WOU BOARD OF TRUSTEES RETREAT
MEETING NO. 53
SEPTEMBER 1, 2022 | 2:00PM-5:00PM
SEPTEMBER 2, 2022 | 9:00AM-4:00PM
WOU:SALEM, 525 Trade Street, Salem, Oregon

AGENDA

Thursday, September 1:

I.   **Call-to-meeting | Roll Call**

II.   **Introductions**

III.   **DEI Training: The Importance of DEI Awareness & Initiatives to Shape the Future of WOU (**Dominique Vargas)

IV.   **How to be a Self-Reflective Board Member** – Part 1 (Ernest House, Jr.)

Friday, September 2:

V.   **How to be a Self-Reflective Board Member** – Part 2 (Ernest House, Jr.)

VI.   **Early Observations and Broad Vision** (President Peters)

VII.   **The Role of the Board of Trustees in Presidential & Institutional Success** (Ernest House, Jr.)

VIII. **Lunch**

IX.   **Identify Main Challenges and Strategies for Success - Breakout Groups** (Ernest House, Jr.)

- **Campus Culture & Climate**
- **Campus Morale**
- **Strategic Planning**
- **Enrollment Growth**
- **Comprehensive Campaign**

X.   **Breakout Groups Report / Discussion** (Ernest House, Jr.)

XI.   **Recap and Adjourn**

Guiding Principles

- Keep an open mind and be respectful of individual's perspectives, remember each of us comes into this space with all of our lived experiences
- Participate to the level that you are comfortable doing so today
- Use I statements to speak from personal experience
- Hold space, listen actively, share the air, make room for all voices
- The goal today is to gain a deeper understanding of ourselves, each other and the ideas shared
- Stories stay, lessons leave

Social Identities

- National Origin
- Spiritual Belief
- Race/Ethnicity
- Socio-economic Status
- Gender Identity

- Age
- Sexual Orientation
- First Language
- (Dis)Ability
- Survivor/Veteran Status

Category Examples Part One

- **National Origin:** Barbados, Peru, Ireland, Japan, Namibia, U.S.
- **Spiritual Belief:** Agnostic, Atheist, Baha'i, Christian, Jewish, Hindu, Muslim, Pagan, Wiccan
- **Race/Ethnicity:** Asian/Pacific Islander, Bi-racial, Black, First Nation/Native American, Latinx, Multi-racial, White, African-American, Cuban, Dutch, French, Irish, Jewish, Lakota, Navajo
- **Socioeconomic Status:** Middle class, owing class, owning class, poor, rich, upper class, working class
- **Gender Identity:** Female, gender queer, male, transgender

Category Examples Part Two

- **Age:** Adolescent, child, elder, middle age, senior, young adult
- **Sexual Orientation:** Asexual, bisexual, gay, heterosexual, lesbian, pansexual, polyamorous, queer, questioning
- **First Language:** American English, Arabic, Catalán, English, Hmong, Mandarin, Spanish, Urdu
- **(Dis)Ability:** Blind, deaf, living with a chronic disease, neurodiverse, mental health concerns, temporarily able-bodied
- **Survivor/Veteran Status:** Abuse, biological illness, genocide, suicide; active duty, civilian, reservist, veteran

Social Identity Reflection Part One

- What identities do you think about most often?
- What identities do you think about least often?
- Which of your own identities would you like to learn more about?
- Which identities have the strongest effect on how you perceive yourself?
- What identities do you believe has the greatest effect on how others perceive you?

Social Identity Reflection Part Two

- How do your identities impact how you interact with others?
- How do your identities impact your role as a board member and/or member of the WOU community?

Board Statement on DEIA

- Diversity
- Equity
- Inclusion
- Accessibility

Equity Lens

- What decision is being made?
- Who is included in the decision making?
- Who is benefiting the most from this decision?
- Who is benefiting the least from this decision?
- Is this decision eliminating barriers?
- Is this decision creating barriers? If so, how can we provide resources to counteract this impact?
- What is the decision?

2022-2023 Priorities

- DEI Office Establishment
- Equity Audit
- Hispanic Serving Institution
- Cultural Competency

DEI Office

- Staff
    - Executive Director of DEI
    - Executive Assistant/Coordinator
    - Assistant Director of DEI/Title IX Coordinator
- UDIAC
    - Update Charge
    - Update Diversity Action Plan
    - Set 3-5 DEI priorities for next year

Equity Audit

- To Begin fall 2022
- To Include
  - Data Collection
  - Analysis
  - Report/Recommendations
  - Action Planning
  - Implementation
  - Evaluation
  - Modification as Needed

Hispanic Serving Institution

- HSI Advisory Committee
- HSI Summit Working Group

Cultural Competence (HB 2864)

- Professional Development
    - o University – Fall
    - o Unit/Department – WinTerm
    - o Individual – Spring

Questions?

Dominique Vargas | vargasd@wou.edu

Board Statement on Diversity, Equity, Inclusion, and Accessibility

1.0   Policy and Purpose

The Western Oregon University Board of Trustees wishes to demonstrate the essential and paramount necessity of incorporating the values and imperatives of diversity, inclusion, equity, and accessibility throughout the University enterprise.

2.0   Definitions and Key Terms and Concepts

2.1   *Diversity* encompasses the similarities and difference between individuals accounting for all aspects of one's personality and individual identity. These similarities and differences include individual differences, such as life experiences, learning styles and personality types and group or social differences, such as age, color, disability, ethnicity, gender, gender identity or expression, martial status, national origin, political affiliation, race, religion, sexual orientation or veteran status.

2.2   *Equity* is the fair and just treatment of all members of a community. Equity requires commitment, is the goal of our work, and requires deliberate attention. It is, collectively, a step toward recognizing past exclusion and achieving genuine inclusion. Equity is not the natural state of things. The University must deliberately apply time, resources, and consideration to achieve this goal.

2.3   *Inclusion* is the active, intentional and ongoing engagement with diversity—with people, in the curriculum, in the co-curriculum, and in intellectual, social, cultural, and geographic communities in which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact—and change—systems and institutions.

2.4   *Accessibility* is giving equitable access to everyone along the continuum of human ability and experience. Accessibility encompasses the broader meanings of compliance and refers to how the University makes spaces for the characteristics that each person brings.

2.5   *Cultural Competence* is an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures and backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender identifications, sexual orientations, veteran statuses, and other characteristics in a manner that recognizes,

affirms and values the worth, and preserves the dignity, of individuals, families, and communities. *See* HB 2864 (2017).

2.6   *Unconscious or implicit bias* are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. All individuals hold unconscious beliefs about various social and identity groups and these biases stem from one's tendency to organize social worlds by categorizing.

2.7   *Underserved* or *underrepresented* includes anyone in the campus community—faculty, staff, students, stakeholders, vendors, or licensees—who have historically not received equitable resources when compared to other groups. Typically, these groups include those who have been underserved and underrepresented due to their age, color, disability, ethnicity, gender, gender identity or expression, marital status, national origin, political affiliation, race, religion, sexual orientation, or veteran status.

2.8   *Anti-Racism* is the active process of identifying, challenging, and changing the values, structures and behaviors that perpetuate individual and systemic racism. It does so by examining the power imbalances between racialized and non-racialized or differently racialized peoples.

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.

4.0   Accountability

The Board of Trustees expects the University to account for its intentional and purposeful elevation of diversity, equity, inclusion, accessibility, and cultural

competence as core institutional values. The Board of Trustees expects multiple avenues of reinforcing demonstrable accountability to ensure the University does not lose sight of the essential imperative of a diverse, equitable, inclusive, and accessible enterprise. These include, but are not limited to:

•Demonstrable primacy of these values in the University's strategic plan;

•Clear and demonstrable expectation that every member of the University community is responsible and accountable for these values;

•Clear and easily accessible avenues to share concerns, file grievances or complaints, or report bias without the fear of retaliation;

•Clear and demonstrable incorporation of data, evidence, and surveys in upholding and incorporating these values into University practices, processes, and initiatives;

•Clear and demonstrable availability of relevant training to assist members of the University community to uphold and incorporate these values into their relationship with the University; and

•Clear and demonstrable mechanisms to assess the University's progress in upholding and incorporating these values.

5.0   Reports

The Board of Trustees recognizes that the University Diversity and Inclusion Advisory Committee (UDIAC) and the University Cultural Competency Advisory Committee (UCCAC) assume critical roles in upholding and advising the University and the President on strategies, tactics, and goals to ensure the Board's expectations in this Board Statement. The Board expects periodic updates, as appropriate, from the President and the president's advisory committees, including UDIAC and UCCAC, among other campus stakeholders.

6.0   Document History

6.1   November 19, 2019: EGTC Review
6.2   November 5, 2020: EGTC Review
6.3   November 18, 2020: Full Board Review
6.4   April 7, 2021: EGTC Recommendation
6.5   April 21, 2021: Full Board Approval

A-Engrossed
House Bill 2864

Ordered by the House April 18
Including House Amendments dated April 18

Sponsored by Representatives ALONSO LEON, GORSEK; Representatives EVANS, HERNANDEZ, LININGER, MCLAIN, NOSSE, RAYFIELD, SANCHEZ, SOLLMAN, Senators DEMBROW, GELSER

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Requires each community college and public university to establish [*cultural competency oversight committee. Requires committee to adopt and implement cultural fluency and competency standards for all employees of community college or public university.*] **process for recommending, and providing oversight for implementation of, cultural competency standards for institution and institution's employees. Lists requirements that process established by institution must satisfy.**

1   **A BILL FOR AN ACT**

2   Relating to cultural competence at post-secondary institutions of education.

3   **Be It Enacted by the People of the State of Oregon:**

4   SECTION 1. **(1) As used in this section:**

5   **(a) "Board" means:**

6   **(A) For a public university listed in ORS 352.002, the governing board of the university;**

7   **or**

8   **(B) For a community college, the board of education of a community college district.**

9   **(b) "Community college district" has the meaning given that term in ORS 341.005.**

10   **(c) "Cultural competency" means an understanding of how institutions and individuals**

11   **can respond respectfully and effectively to people from all cultures, economic statuses, lan-**

12   **guage backgrounds, races, ethnic backgrounds, disabilities, religions, genders, gender iden-**

13   **tifications, sexual orientations, veteran statuses and other characteristics in a manner that**

14   **recognizes, affirms and values the worth, and preserves the dignity, of individuals, families**

15   **and communities.**

16   **(d) "Governing board" has the meaning given that term in ORS 352.029.**

17   **(e) "Public institution of higher education" has the meaning given that term in ORS**

18   **350.350.**

19   **(2) Each public institution of higher education shall establish a process for recommend-**

20   **ing, and providing oversight for the implementation of, cultural competency standards for**

21   **the public institution of higher education and the institution's employees. The process es-**

22   **tablished under this subsection must:**

23   **(a) Include a broad range of institutional perspectives;**

24   **(b) Give equal weight to the perspectives of administrators, faculty members, staff and**

25   **students;**

NOTE: Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted.
New sections are in **boldfaced** type.

LC 2430

1   **(c) Require that the institution provide continuing training and development opportu-**
2 **nities that foster the ability of the institution's faculty, staff and administration to meet**
3 **cultural competency standards;**

4   **(d) Propose institution-wide goals that seek to improve the cultural inclusion climate for**
5 **students, faculty, staff and administration from diverse backgrounds;**

6   **(e) Require preparation of a biennial report that is presented to the appropriate board**
7 **regarding the institution's progress toward achieving the goals set forth in this subsection;**

8   **(f) Recommend mechanisms for assessing how well the institution meets cultural com-**
9 **petency standards; and**

10   **(g) Ensure that the institution clearly communicates to new faculty, staff and adminis-**
11 **trators the institution's commitment to including meeting cultural competency standards in**
12 **professional development.**

13   <u>**SECTION 2.**</u> **(1) As used in this section:**

14   **(a) "Cultural competency" has the meaning given that term in section 1 of this 2017 Act;**
15 **and**

16   **(b) "Public institution of higher education" has the meaning given that term in section**
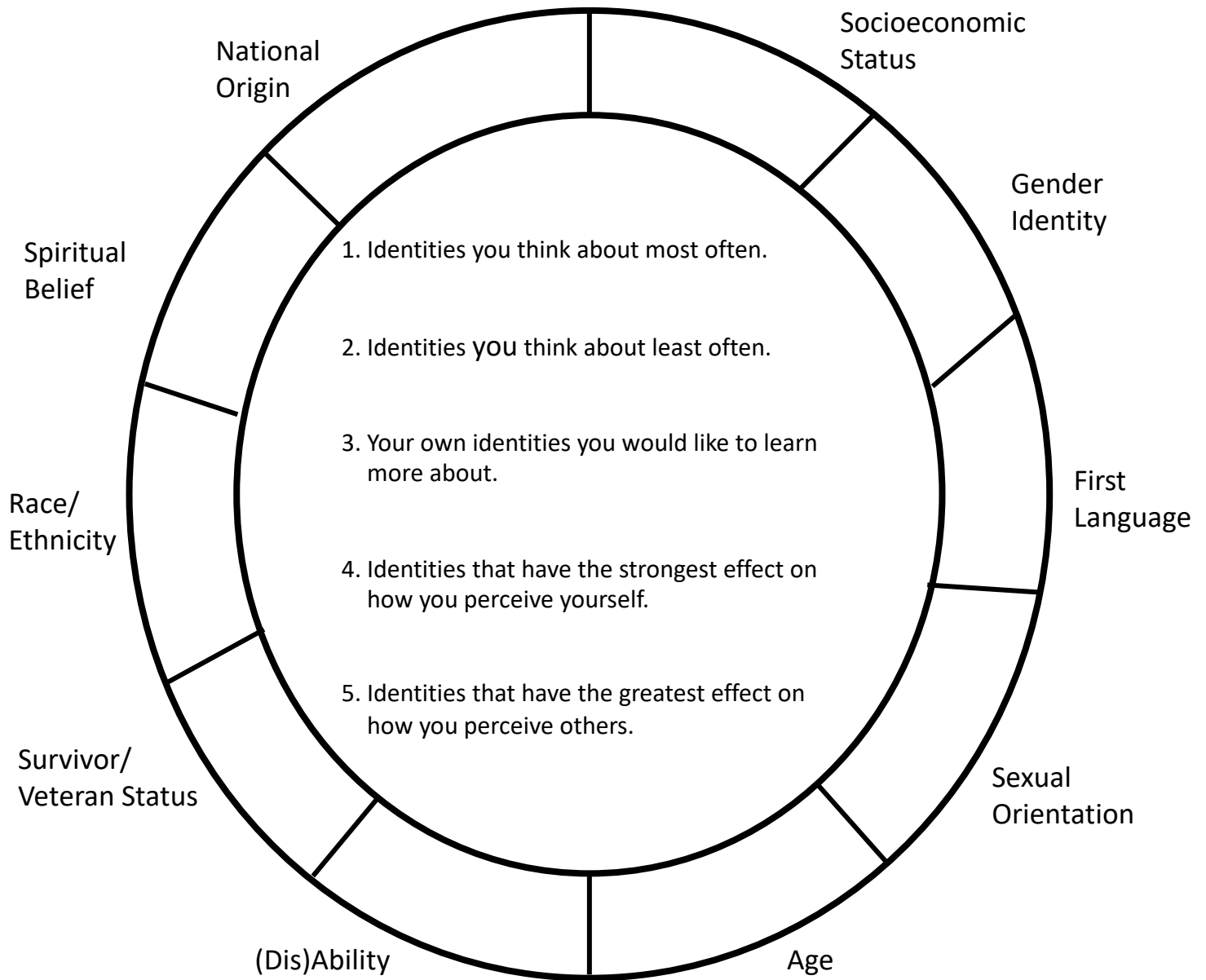17 **1 of this 2017 Act.**

18   **(2) Each public institution of higher education shall:**

19   **(a) Not later than December 31, 2019, establish a committee or other entity, or establish**
20 **a process, that complies with the requirements set forth in section 1 (2)(a) and (b) of this**
21 **2017 Act and that will enable the public institution of higher education to recommend, and**
22 **provide oversight for the implementation of, cultural competency standards for the public**
23 **institution of higher education and the institution's employees; and**

24   **(b) Not later than December 31, 2020, be in compliance with all of the requirements set**
25 **forth in section 1 of this 2017 Act.**

26   ————————————

Social Identity Wheel

National Origin

Socioeconomic Status

Spiritual Belief

Gender Identity

Race/ Ethnicity

First Language

Survivor/ Veteran Status

Sexual Orientation

(Dis)Ability

Age

1. Identities you think about most often.

2. Identities you think about least often.

3. Your own identities you would like to learn more about.

4. Identities that have the strongest effect on how you perceive yourself.

5. Identities that have the greatest effect on how you perceive others.

Social Identity Category Examples *(not an exhaustive list)*
- **Age:** Adolescent, child, elder, middle age, senior, young adult
- **Disability:** Blind, deaf, hard of hearing, living with a chronic disease, neurodiverse, person with cognitive disability, person with mental illness, temporarily able-bodied
- **First Language:** American English, Arabic, Catalán, English, Hmong, Mandarin, Spanish, Urdu
- **Gender Identity:** Female, gender queer, male, transgender
- **National Origin:** Barbados, Dominican Republic, Ireland, Japan, Namibia, United States
- **Race/Ethnicity:** Asian/Pacific Islander, Bi-racial, Black, First Nation/Native American, Latinx, Multi-racial, White, African-American, Anglo, Cuban, Dutch, French, Irish, Jewish, Lakota, Navajo, Puerto Rican
- **Spiritual Belief:** Agnostic, Atheist, Baha'i, Christian, Jewish, Hindu, Muslim, Pagan, Wiccan
- **Sexual Orientation:** Asexual, bisexual, gay, heterosexual, lesbian, pansexual, polyamorous, queer, questioning
- **Socioeconomic Class:** Middle class, owing class, owning class, poor, rich, upper class, working class
- **Survivor/Veteran Status:** Abuse, biological illness, genocide, suicide; active duty, civilian, reservist, veteran

Adapted from:
1. Marcella Runell, Social Justice Education, UMass-Amherst and "Voices of Discovery." Intergroup Relations Center, Arizona State University.
2. https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2018/12/Social-Identity-Wheel-3-2.pdf