Self-Study of Equity, Inclusion, and Diversity Efforts University-wide

October 2012

Table of Contents

Preface

Background

In the summer of 2011, President Ed Ray called for a comprehensive self-study that would engage the Oregon State University community in examining equity, inclusion, and diversity efforts university-wide. This directive stemmed from President Ray's recognition that particular organizational developments presented a timely opportunity to assess and transform our approach for greater effectiveness.

For many years preceding the self-study, leadership for Oregon State University's efforts related to equity, inclusion, and diversity was the responsibility of three offices. The Office of Affirmative Action and Equal Opportunity was formed in 1971. The Office of Multicultural Affairs was created in 1991, and its name was changed to the Office of Community and Diversity in 2004. The newest of the three offices was the office of Women's Advancement and Gender Equity, formed in 2007. While the director of each office reported to the university president and shared some overlapping responsibilities, they primarily operated independently of one another.

Significant staffing changes in these offices, combined with an internal review of the efficacy of their collaborative efforts, prompted President Ray to reshape the leadership structure. In July 2011, President Ray placed all three offices under the leadership of Angelo Gomez and appointed him as Interim Executive Director of Equity and Inclusion. Since then, Angelo has endeavored to ensure synergy, efficiency, and efficacy by transitionally aligning the offices as the Office of Equity and Inclusion (OEI) with one, integrated agenda.

It was at this time that President Ray also requested a self-study. The study is not just an opportunity to take stock of all the efforts related to equity, inclusion and diversity across the university. It is an opportunity to envision what we want to become as an equitable and inclusive organization, and to set a course for realizing that vision.

Thinking Group Summary

During July and August of 2011, OEI convened a "thinking group" comprising individuals from across the university to begin discussions of the equity and inclusion self-study and external review processes. The group broadly conceptualized what a self-study of all of the university's equity and inclusion efforts might look like, and they also specifically outlined important considerations for the process.

Members of the thinking group suggested that the self-study team should facilitate an engaging, transparent process that would lead to the development of a vision for equity and inclusion. They indicated that the self-study process should seek to involve many individuals and groups in contributing to and reframing the dialogue about equity, inclusion, and diversity. Two additional objectives of the self-study included identifying mechanisms for sustaining the vision of equity and inclusion, and recognizing possible barriers to realizing that vision. The thinking group also indicated that an external review should assess the university's capacity to realize its goals related to equity and inclusion. (See Appendix A for the full discussion)

The results of the thinking group's discussion were shared with President Ray and Provost Randhawa and ultimately informed the creation of the charge.

Charge

Preamble

Oregon State University will undertake an unprecedented study of our equity and inclusion efforts. The goal of the process is to articulate a vision of the preferred future of OSU as an equitable and inclusive university community, and to identify the most significant goals we must pursue and accomplish in order to realize that future.

Though the self-study is focused on our future, it must recognize and build on important current and previous OSU efforts and accomplishments. These include, but are not limited to, diversity action teams and the plans they developed, along with the work of an array of other offices, programs, and activities intended to advance equity and inclusion throughout the university. The goal of the self-study process is to honor these prior efforts, enhance those that are working, change or abandon those that are not, and identify new efforts that are needed. We expect that the work of equity and inclusion will be ongoing and will evolve over time.

Charge

The self-study will broadly engage the University community in conversations about the direction of the University's equity and inclusion efforts, with particular efforts designed to:

- Discern and enhance the institution's conception of and vision for equity and inclusion;
- Broaden our notion of diversity to accurately reflect our vision of an equitable and inclusive community;
- Recognize successful efforts to date and recommend ways to sustain and propagate these;
- Identify challenges and/or opportunities for realization of our vision;
- Recommend additions or enhancements to our organizational structures, programs and activities that enable us to:
  - Identify and respond to present and emerging opportunities or challenges on an ongoing basis;
  - Sustain our vision;
  - Benefit from models of best practices currently in place in higher education;
- Articulate the value in equity, inclusion and diversity; and
- Recommend the most important institutional goals for our equity and inclusion agenda for the next 3-5 years, as well as metrics or other measures for evaluating our progress.

Self-Study Team Members

- Angelo Gomez, co-chair (Interim Executive Director, Office of Equity and Inclusion)
- Brenda McComb (Dean, Graduate School)
- Brian Bay (Associate Professor, School of Mechanical, Industrial & Manufacturing Engineering)
- Elizabeth Thomas (Office Administrator, Academic Success Center)
- Janet Nishihara (Director, Educational Opportunities Program)
- John Edwards (Transitional Director and Associate Professor, Department of Psychology)
- Larry Roper (Vice Provost, Student Affairs)
- M. Tonga Hopoi (ASOSU President)
- Michelle Bothwell (Associate Professor, School of Chemical, Biological & Environmental Engineering and Interim Director, Difference, Power and Discrimination Program)
- Susan Capalbo, co-chair (Department Head, Department of Agricultural & Resource Economics)
- Tony Wilcox (Co-Director, School of Biological & Population Health Sciences)

Executive Summary

Introduction

This self-study is an ambitious effort to redefine our aspirations for being an equitable and inclusive university, prompted by President Ray's recognition that circumstances presented an opportunity to assess, reflect, and define a new direction. A significant amount of time and energy has been directed to this effort by many dedicated individuals. A particular focus has been widely engaging members of the university community who have enriched the process by providing thoughtful input, offering valuable insights, and fostering connections through engaging in deep, meaningful dialogue.

The scope and ambition of this study are unprecedented for the university. While there have been numerous evaluation and planning efforts related to equity, inclusion, and diversity none has been as comprehensive or as engaging. The process began in the summer of 2011, continued through the 2011-12 academic year, and will conclude with an external review in the fall of 2012.

An initial "Thinking Group" helped to shape the objectives and process, which informed the charge that would guide the self-study process. Thereafter, a self-study team drafted a proposed vision, conducted a review of promising practices at comparator institutions, examined what data the university should collect and analyze on an ongoing basis, and considered how the university should regularly assess the climate. In addition, the self-study team, the OEI staff, and countless volunteers conducted numerous forums to engage with and obtain the perspectives of members of the university community. This report reviews the framework employed by the self-study team, outlines the process for collecting qualitative and quantitative data, and identifies significant goals for the university to pursue. Additional information is also included as appendices. Following an external review, this self-study and the assessment of our capacity will be used to inform the development of a strategic plan which will identify specific actions, timelines, delegated responsibilities, and metrics for assessing progress.

While the focus of this self-study is on the topics of equity, inclusion, and diversity, the exploration has led us to conclude that these topics are not peripheral; rather, they must be regarded as essential and foundational to institutional excellence. At their core, these topics are about human differences and the opportunities and challenges they present. A focus that began with the differences among students, employees, and the communities we serve led to questions about the university's capacity to effectively engage the dynamics surrounding such differences. Our deliberations led to the realization that the ability to be effective in the emerging world is dependent on building the university's capacity to be equitable and inclusive in the face of increasing diversity, and it is also dependent on further on increasing capacity to realize the benefits of that diversity.

Goals

Relying on four dimensions of a conceptual framework described in Chapter One, our study identifies just four overarching goals, one in each dimension:

Dimension 1. Institutional Viability and Vitality: A robust capacity to plan, implement, and evaluate comprehensive equity, inclusion, and diversity work.

Dimension 2. Education, Scholarship, and Outreach: Equitable and inclusive programs, services, and activities that reflect the value of diversity.

Dimension 3. Access and Success: Equality in access and success for people of all backgrounds and abilities.

Dimension 4. <u>University Climate and Sense of Community</u>: A climate of inclusion, collaboration, and care that appreciates and seeks diversity as a source of enrichment and strength, and is rooted in justice, civility, and respect.

We believe that accomplishment of these four goals, and related objectives to be defined through strategic planning, is essential to the university's current strategic imperative to "…foster exceptional educational, research, and outreach initiatives that sustain human well-being and improve the quality of human life." It is also essential to the two commitments the institution has made in support of this imperative: *OSU will lead in developing a globally competitive workforce and an informed and capable citizenry*, and *OSU will address multifaceted national and global challenges that resist simple technical or social solutions.*

Further, we believe that perhaps the principal challenge before us is to create widespread understanding and appreciation of just how central issues of equity, inclusion, and diversity are to our institutional mission and strategic goals. Success in fostering this understanding and in advancing these four goals will not only increase our institutional effectiveness, it will define Oregon State as a model for an equitable and inclusive university.

Chapter One: Introduction and Overview

Introduction

This report summarizes Oregon State University's comprehensive self-study of all efforts related to equity, inclusion and diversity, which has been a truly collaborative undertaking. This report reflects the plans of the "Thinking Group," the research and deliberations of the self-study team, the direction and coordination of the OEI staff, and the experiences and recommendations of many individuals throughout the university community. Although not every individual member of the university community provided input, the wide range of diverse perspectives and ideas of over 400 university community members and external stakeholders are reflected in this report.

The objective of the self-study has been to determine the most important goals for the university to pursue and key themes to consider in realizing our aspirations. Toward that end, this report reflects a rich representation of community perceptions, sentiments, and suggestions. It also provides a strong foundation for future strategic planning efforts and serves as a guide for our collective efforts to make Oregon State a model equitable and inclusive university. The desired outcomes outlined here will inform the identification of specific actions, including timelines and responsible parties, as well as base level metrics and timelines for target results.

Self-Study Framework

Conceptual Approach

A Framework for Equity and Inclusion

In the monograph *Making a Real Difference with Diversity: A Guide to Institutional Change*[1] and the book *Diversity's Promise for Higher Education: Making it Work*[2] the authors develop a diversity framework along with associated indicators and promising practices. The four dimensions of the framework include the following: 1) Institutional Viability and Vitality; 2) Education and Scholarship; 3) Climate and Intergroup Relations; and 4) Access and Success. As Smith (2009) explains, rather than relying on a list of identities to frame the conversation, the diversity framework "shifts the focus from groups to the institution" (pg. 63) in order to identify ways in which the university can engage more effectively around equity, inclusion, and diversity. Further, the dimensions and the qualitative and quantitative indicators provide a mechanism for setting goals and measuring progress related to diversity as an institutional priority.

For the purpose of conducting the self-study, the core team drew on and slightly modified the four dimensions in order to create a framework for understanding and assessing Oregon State University's efforts related to equity and inclusion. (See Table 1 A Framework for Equity and Inclusion, Institutional Indicators, and Promising Practices) The framework is intended to provide structure and develop a shared understanding about how to define, monitor, and address Oregon State University's effectiveness with respect to equity and inclusion. The indicators and promising practices suggest some of the ways the framework might be applied based on assessments conducted by Clayton-Pederson et al. (2007) and Smith (2009) with other universities across the country.

---

[1] Clayton-Pedersen, A. R., Parker, S., Smith, D. G., Moreno, J. F., & Teraguchi, D.H. (2007). *Making a real difference with diversity: A guide to institutional change*. Washington, DC: Association of American Colleges and Universities.
[2] Smith, D. G. (2009). *Diversity's Promise for Higher Education: Making it Work.* Baltimore: The Johns Hopkins University Press.

Table 1: A Framework for Equity and Inclusion, and Institutional Indicators

Dimension	Institutional Viability and Vitality	Education, Scholarship, and Outreach	Access and Success	University Climate and Sense of Community
Description	The institution's capacity to plan, implement, and evaluate comprehensive equity, inclusion, and diversity work, including the human, intellectual, physical, and fiscal resources needed to support such work.	The availability of curricular and co-curricular programming with significant content related to equity, inclusion, and/or diversity; course taking patterns; faculty capacity and engagement with related matters; student learning outcomes related to equity, inclusion, and diversity.	The university's student, staff, and faculty populations by area and level; student and employee success (e.g., performance, advancement, retention).	The type and quality of interactions among individual students, faculty, and staff, as well as within and between groups; the sense of community and belonging; individual and group perceptions of institutional commitment to equity, inclusion, and diversity.
Institutional Indicators	- Institutional history of diversity issues and incidents - Institutional strategies and dedicated resources - Centrality of equity, inclusion, and diversity in the mission and planning process - Framework for monitoring equity, inclusion, and diversity, with indicators - Public and constituent perceptions of institution's commitment to equity, inclusion, and diversity - Leadership engagement with equity, inclusion, and diversity & compositional diversity of board - Compositional diversity of faculty, staff, and students, by level	- Availability (presence of related courses and requirements, degree to which courses include equity, inclusion, and diversity subjects, the placement of such courses) - Experience (course-taking patterns of students) - Faculty capacity (level of faculty expertise on diversity-related matters; number, level, and breadth of faculty participating in related efforts) - Learning (quantity and substance of student learning about equity, inclusion, and diversity)	- Undergraduate and graduate populations by field and levels - Employee populations by area and level - Student success (graduation, performance, persistence, honors, pursuit of advanced degrees) - Employee success (recruitment, retention, and advancement)	- Type and quality of interaction among groups - Perceptions of institution (commitment, engagement) - Quality of experience and engagement on campus

Modified from Clayton-Pederson et al. 2007 and Smith 2009

Process Approach

To enact the charge, the self-study team engaged in a two-pronged approach that included both discussions with members of the university community and research by subcommittees.

Forum Discussions

In addition to articulating measurable outcomes, the self-study team was charged with the broad engagement of the university community about the direction of the university's equity and inclusion efforts. To achieve this, the self-study team designed a series of forum discussions in which all members of the university were invited to participate. Each forum consisted of five separate conversations. These conversations sought to obtain the university community's perspectives on the narrative statement of vision and values, and on what is working well and where there are areas for improvement in each of the four dimensions of the conceptual framework. (See Table 1)

Work by Subcommittees

Given the enormity of the charge, the self-study team divided into subcommittees to work on the following topics: developing a narrative statement of vision and values; identifying promising practices; developing a way to assess the university climate; and reviewing institutional data collection and analyses. The subcommittee methods and findings are detailed in Chapter Two.

Chapter Two: Methods and Results

A. Articulating the Vision

Methods[3]

The self-study charge directed the self-study team to discern and enhance the institution's conception of and vision for equity and inclusion. This included articulating a vision of the preferred future of Oregon State as an equitable and inclusive university community and broadening our notion of diversity to accurately reflect our vision. To honor and build upon previous efforts, the group began its work by drawing upon prior institutional articulations of the value of diversity and reviewing diversity mission statements, definitions of diversity, and vision and values statements. The group also reviewed definitions of equity, inclusion and diversity that had been drafted by the Office of Equity and Inclusion. (See Appendix B The Principles of Equity, Inclusion, and Diversity)

Relying on this prior institutional work the group drafted a narrative that included a statement of vision and principles. (See Appendix C for the initial narrative) The team provided ample opportunity for the university community to review and critique the narrative through a series of in person forums and online; a broad cross-section of over 400 members of the university community offered extensive, rich input. The subcommittee synthesized the input, organized the feedback into themes, and revised the statement while honoring and responding to the community's sentiments. (See Appendix D for a transcript of the community comments)

Results

Forum participants were asked what they liked about the narrative, what was missing, and what they would change. We received a wide range of views on the narrative. Though the input regarding the narrative was varied, common themes did emerge. Overall, it was clear that participants generally liked the vision, and we received little in the way of negative opinion about the essence of the narrative statement. Some participants felt that the content describing the vision and principles was inarguable or not debatable.

At the same time, themes emerged regarding what participants thought was missing and how the narrative should be changed. Many thought it needed to be more inclusive in terms of segments of the community and aspects of the university mission reflected. For example, some thought the narrative did not adequately reflect the university's outreach and engagement mission. Others thought that it focused on students and faculty and was not inclusive enough of other segments of the university community such as classified staff and non-academic faculty. Some thought it reflected a too narrow notion that only enrolled students were learners, failing to acknowledge that the university engages with a wide variety of learners in various capacities and that the university is an entire community of learners. Others thought the values and principles mentioned were too limited and should reference other values such as justice, civility and respect, and should include aspirations for being a caring and collaborative community. Some thought the terms used needed more clarity.

An overwhelming majority thought the narrative should be more concise. There were many comments that it should be shorter and more clear, crisp, conversational, and accessible such that it could easily be incorporated into other documents, banners or even notecards. Some thought it should be more enduring and more closely tied to the university mission.

Based on the input, the self-study team concluded that it would be necessary to try to preserve the essential content of the original vision statement while making it more inclusive, concise, clear, accessible, enduring, and better tied to all aspects of the university mission. We also concluded that it was necessary to include an explicit

---

[3] Subcommittee members: Angelo Gomez, Larry Roper, Susan Capalbo, Tony Wilcox

commitment to values such as justice, civility, and respect, as well as the university's aspirations for being a caring and collaborative community.

We offer the following revised statement of vision and principles as our best attempt to reflect the sentiments of the hundreds who provided input. The final draft of the statement of vision and principles follows:

I. Our Vision

Oregon State University aspires to be a collaborative, inclusive and caring community that strives for equity and equal opportunity in everything we do; that creates a welcoming environment and enables success for people from all walks of life; and that shares common, fundamental values grounded in justice, civility and respect while looking to our diversity as a source of enrichment and strength.

II.   Our Principles

An inclusive university community is achieved and sustained by seeking a diversity of people and perspectives, valuing our differences and ensuring equitable opportunities. We are guided by the interdependent principles of Inclusion, Equity, and Diversity.

Inclusion: working together to create a welcoming environment through interpersonal interactions that respect and affirm the inherent dignity, value, and uniqueness of all individuals and communities. Inclusion is an active process of creating a community in which people have full access to relationships and resources that enable their personal and intellectual growth and success. Inclusive practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world.

Equity: ensuring equality of opportunity in all that we do. Equity requires fairness of standards, norms, and practices for all community members. An equitable learning and working community provides equal access to all rights, privileges, and resources.

Diversity: seeking and realizing the richness of human difference. Diversity is a dynamic phenomenon, life enriching and foundational to excellence. We strive to create and nurture an environment where a diversity of people, ideas, and perspectives flourish and inspire creativity and achievement.

We are steadfast in our pursuit of equity, inclusion, and diversity. These commitments are central to our OSU mission—to foster academic excellence, to build healthy communities, and to improve the quality of life at our university and throughout the world.

B. Identifying Promising Practices and Evaluating Existing Structures, Programs, and Practices

Methods[4]

The self-study charge directed the team to evaluate the efficacy of existing efforts and to identify for our consideration promising practices from literature and other institutions. One source of information about existing efforts was a Diversity Inventory completed in 2010 by two interns involved in the Professional and Managerial Internships in State Employment (PROMISE) program. (See Appendix E for Refined Data Organized by College)

To recognize successful efforts and make recommendations to sustain and propagate them the team also relied on the perspectives of the university community, including individuals in positions with relevant expertise. These individuals were asked to identify existing university efforts related to equity, inclusion and diversity that were working well. Participants were also asked to identify and offer suggestions about areas that need improvement. Forum participants were asked to address these questions with respect to each of the four dimensions of the conceptual framework.

The charge also directed the self-study team to recommend additions or enhancements that would position Oregon State University to sustain our vision, respond to present and emerging opportunities and challenges, and benefit from models of best practices. To carry out this part of the charge the team reviewed promising practices identified in literature and reviewed the practices of sixteen comparator universities.

The review of comparator institutions used broad definitions for the term "diversity" and was exhaustive in its approach. (See Appendix F for the complete review, including the list of comparator institutions)[5] The data from both the discussion forums and the review of literature and comparator universities were analyzed using the conceptual framework outlined in Chapter 1. (See Table 1 A Framework for Equity and Inclusion, Institutional Indicators, and Promising Practices) Additionally, the information gathered about comparator institutions was organized into the following topic categories: commitment to diversity; diversity action plans; equal opportunity policies; inclusion practices; diversity recruitment for students; diversity recruitment for staff/faculty; diversity retention for students; diversity retention for staff/faculty; diversity programs/events; community programs; diversity-promoting course options; diversity-promoting co-curricular activities; diversity training/professional development; and diversity outreach.

In addition to obtaining community input and reviewing comparator institutions, the self-study team reviewed particular literature sources to identify promising practices. We relied heavily on three works that draw on a rich set of experiences of many institutions of higher education: *Making a Real Difference with Diversity: A Guide to Institutional Change*[6], *Diversity's Promise for Higher Education: Making it Work*[7], and *Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier*[8]. (See Appendix G for a narrative summary of the review of literature)

---

[4] Subcommittee members: Angelo Gomez, Elizabeth Thomas, Janet Nishihara, Michelle Bothwell

[5] The self-study team and the university are greatly indebted to the President's Commission on the Status of Women (PCOSW) for graciously agreeing to assist with the process by commissioning a review of comparator universities. We are also especially indebted to Graduate Assistant, Caitlin Donovan, who was commissioned by PCOSW to perform the review. Caitlin produced a stellar, comprehensive review.

[6] Clayton-Pedersen, A. R., Parker, S., Smith, D. G., Moreno, J. F., & Teraguchi, D.H. (2007). *Making a real difference with diversity: A guide to institutional change*. Washington, DC: Association of American Colleges and Universities.

[7] Smith, D. G. (2009). *Diversity's Promise for Higher Education: Making it Work.* Baltimore: The Johns Hopkins University Press.

[8] University Leadership Council (2008). *Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier*

Results

A number of significant themes emerged from identifying promising practices articulated in literature and evident at various institutions[9], and from evaluating structures, programs, and practices that exist at Oregon State University. This section summarizes these findings.

Institutional Viability and Vitality

Promising Practices

- Incorporate equity, inclusion, and diversity goals into mission statements and high-level strategic plans
- Engage in comprehensive and robust diversity planning (at both an institutional and unit level)
    - Michigan State University has a Community Task Force for enriching the community and has as one of its institutional strategies to enhance community, economic and family life through a number of efforts including diversity and inclusion.
    - Some schools have signature university-wide campaigns that create awareness about their efforts and align the efforts around a compelling theme.
    - One university has an Equity Enhancement Fund available to provide resources to academic and administrative units for new initiatives that will enhance equity within their university.
    - The University of Minnesota has an institute that convenes faculty from across the university to develop innovative approaches to issues of equity, inclusion and diversity. The institute serves not only to promote new research related to these topics but it also serves as a retention tool by fostering relationships among faculty and between faculty and the community.
- Commit institutional human, fiscal, and physical resources
    - Michigan State University has a grant program to support innovative diversity-related initiatives.
- Create a broad-based committee to oversee the work
    - Cornell has a university diversity council that includes the university president and provost, and has adopted a list of specific institutional strategies for diversifying their academic faculty population.
    - Texas A&M has a Council on Climate and Diversity that provides counsel to top university leadership.
    - UC Davis has a Council on Community and Diversity.
- Create a powerful, authentic story about the work, including strengths and challenges
- Establish an organized and coordinated web presence that increases the ease of finding and connecting with offices, programs, and resources
- Enhance knowledge and skill development (e.g., training and professional development)
- Institute explicit and widespread measures of accountability for these goals (e.g., in promotion and tenure, performance evaluations, etc.)
- Implement policies and practices that align with institutional equity, inclusion, and diversity goals
- Develop leadership throughout the institution
    - Foster leadership for diversity work in different sectors and at different levels
    - Establish a representative team to oversee implementation and evaluation
- Establish a vice president position with strategic leadership responsibilities for equity, inclusion, and diversity
    - Define the role as one of strategic leadership and coordination, rather than expecting all of the diversity work of the institution to come from one office
    - Delegate authority to hold constituents accountable for progress and to implement a monitoring process
- Align compliance and general advocacy functions
    - Cornell and Ohio State University have and Office of Diversity and Inclusion
    - Michigan State University has an Office of Inclusion

---

[9] In some instances the comparator institution is identified

- UC Irvine has an Office of Equal Opportunity and Diversity
- Engage in vigorous efforts to diversify, develop, integrate, and support the workforce, including the ranks of academic faculty, so there is a critical mass of faculty and staff from the groups the institution is designed to serve
  - Several schools have programs with a high degree of institutional commitment of resources focused specifically on recruiting and retaining a more diverse faculty.
  - Several schools have well-developed faculty mentoring and retention programs.
  - Several schools successfully hire faculty of color by using position descriptions connected to the study of race or ethnicity and/or relying on hiring strategies that bypassed or enhanced the traditional search process.
- Understand and articulate the rationale for increasing the diversity of the faculty
- Situate departmental searches in the context of the institution's diversity efforts
- Engage with alumni from underrepresented groups to build relationships and develop connections

What is Working Well at Oregon State
- Integration of Affirmative Action and Equal Opportunity, Community and Diversity and Women's Advancement and Gender Equity seen as positive in that it creates opportunity for synergy
- The community forums of the self-study process were seen as valuable in creating inclusion and demonstrating institutional commitment
- The university is seen to have visible top leadership support for issues of equity, inclusion and diversity.
- The Student Affairs practice of including assessment of performance related to equity, inclusion and diversity was seen as positive, as was the Athletics Department's similar assessment of unit performance in these areas

Education, Scholarship, and Outreach

Promising Practices
- Develop multicultural living and learning communities
- Engage in diverse ways of learning
- Create opportunities to use classrooms as successful sites for difficult dialogues
- Build faculty and staff competence to work with a compositionally diverse student body
- Leverage internal and external forces for change
  - Articulate clear roles for schools, departments and senior leaders
  - Identify internal and external forces that influence efforts and address them strategically
- Enhance curriculum development and development of co-curricular activities related to equity, inclusion, and diversity
- Assess and monitor the extent to which equity, inclusion, and diversity are addressed in curricular and co-curricular offerings
- Encourage research and scholarship that engage the topics of equity, inclusion, and diversity
- Engage in outreach, service, partnership, and collaborative efforts (internally and externally)
- Create broad service learning and study abroad opportunities
- Provide mandatory professional development release time
- Provide funds for one-year faculty fellows to work on innovative diversity projects
- Create educational and development opportunities for students, employees and community
- Enhance outreach and engagement efforts with communities

What is Working Well at Oregon State
- It was noted that the university is doing well in providing increased opportunities for employee professional development

- It was seen as positive that more faculty members have participated in and delivered diversity related training and education
- Some university departments value and support training
- UHDS programs and initiatives such as Managing difficult and Courageous Conversations, Racial Aikido and Exploring White Identity are recognized as strong
- The university presents ample opportunities for individuals to learn about different cultures
- Business Services dedicated training and development position is seen as positive
- DPD courses are seen as positive though there is variation by discipline
- The Search Advocate Program is seen as positive
- It Starts Now is seen as a good program for first year students
- The increase of interdisciplinary work is seen as positive
- The university is seen as doing a good job addressing sexism
- Community outreach efforts are seen as good

Access and Success
Promising Practices
- Strengthen connections with high schools and communities
- Increase transfer student presence on campus
- Ensure sufficient human, financial, and material resources
- Coordinate URM graduate admissions across programs
- Focus on diversity, broadly defined
    - Focus on both race/ethnicity and income status
- Create clearly marked paths to student success
- Identify "unknown" students on campus
    - To monitor progress on access and success it is helpful to develop strategies to have some understanding of the category of students in the race/ethnicity "unknown" category
- Monitor GPA data by term
- Communicate to students that education is for a larger purpose that extends to their families and communities
- Move beyond basic indicators of success
    - To determine whether key learning outcomes are being achieved additional indicators are helpful
    - Examples include course-embedded assessments, rubrics to help faculty gauge student knowledge during progress within majors, and e-portfolios documenting learning
- Ensure the institutional purpose and mission reflect a dedication to student success and education
- Conduct quantitative and qualitative assessments of progress toward goals
- Focus on gateway courses
    - Disaggregated and especially in STEM fields
- Institute high-achievement approaches across the curriculum and a shared institutional ethos of high-expectations focusing on a belief in student potential for success that influences faculty behavior
    - Shift focus from "high risk" to social capital, knowledge and abilities that students bring
    - Use high achievement approaches such as honors-style programs, undergraduate research, connections with senior faculty
- Encourage and provide support to URM and low-income students to pursue graduate studies
- Provide opportunities for recognition
- Establish rewards and incentives
- Provide employees training in how to serve as effective mentors
- Effectively communicate about existing resources
- Engage in efforts to increase the capacity of existing specific academic support programs
- Use NSF Advance grant funds to enhance efforts

- Assess the effectiveness of existing financial aid and scholarship programs as recruitment and retention tools
- Use financial aid and mentoring as means of diversifying student population
- Conduct exit interviews

What is Working Well at Oregon State
- Increased efforts to improve access for students with disabilities were noted
- It was noted that E-campus attracts a diverse student population
- The university is seen as successful in attracting international students, while still struggling to attract domestic minority students
- The Honors College is seen as doing a good job of supporting students, but could benefit underprepared, high-risk students
- Ethnic Studies and Foreign Languages and Literatures are seen as doing a good job of supporting students
- Guidance and support for first year students are seen as good
- We are improving at telling student stories of success
- Generally the university is seen as providing good support for students
- It is seen as a positive that the university monitors student retention and graduation rates
- Several offices and programs were identified as doing a good job of promoting success of students although for limited populations of students. Programs mentioned are: Cultural Centers, Intercultural Student Services, the Cross-Cultural Mentoring Program, Educational Opportunities Program, College Assistance Migrant Program, LSAMP Program, BEST Bridge Program, UHDS, INTO, SMILE, Sister Scholars, September Scholars, CAPS, orientation programs for Public Policy graduate students
- The university does a good job of providing positive experiences such that graduates often want to work here
- Some units are seen as doing well in terms of representation of women
- The mentoring program of the College of Liberal Arts was recognized as a good model that other colleges could adopt
- Outreach and Engagement is considered to do a good job of encouraging professional development
- A past salary equity study by the President's Commission on the Status of Women was seen as positive
- Exit surveys and follow-up by Athletics Department are considered positive
- The Tenured Faculty Diversity Initiative Program is seen as good but could be strengthened

University Climate and Sense of Community
Promising Practices
- Articulate a genuine ethos valuing diversity and multiplicity of identities
- Institute regular efforts to assess and address university climate
  - Communicate goals, strategies, and expected outcomes for diversity, and engage constituents in dialogue on these topics
- Turn critical incidents into opportunities to improve university climate and foster learning
- Develop effective lines of inter- and intra-group communications
- Develop and support micro-communities
- Create and share resources for community-building efforts and productive conflict management
- Foster community and a sense of belonging and mattering where people are noticed, their success or failure matters to others, they are depended on, and their efforts are appreciated
- Identify ways to seek the value of diversity
- Acknowledge and account for asymmetrical experiences
- Understand the historical context for intergroup relations
- Engage in community-building initiatives

- Publicize successes
- Provide spaces and places for issues and voices to be heard
- Facilitate collaboration and cooperation in achieving goals, rather than competition

What is Working Well at Oregon State
- The discussion forums by the Office of Equity and Inclusion were seen as positive
- OSU Cascades Campus provides a lot of opportunities for people to work together
- There is generally a sense of abundance and growth within the university
- People identify the university and Corvallis as a great place to live and work
- There are places within the university that are nurturing and supportive
- UHDS hosts cultural meal events and includes culinary variety that helps people feel like their food needs are being met
- Some units, such as UHDS, do a good job of creating an environment where people value each other, are appreciated, and have the support they need to succeed

C. Assessing the University Climate

Methods[10]

Recognizing that an important barometer of how well we are doing in creating an equitable and inclusive environment is the community's subjective experience, the self-study team determined it was important to explore how best to assess the university climate on an ongoing basis. Efforts included a review of the January 2005 Oregon State University Campus Climate Project Final Report, with attention to survey contents and method of administration. Reviews were also conducted of various comprehensive assessment services available to higher education institutions.

Results

Regular assessment of the campus climate concerning issues of equity and inclusion is necessary if OSU is going to effectively facilitate an equitable, inclusive, and diverse community. Such assessment allows the university to be strategic in its efforts, so that it can focus resources on solving specific problems that have been identified via systematic data collection rather than guesswork. In addition, assessment is a necessary component of any programmatic efforts to enhance equity and inclusion since such efforts should be evaluated to determine their effectiveness.

OSU has assessed campus climate before with the most recent assessment in 2005. The 2005 campus climate assessment had two weaknesses. First, it was a one-time "snapshot" of the campus. Single-administration surveys make it impossible to assess trends over time, evaluate the effectiveness of broad efforts to enhance climate, and make it unclear whether one-time events are influencing survey results. Second, the response rate to the last climate survey was low, especially for certain demographic subgroups, leading to questions about the generalizability of the data. Low response rates are particularly problematic for climate surveys because feelings of inequity and lack of inclusion may be most likely to reside in subgroups that have a low *N*.

Dr. Smith advises that the institution should have indicators to monitor climate and intergroup efforts. The indicators she suggests include: type and quality of interaction among groups; quality of experience/engagement on campus, and satisfaction, and; perceptions of institutional climate, commitment and fairness. She also suggests disaggregation of the data by race, ethnicity, gender, and, where possible, class. She notes that campus surveys and focus groups are frequently used to collect this data.

Our experience is that brevity can enhance the response rate to a survey and that people's willingness to participate declines with every additional item. We suspect that one likely culprit behind the low response to OSU's 2005 Campus Climate Survey was its length. Dr. Daryl Smith visited our institution in 2011 and met with a range of campus constituents, including the Self-study Team. In these campus discussions she discussed high-level indicators that might be used to assess campus climate. Daryl Smith suggested that only the following three Likert-scaled climate perception items are really necessary:

- "How satisfied have you been with your experience at OSU?"
- "Would you recommend OSU to a friend?"
- "Do you believe the university is committed to diversity?"

Dr. Smith suggested that such a simple survey could be accompanied by detailed demographic questions to assess the extent to which demographic subgroups experience OSU differently. The experience of subgroups whose perceptions of OSU's climate are substantially worse than other groups could be examined in more detail in order to identify specific issues that need to be addressed.

---

[10] Subcommittee member: John Edwards

D. Determining Needs for Institutional Data and Analyses

<u>Methods</u>[11]
One part of the self-study charge asked that we recommend the most important institutional goals for our equity and inclusion agenda for the next three to five years, as well as metrics or other measures for evaluating our progress. The team decided that measurement of our progress would require that we use both qualitative and quantitative metrics. The team felt that qualitative metrics would be used to assess university climate. The team assigned the question of which quantitative metrics to use and how best to use them to a sub-committee of the team. The sub-committee decided that since the vision for equity, inclusion and diversity was the ultimate goal, our quantitative metrics should measure our progress toward realization of that vision.

The group explored this issue with respect to each aspect of the vision. In this exploration the group considered its discussions with Dr. Smith. In conjunction with this self-study the university had invited Dr. Smith to visit the campus and engage in discussions with the self-study team and various university stakeholders, including top leadership. The group gave great weight to Dr. Smith's guidance to be thoughtful about selecting a small number of manageable, high level metrics that would indicate the overall health of equity, inclusion and diversity within the university.

<u>Results</u>
In *Diversity's Promise for Higher Education,* Dr. Smith addresses the question of how an institution knows that it is making progress in its diversity related efforts. She finds from the experiences of institutions engaged in diversity work that there are patterns in terms of their practices to assess progress. She finds that

- We have yet to develop "systemic ways for leaders to monitor progress"
- Campus reviews of their efforts are merely reviews of activities as opposed to a focus on institutional change
- Reviews are often reactive, such as in response to some external requirement or an incident
- There are few places where people convene to review progress and strategize
- Diversity work is usually parallel, not central, to core institutional functions

Given these findings, Dr. Smith emphasized the importance of developing meaningful ways to monitor progress. She offers the following important considerations regarding efforts to measure and assess progress:

- Diversity should be linked to core institutional initiatives and assessment of effectiveness of diversity efforts should be incorporated into measures of effectiveness of core initiatives
- Assessment should be designed to produce organizational learning
- Diversity work should be linked to organizational learning
- Basic, disaggregated data should be used to monitor progress
- It is critical that there be a process to arrive at shared meaning made of data analyses and shared ownership of decision-making prompted by such analyses

In addition those things to consider, she suggests five useful approaches to assessing progress:

- Change over time – allowing assessment of progress toward institutional goals over time
- Change in relation to some criterion or criteria – allowing assessment against some particular measure
- Change in comparison to national, statewide, or peer institutional data – allowing comparisons to other institutions
- Change in comparison to outstanding performers – encourages progress

---

[11] Subcommittee Members: Angelo Gomez, Brenda McComb, Brian Bay, Larry Roper

- Change in comparison to groups or sectors within the campus – shows what can be done within same context
- Data should be disaggregated by race, ethnicity, gender, and economic class, in addition to other variables used by the institution

She suggests useful quantitative and qualitative indicators associated with each of the four dimensions of the framework. The indicators she suggests by dimension follow:

Institutional Vitality and Viability

- Institutional history on diversity issues and incidents
- Institutional strategies and dedicated resources
- Centrality of diversity in the planning process, mission statements, program reviews
- Framework and indicators for monitoring diversity
- Public and constituency perceptions of institutional commitment to diversity, equity
- Board diversity and engagement
- Diversity of faculty and staff

*Education and Scholarship (*Note: We have modified this dimension as *Education, Scholarship, and Outreach)*

- Presence of diversity-related courses, requirements
- Degree to which courses include diversity issues and the placement of such courses
- Quantity and substance of student learning about diversity
- Capstone and dissertations about diversity
- Course-taking patterns of students
- Research that engages society
- Level of faculty expertise on diversity-related matters
- Level and diversity of faculty participating in diversity efforts
- Research, publishing

*Climate and intergroup relations (*Note: We have modified this as *University Climate and Sense of Community*) (Dr. Smith suggests the following should be disaggregated)

- Type and quality of interaction among group
- Quality of experience/engagement on campus, satisfaction
- Perceptions of institution (climate, commitment, fairness)

Access and Success (Dr. Smith suggests the following should be disaggregated)

- Undergraduate/graduate population by fields and levels
- Success of students: graduation, persistence, honors, STEM fields, gateways
- Transfer among fields, especially science, technology, engineering & math (STEM)

Dr. Smith emphasizes the need for some way to link data review to decision-making. One strategy is a regular reporting process that convenes people from different levels and perspectives to review progress. She notes the importance of an institutional culture that regards this type of data analyses as opportunity for institutional learning and development.

E. Focus Group Findings

Methods

The self-study discussion forums were designed to broadly engage the university community in conversations about the direction of the university with regard to equity and inclusion. The community input gathered as part of the discussions was used to inform the vision of the desired future of Oregon State as an equitable and inclusive university community, and to help identify the most significant goals that must be pursued in order to realize that future.

Participants

Over 25 discussion forums were held with members of the university community, including sessions in Bend, Corvallis, Newport, and Portland. A phone conversation and web-based discussion were also held in order to reach participants throughout the state. All members of the university community were invited to partake in the discussion forums, either by participating in person or submitting feedback online. In total, over 400 students and employees with a range of perspectives, experiences, and positions offered their input.

Data Collection

The facilitation of each forum varied slightly depending on the needs and size of the group. In some instances, one or two facilitators led the group in either a single group discussion, or in a series of alternating small- and large-group conversations. Other sessions were organized around the World Café methodology with several concurrent, individually facilitated conversations occurring in rounds.

As described in Chapter One, the conversations centered on the four dimensions of a framework for equity and inclusion: 1) Institutional Viability and Vitality; 2) Education, Scholarship, and Outreach; 3) Access and Success; and 4) University Climate and Sense of Community. After introducing the dimension and offering key indicators, facilitator(s) asked participants the following four questions: 1) What is your perception of how well the university is doing in this area; 2) What does the ideal look like; 3) What is the university doing well in this dimension; and 4) Where there are challenges, what does the university need to change or add in order to realize the ideal?

At each session, notetakers were present to record the perspectives of participants with as much detail and accuracy as possible; however, no personally identifiable information was captured in association with the notes. Participants were also provided the opportunity to write their own notes and to submit comments online anonymously.

Data Analysis

The notes from each discussion forum were compiled and transcribed in to a single document. Because the discussions followed the four dimension of a framework for equity and inclusion the data were preliminarily organized in the order presented during the forum. In an initial round of open coding some data were reorganized to more accurately align with each dimension. Through a second round of coding data were grouped in order to address how well the university is doing, what the ideal looks like, what the university is doing well, and where there are areas for improvement. From here, primary and secondary themes were identified within and across each categorical section.

Results

This section contains a summary of the primary themes and key secondary themes that emerged from an analysis of the focus group data. A more detailed presentation of themes is available in Appendix H: Summary of Forum Discussion Themes.

Institutional Viability and Vitality

Three main themes emerged related to institutional viability and vitality: 1) Institutional Strategies and dedicated resources; 2) Perceptions of institutions commitment; and 3) Measures of accountability.

Additional subthemes emerged related to what the university is doing well, what the ideal looks like, and what might be improved. In general, there are concerns about the adequacy and availability of human, physical, and fiscal resources, including their availability and distribution. Some participants expressed hesitation about the university's current capacity to reach its vision and goals related to equity, inclusion, and diversity. There was a strong sense among participants that the commitment to equity, inclusion, and diversity needs to be central to the mission of the university and a responsibility that is supported at the top and shared by all members of the university community. Another strong theme was the need to set clear expectations related to equity, inclusion, and diversity and measure progress in order to ensure accountability.

Several participants noted the university leadership's commitment to equity, inclusion, and diversity, and they referenced the efforts to better integrate the work of equity and inclusion as positive. In addition to this commitment, it is important that the university invest appropriate human, physical, and fiscal resources, establish a shared commitment to the goals of equity, inclusion, and diversity, and ensure enactment of that commitment is effectively assessed.

Education, Scholarship, and Outreach

Six primary themes emerged related to education, scholarship, and outreach: 1) Availability of opportunities; 2) Communication; 3) Support to participate; 4) Extent to which equity, inclusion, and diversity are addressed in the curricular and co-curricular offerings; 5) Faculty and staff competence to work with compositionally diverse populations and expertise on diversity-related matters; and 6) Research, scholarship, and outreach related to equity, inclusion, and diversity.

Within each theme there are more specific considerations about what the university is doing well, what the ideal looks like, and what might be improved. There is a sense from participants that there is unequal access to educational opportunities, and there are not enough opportunities to meet demand. In particular, there is not enough curricular and co-curricular programming that advances beyond a basic level. In order to let the university community know what *is* available, better coordination and communication is needed. With regard to opportunities for employees, some people feel encouraged to participate in educational and professional development opportunities, while others feel they are lacking support from their supervisors. In general, there is a sense that there is limited employee capacity to engage with the topics of equity, inclusion, and diversity, and there are few faculty who are engaging in related research.

While there are areas for improvement, participants did acknowledge that the number of curricular and co-curricular opportunities is increasing. In particular, examples of successful programming include the Managing Difficult and Courageous Conversations series and the Racial Aikido and Exploring White Identity programs within University Housing and Dining Services, the Search Advocate Program offered by the Office of Equity and Inclusion, and the Difference, Power, and Discrimination Program. Participants also noted that there are some departments within the university where employees are supported in accessing a range of educational opportunities.

University Climate and Sense of Community

Four main themes emerged related to the university climate and overall sense of community: 1) Type and quality of interactions among groups; 2) Communication; 3) Quality of experience at the university; and 4) Quality of experience within the community.

Within these themes there are additional subthemes related to what the university is doing well, what the ideal looks like, and where there are opportunities for improvement. In general, participants expressed a sense that

there are some groups that experience isolation and exclusion, and there are some barriers to creating a sense of community. Some of the concerns have to do with geographical separation, whether it is on the Corvallis campus, or throughout the state. In other instances, barriers emerge from tensions between groups that stem from differing norms, attitudes, experiences, and beliefs. Some participants expressed concern that the university does little to foster honest intergroup dialogue around difficult topics. For some participants in Corvallis, concerns about establishing a sense of community extended to negative experiences beyond the campus.

Overwhelmingly, participants agreed that the process of engaging in the self-study discussion forums was a positive experience. While some barriers to positive intergroup relations exist, forum participants appreciated the opportunity to connect with people from across the university to talk about equity, inclusion, and diversity, and many suggested that such opportunities should continue. In general, participants expressed a sense that more opportunities for connection are needed, and that establishing a sense of community needs to include efforts that extend beyond the university.

Access and Success

Six primary themes emerged related to access and success: 1) Barriers; 2) Undergraduate and graduate populations; 3) Student support and success; 4) Student financial support; 5) Employee populations; and 6) Employee support and success.

Within each theme there are more specific considerations about what the university is doing well, what the ideal looks like, and what might be improved. Participants expressed concern about the demographics of the university's student and employee populations, as well as their success with regard to recruitment, performance, retention, and advancement. In particular, participants identified the limited number of students and employees of color as problematic. Additionally, the lack of women in leadership positions and in some disciplines was seen as troubling. Inadequate student recruitment and employee hiring practices were identified as barriers to altering the demographics of the university. Limited physical access is also of concern when barriers exist in the built environment. Participants expressed some concerns about the structures in place to support students and employees. One specific inadequacy is the amount of financial support available to both undergraduate and graduate students.

One broad theme that emerged with regard to access and success is that there are pockets within the university where promising practices are being implemented, but the principles of these efforts are not being applied elsewhere. A specific example offered by a number of participants is the concerted efforts to increase the population of international students. While there are some concerns about whether the infrastructure is in place to support the growth, this was cited as an example of the positive changes the university can make when its energy and resources are committed. There are also a number of examples of programs that support student success, and the specific programs can be improved with better support and can also serve as models of some key principles that could be applied elsewhere.

F. Overarching Goals and Key Themes

In synthesizing all the data collected through the study – from community input, literature review, and comparator analysis – combined with the collective knowledge and wisdom of the self-study team, overarching goals and key themes have emerged. Each goal broadly describes an overall direction to be pursed and accomplished in order to realize our preferred vision of Oregon State as an equitable and inclusive university community. They key themes associated with each goal synthesize important areas of focus that emerged from the review of literature, assessment of comparators, and engagement with the community.

An overarching goal and associated themes in each of the four dimensions reflect an expanded notion of diversity and a recognition that diversity is as much about the identity and functioning of the university as it about the differences among students, employees, and communities. Our ability to enact our vision and realize our goals is ultimately dependent on our capacity as an institution to effectively address increasingly diverse needs and to engage with an increasingly interconnected, globalized world. As a university we must also learn to operate in a way that facilitates success for people from a broad range of backgrounds, and to become more skillful about working across difference so that we are better able to realize the powerful potential of our diversity. The vision and goals also recognize and build upon successful efforts to date, acknowledging what is currently working and what should be expanded or enhanced, and offering recommendations and enhancements to our organizational structure. Finally, overarching goals and associated themes strongly reflect best or promising practices as discerned from our review of literature and comparator institutions.

Dimension	Overarching Goals	Key Themes
1. Institutional Viability and Vitality	A robust capacity to plan, implement, and evaluate comprehensive equity, inclusion, and diversity work	- Discern and enhance our vision - Strengthen commitment and accountability - Pursue and support a comprehensive approach - Enhance university engagement with equity, inclusion, and diversity efforts - Enhance individual and collective capacity - Diversify the workforce
2. Education, Scholarship, and Outreach	Equitable and inclusive programs, services, and activities that reflect the value of diversity	- Enhance and expand curricular and co-curricular content and opportunities - Foster opportunities for collaborative and dynamic research - Broaden outreach efforts - Enhance multicultural co-curricular experiences
3. Access and Success	Equality in access and success for people of all backgrounds and abilities	- Enhance inclusion and integration efforts - Foster a culture of support - Enhance, replicate, and proliferate current successful efforts

		- Refine financial aid programs - Monitor academic success - Promote innovation and evaluation - Assess differential access and impact - Pursue universal access
4. University Climate and Sense of Community	A climate of inclusion, collaboration, and care that appreciates and seeks diversity as a source of enrichment and strength, and is rooted in justice, civility, and respect	- Foster dialogue - Build linkages - Create and enhance a sense of belonging - Recognize, assess, and improve

Chapter 3: Next Steps

The focus of the self-study has been to articulate a vision of the preferred future of Oregon State as an equitable and inclusive university community, and to identify the most significant goals we must pursue and accomplish in order to realize that future. In discerning an institutional vision and identifying overarching goals, the self-study process has also served to broaden the conception and articulate the value of equity, inclusion, and diversity. This process has also helped identify existing efforts that are working well and need to be sustained, as well as identify both challenges and opportunities for realization of our vision.

Having completed the self-study, the next phase is to invite an outside team of experts to review our conclusions and assess our institutional capacity to enact our vision and realize our goals. Following the external review, the self-study and the assessment of our capacity will be used to inform the development of a strategic plan for the next three to five years, as well as metrics or other measures for evaluating our progress. One objective of the strategic planning process will be to prioritize the most significant strategies to pursue related to each goal. The planning process will also identify timelines and delegate responsibility for achieving our desired outcomes, as well as set base level metrics and timelines for target results. We will rely upon the results of this self-study and the input of the external review team to develop, refine and prioritize our strategies.

The external review draws on the expertise of scholars and practitioners in the field of equity, inclusion, and diversity in higher education. The external review team will be led by Dr. Daryl G. Smith, Professor of Education and Psychology at Claremont Graduate University and a renowned scholar on the subject of diversity in higher education. Her most recent book, *Diversity's Promise for Higher Education: Making it Work*, has served as a framework for our analysis of OSU's efforts. The team also includes Dr. Michael J. Tate, Chief Diversity Officer for Washington State University and an extension professor in the Department of Human Development, and Dr. Sharon Parker, Assistant Chancellor for Equity and Diversity at University of Washington Tacoma.

Through a review of this self-study and conversations with stakeholders the external review team will assess the capacity of Oregon State University to realize our vision and goals. Their assessment will evaluate fiscal, human, and physical capacity, as well as the efficacy of existing structures and the extent to which the current university climate will support and sustain change. In addition to these broad issues, the external review will test our own assessment and address significant questions we face with respect to each of our four goals.

Our overall assessment of our status in relation to our four goals is that, while numerous laudable efforts reflecting substantial commitment are underway across the university, there is clearly much room for improvement. Based on our review of both literature and comparator institutions we clearly lag with regard to our institutional capacity to plan, implement, and evaluate comprehensive equity, inclusion, and diversity efforts. This view was also consistently echoed by participants in the community forums who expressed hesitation about the university's capacity to realize its vision and goals.

Our institutional strengths related to capacity include commitment by top-level leadership, efforts to better integrate the work, strategic planning at the unit level, and a broad range of other successful initiatives underway throughout the university. Weaknesses include the absence of a clear vision for this work, and the need for both a more robust and comprehensive approach and for broader commitment and accountability. Oregon State is also challenged in diversifying the workforce, generally and in leadership positions, and in fostering fully engagement with these issues by the entire university community. A principal opportunity in furthering our institutional viability and vitality exists with the combination of heightened commitment by leadership and strong recognition of the centrality of these issues to institutional mission. Rapidly growing societal diversity presents both opportunities and challenges. There is opportunity to the extent that greater societal diversity spurs effective and creative responses by Oregon State in an effort to remain a competitive and relevant university in a rapidly changing world. This shifting social context also presents a challenge to the

extent that the rate at which demographic change is occurring exceeds the university's capacity to quickly adapt. Another challenge to realizing our goal in this dimension is declining public resources in the face of increasing demands on our services. In addition, our experience tells us that strategies that are most successful in promoting academic success of an increasingly diverse student population are also frequently resource intensive.

The self-study team concludes that the most pressing questions with the greatest implications for Oregon State's path forward center on our institutional capacity, organizational structures, and climate for supporting and sustaining change. Our future strategic planning will benefit most if the external review helps us to address these key questions:

(1) Will strategies shaped around the key themes enable us to realize our goal of a robust capacity? Are there additional key themes we should be considering?
(2) What additional fiscal, human, and physical resources, if any, do we need to commit or cultivate to create the capacity needed to realize our goals?
(3) Are we optimally organized and structured to realize our goals? Does the organizational structure currently in place to support this work enable the coordination and synergy needed to realize our goals?
(4) What are significant strengths, weaknesses, opportunities, or challenges that we have failed to consider and that would be important for us to consider?
(5) Is the Office of Equity and Inclusion adequately positioned, resourced, and organized to play a lead role to guide the university toward realization of its goals for equity, inclusion, and diversity?
(6) What aspects of the university climate need attention in order to support and sustain our efforts to realize our four goals?

Appendix A: About the Equity and Inclusion Thinking Group

Membership
- Allison Davis-White Eyes (Director, Intercultural Student Services)
- Amelia Harris (Executive Director of Services, ASOSU)
- Angelo Gomez (Interim Executive Director, Office of Equity and Inclusion)
- Brenda McComb (Dean, Graduate School)
- Dan Edge (Department Head, Fisheries and Wildlife)
- Dan McGrath (Staff Chair and Diversity Specialist, OSU Extension)
- Dwaine Plaza (Associate Professor, Sociology)
- Jennifer Almquist (Equity and Compliance Associate, Office of Equity and Inclusion)
- Karen Zimmermann (Project Support, Extension & Experiment Station Communications)
- Patricia Lim-Pardo (Executive Director of Diversity Programs, ASOSU)
- Ron Adams (Dean, College of Engineering)
- Susana Rivera-Mills(Associate Dean, and Professor of Spanish and Diversity Advancement)
- Susie Brubaker-Cole (Associate Provost for Academic Success and Engagement)

Timeline
- **May 31, 2011:** President Ray announces that Angelo Gomez will assume the position of Interim Executive Director of Equity and Inclusion effective July 1, 2011. President Ray's message to the OSU community also states that Angelo will be working with a self-study team to explore university equity and inclusion efforts.
- **July 1, 2011:** Angelo Gomez, who had been serving in the role of Director of the Office of Affirmative Action and Equal Opportunity, assumes a new position as Interim Executive Director of Equity and Inclusion. In preparation to lead a team that will conduct a self-study over the fall and winter terms, Angelo pulls together a "thinking group" to help define what questions need to be addressed in the self-study.
- **July 12, 2011:** The thinking group convenes for an initial meeting to discuss and define the charge for the self-study. The group is composed of students, staff, and professional and academic faculty from across the university.
- **July 12-August 11, 2011:** Over the course of one month, the thinking group meets four times to discuss the objectives, membership, and process for the self-study of university equity and inclusion efforts, including a process for an external review. The work of the thinking group concludes.
- **Fall 2011:** A core team is identified and invited to begin the self-study process.

Summary
The initial thinking group meeting began with the overarching question: What will a self-study of *all* of the university's equity and inclusion efforts look like? In answering this question, thinking group members considered the following points:

- **What is the working vision for equity and inclusion? What are the aspirations?**
  - The thinking group suggested that the self-study team, and the process itself, should facilitate the development of a vision. This vision should be informed by previous university statements related to equity and inclusion, but should primarily be developed through an organic, engaged process.
  - The thinking group suggested that the self-study process itself will inform the development of a broadened understanding of what it means to have an accessible, inclusive university.

- **What are the working goals—what must happen to realize the vision? How can the objectives be reached?**

- The thinking group identified several goals to be achieved through the self-study process:
  - The self-study process should be as inclusive as possible, seeking to engage the ideas of many individuals and groups.
  - The core team needs to ensure that people both feel that they are heard and that they actually are heard and engaged in the self-study process and its outcomes.
  - The self-study process needs to be transparent and include mechanisms for regular communication.
  - The self-study process should engage community members in reframing the dialogue about equity, inclusion, and diversity.

- **Given the working vision and goals, what should be the objectives, products, and accomplishments of the self-study?**
  - Several objectives were discussed:
    - Identify individuals and groups that have been left of out of various definitions and conceptualizations of "diversity" and reframe "diversity" to better reflect the principle of inclusion.
    - Identify individuals and groups that have been left out of programs, services, and activities *and* develop a mechanism for identifying emerging needs on an ongoing basis.
    - Identify barriers and obstacles that prevent people who want to engage with various communities from doing so.
    - Identify mechanisms to sustain the vision of equity and inclusion.
    - Identify and articulate the value in equity, inclusion, and diversity.
    - Identify what will be produced as a result of the self-study process. In particular, identify the actions that will be taken as a result of the self-study process and the measures that will be used to assess the success of those actions.

- **What should be the representation of the self-study team? Who should be engaged in the process?**
  - **Size**
    - The topic of equity and inclusion is of broad interest and the entire self-study process should engage as many individuals and groups as possible.
    - The thinking group suggested that the self-study team itself be comprised of 12-15 individuals who bring particular attributes and various perspectives.

  - **Attributes**
    - The thinking group suggested that it would be important to seek core team participants who possess key characteristics including, but not limited to the following:
      - Credibility
      - Thoughtfulness
      - Respectability
      - Objectivity
      - Open-mindedness
      - Efficacy
      - Collegiality
      - Passion for the subject
      - The thinking group also identified as important the range of particular perspectives and experiences that each member of the core team will bring.

  - **Perspectives**
    - Perspectives that are important to have represented on the core team include, but are not limited to, the following:
      - Various relationships to and employment statuses and levels within the university.

- As many perspectives from across campus units, departments, and colleges as possible.
- A range of identities and life-experiences
- Direct, day-to-day engagement with issues related to diversity, equity, and inclusion
- Various levels of experience with the topic and with the university
- Experience with various research methods and methodologies

- **What should the self-study process look like?**
  o There are numerous individuals and groups with interest and investment in the self-study process and outcomes. While membership on the core team will be limited, it is imperative that the process engage as many perspectives as possible.
  o The thinking group suggested that the self-study team should have ownership over the design of the process in which they will be engaged, thus the specific process has yet to be determined.

- **What background information is needed to inform the self-study process?**
  o To facilitate the development of a vision, the self-study team should be provided with previous university statements related to equity and inclusion.
  o The self-study team should have access to previous assessments conducted and reports prepared about OSU.
  o The self-study team should be provided with information about what other universities have done to address equity and inclusion.

- **What units and programs are included under "equity and inclusion"?**
  o The thinking group discussed that self-study should be open to considering *all* current equity and inclusion efforts. This will help highlight gaps and efforts that need to be created or enhanced in order to realize the vision for equity and inclusion. While all equity and inclusion efforts may be considered, the self-study process should also be mindful of the fact that there are already existing structures, processes, offices, and groups. The intent is to identify and engage with these existing efforts.

- **To what extent will the self-study focus on the internal structure of what were formerly the Offices of Affirmative Action and Equal Opportunity, Community and Diversity, and Women's Advancement and Gender Equity?**
  o The self-study process is not meant to address how the three offices should be organized, and should instead adopt a broader focus that looks at equity and inclusion efforts university-wide. The self-study process should allow for a broad discussion of the goals for equity and inclusion and the steps to realize those goals. Further organizational actions may stem from the analysis, but such changes are not the focus.

- **Who should be invited to participate on the external review team?**
  o The thinking group discussed several options for the composition of the external review team, offering the following suggestions:
    - Chair or Chair-Elect from APLU Commission on Access, Diversity, and Excellence (CADE)2-3 people with jobs similar to Angelo's from peer institutions
    - Upper-level administrator from a university well-known for excellence in this area
    - Someone who understands what it means to be a predominately white research institution in the northwest
    - Someone with academic expertise
  o The team would likely be comprised of three to six external reviewers

- **What should the external review process accomplish?**
  - Several suggestions were made about what the external review process should accomplish:
    - Provide an independent assessment of the self-study findings and conclusions.
    - Obtain an objective assessment of the integrity/congruence of our internal alignment with the University's goals.
    - Establish bench marks of best practices at other institutions and a way for OSU to assess where we're at in relation to strong models at other universities.
    - Increase internal confidence in our direction and determine whether we are on the right path.
    - Generate ideas for future goals and actions.

- **What should the external review process look like?**
  - A more detailed external review process will be developed by the self-study core team; however, the thinking group proposed a general outline:
    - Make the preliminary self-study report available at least two weeks prior to the external review team's visit.
    - Schedule several days for meetings with self-study team members, leadership, stakeholder groups, and other people with specific interest in the topic.
    - Incorporate the findings of the self-study and the findings of the external review into finalized goals, action

Appendix B: The Principles of Equity, Inclusion, and Diversity

The Principle of Equity

Ensuring equality of opportunity in all that we do

We strive to ensure equality in terms of the opportunity to become a member of the Oregon State University learning and working community; in one's opportunity to participate in and contribute to the work; in one's opportunity to participate in and benefit from the programs, services, and activities; and in terms of the communities of the state that are served by the university.

The Principle of Inclusion

Working together to create an organization that enables success for everyone with whom we interface

We create and sustain this environment through interpersonal interactions that explicitly support and affirm the inherent dignity and uniqueness of individuals and communities, and through institutional efforts that address systemic barriers to inclusion.

The Principle of Diversity

Recognizing that a diversity of people, perspectives, experiences, and thought is essential to a compelling research, scholarship, and learning environment

We aim to develop policies and practices that promote and enhance diversity in all university endeavors, striving to benefit maximally from our different ideas, perspectives, and ways of being, knowing, and doing.

Appendix C: Draft Narrative

Aspirations for Equity, Inclusion and Diversity
Oregon State University

I.   Our Vision

Oregon State University seeks to realize our highest aspirations as an equitable, inclusive and diverse university community. This vision is integral to our strategic focus on academic excellence in all aspects of our teaching, research, outreach, and engagement.

We envision OSU as a collaborative community that strives for equity and equal opportunity in everything we do; that creates a welcoming environment and enables success for people from all walks of life; and that shares common, fundamental values while looking to our differences as a source of enrichment and strength. As we heighten our collaborative efforts and the quality of our engagement, we enhance institutional efficacy. This path will present challenges; yet our enduring courage and perseverance are undeniable. By pursuing our vision OSU fosters a greater sense of community and enriches the lives of our members and of the greater society of which we are part.

Why is this urgent? Our circumstances are undergoing rapid and tremendous change. Among our students, faculty, staff, and in the communities we serve, the diversity of cultures, perspectives, talents, and needs is burgeoning. It is imperative that we adapt to these changes without delay; we must expand our paradigms for teaching, research, service and engagement if we are to support and sustain equally all members of this increasingly diverse university.

In teaching, the world for which we prepare our students is increasingly technological, complex, interconnected and global. Our 21st century curriculum must provide students the skills they need to work effectively across cultural and other dimensions of human differences so they can be successful in this changing environment. In research and scholarship, societal and global problems of increasing complexity are becoming our primary focus. More and more, OSU's researchers and scholars must engage across multiple disciplines and reach out to members of many affected communities, in order to produce strategies and solutions for these important and intractable issues.

To meet these challenges and realize these opportunities, we must be steadfast in our focus on equity, inclusion and diversity. These values are truly at the heart of our OSU mission—to build healthy communities and improve the quality of human life in our university, the state, the nation, and the world.

II. Our Principles

The following three principles will guide us to realization of our vision:

A.   Equity—Ensuring equality of opportunity in all that we do. We strive to ensure equality in terms of the opportunity to become a member of the Oregon State University learning and working community; in one's opportunity to participate in and contribute to the work; in one's opportunity to participate in and benefit from the programs, services, and activities; and in terms of the communities of the state that are served by the University. Not only does equity have inherent value but there is a growing body of research showing strong correlations between perceptions of equity and important outcomes such as job satisfaction, organizational commitment, trust in decision-makers, organizational citizenship behaviors, employee engagement or withdrawal and employee performance. Organizational equity is not just the right thing to do; it is a pragmatic matter necessary for organizational effectiveness.

B.   Inclusion—Working together to create an organization that enables success for everyone with whom we interface. We create and sustain this environment through interpersonal interactions that explicitly

support and affirm the inherent dignity and uniqueness of individuals and communities, and through individual and institutional efforts that address systemic barriers to inclusion. Inclusion is an active process of creating space in which people feel that the university's resources are readily accessible and that they have access to relationships that enrich them and enable their growth and success.

 C. Diversity—Recognizing that diversity is life enriching and foundational to excellence. A diversity of people, perspectives, experiences, and thought is essential to a compelling research, scholarship, and learning environment. We aim to develop policies and practices that promote and enhance diversity in all University endeavors, striving to benefit maximally from our different ideas, perspectives, and ways of being, knowing, and doing. Diversity is about identity, but not as a static circumstance; it is a dynamic process in which we participate and in which, intentionally and unintentionally, and consciously and unconsciously, our perceptions, beliefs and attitudes about human differences influence our interactions. Diversity is about our university's ability to honor the fullness of individuals, their cultures and sense of their identities. We face a pressing need to expand our notion of diversity and our capacity to appreciate all that influences how a person lives in the world and contributes to its health and prosperity. Diversity is about a shared way of being that is co-created and reflective of the entire community.

Relationship among Equity, Inclusion and Diversity – These three principles are intertwined. Equity requires that we examine the potential differential in relevance, validity and fairness of standards, norms or practices applied across different identity groups. Similarly, efforts to make people feel included may vary in effectiveness when applied to people of different backgrounds. Inclusive practices will reflect keen awareness and understanding of the complexity of identity. A commitment to diversity and realization of its value require that we increase the adeptness of our interactions and share the creation of the future.

Appendix D: Input About the Draft Narrative

What do you like?

Inclusivity

- like trying to be inclusive of all
- did not name specific protected classes/appreciate how 'diversity' is not defined as 'protected class'
- All encompassing (x3)
- Like new name of the office, more inclusive for all groups, more open for people to go, more clear as to what the office does; doesn't have the stigma assigned by "affirmative action" or the narrow view by some on "diversity" (x4)
- being a collaborative community
- More inviting/less barrier to people coming to see us (x2)
- Broader discussion of E & I rather than just diversity
- recognition that we live in an increasingly global society (x4)
- Inclusive piece really speaks to me
- "striving for a collaborative community" is good, an ideal (x2)
- Engagement is really key
- not specific to all populations→all inclusive
- brings in the community we serve
- included entire community (not just students or employees)
- Diversity is a shared way of being that is reflective of the entire community.
- Like that diversity stretches into even scholarship and research
- like "people from all walks of life", "collaborative effort"
- Like that it doesn't distinguish between faculty, staff, students, etc.
- Creates a welcoming environment.
- Inclusion – affirming the inherent dignity and uniqueness of individuals. Does talk about separation of people by gender, race, sexual orientation. Looks at value.
- Like being collaborative community document that gets people thinking differently about these topics, gives people idea of what there topics mean, connect aspirations to institutional mission
- The interdependence of all three principles. Not just stand alone.
- Diversity is also about identities not just static circumstances. Includes diversity of thought. (x3)
- It recognizes the changing environments that we have; our demographic lines continue to change.

Content

- Sounds solid, ambitious, aspirational (x3)
- Awareness of our charge is vital
- Likes that it is aspirational. Feels that this is just beyond the finger tips. Which is a good thing.
- Good vision
- Like 2nd sentence – summary of points
- The part of paragraph 4 that addresses societal and global problems of increasing complexity becoming our primary focus. This points out our need to think more broadly, more globally than we used to. Having a more global focus can lead to bringing in more students & faculty from around the world, and that can encourage an even bigger picture outlook.
- Inspiring- good to get goals for ourselves, also heightens areas we need to work on
- As a coherent piece of philosophy it's great-really like it- but may need an "ex summary" version
- Good that it includes the "why this is important" context. (x2)
- Academic excellence is a good piece to have in the first sentence, solid focus.
- I really like the last paragraph, where it talks about the interrelationship between inclusion and diversity. Good summary.

- not static but dynamic- very important
- Relationship paragraph brings it together well, also begins to address equity/equality distinction
- Sets the context. Good guiding document, what we aspire to be.
- I like the intentionality with language.
- ties equity & inequity to making OSU effective→healthier & more efficient
- ties in to teaching/learning
- I like the first paragraph, I thought it was nicely organized
- See, this is written kind of the way that I write, so I'm very comfortable with the way it's written. I'm not a 'just the bullet points' kind of person.
- acknowledges dynamic nature
- equity makes us a healthier org (stating how this makes us a strong institution)
- Like recognition of diversity equals excellence
- acknowledges urgency
- Like the principles
- Like referencing research
- good that statement includes "why" this important
- having this dialogue is very important
- Excited that OSU is moving forward with this
- When you talk about diversity as a dynamic process.
- Like the dynamic process, a lot of this is dynamic. There is a relationship between equity, inclusion, and diversity.
- Like the idea of urgency and importance so it doesn't get lost in the shuffle of other things people are dealing with.
- Like that the vision is co-created
- Equity is more than compliance
- First paragraph – Like it
- Fourth paragraph is at the core of our institution.
- Articulates and gives a sense of urgency. (Dr. Daryl Smith's analogy of need of technological competency and infrastructure created)
- Third paragraph - Interwoven within the systems in OSU. Must be integrated in teaching, research, systems, outreach, extension, engagements. (x3)
- Notes the challenges the students will face. Connecting to the world (outside of campus) expectation.
- That we have a vision makes a positive statement about the values of the university. It signals what we aspire to be and that these things are important.
- These principles are not bound by OSU. It is so engrained in all of that we teach our children. It is the way for living our lives.
- Balances the general and specific.
- Forward thinking
- Not punitive (you can identify as a white privilege male and still feel like it is about you, too)
- Vision of where I want to live and work
- Great focus
- You can't disagree with it
- Definitions of equity, inclusion, diversity
- Flow of narrative, ending w/ connections
- 4th paragraph- multiple discipline piece important w/ so much reorganization on campus. Encourages more communication between departments
- way in which diversity is expressed, inspiring
- definitions of equity, inclusion, & diversity

- like wrap-up paragraph
- the words engagement & urgency
- dynamic process
- Preparing students for jobs
- like document as a statement of philosophy, why we do what we do, works well as a coherent philosophy
- Very rich statement and how it speaks to ideas.
- Not just a value, but something that can be taught and experienced. (i.e., study abroad, taught in the science curriculum, etc.)
- Very succinct
- Says we "must," not optional because it is so important.
- Last paragraph – "to build healthy communities and improve quality of human life" (x2)
- Second paragraph – inspiring – "This path will present challenges…"
- Liked "fundamental values"
- Equity – brings up the perceptions of equity. Looking at the impact not just the intent.
- "Perceptions" transcends the individual context (i.e. as an employee).
- Impact on morale
- Clarifies and defines what we are talking about in terms and relationships and relations to each other. (x4)
- Gives language to feelings that people might have.
- Collaborative community; strive for synergies between groups, departments, etc.
- "Equality of opportunity" as a matter of equity
- gets people thinking differently about these topics
- people thinking about diversity in a more nuanced way
- the relationship between equity, inclusion and diversity
- Overall it reads nicely. It does a good job of defining why the office exists.

What is missing?
Representation
- Include faculty, staff, and students—they all impact the campus climate. Training and interaction can get us to the next level.
- Break it down to faculty, staff, students
- Vision is student centered but employees are afterthought. What about including employees despite the fact we are not students, but we also influence the climate (x2)
- What about Extension? Need to include outreach and references to "diverse student body" needs to be expanded to include clientele/stakeholders/learners (x2)
- Teaching and research addressed, but not the rest of faculty and staff, we're all teachers/learners.
- More intentionality about faculty and staff. Hard to instill ideals in students if we do not hold those as a faculty and staff. More explicit about what is expected of faculty and staff. Faculty and staff also benefit from this environment and principles.
- staff not specifically included/don't see themselves in vision (x4)
- Service industry—the ones serving students
- include city of Corvallis, county in definition of community (x2)
- voice-does this reflect the student voice (x2)
- doesn't seem to address/feel inclusive of the international population, feels like it is meant for diverse population in the US (x3)
- good to be focused on students, but need more explicit focus on ongoing members of community, if people who stay here don't embody this it is just words, how are we all part of community

- Perhaps too student focused audience?
- Paragraph 4 is important for the academics, but just as much for the non-academic units of OSU. We need to not only prepare our students, but also our staff to embrace equity, inclusion, and diversity as well as understand complex societal and global issues.
- Who is this for?
- Equity section focuses on employees→could it speak to "entire community" to include students (holistic model)
- First paragraph / Second sentence – Does not feel that it includes professional faculty or human resources
- intersectionality of identities
- first generation students
- What does this mean for me as a student at OSU, as a faculty member at OSU, as an administrator at OSU; need to see themselves in the vision; what do we want our community to look like?
- Those @ this forum have interest & passion- need to look @ all viewpoints, not just ours. We can't see doc from others perspectives
- mentioning land grant mandate to better represent society in all we do (x3)
- may be helpful to address what this means for me as student or faculty of staff so they see themselves in it
- Something more tangible- so people see themselves and the impact on them if we achieve this or would that be more limiting?

Principles
- What about justice, we are striving for a just world, this is embedded but could be more explicit (x2)
- Ethos of care and community (x2)
- Love and ethics are important principles
- Maybe need to include language to address bullying, civility, and respect. (x2)
- include ethics-ethical treatment of each other
- Include respect and civility as basic underpinnings of where we want to go
- Vision could be higher
- Vision statement beautiful in how it wants to create an environment, but doesn't address underpinnings, next steps of things like basic civility. People won't feel welcomed, motivated. Sometimes top down is like having a bully as an older sister.
- Equity has inherent value; equity also gets us other things (speaks to someone's sense of pragmatism)
- What's missing from all of this is the word 'respect.' For me, issues of equity and inclusion are really about respect

Definitions/Language
- What does "outreach and engagement" mean?
- Clearly define terms (x2)
- Challenge of defining validity and fairness of standards and norms
- Need to more clearly define who the "community" is, or need to make it more prominent
- we've talked a lot about diversity, what do we mean by equity & inclusion
- What are the "fundamental values?"
- use of word "community"—should be defined, what about city, county? What does it mean?
- What frame are we using? Getting rid of discrimination or inclusive environment-people to be controlled or to release their energy. In the past it has been about avoiding discrimination vs. inclusion: fear-based vs. opportunity-based.
- Highest aspirations—would there be diverse definitions of this?
- Concretely define

- have to work on definitions so we know we're talking about the same thing
- need to clarify what is meant by equality vs. equity; treating everyone exactly the same is not <u>equitable</u>
- "efficacy" was an unfamiliar word, had to ask what it meant
- Need to clarify what is meant by "perceptions of equity." Is it the idea that equity is in the eyes of the beholder, that it is something to be discerned by getting the view of the holder?
- Why do we bring in "perceptions" of equity versus actual equity?
- Overlap between equity (access) and inclusion (welcome and success)—need to more clearly defined and differently clarify equity, inclusion, and diversity
- Diversity= what we look like; Inclusion=how we behave; Equity=an outcome?
- Equality- treat exactly the same vs. Equity- Treat in accordance w/ needs & interest
- using equity & equality interchangeably creates confusion (x2)
- Equity and equality are not synonymous; equal is like giving everyone a pair of shoes of the same size whereas equity is giving everyone a pair of shoes that meets their own shoe size
- Values or principles? Need to be consistent
- Need definitions; average undergraduates may not be able to be understand what is included in the document not to mention ESL students
- If I were a plumber, it may not help me understand what equity and inclusion is

Content
- Acknowledge challenges
- It's focused on others, not how to explore our own assumptions; should be both/and
- Outreach to a diverse clientele needed
- equity: don't just focus on employment
- Why just the three principles? It would be nice to see *all* OSU values reflected, not just equity, inclusion, and diversity.
- Include "urgency" feel throughout document.
- Service is not included in context to the 3rd/4th paragraphs (x4)
- should answer: what does practice of e, d, & I make possible
- add : "living" community (A. Equity→Sentence 2)
- Inform, inspire, point to specific plans of action across everything we do
- Specify why diversity is a good/essential quality and what can happen when diversity is not embraced
- I think it needs to be related to the real world, also.
- Third paragraph/third sentence – perhaps include "abilities" as an example.
- Make the "community" component more explicit, stronger, articulate a place real belonging. Add warmth.
- In the Diversity section, second sentence, add "working environment" to the list (….research, scholarship, learning environment, and working environment.)
- Last 2 paragraphs seemed unnecessary
- We're dealing with a complex, messy, system and until this is not an add-on, but an integrated part
- Articulate some of this is a dynamic document.
- Perhaps add the foreshadowing the planning/action – Proof is in the evidence.
- It all sounds pretty in the vision, but there ARE barriers, they just look different (i.e. students paying fees or how you feel included when you're the only person of your group that looks like you). Saying it is good, but making it REAL is something different, saying something in a vision doesn't make it so, and it's hard to talk about real barriers because people aren't talking about them. You can say "equity" but things are still not equitable.
- not just teaching, but education
- what we are (representation), who we are (the expression of our own ideas), how do we feel (do we feel

comfortable expressing identities)
- What does Equity and Inclusion office do? Philosophy/spirit are good, but what actually happens? Seems to be about OEI rather than the university (x2)
- Intent of document needs to be clear, is the document just about the office?
- doesn't say enough tangibly what the university would look like
- If some of the things we were going to work on (barriers) were included in the vision, maybe it would be easier to work on them
- We fall short of the vision currently as an institution
- Need a vision statement. This section feels more like a mission.
- Needs to enhance our uniqueness.
- Break down hiring, enrolling
- Are we willing to reconstruct our work, progress, etc. to be congruent w/ vision?

Intended Outcomes/Next Steps
- "How?" the vision is great, how to get there? (x2)
- Is this supposed to be enduring?
- How will we know we're accomplishing vision? (x2)
- Having some action statements would help; how do we get there; w/o "x by y"—lacks teeth (x3)
- What does this (ideal vision) look like?
- Intent of this document is that this is the "aspirations" the vision of what we want the university to be (an institution that values equity and inclusion)
- Specific outcomes may actually be contraindicated because they will be more limited over time
- What are the priorities of actions to be taken? Action items?
- Tightly weave values into aspects of the overall institutional vision/strategic plan/other core values of the institution (x5)
- how to take these abstract ideas & actually convey them to people; has to be visible & practices
- How do we measure success? What are the metrics? (x2)
- What are the actions?
- Are there resources or programs, training to get there?
- What are the incentives for people to embrace this?
- How do we not have this be an after-thought?
- Need a stronger call to action. Evidence and practice versus just rhetoric.
- Closing is weak. Is not inspirational
- How long is this going to last, it is a living document, but is this locking us into current times, not broad enough to have to change every two or three years whenever we have a new president/provost, etc. (x2)
- Still a need for the context to help people make sense of the overall vision works in their area.
- How does this get incorporated and integrate into our jobs, position descriptions, initiatives, strategic goals, and efforts instead of an add-on to our work? How can we be more explicit?
- It is imperative that we adapt to this change without delay. How can we move this process forward because the more we delay the problem will be greater in the future? We should not delay any more to be able to meet needs of community, especially those who may be behind
- "These changes" feel vague. Perhaps a little more straight-forward and explicit in the ways to achieve. i.e., This should include expectations for everyone's work, not just those who have a "diversity" title. What impact does this have on me as an employee? (x3)
- Diversity is talked about a lot, but we don't always know how to achieve it or define it or what steps/actions to take to get there.
- Saying "challenges" is important AND we must build-in the infrastructure and time to do the work, collaboration, etc.
- What are the outcomes the university is trying to move towards?

- How will this be used? What is the purpose/intention?
- How is this going to be different than others? How is this time different, because we have done this before
- Be clear that this is a vision piece
- After reading should be able to answer for themselves about means for me
- How will this be used
- After a person reads this, they should be able to answer, What does this mean for me? Something more tangible? What does this change/accomplish? (x2)
- Need to ensure that what we're talking about is happening
- What is the time period for the vision? Is it meant to be timeless?
- How will we measure our accomplishments/progress in this area?
- We're good @ thinking things through, not so much w/ implementation
- Include/make sure that reader can respond to "What does this mean for me as a/an _____ @ OSU?"
- What are our desired outcomes in these areas?
- Would this have every reader arrive at a shared understanding of our meaning re: equity & inclusion?
- Need to be clear that this is the vision, not the implementation document (x2)
- Now what, what do we do with this?
- Want a vision statement when each unit can think about how to create own planning documents
- Does a vision create a culture, or are there more things we can do?
- Why are we jumping on a train that is already moving
- Should show position of strength & we are going to the forefront
- Seems like trying to justify something that is happening now, but it should be an enduring vision, don't look into current issues or we'll have to rewrite
- Each dept would set their own goals to align with the vision/principles
- Implementation is a little vague; more succinct targets that people could work towards
- How would this document be used on campus?
- Like the vision, but there will be issues with implementation
- Urgency is good, but how does this play out? It this urgent, or perhaps and ongoing, sustained approach would be better.
- Positive, nice, but I don't think we're there

Community Engagement
- This needs to be a community document
- Get entire stud body interested-make it grassroots (x3)
- How do we get buy in? (x2)
- Create a wiki/Google Docs→send it out and solicit feedback from students/faculty/staff/administration and ask people to make it their own (x3)
- Release document via random sample & ask what does this mean to you, is it understandable, people would be more invested
- The document is for the community, so we have to ask community

What would you change?

Readability
- The way it is written things get lost in it (x2)
- It is a little wordy; doesn't stick, difficult to understand the message (x5)
- Too long, won't be read (x15)
- Overwhelming with so many words

- Visions statement should be small enough to tweet
- Vocabulary can be a bit rich for some; it was like a vocabulary lesson; don't trust the reader to understand the terms (x2)
- May be difficult to use (x2)
- Vision is too specific, could be broader
- Restructure/break it up- have a preamble –then short vision statement (x2)
- Make vision very precise; more concise (x6)
- Needs to be easier to read-more accessible
- I know there has been a lot of time dedicated to make each sentence as impactful as possible, but because I'm not a fast reader and I tend to skim through stuff like this, I see some places that are very repetitious.
- Too lengthy to just hand to students or include in a pamphlet.
- There is a lot of info that makes it so usability as a tool across campus difficult
- Create a 3x5 card version of the vision (could find graphic design student to work on it)
- So long & inclusive, might be so many words & people stop reading; maybe a long version & short version
- The whole document won't be read, need to highlight key points
- Bulleted text would be helpful and make it more likely to be read (x2)
- Bullet points would help, but may also obscure
- Maybe executive summary
- Almost providing too much context in anticipation of backlash
- Needs to be more accessible; use more "common language" (x3)
- If English not 1st language, doc itself may not be accessible/inclusive
- Speak to regular students
- It's good to have the context! Just want something pithier. People need something that they can be an ambassador for and share out so it needs to be just a few sentences.
- If someone asked for the vision we'd need to pull out the paper. It would be more helpful to have a synopsis of the vision in a few words. Maybe instead of "our vision" is it "our vision of…" (equity and inclusion). Need something pithier. (Much agreement on this point). You have to read the whole thing to get to what it is about. Consensus is that rather than reducing, have an extraction.
- I know there are staff people that we work with every day, they would start reading this and just stop because the document is too overwhelming, time-consuming and not in a format that they think applies to them
- International students may have difficult time reading the document
- people who don't speak English as first language might not understand concepts as written, need to include common language, how can it be more simply stated?
- Wouldn't be read in an orientation packet in this format
- Make it inviting/accessible for entire communities
- Improve clarity and crispness
- Have magazine editors have at it
- Need common language so general university population knows what is meant. If we want this in community, is it understandable? (x2)
- Language is so abstract
- Break it into the vision, and the why.
- need short concise vision statement & goals (x by y)
- It is a bit overwhelming.
- Perhaps make a brief vision statement, the why, the how. Make it briefer.
- Needs to be short, concise, can also include objectives/goals that get updated every year

- The audience responses may not be that sophisticated but the vision would have greater buy from all groups; is the sophisticated document accessible to all students
- this is the reference text & it needs bullet points/ executive summary
- Needs to be visible-not just on paper

Tone
- Too reminiscent of constitution
- Reads like a political speech
- 3rd paragraph, change the tone, it sounds like a "pep talk"
- Doesn't seem conversational/contemporary
- Should be more conversational
- More aspirational, less legalistic
- Reads very legalese not personal
- The vision has a little bit of an "Ivory tower" feel and might exclude classified staff
- Almost is apologetic
- Tone is important in setting the commitment of the university, need to avoid negative/apologetic tone
- Third paragraph – Too dramatic? Does it fit here? Are we trying to sell this idea (i.e. sales pitch) versus a vision?
- Is there a way to be positive & @ the same time acknowledge we have a challenge ahead & commitment to do it
- For me, for lack of a better word, it's kind of flowery. I also felt like it was repetitious in various spots.

Specific Language/Content
- Don't like "this path" in sentence #3 of paragraph #2
- The last paragraph is the strongest and should maybe the first paragraph.
- I wonder if there is a way of capturing summary thoughts (brief statements at the start of each section), so there are several levels to read it at. That might help us get some of the information further (to more diverse readership groups).
- Uncomfortable with "fundamental" in paragraph #2, maybe "foundational" instead
- Delete "why" in paragraph #3
- In 2nd paragraph- use a more active word than "looking"
- Efforts to make people feel included" doesn't feel good, maybe "facilitate inclusion"
- "Research shows" rather than value to institution- Do we believe it?
- If it's an inherent value, does research need to be included?
- "This path will present challenges…"doesn't ring true to say we're courageous, instead "resolute"?
- "we can look to…"doesn't feel active enough, not engaging (2nd paragraph)
- 2nd paragraph "this path…"is a bit down/negative point/tone-should be more positive
- Is "why this is urgent" a necessary part of vision statement? (x2)
- If urgency is important – set that context earlier in the document to gain excitement. Last paragraph, diversity is the third word in the principle section and not capitalized. Doesn't feel that it ties in to the larger document.
- Use "educating" instead of "in teaching". Does this term make some feel excluded? What is the intent of this word? Classroom teaching or campus-wide education? Education/learning outside academics adds value to the college experience
- "this path will present challenges…"--vision should be about aspirations
- "meat" of document in 1st 3 paragraphs, last 2 ramble
- Vision/mission statements should be able to be represented on a poster. Give me the bullet points
- values & principles are mixed in together, would be easier to have sections, bullet points

- Succinct implementation targets would make this more accessible
- brief vision followed by goals, outcomes, objectives (can be updated), values, principles
- Proposed format: 1. Vision 2. Principles 3. the each dept sets its own goals
- Separate justification of vision and laying out the vision
- Repetitive and redundant. Words that are mixed in over and again. Use the "power" words once. (x2)
- Don't like location of mission, perhaps mission, then vision, then how we achieve it
- Third paragraph – Maybe leave it out or create make it a preamble or a strategic plan.
- The principles lose power as you read, definitions first and then too much verbiage
- Vision actually contains only one sentence, "we envision OSU….", rest of it only justifying the sentence. Highlight the vision sentence as a standout, instead of having to read paragraphs to see that.
- part A-research: geared to employees, not entire university population, does this resonate broadly
- value inherent value vs., instrumental value (e.g. business case), discomfort w/ including pragmatic argument (we pursue this because it increases productivity)
- Inherent value & value that is tangible (business case); business case makes some folks uncomfortable – takes away from the ethical imperative
- Inherent value verses what it gets
- Is urgency self-evident or have we made the case? Is this a moment in time or is this just part of our way of being. Perhaps the last sentence is okay. (x3)
- vision could be an orphan if not integrated at all levels
- Equity, inclusion, and diversity are three different things with cross purposes. Which is prioritized? Worry that equity will be gaining all the attention.
- Suggest shared values but see difference as source of enrichment & strength
- separate the vision from the "why"
- separate the objectives from the outcomes
- Content of 1st two paragraphs is good, flow and syntax isn't. Set the tone in the introduction
- What's the vision and what's the mission? How do the principles play into those? Does the vision lead to the mission?

PROMISE Internship 2010: Diversity Inventory Project

In collaboration with the offices of:
Affirmative Action
Community and Diversity
Women's Advancement and Gender Equity

Refined Data
Organized by College

Compiled by:
Maarja Simila and Xin He

Table of Contents

Planning & Accountability
- Action Plan: Yes/2005
- Contact: Lonnie Morris/Liz Webb

Recruitment and Retention
- Recruitment
  - 3 plus 2 program in Fisheries and Wildlife
  - Affirmative Action Search Advocate
  - Funds from provost to promote diversity hires
- Retention
  - Minority Education Offices
  - MSP (Multicultural Scholars Program)

Climate/Programs/Events
- Events: 12
  - MANRRS Events: 14 (Some hosted and some attended)
- Programs: 7
  - MANRRS
  - LSAMP
  - Multicultural Scholars Program
  - Study Abroad, International Programs
  - League of Women Farmers established in southern Oregon
  - Agricultural Sciences-Bound Program: In development
  - Staff working internationally: USAID

Curricular and Co-curricular Activities
- Curricular: 17 total courses
- 3 DPD Courses

Training and Professional Development
- Cultural competency workshops.
- Diversity for Search Committees
- Search Advocacy Training

Assessment
- Survey on climate for diversity – September 2007
- Survey of Graduating Seniors: No specific questions around diversity but some open-ended one where issues of diversity are brought up.

Fundraising
- MANRRS is funded annually
- MSP Grant: Sponsored by USDA
- OSU Foundation
- NIFA grant for MSP
  - $2,000 per term for students

Recognition & Rewards

- Faculty and staff can receive 100% coverage for registration fees of on-campus cultural classes/workshops and 50% for off-campus.
- Grants
  - **Sun Grant Competitive Research Grants**
- Scholarships
  - General Scholarships for Minorities: 22
  - General with financial need component: 14
  - Departmental scholarships with financial need component: 26

Research & Scholarship
- No specific information found.

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach Programs: 6
- Partnerships: 10

Communications
- Website: 2
- Newsletter/Magazine: 2

Planning & Accountability
- Diversity Action Plan: Yes/2009
- Contact: Carol Brown

Recruitment and Retention
- Faculty candidates and pro-school applicants are asked the ways that they can contribute to diversity
- Targeted searches
- Special accommodations for students and faculty with disabilities and veterans.
- Online degree program for students facing scheduling conflicts
- INTO program for internationals students
- Online minor program for students with scheduling conflicts
- Dean's Circle of Excellence works to develop strategies to recruit African-American students

Climate/Programs/Events
- Program: 1
- Events: 4

Curricular and Co-curricular Activities
- Curricular: 14 courses
- Co-curricular
  - Upperclassmen mentoring new students

Training and Professional Development
- Diversity trainings during faculty meetings.
- Diversity issues discussed at faculty retreats
- Sexual Harassment Training.

Assessment
- COB Climate Survey
- Exchange Student Survey

Fundraising
- Fundraising for minority scholarships in conceptual phase.

Recognition & Rewards
- Scholarships with financial need component: 13
- Preference for women: 4
- Study Abroad: 27
- Other: 9

Research & Scholarship
- Research on disability in the workplace

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach: 4
- Partnerships and Associations: 6

- Committee
  - Diversity Committee

Communications
- Website: 1
- Printed Materials: 2

Planning & Accountability
- Diversity Action Plan: Yes, August/2006
- Contact: Sam Stern

Recruitment and Retention
- Immersion program in Portland/Metro
- Community College Leadership
- Recruiting ESOL/Bilingual mentors and teachers
- One course release for all new faculty
    - Mentoring
- Personal Affairs
    - Orientation for new faculty
    - Check-list for new faculty

Climate/Programs/Events
- Program: 1
- Events: 1

Curricular and Co-curricular Activities
- Curricular: 29 total courses
    - 1 DPD course
- Co-curricular Activities: 6

Training and Professional Development
- Sexual Harassment Training
- DPD Trainings

Assessment
- Climate Surveys conducted once every four years
    - Differentiation based on family
    - Status based on position
- Student evaluations

Fundraising
- Grant: 1

Recognition & Rewards
- Awards given in four areas, one is culture.
- Warren and Karin Suzuki Endowed Scholarship

Research & Scholarship
- Dissertations: 5
- four published articles
- Immersion for Social Change Research Project

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach Programs: 4

- Committee: Cultural & Social Affairs Organizing Committee
- Partnerships: 11

Communications
- Website: 2
- Newsletter: 1
- Leadership Group

Planning & Accountability
- Diversity plan embedded in Business plan
- Contact: Ellen Momsen

Recruitment and Retention
- Recruitment
  - CONNECT week activities: 5
  - Ambassador Program
- Retention
  - Programs and initiatives: 5
- Faculty Recruitment & Retention
  - Candidate evaluation based on diversity
  - Collaborative research
  - Performance reviews

Climate/Programs/Events
- Programs: 4
- Events: 9

Curricular and Co-curricular Activities
- Curricular: 4 courses
  - DPD: 0
- Co-Curricular: Service Learning clubs

Training and Professional Development
- ENCORE
- DPD and Diversity Workshops

Assessment
- Surveys: 2

Fundraising
- LSAMP Grants $100,000/year
- Sponsors: 12

Recognition & Rewards
- Diversity Scholarships: 3
- Financial Need Scholarships: 4
- Johnson Scholarships (?)
- Funds available to students who would like to participate in conferences and workshops that address diversity issues.

Research & Scholarship
- Undergraduate Research Programs: ODOT, INTEL, LSAMP

Outreach/Service/Partnerships/Committees/Networks/Associations

- Outreach Programs: 8
- Partnerships: 4
- Associations: 16

Communications
- Website: 1
- Newsletter/Magazine: 2
- List-Serve for WME

Planning & Accountability
- Diversity Plan: Yes, Draft, 10/2008
- Individual to contact: Brenda McComb – Committee Chair
- College of Forestry Code of Professional Conduct

Recruitment and Retention
- Search committee Affirmative Action training.
- Student Recruitment Programs and Initiatives: 3

Climate/Programs/Events
- Climate
    - Professional Advisors
- Programs: 3
- Events: 13

Curricular and Co-curricular Activities
- Courses: 8
    - DPD: 0
- Co-Curricular Activities: 4

Training and Professional Development
- Sexual Harassment
- Safe Space training
- Diversity Training Session
- Diversity Awareness done by Terryl Ross

Assessment
- Open-ended questionnaire distributed regarding diversity plan.
- Plans to conduct Cultural Survey

Fundraising
- $200,000 grant for SEEDs Program
- $10,000 from dean for cultural surveys

Recognition & Rewards
- Fellowships: 3

Research & Scholarship
- Cultural Center Survey

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach/Service Programs: 2
- Partnerships: 7
- Committees: 6

Communications
- Newsletter/Magazine: 1

- Forestry Communications Group
- Student Services Office

Planning & Accountability
- Diversity Plan: Yes 2005 – 2008
- Contact: None at this time

Recruitment and Retention
- Programs for students: 5

Climate/Programs/Events
- Programs: 4

Curricular and Co-curricular Activities
- Not applicable

Training and Professional Development
- No specific information found

Assessment
- Survey 2008

Fundraising
- No specific information found

Recognition & Rewards
- **Diversity Scholarships: 3**
- **Financial Need Scholarships: 3**
- *Financial Aid By Colleges:*
  - College of Agricultural Sciences: 2
  - College of Business: 2
  - College of Education: 5
  - College of Engineering: 4
  - College of Forestry: 3
  - College of Health and Human Sciences: 6
  - College of Oceanic and Atmospheric Sciences: 3

Research & Scholarship
- No specific information found

Outreach/Service/Partnerships/Committees/Networks/Associations
- Associations: 1

Communications
- International Students Section of website

Planning & Accountability
- Diversity Plan: 2008/2009
- Contact: Carolyn Aldwin
- Diversity Planning Team in various departments

Recruitment and Retention
- Participate in recruitment programs: Beaver Open House, Kaleidoscope, Portland school visits, etc.
- Mentoring programs for grad students
- An NSF IGERT graduate training grant will develop a significant diversity recruitment component

Climate/Programs/Events
- Programs: 8
- Events: 14

Curricular and Co-curricular Activities
- Curricular
  - Courses: 27
  - DPD: 5
- Co-Curricular Activities: 4

Training and Professional Development
- C2D Task Force
- DPD Workshop
- One day workshop for teaching assistants
- Diversity 101
- International conferences and teaching

Assessment
- Survey 2008/2009

Fundraising
- Hallie Ford Center

Recognition & Rewards
- International Service Award for Faculty
- Grants: 2
- Scholarships with financial need component: 12
- Diversity Scholarships: 2

Research & Scholarship
- Research topics
  - Gerontology
  - Breast & Cervical Cancer Screening among Hmong: Social, Cultural & System Factors
  - Gender informed HIV intervention development for urban African American youth
  - Unintended Pregnancy Among Young Latinos in Rural Areas

o   Sexual and Reproductive Health Services: Reaching Latino Men in Rural Area

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach Programs: 8
- Partnerships: 9
- Committee: 1

Communications
- Webpage

Planning & Accountability
- Diversity Plan: Yes
- Contact: Associate Dean Toni Doolin

Recruitment and Retention
- Recruitment Efforts: 2
- Retention: Thesis mentor

Climate/Programs/Events
- Events: 17

Curricular and Co-curricular Activities
- Service Learning: 2
- Orientation Courses:
- Thesis

Training and Professional Development
- Safe space training
- Diversity Search Advocate training

Assessment
- No specific information found

Fundraising
- Donors create scholarships for under-represented students
- NSF grant to assist transfer students with demonstrated financial need

Recognition & Rewards
- Scholarships: 9

Research & Scholarship
- Thesis linked with International Degree Program

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach Programs: 3
- Partnerships: 2

Communications
- Newsletter/Magazine: 2
- Weekly Email Message
- Website

Planning & Accountability
- Diversity Plan: None currently
- Interim Director of Student Engagement & Diversity Advancement
- Each department has a relationship with the Disabilities Office

Recruitment and Retention
- Students Recruitment and Retention Programs: 4
- Staff and Faculty Recruitment and Retention Programs: 2

Climate/Programs/Events
- Climate Building Programs: 8
- Events: 52
- Programs: 5

Curricular and Co-curricular Activities
- Courses: 167
  - DPD: 35
- Co-Curricular Activities: 3

Training and Professional Development
- DPD training
- Sexual Harassment
- Voices Project

Assessment
- Surveys: 2

Fundraising
- OSU Foundation
- LL Stewart Awards
- DPD Grants
- Schnitzer Care Awards

Recognition & Rewards
- Faculty Awards: 7
- Student Awards: 1
- Scholarships given to students to participate in study abroad programs

Research & Scholarship
- Recent Research Projects: 23

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach Programs: 5
- Partnerships: 24
- Committee: 1
- Associations: 25

Communications

- Newsletters: 2
- Listservs

Planning & Accountability
- Diversity Plan: Yes, 2007
- Contact: Sarah Huluzak

Recruitment and Retention
- Efforts for student recruitment and retention: 5
- Efforts for staff and faculty recruitment and retention: 2

Climate/Programs/Events
- Events: 3
- Programs: 5

Curricular and Co-curricular Activities
- No specific information found

Training and Professional Development
- No specific information found

Assessment
- Survey 2007

Fundraising
- No specific information found

Recognition & Rewards
- Grants: 1
- Scholarships/Fellowships with financial need component: 3
- This will include internships such as the Native Americans in Marine Science
- Graduate Diversity Recruitment Bonus Program
- Diversity Advancement Pipeline Fellowship

Research & Scholarship
- No specific information found

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach Programs: 2
- Partnerships: 3
- Committee: 1

Communications
- Newsletter/Magazine: 2

College of Pharmacy

Planning & Accountability
- Diversity Action Plan: Yes, June/2008
- Contact: Natalea Braden - Chair of Diversity Committee

Recruitment and Retention
- Efforts for staff and faculty recruitment and retention: 1
- Efforts for student recruitment and retention: 5

Climate/Programs/Events
- Events: 5

Curricular and Co-curricular Activities
- Courses: 29
- Co-Curricular Activities: 2

Training and Professional Development
- Sexual Harassment Awareness Training
- Diversity training for students, staff and faculty at OHSU

Assessment
- Surveys: 2

Fundraising
- Grants: 2

Recognition & Rewards
- Scholarships with financial need component: 5
- Diversity Scholarships: 2
- Assistantships to increase diversity

Research & Scholarship
- No specific information found

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach events: 15
- Partnerships: 15
- Associations: 3
- Committees: 1

Communications
- Newsletter/Magazine: 2
- Internet: 2
- Graduate Student Retreat
- Student Handbook

Planning & Accountability
- Diversity Plan: Yes
- Contact: Dean Bloomer

Recruitment and Retention
- Efforts for student recruitment and retention: 4
- Efforts for staff and faculty recruitment and retention: 2

Climate/Programs/Events
- Climate: 2
- Events: 5
- Programs: 3

Curricular and Co-curricular Activities
- Courses: 8
  - DPD: 2
- Co-Curricular Activities: 5

Training and Professional Development
- Harassment training
- Search Advocate training
- Diversity education with preservice teachers

Assessment
- Survey 2007

Fundraising
- Grants: 2
- Women in Science Fund

Recognition & Rewards
- Scholarships with financial need component: 5
- Diversity Scholarships: 3

Research & Scholarship
- Undergraduate Research Program: 1

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach Programs: 13
- Partnerships: 4
- Committee: 1

Communications
- Stories used in Terra or on website

Planning & Accountability
- Diversity Plan: Yes, June/2005
- Individual to contact: Susan Tornquist
- Main diversity areas in Vet Med:
  - Service in rural areas
  - International Relations
  - Gender

Recruitment and Retention
- Student Recruitment and Retention: 6

Climate/Programs/Events
- Events: 2
- Climate: 5

Curricular and Co-curricular Activities
- Courses: 2
- Co-Curricular Activities: 5

Training and Professional Development
- Learning Disabilities Workshop
- Diversity 101
- DPD workshop

Assessment
- Anonymous suggestion box online
- Survey: 2

Fundraising
- State/Federal Agencies: 3
- Grants: 1
- RDFunding: 2
- Private Foundations: 2

Recognition & Rewards
- Scholarship with financial need component: 1
- Salsbury Student Awards

Research & Scholarship
- Current Research: 1
- 3 awards for research
- Professional development funds available

Outreach/Service/Partnerships/Committees/Networks/Associations
- Outreach Programs: 8
- Partnerships: 4
- Associations: 2

- Committee: 1

Communications
- Vet Gazette: Blog

Appendix F: Review of Best Practices

The full 56-page document is available here: http://oregonstate.edu/oei/sites/default/files/appendix_f.pdf

Appendix G: Summary of Literature Review

We relied heavily on three works that draw on a rich set of experiences of many institutions of higher education: *Making a Real Difference with Diversity: A Guide to Institutional Change*[12], *Diversity's Promise for Higher Education: Making it Work*[13], and *Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier*[14].

Breakthrough Advances in Faculty Diversity is a National Best Practice Report produced by the University Leadership Council of the Education Advisory Board, which is a company that has provided best practice research to hospitals, academic medical centers, and health systems. The Board began a higher education practice in 2007. For this particular review of lessons and innovative practices in diversifying the faculty the study reviewed practices at 149 institutions of higher education.

In *Diversity's Promise for Higher* Education, Dr. Smith draws on her career-long focus on issues of diversity in higher education. She relies on a large body of research on these topics and lessons learned by institutions of higher education. Dr. Smith provides a conceptual framework for thinking about issues of equity, inclusion and diversity, a framework that we have relied upon heavily for this study.

Making a Real Difference with Diversity drew upon the results of a $29 million Campus Diversity Initiative of the James Irvine Foundation in which the Foundation assisted twenty-eight colleges and universities in California with strategically improving campus diversity. The authors' (including Dr. Smith) review of the efforts of those colleges and universities led them to identify a comprehensive set of promising practices and a guide to comprehensive diversity work.

Dr. Smith's book outlines a number of promising practices seen in what Dr. Smith refers to as special-purpose institutions, such as HBCUs or women's colleges. Dr. Smith finds that, while many special-purpose institutions encounter the same struggles with such things as graduation rates and attrition, they also demonstrate great success in terms of student performance. She identifies the key features of these institutions that produce student success:

- An institutional ethos of high expectations, belief in student potential for success, and support that operationalizes that belief. Dr. Smith notes that such an approach is consistent with research demonstrating that a belief that effort and hard work matter produces higher levels of effort and engagement.
- A message to students that education is for a larger purpose, such as their families, communities, etc.
- The institutional purpose and mission reflect a dedication to student success and education. There is a shared set of beliefs about the potential of the students that influences faculty behavior.
- There is a critical mass of faculty and staff from the groups that the institution is designed to serve. Because of the variety of people participating and succeeding, the context created in these institutions conveys the notion that success or failure is not due to one's race or gender.
- There are spaces and places for issues to be voices and heard.
- The institutions acknowledge and engage the history of exclusion that provoked the development of special-purpose institutions. In these institutions this history becomes part of the institutional identity, the school's mission relating to that history. This part of the identity then becomes reflected in institutional practices and rituals.

[12] Clayton-Pedersen, A. R., Parker, S., Smith, D. G., Moreno, J. F., & Teraguchi, D.H. (2007). *Making a real difference with diversity: A guide to institutional change*. Washington, DC: Association of American Colleges and Universities.

[13] Smith, D. G. (2009). *Diversity's Promise for Higher Education: Making it Work*. Baltimore: The Johns Hopkins University Press.

[14] University Leadership Council (2008). *Breakthrough Advances in Faculty Diversity: Lessons and Innovative Practices from the Frontier*

In addition to examining special-purpose institutions, Dr. Smith refers to the large body of research on institutional factors that foster student success generally, with the major theme being the importance of students' active connection to their education and engagement in educationally purposeful activities. She finds this research to be consistent with the findings noted above on the features of special-purpose institutions that appear to facilitate success for particular groups. She notes the following institutional qualities and practices that are connected to student success:

Institutional qualities
- Mission linked to student success
- Focus on student learning
- Environments for educational enrichment
- Clearly marked paths to student success
- Improvement-oriented institutional ethos
- Shared responsibility for educational quality and student success

Institutional practices
- Faculty-student engagement
- Peer support
- Engagement of diverse ways of learning
- Integration of learning and experience
- Relevant support programs

Dr. Smith also references the emerging research showing the positive educational benefits of experiences that engage diversity or facilitate interaction of students from different groups. Citing a long list of research studies, she notes that the research identifies benefits in terms of student satisfaction, increased openness to diverse ideas, intellectual engagement, critical thinking, greater tolerance, and personal development. Research also finds that support groups for underrepresented students and intragroup experiences tend to foster student satisfaction, retention and decreased feelings of alienation. As might be expected, the perception of discrimination and racial hostility is associated with lower academic achievement. Perception of institutional commitment to diversity positively impacts student satisfaction and retention. Mentoring and advising can foster student success, especially when they reflect belief in the students' potential for success with appropriate effort. Dr. Smith also notes research findings showing that engagement with "diverse others" positively affects growth in cognitive complexity. This last finding underscores the importance of challenging dialogues and people with skills to facilitate such dialogues.

From review of this rich array of research findings, Dr. Smith identifies the following overarching themes for student success:

- High expectations, belief, and support.
- Engagement and mattering. The components of mattering include that you are noticed, that your success or failure matter to others, that others depend on you, and that your efforts are appreciated.
- The classroom is a critical location for student experience
- Student diversity must be seen as bringing strengths and experience, not deficits
- Classroom environments must be welcoming and committed
- Pedagogy should be engaging and diverse in format
- Out of class, educationally purposeful experiences should be required
- Gateway courses as filters must become courses as attractive entry points
- Diversifying curriculum content opens opportunities for learning
- Classrooms can become successful sites for difficult dialogues

- Classrooms will increasingly become places for academic empowerment and faculty are important facilitators of that development
- Excellence will not always look the same
- Collaboration, rather than competition, should be facilitated
- Advising, and aggressive advising, will be important
- Assessment is essential for learning and monitoring institutional progress

In addition to reviewing literature related to student success, Dr. Smith reviews literature related to faculty diversity, in particular in terms of racial, ethnic, and gender diversity because of persistently slow progress in those areas. Dr. Smith reviews research that strongly contradicts what she refers to as "myths" that prevail to explain lack or slow progress in diversifying the faculty. The prevailing story is that underrepresented faculty members in the pipeline are scarce and highly sought and bid after and these are the reasons for slow or lack of progress. Yet, Dr. Smith reviews research findings demonstrating that, though there may be some truth to this story, hiring of underrepresented faculty is not keeping pace with the pipeline, suggesting there are other reasons for the challenge. Research suggests more influential factors include lack of serious recruiting efforts, structural inequities and bias in hiring processes.

Dr. Smith identifies the conditions that produce greater success in diversifying the faculty. Successful hires of faculty of color were substantially more likely when:

- The position description was connected to the study of race or ethnicity and/or
- The hiring strategy bypassed or enhanced the traditional search process

A research study by Dr. Smith and others found that the vast majority of the time one or both of these conditions were present when African Americans were hired (86%). These conditions were present for 100% of Native American hires. More women than men were hired when one of the above two conditions was present. Sadly, this study found that only 5% of hires without either of the two conditions above resulted in hire of a faculty member from an underrepresented group. Interestingly, the same study found that 65% of those hired with the above two conditions were white.

Dr. Smith also reviews in her book the research on retention of faculty of color, women faculty, and gay and lesbian faculty and its relationship to institutions' successes or challenges in their efforts to diversify their faculty. While the particular forms of struggle vary by group, she notes recent research studies that document ongoing difficulties faced by faculty from these groups. Campuses routinely explain departures as the result of aggressive recruiting by other institutions. The research on the other hand points to negative conditions of employment, including inequities. She notes that faculty of color point to climates that are "alienating and in which faculty report feeling that they don't matter." She notes that some institutions studied had turnover quotients for underrepresented minority (URM) faculty as high as 100%, meaning that all new URM hires replaced URM faculty who had left, while some institutions had turnover quotients of zero. Obviously, an institution's success or failure in retaining URM can dramatically impact its efforts to diversify its faculty. She notes the importance of internal institutional research to spotlight such retention issues and the reasons for them.

Dr. Smith notes that research findings related to retention of URM faculty have the same kinds of themes that relate to student success. The research shows that it is important that the "culture, perspective, language, and values that individuals bring are appreciated and are seen as being important for the department or institution." She also notes the importance of there being a critical mass of URM so that the "faculty member may be an individual rather than a representative of a group."

From her discussion of her own and much other research on these topics, Dr. Smith concludes that success in diversifying the faculty requires "interrupting the usual" and "challenging myths." She argues that hiring

practices must be altered and turnover must be understood and engaged. She argues that institutions must do the following to interrupt the usual and challenge myths:

- Get clear on the excellence that is needed and how to identify it – the institution and department must address these questions
- Scrutinize assumptions made in explaining slow or lack of progress
- Understand and articulate the rationale for diversifying the faculty
- Situate departmental searches in the context of the institution's diversity efforts
- Recognize that hiring just one accentuates the challenge of diversifying in hiring and the challenge of retention – cluster hiring is an attractive alternate model
- Using a single job description to hire a cluster of faculty will likely broaden the position description, reduce the problem of hiring just one, and increase the chance of diversifying
- Be aggressive in developing diverse pools
- Create search committee awareness of bias and diversify search committees
- Use targeted hiring strategies while monitoring success of faculty appointed by use of such strategies
- Senior leadership should be involved early in the search process in discussions of important new directions, position formulation, search committee composition, selection of search chair, ensuring a diverse candidate pool, monitoring outreach, supporting specific recruitment activities, and injecting consideration of institutional and program imperatives
- Build departmental awareness and understanding of the importance of faculty diversity to institutional goals through such mechanisms as program reviews
- Locate diversity at the center of the institution's mission and educational and scholarly priorities
- Monitor progress in faculty hiring and retention and gather information about reasons for success or failure
- Pursue diversification of graduate student population as part of the effort to diversify faculty

Dr. Smith also reviews in her book conditions for positive intergroup relations and climate. She notes that research related to prejudice reduction is instructive on building positive relationships across difference. She outlines five important conditions for positive intergroup relations. Those conditions are:

- Equal status – those in majority and minority positions must perceive and experience equal status
- Shared goals – such as shared goals in organizations
- Cooperation – a collaborative versus competitive approach to achieving goals
- Institutional support – clear support from the institution can be demonstrated in many ways
- Long-term – that there be opportunity for long-term interactions

Dr. Smith also reviews research on social identity and intergroup relations. The research documents that how people think of themselves in relation to others tends to be affected by the in-group and out-group phenomenon, whereby in-group members tend to be viewed as more like oneself and perceived and judged with a more favorable inclination than for out-group members. She outlines principles for building effective intergroup capacity with a view to minimizing the challenging effects of the in-group and out-group phenomenon. She notes that whatever design for intergroup contact is used it must take into consideration factors that are especially applicable to those in minority positions such as issues of threat, stigma, distrust, fear, and histories of injustice. She lists the following principles:

- Building intergroup capacity is for everyone, not just undergraduate students
- The institution must have a genuine ethos valuing diversity and multiplicity of identities
- There needs to be shared mission and goals related to the ethos
- Asymmetrical experience must be acknowledged and accounted for in approaches

- People in all groups must feel that they matter
- It is essential to achieve diversity in crosscutting groups such as groups for women
- The historical context for intergroup relations must be understood
- Approaches must include development of capacity for productive conflict management
- Intentionality is required to develop positive intergroup dialogue
- When there is no critical mass identity support groups for those in the minority are important
- It is increasingly important to build capacity to work in alliances across identity groups, disciplines and status
- The classroom provides a great opportunity for intergroup dialogue and relationship building
- Diversity needs to be framed as contributing to the institutional mission

Since Dr. Smith was a member of the team of authors that produced the second source we relied upon, *Making a Real Difference with Diversity*, its recommendations parallel those outlined in Dr. Smith's book. As mentioned, one of the principal goals of the James Irvine Foundation's Campus Diversity Initiative was to help institutions strategically improve campus diversity, with the specific goal of increasing access and success of low-income and underrepresented minority students. The following two paragraphs from the monograph nicely capture what the authors believe must change in terms of how we think about and approach diversity work:

> "The complexities of the twenty-first century require a fundamental shift in how the higher education community envisions campus diversity work. This shift is both conceptual and practical, and it centers on moving from narrow constructs and piecemeal approaches to coherent, intentional, and comprehensive thought and action. Conceptually, diversity must move from being thought of as the responsibility of a few designated individuals to being understood as a *shared endeavor across campus constituents.* This is true with regard to not only shared planning and action, but also shared responsibility and accountability for making progress toward a set of coordinated, campus-wide goals. The latter involves moving from traditional motions of external evaluation to building capacity among campus constituents to conduct evaluation.

> Practically, diversity work must move from isolated programs and course offerings to a network of policies and actions, including policies and actions around evaluation. In order to improve practice, meet goals, and ensure institutional viability, these efforts must be inextricably tied to institutional mission and purpose and should foster not only learning about the skills and content *of* diversity, but also awareness about what works and what does not work."

The monograph reviews the results of the James Irvine's Foundation's Campus Diversity Initiative that provided support to twenty-eight institutions of higher education. One purpose of the project was "to contribute new knowledge about effective diversity practices to the higher education field." Using the four-dimension framework previously mentioned by Dr. Daryl Smith, the monograph dedicates an entire chapter to promising practices in policies, programs and planning. Many of the practices identified are included in Table 1. Practices were identified as promising if they

- Developed an institution-level perspective on diversity work;
- Fostered cross-campus collaboration;
- Was based on research (e.g., on diversity or evaluation)
- Used data to indicate progress;
- Established manageable and measureable action that could be sustained.

As mentioned, *Breakthrough Advances in Faculty Diversity* focuses on advances in diversifying the faculty in institutions of higher education. They defined faculty diversity to include the presence of women faculty in

STEM fields (science, technology, engineering, and mathematics) and increasing the presence in all fields of underrepresented racial minorities (URMs) – African Americans, Hispanics, and Native Americans. The Report identified the following four overarching best practices:

- There is faculty action addressing the issue of faculty diversity
  - This is best done through an academically oriented educational effort to cultivate faculty commitment to recruiting diverse candidates
  - Key elements of such an effort include faculty-led seminars and benchmarking against the best
  - Seminar content focuses on the importance of faculty diversity, the effects of unconscious bias, institutional performance and benchmarks, and best practices in recruiting
- The effort to recruit is resourced
  - The university should have dedicated recruiting roles for faculty and non-faculty and invest in upstream or early-stage recruiting activities
  - Upstream recruiting activities include such things as networking visits to "feeder" departments, "rising star" colloquia, and professional development seminars for emerging scholars
- Faculty search oversight is hardwired
  - A key component is that a senior individual with strong support of the dean closely reviews and, when appropriate, intervenes in individual faculty searches
  - The review is at key process points such as development of search plan, position posting, review of applicant pool, review of short list, review of pool advanced to interview and finalist selection
  - The key is the creation of a process that allows for timely midcourse corrections
- Performance is spotlighted
  - There is unit-level ownership, performance commitments, 360 degree review of unit plans and implementation, and regular planning cycles

Appendix H: Summary of Discussion Forum Themes

Institutional Viability and Vitality
Theme #1: Institutional Strategies and Dedicated Resources
1. There are concerns about the adequacy and availability of human resources
    a. Staffing levels are a big issue, and more human resources are needed across campus.
    b. The hiring freeze reduced our capacity to be responsive.
    c. People need to feel personally connected to these issues in order to fight diversity fatigue.
    d. A few individuals end up carrying a large service burden when every committee needs a woman and/or a person of color.
    e. There are some people in departments who are really committed to these issues and they make it work, but they end up doing a lot of the collective work for other people who aren't invested.

2. There are concerns about the adequacy and availability of physical resources
    a. There is limited space and questions about the principles by which it is allocated.
    b. There is not enough student space (e.g., Memorial Union and Library are crowded).
    c. The university is recruiting and expanding, but the facilities are not adequate.
    d. It is difficult to collaborate when teams are spread across campus.

3. There are concerns about capacity
    a. When people are feeling besieged it is difficult to take on new thinking and behaviors because they are in survival mode.
    b. Fiscal capacity is lacking.
    c. The current perception is that the university does not have capacity to reach vision/goals.
    d. Diversity is a hard topic to raise money for, either because it is hard to identify people who are interested, or the people who are interested don't have the means.

4. The role of the Office of Equity and Inclusion needs to be developed and supported
    a. The office should partner with other offices and take a leadership role in creating resources for conversation, especially around critical incidents.
    b. The office is understaffed and more resources are needed within office are to build capacity.

5. What the university is doing well
    a. The university is a leader in sustainability.
    b. It was good to integrate the offices of Affirmative Action and Equal Opportunity, Women's Advancement and Gender Equity, and Community and Diversity, and we need to create more opportunities for synergy.

6. What the ideal looks like
    a. There is adequate staffing to address equity and inclusion.

7. Ideas for improvement
    a. In order to move to the next level we have to look at how resources are invested and applied to make sure that the values around equity, inclusion, and diversity are considered when budget allocations are made.

Theme #2: Perceptions of Institution's Commitment
1. There are questions about the university's commitment
    a. The university needs to think about the messages conveyed by its actions, for example there is a perception that Ethnic Studies is no longer supported, and the university sends a message about

what is important by what it talks about, what policies are highlighted as important, what trainings are mandatory, etc.

    b. The university needs to demonstrate a commitment to having difficult conversations when incidents occur, instead of backing down.

    c. The university moves fast when it needs to, for example the population of international students increased dramatically when the university decided to make that a priority, but that same commitment of energy and resources hasn't been made for other groups.

2. <u>The university needs to demonstrate its commitment through action</u>
    a. OSU seems to be really trying to be inclusive, but sometimes it seems like just a lot of talk.
    b. We keep having the same conversations and nothing changes.

3. <u>The commitment to equity, inclusion, and diversity needs to be central to the mission of the university</u>
    a. University-wide we are not doing enough to address equity, inclusion, and diversity.
    b. Policies and practices sometimes seem to be in conflict with the vision of equity, inclusion, and diversity.
    c. There are pockets in the university where good work is being done, but the efforts haven't permeated and are not well-integrated into the rest of the university, and centralized support is limited.

4. <u>What the ideal looks like</u>
    a. There is commitment from the top-down that helps to guide people in positive ways.
    b. A commitment to diversity is part of everyone's work.

5. <u>What the university is doing well</u>
    a. The process of convening people for the discussion forums, being inclusive, and providing a lot of ways to participate demonstrates commitment.
    b. OSU does have top leadership committed to equity, inclusion, and diversity, including vocal support from President Ray, and it is good to know that the Office of Equity and Inclusion is a place where these conversations are taking place, as is Student Affairs.

6. <u>Ideas for improvement</u>
    a. There needs to be buy-in, commitment, and direction from the top.
    b. Ensure that marketing efforts reflect a diversity of identities so that more people see themselves reflected and the university fosters feelings of inclusion.
    c. A commitment to equity, inclusion, and diversity needs to be seen as everyone's responsibility so that it is embraced by administration, fostered in employees, and taught in curriculum to students.
    d. Equity, inclusion, and diversity needs to be central in presentations about the university's efforts (e.g., at University Day, State of the University Address, etc.).

Theme #3: Measures of Accountability
1. <u>Expectations related to equity, inclusion, and diversity are not adequately measured</u>
    a. There is currently not a way to hold people accountable for enacting a commitment to equity, inclusion, and diversity, and there are no consequences if they do not meet expectations.

2. <u>What the university is doing well</u>
    • Student Affairs includes an evaluation of equity, inclusion, and diversity in employee performance evaluations.

- We ask job applications to demonstrate their commitment to diversity, but not all units make this part of the ongoing evaluation.
- The NCAA evaluation for Athletics includes an assessment of equity and inclusion.

3. <u>What the ideal looks like</u>
   a. Every employee's performance evaluation assess their efforts related to equity, inclusion, and diversity

4. <u>Ideas for improvement</u>
   a. Provide regular, mandatory training about important policies (e.g., sexual harassment prevention, ADA accommodations, etc.) so that people know their rights, responsibilities, and resources.
   b. Ensure that a commitment to equity, inclusion, and diversity is incorporated into positions and measured effectively.

Education, Scholarship, and Outreach

Theme #1: Availability of Opportunities
1. <u>There is unequal access to educational opportunities</u>
   a. There seem to be opportunities for professional faculty, but more opportunities for classified staff are needed.
   b. It cannot be assumed that every student and employee has access to and is familiar with the technology necessary to access some learning opportunities.
   c. Opportunities are not always made available throughout the state.

2. <u>There are not enough opportunities to meet demand</u>
   a. Course selection can be difficult because it varies so much by major, and some degrees seem more valued and receive more university support. This makes it difficult for some students to complete their degrees in a timely fashion.
   b. Employees are presented with the same selection of trainings every year and there is a need to create new opportunities.
   c. Curricular and co-curricular programming needs to be offered at various times to better meet schedules.
   d. There are some opportunities for students (e.g., leadership training, Queer Studies, baccalaureate core courses), but they can't be entirely student driven, happen too late in the academic career or completely outside of one's major, and they need to be both curricular and co-curricular opportunities.

3. <u>What the university is doing well</u>
   a. There are more opportunities for employee involvement in professional growth than in the past.
   b. In the last year we have had more faculty trained in diversity issues and leading diversity training than ever.

4. <u>What the ideal looks like</u>
   a. Programs are available to a wide audience.
   b. There are American Sign Language and native language programs.

5. <u>Ideas for improvement</u>
   a. Provide more training opportunities that are supported and sustained, and that reach more than just the "choir."

Theme #2: Communication

1. <u>Better communication is needed</u>
    a. Find creative ways to draw people in and let them know about the resources instead of passively waiting for people to find them.
    b. Do a better job of talking about the knowledge, resources, and opportunities that exist (e.g., CTL).
    c. Communicate in a variety of ways (not just email) to reach people who either don't work at a computer or who don't use social media.

2. <u>Better coordination is needed</u>
    a. Need to better coordinate and connect the opportunities that exist currently.

Theme #3: Support to Participate
1. <u>Not all employees feel supported by supervisors</u>
    a. Supervisors need to understand the importance of training, support their staff in attending, create an environment where people feel comfortable asking for time to participate in these activities, and ensure there are no negative repercussions.
    b. Whether activities are supported or not depends on departments, and even individual supervisors, there is not a sense of encouragement from the top down.
    c. There needs to be intentional support for professional development/advancement for people from populations underrepresented in leadership.

2. <u>The design of some positions limits opportunities</u>
    a. The inflexibility of classified positions creates barriers to accessing opportunities because they often have limited opportunities to be away from their work.

3. <u>What the university is doing well</u>
    a. There are some departments at the university where training is valued and supported.

4. <u>What the ideal looks like</u>
    a. There is support for individuals who want to engage in equity and diversity efforts.
    b. Managers promote the benefit of access to classes to their employees and employees are able to access Ecampus classes.

5. <u>Ideas for improvement</u>
    a. Work with employees to find out what they want to learn and then help connect them with resources.

Theme #4: Extent to which Equity, Inclusion, and Diversity are addressed in Curricular and Co-curricular Offerings
1. <u>Certain types of information are lacking</u>
    a. Many courses on diversity just scratch the surface and there are some "101" level opportunities, but need to delve deeper into more advanced issues, including effectively communicating across difference, developing cultural competence.
    b. The information that is delivered needs to be enhanced to include disability, international, and LGBTQ studies.

2. <u>The depth and breadth of information is lacking</u>
    a. There is a need for more diversity/multicultural training opportunities that provide ongoing learning and that draws on the expertise that exists within the university.
    b. Efforts should extend to include community stakeholders throughout the state.

     c. Efforts need to include more service learning opportunities, including opportunities for employees.

     d. All students should start learning about these topics early in their educational career (in classes and in programs such as START) and leave the university with a sense of cultural competency, which requires that it be made an intentional part of the curriculum instead of just delivered through DPD courses.

3. <u>What the university is doing well</u>
     a. University Housing and Dining Services has strong programs and initiatives (e.g., Managing Difficult and Courageous Conversations series, Racial Aikido, Exploring White Identity).
     b. There are opportunities for people to learn about cultures and ideas other than their own (e.g., Exchange programs, evening lectures, cultural nights).
     c. Having dedicated FTE to support efforts is important (e.g., Business Services has a dedicated training and professional development position that includes a commitment to equity and inclusion.
     d. Some Baccalaureate Core courses do well, particularly Difference, Power, and Discrimination courses, but there is considerable variation by discipline.
     e. The Search Advocate program is good.
     f. It Starts Now was a good program for first-year students.

4. <u>What the ideal looks like</u>
     a. Diversity goals are included in course curricula.
     b. Equity, inclusion, and diversity are imbedded in the fabric of every discipline.

Theme #5: Faculty and Staff Competence to Work with Compositionally Diverse Populations and Expertise on Diversity-related matters
1. <u>There is limited employee capacity to engage with the topics of equity, inclusion, and diversity</u>
     a. Some faculty lack deep understanding of how equity, inclusion, and diversity issues shape the communities and vulnerable populations they work with (e.g., non-native English speakers).
     b. A lot of classes are taught by graduate teaching assistants, but they do not always have the necessary skills to be effective.
     c. It is difficult to attend to these issues effectively with increasing class sizes.

2. <u>Ideas for improvement</u>
     a. Train employees on competency in addressing, facilitating conversations, and delivering content related to inclusion, equity, privilege, power, and oppression, particularly the people who work most directly within students (e.g., START, RAs, and Advisers).
     b. Enhance efforts to improve competence to work with particular groups (e.g., LGBTQ individuals, international students, individuals with disabilities).
     c. We need to look at the resources we already have and what they can offer (e.g., People within International Programs can help faculty internationalize their curriculum, Extension faculty work with diverse audiences).

Theme #6: Research, Scholarship, and Outreach that Engages these Topics
1. <u>There is limited engagement with the topics of equity, inclusion, and diversity</u>
     a. There are few faculty who are conducting research related to equity, inclusion, and diversity.
     b. Efforts need to cross boundaries so that faculty in different disciplines and in different locations throughout the state work together, this extends to work between different academic units, and between academic and student affairs, and also includes linking on-campus faculty/students with outreach opportunities throughout the state.

2. <u>What is the university doing well</u>
    a. We're starting to do more interdisciplinary work.
    b. We address some areas well (e.g., sexism, Women in Sports class, etc.)
    c. Community outreach efforts are good; we can always do better, but we have a lot to build on (e.g., Extension, OSU-Cascades Campus).

3. <u>What the ideal looks like</u>
    a. There is a global academy that pulls together faculty from different departments to work on a common theme, such as a project in another country.

4. <u>Ideas for improvement</u>
    a. Create incentives, for example in the promotion and tenure guidelines, for faculty to engage in activities related to equity, inclusion, and diversity.
    b. Link teaching, research, scholarship, and outreach so that the efforts are integrated in meaningful ways.
    c. Find ways to talk about these efforts in grant proposals and offer people a concise guide or set of examples they can easily reference when needed.

University Climate and Sense of Community

Theme #1: Type and Quality of Interactions among Groups
1. <u>There are some areas where barriers to positive intergroup relations persist</u>
    a. There are negative interactions between professional faculty and classified employees, with classified employees being views as second class.
    b. The Greek community as a whole doesn't do well with diversity and at the same time individuals who are part of the Greek community who may be culturally competent are assumed to be unaware or not good allies simply because they are part of the Greek system.
    c. Student athletes of color are sometimes not able to connect with the broader student of color population.
    d. Oftentimes domestic students just work with other domestic students and international students work with international students, and there is little effort to facilitate conversations across groups.
    e. There are divisions between people who have degrees and people who have experience, but no formal education.

2. <u>Engaging in learning and having honest conversations can be difficult</u>
    a. The university does try to engage people around difficult topics, but when it comes down to it, people get uncomfortable and stop trying.
    b. People are sometimes reluctant to talk about these issues because they're concerned that they will say something unintentionally offensive, and they're concerned how they'll be viewed in the conversation.
    c. There is a lack of cultural competency among domestic students and a resistance to learning, which means they leave unprepared for anything but the dominant paradigm.
    d. Some people fear retaliation for sharing their perspective.

3. <u>What the university is doing well</u>
    a. The discussion forums have been a good way to connect people and get them talking about equity, inclusion, and diversity, and the Office of Equity and Inclusion is working hard on these issues and welcoming input from people throughout the institution, including students.

     b. OSU-Cascades has the advantage of being a small campus and provides a lot of opportunities for people to work together.

4. <u>What the ideal looks like</u>
     a. There are opportunities for ongoing discussions.
     b. Everyone works together, instead of in silos.
     c. Technology is used as a way to help connect people.
     d. Every student and employee feels accepted, heard, celebrated, and respected.
     e. We learn from and understand the experiences of others in order to be more charitable and empathetic.

5. <u>Ideas for improvement</u>
     a. Be inclusive with regard to who is invited to participate in conversations about diversity, which involves thinking beyond identifiable forms of diversity/identity diversity to also include people with a range of backgrounds and experiences that might not be visible.
     b. Create more opportunities to interact across groups.

Theme #2: Communication
1. <u>People are unaware of what the university is doing</u>
     a. The Multicultural Resource Guide is great, but no one knows about it.
     b. There is a need to let people know about available resources, for example where the cultural centers are located and what they offer.

2. <u>What the ideal looks like</u>
     a. The Office of Equity and Inclusion is a resource to let people know about the programs and practices that work well, and who to talk with about different types of questions.

3. <u>Ideas for improvement</u>
     a. Create an internal and external PR campaign/ integrated marketing plan so people know what is going on within the university.
     b. Highlight the ways in which the university is doing well in creating a good culture and climate.

Theme #3: Quality of Experience at the University
1. <u>Some groups feel isolated or excluded</u>
     a. INTO students are separated from central campus.
     b. International students do not feel welcome.
     c. There are insufficient "safe spaces" for LGBTQ individuals
     d. Students who live off campus can have a difficult time making connections.
     e. Sometimes classified employees feel undervalued, and it is hard to feel included when you don't feel invited in.
     f. Graduate students feel "siloed" and as if they are not looked at as part of student body, particularly because many of the activities designed for student success are targeted to undergraduates (e.g., Academic Success Center, Writing Center, etc.).

2. <u>There are barriers to creating a sense of community</u>
     a. Distance education has made the ability to form community more difficult.
     b. The university can't just bring people in and assume they'll blend, and at the same time it is unreasonable to expect the university community to just incorporate new groups without preparation, so work is needed on both sides.

c. There is a lot of racial tension at the university, and very subtle but persistent discrimination where people refer to "those people" and exclude people who are different from themselves.

d. Some students encounter cultural barriers to learning the social norms around how people interact, whi.ch makes it difficult for them to feel a sense of community.

e. There is a need to address behavior that impacts the climate, but does not rise to the level of illegal discrimination.

f. Sometimes the way we talk about equity, inclusion, and diversity leaves people feeling excluded because they don't see themselves reflected.

g. The climate around work/life balance varies significantly by department.

h. Becoming a global university is good, but it can obscure the need to continue to address domestic diversity.

3. What is the university doing well
   a. There is a sense of abundance and growth that the university is experiencing, and faculty and staff are beginning to be more upbeat and forward looking.
   b. People identify with being part of the university and with Corvallis being a special place to live and work.
   c. There are places that are very nurturing and supportive.
   d. UHDS hosts cultural meal events and includes culinary variety that helps people feel like their food needs are being met.
   e. Some units, such as UHDS, do a good job of creating an environment where people value each other, are appreciated, and have the support they need to succeed.

4. What the ideal looks like
   a. Multicultural centers are a better approach than grouping people by one cultural identity.
   b. Minority groups do not feel out of the mainstream, and are the feel connected instead of disconnected.
   c. The university is intentional about creating community.

5. Recommendations for improvement
   a. Ensure that employees throughout the state are engaged and connected to the university.
   b. Make better connections with alumni.
   c. Work at creating micro-communities and attend to experiences within microclimates, while also providing opportunities for inter-community connections
   d. Use equity and inclusion efforts to leverage the tempo and positive feeling at OSU because perhaps, in this moment, faculty and staff are more open to learning and action.
   e. Better integrate people into the community.
   f. Provide more support for family-friendly policies.
   g. Create more opportunities for graduate students to feel connected.
   h. Ensure that there are welcoming physical spaces.
   i. Conduct a climate survey so people can provide feedback anonymously, and so there is a baseline for measuring progress.

Theme #4: Quality of Experience in the Community
1. There are concerns about the Corvallis community
   a. Some people from underrepresented groups find Corvallis is a difficult place to establish a sense of community.
   b. Corvallis does not always provide for the needs of a diverse campus populations with regard to attractions, shopping, cultural peers, places of worship, work opportunities for family members, etc.

     c. Some students and staff who have felt because of their ethnicity that they've been profiled, particularly by the Corvallis Police Department.

     d. There is a challenge with Corvallis being an expensive place to live and having very little diversity, and because this is an older community, that was pretty well established before we started promoting diversity, it's going to be a slow change.

2. <u>Ideas for improvement</u>

     a. Think broadly to also include community partners/learners and create a greater sense of collaboration between the university and surrounding communities.

     b. It is important to remember the land grant mission and to better engage with communities throughout the state, while also recognizing that the paradigm of university as "expert" is outdated and our outreach efforts need to reflect a commitment to listening and recognizing the knowledge that exists in communities.

Access and Success

Theme #1: Barriers

1. <u>There are barriers to accessing physical and built environments at the university</u>

     a. There are barriers to accessibility for individuals with disabilities.

     b. There are barriers related to size discrimination and gender identity and expression.

2. <u>What the university is doing well</u>

     a. There are increased efforts to address the needs of individuals with disabilities.

Theme #2: Undergraduate and Graduate Populations

1. <u>There are concerns about the demographics of undergraduate and graduate student populations</u>

     a. The recruitment and retention of undergraduate and graduate students of color needs to improve, particularly of African American and Native American students.

     b. More connections are needed with some communities (e.g., Latino, Native American youth) because we have an obligation to be involved in the pipeline.

2. <u>What the university is doing well</u>

     a. Ecampus attracts a diverse student population.

     b. We are bringing in a lot of international students, but are still struggling to attract domestic minorities.

3. <u>Ideas for Improvement</u>

     a. Create enrollment plans that consider race/ethnicity (e.g., determine what Latino enrollment should be) and then measure those efforts.

     b. Bring in cohorts to create a critical mass, and to foster connections so people feel less lost.

     c. Better utilize Open Campus as a way to provide place-bound students access to the university.

Theme #3: Student Support and Success

1. <u>There are concerns about inadequate and disparate support structures</u>

     a. If we're going to make a commitment to recruit certain student populations we need to also look at whether we have the infrastructure to support them (for example, do we have enough advisors, are there enough resources in CAPS, etc.).

     b. There is support for first year students, but after that support dwindles.

     c. There is limited orientation, integration, and support for incoming transfer and graduate students.

    d. Graduate students of color bear the mentoring load for undergraduate students of color, but do not have anyone who supports them.

    e. Ethnic Studies and Foreign Languages and Literatures faculty are stretched too thin and there are concerns about whether they will be able to serve students in the same way as they are merged into schools.

2. <u>Certain groups appear to be particularly vulnerable</u>
    a. International students
    b. Students of color (undergraduate and graduate)
    c. Returning veterans
    d. Low-income students
    e. LGBTQ students
    f. First generation students
    g. Students in STEM disciplines
    h. Rural students, who are a critical part of our land grant mission.
    i. Students who don't have regular access to technology or who haven't learned how to navigate the educational technology they're expected to use as students.

3. <u>What the university is doing well</u>
    a. The Honors College model does a great job of supporting students and would benefit underprepared, high-risk students.
    b. There is a good selection of student organizations.
    c. Ethnic Studies and Foreign Languages and Literatures faculty do a good job of supporting students, providing a "home away from home," and connecting them to resources.
    d. There is good guidance and support for first-year students.
    e. We're getting better at covering/sharing stories of when students and OSU graduates are successful.
    f. The support for students is evident in the work of people throughout the organization.
    g. Student retention and graduation rates are monitored, and if students leave we try to understand why.

4. <u>What the ideal looks like</u>
    a. Study table opportunities are available for all students.

5. <u>Ideas for improvement</u>
    a. Student support services need more resources.
    b. Create built-in support systems beyond what is available to first-year students.
    c. Ensure the university is effectively collecting institutional data.
    d. Develop and ensure that incoming students know the resources that are available as they transition to campus (e.g., START and APA Connect); advisors should be a conduit for this type of information; this can also occur through more bridge programs.
    e. Ensure that students with disabilities in all OSU locations receive necessary support and accommodations within and outside of classroom, including university housing.
    f. LGBTQ employees need to be more visible in order to provide mentorship to students.
    g. There are a number of good programs and initiatives, but students don't hear about them or aren't connected, they aren't resourced to meet the need, and/or they are only restricted to certain groups (e.g., Cultural Centers, Intercultural Student Services, the Cross-Cultural Mentoring Program, Educational Opportunities Program, College Assistance Migrant Program, BEST Bridge Program, UHDS, INTO, SMILE, Sister Scholars, CAPS, Gender Inclusive Housing/Restrooms, orientation for Public Policy graduate students).

h. Campus tours should add some of the cultural centers as stops along the way.

Theme #4: Student Financial Support

1. <u>There is inadequate financial support</u>
    a. Financial support is limited.
    b. Scholarship opportunities for graduate students are limited, and when funding runs out it is hard to stay in school.

2. <u>Ideas for improvement</u>
    a. Examine current scholarships (e.g., Diversity Scholarship) and create more opportunities.
    b. We talk about retention, but we often miss talking about admissions and financial aid and the need to develop support, pipelines, and targeted recruitment plans for specific communities that involve discussions from a wide range of units.

Theme #5: Employee Populations

1. <u>There are concerns about the demographics of employee populations</u>
    a. Faculty of color appear to be concentrated within CLA, particularly in Ethnic Studies.
    b. Women are underrepresented in decision-making at the top level of the university, but who is around the table makes a difference about the perspectives that are represented.
    c. Achieving diversity among employee populations at the Cascades campus is difficult because of the small size.
    d. Management is very homogeneous.
    e. There is limited racial and ethnic diversity across the university.
    f. Adjunct instructors are invisible and not seen as part of the community.

2. <u>There are concerns about recruitment and retention</u>
    a. There is a need to recruit and retain more women minority faculty in STEM disciplines.
    b. It is difficult to recruit and retain faculty of color.
    c. Some work environments are a little harsh, for instance it can be difficult to be the only one woman working in the maintenance department.

3. <u>There are inadequacies with regard to hiring practices</u>
    a. If all we do is continue to reflect who we are in our hiring and recruitment process, we'll keep getting more people who are the same as those we already have.
    b. Opportunities are limited when the focus is on rigid qualifications, including degree requirements, instead of on recognizing equivalent work and diverse life experiences.
    c. The online job application system is a barrier because it is hard to figure out, and not everyone has access to technology.
    d. Opportunities to create diverse applicant pools can be limited when part of the problem is the pipeline.
    e. There is inadequate understanding and implementation of the diversity hiring criterion.
    f. Our ability to change the demographics has been limited by the lack of open positions.
    g. Our recruitment policies are unclear and our practices are not as comprehensive as they should be.

4. <u>What the university is doing well</u>
    a. It says a lot about the university when our graduates want and are able to return to jobs here.
    b. Some units do well with the representation of women.
5. <u>What the ideal looks like</u>

a. There is a diversified employee population and enough staff and faculty to provide the infrastructure to support diverse perspectives, backgrounds, and needs of the audiences with which we engage.
b. Women are represented in upper management.
c. The university connects with future faculty as early as possible, for example, by reaching graduate students that move in to post doc positions and then guaranteed faculty positions.

6. Ideas for improvement
    a. Look at the demographics of different offices, including the Office of Equity and Inclusion, and to be aware of perceptions with regard to visible identity diversity.
    b. We are bringing in a lot of international employees and employees with a variety of cultural backgrounds, but are still struggling to attract domestic minorities.
    c. The Tenured Faculty Diversity Initiative is a good model for increasing faculty diversity, but it needs to be expanded because it hasn't made enough of an impact.
    d. Increase support for dual-career hires.
    e. Conduct cohort hires and provide peer mentorship to help boost retention.

Theme #6: Employee Support and Success
1. Orientation and integration opportunities are limited
    a. Few new employees receive information beyond the general "big picture" orientation.
    b. The university can be an overwhelming place for new hires because there is a lack of resources, no thorough training, and they may not know where to find resources or who to ask for assistance.
    c. We do not always do a good job integrating new employees.

2. There is limited support to ensure employee success
    a. Position descriptions are confusing and not realistic.
    b. No one has time to meet with employees about meaningful performance evaluations, so they end up working without clear expectations and this ends up impacting the ability to retain people.
    c. There are limited opportunities for advancement into upper management.
    d. There are limited resources for employees who do not speak English as a first language.
    e. Instructors do not get paid enough to survive.
    f. Resources are difficult to find, and individuals have to be self-motivated and able to locate them on their own.

3. The path to advancement is often unclear
    a. Academic faculty struggle to figure out promotion and tenure guidelines.
    b. The paths and opportunities for advancement are not always clear.

4. What the university is doing well
    a. The College of Liberal Arts has a good mentoring program and other colleges could adopt the model. In the absence of formal programs, some colleagues step up to provide mentorship.
    b. Outreach and Engagement does a good job encouraging people to participate in professional development and nominating them for awards and recognition.
    c. The President's Commission on the Status of Women prepared an interesting study on salary equity, but it is now out-of-date.
    d. Athletics conducts online exit surveys and has a follow-up procedure.

5. What the ideal looks like
    a. Every employee is supported and has the resources they need to be successful.

b. Local organizations such as the Association of Office Professionals are connected to regional and national organizations as a way to expand professional development opportunities.
c. The organization is flexible and able to provide people a clear path to success and advancement.

6. <u>Ideas for improvement</u>
    a. Devote more resources to professional development and retention because greater employee capacity leads to better retention of employees and students.
    b. Thoroughly integrate new employees so they learn the processes, resources, and tools they need to be successful.
    c. Create mentor programs for new employees.