EQUITY, INCLUSION, AND DIVERSITY AT OREGON STATE UNIVERSITY

FINAL SELF-STUDY TEAM REPORT
INTRODUCTION

This Final Self-Study Team Report concludes a rich process of institutional reflection and marks a new beginning in our quest to be a model equitable and inclusive land grant university. This report summarizes the self-study and external review processes that identified four overarching goals and associated key objectives to guide the university’s equity, inclusion, and diversity efforts.

The Self-Study Team acknowledges the hundreds of university community members for their time and perspectives throughout the entire process. The community interest and energy around these topics are noteworthy as they were essential to the university’s numerous past successes in this arena, and they are a reason for optimism about our future direction.

The Team also acknowledges and thanks President Ed Ray for his deep commitment to equity, inclusion, and diversity. It is President Ray’s belief in the importance and centrality of these issues to our institutional mission that prompted his call for this self-study process.

It is the Team’s hope that the results of this effort become the foundation for a comprehensive approach to this work and guide us toward realization of our aspirations. This process has clarified just how central these aspirations must be to our institutional mission and goals; indeed, Oregon State University cannot be a premier land grant university without achieving its goals for equity, inclusion, and diversity.

This report marks a renewal of an effort that must be ongoing. Matters of equity, inclusion, and diversity are not projects to conclude; they are ever-evolving. In light of this our commitment to equity, inclusion, and diversity must be an enduring aspect of our institutional character.
In the summer of 2011, President Ray called for a comprehensive self-study that would engage the Oregon State 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. 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 self-study process began in the summer of 2011 and continued through the 2011-12 academic year. An initial “Thinking Group” helped to shape the objectives and process, and a core 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 Office of Equity and Inclusion staff, and countless volunteers conducted numerous forums to engage with and obtain the perspectives of members of the university community.

The self-study report reviews the conceptual 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.

After completing the self-study, the next phase was to invite an outside team of experts to review our recommendations and assess our institutional capacity to enact our vision and realize our goals and objectives. The external review team was 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 Oregon State University’s efforts. The team also included 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.

As part of the review, the team met with key stakeholders to address the following questions related to the capacity of Oregon State University to move forward related to the goals for inclusion, equity, and diversity articulated in the self-study:

- 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?
- 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?
- 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?
- What are significant strengths, weaknesses, opportunities, or challenges that we have failed to consider and that would be important for us to consider?
- 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?
- What aspects of the university climate need attention in order to support and sustain our efforts to realize our four goals?
The external review team prepared a final report that outlines their key observations and recommendations. The following reflections about the external review process are important to consider in making meaning of the report:

• Overall, the self-study and external review uncovered a lot of hope that these processes will lead to change.
• There is a strong sense of institutional commitment to diversity.
• Oregon State University has many dedicated people who can further efforts related to equity, inclusion, and diversity.
• The external review was an impressive effort, both on the part of the review team and all who participated.
• There was a good cross section, but participants in the external review process were not necessarily representative of the entire university.
• The external review team was able to form initial impressions, but they cannot come to fully know Oregon State University in two days.
• The external review team members bring valuable expertise and offer important perspectives, and they were hired for their outside objective view. It is important that we seriously consider their findings and recommendations, and we should not reject the results just because they may be difficult to hear. At the same time, we must also contextualize their report with everything else we know about the university.
• It is important to look for kernels of truth, consider what is at the core of questions/concerns identified, and then decide how best to proceed.

Following the external review, the self-study team combined what was learned through the self-study with the assessment of our capacity in order to prioritize the most significant objectives to pursue related to each goal.

**DIMENSION 1: INSTITUTIONAL AND INDIVIDUAL CAPACITY**

**Description**
The individual and institutional ability to plan, implement, and evaluate comprehensive equity, inclusion, and diversity work.

**Institutional Goal**
A robust capacity to plan, implement, and evaluate comprehensive equity, inclusion, and diversity work.

**Key Objectives:**
- Establish Strategic Leadership Architecture
- Increase Accountability and Monitor Progress
- Build Human Capacity

**DIMENSION 2: EDUCATION, SCHOLARSHIP, AND OUTREACH**

**Description**
The extent to which equity, inclusion, and diversity are incorporated into the university’s education, scholarship, and outreach efforts.

**Institutional Goal**
The university’s education, scholarship, and outreach efforts incorporate equity, inclusion, and diversity content and perspectives.

**Key Objectives:**
- Enhance Curriculum and Co-curriculum
- Increase Accountability and Monitor Progress
- Build Human Capacity
KEY OBJECTIVES – CONTINUED

DIMENSION 3: ACCESS AND SUCCESS

Description
The equality of access to the university’s employment and educational programs, services, and activities, the performance, retention, and advancement of the university’s student, staff, and faculty populations, and the composition and success of communities served.

Institutional Goal
Equality in access and success for people of all backgrounds and abilities and a robust ability to address the needs of diverse communities.

Key Objectives:

Pursue Universal Access
Develop and implement a comprehensive five-year plan to realize the goal of universally accessible physical and virtual university environments.

Enhanced Student Success
Develop and implement a comprehensive five-year plan to monitor, improve, and equalize student academic success rates across racial and ethnic identity groups.

DIMENSION 4: UNIVERSITY CLIMATE AND SENSE OF COMMUNITY

Description
The type and quality of interactions among and between individuals and groups, the sense of community and belonging, and individual and group perceptions of institutional commitment to equity, inclusion, and diversity.

Institutional Goal
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.

Key Objective:
Assess University Climate
Establish a mechanism and process for regularly assessing the university climate and devising strategies to realize the shared goal of a climate of inclusion, collaboration, and care that appreciates and seeks diversity and is oriented to enhancing the success of all members of the university community.

NEXT STEPS

Moving forward, these key objectives will be used to focus our institutional efforts and 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. The ensuing strategic 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.

SELF-STUDY TEAM MEMBERS

- Susan Capalbo, co-chair (Department Head, Department of Agricultural & Resource Economics)
- Angelo Gomez, co-chair (Interim Executive Director of Equity and Inclusion)
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