

Advancing Equity, Inclusion, and Social Justice: Annual Report



Oregon State
University

Office of Institutional Diversity

Oregon State University
510 Kerr Admin. Bldg.

P 541-737-1063
diversity.oregonstate.edu

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Dear members of the Board of Trustees,

Please find attached the Office of Institutional Diversity's (OID) annual report of achievements and efforts across the institution to advance diversity, equity and inclusion over this past year and our goals for 2020-21.

We also acknowledge all members of the OSU community who advance diversity, equity and inclusion every day. These individuals – academic and professional faculty, classified staff, graduate and undergraduate students, and community partners, located in Corvallis, Bend, Newport, Portland and across the state – develop programs, advise leaders, advocate for marginalized community members, apply policy, receive grants, teach, conduct research, create spaces for dialogue and challenge the institution to transform.

Included in the report:

Attachment 1: Advancing Diversity, Equity and Inclusion: Annual Report for 2019-20

Attachment 2: [Annual report of the President and Provost's Leadership Council \(PPLC\) on Equity, Inclusion and Social Justice](#)

Attachment 3: Focus Areas for 2020-21 for the PPLC. These focus areas are informed by the response to action items from various stakeholders and a need to focus on continued engagements with underrepresented communities.

Attachment 4: Academic Year 2020-21 OID goals.

I continue to be extremely proud of the work of the staff in OID during these challenging times. I look forward to our time and conversation together at your October meeting.

All the best,

Charlene Alexander, Ph.D.

Vice President and Chief Diversity Officer

Advancing Diversity, Equity and Inclusion: Annual Report for 2019-20

This year saw many unprecedented challenges to the ways in which we engage with communities, conduct our work and celebrate accomplishments. Yet, in spite of these challenges, there is much to be proud of. The efforts listed below extend to the efforts of several units across the institution, and I would like to publicly recognize the work being done in many areas of the community.

Annual Accomplishments

1. This year saw significant attention to the lived daily experiences of Black and African Americans following the killing of George Floyd and many others. Our students, faculty and staff responded with calls to action from the president. OID lead the effort to engage with and respond to communities calling for action. OID convened a day long retreat with leadership across the university to respond to demands. The president's website [Moving Forward Together](#) lists actions underway within the university to advance commitments made during the retreat. These commitments will frame the work of PPLC this coming year.
2. The [Black Student Access & Success Initiative](#), which supports Black and African American student recruitment, access and success by providing culturally competent, university-wide services and programming, including academic support, resources, career development, recruitment and outreach. The program has had a strong impact on Black and African American students with application rates increasing 21% between fall 2018 and fall 2019.
3. Last year on our Corvallis and Bend campuses, at sites in Newport and Portland, and online through Ecampus, students of color made up more than 29% of the student body, a nearly 6% increase over the prior year. Additionally, 25.7% of undergraduate students enrolled at Oregon State will be the first in their family to receive a four-year college degree, and 29.5% of students are Pell-eligible.
4. Our Board of Trustees and university leadership spent the year learning about the history of both the Confederated Tribes of Siletz Indians and the Confederated Tribes of Grand Ronde leading to the adoption of the Tribal Land Acknowledgement during the April meeting of the Board of Trustees.
5. Work on the Native American Graves Protection and Repatriation Act (NAGPRA) continues. Repatriations have been completed with the Coquille Indian Tribe and Oregon Parks and Recreation Department. We transferred human remains to the Field Museum in Chicago in anticipation of a repatriation event occurring with Tribes in Arizona.
6. The [Tribal Ecampus Initiative](#) has been established, and a new OSU chapter of the American Indian Science and Engineering Society (AISES) with student leadership and membership from the College of Forestry was created.
7. OID held the first Social Impact Lab, which is a collaboration with community organizations, local governments, business and industry leaders to leverage all of our talents toward a stronger OSU community.
8. Members of the PPLC spent this year developing an extensive web-based toolkit for faculty recruitment. This toolkit will be available soon to all individuals charged with the recruitment of faculty at OSU. OSU welcomes a new Talent Acquisition specialist Bill Weber. A toolkit for faculty retention will follow in the next year.

9. Two new Living-Learning Communities have been established for individuals wishing to learn more about Indigenous and Black communities. Living-Learning communities are located within residential halls and provide opportunity for students to find community and explore cultural identity. The [Nia Black Scholar Living-Learning Community](#) is located in Poling Hall and will allow students to build strong community, explore racial identity and understand what it means to be Black and African American in Oregon and at OSU. The [munk-skukum Indigenous Living-Learning Community](#) is also located in Poling Hall and will connect students with a shared interest in Indigenous people and provide access to cultural events. Additionally, the Division of Student Affairs launched the UndocuAlly Working Group to support students with DACA, undocumented students, and those from mixed-immigration status families.
10. The relaunched Center for Diversity and Inclusion in the College of Engineering supports and empowers diverse student communities to excel in engineering fields.
11. This year, the OSU Alumni Association launched the Asian Pacific Islander Alumni Network, joining the Black Alumni & Friends Network and the Klatowa Eena network, encouraging the engagement of alumni affinity groups with each other and the university. Groups are also in development for the Latino/a Chicano/a, and LGBTQIA+ alumni, and those associated with the Ettihad Cultural Center
12. The 2019 Student Inclusivity Survey explored connections between OSU students' sense of belonging and academic success. 44.3% of students responding to the survey indicated that they usually feel like they belong in their major classes. However, more male-identified than female-identified students indicated they always feel they belong in their major classes. Additionally, 41% of African American students reported that they rarely feel like they belong in their non-major classes. Similarly, 31.7% of Asian and 44.4% of Native American and Pacific Islander students indicated they rarely feel they belong in their non-major classes. We have work to do to ensure that all students not only feel, but know they belong. This year also saw the refinement and administration of the Faculty and Staff Campus Climate Assessment.
13. As we respond to COVID-19, OID led a panel presentation of 13 [Diversity, Equity and Inclusion Principles](#) to follow during these challenging times. OID staff, along with educators across the university, have transitioned diversity education offerings into remote learning modalities: synchronous, asynchronous and HyFlex.
14. Our "We Have Work To Do" campaign this year developed a series of webinars and podcasts with colleagues from across the university covering topics like the history of diversity work at OSU; the relationship between technology, social justice and efforts to support women in STEM fields; and DEI Responses to COVID-19.
15. In partnership with University Relations and Marketing, we continue to publish, *Taking Action*, a newsletter distributed to OSU community members and external partners, including school counselors and alumni, highlighting the important work being done to advance inclusive excellence at Oregon State.
16. The [Beaver Connect program](#) eases the student transition to college. Students are placed in teams of up to four new-to-OSU students, one peer mentor and one faculty member for mentorship, guidance and community building in their first year at OSU. Teams meet up to five times per term during the first year in fall, winter and spring terms.
17. The [Leading Change for Diversity Equity and Inclusion program](#) was created by OID for academic leaders — including deans, school directors and department heads — to advance inclusion within their colleges, schools and departments.

Annual Report of the President and Provost's Leadership Council (PPLC) on Equity, Inclusion and Social Justice

The Full Report of the PPLC can be found [Here](#).

Executive Summary

The President and Provost's Leadership Council (PPLC) for Equity, Inclusion and Social Justice is an advisory body convened by the Office of Institutional Diversity comprised of faculty, staff, students and administrators from across the university.

The role of PPLC is to examine aspects of the university enterprise identified as strategically important to advance inclusive excellence at Oregon State. These areas include student and employee recruitment, student and employee retention, and climate. PPLC committees assigned to each area examined institutional data, engaged in systematic inquiry of promising practices, and developed recommendations to advance institutional progress in these key strategic areas.

These recommendations are presented to the President and Provost annually and detailed in the PPLC annual reports.¹ The recommendations are also provided to university leaders to inform ongoing and new inclusive excellence initiatives.

This year, the PPLC Executive Committee reviewed the status of each recommendation generated by PPLC over the last two years. The review is intended to create accountability for the university by revealing where the university is making progress, where additional attention is necessary, and where changed conditions makes adaptation or additional analysis necessary. Other areas this year included:

1. International Student Recruitment, Retention and Graduation
2. Development of a faculty recruitment toolkit
3. Development of a faculty retention toolkit
4. Development of a student exit survey
5. Review of GenderMag@OSU
6. Summary of the Bias Response Team

¹ The 2017-18 PPLC Report is available here:

https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/docs/leadership_council_combined_report_2018.pdf

The 2018-19 PPLC Report is available here:

https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/2019_pplc_final_report_web.pdf

Focus areas for 2020-2021

President and Provost's Leadership Council on Equity, Inclusion and Social Justice

The President and Provost's Leadership Council for Equity, Inclusion and Social Justice (PPLC) is a university-level advisory board whose mission is to support the advancement of Oregon State University's highest ideals for equity, inclusion and social justice.

President F. King Alexander and Provost and Executive Vice President Ed Feser serve as the PPLC's executive sponsors. Charlene Alexander, Vice President and Chief Diversity Office, chairs the PPLC. The Office of Institutional Diversity provides support and coordination for activities and of the PPLC.

Charge

During its 2020-2021 term, the PPLC will:

- Guide implementation and completion of action items identified by the President in his September 16, 2020 message and outlined on the [Moving Forward Together](#) website.
- Continue implementation of [recommendations](#) developed by the PPLC during its [2017-18](#) and [2018-19](#) terms, utilizing the progress report completed by the PPLC Executive Committee during the 2019-20 term.
- On a regular basis, engage with university community stakeholders representing diverse constituencies to deliberate progress and solicit feedback on implementation of action items and recommendations, and to develop strong, continuing and supportive working relationships.
- Develop a university engagement strategy for ongoing implementation to inform advancement of [Innovate and Integrate: Plan for Inclusive Excellence](#), [PPLC recommendations](#), and the [Moving Forward Together](#) action items.
- Engage with the President and Provost and Executive Vice President on a periodic basis throughout the year to provide progress updates on action items and recommendations.
- At the conclusion of the 2020-21 term, publish a written report detailing the university's progress on implementation of action items and recommendations

Office of Institutional Diversity: AY 2021 Strategic Goals

The Office of Institutional Diversity will provide oversight to facilitate and support university academic and academic support unit efforts to:

1. Assess and address policies and practices that create barriers to retention of students and employees from underrepresented communities (Goal 3: 4)
2. Survey reasons employees leave Oregon State and adopt recommendations to improve retention, advancement and tenure rates of employees from underrepresented communities (Goal 3: 6)
3. Provide institutional support to employee affinity groups engaging in community building and retention efforts (e.g., Association of Faculty and Staff for the Advancement of People of Color, President's Council on the Status of Women) (Goal 3: 7)
4. Increase support for college or university-based faculty fellows to engage in diversity research, grant writing and development of inclusive pedagogy (Goal 4: 8)
5. Integrate information regarding Oregon State's commitment to inclusive excellence in new employee orientation programs and materials (Goal 2: 15)

OID will assist units in summarizing actions taken and results achieved during FY2020.