



**Oregon State
University**

Office of the Vice Provost for Student Affairs

December 10, 2020

Invitation to Serve: Division Priority Steering Committee

Damoni Wright	AVP Student Affairs/ED SEE	Convener
Teresita Alvarez-Cortez	Director DIP/UHDS	Co-chair
Charlene Martinez	Associate Director/SEE	Co-Chair
Patty Jackson	Executive Assistant/SEE	Administrative Support
Grace Atebe	Executive Director/OIS	
Marcey Bamba	Associate Director/CAPS	
Emily Bowling	Director/SEE	
Maureen Cochran	Director/SA Assessment	
Kevin Dougherty	AVP Student Affairs/DOS	
Amy Frasier	Health Equity Specialist/SHS	
Nicole Hindes	Director/HSRC	
Marigold Holmes	Assistant Director/OIS	
Ian Kellems	Executive Director/CAPS	
Emma Larkins	Associate Director/CDC	
Reagan Le	Director/SEE	
Kim McAloney	Associate Director/EOP	
Janet Nishihara	Executive Director/EOP	
Shay Norman	Faculty Advisor/ASOSU	
Josh Norris	Director/RecSports	

Hello:

I write to request that you serve a two-year renewable term on the new Division Priority Steering Committee, led by Damoni Wright, associate vice provost for student affairs and executive director of Student Experiences & Engagement. The steering committee will be co-chaired by Teresita Alvarez-Cortez, director of Diversity Initiatives & Programs in UHDS, and Charlene Martinez, associate director for Student Experiences & Engagement. Patty Jackson, executive assistant to Damoni Wright, will provide administrative support to the committee.

The Division Priority Steering Committee will oversee the development and implementation of a comprehensive division-wide plan to advance the Division of

Student Affairs priority to improve educational access and remove barriers that create inequity for Black, Indigenous and other people of color. We will do so while researching and exploring the nuance that exists within each of the aforementioned identities, in order to ensure that our work is effective and holistic and does not cause another form of institutional erasure.

Committee Charge

As a division, we have acknowledged that our systems and structures are creating inequitable outcomes for Black and Indigenous students of color, students who are first generation, and students with high financial need. We own our roles in perpetuating this inequity, and will assertively transform our practices, processes and policies to improve student success. In an effort to accelerate and increase our impact, the division will narrow its focus to improving educational access and removing inequitable barriers for students who identify as Black, Indigenous or other people of color.

This is not a priority to be advanced in addition to the work of the division; it is a priority that sits in the center of our work as a division.

To produce systemic change, progress will require cultural transformation — acknowledging the long-standing institutional and systemic barriers that are reinforced by our attitudes, beliefs and actions — and critical examination of our programs, services, policies, norms and resource allocation.

Specifically, the committee will:

1. Define Measurable Outcomes and Identify Desired State
 - a. Define aspirational, but achievable outcomes.
 - b. What are some milestones/what benchmarks will we use or develop?
 - c. Identify how we will know when success has been achieved — what is the “desired state”?
2. Conduct Landscape Analysis
 - a. Identify what needs to be learned in order to effectively develop programs and services that will deliver the “desired state.”
 - i. What gaps do we need to address (e.g., leadership capacity, expertise, content knowledge)? What challenges do we face (e.g., history, internal politics, buy-in, time constraints)?
 - b. Examine what are we doing as educators/programmers/service providers to contribute to students not achieving equitable outcomes?
 - c. Review and evaluate internal and external barriers that may prevent achieving “desired state.”
 - i. Policy
 - ii. Administrative
 - iii. Legislative

- iv. Financial
 - v. Practical
 - vi. Social and Identity
- d. Review and evaluate internal and external opportunities, programs or initiatives currently occurring that may contribute to achieving "desired state."
3. Based on the landscape analysis, update the "desired state" as appropriate and develop work plan to achieve.
 4. Assign taskforce groups and provide charge, including timelines and expected deliverables.
 5. Oversee the implementation of division-wide education and trainings, process/policy redesign strategy and progress toward "desired state."
 6. Provide monthly updates, recommendations, requests and guidance to the Executive Leadership Team; create quarterly division-wide communications on progress; and develop partnerships across the university to promote the division priority.

Next Steps

I would like to receive an update on the committee's initial plan (assignment one through four), including timeline and strategy for implementation, by no later than March 2021. After adoption, the committee will provide updates on the plan's implementation on a quarterly basis, while also periodically refining and revising the plan based on observed outcomes.

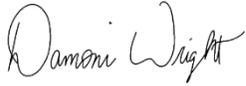
Please note that supervisor approval is required for participation with the expectation that release time of an average of two hours per week is provided or current work capacity allows employee to fully participate as a steering committee or task force member.

Thank you for considering this invitation to divisional service. Please let Jen Humphreys know by December 18, 2020, whether you can accept this assignment.

With appreciation,



Dan Larson
Vice Provost for Student Affairs
Oregon State University



Damoni Wright
Associate Vice Provost for Student Affairs – Inclusion & Engagement
Executive Director – Student Experiences & Engagement
Oregon State University

CC: Supervisor

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