



**Western Oregon University Board of Trustees:
Diversity, Equity, Inclusion & Accessibility Committee (DEIAC)
Meeting No. 18
May 22, 2025 | 1:30pm – 3:00pm
To Observe This Meeting [Click Here](#) | 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 April 10, 2025 Meeting Minutes](#) (page 2)

IV. REPORT & DISCUSSION ITEMS

- 1) [Office of Diversity, Equity, and Inclusion Update](#) | Dominique Vargas, Executive Director for Diversity, Equity, and Inclusion (page 5)
- 2) Presentations for 2025-2026 Meetings
- 3) [Committee Charter Review](#) | Evan Sorce, Secretary to the Board

V. ADJOURNMENT



**Western Oregon University Board of Trustees:
Diversity, Equity, Inclusion & Accessibility Committee (DEIAC)
Meeting No. 17– April 10, 2025
12:30pm – 1:45pm**

DRAFT Minutes

I. CALL-TO-MEETING AND ROLL CALL

Trustee Jackson convened the meeting and welcomed everyone to the April 10, 2025 meeting of the Diversity, Equity, Inclusion & Accessibility Committee, and let the committee know that Chair Ambris was going to be late because a prior commitment and called the meeting to order at 12:35pm and asked Secretary Sorce to call the roll.

Committee Members Present: Trustee Paige Jackson Trustee Viviana Romero, Trustee Jim Vu

Committee Members Excused: Chair Ambris

Others Present: President Peters, Executive Director of the Office of DEI, Dominique Vargas, Board Secretary Evan Sorce

II. COMMITTEE CHAIR Welcome:

Trustee Jackson had no prepared welcomed.

III. CONSENT AGENDA

1) [Approval of the Jan 30,2025 Meeting Minutes](#)

Trustee Vu moved to approve the January 30, 2025 meeting minutes as presented in the docket, Trustee VU seconded the motion. There was no additional discussion.

Roll Call Vote:

Chair Ambris;	Excused
Trustee Jackson	Aye
Trustee Komp	Excused
Trustee Romero	Aye
Trustee Vu	Aye

IV. REPORT & DISCUSSION ITEMS

- 1) Accessibility Conversation:
a.) Student Services | Rian Gayle, Director Disability Access Services

Board of Trustees

Director of Disability Access Services, Rian Gayle presented an update for student services. Their presentation can be found on page six of the docket for review. The Office of Disability Access Services supports about 450 students with individualized accommodations and has seen an increase in registrations due to greater acceptance of disabilities. Director Gayle highlighted the department's efforts in awareness building, policy development, and partnerships with other campus services to streamline accessibility. Rian notes a positive shift in campus culture towards proactive accessibility and inclusivity. Recent changes include updating the Office name, logo, and mission statement, as well as adapting documentation requirements and expanding services to benefit a wider range of students.

Note: Chair Ambris arrived during Director Gayle's presentation.

Trustee Jackson thanked Director Gayle for their presentation and expressed appreciation to move away from a medical model to run these services because that model adds financial barriers that could hinder someone from fully accessing services. Trustee Vu asked about how expanding access and services impact the core focus which are students with documented disabilities. Director Gayle emphasized that there are certain services that help students with documented disabilities can be expanded to other students for low to no additional costs, for example some technology and subscription services that record lectures and creates notes that can transformed into study guides or flash cards. Another example is captioning.

b.) Human Resources Access | Emily Herb, Director of Faculty and Staff Access Services

Chair Ambris welcomed Emily Herb, Director of Faculty and Staff Access Services to present. Director Herb's presentation can be found on page nine of the docket for review. Director Herb clarified the roles of her department and Disability Access Services, emphasizing the importance providing reasonable accommodations for employees. She also mentioned the involvement of human resources in open access events, such as the HSI summits and Board of Trustees meetings, to ensure accessibility for all employees. Director Herb discussed the development of accessibility policies and procedures at Western Oregon University, highlighting the need for a comprehensive approach to ensure the university is accessible to all. She shared the committee's progress in creating best practices for event accessibility and comparing their policies with other Oregon universities. Director Herb emphasized the importance of policy implementation and the need for a formal accessibility committee. She also mentioned the upcoming digital accessibility policy, which will be developed by the University Technology Advisory Committee. Trustee Jackson asked about the resources needed for the committee's work, to which Director Herb responded that the committee is currently identifying the necessary people and resources for implementation.

2) Office of Diversity, Equity, and Inclusion Update | Dominique Vargas

Executive Director Vargas presented her board update, which can be found on page 12 of the docket. As Executive Director Vargas mentioned the ongoing equity assessment, with the current focus on aligning the climate survey report and recommendations with the current action plan. The team is also working on enhancing the action plan, with a

particular focus on basic needs. The next steps include a meeting with Abby's house to discuss data and inform recommendations. Director Vargas discussed the University's equity assessment and its impact on room reservations. She also mentioned a \$40,000 grant from the Oregon Community Foundation to support the HSI Summit and the Cesar Chavez Leadership Conference. The Accessibility Working Group and the Empowering Communities group were highlighted, with a focus on building a freedom of expression website and community engagement. A proposal for the Mosaic Center was presented, aiming to create a multicultural student center. A partnership with Inside Track was discussed, with the goal of supporting students and building capacity for transformational diversity. The upcoming HSI Summit was announced, with over 250 expected attendees.

Trustee Jackson sought clarification on the process of becoming an HSI (Hispanic-Serving Institution) and the distinction between title 5 eligibility and being on a published list. Director Vargas explained that they had reached the 25% undergraduate student threshold and were now eligible for title 5 funding, but could not have both title 3 and title 5 funding simultaneously. They also discussed the potential for waiving the matching of departments for Federal work study. Director Vargas mentioned that they would continue to monitor the funding situation and ensure compliance with current Federal grants.

3) Committee Charter Review | Secretary Sorce

The committee reviewed their charter and the board statement on diversity, equity, inclusion, and accessibility. Trustee Jackson emphasizes the importance of being clear on the language used, given the current climate. Evan suggests updating outdated references in the charter, like the Diversity Action Plan.

V. ANNOUNCEMENTS

Secretary Sorce announced upcoming True Day and WOU Lobby Days events on April 21st and May 15th respectively, encouraging participation from trustees and committee members.

VI. ADJOURNMENT

Trustee Ambris adjourns the meeting at 2:15 pm.



Diversity, Equity and Inclusion Report
May 15, 2025

Dominique Vargas, Executive Director of Diversity, Equity and Inclusion

INSTITUTIONAL SUSTAINABILITY

Goal: Enhance the financial stability and sustainability of the institution through strategic financial planning, responsible resource allocation, and innovative revenue-generation initiatives, ensuring long-term resilience and success.

Activities & Accomplishments

- **Equity Assessment.**
 - *Team.* The office of Diversity, Equity and Inclusion continues to convene the equity assessment team to review the current equity assessment action plan and make recommendations for moving forward. A rough draft of an alignment document the team has been working on is included with this report.
 - *Action Plan.* Accountability leaders continue to work on equity assessment action plan initiatives with an updated plan included in the June board docket. This plan is expected to be updated with consideration for equity assessment team recommendations ahead of the November Board meeting.

STUDENT SUCCESS

Goal: Enhance degree completion rates for undergraduate, graduate, and transfer students, through strategic initiatives focused on academic support, streamlined pathways, and the necessary services that ensure timely and successful attainment of their educational goals.

Activities & Accomplishments

- **Accessibility Working Group.** Work continues for the informal accessibility work group. University Technology Advisory Committee drafted a digital accessibility policy; this policy has become the priority of the work group to ensure compliance with Americans with Disabilities Act amendment and required implementation in Spring 2026.
- **Empowering Communities Working Group.** Work continues and partnership with faculty senate has started for clarity around academic freedom. The group also requested a WOU foundation grant to support engagement in fall orientation sessions and free speech week in the fall.
- **Freedom Center Reimagined.** The office of Diversity, Equity and Inclusion and Student Affairs continue to engage students to reimagine the Freedom Center as well as discuss culturally relevant spaces for the university. A draft proposal for a new Mosaic Center that is supported in partnership with Student Engagement, ASWOU, and Multicultural Student Services and Programs has been shared with students in current multiculturally affinity ASWOU chartered student organizations this spring for additional feedback. The



proposed Mosaic Center mission is to support and connect students and friends of multicultural affinity ASWOU chartered student organizations. It provides space for student organization business, socializing, studying, hosting events, and rest. This kind of environment can help with recruitment and retention, as it offers students a place to engage with others who share similar experiences or interests and foster a sense of belonging. It also serves as an information hub for those who may want to learn more about or get involved with multicultural affinity student organizations. The goal is to have this Mosaic Center ready by Fall 2025. Additionally, with the development of the Mosaic Center the Freedom Center as we know it will sunset. However, the office of Diversity, Equity and Inclusion has proposed two student positions within the office to continue student involvement in diversity, equity, and inclusion educational opportunities for students by students. The office requested a WOU foundation grant to support student and staff events for heritage months in the 2025-2026 academic year.

TRANSFORMATIONAL DIVERSITY

Goal: Foster an inclusive educational, living, and work environment at Western Oregon University, ensuring that students and employees feel a profound sense of belonging and have abundant opportunities for growth and success.

Activities & Accomplishments

- **OIRFC Grant Opportunities.** The office of Diversity, Equity and Inclusion is working in partnership with Western Oregon University's Foundation grant team from Just Look Left to apply for a grant that would support legal and protective services of immigrant and refugee students. The office is partnering with internal stakeholders such as Student Affairs, General Counsel, Academic Affairs, etc. to prepare to apply for this opportunity. Additionally, the office will work with local attorneys and resources in Monmouth and Independence in applying for this opportunity.
- **AAPI Month.** The office of Diversity, Equity and Inclusion supported the Freedom Center to host a Polynesian Dance Workshop for Asian American and Pacific Islander Heritage Month.
- **Chicano Identity Workshop.** The office of Diversity, Equity and Inclusion supported the Freedom Center to host athletics' staff Michael Gonzalez in facilitating his third Chicano Identity workshop of this academic year.

COMMUNITY STRENGTH

Goal: Cultivate and maintain a culture at Western Oregon University that embraces collaboration, connection, and communication as we build meaningful partnerships with internal and external communities, while enriching the educational experience of our students.

Activities & Accomplishments



- **Civics Training.** The office of Diversity, Equity and Inclusion continues its partnership with [OCTPET](#) to engage in civics training and in partnership to prepare for and participate in Western Oregon University lobby day on Thursday, May 15.
- **Cesar E. Chavez Leadership Conference.** The office of diversity, equity, and inclusion in partnership with internal and external stakeholders hosted the 30th Annual Cesar E. Chavez Leadership Conference.
 - **Total Participants at the Event:** 954
 - **Students:** 749
 - **Chaperones:** 105
 - **Participating Schools:** 47 **list at the end of this report below*
 - **WOU Volunteers:** 39
 - 22 Students
 - 17 Staff
 - **Presentations:** 28
 - Presenters: 39 (includes Keynote)

Some feedback

- Speaker Alejandra Campoverdi said, "It's not an overstatement to say that CECLC changes lives. The inspiration and sense of possibility in the room was palpable, and I'm grateful to have been welcomed into such a vibrant community-driven conference."
- Sponsor Oregon Community Foundation (Matthew Goldfeder) said "And I have to say that I know how much hard work goes into planning these things, and this was one of the best organized and executed conferences I've been to in some time. Nicely done to you and all your colleagues!"
- **Independence/WOU Accelerator Brainstorm.** The office of Diversity, Equity and Inclusion coordinated a brainstorm session with Kate Schwarzler to discuss the potential for a tech accelerator program led by Indy Commons in Independence. Business, Computer Science, and University Computing Solutions were part of this initial meeting. We expect to have more information to consider paths forward this summer.
- **Save the Dates.**
 - Celebrate Your True Self Visit Day – Friday, March 6, 2026
 - Hispanic Serving Institution Summit – Friday, April 17, 2026



**Schools that attended CECLC*

School Name
Adrienne C. Nelson High School
Alliance High School
Aloha High School
Astoria High School
Beaverton High School
Benson Polytechnic High School
Canby High School
Century High School
Clackamas High School
Clackamas Middle College
Corvallis High School
Dallas High School
Early College High School
Gervais High School
Glencoe High School
Hood River Valley High School
International School
Jefferson High School in Jefferson, OR
John F. Kennedy High School
Lebanon High School
Marshfield High School
Mckay High School (Migrant Ed.)
McMinnville High School
McNary High School
Milwaukie High School/Milwaukie Academy of the Arts
Neah-Kah-Nie
Nestucca High School
Newport High School
North Marion High School
North Salem High School
Northwest Regional Education Service District
Philomath High School



Rex Putnam High School
REY High School & Gresham High School
Reynolds High School
Sandy High School
Silverton High School
South Salem High School
Southridge High School
Sprague High School
St. Helens High School
Sunset HS
Taft High School
Tillamook High School
West Salem High School
Wilsonville High School
Woodburn High School

o

Climate Survey Report & Recommendations Alignment with Action Plan

Accessibility

	Strategic Plan Alignment	Climate Survey Alignment	Recommendations
Short-Term			
Establish supporting first generation students as the 2024-2025 cultural competence focus for the university	Transformational Diversity	Education & Development Opportunities for Board, Senior Leadership, Faculty & Staff	As an annual expectation of the office of diversity, equity, and inclusion, recommend removing from the action plan as will be included annual in office goals in partnership with university stakeholders Student centered customer service for 25-26
Promote communication with and utilization of the Office of Disability Access Services for students <ul style="list-style-type: none">Office of Disability Access Services presentations to the WOU communityUpdate Western Oregon Web Accessibility GuidelinesUpdate Creating Accessible Content in CanvasDevelop list/guide of best practices and considerations for planning more accessible programs and events	Community Strength		Consider outcomes in more direct alignment with the updates to the Title II of the Americans With Disabilities Act based on the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes Also, consider clarity differential around accommodations from DAS and HR
Require microphone usage at all major university meetings and programs; have programs and video communication set up for closed captioning and ASL interpretation	Community Strength		Consider removing from action plan given work done toward this Future consideration – human and financial resources to maintain levels of access for “open access” events – to include in implementation plans for long-term accessibility initiative
Mid-Term			
Review and update policy and communication for all-person restrooms <ul style="list-style-type: none">Include the establishment of a standardized protocol for university restroom and locker room/changing room usage	Community Strength		Recommend accountability leaders create committee to work on this update initiative, timeline, deliverables, and outcomes
Long-Term			
Accessibility is a funding priority for Western Oregon University	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes - completed on 5/13/25 by Emily Herb and Dominique Vargas

Technology

	Strategic Plan Alignment	Climate Survey Alignment	Recommendations
Short-Term			
Set up guidelines for website architecture <ul style="list-style-type: none">Review and clean up the university websiteImprove accessibility of websiteImprove 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	Student Success		Consider outcomes in more direct alignment with the updates to the Title II of the Americans With Disabilities Act based on the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA and new hire in MarCom Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Mid-Term			
Implement the institutional policy on names	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Centralize data analysis and reporting	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Ensure all university forms are electronic	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Establish credit/debit card access for all university services	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Long-Term			
Technology Infrastructure is brought to industry standards and best practices (Banner optimization)	Institutional Sustainability		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes

Recruitment and Retention of Students

	Strategic Plan Alignment	Climate Survey Alignment	Recommendations
Short-Term			
Provide more opportunities for senior leadership to engage with students	Student Success	Increase In Person Engagement with Senior Leadership and Board of Trustees	<ul style="list-style-type: none">Fireside chats give informal access for students<ul style="list-style-type: none">This does not provide opportunities for faculty and staffThis does not include board of trusteesConsiderations for transparency regarding current university issues/concerns (e.g., budget) <p>Recommend SLC update initiative, timeline, deliverables, and outcomes, with consideration for the following:</p> <ul style="list-style-type: none">BOT - invites for reception, coffee hours - regular engagement, but same/similar folks engage those who wish to engage<ul style="list-style-type: none">lack of student engagement in these opportunitieshow to invite and engage more students in these opportunities? like student leadership areas?how can BOT folks engage the community at other timesSLC - new ideas...<ul style="list-style-type: none">town halls<ul style="list-style-type: none">opportunities to ask questions and learn about what’s going on
Update 2/3 tuition hold to a set dollar amount	Student Success		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Establish student resource modules (e.g., student orientation, online course tutorial, registration) for students on Canvas	Student Success		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes – may be ready to roll off plan following this academic year
Create a virtual option for student orientation for remote/online students, commuter students, and transfer students	Student Success		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Mid-Term			
Review, evaluate, and revise advising systems and structures <ul style="list-style-type: none">Review of advising model including assessment of LEAD Advising pilot so farAssess effectiveness and places we are creating inadvertent inequities	Student Success		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes

Review and revise the Code of Student Responsibility and disciplinary procedures to shift to a restorative justice framework	Student Success		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Establish clear support systems for first-generation students	Student Success	Affinity Spaces	Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes <ul style="list-style-type: none">Began addressing concerns regarding first generation students, support and resources, but need to work on communication and access to resources, information gets lost
Long-Term			
Evaluate the MyWOU app and recommend the best path forward for an app that supports students throughout their time at WOU, including Admissions through Graduation Themes of access and community throughout the student experience			Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes

Recruitment and Retention of Employees

	Strategic Plan Alignment	Climate Survey Alignment	Recommendations
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 onboardingUpdated checklists for supervisor and employee	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Evaluate new employee orientation and restructure as needed	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Streamline search committee process, to include <ul style="list-style-type: none">Consistent basic standards for search committeesRevise search committee trainingGuiding documents (rubrics, question repository, schedules, etc.)	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Improve professional development opportunities for all employees <ul style="list-style-type: none">Clarify expectations around compliance training (e.g., Title IX, FERPA, HB 2864, etc.)Roll out compliance trainings with clear communication about expectations and ramificationsDevelop 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	Community Strength	Education & Development Opportunities for Board, Senior Leadership, Faculty & Staff	Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes <ul style="list-style-type: none">TRI professional development based on needs/requests from staff (e.g., BIPOC group)Faculty/CBA professional development pool of fundingClassified staff does not have similar opportunitiesUnclassified staff does not have similar opportunities (previous time when there was a pool of money that could be applied for)When job transitions happen, training to support transitions
Mid-Term			
Transition the Center for Academic Innovation to the Center for Teaching and Learning, expand the existing initiatives and resources <ul style="list-style-type: none">Objective 1: Quality rubrics are used to inform the design of high quality and inclusive online and hybrid coursesObjective 2: Academic Affairs has an infrastructure to ensure courses are high quality and inclusiveObjective 3: Faculty are equipped with learning opportunities and tools to engage in the work of diversifying and decolonizing curriculum	Community Strength	Education & Development Opportunities for Board, Senior Leadership, Faculty & Staff	Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes – potential transition off plan based on progress following this academic year

Evaluate and update performance management tools that include training, workshops, and resources <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	Community Strength	360 Review of Senior Leadership	Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes <ul style="list-style-type: none">● While the Plan mentions updating the annual/performance evaluation processes, but not 360 of senior leadership
Develop and implement supervisor specific professional development program for supervisors, which is then followed up with a consistently available learning community	Community Strength	Education & Development Opportunities for Board, Senior Leadership, Faculty & Staff	Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes <ul style="list-style-type: none">● Folks who get promoted or are in supervisor roles do not necessarily have training in supervision and mentorship of staff● What type of training/PD is there for faculty as they transition to AND from the chair role● Building manager consistency and training
Develop/redevelop and pilot mentorship programs (with consistency in mind, with specific and measurable outcomes)	Community Strength	Junior Faculty and New Administrative Leader Mentoring Program Education & Development Opportunities for Board, Senior Leadership, Faculty & Staff	Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes <ul style="list-style-type: none">● What is currently available is more faculty focused● Develop for both faculty and staff● Disparity in what is already available and how utilized● Support for this, but what’s the parameters, guidance, training for the mentors● Classified staff may feel support from union representatives to ask questions and discuss uncertainties● Learn from COE● Learn from TRI - can request specific professional development when roles switch What about mentoring for students?
Long-Term			
Engage in a Classification and Compensation Project	Community Strength	Pay Equity	Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes <ul style="list-style-type: none">● Pay equity - classification and compensation study - unsure of how deep that went and what changes made (communication?)● Classified - if not involved in union may not know what’s going on regarding shifts - all classified staff invited to meetings whether part of union or not (if not a member can still attend, just not vote)

Conduct assessment of promotion and tenure process with an equity lens	Community Strength		Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes
Development and promotion of junior faculty retention programs <ul style="list-style-type: none">Consistency within divisions/departmentsFurther clarity of expectations that are easy to findPartnerships/mentorships with/for senior faculty support	Community Strength	Education & Development Opportunities for Board, Senior Leadership, Faculty & Staff	Recommend accountability leaders (in partnership with responsible parties) update initiative, timeline, deliverables, and outcomes

In the Climate Survey Recommendations, Though Not Explicitly in the Current Action Plan
Consider if we want to make recommendations – if so, what?

Climate Survey Recommendation	Strategic Plan Alignment	Recommendations
Establish Basic Needs & Mutual Aid Resources Review of Current Dining Offerings & Food Insecurity Increase Mental Health & Wellness Resources	Student Success	<ul style="list-style-type: none">● Centralized resource hub (accessibility, Abby’s house, etc.) - one stop - WOU student resources● Reallocation of resources for more hours for students for food pantry and stitch closet to be open - what is the commitment to be open that would increase our ability to increase resources/access to food● Website update - volunteer system; streamline paperwork and some self-service options such as SNAP applications both paper and online● Data on on campus and off campus students● Foundation support for local businesses (e.g., WinCo) to donate gift cards● Polk County Resource Center - student awareness - what are resources when we do not have the resources - can we collaborate - trolley to the resource center - is there are deeper collaboration here● Housing help - even applications for rentals- Increase resources so the food pantry (and stitch closet) can be open more hours, to the level that would meet student needs and time availability and if there is a level we can get to that gets us access to more federal resources, get our support to that level to be able to obtain the federal- Ask Maria Barrera and maybe volunteer coordinator Sarah DeVyldere opinions before finalizing● Explore “no show fee” as a barrier to access - do students know they can ask Beth to waive the fee? Consultation after three “no shows” - emergency code word - do students know this - fees for student health and counseling - clarity around fees● Community processing and dialogue spaces- Counseling center interested in resurgence of the peer educator program- Have we ever thought about outsourcing? Sliding scale partnerships?- What do they believe their mission is? What should students expect the health and counseling center to provide?<ul style="list-style-type: none">- Example: student athlete gets injured, are we set up to support? What’s the coverage and support?- Beth joining for May 19 meeting <p>What data does dining have?</p> <ul style="list-style-type: none">- Jane to have dining data for May 19 next meeting
Review of Athletics & Student-Athlete Experience	Student Success	<ul style="list-style-type: none">● President and/or other senior leadership members go to Student Athlete Advisory Committee (SAAC) on occasion● Student on Athletic Advisory Committee● Annual August staff retreat – Title IX and other reporting lines participate/train each year, require new folks to schedule sit down● Add and clarify student athlete expectations during required compliance training with teams – clarify expectations in student athlete handbook● Coaches and advisors annual meetings - expectations of student athletes - annual email reminding faculty each year to accommodate● Who is a “safe” person for them to talk to before the coach/AD/etc.? Mentor/counselor/advocate? - Michael, and GA in the office

Review Bias Incident Reporting Process & University Reporting Options	Community Strength	<ul style="list-style-type: none">● Title IX and Bias - one-stop-shop website - clarity of process and expectations, more centralized, some kind of chart that shows what the process is that is easy to follow - more education and outreach● Clarify to students when to go to public safety - text or call anytime● Clarity to employees what their responsibility is, but also what they do if they feel they have been harmed- Annual recurring implicit bias trainings (used to this on annual basis from other institutions)- Searching for resources and support, not clear, multiple sites not taking to same place- Ties into annual training - frontline staff training- Bias response team - policy and website reflect our mission, vision, values - do folks know we have a BIRT? - can they do an annual training? Case studies, what to report? What is bias (examples)?● Legal support for students
Affinity Spaces	Community Strength	<ul style="list-style-type: none">● WOU<ul style="list-style-type: none">○ Wolf Pride (tri-chair, foundation account)○ BIPOC (state grant dollars)● TRI specific<ul style="list-style-type: none">○ TRI BIPOC Group○ TRI JEDI Group○ TRI honor family/culture lunch hour○ TRI family space● Lactation spaces● When writing the invitations - making sure the language is inclusionary enough and reach the appropriate people <p>In the works</p> <ul style="list-style-type: none">● Mosaic Center proposal for Student Engagement, Multicultural Student Services & Programs, ASWOU● Student legal services (if get grant could lead to establishment of Dream Center) <p>- Ask shared governance to explore need and want for affinity spaces, groups, etc.</p> <p>- Ask shared governance to explore shared faculty, staff, and students spaces, groups, etc.</p> <p>*Advisors for clubs - training and resources*</p> <p>- Disability as identity</p>
Establish Clear & Equitable In-Person Requirements for Employees	Community Strength	Establish Clear & Equitable In-Person Requirements for Employees Status of the remote work policy?
University-Wide Recognition Process	Community Strength	Some of the things we know about: <ul style="list-style-type: none">● Staff Senate● HR end of year recognition● Pastega Awards● Student Affairs end of year What’s happening at the department level
Engagement with Families & Alumni	Community Strength	Engage new alumni for connection and time Alumni tables at events - to engage them Family weekend Child and family friendly events Invite the community in more - are we consciously inviting folks or are we just saying oh we are doing it they can come