



Western Oregon University Board of Trustees:
Diversity, Equity, Inclusion & Accessibility Committee (DIEAC)
Meeting No. 19
October 15, 2025 | 1:00 – 2:30 pm
To Observe This Meeting [Click Here](#) | By Phone: 1-253-215-8782

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

- 1) [Approval of the May 22, 2025, Meeting Minutes](#)

IV. REPORT & DISCUSSION ITEMS

- 1) [Office of Diversity, Equity, and Inclusion Update](#) | *Dominique Vargas, Executive Director for Diversity, Equity, and Inclusion*
 - i. [Equity Assessment Plan Update](#)
 - ii. [Climate Survey: New Recommendations for Consideration](#)

V. PRESENTATION

- 1) [Abby's House](#) | *Kristen Perry, Director of Abby's House, Center for Equity and Gender Justice; Maria Barrera, Basic Needs Coordinator of Abby's House, Center for Equity and Gender Justice; and Kailey Knospe, Confidential Advocate of Abby's House, Center for Equity and Gender Justice*

VI. ADJOURNMENT



**Western Oregon University Board of Trustees:
Diversity, Equity, Inclusion & Accessibility Committee (DEIAC)
Meeting No. 18– May 22, 2025
1:30pm – 3:00pm**

Minutes

I. CALL-TO-MEETING AND ROLL CALL

Chair Ambris convened the meeting and welcomed everyone to the May 22, 2025, meeting of the Diversity, Equity, Inclusion & Accessibility Committee, called the meeting to order at 1:30pm, and asked Secretary Sorce to call the roll.

Committee Members Present: Chair Jerry Ambris, Trustee Paige Jackson, Trustee Jim Vu

Committee Members Excused: Trustee Viviana Romero

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

II. COMMITTEE CHAIR Welcome:

Chair Ambris welcomed everyone to the meeting and mentioned that end of year and graduation events are among us. This is an exciting time of the year and hope everyone has a chance to participate in their own ways.

III. CONSENT AGENDA

1) [Approval of the April 10, 2025 Meeting Minutes](#)

Trustee Jackson moved to approve the April 10, 2025 meeting minutes as presented in the docket, Trustee VU seconded the motion. There was no additional discussion.

Roll Call Vote:

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

IV. REPORT & DISCUSSION ITEMS

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

Executive Director Vargas reviewed her board update, which can be found on page 5 of the docket for review. Executive Director Vargas began with a wrap-up of the Cesar E.

Chavez Leadership retreat, which returned to WOU earlier in May after a brief hiatus. A total of 954 people participated, comprising 749 students (mostly from high schools), 105 chaperones, and 47 schools overall. Additionally, 39 volunteers were from the WOU community, and there were 28 presentations. Trustee Vu inquired about the recruitment opportunity at this conference. Executive Director Vargas mentioned that the Cesar Chavez Leadership retreat is not viewed as a recruiting event for WOU but as an educational and brand awareness opportunity. This led to a productive conversation about the distinction between recruiting events and brand awareness events.

Executive Director Vargas then moved to the Reimagining of the Freedom Center. The Freedom Center, which has been operating for four years with funding approved by the Board of Trustees, received additional support this year from sustainability dollars (\$30,000). They then received feedback from students and decided to restructure the space into a Mosaic Center, a multicultural affinity space supported by ASWOU and student engagement. The new center will not require additional funding and will be located in the University Center, replacing the current Freedom Center. Chair Ambris asked if there would be specific goals for the mosaic center next year? Executive Director Vargas stated that there will be no students employed at the Mosaic Center. The students will get to decide during their advisory group time what the center will look like as well as develop goals etc. Each of the student organizations can get money from ASWOU. Executive Director Vargas also mentioned plans to employ two student employees in her office to continue student engagement and professional development activities.

Executive Director Vargas transitioned to talk about the Equity Assessment Team. Following the Equity Assessment presentation in the Winter Term, a new Equity Assessment Team was established. They reviewed current initiatives in the context of the strategic plan and the recommendations from the climate survey. The team, which included representatives from various departments, evaluated existing efforts and made recommendations for updates or new initiatives. Executive Director Vargas highlighted examples of work in progress, such as rethinking accessibility funding priorities and reviewing bias incident reporting processes. The team aims to finalize recommendations for senior leadership by the end of the academic year and update the action plan with new timelines and deliverables by fall 2025. Chair Ambris commended the team's efforts, noting the alignment with the strategic plan and the comprehensive nature of the work.

2) Presentations for the 2025-2026 Academic Year | Secretary Sorce

Chair Ambris provided the overall context for this topic area and then asked Secretary Sorce to elaborate on the conversation. Secretary Sorce led a discussion with the committee regarding plans for future presentations to both the DEIA committee as well as the full board. Primarily because so many different offices on campus work on equity and inclusion work. Chair Ambris suggested focusing on students' basic needs, particularly food insecurity, as a key area for presentations. Secretary Sorce highlighted the success of Maria's resource navigation efforts, which have connected 600 students to needed benefits over the past three years. Another example that was brought up was the shift from meals to top off points, which reduced the number of students who ran out of points for food. The group agreed that highlighting existing successful programs and initiatives would be an essential aspect of future presentations.

3) Committee Charter Review | Secretary Sorce

Chair Ambris asked Secretary Sorce to lead this conversation. Secretary Sorce reminded the committee that the committee is required to review the committee charter, but does not have to make any changes. Additionally, the committee walked through the charter. It was agreed that Secretary Sorce will resend the charter to the committee members for review and comment. Trustee Vu mentioned creating a culture that embraces “failing fast” and learning from failures to improve resource allocation and program effectiveness. Trustee Vu emphasized the need for transparent assessments to identify and adjust underperforming programs, while Executive Director Vargas highlighted the balance between stopping ineffective initiatives and focusing on impactful outcomes. President Peters and Chair Ambris agreed on the necessity of acknowledging and learning from past mistakes, with President Peters providing examples of recent adjustments made by the university. The group decided on the need for self-reflection and examination, particularly in academic and administrative processes, to ensure sustainable and efficient operations.

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 2:45 pm.



Diversity, Equity and Inclusion Report

October 8, 2025

Dominique Vargas, Executive Director of Diversity, Equity and Inclusion

INSITUTIONAL 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.* Recommendations from the team were shared with Senior Leadership Council and discussed at their fall retreat. Will be reviewed for decision making consideration on October 15.
 - *Action Plan.* Accountability leaders continue to work on equity assessment action plan initiatives with an updated plan included in the November 2025 board docket.
- **Professional Development.** The Executive Director of Diversity, Equity, and Inclusion facilitated a scenario exercise with the Board of Trustees and Senior Leadership Council to brainstorm around current events and consider solutions as a collective brain trust, which is not always accessible during times of reaction to current events.

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.** The draft digital accessibility policy was shared with Cabinet on October 8 and will be distributed for public comment. Emily Herb leads the Access @ WOU group to continue to move the work around digital accessibility forward with direct alignment with the strategic plan and subcommittees focused on implementation, professional development, and remediation.
- **Freedom of Expression Working Group.** Presented two education sessions during Pack Welcome Week for about 20 students. These how to have conversations in college, focusing on empowerment and expression. This group is working with a variety of stakeholders to plan activities for Free Speech Week.
 - October 21 – OCTPET Civics Training
 - October 22 – Free Speech Week Tabling
 - October 23 – Free Speech Week Tabling



- **Freedom Center Reimagined.** The Freedom Center has sunset with the multicultural student organization (or Mosaic) Center open in the Werner University Center. The student organizations with support from Student Engagement and ASWOU are developing best practices and planning for the year ahead.

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

- **Professional development.** The office of Diversity, Equity and Inclusion is worked in partnership with General Counsel, Student Affairs, Government Relations, Enrollment Management and Student Success, Campus Public Safety, Disability Access Services, Human Resources, and more to facilitate professional development for faculty and staff during Fall Kick Off
 - Wednesday, September 24
 - Federal and State Legal Updates and the Impact on Western Oregon University
 - ADA Overview with the Northwest ADA Center
 - Attendees ~250
- **OIRFC Grant Opportunities.** The office of Diversity, Equity and Inclusion is worked 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-origin students and families. While awaiting official grant award notification, the office has received notice of expectation to receive \$30,000 toward requested efforts.

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

- **Oregon Hispanic Serving Institution (HSI) Consortium.** The Executive Director of Diversity, Equity, and Inclusion serves as co-chair for the Oregon HSI Consortium steering committee. The website and membership form will launch in Fall 2025.
- **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. Following the May 2026 CECLC, the event will shift to Fall terms in partnership with community partners and internal partners, including, but



not limited to: admissions, Oregon Community Foundation, and Unitus.

- **Save the Dates.**
 - Celebrate Your True Self Visit Day – Friday, March 6, 2026
 - Hispanic Serving Institution Summit – Friday, April 17, 2026
 - Cesar E. Chavez Leadership Conference – Friday, May 8, 2026

2025-2026 | Equity Assessment Action Plan

Short-, mid-, and long-term initiatives working toward WOU’s Diversity Action Plan goals and in alignment with the new Strategic Plan

Short-term is defined as something that is reasonable to complete or have ready during the 2025-2026 academic year. Mid-term is defined as taking at least two to three years. 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.

ACCESSIBILITY					
Initiative	Timeline/Due Date	Responsible	Is Funding Needed	Outcomes/Deliverables	Equity Assessment Team Recommendation(s)
Short-Term					
Promote communication with and utilization of the Office of Disability Access Services for students - Office of Disability Access Services presentations to the WOU community - Update Western Oregon Web Accessibility Guidelines - Update Creating Accessible Content in Canvas - Develop list/guide of best practices and considerations for planning more accessible programs and events <i>SP: Community Strength</i>	2023-2026	Accountability Leader(s): Vice President for Student Affairs and Executive Director of Marketing and Communications Responsible Parties: Office of Disability Access 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 2024-2025 - Accessible event guide/toolkit developed and completed - Disability Access Services presentations took place during the academic year (additional presentations offered as needed/by request) 2025-2026 - Web accessibility guidelines adopted and available to campus - Content in Canvas is accessible	- Campus communication plan regarding the federal accessibility guidelines and the deadline of April 2026 for compliance has started and continues to be communicated to the campus community via a variety of messages and from various university leaders, such as the CHRO, the Provost, and, in the near future, the President. - MarCom has engaged work with a website design agency, Madison Avenue Collective (MAC), which will, in partnership with MarCom, redesign WOU website templates and the architecture of the WOU website for improved functionality, design, usability, and accessibility. - MAC will also work with MarCom to ensure the WOU website and all its subsites are in compliance with the Web Accessibility Guidelines as mandated by the federal government by April 2026.
Review and update policy and communication for	2023-2026	Accountability Leader(s): General Counsel and Executive Director,	No	Fall 2025 Committee formed for review and revision	The General Counsel and Executive Director of Government Relations are meeting on October 14 to

all-person restrooms Include the establishment of a standardized protocol for university restroom and locker room/ changing room usage <i>SP: Community Strength</i>		Government Relations and Secretary to the Board of Trustees Responsible Parties: Diversity, Equity and Inclusion, Board of Trustees Secretary, General Counsel, Human Resources		Summer 2026 - Policy updated - Implementation plan developed - Policy communicated and implemented	discuss the formation of a committee, its charge and schedule - They will reach out to potential committee members including, but not limited to, Human Resources, Disability Access Services, Academic Affairs, Facilities, student - Goal to have the first meeting before the end of the fall term
Long-Term					
Accessibility is a funding priority for Western Oregon University <i>SP: Community Strength</i>	Ongoing	Accountability Leader(s): General Counsel and Executive Director, Government Relations and Secretary to the Board of Trustees Responsible Parties: Human Resources, Facilities Services, Office of Disability Access Services, University Computing Solutions, University Technology Advisory Committee, Marketing and Communication, Academic Affairs	While no funding was required for the first steps in this priority, with training and implementation needs regarding digital accessibility shifts need to consider allocation of resources for faculty, staff, and student development to implement and be in compliance with policy and federal requirements.	2024-2025 - Accessibility Working Group Formed - Accessibility Policy, Procedure, and Implementation at WOU logic model developed - Draft of Digital Accessibility Policy - Policy drafted and reviewed - Public Comment - Approval 2025-2026 - Draft Digital Accessibility Policy presented to Cabinet - Digital Accessibility Policy Implementation Plan (to include training plan) and Roll Out for April 2026 - Draft/Updated Draft for: - Nondiscrimination Policy - Employee Accommodations Policy - Student Accommodations Policy - Built Environment Accessibility Policy - Service Animal & Emotional Support Animal Policy - Accessible and Inclusive Events Handbook - Currently being updated - Accessibility at WOU Website - Official University Accessibility Committee Established 2026-2027 - Adoption of policies - Policy Implementation Plan (to include training plan) and Roll Out for drafted/updated policies	Draft digital accessibility policy presented to Cabinet on October 8, 2025

TECHNOLOGY					
Initiative	Timeline/Due Date	Responsible	Is Funding Needed	Outcomes/Deliverables	Equity Assessment Team Recommendation(s)
Short-Term					
Set up guidelines for website architecture - 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 <i>SP: Student Success</i>	2023-2026	Accountability Leader(s): Executive Director of Marketing and Communications and Vice President for Finance & Administration Responsible Parties: University Computing Solutions, Marketing and Communication, University Partners, and 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 Spring 2025 - Guidelines established and shared with the university community to assist website editors in their updates - Additional training for website editors on a request basis available - Frontend Web Developer hired Fall 2025 - Campus communication plan regarding digital accessibility	- Frontend Web Developer was hired to join the MarCom team to lead the WOU website redesign project and to ensure the WOU website will be in compliance with the Web Content Accessibility Guidelines as mandated by the federal government. - Campus communication plan regarding the federal accessibility guidelines and the deadline of April 2026 for compliance has started and continues to be communicated to the campus community via a variety of messages and from various university leaders, such as the CHRO, the Provost, and, in the near future, the President. - Digital Accessibility 101 information will be shared with the campus starting 10/13 via @ WOU newsletter to familiarize the campus community with digital accessibility practices. - Will address best practices for Spanish translation of the WOU website, mobile responsiveness, and overall accessibility and usability with Madison Avenue Collective (MAC).
Mid-Term					
<i>Implement the institutional policy on names</i> <i>SP: Community Strength</i>	2023-2026	Accountability Leader(s): General Counsel and Executive Director, Government Relations and Secretary to the Board of Trustees Responsible Parties: Registrar, University Computing Solutions, Business Services, Financial Aid, Admissions, Human Resources	Not anticipated at this time	2023-2024 <i>Implementation plan drafted</i> 2024-2025 <i>Implementation plan begins</i> 2025-2026 <i>Fully implemented</i>	<i>Full update not provided ahead of October DEIAC</i>

Centralize data analysis and reporting <i>SP: Community Strength</i>	2023-2026	Accountability Leader(s): Provost and Vice President for Finance & Administration Responsible Parties: 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 for FTE and software	Winter/Spring 2024 - University Technology Advisory Committee reviews initiative request - Discussion and review of current data analysis and reporting processes <i>Fall 2024</i> <i>Plan for centralization of data</i> Fall 2025 - Hire Institutional Research Analyst - Development of Data Governance Committee - IR Short Term	IR Short term planning IR Evaluation - UCS staff provided direct technical support and project management support for IR - UCS continues to participate in product evaluations and ongoing planning discussions <i>Full update not provided at time of submission for DEIAC</i>
Ensure all university forms are electronic <i>SP: Community Strength</i>	2023-Fall 2026	Accountability Leader(s): Executive Director of Marketing and Communications and Vice President for Finance & Administration Responsible Parties: 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 - Determine course of action 2024-2025 <i>Develop implementation plan for converting forms to electronic versions</i> 2025-2026 - Plan implemented - MarCom’s engagement with Madison Avenue Collective (MAC), will include suggestions for a standard model for university community to make electronic forms accessible and easily available. Fall 2026 - All university forms are electronically available for intended use and will be in one or two standard formats/software for streamlined usability and accessibility.	There was an audit completed by MarCom/UCS of all the various forms and software used throughout the WOU website. <i>Full update not provided ahead of October DEIAC</i>
Establish credit/debit card access for all university services <i>SP: Community Strength</i>	2023-Fall 2026	Accountability Leader(s): Vice President for Finance & Administration Responsible Parties: 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	2023-2024 - Determine course of action 2024-2025 - Research needs and requirements for all university services to be available to be paid for by credit card 2025-2026 - Integrate new payment system that will take the place of the current US Bank platform. - Develop necessary policies; if applicable - Develop plan for credit card access and implementation Fall 2026 - All university services are able to be purchased utilizing a credit card	Payment software purchased and implementation is ongoing with expectations to go live in Spring 2026
Long-Term					
Technology Infrastructure is	Ongoing	Accountability Leader(s):	Additional funding request anticipated as work through needs assessment to		The new Linux UCS sysadmin has patched 99% of servers, setup enterprise-wide monitoring system,

brought to industry standards and best practices <i>SP: Institutional Sustainability</i>		Vice President for Finance & Administration	bring the university to industry standards and best practices		done a full systems inventory, updated documentation and shutdown numerous unneeded servers ● Ellucian Experience has been launched and is becoming the "go-to" instead of Wolfweb. Wolfweb will be disabled on 12/31/25. Ellucian Experience is a fully responsive web application ● There are innumerable Banner Optimization project updates and successes. Specifically, the IAM project (OKTA) is moving forward quickly after the large LOBO domain migration in September. ● UCS continues to update infrastructure across the University. Completed projects and upcoming projects can still be viewed on the UCS webpage.
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RECRUITMENT AND RETENTION OF STUDENTS					
Short-Term					
Initiative	Timeline/Due Date	Responsible	Is Funding Needed	Outcomes/Deliverables	Equity Assessment Team Recommendation(s)
Provide more opportunities for senior leadership to engage with students <i>SP: Student Success</i>	2025-2026	Accountability Leader(s): Executive Assistant to the President Responsible Parties: Senior Leadership	President’s office to support light refreshments	2025-2026 - SLC “office hours” in the WUC - first Wednesday lunch in the Summit - Revamped Fireside Chats to conversations with Cabinet - explanation of what various roles do and encouragement of questions/dialogue - SLC attending ASWOU meetings throughout the year	Events will be planned/scheduled for 2025-2026 year
Establish student resource modules (e.g., student orientation, online course tutorial, registration) for students on Canvas <i>SP: Student Success</i>	2023-2026	Accountability Leader(s): Vice President for Student Affairs and Provost Responsible Parties: Student Affairs, Academic Affairs, Academic Innovation, University Computing Solutions	No	2023-2025 <i>Modules developed and ready for use</i> <i>Fall 2025</i> <i>Implementation</i>	- Center for Teaching and Learning to review current modules and make recommendations - CTL to review utilization of Canvas as a required platform for all WOU courses and grading submission <i>Full update not provided ahead of October DEIAC</i>
Create a virtual option for student orientation for remote/online students, commuter students, and transfer students <i>SP: Student Success</i>	2023-2025	Accountability Leader(s): Vice President for Student Affairs and Provost Responsible Parties: Student Affairs, New Student & Family Programs, Academic Affairs, Academic Innovation, University Computing Solutions	No	2023-2025 - Virtual option was used during the pandemic – a review of that option took place 2025-2026 - Virtual option available on an as needed basis - Annually update content	Review of current virtual option took place <i>Full update not provided ahead of October DEIAC</i>
Mid-Term					
Establish student resource modules (e.g., student orientation, online course tutorial, registration) for students on Canvas <i>SP: Student Success</i>	2023-2026	Accountability Leader(s): Vice President for Student Affairs and Provost Responsible Parties: Student Affairs, Academic Affairs, Center for Teaching and Learning, University Computing Solutions	No; Center for Teaching and Learning will evaluate the gap and determine if resources are needed	2023-2025 <i>Modules developed and ready for use</i> <i>Fall 2025</i> <i>Implementation</i>	- Center for Teaching and Learning to review current modules and make recommendations - CTL to review utilization of Canvas as a required platform for all WOU courses and grading submission <i>Full update not provided ahead of October DEIAC</i>

					Pending Task
Review, evaluate, and revise advising systems and structures ● Review of advising model including assessment of LEAD Advising pilot so far ● Assess effectiveness and places we are creating inadvertent inequities <i>SP: Student Success</i>	Ongoing	Accountability Leader(s): Provost Responsible Parties: Student Success and Advising, Academic Affairs Consulting with Student Affairs, Admissions, Financial Aid, Registrar	No funding required for the initial step of this initiative, however, funding requests anticipated including continued investments in existing software utilized by advisors	2023-2024 ● Review completed and report generated Fall 2024 ● Recommendations brought forward to Academic Affairs Council for further consideration	● 2025-2026 Academic Year Evaluation Full update not provided ahead of October DEIAC
Review and revise the Code of Student Responsibility and disciplinary procedures to shift to a restorative justice framework <i>SP: Student Success</i>	2023-2026	Accountability Leader(s): Vice President for Student Affairs Responsible Parties: 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 ● 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 ● Capacity building and training for utilization of restorative justice framework 2025-2026 ● Consideration of learned material and Implementation/utilization of updated practices	● Student Conduct, Dean of Students, and other stakeholders participated in training during Summer 2025 relative to restorative justice theory and practice. ● During 2025-26, some restorative justice practices will be used, with the plan for more broader implementation in 2026-27.
Establish clear support systems for first-generation students <i>SP: Student Success</i>	2023-2026	Accountability Leader(s): Vice President for Student Affairs and Provost Responsible Parties: 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	Fall 2023 ● Reallocate resources to recruit and hire a First-Generation Advisor/Coordinator Fall 2024 ● First-Generation Advisor/Coordinator begins working at WOU 2024-2025 ● Establish supporting first-generation college students as the 2024-2025 cultural competence focus for the university November 2024 ● First-generation student day, celebration expanded beyond TRiO Programs ● Custom AI Chatbot Campaign for FG students goes out from “Wolfie” introducing first gen coordinator and resources. Winter 2025 ● First-generation student center opened	● Four goals met ○ First-Gen Coordinator outside of TRiO ○ Space/Center in the Student Success building ○ Become a member of the first-gen forward network ○ Establish first-gen week ○ November 3-7, 2026 ● First-generation student website

RECRUITMENT AND RETENTION OF EMPLOYEES					
Initiative	Timeline/Due Date	Responsible	Is Funding Needed	Outcomes/Deliverables	Equity Assessment Team Recommendation(s)
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 <i>SP: Community Strength</i>	2023-2026	Accountability Leader(s): Chief Human Resources Officer Responsible Parties: Human Resources and University Partners	No	2023-2024 - Human Resources led working group formed to discussion and reimagine onboarding process for all WOU employees Summer 2026 - Best practices and guidelines available ahead of Fall 2024 - Checklists including compliance training links available Deliverables include: - Onboarding Framework Document (PDF or Web-based Guide): A detailed outline of the extended onboarding timeline (6–12 months), including phases such as Preboarding, Orientation, Integration, Engagement, and Retention. - Best Practices & Guidelines Manual (PDF): A guide for supervisors and departments outlining evidence-based onboarding practices tailored to higher education and rural campus settings, emphasizing engagement, mentorship, and professional development. - Role-Specific Onboarding Checklists (Editable Word/PDF): - For supervisors: Tasks and touch points across the first year (e.g., goal setting, feedback loops, culture integration). - For employees: Milestone-driven checklist to promote clarity and confidence in role acclimation. - Onboarding Roadmap Templates (Excel or Project Planning Tool): Customizable timeline templates for planning onboarding activities, including key meetings, trainings, and milestones by month. - Evaluation & Feedback Tools (Forms or Surveys): Templates for collecting feedback at 30/60/90/180/365-day intervals to evaluate onboarding effectiveness and identify improvement areas.	

				Supervisor Training Module: A short training session or guide (slide deck or video) to help supervisors understand and apply the updated onboarding process.	<i>Full update not provided ahead of October DEIAC</i>
Streamline search committee process, to include - Consistent basic standards for search committees - Revise search committee training - Guiding documents (rubrics, question repository, schedules, etc.) <i>SP: Community Strength</i>	2023-2026	Accountability Leader(s): Chief Human Resources Officer Responsible Parties: Human Resources, Diversity, Equity and Inclusion, Search Advocacy Learning Community	No	2023-2024 - Review and update search committee member training - Review search advocacy resources Spring 2025 - Updated search committee member training available - Best practices/basic standards available - Shared templates of guiding documents available (rubrics, question repository, schedules, etc.) 2025-2026 - Clarity of partnership for search advocacy and Human Resources developed - Increase number of search advocates - WOU search advocacy training developed - WOU search advocacy training available - Integrate analytics/metrics tracking - Comprehensive search committee training in Canvas - Post-search reflection and continuous improvement sessions - Ongoing refinement on adjunct search process	- Updated Staff, faculty, and adjunct search process documents - Developed Shared Google Folder containing all essential documents to support the search process and ensure HR compliance (examples: rubrics, interview notes/formats, search report, etc.). - All Search Chairs required to have initial meeting with HR to review expectations and requirements - Identified required slide decks for search committee member’s review before assessing candidate materials: Veteran’s preference, implicit bias, and search committee orientation - Ongoing development of templates and scrips to support the search process, including: search committee orientation, application review, interview coordination, reference checks, search committee recommendations, final search report, and hiring authority next steps
Mid-Term					
Improve professional development opportunities for all employees - Clarify expectations around compliance training (e.g., Title IX, FERPA, HB 2864, etc.) - Roll out compliance trainings with clear communication about expectations and ramifications - Develop policy for hours used to participate in professional development	2023-Fall 2026	Accountability Leader(s): Chief Human Resources Officer Responsible Parties: Human Resources, Diversity, Equity and Inclusion, University Computing Solutions, General Counsel, Board of Trustees Secretary, Academic Affairs	No funding required for the initial step of this initiative, however, funding requests anticipated	2023-2024 - Group of representative folks establishes expectations Fall 2026 - 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	Assign HR team member to oversee all required employee trainings, including tracking completion and ensuring timely communication of requirements. This individual will collaborate with university stakeholders to coordinate content, delivery, and compliance needs, while also evaluating software platforms or other delivery methods to improve accessibility and reporting.

(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 <i>SP: Community Strength</i>					
Evaluate and update performance management tools that include training, workshops, and resources ● Include DEI/Cultural competence in performance evaluations with a self-reflection component ● Work with shared governance to determine tiers and self-reflection recommendations <i>SP: Community Strength</i>	2023-2027	Accountability Leader(s): Chief Human Resources Officer Responsible Parties: Human Resources, Diversity, Equity and Inclusion, Shared Governance	Funding requests anticipated	2023-2026 Phase 1: Foundation Building (Now–Spring 2026) ● Current Tools & Processes Audit: Conduct an assessment of existing performance evaluation tools, training, and utilization across employee groups. ● Needs Assessment & Stakeholder Input: Engage shared governance, and employee groups to gather input on functional gaps. ● Research & Benchmarking Summary: Compile best practices, including models for tiered evaluation systems and self-reflection components tied to cultural competence. Phase 2: Development (Spring–Summer 2026) ● Draft Updated Evaluation Tools: Revised performance evaluation forms with: ○ Tiered structure (if appropriate by role/classification) ○ Self-reflection section with prompts on DEI and cultural competence ● Training and Resource Suite ○ Supervisor training modules (in-person/virtual) ○ Self-guided tools for employees ○ Workshops on giving and receiving feedback with cultural awareness ● Shared Governance Collaboration: Finalize tool and tier recommendations with input from Faculty Senate, Staff Senate, and other shared governance groups. Phase 3: Implementation Planning (Winter 2026) ● Pilot Program & Feedback Loop ○ Launch a limited pilot with representative units ○ Collect feedback for refinement	

				- Full Implementation Plan & Timeline - Final rollout schedule by employee classification - Communication plan and support materials Fall 2026 - Implementation begins	<i>Full update not provided ahead of October DEIAC</i>
Develop and implement supervisor specific professional development program for supervisors, which is then followed up with a consistently available learning community <i>SP: Community Strength</i>	2024-2026	Accountability Leader(s): Chief Human Resources Officer Responsible Parties: Human Resources, University Diversity and Inclusion Advisory Committee, Facilities, Feedback from Shared Governance on topic areas/themes	No	2025-2026 - Tuesdays at 2, monthly training opportunities on topics specifically for supervisors Spring 2026 - Professional development available to professional employees	<i>Full update not provided ahead of October DEIAC</i>
Develop/redevelop and pilot mentorship programs (with consistency in mind, with specific and measurable outcomes) <i>SP: Community Strength</i>	2023-2026	Accountability Leader(s): Provost and Chief Human Resources Officer Responsible Parties: 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 program being launched and will be evaluated at the end of the academic year	Pilot program being launched and will be evaluated at the end of the academic year <i>Full update not provided ahead of October DEIAC</i>
Long-Term					
Engage in a Classification and Compensation Project <i>SP: Community Strength</i>	2023-2025/Ongoing	Accountability Leader(s): Chief Human Resources Officer Responsible Parties: Human Resources and University Partners	Yes, consultant (\$123,000), to be paid through sustainability funds. Additional funding request anticipated; to be determined following studies and recommendations	2023-2025 - Conducted a salary study - Conducted a pay equity study - Reported findings and recommendations 2025-2026 - Conduct a classification study for unclassified employees	- Recommend working with the consultant on the salary table for unclassified employees. Note: classified employees are not included, as they are part of a study conducted in coordination with other universities - Plan to provide more transparency and communication, by clarifying the scope and results of the pay equity, classification, and compensation study, including what specific changes have been made or are planned
Conduct assessment of promotion and tenure process with an equity lens <i>SP: Community Strength</i>	2023-2025/Update <i>Fall 2025</i>	Accountability Leader(s): Provost Responsible Parties: Academic Affairs and University Partners	No	2023-2025 <i>Review of process</i> <i>Fall 2025</i> <i>Provide specific recommendations for the Provost and Union based on the results of the assessment.</i>	This CBA article is not currently being evaluated to reopen until 2027. Per the CBA - the provost provides open sessions for faculty to learn about the promotion and tenure process. <i>Full update not provided ahead of October DEIAC</i>

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 <i>SP: Community Strength</i>	<i>2023-2025/Update Fall 2025</i>	Accountability Leader(s): Provost Responsible Parties: Academic Affairs and University Partners	No funding required for the initial step of this initiative, however, long-term may need to make budgetary considerations	<i>2023-2025</i> • <i>Determine what is available and review current programs</i> • <i>Unit reviews of historical tenure trends (e.g., successful tenured lines, time to apply and receive Full Professor rank)</i> <i>Fall 2025</i> • <i>Consistent procedural guidelines and expectations shared with all units</i> • <i>Centralized and consistent training and mentoring system for PRC's and tenure track faculty</i>	• This CBA article is not currently being evaluated to reopen until 2027. Per the CBA - the provost provides open sessions for faculty to learn about the promotion and tenure process. <i>Full update not provided ahead of October DEIAC</i>
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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	Recommendation(s)
Establish Basic Needs & Mutual Aid Resources	Student Success	• Student Affairs & MarCom – Centralized resource hub (accessibility, Abby’s house, etc.) – one stop for student resources
Establish Basic Needs & Mutual Aid Resources	Student Success	• (Student Affairs) Abby’s House – website update, including the volunteer system; streamline paperwork and some self-service options such as having SNAP applications available both paper and online • (Student Affairs) Abby’s House – track data to be able to disaggregate and understand services for on campus and off campus students • (Student Affairs) Abby’s House & Foundation – increased partnership to increase support from donors and local businesses (example – could WinCo donate gift cards) • (Student Affairs) Abby’s House – 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; is there a partnership to establish (or increase) with Ella Curran Food Bank (Patty) for their volunteers to volunteer here ○ Senior Leadership consider reallocation of resources to accommodate need
Review of Current Dining Offerings & Food Insecurity	Student Success	• No action plan item recommended at this time given changes to meal plans (swipes), the Summit, and Café Allegro this year – provide time for these changes to develop and then assess over time – consider dining specific surveys for students • While no action plan item recommended, recommend improvements to communication regarding dining and storytelling from dining – recommend connections for Dining and MarCom
Increase Mental Health & Wellness Resources	Student Success	• Senior Leadership – meet the request for a health education/promotion coordinator in university funding and not auxiliary ○ Bring back staff and faculty professional development for dealing with distressed and disrupted students (if cannot accommodate the resources for the position, bring stakeholders together to determine how to bring this back separately) ○ Within health promotion position explore increased student engagement in group counseling and/or psychoeducational opportunities to help meet needs of students • Finance and Administration & (Student Affairs) Health and Counseling Services – assessment of funding health and counseling services as fully auxiliary, could there be development of a shared model, as enrollment has declined the need for services has not declined • Human Resources & (Student Affairs) Health and Counseling Services – transparency and clarity around salaries and comparables since losing staff to salary concerns • (Student Affairs) Health and Counseling Services & (Academic Affairs) Sponsored Projects & Foundation - Grant opportunities

Review of Athletics & Student-Athlete Experience	Student Success	• Senior Leadership – President and/or other senior leadership members go to Student Athlete Advisory Committee (SAAC) on occasion • Athletics – Student on Athletic Advisory Committee • Athletics & Human Resources – Annual August staff retreat – Title IX and other reporting lines participate/train each year, require new folks to schedule sit down • Athletics – Add clarify student athlete expectations during required compliance training with teams – clarify expectations in student athlete handbook • Athletics – Coaches and advisor annual meetings – expectations of student athletes – annual email reminding faculty each year to accommodate
Review Bias Incident Reporting Process & University Reporting Options	Community Strength	• Human Resources – One stop shop website for Title IX and Bias with clarity of process and expectations for employees, students, etc. with centralized chart or similar that shows what the process for reporting and expectations are that is easy to follow (include the path for employees) • Human Resources – Increased education and outreach such as information about the bias response team, annual implicit bias professional development opportunity • Human Resources & Campus Public Safety – clarity of expectations for students about when to go to public safety, and employees about what their responsibilities are
Affinity Spaces	Community Strength	• Diversity, Equity, and Inclusion (in collaboration with Academic Affairs, Student Affairs, Human Resources, etc.) – Audit of affinity groups and spaces ○ Following fact finding ▪ Ask shared governance to explore need and want for affinity spaces, groups, etc. for faculty, staff, and students • Human Resources – Audit of lactation spaces, meeting the minimum standards? How we might add more? How communicating about them? • (Student Affairs) Student Engagement – Greater training and resource development for advisors to help build more consistency and support structures for student organizations
Establish Clear & Equitable In-Person Requirements for Employees	Community Strength	• (President’s Office) Board of Trustees Secretary and Special Assistant to the President and General Counsel update policy and communicate regarding the remote work policy and expectations
University-Wide Recognition Process	Community Strength	• Human Resources (in partnership with Academic Affairs, Student Affairs, and Foundation) – Audit current recognition and develop a plan to move forward ○ What university-wide recognition exists? How does it align with the strategic plan? How are we airing on the side of access and inclusivity? ○ What’s happening at the unit/department level in terms of recognition and in how they are nominating individuals for awards (example: for Pastega, you have to nominate actively in order to get awarded) ○ Take the pillars of the strategic plan into consideration as making decisions around university-wide recognition - is there a way these notions are reflected in who awards are given out - do they honor our values? ○ Consider award committee advocates (non-voting members) to help keep things align with the intent of the award recognition and the strategic plan ○ Teaching donors about their gifts and implications
Engagement with Families & Alumni	Community Strength	• Senior Leadership – athletics often engages in community service type projects; how can we build on this? • (Foundation) Alumni & (Student Affairs) Center for Professional Pathways – Increase alumni and community engagement regarding job shadows, internships, etc. • Finance and Administration – Assessment of Parking ○ Does the revenue of parking offset the costs related to management? ○ How do we make parking on campus easier for community members?

		○ What considerations can be made for prorated parking costs?
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A common theme throughout meetings included student engagement. Requesting consideration for these additional items in alignment with Strategic Plan Goal: Student Success, for Senior Leadership Council (and beyond):

- Student employment opportunities, pay competitive with off campus opportunities, leaving campus for work opportunities aids disengagement, consider if cutting student positions impacts student success and engagement
 - Clarity around student employment opportunities (CPP, Handshake, etc.), skill building for jobs, job/career readiness
- Address student engagement shifts, while making considerations for not othering and upholding “traditional” norms/expectations (example: silent book club (arrive early or stay late if want to talk) - want to be around people without the requirement of engagement)