



**Western Oregon University Board of Trustees:
Diversity, Equity, Inclusion & Accessibility Committee (DEIAC)**

Meeting No. 10– Feb 2, 2024

2:30pm – 4:00pm

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) [Approval of the October 20, 2023 Meeting Minutes](#)

IV. ACTION ITEMS:

1) [Recommend the Approval of the Equity Assessment Action Plan](#)

V. REPORT & DISCUSSION ITEMS

1) [Office of Diversity, Equity, and Inclusion Update | Dominique Vargas](#)

2) Development of an Equity Lens Guide/Toolkit | Dominique Vargas

a) Example of Other Tools to Review:

- i) [Clackamas Community College: Interim Equitable Decision-Making Framework](#)
- ii) [Clark College: Equitable Decision-Making Tool](#)
- iii) [Minnesota State: Applying An Equity Lens to Policy Review](#)
- iv) [MP Associates: Racial Equity Decision-Making Tool \(REDT\)](#)
- v) [Inclusion Counts: Equity Filter](#)

VI. ANNOUNCEMENTS

- Set next DEIAC Meeting:
- Save the Date: HSI Summit April 26, 2024 at Western Oregon University

VII. ADJOURNMENT



**Western Oregon University Board of Trustees:
Diversity, Equity, Inclusion & Accessibility Committee (DEIAC)
Meeting No. 8 –Friday, October 20, 2023
11:00am – 1:00pm**

MINUTES

I. CALL-TO-MEETING AND ROLL CALL

Chair Koontz (Designee Chair in the Absence of Chair Castillo) Calls the meeting to order on Friday, October 20th, 2023 at 11am. Asked Secretary Sorce to call the roll.

Committee Members: Chair Cecilia Koontz, Trustee Danielle Campbell, Trustee Cas Wonsowicz

Excused Member: Chair Susan Castillo

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

II. COMMITTEE CHAIR'S WELCOME

Chair Koontz welcomes the attendees to the first DEIAC meeting of the academic year. Let the committee know that Chair Castillo needs to miss the meeting to address a personal matter.

III. CONSENT AGENDA

Chair Koontz requested a motion to approve the meeting minutes from the June 1st, 2023 meeting of the DEIAC. These meeting minutes can be found in the October 20th docket for review. Trustee Campbell makes the motion, and Trustee Wonsowicz seconds the motion. There was no additional discussion. The motion passed unanimously.

IV. ACTION ITEM:

1) Review of the Committee Charter

- V.** Chair Koontz asked Dominique Vargas, WOU's Executive Director of the Office of Diversity, Equity, and Inclusion (DEI), to give the background on the Committee Charter, which was rereferred back to the Committee by the Board of Trustees to address a couple of issues to bring this charter in alignment with the other committee charters. The revised Committee Trustee Campbell moved to accept the changes to the Diversity, Equity, Inclusion, and Accessibility Committee Charter. Trustee Wonsowicz seconded the motion. There was no additional discussion. The motion passed unanimously.

VI. REPORT & DISCUSSION ITEMS

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

There was a question for Director Vargas about Title IX compliance: Is the Board required to take that training? Board members are not employees, so they are not required at this time; a Board member is, of course, welcome to take the training if they are interested. Last year was the first year Title IX training was required, and we got 85% compliance from staff and faculty. Trustee Wonsowicz stated that he will be focused on ways to identify funding for these kinds of efforts best, and also emphasized how impressive an 85% response rate is for this kind of training.

- 2) Equity Assessment Action Plan Presentation | Dominique Vargas Executive Director of Diversity, Equity, and Inclusion Office

Executive Director Vargas presented the Equity Assessment Action Plan Presentation. The Equity Assessment Plan Summary, Equity Assessment Action Plan, and Equity Assessment Impact Considerations are in the October 20, 2023 docket for review. After Director Vargas presented the plan, she mentioned that the next steps were bringing this policy to the President's Cabinet for feedback and updates. There was then an extensive discussion about the physical accessibility of our campus and how this work information additional work around campus. There was a robust conversation about how to better communicate with students about events and opportunities on campus, including the potential of updating the My WOU App.

VII. ANNOUNCEMENTS

HSI Summit is here at WOU in the Werner Center on April 26th. Executive Director Vargas is also in talks about having an event for students only the night before but that is not confirmed.

Homecoming Events all Weekend long this weekend.

VIII. ADJOURNMENT

The meeting adjourned at 12:01pm

Diversity, Equity and Inclusion Report – January 19, 2024

Dominique Vargas, Executive Director of Diversity, Equity and Inclusion

The Office

The office is recruiting to hire three positions a Title IX Coordinator, Assistant Director for Hispanic Serving Institution Initiatives, and an Executive Assistant.

Equity Assessment

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

The Equity Assessment Action Plan has been reviewed by the Board of Trustees and Cabinet. The University Diversity and Inclusion Advisory Committee has continued review and to make updates based on feedback.

The next step for the action plan, is for Senior Leadership will review the action plan at the end of January, to assign someone as the owner of each initiative to continue or initiate the work.

A final working draft of the action plan will ready ahead of the February Board meeting.

The next step in the equity assessment is Phase IV. Phase IV is the development, implementation, and analysis of a university wide climate survey. A climate survey committee is being formed, which includes members of Human Resources, Institutional Research, Marketing and Communication, Shared Governance (ASWOU, Faculty Senate, Staff Senate), Student Affairs, and University Computing Solutions. While the survey will be developed by Dr. West, the committee will offer feedback on survey questions. The committee will also develop a communication and implementation plan for the survey. The committee will then ensure implementation of the plans. The committee's work will begin in February 2024 (with formation of the committee) and continue until the end of Fall term (following the conclusion of the survey).

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 is hosted the second opportunity for this academic year on Friday, January 19; 200 individuals participated.

Opportunities that can be made available asynchronously, following the synchronous opportunity, are available made available in the DEI Canvas Course. Individuals can self-enroll in the course by completing [this form](#).

Spring opportunities are currently in development.

Hispanic Serving Institution (HSI) Designation

As of January 18, 2024, the office of Institutional Research estimates 25.07% of Western's undergraduate students identify as Hispanic/Latino/a/e. While exciting news, it is important to note this number will not be considered official until confirmed and submitted to IPEDs in April. 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

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years prior to receiving the designation. Once we reach this goal, then we must continue to meet the minimum percentage to maintain the designation. The priority for Western continues to be truly serving our students.

The HSI Advisory Committee currently includes: Doris Cancel-Tirado (co-chair), Julian Elizalde, Kathy Espino-Perez, Anna Hernandez-Hunter (co-chair) Rico Lujan Valerio, Mary Pettenger, David Szpakowski, and Dominique Vargas. The committee has recruited two students: Andy Rincon and Daizy Hernandez.

The Hispanic Serving Institution Advisory Committee met on January 18, 2024 to discuss this updated data and next steps. While the committee continues to monitor the numbers, they will begin to assess current ways the university is serving our students. The committee will develop a proposal for Senior Leadership's consideration regarding gathering division/department information about current initiatives being led to better serve our student populations, with an emphasis on Hispanic/Latino/a/e students. This data gathering will help us better understand where we are now in terms of serving students to help chart a better path forward.

The Hispanic Serving Institution Summit save-the-dates went out in early January, and about 50 individuals had already registered as of the drafting of this report (1/19/24). The primary focus of this year's summit is servingness. In addition to the one day summit, the working group is planning smaller engagement opportunities in the week leading up to the summit to increase student engagement; two examples: (1) tabling in Werner University Center to passively educate the community about what being a HSI means and why that matters to us in addition to opportunities for folks to share what servingness means to them, (2) Taco-bout it Tuesday for students to engage in dialogue about servingness and in what ways they feel Western is serving them and in what ways Western is falling short.

This year's working group includes Jamiere Abney, Chelle Batchelor, Doris Cancel-Tirado, Brittany Kima, Sarah Lockwood, and Dominique Vargas. The next HSI Summit is scheduled for Friday, April 26, 2024.

Title IX

In Summer 2023, [Oregon House Bill 3456](#) was passed. This House Bill is up for revision during the short session this February 2024. In response to this bill, new asynchronous training for all employees was developed in Canvas and was made available to all employees before the conclusion of the fall term. A slightly modified version is being developed for students.

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 sometime this academic year. 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 this winter term with continued co-directors Ana-Malia Fernandez and Aneli Godinez-Martinez. Danielle Histo has also joined the team.

In the fall, the Freedom Center updated their resource offerings for students, they co-facilitated Latinx Jeopardy with the Unidos student organization for Hispanic/Latinx Heritage Month, and they hosted a moving night to celebrate Native American Heritage Month.

This winter they are collaborating with Black Student Union to present “For the Culture” a full day of events in the university center during Black History Month (February 21, 2024). They are also collaborating with Hawaii Club to bring a luau to Western on May 31, 2024.

University Diversity and Inclusion Advisory Committee

The University Diversity and Inclusion Advisory Committee has been working on the equity assessment action plan. They met to discuss revisions based on President Peters, Cabinet, and Board of Trustees feedback. Updates to the action plan have been made, and is what Senior Leadership will use as we move into next steps discussed in the equity assessment section of this report.

UDIAC is currently considering development of an equity lens guide/toolkit to assist with decision making, policy revision, etc. especially in relation to equity assessment action plan initiatives to assist with moving the work forward.

Miscellaneous

The office of Diversity, Equity, and Inclusion, Center for Professional Pathways, Human Resources and Office of Disability Services are working together to provide to professional development opportunities for Spring term, which stemmed from the Fireside Chat hosted by President Peters, Tina Fuchs and Dominique Vargas in November 2023. There was a request for opportunities to discuss (1) Navigating disability services in job searches and the workplace, and (2) Navigating gender diversity and LGBTQ2SIA+ identities in job searches and the workplace. These opportunities are in development.

The office of Diversity, Equity, and Inclusion is in the early stages of work with Earlene Camarillo, Tina Fuchs, Mary Pettenger, and Evan Sorce to consider opportunities for engagement within the Western community around deliberative democracy, civil discourse, freedom expression, interfaith dialogue, etc. The formation of this small group is a first step in supporting our community in this everchanging climate.

Equity Assessment Action Plan Summary

In June 2022, the Diversity, Equity, and Inclusion Advisory Committee (DEIAC) of the Western Oregon University (WOU) Board of Trustees, charged Executive Director of Diversity, Equity, and Inclusion, Dominique Vargas, with leading WOU's efforts to engage in an equity assessment. DEIAC Chair, Susan Castillo, provided Vargas with a list of potential third-party consultants for the equity assessment. Vargas followed up with consultants throughout the summer and narrowed the field to four. These four potential consultants provided WOU with proposals. Senior Leadership chose Jordan Shelby West, PhD, based on her experience with higher education institutions and the multi-year approach she would take to the assessment.

WOU's Board of Trustees approve the financial expenditures for the equity assessment and consultant decision of Dr. West. WOU began conducting the equity assessment in November 2022 with Phase I. Phase I included qualitative data gathering through the use of research, focus groups, and one-to-one meetings. In May 2023, WOU received the Equity Assessment Phase I report from Dr. West. 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. Phase II of the assessment was conducted through a review of student related policy, procedures, programs, etc. The Phase II report was received in August 2023. Phase III of the assessment was conducted through a review of student related policy, procedures, programs, etc. The Phase III report was received in ... 2023. This Equity Assessment Team met through September 2023 and established the first draft of the equity assessment action plan. The University Diversity and Inclusion Advisory Committee met twice more, once in Fall 2023 and once in Winter Term 2024 to lead efforts to get the current January 2024 draft of the equity assessment action plan for final revisions and approval.

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

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The Process

The team reviewed all relevant equity assessment materials. The recommendations from the report were first categorized by the equity assessment phase 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 May 2023, 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, which include: 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.

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 the 2024-2025 academic year. 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 more than three years to come to fruition.

The Review

In October 2023, the equity assessment action plan draft was shared with the Board of Trustees Diversity, Equity, and Inclusion Advisory Committee for review and feedback. The draft plan was also shared with the President's Cabinet for review and feedback. Executive Director Vargas also met with several of the stakeholders that would be responsible for action plan initiatives (e.g., Human Resources, Academic Affairs, Student Success and Advising, etc.) to help determine if initiatives were ambitious, but attainable. The University Diversity and Inclusion Advisory Committee discussed initial feedback and made updates to the action plan ahead of the November 2023 Board of Trustees meeting. Following the Board of Trustees meeting, members of the board had through the end of the year, December 2023) to provide any additional feedback.

This feedback was reviewed and discussed with a small cohort of the University Diversity and Inclusion Advisory Committee; due to inclement weather, the meeting was conducted due to the wish to move work forward, with the recognition the group was not as robust as it usually would be.

Updates were made to the action plan following this meeting, and are what individuals reviewing the action plan through January 31 will review.

The Initiatives

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

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 the Office of Disability Services for students
- Require microphone usage at all major university meetings and programs; have programs and video communication 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 checkout)
- Review and update policy and communication for all-person restrooms

Long-Term

- 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 architecture
- Implement the institutional policy on names
- Centralize data analysis and reporting
- Ensure all university forms are electronic
- Establish credit/debit card access for all university services

Long-Term

- Technology infrastructure is brought to industry standards and best practices

Recruitment and Retention of Students

Short-Term

- Provide more opportunities for senior leadership to engage with senior leadership
- WOU will join the group of 1000+ colleges/universities using the Common Application
- Update 2/3 tuition hold to set dollar amount
- 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, evaluate, and revise advising systems and structures
- Review and revise the Code of Student Responsibility and disciplinary procedures to shift to a restorative justice framework
- Establish clear support systems for first-generation students

Long-Term

- Evaluate the MyWOU app and recommend the best path forward for an app that support students 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
- Evaluate new employee orientation and restructure as needed
- Streamline search committee process
- Improve professional development opportunities for all employees
- Update the university harassment and discrimination policy

Mid-Term

- Evaluate and update performance management tools that include training, workshops, and resources
- Develop and implement supervisor specific professional development program for supervisors, which is then followed up with a consistently available learning community
- Transition the Center for Academic Innovation to the Center of Teaching and Learning, expand the existing initiatives and resources.
- Develop/Redevelop and pilot mentorship programs (with consistency in mind, with specific and measurable outcomes)

Long-Term

- Engage in a Classification and Compensation Project
- Conduct assessment of promotion and tenure process with an equity lens
- Development and promotion of junior faculty retention programs

Action Plan Next Steps

The final week of January 2024/first week of February 2024 the action plan will be reviewed by Senior Leadership, the University Diversity and Inclusion Advisory Committee, and the Board of Trustees Diversity, Equity, and Inclusion Advisory Committee for final feedback and updates. Senior Leadership will also designate who from Senior Leadership will be responsible for each initiative to help with accountability and process as we move this work forward.

After this review, a final draft of the action plan will be provided in the February 2024 Board of Trustees meeting docket.

Equity Assessment Action Plan

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

*Table rows filled in light yellow are in process

*Table rows filled in light green are complete

Accessibility <ul style="list-style-type: none"> ● Applicable Diversity Action Plan Goals: Climate, Recruitment & Retention of Employees, Recruitment & Retention of Students, Facilities & Physical Plant ● Applicable Equity Assessment 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 <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> Contract between Student Engagement and Professional Interpreters expanded to include all university departments Implementation plan developed Communicate service availability
Promote communication with and utilization of the Office of Disability Services for students <ul style="list-style-type: none"> Office of Disability Services presentations to the WOU community Update Western Oregon Web Accessibility Guidelines 	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 <ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> Update Creating Accessible Content in Canvas Develop list/guide of best practices and considerations for planning more accessible programs and events 				
Require microphone usage at all major university meetings and programs; have programs and video communication set up for closed captioning and ASL interpretation	2023-2024	Marketing and Communication, WOU Reservations, University Computing Solutions, Human Resources	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 <ul style="list-style-type: none"> 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	2023-2025	University Computing Solutions, Facilities, Reservations	Additional funding request anticipated	2023-2024 <ul style="list-style-type: none"> Assessment of need 2024-2025

and hybrid modality (could include portable equipment in centralized locations for checkout)				<ul style="list-style-type: none"> Supplies ordered and installed <p>Fall 2025</p> <ul style="list-style-type: none"> Spaces ready for utilization
<p>Review and update policy and communication for all-person restrooms</p> <ul style="list-style-type: none"> 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	<p>2023-2024</p> <ul style="list-style-type: none"> Committee formed for review Policy updated <p>2024-2025</p> <ul style="list-style-type: none"> Policy implemented
Long-term				
Accessibility is a funding priority for WOU	Ongoing	Facility Services, Capitol Planning and Construction, Office of Disability Services, University Computing Solutions. Consider a joint initiative between University	No funding required for the first step in this priority, however, long-term will need to make budgetary considerations to increase accessibility, to be determined and assessed annually.	<p>2023-2024</p> <ul style="list-style-type: none"> Develop physical and digital accessibility policies <ul style="list-style-type: none"> Committee(s) formed to develop policies

		Technology Advisory Committee and University Diversity and Inclusion Advisory Committee.		<ul style="list-style-type: none"> ○ Drafted and reviewed ○ Public Comment ○ Approval ○ Implementation plan <p>2024-2025</p> <ul style="list-style-type: none"> ● Physical and digital accessibility policies rolled out <p>2024-2025</p> <ul style="list-style-type: none"> ● Committee established to review the 2014 accessibility audit ● Review audit ● Determine next steps to begin to improve university accessibility, with initial recommendations to Cabinet by the end of Spring 2025
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Technology <ul style="list-style-type: none"> • Applicable Diversity Action Plan Goals: Climate, Recruitment & Retention of Employees, Recruitment & Retention of Students, Curriculum & Pedagogy, Business Practices, Facilities & Physical Plant • Applicable Equity Assessment 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 <ul style="list-style-type: none"> • Director of University Computing Solutions on the President's Cabinet
Assess utilization of the library's equipment borrowing system <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Report of usage and assessment of need • Update communication regarding borrowing system Fall 2024 <ul style="list-style-type: none"> • Recommendations regarding increased needs or modifications
Mid-Term				

<p>Set up guidelines for website architecture</p> <ul style="list-style-type: none"> ● 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	<p>2023-2024</p> <ul style="list-style-type: none"> ● Review and update of the university website begins ● Establish guidelines for the university community regarding web accessibility, responsiveness, and language <p>Fall 2024</p> <ul style="list-style-type: none"> ● Guidelines established and shared with the university community to assist website editors in their updates ● Additional training for website editors available
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Implement the institutional policy on names	2023-2025	Registrar, University Computing Solutions, Business Services, Financial Aid, Admissions, Human Resources	Not anticipated at this time	2023-2024 <ul style="list-style-type: none"> Implementation plan drafted 2024-2025 <ul style="list-style-type: none"> Implementation plan begins Fall 2025 <ul style="list-style-type: none"> Fully implemented
Centralize data analysis and reporting	2023-2025	University Technology Advisory Committee, University Computing Solutions, Institutional Research	No funding required for the initial step of this initiative, however, long-term may need to make budgetary considerations.	Winter/Spring 2024 <ul style="list-style-type: none"> University Technology Advisory Committee reviews initiative request Discussion and review of current data analysis and reporting processes Fall 2024 <ul style="list-style-type: none"> Recommendations for next steps
Ensure all university forms are electronic	2023-2026	University Computing Solutions, Marketing and Communication, All University Offices/Departments/Units/etc.	No funding required for the initial step of this initiative, however, long-term may need to make budgetary considerations.	2023-2024 <ul style="list-style-type: none"> Develop implementation plan for converting forms to electronic versions 2024-2025 <ul style="list-style-type: none"> Plan implemented Fall 2025 <ul style="list-style-type: none"> All university forms are electronically available for intended users

Establish credit/debit card access for all university services	2023-2026	Vice President for Finance and Administration, University Computing Solutions, Business Services	No funding required for the initial step of this initiative, however, funding requests anticipated.	<p>2023-2024</p> <ul style="list-style-type: none"> Research needs and requirements for all university services to be available to be paid for by credit card <p>2024-2025</p> <ul style="list-style-type: none"> Develop plan for credit card access <p>Fall 2025</p> <ul style="list-style-type: none"> All university services are able to be purchased utilizing a credit card
Long-term				
Technology Infrastructure is brought to industry standards and best practices	Ongoing		Additional funding request anticipated as work through needs assessment to bring university to industry standards and best practices.	

Recruitment & Retention of Students				
<ul style="list-style-type: none"> Applicable Diversity Action Plan Goals: Climate, Recruitment & Retention of Employees, Recruitment & Retention of Students, Curriculum & Pedagogy Applicable Equity Assessment 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				
Provide more opportunities for senior leadership to engage with students	2023-2024	Senior Leadership	President's office to support light refreshments	2023-2024 <ul style="list-style-type: none"> Host one informal fireside chat per term
WOU will join the group of 1000+ colleges/ universities using the Common Application <i>"Common App is a non-profit membership organization representing more than 1,000 diverse institutions of</i>	2023-2024	Admissions, Student Affairs, University Computing Solutions	\$5,000 - \$10,000 (initial joining fee), \$2,500 (annual fee) – initial \$10,000 paid through sustainability funds Details on funding: Implementation fee – one-time cost based on platform (3 levels) <ul style="list-style-type: none"> Essential Platform (\$5,000) Standard Platform (\$7,000) 	December 2023 <ul style="list-style-type: none"> Signed letter of intent Spring 2024 <ul style="list-style-type: none"> Implementation begins; application available for use for Fall 2024 applications Fall 2024 <ul style="list-style-type: none"> Common application online and ready for new students to apply

<p><i>higher education. We connect applicants and those who support them to a wide array of public and private colleges and universities across all 50 U.S. states, and 20 countries."</i></p> <p>The investment will allow us to join all other Oregon Public Universities using this application. Further, the platform introduces another tool to improve enrollment and operational efficiency.</p>			<ul style="list-style-type: none"> Custom Platform (\$10,000) <p>Annual Membership Fee = \$2,500</p> <p>Payment transaction fee, if applicable (only for members charging an application fee) - \$2.00 per online application fee payment processed</p> <p>Not charged when a fee waiver is used</p>	
<p>Update 2/3 tuition hold to a set dollar amount</p>	<p>2023-2024</p>	<p>Senior Leadership, Registrar, University Computing Solutions, Student Success and Advising, Additional University Partners</p>	<p>No</p>	<p>Winter/Spring 2024</p> <ul style="list-style-type: none"> Determine financial hold threshold for the balance students can carry and still register. <p>Fall 2024</p>

				<ul style="list-style-type: none"> Updated threshold communicated Updated threshold implemented
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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Review what was facilitated during the pandemic Determine use and need for virtual options to be updated If need established: <ul style="list-style-type: none"> Update materials Develop implementation plan Fall 2024 <ul style="list-style-type: none"> Ready for use
Mid-Term				
Review, evaluate, and revise advising systems and structures	2023-2025	Student Success and Advising, Academic Affairs Consulting with Student Affairs,	No funding required for the initial step of this initiative, however, funding requests anticipated.	2023-2024 <ul style="list-style-type: none"> Review completed and report generated Fall 2024

<ul style="list-style-type: none"> ● Review of advising model including assessment of LEAD Advising pilot so far ● Assess effectiveness and places we are creating inadvertent inequities 		Admissions, Financial Aid, Registrar		<ul style="list-style-type: none"> ● Recommendations brought forward to Academic Affairs Council for further consideration
Review and revise the Code of Student Responsibility and disciplinary procedures to shift to a restorative justice framework	2023-2025	Student Conduct, Student Affairs, Housing	2023-2024 – no funding requests anticipated 2024-2025 – additional funding request anticipated to build capacity and skills to utilize a restorative justice framework <i>Beyond 2025, unknown until plan developed</i>	2023-2024 <ul style="list-style-type: none"> ● Finish current review and publication of the Code of Student Responsibility ● Update Student Conduct website ● Plan developed for capacity building and implementation of restorative justice framework 2024-2025 <ul style="list-style-type: none"> ● Capacity building and training for utilization of restorative justice framework Fall 2025

				<ul style="list-style-type: none"> Implementation/utilization
Establish clear support systems for first-generation students	2023-2026	Student Success and Advising, Diversity, Equity and Inclusion, Student Affairs, Marketing and Communication, and University Partners	2023-2024 – no funding requests anticipated, funds reallocated from existing Student Success and Advising for position 2024-2026 – additional funding request may occur as further developed	<p>Fall 2023</p> <ul style="list-style-type: none"> Reallocate resources to recruit and hire a First-Generation Advisor/Coordinator <p>Winter 2024</p> <ul style="list-style-type: none"> First-Generation Advisor/Coordinator begins working at WOU <p>2024-2025</p> <ul style="list-style-type: none"> Establish supporting first-generation college students as the 2024-2025 cultural competence focus for the university <p>November 2024</p> <ul style="list-style-type: none"> First-generation student day, celebration expanded beyond TRiO Programs <p>Winter 2025</p> <ul style="list-style-type: none"> First-generation student center opened
Long-term				
Evaluate the MyWOU app and recommend the best path forward	2023-2024/Update after Fall 2024	University Technology Advisory Committee, University Computing Solutions, Student	No request during research phase, however, if continuation of app usage or expansion of app usage	<p>Fall 2024</p> <ul style="list-style-type: none"> Recommendation for pursuing a mobile

<p>for an app that supports students throughout their time at WOU, including Admissions through Graduation</p> <ul style="list-style-type: none"> • Themes of access and community throughout the student experience 		<p>Affairs, Strategic Enrollment Working Group, Academic Affairs, Associated Students of Western Oregon University</p>	<p>is recommendation, additional funding request anticipated</p>	<p>application utilization for WOU</p> <p><i>Recommendation based in data from university community, considering:</i></p> <ul style="list-style-type: none"> • <i>Peer institutions utilization of apps</i> • <i>What is the potential functionality of an app?</i> • <i>What do we need in an app?</i> • <i>What do we want in an app?</i> • <i>Is an app a vehicle to create community, support student needs, aid in access to and flow of information, etc.?</i> <p><i>Recommended ways to collect student perspective:</i></p> <ul style="list-style-type: none"> • <i>Tabling in the WUC</i> • <i>Quick survey</i> • <i>Listening type sessions for open discussion from students</i>
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Recruitment & Retention of Employees				
<ul style="list-style-type: none"> • Applicable Diversity Action Plan Goals: Climate, Recruitment & Retention of Employees, Recruitment & Retention of Students • Applicable Equity Assessment 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Human Resources led working group formed to discussion and reimagine onboarding process for all WOU employees Fall 2024 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Review and assessment of what is going well and where are areas for improvement Fall 2024 <ul style="list-style-type: none"> • Updated NEO training

Streamline search committee process, to include <ul style="list-style-type: none"> • Consistent basic standards for search committees • Revise search committee training • Guiding documents (rubrics, question repository, schedules, etc.) 	2023-2024	Human Resources, Diversity, Equity and Inclusion, Search Advocacy Learning Community	No	2023-2024 <ul style="list-style-type: none"> • Review and update search committee member training • Review search advocacy resources and develop WOU search advocacy training Fall 2024 <ul style="list-style-type: none"> • Updated search committee member training available • WOU search advocacy training available • Best practices/basic standards available • Shared templates of guiding documents available (rubrics, question repository, schedules, etc.)
Improve professional development opportunities for all employees <ul style="list-style-type: none"> • Clarify expectations around compliance training (e.g., 	2023-2024	Human Resources, Diversity, Equity and Inclusion, University Computing Solutions, General Counsel, Board of Trustees Secretary, Academic Affairs	Yes, additional funding request anticipated	2023-2024 <ul style="list-style-type: none"> • Group of representative folks establishes expectations Fall 2024 <ul style="list-style-type: none"> • Centralized home for asynchronous compliance training made consistently available at the start of

<p>Title IX, FERPA, HB 2864, etc.)</p> <ul style="list-style-type: none"> ● Roll out compliance trainings with clear communication about expectations and ramifications ● 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 				<p>the fall term each year and as new employees are hired</p> <ul style="list-style-type: none"> ● Policy regarding professional development established ● Financial support and system developed to support staff professional development
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and consider how can model similar for staff				
Update the university harassment and discrimination policy	2023-2024	Human Resources, General Counsel, Title IX, Board of Trustees Secretary	No	2023-2024 <ul style="list-style-type: none"> ● Revise harassment and discrimination policy <ul style="list-style-type: none"> ○ Drafted and reviewed ○ Public Comment ○ Approval ○ Implementation plan 2024-2025 <ul style="list-style-type: none"> ● Policy available and ready to use
Mid-Term				
Transition the Center for Academic Innovation to the Center of Teaching and Learning, expand the existing initiatives and resources <ul style="list-style-type: none"> ● Objective 1: Quality rubrics are used to inform the 	2023-2025	Center of Teaching and Learning (formerly Academic Innovation), Academic Affairs, University Partners	Yes, \$194,500 to be paid through sustainability funds. Additional financial needs to be determined.	2023-2024 <ul style="list-style-type: none"> ● Academic Innovation transitioned to the Center of Teaching and Learning 2024-2025 <ul style="list-style-type: none"> ● Objectives met

<p>design of high quality and inclusive online and hybrid courses</p> <ul style="list-style-type: none"> ● Objective 2: Academic Affairs has an infrastructure to ensure courses are high quality and inclusive ● Objective 3: Faculty are equipped with learning opportunities and tools to engage in the work of diversifying and decolonizing curriculum 				
<p>Transition the Center for Academic Innovation to the Center of Teaching and Learning,</p>	<p>2023-2025</p>	<p>Center of Teaching and Learning (formerly Academic Innovation), Academic Affairs, University Partners</p>	<p>Yes, \$194,500 to be paid through sustainability funds. Additional financial needs to be determined.</p>	<p>2023-2024</p> <ul style="list-style-type: none"> ● Academic Innovation transitioned to the Center of Teaching and Learning <p>2024-2025</p>

<p>expand the existing initiatives and resources</p> <ul style="list-style-type: none"> ● Objective 1: Quality rubrics are used to inform the design of high quality and inclusive online and hybrid courses ● Objective 2: Academic Affairs has an infrastructure to ensure courses are high quality and inclusive ● Objective 3: Faculty are equipped with learning opportunities and tools to engage in the work of diversifying and 				<ul style="list-style-type: none"> ● Objectives met
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decolonizing curriculum				
<p>Evaluate and update performance management tools that include training, workshops, and resources</p> <ul style="list-style-type: none"> • Include DEI/Cultural competence in performance evaluations with a self-reflection component • Work with shared governance to determine tiers and self-reflection recommendations 	2023-2025	Human Resources, Diversity, Equity and Inclusion, Shared Governance	No	<p>2023-2025</p> <ul style="list-style-type: none"> • Tools updated • Implementation plan developed • Resources available Fall 2025 • Implementation begins
<p>Develop and implement supervisor specific professional development</p>	2024-2025	Human Resources, University Diversity and Inclusion Advisory Committee, Feedback from Shared	No	<p>Spring 2025</p> <ul style="list-style-type: none"> • Professional development available to professional employees

program for 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 <ul style="list-style-type: none"> • Determine what programs currently exist • Determine what data is available to assess effectiveness and what/if any gaps exist in current programs 2024-2025 <ul style="list-style-type: none"> • Assess current programs and scalability • Determine pilot group(s) for additional programs (consider interdisciplinary mentor/mentee relationships) 2025-2026 <ul style="list-style-type: none"> • Continue current programs • Pilot new programs
Long-term				
Engage in a Classification and	2023-2025/Ongoing	Human Resources and University Partners	Yes, consultant (\$123,000), to be paid through sustainability funds.	2023-2025 <ul style="list-style-type: none"> • Conduct a salary study

Compensation Project			Additional funding request anticipated; to be determined following studies and recommendations.	<ul style="list-style-type: none"> • Conduct a classification study • Conduct a pay equity study • Report findings and recommendations
Conduct assessment of promotion and tenure process with an equity lens	2023-2025/Update after Fall 2025	Academic Affairs	No	2023-2025 <ul style="list-style-type: none"> • Review of process Fall 2025 <ul style="list-style-type: none"> • Provide specific recommendations for the Provost and Union based on the results of the assessment
Development and promotion of junior faculty retention programs <ul style="list-style-type: none"> • Consistency within divisions/ departments • Further clarity of expectations that are easy to find • Partnerships/ mentorships with/for senior faculty support 	2023-2025	Academic Affairs	No funding required for the initial step of this initiative, however, long-term may need to make budgetary considerations.	2023-2025 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Consistent procedural guidelines and expectations shared with all units • Centralized and consistent training and

				mentoring system for PRC's and tenure track faculty
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