

President and Provost's Leadership Council for Diversity, Equity and Inclusion

2021-2022 Term
Annual Report



**Oregon State
University**



**Oregon State
University**

**President and Provost's Leadership Council
for Diversity, Equity and Inclusion**

**2021-2022 Term
Annual Report**

I. Executive Summary

The President and Provost's Leadership Council on Diversity, Equity and Inclusion (PPLC) is a standing university committee charged with collaboratively designing and implementing initiatives to advance the university's inclusive excellence mission.

Composed of university leaders, employee and student shared governance partners, and faculty experts, the PPLC engages stakeholders, reviews data, consults promising practices and deliberates actions to create equitable organizational change at Oregon State.

Each year, the PPLC selects a strategic priority to focus its work. The retention and success of diverse employees is necessary for the university to realize its highest aspirations for teaching, research and engagement. This year, given national and university-wide trends, advancing a systemic approach to improve the retention and success of employees of color emerged as the group's strategic priority for the 2021-22 academic year.

During the 2021-22 academic year, through deliberation and engagement with a wide array of community stakeholders, the PPLC developed a strategy consisting of goals and actions aligned with Strategic Plan 4.0 and the university's diversity strategic plan to positively impact the retention and success of employees of color, including those who identify as Black, Indigenous, Latine, Asian, Middle Eastern and of mixed racial or ethnic descent. In developing this strategy, we recognized that experiences within minoritized racial and ethnic groups are not monolithic, and importantly, this strategy also seeks to attend to intersecting minoritized identities like gender and socio-economic status.

The strategy is designed to positively impact the constellation of factors positively impacting employee retention and success acknowledging that any organizational strategy must attend to change at a systems level. To that end, the goals and actions contained in the strategy specifically target: (1) gathering data to better understand trends and challenges; (2) removing institutional barriers to retention; (3) creating supportive university and community structures

to support long-term career progression and success; and (4) proactively addressing the impacts of bias in university processes and practices.

As implementation begins, each action will be accompanied by success and progress metrics. Progress will be regularly reported to the university community.

The PPLC's immediate next steps include convening university stakeholders to review and prioritize the strategy to account for organizational contexts and honing plans for implementation. In some cases, implementation has already begun, but efforts to ensure strong, collaborative relationships between community stakeholders and the PPLC is necessarily ongoing and iterative. The strategy will continue to take shape as our capacity to understand how best to support the retention of employees of color increases.

II. Introduction

The President and Provost's Leadership Council for Diversity, Equity and Inclusion (PPLC) is a university-level advisory group whose mission is to support the advancement of Oregon State University's highest aspirations for diversity, equity and inclusion.

The activities of the PPLC directly advance and support [Strategic Plan 4.0](#) (SP 4.0) and [Innovate @ Integrate: Plan for Inclusive Excellence](#), the university's diversity strategic plan.

Interim President Becky Johnson and Provost and Executive Vice President Edward Feser serve as the PPLC's executive sponsors. Scott Vignos, interim vice president and chief diversity officer, chairs the PPLC and the Office of Institutional Diversity provides support and coordination for its activities.

a. Charge

During its 2021-2022 term, the PPLC was charged with:

- Deliberating proactive, collaborative strategies to advance and support SP 4.0 and the university's diversity strategic plan;
- Providing advice and counsel to the Office of Institutional Diversity regarding alignment and support of diversity, equity and inclusion efforts across the university;
- Engaging with diverse university communities to gather feedback, collaborating on initiatives and developing strong, continuing and supportive working relationships;
- Guiding completion of [Moving Forward Together](#) actions and integrate the initiative into SP 4.0 and the university's diversity strategic plan;
- Engaging with the interim president and provost on a periodic basis to provide progress updates; and
- Publishing a report summarizing the work of the PPLC, any recommendations, and progress made on the university's diversity, equity and inclusion goals.

b. Membership

2021-22 PPLC members include:

- Teresita Alvarez-Cortez, Acting Assistant Vice President for Strategic Diversity Initiatives, Office of Institutional Diversity
- Natchee Barnd, Associate Professor of Ethnic Studies, College of Liberal Arts
- Jon Boeckenstedt, Vice Provost for Enrollment Management
- Steve Clark, Vice President of University Relations and Marketing
- Kevin Dougherty, Associate Vice Provost and Dean of Students
- Taha Elwefati, President of Associated Students of Cascades Campus and undergraduate student
- Ana Lu Fonseca, Diversity, Equity, and Inclusion Development Specialist, Division of Extension and Engagement
- Alix Gitelman, Vice Provost for Academic Affairs, Senior Vice Provost
- Mike Green, Vice President for Finance and Administration
- Heather Horn, Interim Associate Vice President and Chief Human Resources Officer (replacing Cathy Hasenpflug, University Human Resources)
- Dan Larson, Vice Provost for Student Affairs
- Reagan Le, Director of Diversity and Cultural Engagement
- Philip Mote, Vice Provost and Dean of the Graduate School
- Kate MacTavish, Associate Faculty, College of Public Health and Human Sciences and Faculty Senate President (replacing Erika McCalpine, OSU-Cascades, Faculty Senate)
- Janet Nishihara, Executive Director of Educational Opportunities Program
- Paul Odenthal, Senior Associate Vice President for Administration, Division of Finance and Administration
- Nana Osei-Kofi, Associate Professor of Women, Gender and Sexuality Studies, College of Liberal Arts and Director of Difference, Power and Discrimination Program
- Kimya Massey, Senior Associate Athletic Director and Chief Operating Officer, University Athletics
- Maryssa Reynoso, Diversity and Inclusion Director, Associated Students of Oregon State University and undergraduate student
- Rick Settersten, Vice Provost for Faculty Affairs
- Sue Tornquist, Dean of the Carlson College of Veterinary Medicine
- Irem Tumer, Vice President for Research
- Scott Vignos, Interim Vice President and Chief Diversity Officer
- Damoni Wright, Associate Vice Provost and Executive Director of Student Experiences and Engagement

c. Meetings

The PPLC met monthly throughout the 2021-22 academic year to deliberate and advance its charge. Additional meetings were held outside of regular meetings to engage stakeholders and strategize implementation of actions to advance the charge.

III. Strategic Priority

At the beginning of the 2021-22 academic year, PPLC members agreed it was important to select a strategic priority to focus and guide PPLC's work. Equitable organizational transformation is an ongoing, iterative process that touches every part of the university. However, focused efforts are often required to make tangible, rapid change. We acknowledged that the strategic priority must:

- Be a multifaceted issue intersecting many university functions;
- Re-emerge year after year;
- Connect to previous and current efforts, but requires more depth of analysis and institutional leadership;
- Be within our scope of direct influence to address as leaders, experts and stakeholders within the institution;
- Require a cohesive, structural and systemic strategy to impact; and
- Align with SP 4.0 and the university's diversity strategic plan.

Among many issues confronting the university where opportunities to create change exist, one – improving the retention and success of OSU employees of color – emerged as our strategic priority for the academic year.

a. Prioritizing employee retention and success

Employee retention and success is an imperative nationally, in higher education and at OSU. Prompted by several societal forces, including the COVID-19 pandemic, the rise of remote work and changing institutional norms, employees are reevaluating their relationship to their jobs and employers. Resignations across the U.S. work force have reached record levels¹, a

¹ U.S. Bureau of Labor Statistics, "Number of quits at all-time high in November 2021" *TED: The Economics Daily* (January 6, 2022), available at: <https://www.bls.gov/opub/ted/2022/number-of-quits-at-all-time-high-in-november-2021.htm>. See Society of Human Resources Managers, "How historic has the great resignation been?" (March 9, 2022), available at: <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/interactive-quits-level-by-year.aspx>

trend echoed in higher education.² Employee disengagement is another outcome of this phenomenon, reflecting shifting and sometimes fraying relationships with institutions.³

Data suggest people of color, women and queer people were and are disproportionately impacted as a result of the COVID-19 pandemic and racial justice movements that gained momentum following the murder of George Floyd.⁴ These factors may also be driving differential outcomes related to departures or disengagement.

While every organization has natural employee turnover, unhealthy rates of departure – particularly by racially minoritized employees – can have an outsized impact on an organization and its culture. Similarly, some level of employee disengagement is normal, but the rate of disengagement during and following the pandemic has been profound. A robust body of literature examined by prior PPLC committees outlines the positive impacts of hiring and retaining diverse employees on student success, teaching, research and community engagement⁵. At OSU, these positive outcomes, and OSU’s commitment to advancing these goals are outlined in SP 4.0⁶, the university’s diversity strategic plan⁷ and our institutional core values⁸.

b. Retention and success of OSU employees of color

At OSU, as we emerge from the Covid-19 pandemic, data reflects the institution may be experiencing higher than typical employee departures.⁹ However, our ability to understand these departures at the university in more detail is currently limited. While efforts are underway to develop these data and metrics, OSU does not consistently track or analyze

²Bureau of Labor Statistics, “Quit levels and rates by industry and region, seasonally adjusted” (June 1, 2022) available at: <https://www.bls.gov/news.release/jolts.t04.htm>; See Gewin, V., “Has the great resignation hit academia?”, *Nature* (May 31, 2022), available at: <https://www.nature.com/articles/d41586-022-01512-6>

³³ See McClure, K. and Hicklin Fryar, A., “The Great Faculty Disengagement” *The Chronicle of Higher Education* (January 19, 2022), available at: <https://www-chronicle-com.ezproxy.proxy.library.oregonstate.edu/article/the-great-faculty-disengagement>

⁴ See Donaldson, S., “Race on campus: How higher ed’s great resignation falls along race and gender lines”, *The Chronicle of Higher Education* (March 15, 2022), available at: <https://www.chronicle.com/newsletter/race-on-campus/2022-03-15>

⁵ See President and Provost’s Leadership Council for Equity, Inclusion and Social Justice, Final Report 2017-18, available at: https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/leadership_council_combined_report_2018.pdf; President and Provost’s Leadership Council for Equity, Inclusion and Social Justice, Final Report 2018-19, available at:

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

⁶ See Goal 1, Goal 4, *Transformative, Excellence and Impact*, Strategic Plan 4.0, available at: <https://leadership.oregonstate.edu/strategic-plan>

⁷ See Goal 3, *Innovate & Integrate: Plan for Inclusive Excellence*, available at: <https://diversity.oregonstate.edu/strategic-plan>

⁸ See Oregon State University Mission Statement, available at: <https://leadership.oregonstate.edu/trustees/about-board/oregon-state-university-mission-statement>

⁹ See Employee Snapshot – Headcount by Demographic Groups, CORE Equity Dashboard Report (last accessed June 5, 2022).

disaggregated employee turnover or retention rates. As a result, an understanding of employee retention at OSU, particularly for employees of color, is frequently incomplete. We also do not systematically assess promotion and advancement of employees of color where data is available.

Robust data to characterize reasons why employees depart is also currently limited. Until recently, a standardized university-wide exit survey or interview process did not exist. This has constrained the university's ability to determine whether an employee departure was prompted by negative experiences at OSU, a combination of positive and negative factors or reasons altogether unrelated to their experience at OSU. This in turn has resulted in a patchwork understanding of employee retention that relies primarily on anecdotal evidence.

The university's approach to supporting employee retention is also often inconsistent. Employees report performance reviews providing constructive feedback and career development goals are not universally completed¹⁰. Employees also report that supervisors often lack capacity to effectively manage and support the professional development of supervisees¹¹. A lack of career pathways for certain employees may also diminish a desire to remain.¹²

Finally, limited access to affordable housing, child- and eldercare and opportunities for community building strain employees. Other factors external to the university, but endemic to communities in which employees live, such as limited access to culturally responsive services and affinity spaces, may enhance a desire to depart for employees of color.

Available data related to the retention of employees of color at OSU reflect a need to improve. Over the last year, the overall proportion of employees of color at OSU has decreased, with differential rates of departures among racial/ethnic groups, particularly Black employees¹³. This stands in particular contrast to trends in student enrollment where the proportion of students of color at OSU has steadily increased year-over-year¹⁴. Community climate data reveal a decreased sense of belonging at OSU among employees of color compared to their peers¹⁵. These data also point to gaps in culturally equitable supervision acknowledging the

¹⁰ See Faculty and Staff Community Climate Survey Reports, available at: <https://diversity.oregonstate.edu/faculty-and-staff-community-climate-reports>

¹¹ *Ibid.*

¹² *Ibid.*

¹³ Overall number of employees of color at OSU fell 4.1 percent between 2021 (826 employees of color) and 2022 (797 employees of color). The number of Black employees decreased by 12.7 percent between 2021 (79 Black employees) and 2022 (69 Black employees). Black employees now constitute 1.1% of all OSU employees, the lowest proportion since at least 2018. See Employee Snapshot – Headcount by Demographic Groups, CORE Equity Dashboard Report (last accessed June 5, 2022).

¹⁴ See Student Enrollment Reports, available at: <https://institutionalresearch.oregonstate.edu/enrollment-and-demographic-reports>

¹⁵ See Faculty and Staff Community Climate Survey Reports, available at: <https://diversity.oregonstate.edu/faculty-and-staff-community-climate-reports>

unique experiences of employees of color¹⁶. The relative racial and ethnic homogeneity of Oregon and OSU results in barriers to community building that are also frequently cited as challenges to retention by employees of color.

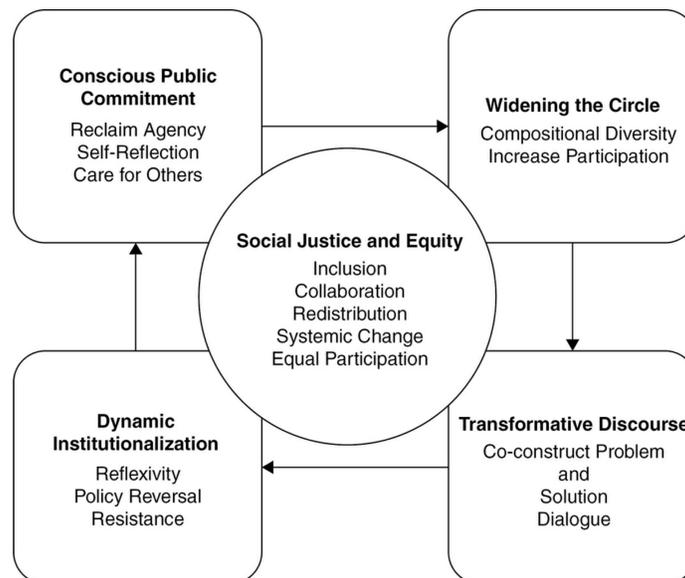
The university must be open, honest and direct about the observed trends, even when they don't cast OSU in the best light. While wide-ranging challenges to support the retention and success of employees of color exist, so too does a deep commitment to work collaboratively among leaders and university community members to improve processes, build capacity and positively improve the retention and success of employees of color.

IV. Process

Over the course of the 2021-22 academic year, the PPLC met monthly to deliberate the strategic priority, adopt an approach to collaborative community engagement and develop a structural and systemic approach to advance the retention and success of employees of color.

Agendas and minutes from these meetings are available [here](#).

At the outset, PPLC members acknowledged the importance of engaging a shared leadership model to deliberate a cohesive set of goals and actions to advance the strategic priority from a systemic perspective. The PPLC utilized a social justice and equity-based model for shared governance¹⁷ to guide its work. This model – which focuses on creating feedback loops to inform the development and implementation of solutions to community concerns – is detailed below:



¹⁶ *Ibid.*

¹⁷ Kezar, A. & Dizon J.P.M, “Renewing and revitalizing shared governance: A social justice and equity framework”, in Kezar, A. & Posselt, J. “Higher Education Administration for Social Justice at Equity” Routledge (2020).

This model informed every aspect of PPLC's engagement strategy and will guide implementation moving forward. Leveraging this process focused on creating organizational change through continual, iterative collaboration, we agreed PPLC's role is:

More like:

- Proposing and initiating proactive strategies and actions to make bolder change than we may initially think possible; challenging each other
- Engaging openly and transparently, acknowledging progress and challenges, adapting and evolving as we learn
- Connecting outside of PPLC to collaborate and share resources

And less like:

- Relying on old ideas and incremental approaches, sandbagging progress, confusing risk for discomfort
- Creating processes closed to community, engaging obtusely and performatively; criticizing feedback because it's not how we want to hear it
- Solely representing our units' functions and avoiding opportunities for connection

In practice, as strategies and actions and priorities took shape, PPLC members met with stakeholder groups to generate ideas, collect feedback representing an array of perspectives and report progress. This included deliberating strategies, actions and approaches to positively impact the retention and success of employees of color in meetings with the following stakeholder groups:

- Association of Faculty and Staff for the Advancement of People of Color (AFAPC)
- Family Resource Center
- Faculty Senate Executive Committee
- Indigenous Strategies Group
- Latinx Strategies Group
- President's Commission on the Status of Black Faculty and Staff Affairs
- President's Commission on the Status of Women

A Qualtrics-based survey was also used to gather feedback from stakeholders.

Using feedback from community members, PPLC members met in teams to identify goals and actions, and guide strategies for accountability and implementation.

V. Employee of Color Retention and Success Strategy

Through PPLC member deliberation, community feedback and iteration, a systemic strategy emerged outlining a structural approach to improve employee of color retention and success in six key focus areas:

- Continuous organizational improvement
- Onboarding and communication
- Culturally equitable supervision and mentorship
- Community and institutional support
- Recognition and career pathways
- Community livability

Importantly, the goals and actions associated with these focus areas are within the scope of authority and influence of PPLC members and university partners to advance and accomplish. PPLC members were assigned to each focus area to lead planning and implementation and assessment of goals and actions.

Continuous organizational improvement

The continuous organizational improvement focus area includes goals and actions to better understand and quantify retention and success at the university to inform efforts and create accountability for improved outcomes.

Lead: Scott Vignos

Members: Teresita Alvarez-Cortez, Heather Horn

Goal 1: Understand trends in retention and departure of OSU employees to inform and focus improvements

Action 1.1: Analyze and visualize institutional data to understand trends related to employee retention to inform and focus improvement efforts

- Develop disaggregated employee retention data sets disaggregating by race/ethnicity, gender and other relevant social identity categories
- Develop interactive data dashboards visualizing retention data allowing for assessment of progress
- Develop capacity of institutional leaders to navigate equity data dashboards to inform and focus organizational improvement efforts
- Communicate insights from equity data dashboards to institutional stakeholders focused on employee retention and community building, including the President's Cabinet, Faculty Senate, Presidential Affinity Commissions, AFAPC and others

Goal 2: Understand trends in community climate to inform and improve retention and success outcomes for employees of color

Action 2.1: Gather, disaggregate and analyze community climate data to better understand trends and opportunities for improvement

- In partnership with OSU Survey Research Center, regularly conduct university-wide community climate surveys to collect generalizable data

- Disaggregate and analyze data to better understand trends and difference in the experiences of organizational climate among and within demographic groups
- Periodically convene stakeholders to deliberate trends in multiple forms of community climate data, including bias incident response data, Ombuds trend data, Equal Opportunity and Access data and community climate survey data

Goal 3: Learn directly from employees of color to improve university support and retention outcomes

Action 3.1: Develop standardized systems to capture data from departing employees to understand their experience and reasons for departing

- Launch standardized departure survey administered to all departing employees
- Launch standardized, optional departure interview available to all departing employees
- Capture, disaggregate and analyze departure data on a regular basis to understand trends and develop recommendations for improvement

Goal 4: Create a transparent strategy for communication and accountability for progress on Retention Strategy goals and actions

Action 4.1: Develop a holistic process for university leaders to provide updates and receive feedback from employee affinity communities

Onboarding and communication

The onboarding and communication focus area includes goals and actions to better welcome and integrate employees into the OSU community and provide culturally equitable resources and networks to support the long-term success of employees of color.

Lead: Heather Horn

Members: Steve Clark, Jon Boeckenstedt, Janet Nishihara, Phil Mote, Ana Lu Fonseca

Goal 1: Develop consistent opportunities for OSU to introduce new employees to the OSU community and learn from their experience to support success and belonging

Action 1.1: Develop a comprehensive, consistent, role-specific and location-specific onboarding process and platform for all OSU employees

- Outcomes are to: (1) introduce employees to OSU and its values, mission and culture of care; (2) establish expectations around supervision and mentorship; (3) outline opportunities for career progression; (4) create awareness of internal and external support resources and opportunities for professional development; (5) provide avenues for feedback and input; and (6) illustrate the university's term commitment to acknowledging areas for growth and improving support for employees of color

- Topics should include: (1) connection/information to local school districts; and (2) information on staff tuition benefit, including how taxes may be involved if using this benefit
- Continually develop and improve the onboarding process through stakeholder feedback and analysis of departure data and community climate data

Goal 2: Develop opportunities for OSU to convey its values, mission and culture to all new employees

Action 2.1: Develop a comprehensive and consistent communication and engagement strategy to inform BIPOC employees of ongoing efforts, initiatives, resources, opportunities and outcomes related to support and retention

Goal 3: Support employees of color with pre-boarding opportunities

Action 3.1: Develop and adopt university-wide standards for position descriptions and hiring announcements that clearly indicate OSU's commitment to advancing equity

Action 3.2: Improve pay transparency by providing anticipated salary range on all position descriptions

Action 3.3: As part of an offer, provide resources to build capacity of employees to negotiate salary and benefits

Culturally equitable supervision

The culturally equitable supervision focus area includes goals and actions to increase the capacity of supervisors to support the personal and professional development of employees of color.

Lead: Irem Tumer, Scott Vignos

Members: Kevin Dougherty, Nana Osei-Kofi, Sue Tornquist

Goal 1: Build supervisor capacity to provide culturally equitable support

Action 1.1: Develop required professional development for supervisors to provide culturally equitable support for all employees

- Aligned with OSU's Managerial Competencies¹⁸, include expectations for culturally equitable employee support in supervisor position descriptions
- Develop and deliver required professional development for supervisors to provide culturally equitable employee support
- Develop evaluation criteria for supervisors related to providing culturally equitable employee support

¹⁸ OSU Managerial Competencies, available at: <https://hr.oregonstate.edu/training/managerial-competencies-framework>

- Integrate assessment of culturally equitable supervision capacity into hiring and review processes for supervisors

Action 1.2: Develop expectations for supervisors to conduct periodic retention check-ins with all employees

- Develop and implement process for supervisors to conduct periodic (e.g., 6 months/1 year) retention interviews with employees to identify areas for improvement, and things that are going well; interviews should include integration to community/culture (i.e., existing supports, sense of belonging, climate)
- Capture, disaggregate and analyze data captured in retention interviews to understand trends to inform and focus improvements and investment in programs that are working

Goal 2: Support opportunities for mentorship of BIPOC employees

Action 2.1: Provide institutional support for centralized, decentralized and/or external mentorship opportunities

- Develop and/or adopt framework for mentorship to guide mentoring opportunities
- Develop professional development opportunities and create capacity for senior faculty and employees within affinity groups to serve in mentor roles
- Integrate mentorship connections as part of normal onboarding process

Community and institutional support

The community and institutional support focus area includes goals and actions to bolster resources and networks supporting the health and well-being of employees of color.

Lead: Teresita Alvarez-Cortez

Members: Heather Horn, Scott Vignos, Rick Settersten

Goal 1: Build and invest in social affinity networks inside OSU

Action 1.1: Provide support for existing and emerging affinity communities through the Framework on Presidential Affinity Commissions

Action 1.2: Partner with external entities like Partners in Diversity and Mid-Valley Society of Human Resource Management to provide opportunities for OSU employees to build supportive communities with employees in the region.

Action 1.3: Offer professional development opportunities to affinity groups

Goal 2: Expand and invest in culturally equitable care and success resources

Action 2.1: Continue developing culturally equitable care and support resources for employees

- Continue to advocate for growth of culturally equitable care resources (i.e., mental healthcare, trans-healthcare) within Beyond Benefits
- Ensure communities are aware of critical care and support resources available through Beyond Benefits (i.e., facilitation of critical care spaces)
- Continue expanding and communicating network of care providers available to BIPOC employees

Action 2.2: Develop opportunities for employees of color to access culturally equitable success resources in areas including financial literacy, career coaching, health and wellness support, etc.

- Partner with Beyond Benefits, LinkedIn Learning, Fidelity Investments and TIAA Financial Services to offer culturally equitable skill development opportunities
- Provide support for employee parents interested in a kid of color network (school district partnership).
- Create more space for queer and trans employees of color

Recognition and career pathways

The recognition and career pathways focus area includes goals and actions to recognize labor performed more frequently by employees of color and build meaningful career growth opportunities at the university.

Lead: Rick Settersten

Members: Natchee Barnd, Alix Gitelman, Kate MacTavish, Kimya Massey, Reagan Le

Goal 1: Acknowledge and integrate contributions by employees holding minoritized identities

Action 1.1: Define and create standardized definition of “equity service”

- In partnership with shared governance partners, define “equity service” – like mentorship of students with shared identities, service to affinity communities and contributing to institutional equity initiatives – and examine its distribution across employee groups

Action 1.2: Embed recognition of “equity service” in Promotion and Tenure, promotion and evaluation processes for all academic and professional faculty

- In partnership with shared governance partners, establish guidelines for express recognition of “equity service”
- Provide professional development and guidance to supervisors and committees charged with evaluating faculty performance to include recognition of “equity service”

Action 1.3: Provide guidance to supervisors to assist employees in balancing “equity service” expectations

Action 1.4: Develop university processes to acknowledge and express gratitude for employment milestones

Goal 2: Establish clear career ladders for employees lacking clear career ladders to advance their career at OSU

Action 2.1: Work with University Human Resources, Office of Faculty Affairs and shared governance partners to establish, where possible, career and compensation ladders for employees that currently lack career ladders

- Provide guidance to supervisors to help coach professional faculty re career ladders and opportunities to pursue professional/skill development
- Provide support for professional development opportunities for employees connected to opportunities for career advancement
- Articulate clear knowledge/skills goals for advancing in quartile pay framework at role level, as part of normal review cycle

Goal 3: Create a recognition process for those excelling in culturally equitable supervision

Action 3.1: Create a mechanism for those who excel in culturally equitable supervision to share their expertise

- Create an award that can be awarded on University Day

Community livability

The community livability focus area includes goals and actions to improve access to affordable housing, support for children and partners, and trends related to community climate in communities in which OSU operates.

Lead: Mike Green

Members: Taha Elwefati, Paul Odenthal, Damoni Wright, Dan Larson, Maryssa Reynoso

Goal 1: Support livable communities within which OSU employees and their families reside

Action 1.1: Better understand trends related to community livability

- Gather, disaggregate and analyze available municipal community climate data to determine trends impacting livability in communities in which OSU operates to focus and inform efforts related to livability
- Gather, disaggregate and analyze zip code data to determine trends in residency of OSU employees in communities in which OSU operates to focus and inform efforts related to livability

Action 1.2: Promote housing access and affordability

- Analyze data re zip code of residence of OSU employees to determine trends related to social identity, pay rate and other variables to inform policies and practices
- Provide resources to navigate securing housing
- Engage in policy advocacy for affordable housing and housing access
- Investigate making short-to-medium term university housing available to new employees moving from out of the area to ease transition

- Investigate providing staff and faculty housing via public/private partnership; potentially leveraging existing university land

Action 1.3: Create comprehensive resources to support employee families and partners

- Provide resources to navigate school selection for children
- Provide resources to navigate child- and eldercare
- Continue to support and expand on-site childcare services
- Provide intentional support mechanisms for families to build and sustain community
- Provide easy and ample information on livability in Corvallis online where applicants and employees can locate it easily

Action 1.4: Create comprehensive access to local community resources

- Provide resources to navigate culturally relevant services
- Partner with local employers and organizations to support affinity-based community building

VI. Implementation and Next Steps

Next steps in advancing the employee of color retention strategy include both an organizational dimension and a cultural dimension.

The organizational dimension consists of:

- Prioritizing actions to pursue given potential impact, capacity and stakeholder feedback
- Mapping implementation and determining dependencies to success through identification of existing assets and resources
- Aligning and embedding efforts within SP 4.0 and the university's diversity strategic plan, and future iterations of these plans
- Designing and establishing progress and success metrics
- Creating an accountability and reporting structure
- Implementing actions and measuring progress

The cultural dimension consists of:

- Creating a shared knowledge and understanding of this strategy and its elements that acknowledges the many "local" organizational contexts within the university and the locations within which it operates
- Building buy-in and support for this strategy among university stakeholders (including university leaders, supervisors, employees and affinity groups)
- Cultivating shared responsibility for implementation and iteration
- Strategically cultivating an organizational culture that supports employee of color retention efforts

The PPLC's efforts to advance this work will continue over the summer and next academic year. Updates will be provided to the university community in Fall 2022. Implementation and progress metrics will be tracked and published at regular intervals on the [PPLC website](#).

An essential component to success of this strategy will be ongoing consultation with community partners and iteration of the strategy as our understanding of trends and efforts that positively impact retention improve.

VII. *Moving Forward Together*

In addition to the development of a strategy to support the retention and success of employees of color, PPLC members were charged with the continued implementation and transition of actions associated with *Moving Forward Together*. The *Moving Forward Together* initiative was launched in the Fall 2020 to advance rapid anti-racist organizational transformation in response to calls from OSU community members in the wake of the murder of George Floyd, Breonna Taylor, Ahmaud Arbery and other Black community members.

Currently, 34 of 45 actions included as part of *Moving Forward Together* are now complete. The tracking matrix outlining progress is located [here](#).

Many of the open actions including in *Moving Forward Together* are addressed in the employee of color retention strategy. Remaining items will be integrated into SP 4.0 and the university's diversity strategic plan over the summer. We anticipate *Moving Forward Together* will sunset at the beginning of the 2022-23 academic year.