Diversity Plan
June 30, 2021

Contents

Approved by Cabinet--June 30, 2021

1. Statement of Purpose

The Board Statement on Diversity, Inclusion, Equity, and Accessibility sets the foundation of values that are needed for accountability towards justice, anti-racism, and inclusion at Western Oregon University. To carry out the Board Statement, WOU will implement and institutionalize this Diversity Action Plan (DAP), section 3. The DAP is guided by WOU's Strategic Framework and requires institutional support and the engagement of all campus community members. The members of the University Diversity and Inclusion Advisory Committee (UDIAC) have identified the goals below as essential to the work towards accountability, equity, diversity, inclusion, and accessibility at WOU.

In addition to the values and actions outlined in the Diversity Action Plan (DAP), there must be administrative leadership to hold WOU units and constituencies accountable to the Board Statement and the DAP. This can only be accomplished through instituted positions where, in the organizational chart, they are poised for success in holding WOU entities accountable to this plan. The DAP should be re-evaluated and re-evaluated periodically to ensure relevancy.

As required by the [Oregon House Bill 2864](#), WOU must provide cultural competency training for all employees. Due to the specific requirements in the bill, the University Cultural Competency Advisory Committee (UCCAC) is a key partner for the Diversity Action Plan. The Cultural Competency Advisory Committee's plan for training delivery should be read as a piece of the Diversity Action Plan.

2. Definitions and Key Terms

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

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

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

2.4 Accessibility is providing equitable opportunities for participation in a given event, resource, physical and digital spaces, or experience. This is unique to the individual and their specific needs and situation.

2.5 Accountability The Board Statement on Diversity, Inclusion, Equity and Accessibility outlines the Board's expectations for multiple avenues of accountability regarding DEI efforts and initiatives. These expectations include, but are not limited to demonstrable primacy of DEI values in the strategic plan, clear expectation that every member of the university community is responsible and accountable to DEI values, clear avenues to share concerns, file grievances or report bias, clear use of data and evidence to incorporate DEI values into university practices and processes, demonstrable availability of relevant training for members of the university community, and clear assessment mechanisms to monitor the university's progress in upholding and incorporating DEI values into university life and operation.

2.6 Cultural Competence is an understanding of how institutions and individuals can respond respectfully and effectively to people from all cultures and backgrounds, races, ethnic backgrounds, disabilities, abilities, religions, genders, gender identifications, sexual orientations, veteran statuses, and other characteristics in a manner that recognizes, affirms and values the worth, and preserves the dignity, of individuals, families, and communities. See HB 2864 (2017).

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

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

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

3. Goals

3.1 Climate - The Board of Trustees expects purposeful and intentional action by the university and its employees and students to create and sustain a climate of respect, civility, and acceptance to allow all members of the university community—administrators, faculty, staff, and students—to succeed as a university employee or student.

Together we will create a campus culture that honors and respects a wide range of backgrounds, identities, and perspectives.

1) Create the strategic and purposeful leadership structure necessary to coordinate the actions necessary to move toward diversity, equity, inclusion, and accessibility.
2) Work with collective bargaining units and HR to integrate the Diversity Action Plan goals into employment terms and contracts.
3) Apply an equity lens to departmental budgetary approval, with specific attention to various academic and student success programs that explicitly support overexploited student populations.
4) Institutionalize best practices of diversity, inclusion, equity, and accessibility priorities.
5) Enact tools of assessment and a reflection of campus climate.
6) Develop assessment and monitoring system for campus diversity efforts

3.2 Recruitment and Retention of Employees - The Board of Trustees expects purposeful and strategic prioritization of the recruitment and retention of university employees, including administrators, faculty, and staff. The board expects measurable and demonstrable action and progress throughout all steps of an employee's relationship with the university, including but not limited to job announcements, the consideration of minimum and preferred qualifications, the composition and training of search committees, application and interview questions, professional development, formal and informal mentor relationships, and the incorporation of the principles of diversity, equity, inclusion, and accessibility, as appropriate, in the performance evaluation of all employees.

To equitably recruit staff, faculty, and administrators that reflect and support a diverse community we will create fair and equitable employment practices. Specifically, we will increase recruitment and retention efforts aimed at supporting

people overexploited due to their race, culture, nationality, socioeconomic status, language or ethnic background, physical or cognitive ability, religion, sex, gender, gender identity, age, sexual orientation, and/or veteran status.

1) Recruit and retain faculty and staff of color and those from systemically and historically exploited and resilient backgrounds.
2) Examine and analyze the diversity of our current campus employees and develop increased awareness and support of diversity on campus
3) In accord with HB 2864, provide relevant professional development opportunities for all employees.
4) Improve and refine our practices for hiring employees to be more inclusive and representative of diverse applicants.
5) Work to retain and promote our talented employees on campus by providing employee development and promotion.

3.3 Recruitment & Retention of Students - The Board of Trustees expects the purposeful and strategic prioritization of a diverse student body and the primacy of culturally competent and inclusive practices, programming, and resources to retain as many students as possible. The board expects measurable and demonstrable action and progress in admission practices, financial aid practices, programming, student organizations, student resources, and new student orientation**.**

To equitably recruit and retain a diverse and representative student body, we will increase outreach and enrollment of overexploited and resilient student populations within the region.

1. Support student life and belonging through student clubs and organizations, affinity spaces, and career and life-planning resources.
2. Support the financial security of students through financial aid, scholarships, and campus employment.
3. Support student inclusion in decision making by including student representatives on campus committees, especially those related to diversity, equity, inclusion and accessibility
4. Embed diversity, equity, inclusion and accessibility in the curriculum and new student orientation.
5. Include diverse/nontraditional faculty and staff in developing strategies to recruit and retain overexploited and resilient student populations.
6. Strengthen community partnerships with other education institutions (community colleges, high schools and state universities), education- focused organizations, community nonprofits and for-profits partners/sponsors

3.4 Curriculum & Pedagogy - The Board of Trustees—recognizing the faculty's unique role in the development and stewardship of the university's curriculum—expects the curriculum, academic departments and divisions, majors and minors, degree and certificate programs, pedagogies, and modalities to prepare students as citizens of an increasingly diverse and inclusive community, state, nation, and world. The board expects pedagogies and modalities of instruction to challenge and educate students in culturally competent, inclusive and equitable ways. The board expects measurable and demonstrable actions incorporating the concepts of diversity, inclusion, equity, accessibility, and cultural competence into the curriculum. These include general education requirements, first-year seminars, major requirements, the development of elective courses, degree and certificate programs, and modalities of instruction.

To develop curricula that prepare students as citizens of an increasingly diverse and inclusive community, state, nation, and world, we will create the expectation for pedagogy that is inclusive, accessible, and culturally responsive.

1. Develop pedagogies and modalities of instruction that challenge and educate students in culturally competent, inclusive, and equitable ways.
2. Develop methods to continually assess curriculum in terms of diversity, inclusion, equity, accessibility and cultural competence and ways to measure progress and change. Make sure this assessment is implemented across general education requirements, first-year seminars, major requirements, elective courses, degree and certificate programs and other modalities of instruction.
3. Provide mechanisms for visibility of curriculum that excels in incorporating diversity, inclusion, equity, accessibility, and cultural competence.
4. Provide professional development and training for faculty to be critical of, create and revise curriculum in recognition of diversity, equity, inclusion and accessibility.

3.5 Community Partnerships - The Board of Trustees expects the university to assume a prominent and obvious leadership role in embracing and embodying the strength of diversity, equity, inclusion, and accessibility in the community and with external partners. This includes purposeful and intentional engagement and support of affinity organizations, speaking engagements, federal, state and local initiatives, the WOU Foundation and the WOU Alumni Association.

To create an increasingly inclusive local and regional community, we will support and diversify our connections with community partners through intentional outreach. We will create leadership opportunities that move beyond just the internal culture of WOU, to include our surrounding communities and beyond.

1. Advertise, collaborate with, and offer events to our celebrate diversity in or local

community.
2. Create business and public sector partnerships, paid internships, grants, contests, etc.
3. Increase civic engagement of the WOU community and representation of the WOU community in governing boards in the community (facilitate representation of faculty, staff, and students on local and statewide boards).
4. Increase alumni involvement in fostering partnerships beyond the WOU campus for faculty, staff, and students.
5. Document and advertise community partnerships, participation, and collaborations.
6. Partner with local governments and other leaders to take a unified stance against local or global events of discrimination.

3.6 Business Practices - The Board of Trustees expects the university to incorporate and sustain the values of diversity, equity, inclusion, and accessibility in its business practices. This includes, but is not limited to, purposeful and intentional action and process in engaging minority, women and emerging small business (MWESB) vendors through a Request for Proposals (RFP) and contracting process that benefits MWESBs, making key documents accessible to the vendor community, and incorporating and upholding the values of diversity, equity, inclusion, and accessibility in its budget proposals and deployment of scarce resources.

Foster a commitment to diversity that is reflected in our business practices.

1. Create the structures necessary for an equity lens to be applied to key budgetary and administrative decisions where possible.
2. Strive to build the advancement of diversity within Procurement, Contracts, and Capital Planning.
3. [Re]Construct the contracting and bid processes (Requests for Proposals/Requests for Quotes) to reflect the university's priority commitment to diversity, including the development of tools/practices to identify, court and establish working relationships with women and minority-owned businesses.
4. Actively solicit bids and proposals from businesses who are certified by the State of Oregon's Certification Office for Business Inclusion and Diversity (COBID).
5. Prioritize the use of Qualified Rehabilitation Facilities (QRF). QRF are nonprofit organizations whose purpose is to provide employment to individuals with disabilities.

3.7 Facilities and Physical Plant - The Board of Trustees expects the university's maintenance of its facilities and physical plant to embody and uphold the values of diversity, equity, inclusion, and accessibility, including prioritizing physical accessibility to buildings, venues, and campus, proposals for art and installations on campus buildings and on campus grounds, and in the development of capital

construction projects and engagement and procurement of vendors to perform construction, repair or work on campus facilities.

The physical campus environment will reflect WOU's values of diversity, equity, inclusion, and accessibility through initiatives with WOU's Physical Services and Facilities. These initiatives will increase physical accessibility, increase cultural representation in our campus spaces, and create a diverse workforce within our contractors and subcontractors.

1. Apply equity lens to implementation of the University Capital Master Plan. Incorporate diversity, equity, inclusion, and accessibility goals for deferred maintenance projects.
2. Increase cultural representation in the campus community through designation of affinity spaces.
3. Develop a formal statement that recognizes and respects the Indigenous People's relationship to their land and honors the history of those who have been living and working on the land WOU now inhabits.
4. Develop unified standards for contractors and sub-contractors that prioritizes diversity, equity, inclusion, and accessibility.

Appendix A – DEI Timeline

Possible outcome of DEI Task Force

The Task Force and UBAC will be discussing the creation of Cabinet level position that will be responsible for ensuring that WOU policies reflect WOU's values of diversity, inclusion, equity, and accessibility. This position would apply a diversity and equity lens to university policies and practices. They would work with WOU's Policy Council, division chairs, department heads, deans, and other policy-making entities to ensure that all campus policies reflect WOU's values of diversity, inclusion, equity, and accessibility.

2020-21
- DEI Taskforce will develop a process to accept DEI-related proposals
- Make decisions based on DEI Taskforce
- If the decision is made to search for a cabinet level diversity officer, identify students, staff and faculty who could serve on a search committee, possibly beginning Summer 2021 with candidate campus visits Fall 2021
- Begin discussing space allocation to make sure BIPOC students have a safe and welcoming environment, as WOU works towards longer term solutions
- UDIAC leadership will be meeting with stakeholder groups and work with president and cabinet to "finalize" the Diversity Plan

2021-22
- Develop a Student Success Center / Werner University Center committee with student, staff and faculty to discuss long term plans for student space and support services
- Assuming a search is approved for a cabinet level diversity officer, WOU anticipates campus visits during Fall 2021. Plan for student specific meetings with candidates and campus-wide presentations to discuss DEI efforts and opportunities
- Assuming a search is approved for a cabinet level diversity officer, the successful candidate would ideally start during the 21-22 academic year
- Assuming a successful search and hiring of a cabinet level diversity officer, that person will need to begin discussing the Diversity Plan with stakeholders and work with University Council to begin a process to identify both actions and metrics so WOU can assess progress towards goals (those metrics would likely include both quantitative and qualitative indicators). University Council may consider a subcommittee to work with UDIAC and a cabinet level diversity officer.
- Assuming a successful search and hiring of a cabinet level diversity officer, that person will work with Institutional research to begin pulling data sources

- Update the Board of Trustees on a regular basis
- The University Cultural Competency Advisory Committee will work closely with UDIAC and the cabinet level diversity officer

2022-23
- A cabinet level diversity officer would continue to work closely with UDIAC, students, University Council and Institutional Research to implement and assess efforts to make progress toward Diversity Plan goals
- UDIAC and cabinet level diversity officer will work with the Strategic Planning Committee to infuse diversity goals into a new strategic plan
- Update the Board of Trustees on a regular basis
- The University Cultural Competency Advisory Committee will work closely with UDIAC and the cabinet level diversity officer

2023-24
- A cabinet level diversity officer would continue to work closely with UDIAC, students, University Council and Institutional Research to implement and assess efforts to make progress toward Diversity Plan goals
- Update the Board of Trustees on a regular basis
- UDIAC and cabinet level diversity officer will work with the Strategic Planning Committee to infuse diversity goals into a new strategic plan
- The University Cultural Competency Advisory Committee will work closely with UDIAC and the cabinet level diversity officer

Appendix B – Action Recommendations from UDIAC for future consideration by Chief Diversity Officer

The following action items are noted for consideration:

3.1 Climate

1. Create permanent staff positions dedicated to coordinating and supporting justice, equity, diversity, and inclusion projects.
    a. Executive Director, Vice President, or Provost-level position
    b. Coordinator and/or Assistant Director-level position(s)
    c. Student employment, internship, and graduate teaching assistantships
2. Allow for intentional representation (of students, staff, and faculty) on governance boards, such as the Board of Trustees, President's Cabinet, and other executive and programmatic committees implementing change.
3. Effectively communicate and advertise the various grievance processes (e.g., Bias Incident Response Form, Student of Concern Form, Title VI, Title IX, etc.)
4. Create educational opportunities for all campus members to learn about topics connected with diversity, inclusion, equity, and accessibility.
5. Offer extracurricular activities and events to engage with diversity, inclusion, equity, and accessibility efforts and priorities.
6. Provide culturally relevant and inclusive representative messaging that uniformly conveys the university's priorities around diversity, inclusion, equity, and accessibility.
7. Provide physical space that honors historically marginalized groups.
8. Allocate funds to acknowledge the history of oppression of marginalized populations.
9. Prioritize the use of outside vendors that demonstrate WOU's diversity, inclusion, equity, and accessibility priorities.
10. Appoint appropriate leadership to administer campus climate surveys to staff, faculty, administrators, and students.
11. Publish the results and interpretation of each assessment of the campus climate.
12. Dedicate financial and institutional support necessary to provide a comprehensive campus climate survey which should include professional recommendations and summaries of results.
13. Appoint appropriate leadership to provide constructive guidance for modifications to programs and initiatives to effect improvements suggested by survey results.
14. Establish guiding principles that will serve as a framework to drive diversity and inclusion efforts across campus
    a. Author and publish WOU guiding principles for promoting diversity, inclusion, equity, and accessibility.

b. Form department-level committees to ensure that departmental goals align with university guiding principles
c. Require WOU guiding principles to be operationalized within each department and hold deans and department leaders accountable for leading departmental planning and establishing department diversity, inclusion, equity, and accessibility plans.

15. Establish resources and information that will be disseminated across campus and made accessible online
   a. Create and maintain an online repository of justice, equity, diversity, and inclusion (JEDI) related toolkits and resources.
   b. Support the practice of offering JEDI-focused events and workshops aimed at building multiple literacies (e.g. racial literacy) and cultural competencies.
   c. Establish contacts/partners/campus organizations that can serve as resources and offer support services for typically marginalized campus community members.

16. Establish a digital communication strategy to demonstrate an institutional commitment to diversity, inclusion, equity, and accessibility.
   a. Create university and department-level web pages and social media sites that promote institutional values and commitments to diversity, inclusion, equity, and accessibility.
   b. Publish a list of JEDI-focused campus organizations, annual events, workshops, and other ongoing initiatives
   c. Publicly report data on university progress toward recruiting and retaining students, faculty, and staff from marginalized identities.

17. Establish and maintain an annual evaluation cycle to assess the attainment of campus goals, objectives, and outcomes in all areas related to diversity, inclusion, equity, and accessibility.
   a. Identify measurable objectives and outcomes at the university, college, and department level to meet diversity, inclusion, equity, and accessibility goals.
   b. Ensure that the university and leadership across campus collect data and report how and to what extent outcomes are achieved
   c. Establish a standard system to annually assess and equitably distribute funds for campus-wide diversity efforts
   d. Distribute, analyze, and report on a campus climate survey each year to all WOU students, faculty, and staff

3.2 Recruitment and Retention of Employees

1. Assess current employees in terms of social identities and analyze annual hiring data every year.
   a. Review job descriptions, scope of work, and related pay levels across divisions and assess for inequities in pay.
2. Require relevant professional development for all current employees, including, but not limited to:
   a. Peer mentoring.
   b. Working toward a goal of 100% employee participation in cultural responsiveness training.
   c. Application of intersectional approaches to pedagogy, research, and curriculum on diversity.
   d. Diversity campus events related to multicultural awareness and intersectionality on a regular basis.
   e. Opportunities that support professional development for faculty, staff, and administrators. Provide resources for departments/divisions seeking assistance with developing these programs.
3. Advertise widely to reach underrepresented groups and utilize best practices to improve the recruitment of underrepresented employees:
   a. Utilize availability data and applicant flow information in hiring processes to monitor and improve applicant pools.
   b. Work with Human Resources to establish an improved template for job announcements to be attractive to a wider and more diverse applicant pool.
      i. Work with Human Resources to establish approved statements and language to be added to job announcements.
      ii. Add a diversity, equity, inclusion, and accessibility statement(s) to all job announcements.
   c. Work with Human Resources to identify specific publications which *must* be used for all search advertisements, allowing for differences for staff versus faculty versus administrator hiring.
      i. Identify specific funds and budgetary goals for targeted posting and advertising of positions to diversity-focused recruitment websites.
   d. Add diversity, equity, and inclusion-specific questions to all applications and interviews.
4. Improve legal processes of receiving and processing paperwork for refugees and others without current US citizenship.
5. Require completion of the available training through HR for hiring committees and set expectations for search committees to address implicit bias, cultural responsiveness, and equity.

6. Diversify search committees and work with Human Resources to explore implementation of search advocates:
   a. Develop training for, and a pool of, search advocates, plus policies for requesting a search advocate in hiring processes.
   b. Encourage all search committee members to use available tools for best practices in searches and hiring in order to generate an understanding of techniques that may better attract a more diverse pool of applicants.
7. Improve on-boarding for new employees by providing them access to diversity resources and information regarding affinity groups.
8. Provide training, workshops, and other opportunities to aid faculty, staff, and administrators in advancing their careers:
   a. Establish equity-focused best practices in tenure and work with collective bargaining units regarding promotion & review of faculty. Recognize within tenure and promotion processes the contributions of faculty who mentor overexploited students and provide service to overexploited and resilient communities. Departments/divisions should ensure that these contributions do not prohibit faculty from advancing in rank in a timely manner.
   b. Offer workshops for junior faculty members to clarify the tenure and promotion process, including third-year reviews, annual reports, and compilation of tenure files.
   c. Offer similar workshops for new and continuing staff and other employees to clarify how to best meet position description expectations, excel in performance reviews, and advance in their careers.
   d. Offer a faculty and staff mentoring program.
9. Pay Equity
   a. Eliminate pay equity gaps in diverse staff, faculty, and administration for current employees
   b. Work to close pay equity gaps in our newly hired employees through salary incentives for bilingual employees.
   c. Assess and compare CUPA data with current pay levels for all employees.
.

3.3 Recruitment & Retention of Students

1. Student clubs and organizations
   a. Use general fund money to support exceptionally marginalized student clubs and organizations consistently.
   b. Provide physical space(s) on campus that are intersectional and inclusive for all students and community members, with a focus on safe affinity space(s) for identity-specific community building.

2. Requiring diversity-related learning outcomes for general education requirements (e.g., first-year seminars)
3. Promote accessibility and engagement through intentional universal design practices in the classroom, at events and in built environments and virtual spaces
4. Identify and develop resources for recruitment/outreach/enrollment and retention. Effectively communicate how these resources will be used.
5. Strengthen community partnerships with other education institutions (community colleges, high schools and state universities), education- focused organizations, community nonprofits and for-profits partners/sponsors.
6. Assess which current WOU programs/initiatives best support overexploited and resilient students. Expand these programs and initiatives to meet/reflect student needs. Develop new programs that target unmet needs.
7. Continuously engage students to understand and develop services that best serve them.

3.4 Curriculum & Pedagogy

1. Identify and develop resources for faculty and staff, including best practices, training, workshops, Professional Learning Communities (PLCs), small group discussions, conferences.
2. Invite programs and departments to update curriculum where needed, to be inclusive, accessible, and culturally responsive.
3. Find ways to track and identify new curriculum in terms of diversity, inclusion, equity, accessibility, and cultural competency through the Faculty Senate Curriculum System
4. Encourage all new and revised courses to include diversity, equity, inclusion and accessibility connections in a content-appropriate way.
5. Professional Learning Community (PLC) assessment for all curriculum, not just courses with Diversity and Global Learning (DGL) as an undergraduate learning outcome (ULO).
6. Support for departments and programs to review and update their curriculum in terms of diversity, equity, inclusion and accessibility.
7. Determine the feasibility of a diversity-focused aspect of required general education.
8. Develop a mechanism for students, faculty, or staff to report curriculum that should be reviewed for potential racism, prejudice, or targeting of marginalized groups.
9. Develop a mechanism for programs to review their curriculum specifically for increasing inclusion, focusing outside the dominant groups, and removing bias, racism, prejudice, or targeting of marginalized groups.
10. Survey campus students on a regular basis to identify areas of curriculum that are not being offered, so that those can be added.

11. Provide a way to showcase curriculum and pedagogy that exemplifies inclusivity, equity, and cultural competency.
12. Develop a syllabus statement(s) for courses with a commitment to equity, inclusion, diversity, accessibility.
13. Provide opportunities for cross-departmental/cross-program discussion of how to be culturally competent, inclusive, and equitable in our curriculum.
14. Establish speaker series, panels, workshops or other regularly occurring methods of training for curriculum development open to all faculty and staff.
15. Examine what training for curriculum development can be widespread/mandatory.
16. Encourage faculty to examine what examples of people in their field are showcased and to become more representative.
17. Engage with deans, division chairs, and other leadership positions to spread the word, get faculty buy-in, and assist with development "from the ground up"
18. Provide incentives for faculty to develop inclusive and universally designed curriculum.
19. Provide regularly occurring spaces for faculty to discuss topics of equity, inclusion, diversity, and accessibility with respect to their new or ongoing curriculum.
20. Invest in a diverse collection of resources through the Hamersly Library.

3.5 Community Partnerships

1. Targeting communities to include and advertise to (older adults, Latinx families and other populations) and ongoing collaborations and partnerships with community organizations (city and county level)
2. Sponsoring community events on campus (facilitating spaces and financial support for reservations when possible)
3. Increase inclusion of local community representation on WOU committees and boards.
4. Respond to discriminatory events in the local community within 24-48 hours (including, but not limited to: acts of terrorism, white supremacy, racism, other acts of violence, etc.)

3.6 Business Practices

1. Train all campus members with budget approval and authority to review business practices through an equity lens.
2. Continue to advance the expansion of the university's diversity initiatives and stewardship of resources.
3. Provide tools and resources to assist departments in identifying diverse suppliers.
4. Develop and encourage relationships that result in increasing WOU's diverse supplier base and accurately reflecting the regional minority and women business profile.
5. Encourage business center buyers and their department customers to build and strengthen business relationships with minority firms in order to increase WOU's spending with diverse vendors.
6. Develop outreach and engagement opportunities for diverse suppliers.

3.7 Facilities and Physical Plant

1. Reflect a commitment to diversity, equity, inclusion, and accessibility within WOU's built and digital environments.
   a. Use tools such as the 2010 ADA Standards for Accessible Design to improve WOU's built environments.
   b. Use tools such as the W3C Web Accessibility Initiative to improve WOU's digital environments.
   c. Use tools such as The Centre for Excellence in Universal Design and the National Disability Authority's Universal Design Principles to improve WOU's commitment to overall accessibility.
2. Gender-neutral, single-stall, and accessible restrooms
   a. Include minimum requirements for inclusive restrooms in the campus standards for all future construction projects.
3. Display and support art and culture from underrepresented artists and identities
   a. Include multilingual signage across campus (Spanish, Arabic, Chinese, etc.) using QR codes.
   b. Develop and support art and artists from underrepresented groups in a way that is welcoming and friendly, inclusive, and reflective of diversity at WOU (students: 14% Hispanic, 22% other non-white).
   c. Able to be engaged or interacted with
   d. Unmistakably WOU, scaled or designed to elicit school spirit.
   e. Pragmatic: has physical longevity.
   f. Timeless and forward looking.