Western Oregon University Board of Trustees:
Diversity, Equity, Inclusion & Accessibility Committee (DEIAC)
Meeting No. 9– October 20, 2023
11:00am – 1:00pm
Via Zoom | Meeting ID: 833 8858 4511 **| By Phone:** 1-253-215-8782

AGENDA

I. **CALL-TO-MEETING AND ROLL CALL**

II. **COMMITTEE CHAIR'S WELCOME**

III. **CONSENT AGENDA**

   1) Meeting Minutes June 1 2023

IV. **ACTION ITEMS:**

   1) Review of Committee Charter (This brings the charter in alignment with the other charters).

V. **REPORT & DISCUSSION ITEMS**

   1) Office of Diversity, Equity, and Inclusion Update | Dominique Vargas
   2) Equity Assessment Action Plan Presentation | Dominique Vargas
      a) Equity Assessment Plan Summary
      b) Equity Assessment Action Plan
      c) Equity Assessment Impact Considerations

VI. **ANNOUNCEMENTS**
   1) HSI Summit Friday April 26, 2024 at WOU

VII. **ADJOURNMENT**

Western Oregon University Board of Trustees:
Diversity, Equity, Inclusion & Accessibility Committee (DEIAC)
Meeting No. 8 –Thursday, June 1, 2023
1:00pm – 2:30pm

DRAFT MINUTES

I. **CALL-TO-MEETING AND ROLL CALL**
Chair Castillo Calls the meeting to order on Thursday, June 1st, 2023 at 1pm. Asked Secretary Sorce to call the roll.

Committee Members: Chair Susan Castillo, Dominique Vargas, Trustee Danielle Campbell, Trustee Cecelia Koontz, Trustee Doug Morse, Trustee Michael Reis

Staff in Attendance: President Jesse Peters, Dominique Vargas, Evan Sorce

II. **COMMITTEE CHAIR'S WELCOME**

Chair Castillo thanked everyone for their patience and flexibility while having to deal with the network challenges that happened the week before. Chair Castillo then gave an overview of the agenda of the meeting.

III. **CONSENT AGENDA**

Chair Castillo asked for a motion to approve the meeting minutes from the April 4th meeting of the DEIAC. Trustee Reis makes the motion and Trustee Morse seconds the motion. A voice vote was taken and the motion passed unanimously.

IV. **REPORT & DISCUSSION ITEMS**

1) Office of Diversity, Equity, and Inclusion Update | Dominique Vargas – Executive Director of Diversity, Equity, and Inclusion Office

Chair Castillo called on Dominique to give an overview on how the Equity Assessment is going on campus. Next step of the process is to discuss at the Board of Trustee meeting the next steps that the University is taking to make a plan to address the recommendations after phase 1. Dominique wanted to reiterate that her office has spoken to a number of people who want to quickly move on some of the recommendations, but it is important that the university is very purposeful and strategic on how we prioritize the recommendations and identify ones that we can implement quickly vs. some that will take time. This work will be done through the University Diversity & Inclusion Advisory Committee which will meet this summer with the goal of presenting to Senior Leadership and Cabinet in the Fall.

Review included possible adjustments for clarification of role, wording, and grammar. The Committee also clarified their role and responsibilities in relation to UDIAC as well as defined what a dashboard for showing progress means. Trustee Morse asked about the process of prioritizing the list of recommendations. President Peters mentioned that it is his

hope that UDIAC can prioritize a plan and put together a proposal with why did the committee choose to prioritize these few action items, and then go to the Board for feedback, not the Board directing the next steps of the audit. The Trustee's on the committee agree. Chair Castillo emphasized the importance of having a DEI focus and providing leadership from the board level is important, but working in partnership with Dr. Peter and his team is the most effective way to move this forward. Dominique walked through the process that UDIAC is hoping to use. Trustee Morse again reiterated the need of establishing a criterion to guide the work of priority setting. One of the examples could be a low-cost high impact action item. Chair Castillo asked Dominique if Jordan had offered any suggestions about measuring progress. Dominique responded by saying the way that we have talked about progress is through phase one getting a small ample size of campus, that would give the campus an opportunity to start the work. Then through phase two we review policies, procedures, processes and that kind of thing, and then the next phase is the campus climate survey in the fall of 2024 that will over time be the assessment, through the evolution of the results. Jordan has not asked given recommendations on how to identify and measure each action items besides the campus climate survey. It is important to note we will developing our own survey so we cannot compare our university to others using this measurement since its unique and personalized to our campus. There was then a discussion about the potential off adding on to our climate survey with data that other campuses use to allow us to compare to other universities. There was then a robust conversation about what data that the university collects will be used in the climate surveys and other measurements.

Chair Castillo thanked Dominique for her work on this and looked forward to hearing more at the next board meeting.

No action was taken.

Chair Castillo asked Dominique for an update about the Freedom Center. Dominique mentioned that there was a decision to utilize $30,000 to fund the freedom center for next year, which will be mainly going to go to student pay. They will have one more year to decide if they want to become part of the DEI office, or stay on the route they were going as a student organization and identify their goals and mission. There was a robust conversation about the history and goal of the Freedom Center.

V.   ANNOUNCEMENTS
As part of the LGBTQ Student Success Grant in partnership with WOU and Central School District there is an art show and reception for the artists. There was a elementary school category, middle school category, High School Category, and WOU category. 33 folks entered the art show. It will be up in the Library for people to see.
Monmouth has Pride is also this weekend which the grant helped put together. We are also giving away some LGBTQ books. We are also doing a resource buy to increase diversity books in Central School district. Those will be delivered later this month.

VI.   ADJOURNMENT

The meeting adjourned at 11:46am   3

Western Oregon University Board of Trustees
Diversity, Equity, Inclusion and Accessibility Committee (DEIAC) Charter

MISSION

The Diversity, Equity, Inclusion and Accessibility Committee (DEIAC) 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 DEIAC under the guidance of the full board, 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 DEIAC, as appropriate, is responsible for reviewing, recommending, 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 DEIAC, 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 DEIAC, 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.

Dashboard

The DEIAC, with the assistance of campus units, such as Institutional Research, will formulate, monitor, and receive periodic updates on a Diversity, Equity, Inclusion and Accessibility dashboard to track progress on DEIA goals and measures, including but not limited the development of any institution goals and any assistance the Board's Executive, Governance and Trusteeship Committee (EGTC) requires in its duty to conduct the performance evaluation of the university president.

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

Policies
The DEIAC 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.

Workplan
The DEIAC will adopt an annual workplan, in concert with the Board's strategic planning **AUTHORITY AND RESPONSIBILITIES** section of this Charter, it plans to accomplish for that year.

ORGANIZATION

Membership; Structure; Quorum
The DEIAC, 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 DEIAC will be three committee members.

Meetings
The DEIAC will meet at least four times each year. DEIAC 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 designees, is responsible for establishing the agendas for meeting. An agenda, together with relevant materials, will be sent to committee members at leave 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 DEIAC.

Review of Charter

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

Document History

- Discussed and revised at January 13, 2022 DEIAC Meeting
- Approved by the Board of Trustee at February 16, 2022 Meeting

Diversity, Equity and Inclusion Report – October 12, 2023
Dominique Vargas, Executive Director of Diversity, Equity and Inclusion

The Office

The office of Diversity, Equity and Inclusion moved to Lieuallen Administration Building 302. This allows easier collaboration with Human Resources and General Counsel.

Simone Stewart joined the office as the Executive Assistant/Coordinator in August. As of this report, on campus interviews are being facilitated for the Assistant Director of Diversity, Equity and Inclusion for Hispanic Institution Initiatives. Additionally, there is an ongoing recruitment for a new Title IX Coordinator.

Equity Assessment

Western Oregon University continues to engaged with Jordan Shelby West, PhD in our university-wide equity assessment.

Since the last Board of Trustees meeting in June 2023, Phase II and Phase III have been completed, all Equity Assessment Materials are available to individuals with WOU usernames/log-ins.

In October 2023 a draft Equity Assessment Action Plan was provided to the Board Diversity, Equity and Inclusion Advisory Committee and the President's Cabinet for review and recommendations for moving forward. This plan was developed by the Equity Assessment Team, led by Dominique Vargas, included volunteers from the 2022-2023 University Diversity and Inclusion Advisory Committee, joined by two students recommended by Senior Leadership.

- Jaclyn Caires-Hurley, Associate Professor, College of Education
- Doris Cancel-Tirado, Professor, Health & Exercise Science
- Nicole Derrick, Junior, Community Health
- Gabriela Eyster, Construction Project Manager, Capital Planning & Construction
- Maria Fernandez, Director, Equity, Outreach & Inclusion, The Research Institute
- Maddux Gillett, Sophomore, Political Science
- Sarah Lockwood, Facilities Scheduling Manager, Student Engagement
- Chung-Fan Ni, Associate Professor, Deaf Studies & Professional Studies
- Mari Sakiyama, Assistant Professor, Criminal Justice Sciences
- Chris Solario, Director, Student Enrichment Program
- Judy Sylva, Associate Provost for Academic Effectiveness, Academic Affairs

The plan will be updated from draft form to final form once initiatives are approved and ownership for each approved initiative is established. The draft and corresponding materials are offered as an appendix to this report.

Cultural Competence Based Professional Development

In alignment with the Equity Assessment Action Plan and Western's responsibility to comply with Oregon House Bill 2864, the office of Diversity, Equity and Inclusion in collaboration with the University

Diversity and Inclusion Advisory Committee Cultural Competence Subcommittee will host professional development for the university based within the overarching theme of accessibility. The first opportunity was hosted as part of Fall Kick Off Week on September 20, 2023; 274 individuals participated.

Opportunities that can be made available asynchronously, following the synchronous opportunity, are available as part of the new DEI Canvas Course. Individuals can self-enroll in the course by completing this form. The September 20 opportunity is currently in the course.

Hispanic Serving Institution (HSI) Designation

24% of Western's undergraduate students identify as Hispanic/Latino/a/e. To become a Hispanic Serving Institution 25% of Western's undergraduate students much identify as Hispanic/Latino/a/e and we must maintain that minimum percentage for at least three years. Once we reach this goal, then we must continue to meet the minimum percentage to maintain the designation. As Western prioritizes efforts to become a Hispanic Serving Institution the focus is on becoming a serving institution in which our students feel they can be themselves and can thrive in our community.

The Hispanic Serving Institution Advisory Committee has begun meeting this Fall 2023 term with initial focus areas including: updating membership, data, and setting goals for the year. The HSI Advisory Committee currently includes: Doris Cancel-Tirado, Julian Elizalde, Kathy Espino-Perez, Hillary Fouts, Anna Hernandez-Hunter, Rico Lujan Valerio, Mary Pettenger, David Szpakowski, and Dominique Vargas. The committee is recruiting two students for the 2023-2024 year.

An updated Hispanic Serving Institution Summit Working Group has been formed and includes: Jamiere Abney, Chelle Batchelor, Doris Cancel-Tirado, Brittany Kima, and Dominique Vargas. The next HSI Summit is scheduled for Friday, April 26, 2024. This group will begin meeting in November to plan the spring summit.

President Jesse Peters, Doris Cancel-Tirado and Dominique will be attending the Hispanic Association of Colleges and Universities Annual Conference in Chicago, October 27-October 31. Additionally, Cancel-Tirado and Vargas were selected for leadership fellowships with HACU for the 2023-2024 cohort.

Title IX

In Summer 2023, Oregon House Bill 3456 was passed. Western is developing a new asynchronous training for all students and employees to engage with in Canvas to help meet compliance with this new bill.

In collaboration with university partners, the Office of Diversity, Equity and Inclusion updated Western's Title IX policy to better align with 2020 legislation. The Sex and Gender-Based Misconduct Policy is online and went into effect on September 18, 2023.

Additionally, we streamlined the reporting process by creating one form for both Title IX and bias related reporting. The Sex or Gender-Based Misconduct and Bias Reporting Form is online and went into at the start of the fall term.

In collaboration with university partners, the Office of Diversity, Equity and Inclusion is currently updating Title IX procedures.

New Title IX regulations are expected from the federal government in October 2023. When these regulations are available, there will likely be additional revision for relevant policies and procedures.

LGBTQ2SIA+ Student Success Grant

Western was awarded an extension/amendment for the LGBTQ2SIA+ Student Success Grant. The LGBTQ2SIA+ Student Success grant is based in the Oregon's [LGBTQ2SIA+ Student Success Plan](#). Western alum, Melody Barrett has been hired part-time to coordinate the grant project, which is a partnership with Central School District.

Freedom Center

The Freedom Center is open for the 2023-2024 academic year with co-directors Ana-Malia Fernandez and Aneli Godinez-Martinez. The Freedom Center is currently recruiting two additional student staff. This fall, the Freedom Center has provided a variety of resources to students and co-facilitated Latinx Jeopardy with the Unidos student organization for Hispanic/Latinx Heritage Month.

University Diversity and Inclusion Advisory Committee

The University Diversity and Inclusion Advisory Committee has not yet met at the time of this report, October 17.

Equity Assessment Action Plan Summary

Western Oregon University (WOU) began conducting an equity assessment in November 2022. In May 2023, WOU received the Equity Assessment Phase I report from Jordan Shelby West, PhD. In May 2023, Dominique Vargas, Executive Director of Diversity, Equity and Inclusion, established an Equity Assessment Team to turn assessment recommendations into initiatives for an action plan for the 2023-2024 academic year. The Phase II report was received in August 2023. This Equity Assessment Team met through September 2023 and established the attached plan.

Equity Assessment Team

The Equity Assessment Team, led by Vargas, included volunteers from the 2022-2023 University Diversity and Inclusion Advisory Committee, joined by two students recommended by Senior Leadership.
- Jaclyn Caires-Hurley, Associate Professor, College of Education
- Doris Cancel-Tirado, Professor, Health & Exercise Science
- Nicole Derrick, Junior, Community Health
- Gabriela Eyster, Construction Project Manager, Capital Planning & Construction
- Maria Fernandez, Director, Equity, Outreach & Inclusion, The Research Institute
- Maddux Gillett, Sophomore, Political Science
- Sarah Lockwood, Facilities Scheduling Manager, Student Engagement
- Chung-Fan Ni, Associate Professor, Deaf Studies & Professional Studies
- Mari Sakiyama, Assistant Professor, Criminal Justice Sciences
- Chris Solario, Director, Student Enrichment Program
- Judy Sylva, Associate Provost for Academic Effectiveness, Academic Affairs

The Process

The team reviewed all relevant equity assessment materials. The recommendations from the report were first categorized by the equity assessment phase I themes: Diversity and Inclusion, Communication and Technology, Accountability, Physical Environment and Safety, Community, Leadership. The newly categorized recommendations were matched with the three emerging values from the current WOU strategic planning process: Diversity and Respect, Community, and Accessibility. The recommendations were then further categorized within the seven goals of the WOU Diversity Action Plan: Climate, Recruitment and Retention of Employees, Recruitment and Retention of Students, Curriculum and Pedagogy, Community Partnerships, Business Practices, and Facilities and Physical Plant. This alignment helped narrow the field of recommendations. The team then made considerations for four areas of impact: student impact, employee impact, financial resources, and people resources. A spreadsheet snapshot of this impact assessment is attached.

The Initiatives

This process led to a focus on four key themes: accessibility, technology, recruitment and retention of students, and recruitment and retention of employees. Within each theme, there are short-, mid-, and long-term initiatives. Short-term is defined as something that could be reasonable to complete or have ready by Fall 2024. Mid-term is defined as taking at least two, possibly three years. Then long-term is either an overarching goal, such as setting a university priority, or an initiative that would likely take three or more years to come to fruition.

A list of the initiatives within each theme is listed below and fully outlined in the attached equity assessment action plan.

Accessibility
Short-Term
- Establish accessibility as the 2023-2024 cultural competence focus for the university
- Establish an open-ended contract for Spanish interpreting services
- Promote communication with and utilization of Office of Disability Services for students
- All major university meetings, programs and video communication should require microphone usage, be set up for closed captioning and ASL interpretation

Mid-Term
- Equip all university event spaces with equipment for microphone usage and hybrid modality (could include portable equipment in centralized locations for "check-out")
- Conduct an accessibility audit of all utilized university spaces (including the website); while in the assessment process, update the Pacific Room for better accessibility
- Review and update policy and communication for all-person restrooms

Long-Term
- All buildings utilized by students and staff are accessible
- Accessibility is a funding priority for WOU

Technology
Short-Term
- Include the Director of University Computing Solutions on the President's Cabinet
- Assess utilization of the library's equipment borrowing system

Mid-Term
- Set up guidelines for website utilization
- All university forms are electronic
- Credit/debit card access for all university services

Long-Term
- Technology Infrastructure is a funding priority for WOU

Recruitment and Retention of Students
Short-Term

- Establish student resource modules (e.g., student orientation, online course tutorial, registration) for students on Canvas
- Create a virtual option for student orientation for remote/online students, commuter students, and transfer students

Mid-Term

- Review and revise the advising model

Long-Term

- Assess need and interest to develop and/or use one mobile application for students to use throughout their time at WOU, including Admissions through Graduation.

Recruitment and Retention of Employees

Short-Term

- Reimagine onboarding as a six-month to one year process, to include
- Evaluate new employee orientation and restructure as needed
- Streamline search committee process
- Clarify and/or establish a plan for more successful performance evaluation completion
- Establish expectations of employee participation in professional development access and expectations

Mid-Term

- Develop and implement supervisor specific professional development program for supervisors, which is then followed up with a consistently available learning community
- Develop/Redevelop and pilot mentorship programs (with consistency in mind, with specific and measurable outcomes)
- Further the development and utilization of exit surveys

Long-Term

- Conduct assessment of promotion and tenure process with an equity lens
- Development and promotion of junior faculty retention programs

Next Steps

This plan is being shared with the Board of Trustees Diversity, Equity and Inclusion Advisory Committee for review. The expectation is the DEIAC will provide feedback, ask questions, and make suggestions for prioritizing initiatives in the action plan.

This plan is being shared with the President's Cabinet. The expectation is the Cabinet will provide feedback, ask questions, and make suggestions for prioritizing initiatives in the action plan.

Following these reviews, the initiatives that will move forward will be included in the final plan and posted on the equity assessment website. Responsible parties for each initiative will be determined. The website will be updated with new information, as it is available, and will have notations when outcomes are met and/or deliverables are received.

Equity Assessment Action Plan
Establishing long-, mid-, and short-term action items working toward WOU's Diversity Action Plan goals

Accessibility
- Applicable Diversity Action Plan Goals: Climate, Recruitment & Retention of Employees, Recruitment & Retention of Students, Facilities & Physical Plant
- Applicable Equity Assessment Phase I Themes: Diversity & Inclusion, Communication & Technology, Accountability, Physical Environment & Safety, Community, Leadership
- Applicable Strategic Plan Values: Diversity & Respect, Community, Accessibility

Initiative	Timeline/Due Date	Responsible	Is Funding Needed	Outcomes/Deliverables
Short-Term				
Establish accessibility as the 2023-2024 cultural competence focus for the university	2023-2024	Diversity, Equity and Inclusion office, University Diversity and Inclusion Advisory Committee, University partners	Yes, DEI office partners with university departments/divisions to cover expenses associated with this initiative	2023-2024 ● At least one University professional development opportunity each term (fall, winter, spring) based on accessibility ● Attendance tracked at each session - end of the year report including participation breakdown (e.g., classified, unclassified, faculty, etc.) ● Feedback survey following each session - end of the year report of attendees' self-assessments

Establish an open-ended contract for Spanish interpreting services.	2023-2024	Diversity Equity and Inclusion Office, Marketing and Communication, Human Resources, Student Affairs, Academic Affairs	If services utilized, Senior Leadership will need to determine whose responsibility the cost should be	2023-2024 ● Contract between Student Engagement and Professional Interpreters expanded to include all university departments ● Implementation plan developed ● Communicate service availability to the university community
Promote communication with and utilization of Office of Disability Services for students ● Office of Disability Services presentations to the WOU community. ● Update Western Oregon Web Accessibility Guidelines ● Update Creating	2023-2024	Office of Disability Services, Academic Innovation, University Computing Solutions, Diversity, Equity and Inclusion Office, Student Affairs, Academic Affairs, Marketing and Communication	No	2023-2024 ● Western Oregon Web Accessibility Guidelines updated ● Creating Accessible Content in Canvas updated ● Best Practices list/guide developed ● Distribution of materials through university communication ● Accessibility workshop(s) facilitated to educate regarding resources and best practices

[Accessible Content in Canvas](#) ● Develop list/guide of best practices and considerations for planning more accessible programs and events				
All major university meetings, programs and video communication should require microphone usage, be set up for closed captioning and ASL interpretation.	2023-2024	Marketing and Communication, WOU Reservations, University Computing Solutions	Human Resources or the Office of Disability Services traditionally covers cost of closed captioning and ASL interpreters, if use exceeds budget could lead to a funding request	2023-2024 ● Establish expectation ● Communicate expectation and how to fulfill expectation to the university community
Mid-Term				
Equip all university event spaces with equipment for microphone usage and hybrid modality (could include portable	2023-2025	University Computing Solutions, Facilities	Yes	2023-2024 ● Assessment of need 2024-2025 ● Supplies ordered and installed Fall 2025

equipment in centralized locations for "check-out")				● Spaces ready for utilization
Conduct an accessibility audit of all utilized university spaces (including the website); while in the assessment process, update the Pacific Room for better accessibility	2023-2026	Facilities, University Computing Solutions, Office of Disability Services, Human Resources, Diversity, Equity and Inclusion, Space Utilization Committee	Yes, third party auditor and upgrades to facilities	2023-2024 ● Facilities, Office of Disability Services, and the Space Utilization Committee determine a plan for an accessibility audit 　● Recommendations for next steps to Cabinet for consideration by the end of Spring 2024
Review and update policy and communication for all person restrooms. ● Include the establishment of a standardized protocol for university restroom and locker room/ changing room usage.	2023-2025	Diversity, Equity and Inclusion, Board of Trustees Secretary, Human Resources	No	2023-2024 ● Committee formed for review ● Policy updated 2024-2025 ● Policy implemented

Long-term				
All buildings utilized by students and staff are accessible.			Yes	
Accessibility is a funding priority for WOU.			Yes	

Technology
- Applicable Diversity Action Plan Goals: Climate, Recruitment & Retention of Employees, Recruitment & Retention of Students, Curriculum & Pedagogy, Business Practices, Facilities & Physical Plant
- Applicable Equity Assessment Phase I Themes: Diversity & Inclusion, Communication & Technology, Accountability, Physical Environment & Safety, Community, Leadership
- Applicable Strategic Plan Values: Diversity & Respect, Community, Accessibility

Initiative	Timeline/Due Date	Responsible	Is Funding Needed	Outcomes/Deliverables
Short-Term				
Include the Director of University Computing Solutions on the President's Cabinet	2023-2024	President	No	Fall 2023 • Director of University Computing Solutions on the President's Cabinet
Assess utilization of the library's equipment borrowing system • Increase advertisement for the equipment borrowing system regarding laptops and technology • Analyze usage and needs	2023-2024	Academic Affairs, Library, University Computing Solutions, Student Affairs, University Technology Advisory Committee	No	2023-2024 • Report of usage and assessment of need • Update communication regarding borrowing system Fall 2024 • Recommendations regarding increased needs or modifications
Mid-Term				

Set up guidelines for website utilization • Review and clean up the university website • Improve accessibility of website • Improve the responsiveness of website for mobile devices (e.g., phones and iPads) • Review usage of Spanish on website pages and make sure critical information (recruitment, admissions, financial aid, etc.) available in both English and Spanish	2023-2024	University Computing Solutions, Marketing and Communication, individuals in university community who have website editing permissions	No	2023-2024 • Review and update of the university website begins • Establish guidelines for the university community regarding web accessibility, responsiveness, and language Fall 2024 • Guidelines established and shared with the university community to assist website editors in their updates • Additional training for website editors available
All university forms are electronic	2023-2025	University Computing Solutions, Marketing	No	2023-2024

		and Communication, All University Offices/Departments/ Units/Etc.		• Develop implementation plan for converting forms to electronic versions 2024-2025 • Plan implemented Fall 2025 • All university forms are electronically available for intended users
Credit/debit card access for all university services	2023-2025	Vice President for Finance and Administration, University Computing Solutions, Business Services	Yes	2023-2024 • Research needs and requirements for all university services to be available to be paid for by credit card 2024-2025 • Develop plan for credit card access Fall 2025 • All university services are able to be purchased utilizing a credit card
Long-term				
Technology Infrastructure is a funding priority for WOU			Yes	

Recruitment & Retention of Students
- Applicable Diversity Action Plan Goals: Climate, Recruitment & Retention of Employees, Recruitment & Retention of Students, Curriculum & Pedagogy
- Applicable Equity Assessment Phase I Themes: Diversity & Inclusion, Communication & Technology, Accountability, Physical Environment & Safety, Community, Leadership
- Applicable Strategic Plan Values: Diversity & Respect, Community, Accessibility

Initiative	Timeline/Due Date	Responsible	Is Funding Needed	Outcomes/Deliverables
Short-Term				
Establish student resource modules (e.g., student orientation, online course tutorial, registration) for students on Canvas	2023-2024	Student Affairs, Academic Affairs	No	2023-2024 ● Modules developed Fall 2024 ● Modules ready for use

Create a virtual option for student orientation for remote/online students, commuter students, and transfer students	2023-2024	Student Affairs, New Student & Family Programs, Academic Affairs, Academic Innovation, University Computing Solutions	No	2023-2024
				● Review what was facilitated during the pandemic
				● Determine use and need for virtual options to be updated
				● If need established:
				  ● Update materials
				  ● Develop implementation plan
				Summer/Fall 2024
				● Ready for use

Mid-Term				

Review and revise the advising model ● Review of advising model including assessment of LEAD Advising pilot so far ● Assess effectiveness and places we are creating inadvertent inequities	2023-2025	Student Success and Advising, Academic Affairs Consulting with Student Affairs, Admissions, Financial Aid, Registrar	No request for review process, however, likely in revision request	2023-2024 ● Review completed and report generated Fall 2024 ● Recommendations brought forward to Academic Affairs Council for further consideration
Long-term				
Assess need and interest to develop and/or use one mobile application for students to use throughout their time at WOU, including Admissions through Graduation ● Theme of coherency throughout their experience)	2023-2024	University Technology Advisory Committee, University Computing Solutions, Student Affairs, Strategic Enrollment Working Group, Academic Affairs, Associated Students of Western Oregon University	No request during research phase, however, likely if determine app is a worthwhile venture	Fall 2024 ● Recommendation for pursuing a mobile application for WOU. *Recommendation based in data from university community, considering:* ● *Peer institutions utilization of apps* ● *What is the potential functionality of an app?* ● *What do we need in an app?* ● *What do we want in an app?*

				Recommended ways to collect student perspective:
				• *Tabling in the WUC*
				• *Quick survey*
				• *Listening type sessions for open discussion from students*

Recruitment & Retention of Employees
- Applicable Diversity Action Plan Goals: Climate, Recruitment & Retention of Employees, Recruitment & Retention of Students
- Applicable Equity Assessment Phase I Themes: Diversity & Inclusion, Communication & Technology, Accountability, Physical Environment & Safety, Community, Leadership
- Applicable Strategic Plan Values: Diversity & Respect, Community, Accessibility

Initiative	Timeline/Due Date	Responsible	Is Funding Needed	Outcomes/Deliverables
Short-Term				
Reimagine onboarding as a six-month to one year process, to include - Development of best practices and guidelines to assist with onboarding - Updated checklists for supervisor and employee	2023-2024	Human Resources and University Partners	No	2023-2024 - Human Resources led working group formed to discussion and reimagine onboarding process for all WOU employees Fall 2024 - Best practices and guidelines available ahead of Fall 2024 - Checklists including compliance training links available
Evaluate new employee orientation and restructure as needed	2023-2024	Human Resources and University Partners	No	2023-2024 - Review and assessment of what is going well and where are areas for improvement Fall 2024 - Updated NEO training

Streamline search committee process, to include ● Consistent basic standards for search committees ● Guiding documents (rubrics, question repository, schedules, etc.)	2023-2024	Human Resources, Diversity, Equity and Inclusion, Search Advocacy Learning Community	No	Fall 2024 ● Best practices/basic standards available ● Shared templates of guiding documents available (rubrics, question repository, schedules, etc.)
Clarify and/or establish a plan for more successful performance evaluation completion ● Include DEI/Cultural competence in performance evaluations with a self-reflection component ● Work with shared	2023-2024	Human Resources, Diversity, Equity and Inclusion, Shared Governance	No	2023-2024 ● Plan established with differentiation for faculty, unclassified staff, classified staff

governance to determine tiers and self-reflection recommendations				
Establish expectations of employee participation in professional development access and expectations ● Clarify expectations around compliance training (e.g., Title IX, FERPA, HB 2864, etc.) ● Roll out compliance trainings with clear communica-tion about expectations and ramifications	2023-2024	Human Resources, Diversity, Equity and Inclusion, University Computing Solutions, General Counsel, Board of Trustees Secretary, Academic Affairs	Yes, pool of funding for staff professional development opportunities	2023-2024 ● Group of representative folks establishes expectations Fall 2024 ● Centralized home for asynchronous compliance training made consistently available at the start of the fall term each year and as new employees are hired ● Policy regarding professional development established ● Financial support and system developed to support staff professional development

• Develop policy for hours used to participate in professional development (e.g., all staff have four hours of time they are expected to participate in professional development each academic year) • Review support of faculty professional development and consider how can model similar for staff			
Mid-Term			
Develop and implement supervisor specific professional development program for	2024-2025	Human Resources, University Diversity and Inclusion Advisory Committee, Feedback from Shared	Spring 2025 • Professional development available to professional employees

supervisors, which is then followed up with a consistently available learning community		Governance on topic areas/themes		
Develop/Redevelop and pilot mentorship programs (with consistency in mind, with specific and measurable outcomes)	2023-2026	Academic Affairs, Deans, Academic Innovation (New Faculty Orientation), University Diversity and Inclusion Advisory Committee (Jaclyn Caires-Hurley volunteered to help with effort)	Not in first year, will evaluate financial need when determining scalability and building pilot	2023-2024 ● Determine what programs currently exist ● Determine what data is available to assess effectiveness and what/if any gaps exist in current programs 2024-2025 ● Assess current programs and scalability ● Determine pilot group(s) for additional programs (consider interdisciplinary mentor/mentee relationships) 2025-2026 ● Continue current programs ● Pilot new programs
Further the development and utilization of exit surveys	2023-2025	Human Resources and University Partners	No	Fall 2024 ● Compilation of exit survey data generated and available for consideration

Long-term				
Conduct assessment of promotion and tenure process with an equity lens	2023-2025	Academic Affairs		2023-2025 ● Review of process Fall 2025 ● Provide specific recommendations for the Provost and Union based on the results of the assessment
Development and promotion of junior faculty retention programs ● Consistency within divisions/departments ● Further clarity of expectations that are easy to find ● Partnerships/ mentorships with/for senior faculty support	2023-2025	Academic Affairs		2023-2025 ● Determine what is available and review current programs ● Unit reviews of historical tenure trends (e.g., successful tenured lines, time to apply and receive Full Professor rank) Fall 2025 ● Consistent procedural guidelines and expectations shared with all units ● Centralized and consistent training and mentoring system for PRC's and tenure track faculty

Equity Assessment Action Plan - Impact Assessment Sheet

Theme	Initiative	Term	Timeline/Due Date	Responsible Party 1	Responsible Party 2	Responsible Party 3	Student Impact	Employee Impact	Funding Resources	People Resources
Accessibility	Establish accessibility as the 2023-2024 cultural competence focus for the university	Short	2023-2024	DEI	UDIAC	University Partners	Low	High	Low	Low
Accessibility	Establish an open-ended contract for Spanish interpreting services	Short	2023-2024	DEI	MarCom	HR	Low	Low	Low	Low
Accessibility	Promote communication with and utilization of Office of Disability Services for students	Short	2023-2024	ODS	AI	UCS	Low	High	None	Medium
Accessibility	All major university meetings, programs and video communication should require microphone usage, be set up for closed captioning and ASL interpretation	Short	2023-2024	MarCom	WOU Reservations	UCS	Medium	Medium	Low	Medium
Accessibility	Equip all university event spaces with equipment for microphone usage and hybrid modality (could include portable equipment in centralized locations for "check-out")	Mid	2023-2025	UCS	Facilities	UTAC	Medium	Medium	Medium	Medium
Accessibility	Conduct an accessibility audit of all utilized university spaces (including the website); while in the assessment process, update the Pacific Room for better accessibility	Mid	2023-2026	Facilities	UCS	ODS	High	High	High	High
Accessibility	Review and update policy and communication for all-person restrooms	Mid	2023-2025	DEI	BOT Sec	HR	Medium	Medium	None	Medium
Accessibility	All buildings utilized by students and staff are accessible	Long					High	High	High	High
Accessibility	Accessibility is a funding priority for WOU	Long					High	High	High	High
Technology	Include the Director of University Computing Solutions on the President's Cabinet	Short	2023-2024	President	UCS		Low	Low	None	Low
Technology	Assess utilization of the library's equipment borrowing system	Short	2023-2024	AA	Library	UCS	Low	Low	Low	Low
Technology	Set up guidelines for website utilization	Short	2023-2024	UCS	MarCom	Web Editors	High	High	Low	High
Technology	All university forms are electronic	Mid	2023-2025	UCS	MarCom	All Univ.	High	High	Low	High
Technology	Credit card access for all university services	Mid	2023-2025	VPFA	UCS	Business Services	Medium	Medium	Medium	High
Technology	Technology Infrastructure is a funding priority for WOU	Long					High	High	High	High
R & R Students	Establish student resource modules (e.g., student orientation, online course tutorial, registration) for students on Canvas	Short	2023-2024	SA	AA		Medium	Low	None	Medium
R & R Students	Create a virtual option for student orientation for remote/online students, commuter students, and transfer students	Short	2023-2024	SA	New Stu & Fam	AA	Medium	Low	None	Medium
R & R Students	Review and revise the advising model	Mid	2023-2025	SSA	AA	SA	High	High	Medium	High
R & R Students	Assess need and want to develop and/or use one mobile application for students to use throughout their time at WOU, including Admissions through Graduation.	Long	2023-2024 (step one)	UTAC	UCS	SA	High	Low	High	High
R & R Employee	Reimagine onboarding as a six-month to one year process	Short	2023-2024	HR	All Univ.		Low	High	None	Medium
R & R Employee	Evaluate new employee orientation and restructure as needed	Short	2023-2024	HR	All Univ.		Low	High	None	Medium
R & R Employee	Streamline search committee process	Short	2023-2024	HR	DEI	Search Advocacy	Low	High	None	Medium
R & R Employee	Clarify and/or establish a plan for more successful performance evaluation completion	Short	2023-2024	HR	DEI	Shared Governance	Low	High	None	Medium

R & R Employee	Establish expectations of employee participation in professional development access and expectations	Short	2023-2024	HR	DEI	UCS	Low	High	None	Medium
R & R Employee	Develop and implement supervisor specific professional development program for supervisors, which is then followed up with a consistently available learning community	Mid	2024-2025	HR	UDIAC	Shared Governance	Low	High	Low	Medium
R & R Employee	Develop/Redevelop and pilot mentorship programs	Mid	2023-2026	AA	Deans	AI	Low	High	Low	Medium
R & R Employee	Further the development and utilization of exit surveys	Mid	2023-2025	HR	All Univ.		Low	Medium	None	Low
R & R Employee	Conduct assessment of promotion and tenure process with an equity lens	Long	2023-2205	AA			Low	High	Low	High
R & R Employee	Development and promotion of junior faculty retention programs	Long	2023-2025	AA			Low	High	Low	High

Notes

This sheet is in shortened format for a snap shot of impact areas, full themes, initiatives, responsible parties, etc. are outlined in the action plan

Responsible parties are the first three parties listed on the action plan, in order listed in the plan