



**Western Oregon University Board of Trustees:
Diversity, Equity, and Inclusion Committee (DEIC)
Meeting No. 1 – January 13, 2022
3:00pm – 5:00pm
Via [Zoom](#) | By Phone: 1-253-215-8782
Meeting ID: 814 9400 9903 | Passcode: 343298**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

1) None

IV. REPORT & DISCUSSION ITEMS:

1) Discussion: [What is the Board's Role?](#)

2) [Development of Committee Charter](#)

V. ACTION ITEMS:

1) Approval of Committee Charter

VI. ADJOURNMENT

Association of Governing Boards (AGB) Key DEIA Questions for Boards

(accessed January 7, 2022 at <https://agb.org/knowledge-center/board-fundamentals/justice-diversity-equity-inclusion/>)

Policies

Consequential Questions

1. Does your current mission statement reflect your institutional commitment to [DEIA]?
2. Has the board conducted a policy audit to assess relevance and impact of key policies on different campus populations?
3. What [DEIA] policies and practices have your board and campus leaders successfully enacted? Which ones were unsuccessful?

Data

Consequential Questions

1. Does the board receive data on students, faculty, and personnel on key performance indicators disaggregated by race, ethnicity, and gender that allow the board to understand and assess equity?
2. Does the board have clear goals and benchmarks in place for measuring [DEIA]? Does this include baseline campus climate measures?

Strategic Priorities

Consequential Questions

1. Do you have in place an academic program review related to [DEIA]? Have you linked inclusion and quality in these assessments?
2. Have the board and administration examined the history of the institution in terms of [DEIA] and ties to slavery, racism, or discrimination in admissions and personnel practices; personal and professional lives of founders, leaders, and donors; and those people and events for whom buildings and memorials are named?
3. Have the board and administration reviewed the physical growth and presence of the institution in its community to assess its impact on communities of color or disenfranchised communities?
4. How diverse is your board? What perspectives are missing from the table and how can the board be more inclusive? How are potential new board members identified?
5. Has the board conducted a skills and perspective gap analysis of its members based on strategic planning and [DEIA]?
6. Are your students able to equitably access all opportunities your institution has to offer?
7. Has the board made the elimination of gaps in student success by race and gender a priority and committed adequate resources to this goal?
8. Has the board reviewed its investments and investment managers from an [DEIA] perspective?

Board Statement on Diversity, Equity, Inclusion, and Accessibility, Section 3.0

(Full *Board Statement* may be accessed [here](#))

3.0 Priorities and Expectations

3.1 Climate. The Board of Trustees expects purposeful and intentional action by the University and its employees and students to create and sustain a climate of respect, civility, and acceptance to allow all members of the University community— administrators, faculty, staff, and students—to succeed as a University employee or student.

3.2 Recruitment and Retention of Employees. The Board of Trustees expects purposeful and strategic prioritization of the recruitment and retention of University employees, including administrators, faculty, and staff. The Board expects measurable and demonstrable action and progress throughout all steps of an employee’s relationship with the University, including but not limited to job announcements, the consideration of minimum and preferred qualifications, the composition and training of search committees, application and interview question, professional development, formal and informal mentor relationships, and the incorporation of the principles of diversity, equity, inclusion, and accessibility, as appropriate, in the performance evaluation of all employees.

3.3 Recruitment and Retention of Students. The Board of Trustees expects the purposeful and strategic prioritization of a diverse student body, as well as the primacy of culturally competent and inclusive practices, programming, and resources to retain as many students as possible. The Board expects measurable and demonstrable action and progress in admission practices, financial aid practices, programming, student organizations, student resources, and new student orientation.

3.4 Curriculum and Pedagogy. The Board of Trustees—recognizing the faculty’s unique role in the development and stewardship of the University’s curriculum—expects the curriculum, academic departments and divisions, majors and minors, degree and certificate programs, pedagogies, and modalities to prepare students as citizens of an increasingly diverse and inclusive community, state, nation, and world. The Board expects pedagogies and modalities of instruction to challenge and educate students in culturally competent, inclusive and equitable ways. The Board expects measurable and demonstrable action and progress in incorporating the concepts of diversity, inclusion, equity, accessibility, and cultural competence into the curriculum, including but not limited to general education requirements, first-year seminars, major requirements, the development of elective courses, degree and certificate programs, and modalities of instruction.

3.5 Community Partnerships. The Board of Trustees expects the University to assume a prominent and obvious leadership role in embracing and embodying the strength of diversity, equity, inclusion, and accessibility in the community and with external partners. This includes purposeful and intentional engagement and support of affinity organizations, speaking engagements, federal, state and local initiatives, the WOU Foundation and the WOU Alumni Association.

3.6 Business Practices. The Board of Trustees expects the University to incorporate and sustain the values of diversity, equity, inclusion, and accessibility in its business practices. This includes, but is not limited to purposeful and intentional action and process in engaging minority, women and emerging small business (MWESB) vendors, making key documents accessible to the vendor community, and incorporating and upholding the values of diversity, equity, inclusion, and accessibility in its budget proposals and deployment of scarce resources.

3.7 Facilities and Physical Plant. The Board of Trustees expects the University's maintenance of its facilities and physical plant to embody and uphold the values of diversity, equity, inclusion, and accessibility, including prioritizing physical accessibility to buildings, venues, and campus, proposals for art and installations on campus buildings and on campus grounds, and in the development of capital construction projects and engagement and procurement of vendors to perform construction, repair or work on campus facilities.

DEIC Charter

At its June 9, 2021 regular meeting, the WOU Board of Trustees created a standing board committee on Diversity, Equity, and Inclusion (“DEIC”). The Board revised its *Board Statement on Board Committees* to reflect the creation of the new committee, which may be viewed [here](#). The WOU Board’s DEIC is the first Board standing committee of any of the four-year public universities in Oregon.

Each of the Board’s standing committees require a charter to outline the scope of work and topics within the committee’s purview. There is a standard template for committee charters and these docket materials contain a draft DEIC Charter for the committee’s consideration.

STAFF RECOMMENDATION

Staff recommends the committee forward and recommend the DEIC Charter included in the written docket materials to the full Board for approval.

**Western Oregon University Board of Trustees
Diversity, Equity, and Inclusion Committee (DEIC) Charter**

MISSION

The Diversity, Equity, and Inclusion Committee (DEIC) of the WOU Board of Trustees is charged with ensuring the Board and University prioritize the values of diversity, equity, inclusion and accessibility throughout the university enterprise and that, as fiduciaries of the University, elevate those values as essential to the successful functioning of the Board and the University.

AUTHORITY AND RESPONSIBILITIES

Board Statement on Diversity, Equity, Inclusion and Accessibility

The DEIC is responsible for reviewing, monitoring, and advising progress on the Board's expectations enumerated in the *Board Statement on Diversity, Equity, Inclusion, and Accessibility*, including climate, students, employees, curriculum and pedagogy, community partnerships, business practices, and facilities and the physical plant.

Diversity Action Plan

The DEIC, as appropriate, is responsible for reviewing, monitoring, and advising on the University's progress on its Diversity Action Plan (DAP), including but not limited to amendments and new versions of the DAP as advised and presented by the President and the Executive Director for Diversity, Equity and Inclusion.

University Diversity and Inclusion Advisory Committee (UDIAC)

The DEIC, as appropriate and in concert with the President, is responsible for receiving periodic updates from the University Diversity and Inclusion Advisory Committee (UDIAC) regarding its activities and its role in the development of the University's Diversity Action Plan. The UDIAC is a presidential advisory committee.

University Cultural Competence Advisory Committee (UCCAC)

The DEIC, as appropriate and in concert with the President, is responsible for receiving periodic updates from the University Cultural Competence Advisory Committee (UCCAC) as required by HB 2864 (2017) and its activities and its role in the development of the University's HB 2864 standards, including but not limited to the biennial board report required by HB 2864. The UCCAC is a presidential advisory committee.

Training

The DEIC, as appropriate, is responsible for proposing and recommending relevant diversity, equity, inclusion and accessibility training for the Board and its trustees.

Policies

The DEIC is responsible for any and all recommendations to the WOU Board of Trustees regarding Board Statements including, but not limited to any topic or initiative related to diversity, equity, inclusion and accessibility.

ORGANIZATION

Membership; Structure; Quorum

The DEIC, consistent with the *Board Statement on Committees*, will consist of five members. The Board chair appoints members of the committee, including the committee chair. A quorum of the DEIC will be three committee members.

Meetings

The DEIC will meet at least four times each year. DEIC meetings will be conducted in substantial compliance with the *Board Statement on the Conduct of Public Meetings*. Because committees may meet more frequently than the full Board of Trustees, the chair or staff are encouraged to convene meetings by telephone or videoconference for the convenience of the committee members.

Agenda, Minutes, and Reports

The chair, in collaboration with the staff designee, is responsible for establishing the agendas for meetings. An agenda, together with relevant materials, will be sent to committee members at least seven (7) days in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee, reviewed by the Secretary to the Board, reviewed by the committee chair, and approved by committee members at the following meeting.

Staff Designee

The Executive Director of Diversity, Equity and Inclusion and/or his/her/their designee will be staff to the DEIC.

Review of Charter

This charter shall be reviewed and reassessed by the DEIC at least annually, and any proposed changes shall be submitted to the board for approval.

Document History

- DEIC Committee Meeting, January 13, 2022