

*Inclusivo:
Hawks Soaring Together*

**STRATEGIC PLAN
2022-2025**

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Letter from the President

Welcome to Columbia Basin College's Strategic Plan, the document guiding the College through the year 2025. In these pages you'll discover a celebration of our shared strengths and a blueprint for the challenges ahead. This document represents the contributions of hundreds of members of the CBC community. Here, you will find the culmination of countless hours of imagining, reassessment, outreach, and conversations that have been both challenging and inspiring. Thank you to all who took part.

CBC is committed to educational equity and ensuring that all students receive what they need to develop their full academic and social potential. We had the opportunity to center this commitment to equity in how we conducted the strategic planning work and in the plan itself. This Equity-Centered Strategic Plan provides a set of goals and identifies numerous initiatives designed to achieve these goals. You'll find these initiatives, taken together, make a powerful statement of our College's values and our shared future—a vision in which all voices are heard, all people are represented, and all students are provided their best opportunity for success. I look forward to the work ahead and I ask you to join me in bringing this shared vision to life.



Warmly,

Rebekah S. Woods, J.D., Ph.D.
CBC President



Columbia Basin College

Columbia Basin College (CBC) is a comprehensive community college serving the residents of Benton and Franklin counties and is one of 34 community and technical colleges in the state of Washington. With its main campus in Pasco and an additional campus in Richland focused on health sciences, CBC is the oldest institution of higher education in its service district. Since 1955 students have been attending CBC to meet many different goals such as taking classes to learn English and prepare for college-level work, gaining workforce skills, obtaining an associate's degree for transfer to a four-year university, or enrolling in one of eight bachelor degree programs.

CBC is centering equity in the decisions we make, the services we provide, and the education we offer to ensure equally high outcomes for all students. As one of the few designated Hispanic-Serving Institutions in Washington, with Hispanic students representing over 40% of our student population, CBC is committed to discovering and enacting innovative ways to better serve their needs.

CBC is also committed to supporting our students' success through developing and deepening partnerships with community organizations, industry, K-12, and other higher education institutions. The College's vision statement expresses our aspirational goal of meeting our students' needs as well as the needs of the community: "Columbia Basin College will be the educational home that transforms students' lives through economic and social mobility and strengthens the communities we serve through meeting the ever-changing educational needs of our region and state."

Hawks soar together!

Our Mission and Core Values

Mission

Columbia Basin College inspires, educates, and supports all students in an environment of academic excellence leading to the completion of degrees, certifications, and educational transfers, while fostering meaningful employment, engaged citizenship, and a life-long joy of learning.

Core Values

Student Learning

Our first priority is to work collaboratively to ensure student learning, success, and completion in an environment of open inquiry, respect, critical thinking and creativity. We strive to create community and belonging where students mature and develop intellectually, emotionally, ethically and physically both inside and outside of the classroom.

Culture of Excellence

We provide excellent teaching and services through a theory-driven and data-informed culture of innovation, collaboration, continuous improvement of performance, and a commitment to professional growth and development for all employees.

Diversity, Equity and Inclusion

We celebrate diversity in all its forms and we believe that our many unique perspectives make us stronger. Diversity among our team enriches our institution and our students' experience. We are dedicated to eliminating barriers to success through intentional and equitable efforts to provide quality learning opportunities.

Sustainability

We consciously practice and model broad-based sustainability for our students, and our communities, through the balancing of economic, societal and environmental factors when considering campus development of facilities, processes, programs and curricula.

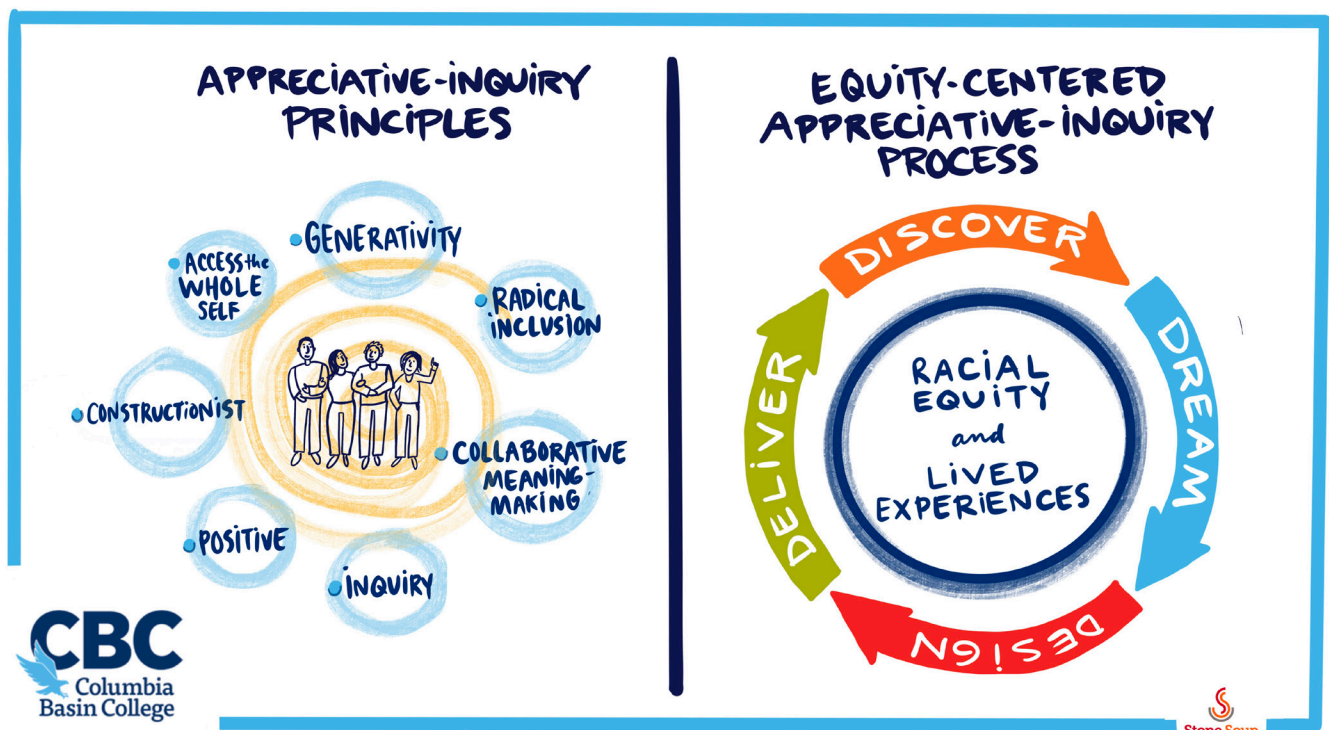
Wellbeing

We create a healthy environment that encourages physical and emotional wellness and enjoyment of learning.

Strategic Planning Process

CBC used an equity-centered appreciative inquiry planning process in its development of a strategic plan. The process was led by Melia LaCour, Special Advisor for Diversity, Equity & Inclusion and Founder of Becoming Justice and Dr. Anne E. Lundquist, Assistant Vice President for Campus Strategy at Anthology.

Appreciative Inquiry is a design process that engages all members of the College community in sharing their perspectives of what is working well, identifying challenges and barriers, and dreaming together about adaptive strategies for the college's future. The CBC process centered racial equity throughout by clearly articulating the equity challenges the College is trying to solve, identifying and naming harmful systems and practices that have negatively impacted marginalized and under-represented students, faculty and staff, and thinking together about how to best design innovative and adaptive solutions. The equity-centered appreciative inquiry model focused on the use of data, and had broad stakeholder involvement with a focus on centering the perspectives and feedback of those who have been historically and are currently marginalized, through collaboration, and co-creation, and engagement in continuous feedback.



The process took place in four phases: **Discover/Scope**, **Dream/Diagnose**, **Design/Mobilize**, and **Deliver/Evaluate**.

The planning process began in January 2021 with the formation of the Equity-Centered Strategic Planning Committee (ECSPC). The committee was a diverse representation of faculty, staff, students, and community members who worked together collaboratively and with intention around the Community Agreements they developed. These agreements were to stay engaged, own the impact of their words and actions, be mindful of power dynamics, experience discomfort as they addressed inequity, speak their truth, and expect and accept non-closure throughout the process. As part of the Discover/Scope phase, the committee engaged in internal and external Environmental Scanning, a process in which committee members systematically analyzed and interpreted relevant data to identify external opportunities as well as internal strengths that could influence future decisions.



They reviewed and dialogued about data in eight categories (with diversity, equity and inclusion data embedded throughout): Enrollment, Instruction, Student Support, Infrastructure, Partnerships, Workforce Development, Financial Health, and Politics and Public Policy.

Continuing the Discover/Scope phase and moving into Dream/Diagnose, ECSPC members, as well as other College members, were trained to facilitate Appreciative Interviews and Listening Sessions. Appreciative Interviews were two-hour Zoom dialogue sessions in which small groups of faculty, staff, students, and community members came together to talk from their perspective about what is working well at CBC, what barriers they perceive that negatively impact CBC's ability to fulfill its mission, and what ideas and strategies they have for the College's future. As one way to center equity and to be inclusive of those who have been historically marginalized and under-represented, faculty, staff, and students also had an opportunity to join an Affinity Group for an Appreciative Interview. Affinity Groups are designated "safe spaces" in which everyone in that group shares a particular identity based on race, gender, sexual orientation, language, religion, etc. Thirtyfour facilitators were trained (11 faculty, 21 staff, and 2 students) and facilitated 49 appreciative interviews with 135 participants. In addition, eleven 45-minute Listening Sessions with 90 participants were held to gather perspectives on the strategic priorities for CBC from constituent groups.

The ECSPC evaluated the data from the Environmental Scan, Appreciative Interviews, and Listening Sessions. Over the course of a month, they used a SOAR (Strengths, Opportunities, Aspirations, and Results) process, working as a committee and in small groups to identify CBC's strengths, opportunities and challenges, and aspirations, using an equity lens throughout.

Key strengths (what CBC is proud of) that emerged were being student-centered, a sense of community and belonging, Hispanic student enrollment numbers and success, affordability, the physical spaces on campus, and the variety of programs of study that meet community and workforce needs.

Challenges and barriers (which were discussed and reframed as opportunities) that emerged were to improve transparency in communication, increase student performance in key areas, close equity gaps, expand learning modalities, provide more student support outside of current business hours, improve technology, better respond to community needs, and improve the alignment of CBC goals, processes/policies, and resources.



Aspirations (what CBC cares deeply about but hasn't yet fully realized) that emerged were to live CBC's identity as a Hispanic-Serving institution; create equitable and inclusive learning environments by centering equity in the curriculum, student services, and administrative decision-making; and improve the recruitment of and professional development for faculty and staff so that they reflect the diversity of the student body and students can relate to faculty and staff with similar lived experiences.

The results (how CBC will build on strengths, realize opportunities and aspirations, and fully realize its dream for the preferred future) are detailed in the strategic priorities, goals and initiatives in this strategic plan and will be further articulated in specific strategies identified during implementation.

CBC also conducted a Campus Diversity, Equity and Inclusion (DEI) Climate Survey in March 2021 and the results of that survey were helpful in shaping priorities for the strategic plan. The ECSPC engaged in a day-long virtual retreat in April. During the retreat, the committee worked in large and small groups and Julia Reich, of Stone Soup Creative, captured the committee's dialogue and process in graphic recordings. A key component of the retreat was to reflect on what the committee had heard throughout the Appreciative Interviews and Listening Sessions and dream the future for CBC. The vision for CBC's future to holistically fulfill its mission, voiced by so many throughout the inclusive, participatory planning process, is that of a vibrant, inclusive, equitable community that feels like a family and is full of opportunity and joy for all. The committee then moved into Design/Mobilize by reviewing the combined SOAR analyses and the preferred future state, identifying emerging strategic priorities for the strategic plan. In subsequent committee meetings, the ECSPC moved to Deliver/Evaluate as it confirmed four strategic priorities for the CBC strategic plan: Student Success, Culture and Systems, Teaching and Learning, and Community Relationships. The committee members returned again and again to what they learned from the environmental scan, appreciative interviews, and listening sessions and worked in small groups to develop and refine goals, initiatives and potential strategies for the strategic plan. Once they developed a draft, it was shared with the College community for feedback and the ECSPC continued to refine and revise the plan into the final version that appears in this document.

Stakeholder Involvement

The planning process was truly collaborative and co-created. Many students, faculty, staff, and community members contributed time, energy, and wisdom to the planning process. Many thanks to all who provided input through committee service and/or provided input and guidance through appreciative interview and listening session participation and facilitation.

Equity-Centered Strategic Planning Committee Members

Co-chairs:

Rebekah Woods, President

Melissa McBurney, Dean for Accreditation and Assessment

Taha Abaker, Columbia Basin College Student

Cinthia Alvarez, Outreach Specialist

Alexis Blakes, Columbia Basin College Student

Ofelia Bredt, Project Manager at Pacific Northwest National Laboratory

Antonio Cruz, Professor of Spanish

Amy Donovan, Assistant Professor of Biology

Kristi Duggan, Onboarding & Talent Development Manager/Business Analyst

Joshua Ellis, Director for Institutional Research

Jason Engle, Dean for Organizational Learning

Erin Fishburn, Executive Director/CEO of the CBC Foundation

Jay Frank, Assistant Vice President for Communications & External Relations

Ericka Garcia, Budget Analyst 2

Sandya Kesoju, Director for Agriculture Education, Research & Development

Keri Lobdell, Associate Dean for Library & Instructional Services

Yoselin Mendez, Columbia Basin College Student

Molly Mooney, Associate Professor of Library Services

Jesus Mota, Dean for Career & Technical Education

Soo Park, Assistant Dean for Instruction

Bradley Powell, Assistant Professor of Sociology

Anna Tensmeyer, Marketing & Communications Director

Guillermo Urrego, Human Resource Consultant 1

Amanda Ursino, Director for Enrollment Services

Bruce Walker Jr., Associate Professor of Music

Paige Wyatt, Professor of Engineering Technology

Appreciative Interview Facilitators

Cara Anderson, Associate Professor of Business

Katie Banks, Assistant Professor of Political Science

Melinda Carmona, Director for Veterans Education & Transition Services

Zana Carver, Assistant Professor of Biology

Jason Clizer, Senior Professor of English Language Acquisition

Adam Diaz, Associate Professor of Accounting

Ozzy Edeza, Program Assistant

Elizabeth Hernandez-Osorio, Completion Coach

Jay King, Associate Professor of Radiologic Technology

Fatima Machado, Assistant Professor of Library Services

Jackie Marrast-Simpson, Assistant General Counsel

Debbie Padilla, Director for MESA

Michael Reynolds, Associate Professor of Psychology

Madison Sandilands, Completion Coach

Lendah Siah, Director for Assessment Center

Eleanor Schroeder, Grant Writer

Ekaterina Stoops, Director for Teaching & Learning/ Instructional Design

College Committees and Groups: Listening Sessions

Columbia Basin College Board of Trustees
Columbia Basin College Foundation Board
Diversity, Equity and Inclusion Committee
Faculty Senate

Instructional Council
Student Services Leadership
Student Success Leadership Committee

Community Organizations: Listening Sessions

African American Community Cultural &
Educational Society
MyTRI 2030 Inclusion Council
Pasco School District
The Tri-Cities WA Chapter of The Links, Incorporated

Tri-Cities Hispanic Chamber of Commerce
Tri-City Development Council (TRIDEC)
Visit Tri-Cities
Washington State University Tri-Cities

Others Who Supported the Process

Prunelle Aman-Frazier, Graphic Designer
Donny Anderson, Program Coordinator
Mason Bailie, IT Journey App Development
Jerry Lewis, Director of eLearning & Virtual Campus
Julie Saraceno, Graphic Designer Supervisor
Alice Schlegel, Director for Student Activities

Dima Serhiychuk, Assistant Director for System
Administration & Development
Deb Severin, Interim Executive Assistant to the
President & Board of Trustees
Vicki Walton, Program Support Supervisor 2

Strategic Priorities

CBC's strategic plan sets the course for the next three years. These strategic priorities will guide faculty and staff as they work together to ensure that CBC fulfills its mission in that all CBC students are successful. The plan advances educational equity by articulating a plan of action to ensure that every student receives what they need to develop their full academic and social potential and to work to interrupt inequitable practices, examine biases, and create inclusive multicultural learning, living, and working environments.

The plan that follows has three levels. First are the four strategic priorities, which are woven into the culture of CBC and create the focus for mission fulfillment and achievement of goals. Next are the goals or broad statements of what CBC hopes to achieve for each strategic priority. Finally, each goal has multiple initiatives which are the way that goals are translated into practice and consist of specific things that CBC will do to meet the goals and move the strategic priority forward. Specific strategies, which are the methods and approaches to achieve the initiatives and meet the intended outcomes, will be available in a separate document. This will be developed in Fall 2021 as part of the implementation process and will draw on the rich data that was gathered in the strategic planning process.

Strategic Priority One: Student Success

Strategic Priority Two: Teaching and Learning

Strategic Priority Three: Culture and Systems

Strategic Priority Four: Community Relationships



Inclusivo: Hawks Soaring Together

Strategic Priority One: Student Success

We cultivate an exceptional student experience that ensures all students are welcomed into the CBC family and supported on their pathway to success. We take personal and institutional responsibility for the success of all our students. We commit to eliminating patterns of inequity in student experiences and outcomes. Students are appreciated and valued in the CBC community.

Goal 1: Help students choose and enter a pathway to careers and future education

Initiative 1: Implement a comprehensive enrollment management plan that eliminates the practices that support systemic institutional barriers for recruitment of students from marginalized groups.

Initiative 2: Create a welcoming, culturally responsive and inclusive student orientation that embraces the diverse world we live in and supports students' sense of belonging.

Initiative 3: Build a flexible and data-informed schedule that meets all student needs.

Initiative 4: Guide students to identify their educational and career goals while providing clearly defined pathways to completion, transfer, and career placement.

Goal 2: Provide holistic and flexible support services that help students stay on their path

Initiative 1: Develop culturally responsive and inclusive advising practices appropriate to the needs of our diverse population.

Initiative 2: Connect students to the resources they need to stay enrolled and complete their education.

Initiative 3: Evaluate and improve mental health support, education, and awareness for students.

Initiative 4: Identify and remove systemic barriers to improving student course success, retention, and completion, with a focus on students who have been historically marginalized.

Goal 3: Enhance student involvement and engagement in co-curricular programs and services

Initiative 1: Provide co-curricular offerings that meet the needs of our diverse student population.

Initiative 2: Develop and provide events and experiences that foster each student's engagement with their program of study through professional and personal development.

Goal 4: Improve student transfer and employment outcomes

Initiative 1: Provide students the resources and connections to help them obtain employment.

Initiative 2: Determine the support students need to successfully transfer to a four-year institution.

Strategic Priority Two: Teaching and Learning

We provide high quality academic programming that creates lifelong learners who lead successful lives, enjoy productive careers, and make positive contributions to their community and the world. We provide career-connected learning to prepare our students for the future. We commit to innovative teaching and learning practices to create an inclusive, equitable, flexible, and vibrant learning community where everyone is supported to achieve success.

Goal 1: Foster learning through culturally responsive, student-centered teaching and learning practices

Initiative 1: Integrate culturally relevant course materials in the curriculum in order to represent all students.

Initiative 2: Support faculty in innovative, inclusive, and anti-bias teaching practices.

Goal 2: Provide equitable and inclusive learning environments that help students succeed

Initiative 1: Create a transparent learning environment in which instructor's expectations are clear and academic support resources are available and communicated to students.

Initiative 2: Provide students experiential and service-learning opportunities that enhance their field of study and are relevant to our diverse community.

Initiative 3: Provide equitable access to course materials.

Initiative 4: Improve the online learning experience for all modalities for both students and faculty.

Goal 3: Create and align thoughtfully designed and scheduled pathways, programs, and courses

Initiative 1: Help students choose a pathway by identifying exploratory courses and experiences within each of CBC's eight Schools.

Initiative 2: Create clear pathways between Transitional Studies and college-level courses.

Initiative 3: Systemize a process for regular review of curriculum by the faculty.

Initiative 4: For each program of study, identify the key courses -- in addition to math and English -- that are predictive of student completion, and support student success in those courses.

Goal 4: Ensure students are learning

Initiative 1: Create structures for the assessment of student learning outcomes and use results to improve effectiveness of instruction.

Initiative 2: Develop an inclusive process to evaluate current institutional learning outcomes.

Initiative 3: Improve completion rates for college-level math and English in the first year as well as other foundational courses.

Strategic Priority Three: Culture and Systems

We intentionally create a culture that ensures employee voices are heard, differing perspectives are valued and all interactions are rooted in respect and kindness. We commit to eliminating structural barriers to equity by creating and investing in equity-focused policies, practices, and behaviors that work to support all students and employees. We continuously reassess and adjust our own behavior, processes, and practices to be more equitable and inclusive.

Goal 1: Live and practice our identity as a Hispanic-Serving Institution

Initiative 1: Become a bilingual college in order to eliminate the barriers experienced by those whose primary language is Spanish.

Initiative 2: Establish relationships with Hispanic-Serving Institutions across the country to learn and implement strategic practices that support Hispanic student success.

Initiative 3: Authentically embed Hispanic culture throughout the College.

Initiative 4: Develop multiple ways to support undocumented students.

Goal 2: Create a more diverse, equitable, and inclusive college

Initiative 1: Allocate dedicated personnel and resources to support equity goals and provide accountability.

Initiative 2: Develop a diversity, equity and inclusion plan and framework to guide and coordinate all DEI strategies and priorities across the College.

Initiative 3: Use equity data to make data-informed decisions and to close equity gaps.

Initiative 4: Review and revise existing policies and procedures to ensure equitable outcomes.

Initiative 5: Create a multicultural center that promotes equity and celebrates diversity and inclusion.

Initiative 6: Ensure disability services and physical and technological access meet the needs of all students, faculty, and staff.

Goal 3: Create and support a racially and ethnically diverse workforce that reflects CBC's community

Initiative 1: Review and revise policies and practices to ensure the recruitment, retention, and support of a talented and diverse faculty and staff.

Initiative 2: Develop affinity groups to support retention and development of employees from groups that have been historically marginalized.

Initiative 3: Develop and implement mandatory DEI professional development experiences for faculty and staff.

Goal 4: Implement equitable systems and processes that meet student and employee needs

Initiative 1: Develop annual class schedules that are predictable, flexible, and convenient for students.

Initiative 2: Upgrade college systems to improve compatibility with systems at other community and technical colleges in our state.

Initiative 3: Evaluate current technology and cybersecurity needs and create an information technology plan to align technology with strategic priorities.

Initiative 4: Evaluate online services to ensure the availability and effectiveness of remote student support.

Initiative 5: Create a climate action plan to advance the College's sustainability efforts.

Strategic Priority Four: Community Relationships

We create positive and mutually beneficial relationships in our region with community, business, and governmental organizations. We align our priorities with local, regional and state needs. We make a positive and intentional difference in our community by sharing and acting on our knowledge to contribute to the greater social good.

Goal 1: Build and sustain relationships with community-based organizations

Initiative 1: Increase outreach and develop relationships with Hispanic communities and community organizations.

Initiative 2: Form and sustain meaningful relations with local tribal nations whose people are citizens and descendants of land-based sovereign nations.

Initiative 3: Increase outreach and develop relationships with Black-led community organizations.

Initiative 4: Increase outreach and develop relationships with Asian/Asian Pacific Islander community organizations.

Initiative 5: Explore and understand all local communities with which to build relationships.

Goal 2: Strengthen relationships with K-12 and four-year institutions

Initiative 1: Support high school graduates in successfully transitioning to the College and college-level courses.

Initiative 2: Grow the pipeline of students through recruitment and partnerships with local school districts.

Initiative 3: Develop curricular alignment with high schools and four-year institutions to support students entering and continuing on their pathways.

Goal 3: Align enrollment and academic programs with emergent workforce needs

Initiative 1: Continue to develop creative programs that provide students career-connected learning experiences.

Initiative 2: Expand the role of advisory committees.

Initiative 3: Meet the educational needs of the region's employers.

Goal 4: Increase and improve communications and relationships with community partners

Initiative 1: Develop an organized, formalized approach to community relationships.

Initiative 2: Create a culturally responsive targeted marketing plan.

Initiative 3: Increase Spanish-language marketing and external communications.



Implementing the Plan

Challenges can arise when implementing a strategic plan and a successful implementation will do the following: create awareness of strategic priorities, goals, and initiatives by students, faculty and staff; prioritize goals and initiatives and integrate them into daily operations and decision-making; develop benchmarks and metrics for success; dedicate sufficient resources to implement the initiatives and strategies; and provide regular internal and external progress reports. CBC is developing an Implementation Plan to ensure challenges are addressed and that the plan becomes a living document embraced by the entire College and community. The Implementation Plan will translate the strategic priorities, goals, and initiatives into actionable strategies by establishing an equity-centered implementation structure; mobilizing and empowering teams and stakeholders to carry out the initiatives and strategies; outlining a process to determine timeline, resources and success metrics for initiatives and strategies; and setting checkpoints for monitoring, reviewing, and adjusting progress on the plan.

Simultaneously, a Communications Plan will be developed to encourage transparency and collaboration; promote awareness and participation in the implementation of the plan; inform the College about progress, updates, and accomplishments; invite continued feedback; and communicate results to a broad audience.

Equity-Centered Strategic Plan Consultants

The equity-centered strategic planning process was co-designed and facilitated by Melia LaCour, Special Advisor for Diversity, Equity and Inclusion and Executive Director and Founder of Becoming Justice and Dr. Anne E. Lundquist, Assistant Vice President for Campus Strategy from Anthology. Julia Reich, of Stone Soup Creative, provided graphic recording services and the resulting images appear throughout this document.



Melia LaCour is the Founder and Executive Director of Becoming Justice, an organization committed to facilitating and igniting transformational leadership and systemic change to create racially liberated systems. She has over 18 years of experience which includes serving as the first-ever Executive Director of Equity in Education at Puget Sound Educational Service District. Ms. LaCour launched her business in 2019 and is currently working with many statewide organizations and non-profits committed to racial equity. She received her B.A. in Psychology from Western Washington University and an MSW from the University of Washington.

Julia Reich is the CEO (Chief Easel Officer) of creative consultancy Stone Soup Creative. She is a graphic recorder who makes conversations visible by listening to people talk, and capturing what they say live in real time, using pictures, words, and color. Participants can reflect on the content in the moment, and there is also a tangible artifact that can be referred to in the future—all of which deepens engagement, creates a shared understanding, and strengthens communication.

Dr. Anne E. Lundquist, Assistant Vice President for Campus Strategy at Anthology (she/her/hers), is a white, cisgender, third-generation educated researcher, poet, yogi, and social justice advocate. Previously, Anne served as Director of Strategic Planning and Assessment for the Division of Student Affairs at Western Michigan University as well as senior student affairs officer at four liberal arts colleges. Her teaching and scholarship have focused on student success, equity-minded assessment, institutional effectiveness, strategic planning, and enterprise risk management. She has an MFA in Creative Writing and a Ph.D. in Educational Leadership, Higher Education, from Western Michigan University and a BA in Religious Studies and English from Albion College.



About Anthology

Anthology exists to help higher education advance and thrive using modern cloud technology and services that keep the learner at the forefront. Drawing on a fully connected data experience, Anthology solutions create operational efficiencies, provide intelligence for staff and administrators, and empower institutional leaders to support and guide students on a path to success.

The full suite covers admission and enrollment management; student success and retention; institutional and learning effectiveness; alumni and advancement; and enterprise applications and infrastructure, offering solutions to the challenges facing campuses today. Working with more than 2,100 colleges and institutions in over 30 countries, Anthology is constantly discovering new ways to revolutionize higher education. Learn more about our mission at www.anthology.com.