented Short and strong Actionable goals

• Strengths o Goal 1 of value 1 o Goal 1 of value 3 – like idea, but rework wording

More concise. Goals are measurable.

• Value-commitment-goal framework

Several of the goals have been operationalized (example: the reference in Value #1, Goal #2 of helping every student participate "in at least 3 HIPs".). The team is glad that Model 3 references a commitment to enhancing the relationship between the surrounding communities and CWU (Value #2, Goal #4). The use of the word "goals" feels more comfortable than use of the term, "commitments" seen throughout other models.

Values are Granular and guide others to get direction. Very clear structure, structurally makes sense gives a roadmap of how to get there.

We don't note major strengths of this model.

Please provide feedback for Model 3 - Values, Commitments, Goals (Weakness...

1) Some felt language was not very accessible, too forceful, limiting, and paternalistic (but perhaps it is more structured so easier to object) 2) Change language #2 "CWU will forge ..relationships" to GROW relationships and this language is more integrative and collaborative and does not sound forced 3) Value 2, Goal 4 should be broadened to include international partnerships too. 4) Value 2, Goal 4 language "will complement" is too passive-- perhaps "will integrate" or some other action word 5) No mention of graduate programs

We didn't much like this model. How is "Be learners" a value? We thought the language, "We will interrogate the inequities inherent in our academic programs" and " We will interrogate the inequities inherent in our systems ..." was not really appropriate and carried the weird connotation that CWU aspires to be a detention center. We also thought this model tended to focus on negatives ("inherent inequities") rather than positives ("equitable nature")

Over-all it this model was uninspiring. Two of the values included action words (verbs) one did not.

The model lacks information that will help identify how to measure progress.

Not key on "we will" - very similar to criticism on model 1 This does not include the centers as a priority.

None, really... other than we found the use of "interrogate" to be interesting!

• Model 3 is essentially Model 1 repackaged with goals rather than commitments. Commitments seem stronger to me than "goals." • Again, there is redundancy in this model with Goal #1 duplicated under both Value #1 and Value #3. Would this lead to duplication of efforts in different units assigned to measure similar goals? • Some of the goals may be difficult to measure. • While the values, commitments, and goals seem admirable and equitable, I wonder whether they could have more specific outcomes attached to them. How would we measure whether we are making adequate progress toward these goals?

Great to have goals but how and who will track the success of achieving these goals? How do we know we got there? model 2 indicates the results we are expecting.

This model produced an adverse reaction among the group; the perception was that, in its undetermined language and loose articulation, this model represented what we are not at CWU-nor what we should be. The group considered model 3 to be in opposition to our history and identity and therefore, categorically rejected it as an operational framework. The lack of definition of "goals", understood by the group as milestones with a potential but undetermined measurable dimension, added to the lack of appeal for this model. As a model articulated under the premise of (creating and maintaining) working relations, issues related to equity and access emerge-for instance, the group reflected, what about those individuals or groups marginalized from the capacity to establish meaningful relations? Do all social actors have the same capacities of action? In this sense the model, without intentional and clear paths to offer access to resources, does not seem to be conductive to establish intentional communities for everyone despite its open (inclusive?) structure.

Difficult to follow (same for Model 1, just missed adding that feedback and can't go back)

Compared to similar points in Model 1, these are framed somewhat negatively. Model 1: We will investigate old patterns of thinking... Model 3: We will interrogate with a critical lens our old patterns of thinking... Model 1: We will investigate the equitable nature of our systems... Model 3: We will interrogate the inequities inherent in our academic programs... The Model 1 formulations are preferred here.

- Use of the word "humane again" should be automatic - Value 2 – goal 1, change "realize the opportunities to "understand" - Value 3, goal 1 – feels really similar to goal 1 and value 1 - Goal 1 in value 3 and 2 are similar in wording - The use of the word goal makes it seem as if we are not committed to the change - Repeated the first two models - Value 1 description – might be difficult to move past " we will interrogate with a critical lens our old patterns of thinking" - Replace the word humane x2 - Value 3 – add "innovation" in place of "seeking new approaches to old problems"

While the intentions of the model are laudable, this model felt more aspirational than model 2. Model 2 seemed to address the same issues in a more straight forward and collegial way. While the group understood the intentions of the word "interrogate" under Goal 1, value 1, that language may be a trigger for some people. Additionally, use of that word may lead to some very uncollegial discussion around the equity of current practices. The term "humane" appears several times in this model. This implies that we are doing things that are inhumane now. The group hopes this is not the case but the wording would lead one to believe the institution is currently endorsing inhumane practices.

Weakness of the Content of this model: • The term "interrogate" is problematic. It implies an unwillingness on the part of individuals involved in the process. • While slightly better for measurement of outcomes than Model 1. the goals in this model appear to have many components and will be difficult to objectively measure.

Would hope to have clearer milestones in each of the goals because they seem to be less exhaustive of the previous ones The first goal under "Be Learners" seems wordy and doesn't specify the intent of the goal. Perhaps something about identify and challenge how we perpetuate inequities? Relationship value is unclear because the first sentence doesn't align with the second sentence clearly enough. Lumping of values, unclear measurable objectives, word usage: interrogate & humane feels a little off

Goals should be limited to three; otherwise too long Language is harsh and doesn't model how we should interact with one another. Using the word "interrogate" sets a very hostile tone.

• Value 2- Goal 4 is seems like it excludes the centers, even though it includes the state of Washington, perhaps a specific call out for our center communities. • Perhaps Outcomes/Objectives instead of Goals • Language is less relatable, poor use of the word interrogate. Overally aggressive, instead of "interrogate" prefer the word address.

As with model I, we are concerned with the lack of measurable outcomes in this model.

-First, we didn't care for the phrasing of some of the values, b/c as noted w/model 2, they aren't exactly values. (For ex., "Be Learners" isn't a value - it's sort of a state of being, and doesn't really convey why that is valuable; again, perhaps "Engaged Lifelong Learning" or something? , Value 2, makes more sense as "Relationships Built on Trust and Reciprocity." Though Value 3 is closer.) -Some of the goals are redundant, such as Goal 1 in both Value 1, and Value 3; while maybe this is important to both, it seems like it shouldn't exist in both. -Furthermore, on that note, we take particular objection to the use of the word "interrogate" in Value 1, and Goal 1 in Value 1 and 3. For people in our field, the word conjures up images of small, darkly lit rooms at GITMO or episodes of "Law and Order" -- yes, we understand the intent which is to aggressively root out inequity and the like, and as noted we also took issue w/"investigate" elsewhere, but we think "identify and rectify" or something is more appropriate. -And here, although it appears in all Models, the phrase "fair, just and humane" is admirable in its intent, but we would note that not only do all of those depend on the context or who defines them, they could in fact contradict (e.g., something that is fair might not be just, or even humane, etc.) --In the end, we still thought it inferior to Model 2, b/c while Model 3 was getting towards some path to implementation, it still is more aspirational than practical.

Value 1 Missing student success retention We do not like model 3 How do we maintain our credibility as educators? Commitment: This sounds like we have done nothing before repetition of goals w/in committed. Replace interrogate with evaluate Goal 1 - wording is too aggressive - interogate does this imply our current degree programs are in trouble? What is humane? Are we not humane already? Goal 2 "making" students participate are these class requirements with professor help or out of class students responsible to find. HIP's need to be defined Goal 3 Does this fit best with a very academic focused commitment How do we define culturally sustaining practices. V2 Commitment Goals are repeat of original commitment encompasses diversity & transparency goals Goal 1 Community? (campus/community) Engagement? (What does it look like) Goal 2 What does this mean Culture of inclusive too leader heavy, students marginalized experience not included What does that look like? Goal 4 As a whole this is confusing How do we measure Duplicate of M3, V1, G3 Model 3 - Stuffy, wordy, repetitive language is confusing, not student success focuses Stuffy, too techinical Not student Success centered Goal 1 interrogate - Wrong word Repeats from value 1 Evaluate - Bad connotation Goal 2 - not measurable Goal 3 - Does social sustainability compartmentalize groups Why is social in here? What does this mean? Goal 4 Institutional thinking created this situation Not very clear to much to accomplish Bubble wrap but expect resiliency Are we keeping social groups separated How will success/goals be measured? For resilience - we need to talk about recruitment/retention The whole model 3 feels unrealistic

• language echoes that used in criminal justice (interrogate) and may be off-putting • goals are more vague than in Model 2 • the values each seem like a hodgepodge and not necessarily connected (i.e. Equity, Resilience, and Capacity) • wording is off: the first two values are phrased as actions, the latter as characteristics

Interrogate not a good word to use in Values. These models do not work as a strategic plan as they do not address the external environment and how leveraged values will benefit the external environment. The models seem to be internally focused. This will not drive a unique value proposition for students. This model seems to be saying that the students just can't deal with life unless we save them.

Too vague; very abstract; too many goals

· Interrogate? · Challenges? · Humane again, compassionate? · Inequities inherent in our...(we found this negative) · Too wordy, academic. Remember the audience.

One comment was - where is the commitment to professional development to achieve these things. Not as organized as Model 2. Message gets lost as its trying to be to encompassing. It was mentioned that in Model 3.Value 1.Goal 1 - is very negative in a strong tone. "We will interrogate" could be taken a lot of different ways.

It didn't pop; it felt flat. Values 1 and 2 include verbs, but Value 3 doesn't.

The distinction between a "commitment" and a "goal" is not clear. The values are constructed differently and are thus a bit difficult to assemble into a whole. Less focus on teaching and scholarship. Focus on sustainability is narrow. The specificity of "three HIPs" is narrow and doesn't get at the real goal of using evidence-based practices in all of our teaching. HIPs should be integrated into the curriculum, not closely aligned with.

We suggest a stronger regional focus (outside of Ellensburg) to focus on the Central WA valley in listing out partnerships. We also suggest adding Goal 4 to monitor and respond to the patterns in regional workforce and training needs in order to prepare students for lifelong learning and service to community needs/landscape.

While the goals outlined in Model III are specific, they may be difficult to achieve in practice. For example, interrogating inequities inherent in academic programs and services may require significant resources and systemic changes. Some of the goals outlined in Model III are quite broad and may be difficult to measure. Assessment may be challenging meaning it is difficult to track progress and evaluate success. There may be potential conflicts between different goals outlined in Model III, such as the goal of providing a pathway to high-impact practices and the goal of interrogating inequities inherent in academic programs and services. It may be challenging to balance these goals and ensure that they are both achieved. Resilience is an important concept, but that subheading is not supported in the accompanying text.

Again, there are no specific measures included in this model.

Got lost in the "edu-speak" of this model. Very wordy. Language is elevated in way that may not be necessary and is less actionable. Hard to see students identifying with this. Each goal includes many elements, difficult to tie an action to the entire thing. Challenging to encapsulate nuances. Where is our brand in this: Futures in focus. And/or We see futures. The work done to determine what our university is and what we stand for is not represented here. How do you "interrogate the inequities"? To some, this language feels hostile. Perhaps use "scrutinize" instead? However, when looking at systemic barriers, maybe the hostility is merited. V1: Don't really see education in value #1, "be learners". As a core identity, it feels like education should be more present. What makes Central a great educational experience? All of what is written contributes, but also high-quality faculty, staff, equipment and facilities. Where is this? V2, goal 1 – there is a lot packed into this (same with value #3, goal 2) V3: needs an action word: maybe "build"? V3: Strengthen language of value #3's commitment, could use language in the equity section instead of "be learners". V3: What does "emphasize institutional thinking and effectiveness" mean? Is this in opposition to interrogating institutional barriers?

Word choice...don't like interrogate, investigate Goals imply we haven't done it yet; some things we have done, work on language to be continued growth instead of implying we haven't started Commitment a stronger word than goals What does it look like to realize? Capacity is not a value Dislike the language of "be learners"

• Weaknesses o Institutional jargon removed to have a clearer understanding from the external view o Translate values into future careers, how will they help students in future? o Involving ethics at the university level instead of only in CB

Prefer objectives vs goals (measurable). Mixture of goals with objectives. Goals have a pathway to failure.

• Change the word "interrogate" the inequities –to "question" several found that word questionable. • Values 2 and 3 are about the university's identity and not focused on what we actually do here. • Why does the outreach area (communities we serve) between models? Models 1 and 3 seem the same, 2 is different. • Focus on building community not too much on learning

The tone of Model 3 feels "apologetic" and "esoteric." The team has concerns that the focus is on what CWU is lacking/missing rather than what we are capable of achieving. This focus disregards the exceptional work being done at CWU and may not be inviting to prospective students and their families, or to the faculty and staff we may be seeking to recruit. While very important to any model CWU adopts, Model 3 seems to emphasize the need for attending to campus culture over more objective, operationalizable, and achievement-based initiatives.

Wording is too vague Sustainability is not a key feature

We don't love the language of the values in this model.

Please provide feedback on the Strategic Plan Framework. Which strategic p...

1) General comment: Whatever model we choose, we need to have some way to evaluate success and accountability-- add a cycle of evaluation of progress towards these goals (this will be a way to know if resources are actually going towards these goals) 2) The majority who provided an opinion preferred #2, for these reasons: 3) #2 is better as it feels more familiar 4) #2 has a more cohesive narrative 5) #2 (if we change the word objectives to commitments) because we can better see how CWU and departments can fit better 6) #2 (if we change the word objectives to commitments) because it is more operationalized, more concrete; it does not bother me to not have the goals and commitments strongly tied as they are in #1 and #3 7) #2 but let's remember that the constant change and instability here over past few years is very hard on employees, especially staff. There is a diminished institutional effectiveness if good people leave the university because they do not feel valued-- we must take care of our employees so they want to stay

We liked the values in Model 2 the best. But we would like to see the objectives closely tied to the values, more like Model 1, where the commitments seemed tied to the values. We were not fans of Model 3.

Model I

Model II

Our department preferred framework model 1 for the layout and ease in following clearly. We liked model 2 the most due to the clear action statement which will provide greater ease in assessing.

The best framework is Model 2 because it provides ways to achieve the goals and aligns with the Mission and Vision of CWU.

Model 2 is preferred because it is the most clearly stated and understood model of the three and measurable for value-based budgeting.

Model III

Model 2 was the preferred choice (although there were some votes for Model 3): • Model 2. Like the other two Models, Model 2 incorporates "Values," but it is the only model that incorporates two more visible, flexible, and measurable elements--"Objectives" and "Key Results," though in my mind a model that incorporates four elements that go from "Values" to "Objectives" through "Commitments" for "Key Results" would be even better than Model 2. • Model 2. I think the framework of providing key results and outcomes for the model would help to keep us on track in terms of assessing how well these values and objectives are working at the university. • Model 2. Because the values are separated from the objectives in this model, it provides more flexibility to map objectives onto multiple values.

Model two. Easy to follow, we know what to commit to and know what results to expect. States our values upfront and clearly.

The SGSR recognizes the immense amount of work and complex decisions that leading an institutional exercise of this magnitude entails. In that context, we acknowledge and sincerely thank the steering committee for your service. The comments submitted here should therefore be understood not as a critique to the committee's work, but as an academic and institutional discussion of ideas. We hope our comments help to enrich the common ground we are creating. The options in this exercise funneled our group to choose model 2 as our preferred model, based on considerations like: 1) the undetermined character of the other two models, with no clear definitions nor measurable targets, 2) the emphasis on the other two models on future tense narratives that the group felt erased CWU history and practices (as if we had not done any of that before) and, in contrast, 3) the more explicit yet open structure of model 2. We do not considered however model 2 to be a perfect operational framework, and much needs to be flesh out for it to reflect, as a strategic plan, not only who we are but what we need to become at CWU. Nonetheless, this is a meaningful start in the right direction. Thank you for your consideration.

Model 2 - logically constructed and what we need to accomplish is clear

Model 1 was ultimately preferred for its clarity of structure (having commitments nested within values). We suggest considering structuring these as Values, Goals (swapping "commitments" with "goals"). Model 3 seemed to be the second choice. Model 2 had some positive comments, but the structure was more confusing in our view. Specifically, having the values disconnected from the objectives and key results would, we believe, lead to less clarity of purpose and plan. It should be noted that feedback was mixed and there was no clear favorite in the end.

- Model 2 – it's more detailed and I like the structure. The values are stated first and followed by the objectives. - Model 2 was the easiest to translate. Additionally, there was language used that was easy to commit to - Model 2 – I liked the layout and majority of the content - Model 2 made the most sense to me

Model 2 The group felt this model was the most straight forward, achievable, and outlines issues in a way that they can be addressed in a collegial manner at the institution.

Which do you prefer and why: • Model 2 is preferred but still needs work. Values are a bit more flexible with room to grow/adjust as needed. • Goals and key results provide easy measures but more are needed for each value.

Framework 2 – because it was clear and concise but didn't group the values together and liked here is why we're doing it and wanting to evaluate it. Felt more measurable and applicable than all of the other ones. Doesn't like the first one overall- but somewhere between the second and third Framework 2 – provide a pathway and a means for people to learn more and continued growth. More in touch with whichever your major is and curriculum overall. Framework 2 and 3 have value in how they're structured. Leaning toward the framework of the second one better than the content. Liked the content of the first one. Framework 2 overall- like that the values are clear and not lumped. Like the objectives, how they'll be measured, the focus on sustainability, and community relationship attributes.

Overall, we prefer model 1 because it seems friendly, professional, but ultimately something that a perspective student could read, understand, and appreciate.

The group in general preferred the content of Model 3. Structure was debated, one member said (paraphrased) "Model 2 for structure, content from Model 3. Really great language is not helpful if we cannot align to our practices. The structure of 2 is more actionable and if we want to change, we need a structure that we can easily communicate and that all members of the CWU community can see themselves in and aligning their work to." There was a call for the language defining shared governance as students, faculty, staff, and administration to be incorporated to model 3 content and to make the language of 3 more reflective of the tone in 2, more genuine, human.

We preferred model II as it provided some measurable results. We honestly did not see functional differences between Models I and III.

As noted earlier, we prefer Model 2, providing the values are tweaked a bit to more values or evaluative than single words. We think Model 2 provides the clearest framework to again, show what we value and want to be, and then to develop plans on how to get there, and evaluate our degree of success in doing so. Models 1 and 3 are fuzzier, or at least, it is much harder to "backward map" - for ex., see result/outcome and then follow it to a goal or objective, that is measuring or implementing a particular value.

Our group liked Model 2 the best. More student focused. value words are tangible and shows what we are becoming. Love the overall frame work and guiding ideals of the 4th values, clear wording and actionable items are great.

Everyone preferred #2. It was concisely worded, easily used for promotion/explanation to outside groups, and seemed the most specific.

There was not a lot of support for any of these as a strategic plan framework. We are the department of strategic planning. None of these frameworks considers the external environment to the degree that is necessary to derive a strategy. Model #2 has the best ability to be altered to include some responsiveness to something other than an internal orientation. It's not enough to provide customer value. You need to provide superior customer value to some segment of the student population if you want them to choose CWU over other options. The models having nothing to do with innovation i.e., technical changes/accelerating technology. There is no leadership in anything.

Model 2

We like the structure of number 2 best. Maybe it's the most traditional? Like the word commitment from Model 1; could "commitment" replace "objective" in Model 2? Could obljectives we aligned with the values in Model 2? Where do departmental strategies fit in? Perhaps key results should be at department level? Or there should be key results at institutional level that departments can then translate to their department.

Model II was the top framework selected, with Model III as a close second

Model 2 was the most preferred by the group. As it was actionable, it was better focused, and manageable to read/interpret. Although, there still are some things to be adjusted.

Model 1 is easier to follow, in that the commitments immediately follow the Values (as compared to Model 2). Model includes whether we're meeting the plan, which is helpful.

Faculty, staff, and students all prefer model 2. All appreciated that the values are broad and comprehensive and the objective make the values more concrete. with some suggestions for improvement that could be incorporated from the other models. Specifically, the language from Model I about sustainability is stronger and more comprehensive, along with the explicit description of relationships with other entities. In the final objective, "with a service mindset" should be removed, as it contradicts the concept of authentic relationships. In addition, we would like to see the language around HIPs reconsidered as we describe in the "weaknesses" of all three models - we believe the focus should be on using evidence-based practices in all of our teaching, rather than limiting ourselves to a specific number of HIPs.

Model 3 offers a strong intersection between Model 1 and Model 2; it is action-oriented but offers opportunities to consider the process-oriented work that is needed to effectively achieve the goals. This model articulates multiple pathways for all stakeholders within the institution to work toward the commitments and values we have identified, and provides outcomes for which we can all be accountable in moving forward along those trajectories.

We met as a group and discussed the values and commitments of each. After a lengthy discussion, we concluded Model 2 best reflects CWU's values. Model 2 is more focused on teaching and research. Even so, faculty worry research wasn't adequately captured—we do use a Teacher Scholar model. The group found the choice easy as Model 2 discussed teaching far more than the others.

Our group would prefer to combine the values layout of model 1 with the objectives and key results of number two. If forced to choose only one, we prefer model 2.

Model II (73%) was the most popular choice. Top characteristics that people liked from this plan included: active language, short and memorable values, distinctive objectives that are broad enough to include a range of offices. Model I took 2nd (2%), and Model III 3rd

Majority prefer model 2, some prefer model 3 Readability, implementation, able to see connection to how individuals would use values to guide work Like the solitary words as values in Model 2 Preferred values: Engaged Learning/Prepare Authentic Relationships Inspire Equity and Resiliency

• Model 3 layout with Model 2 language

Model #2 - Values forward. Objectives and values make sense. Straight forward. More applicable to majority of faculty and staff.

We prefer #2. It is the most fitting with our mission and vision, most actionable and assessable, and values are learning based.

The Office of Case Management unanimously prefers Model 2. The language of the framework is clear and readable and the values/objectives are applicable to daily operations. There appears to be a greater focus on our primary charge as an institution of higher education, which is to foster professional and academic achievement in our students and "equip students with skills and abilities to engage in an uncertain world" (Objective #2, Key Result # 3). This focus emphasizes the need to foster resilience and problem-solving in our students, rather than removing instances of "emotional unsafety" that may naturally arise in an academic setting (such as when presented with diversity of thought).

The group prefered the structure of #3 but the words of #2

Model #1 - it is more aspirational while making suggestions that could be actionable, seems to align with university vision and mission, though could be worded in ways that make that even clearer.

End of Report