Greetings:

Welcome to the 2024 State of Diversity, highlighting a year of impressive accomplishments enhancing diversity, equity and inclusion at Oregon State University.

The annual State of Diversity event, held this year on May 28, shares the stories of OSU community members advancing equity and justice in creative, impactful ways. The stories you read here are accompanied by short video interviews on the State of Diversity website, beav.es/OSUStateOfDiversity.

There are so many incredible examples of partners and community members supporting DEI at OSU. These stories are just a few of the efforts that reflect Oregon State’s enduring commitment to creating access and belonging for all.

Our work to advance equity at OSU is guided by a bold new strategic plan, Prosperity Widely Shared, and a new Diversity Action Plan, which together provide concrete actions OSU will take to meet our highest aspirations for inclusive excellence.

The community members highlighted in this year’s State of Diversity are making a real impact and making our goals to be a university focused on big discoveries that drive big solutions, a university where every student graduates, and a university that fuels a thriving world.

I invite you to share these stories with others and to draw inspiration for your own work. And most importantly, I extend my deep gratitude for your efforts — the big and small things you do every day to support our mission to be a place where every student and employee can thrive. We do this as a community, never alone.

Thank you for your commitment and your partnership.

Sincerely,

Scott A. Vignos, J.D.
Vice President and Chief Diversity Officer

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Talking to people from different backgrounds, listening to their experiences and taking in different perspectives can impact how we see the world.

In Assistant Professor Iván Carbajal’s psychology classes, Oregon State students often learn about the history of multicultural America for the first time.

But can cultural competency and its accompanying benefits also be taught in an online setting?

Carbajal’s research on developing racial literacy in online courses aims to find out. The goal is to create safe and trusted learning spaces where people feel comfortable questioning their own assumptions and challenging those of others in a respectful way.

“As the world becomes more globalized, students are interacting with people from different racial backgrounds, religious backgrounds and languages,” Carbajal says. “We’re seeing this with the things students are advocating for, the jobs they are going into and the skills they want to learn.”

Carbajal hopes his findings might hold greater significance in creating truly inclusive spaces at Oregon State through strategic planning, programming and events.

And there’s even more at stake. Previous studies have shown that developing a racial identity provides psychological benefits.

“It serves as a buffer against discrimination,” Carbajal says. “Pride in your identity helps you maneuver through life. It also creates a community to interact with, to advocate for and to turn to with specific needs and issues.”

Developing a racial identity can change how a person thinks of themselves in the world.

“A lot of my students, especially students of color, know what their racial identity is,” Carbajal says. But they don’t really know what it means to develop it. And for a lot of my white students, they never even knew that they could develop a racial identity.”

Carbajal took a course on race and racism as a graduate student in Texas, and his professor encouraged him to start teaching the class. When he was hired at Oregon State, he first taught the class in person before developing the online version with the help of Oregon State Ecampus.

Through his research, Carbajal wants to overcome the limitations of online learning and determine if one discussion style is more impactful than another.

In an in-person class, students get to see each other and interact in real-time. “They’re in a safe and trusting environment that we’ve been able to build,” Carbajal says. He can also ask questions to prompt discussions to move forward.

In the online course, he asks students to post and reply to each other’s videos. The main project is for students to have a conversation on race or racism with someone outside the class. They create questions, interview someone and submit conversation notes.

Carbajal can tell the discussions are good when students ask critical questions. It also shows in their journal entries.

“As I am reading through their reflection pieces, I am seeing a difference in how they talk about themselves,” he says.

Carbajal’s research is preliminary, and data is still being collected. He wants to do a follow-up study at the graduate level on developing racial literacy online to train culturally competent clinicians.

Because developing a racial identity is not only important for personal growth. It’s essential to the growth of communities and in fighting racial injustice.
MISSION-FOCUSED ON MENTAL HEALTH.

Oregon State offers counseling specifically for veterans and military students.

Military culture and training emphasize self-reliance. Donald Phillips, Oregon State’s first mental health and wellness coordinator for the military-connected community, provides counseling as a resource, helping clients learn to effectively practice self-reliance, deal with challenges and strengthen their resilience.

Phillips served for four years as an Army medic, including a deployment to Iraq in 2009-10. His own military experience gives him cultural awareness and context with veterans and active duty students. Military training makes them mission-focused, he says, so Phillips can frame mental health in terms of “what is our goal? How do we get there?”

Having a dedicated counselor in Counseling and Psychological Services is the latest resource offered specifically for veteran and military students at OSU. Since the Holcomb Center was established in 2015, Oregon State’s military-connected community has grown to more than 1,700 students in Corvallis, Bend, LaGrande and Ecampus, plus 250 to 300 eligible family members.

Besides helping students navigate the often-complicated process of accessing benefits that help them pay for college, Holcomb Center Director Willie Elfering prioritizes being “a place where they can feel heard, seen and know they matter.”

Student coordinators for women, LGBTQ+, Black, Indigenous and people of color work to ensure students from marginalized communities have a voice in the center’s resources and services.

Elfering notes there is sometimes an unspoken bias against the veteran community because of its association with the government or military conflicts around the world. Getting other students “to know our students as students, not what they’re labeled as,” helps veterans connect with the larger campus community, he says.

“Sometimes it’s just gonna suck.” There’s a tendency in the military to accept that, but it can lead to what Phillips calls “learned helplessness.” So he encourages clients to be willing to change their situation.

“They have to do it themselves,” he says. “They are the only agent of change in their life.”

Elfering emphasizes that the Holcomb Center relies on partners like CAPS, the Academic Success Center, Basic Needs Center, Family Resource Center and Office of Student Advocacy to serve OSU’s military community. He measures success one student at a time. It’s the individual moments,” Elfering says. “If you can help one person, it’s worth the whole thing.”

Phillips spends six to eight hours a week at the Holcomb Center so students can get to know him, have a conversation and possibly set up a session. Veterans as a group have high rates of suicide, combat trauma, PTSD, traumatic brain injuries, depression and substance abuse.

Phillips says triggers like a loud bang can cascade from a person’s thoughts to physical responses like an increased heart rate or release of adrenaline. He uses exercises to help clients recognize what’s happening with their bodies, separate the logical from the emotional parts of the brain and “give them the skills to de-escalate themselves.” Learning to regulate and prevent this cycle from escalating may not make a problem go away, but it allows people to get through events and “make it out to the other side,” he says.

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Phillips adds that many veterans miss the camaraderie of the military, and having different lived experiences than traditional students can make them feel isolated. The Holcomb Center gives them a community and helps them find places to belong.

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1The Military and Veteran Resource Center became the Holcomb Center on Veterans Day in 2023, honoring U.S. Army Sgt. John N. Holcomb, who had been an Oregon State University student before being killed in action in Vietnam in 1968.
Core Education reimagines the foundation of a college degree.

Oregon State’s general education curriculum, the Baccalaureate Core, dates back to the late 1980s and has remained mostly unchanged since 1994. The world, however, has not.

The university’s values, ambitions and community have evolved — dramatically in many cases. And so have students’ needs. To better prepare them for personal and professional success, Oregon State is replacing the Bacc Core in summer 2025 with a state-of-the-art, 21st century-focused general education program: Core Education.

Developed over several years in collaboration with faculty, students, administrators, employers, alumni and community college partners, Core Education outlines several goals for student success. They include developing creative problem-solving skills, professional skills, knowledge to advocate for social and environmental justice, the ability to understand multiple perspectives and more.

Another goal of Core Education is to make a college degree more attainable. The new curriculum requires fewer credits and improves the process for applying transfer credits toward general education requirements, removing two common barriers for many students.

“Our world is complex, increasingly becoming interconnected, and we really need people from different educational backgrounds to think about how to solve these problems in a collaborative way,” says McKenzie Huber, Core Education director.

At many public universities in the U.S., DEI programs and social justice courses are being shut down. But Oregon State is updating its one-of-a-kind Difference, Power and Discrimination curriculum that was added to the Bacc Core in the 1990s. Renamed Difference, Power and Oppression, the revised curriculum helps students understand institutionalized systems of power, privilege and inequity in the United States and learn how to dismantle them within their spheres of influence.

DPO has expanded to two courses, one in the Foundational Core and one in the Signature Core — and coursework continues to adapt as strategies to address racism and inequality evolve.

“When students leave OSU — no matter what they do with their lives — they need to be able to tackle issues from a variety of different viewpoints and know how to work as a group with different perspectives,” says John Edwards, co-chair of the Bacc Core Reform Committee and Associate Dean in the College of Liberal Arts.

Students are only at Oregon State for a few years. Core Education ensures what they learn here lasts a lifetime.

Core Education is divided into two parts. The Foundational Core, which begins in students’ first year at OSU, focuses on areas like writing, communication, scientific inquiry and analysis, social sciences and diversity, equity and inclusion.

The Signature Core, which is integrated throughout students’ college experience, includes courses like Beyond OSU, where students set their career goals and obtain the skills to achieve them. Students also participate in Seeking Solutions, where they work together to study complex topics like climate change and poverty — and evaluate potential solutions.

“MORE RELEVANT, MORE RESPONSIVE TO THE CHANGING WORLD.”
Counselor Keith Dempsey encourages progress and healing for OSU’s Black community.

“Are you on the football team?”
That was the question Keith Dempsey, ’93, M.S. ’96, Ph.D. ’10 got asked the most when he was an undergraduate student.

“Are you on the basketball team?”
That was the second-most frequent question.

The third: “If you’re not on the football team, and you’re not on the basketball team, what the heck are you doing here?”

Years later, a representative of the OSU Alumni Association invited Dempsey to lunch and asked why Black alumni aren’t connected and are hesitant to give back.

“First of all, you know our experiences weren’t always that good,” Dempsey recalls saying. “Giving back to an institution that hurt you, that’s a hard thing to do. And who are you giving back to?”

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The conversation led to the creation of the Black Alumni and Friends Network, a group of people who identify with and support Pan-African, Afro-Caribbean, Black, African and African American communities.

It’s one thing to list values of community, diversity, respect and social responsibility, and “everybody has a cool mission statement,” Dempsey says. “I’m looking more at the action behind it.”

Dempsey believes Oregon State is making progress. “We are continuing to move. We’re continuing to learn,” he says.

Dempsey also puts his values into action. After receiving the 2023 Diversity, Equity and Inclusion Alumni Legacy Award, he donated his award stipend to the Educational Opportunities Program’s Black and Indigenous Student Success initiative.

“When I give money, it is specifically to Black students. I do that unapologetically. And it’s not frowned upon,” Dempsey says.

There is value in asking Black alumni about their experiences and listening. For Dempsey, the next question is, how can we make it better for students now?

Beyond providing financial support, Dempsey meets with current and prospective students.

“I want to encourage them and talk about their journey and what can happen,” he says.

Dempsey is more than a mentor. He spent 15 years in counseling education at George Fox University, where he was program director and associate dean. Black people need counselors who look like them and understand their culture to talk about stressors, including racism.

Dempsey’s now in private practice. But he still prepares people entering the field of professional counseling, which is especially important because he is one of only a few Black male therapists.

He tells them, “Ask me all the questions! I’ll give you everything I know because it’s going to benefit our community to have more of us working in the field so that folks can come and heal.”

Through his career, as well as his past service on the OSU Alumni Association Board and by initiating the Black Alumni and Friends Network, Dempsey is not only creating space for Black people to lead and thrive, he’s saving space for others to follow the example of his work.

While none of this could happen if Oregon State’s values were only a statement on paper, Dempsey doesn’t want people to think the work is done.

“I don’t want folks to say we have made it to the mountaintop,” he says. “I want this to be more of an encouragement.”
Tawn Christians, who is also an OSU Assist crisis responder, says another part of xir role is being culturally competent.

“We focus on being aware of what’s happening nationally and on a global scale, to give context about what people may be experiencing,” xí says. And that goes for both worldwide issues of diversity, equity and inclusion as well as the cultural stigmas of reaching out for help.

Another way OSU Assist team members put people’s minds at ease is by wearing plain clothing instead of a uniform — to show they are approachable and welcoming.

And the OSU Assist team can provide support for any situation, big or small. “It doesn’t have to be something really intense,” Ortega says. “Sometimes it’s the first time this has happened to someone, and they need a little bit of help figuring out what to do next.”

For many people, going through a stressful or difficult time can feel incredibly scary and isolating. That’s why Oregon State developed OSU Assist — a mobile crisis response program that brings a pair of trained responders directly to those who need help — to provide comfort, a listening ear and additional resources.

Calls are filtered through the Department of Public Safety’s campus dispatch to address the severity of the concern and are directed either to an OSU Assist crisis responder or campus emergency resource. As long as the reports do not include weapons, threats of violence or an immediate medical emergency, OSU Assist will respond. Some common situations include the death of a family member, mental health crises like suicidal ideation, harassment and sexual assault.

Each response is consent-based, meaning the person seeking support can always say no to the options they are provided, giving them the power to have control of their situation.

“Being a source of compassion and nonjudgement is something students can expect when they reach out to us,” says Javier Ortega, an OSU Assist crisis responder.

If the person asking for help does require an additional resource, they will often be referred to campus partners like Counseling and Psychological Services, Student Health Services or community resources like the Early Assessment and Support Alliance and Benton County Health Department.

Kelly Hower, executive director of Student Health Services, says the OSU Assist team has been an incredible resource. “We have patients who arrive in crisis, unsure of where to go and who to talk to,” she says. “The OSU Assist team has been able to help support students and the Student Health clinical staff as we get them to the right level of care that they need. Whether that is getting them in with our psychiatrist and being a friendly face to sit and talk with while they wait, helping them get to CAPS, or even the hospital if needed.”

In addition to responding to a variety of situations, the OSU Assist team can help anyone who is physically located on campus, even if they aren’t associated with the university — from opposing team’s football fans to kids’ summer camps to community members touring campus.

Through all of their work with OSU Assist, Christians and Ortega say simply being there, to listen and bear witness to what’s happening, makes the biggest impact. “I’m honored to be with people during some of the most challenging and difficult times they’ve experienced,” Christians says. “I see it as something precious I get to be a part of.”
VISIBILITY, UNDERSTANDING, RESPECT.
Leona Ike shares Indigenous culture and history at OSU-Cascades.

Indigenous students make up less than 1% of enrollment at OSU-Cascades in Bend. Leona Ike has worked to make the Indigenous community more visible and understood, on campus and beyond.

Ike, who recently completed her degree in liberal studies, is an elder in the Confederated Tribes of Warm Springs. She notes that “every race is indigenous from somewhere. We happen to be hosting the non-Indigenous people from this land,” she says. “I feel honored to be a host, a historical and cultural teacher.”

Ike filled those roles as student Tribal liaison and Tribal cultural advisor at OSU-Cascades. With support from faculty members Janet Rankin and Mike Cooper, she collaborated with the Tribe to develop the First Peoples of Central Oregon Cultural Experiences in October 2023, held in conjunction with OSU-Cascades’ annual Discovery Day.

The goal for the event — which included a presentation of traditional Tribal regalia, artists demonstrations, a salmon bake, Native dancing and music — was to introduce the Warm Springs Tribe to students and the Central Oregon community, to show that they are still here and that “our culture lives and breathes,” Ike says. About 300 people attended the celebration of Indigenous culture, which was featured in local media. Based on this success, it will be held annually, with the 2024 event set for Oct. 12.

Cooper, a writing instructor who also teaches a course on Native American literature, says that even though Warm Springs is just an hour away from Bend, the past and present of Native peoples are largely unknown outside the reservation. Collaborations between OSU-Cascades and the Tribe, including the October event, aim to “create a sense of interconnectedness,” he says.

“I’m continually surprised at how little our students are taught, or how misinformed we are, about the history of the Indigenous peoples of the Americas. We’re not familiar with the culture, the people who are our neighbors.”

OSU-Cascades Chancellor Sherman Bloomer emphasized the university needs to put action behind its land acknowledgment in opening remarks at the event.

“We recognize the first peoples have and always have had a spiritual connection to the land,” Bloomer said. “As OSU is a land grant institution, we recognize the profound responsibility our history creates in our institution and ongoing partnerships with the Tribes.”

Ike came to OSU-Cascades after she retired to complete her education, achieving the goals of her elders. Raised “to see the importance of compassion, ethics, kindness and teamwork,” she brought the values and perspectives of Native people to her coursework and built relationships with several of her professors.

A direct descendant of the leaders of the Columbia River people, “I always spoke about Tribal history,” Ike says. “They wanted to learn, to know about the history of the Tribe.”

As one of the few Indigenous students at OSU-Cascades, Ike found it challenging when she heard outsiders speak inaccurately about Native American history or felt disrespected. She hopes that others will recognize Indigenous communities are underserved, and that they have hopes and dreams. “Treat us with respect first,” she says. “Offer the avenues for education, and we will come.”

Ike calls her time at OSU-Cascades “a blessed part of my life” and will never forget the people who showed kindness to her. She believes in leaving footprints for others to follow, citing the advice of her great-grandmother.

“Move forward with hope, justice, equality and confidence.”

Leona Ike’s footprints have made a lasting impression — for the people of Warm Springs and at Oregon State University.
One of the most important aspects of attending college is feeling like you belong. Summer Escalera — a program created by the Latino Network in partnership with Oregon State and other universities — shows Latinx students that they do. And any path is theirs to choose.

This four week program takes place in the summer of students’ junior year of high school, with the last week taking place at a university. At Oregon State, students stay on campus to get a first-hand experience of residence halls and the Corvallis community. During their visit, they tour the university, discover their major options, gain new skills and work directly with mentors. In addition, students focus on community and team building, communication and tools to navigate through high school — including transcripts, drafting résumés and scholarship essays, practicing interviews and creating a path to graduation.

David Contreras-Machado, associate director of the Latino Network’s department of educational access programs, says Summer Escalera was built around universities so students could get an accurate glimpse of what college life is really like. And many students — several of whom are first generation — haven’t been away from home for long periods of time. Summer Escalera gives them the chance to see how they feel about being somewhere new. Learning more about campus communities and the resources that are available to them helps to remove any apprehension or fear.

“It gives them a sense of freedom — a sense of ownership of their future,” he says.

An important goal of Summer Escalera is to remove barriers — especially when it comes to accessibility. Through its partnerships with universities like OSU, Summer Escalera addresses common obstacles including cost, eligibility, social stigmas and cultural/familial expectations — creating a program that works for everyone. And for first-generation students who haven’t been exposed to the process of applying for and attending college, the program provides clarity and direction.

Summer Escalera also aims to inspire students to explore fields like STEM, which typically have less Latinx representation. Carol McKiel, recruitment coordinator in the College of Science, leads tours where students explore labs hands-on — and learn about topics like the connection between fruit flies and cancer research.

“My goal is to get them excited about being a student in the college and help them realize that there’s a place for them here,” she says.

Amada Díaz De La Vega, youth engagement specialist at the Latino Network, adds that to feel a sense of belonging, it’s important for students to see people on campus who look like them. Summer Escalera guest speakers who identify as first-generation, Black, Indigenous or people of color share their educational journey and answer questions to help students feel seen and welcome.

Students also develop interpersonal skills by attending field trips and participating in small group activities — where they have an opportunity to bond with, motivate and encourage one another.

All of these experiences culminate with students feeling inspired, reassured and excited for their future.

“We really want them to walk away with the confidence to explore what they want to pursue and the knowledge of how to get there,” Díaz De La Vega says.

Because of programs like Summer Escalera, they will.
Artificial intelligence learns from the data that we produce, data that intentionally or not reflects social biases. And the sheer volume of data that’s on the internet creates a vicious circle that reinforces these biases.

Developers of vision and language software, which uses AI to create, search or reason about images from a user’s input, know these biases are a problem. Oregon State Ph.D. student Eric Slyman is working on a better way to address it.

Slyman is motivated to take on AI biases, in part, because they’ve experienced them firsthand as someone who is nonbinary, queer and pansexual. Being gay was much less accepted when the internet first became widely used in the 1990s, they note, and AI can still be influenced by negative social biases from the past.

Slyman also sees representational harms in how AI creates images of people based on what a dominant group looks like. They cite a common example where when asked for an image of a doctor, AI will typically create one of a middle-aged white man. AI will also often identify a Black or Asian woman in a medical setting as a nurse.

Being nonbinary, “how I represent myself is dynamic,” Slyman says. If they were to ask an AI image editor to create an image of their face wearing makeup, it might also change their face to a feminine bone structure based on what AI has learned about masculinity and femininity. If asking AI to create an image of a nonbinary person, “I would expect it would give you a less realistic looking person than a traditional man or woman because it just doesn’t have that concept,” they say. “It’s almost dehumanizing.”

Vision and language tools have become one of the fastest growing segments of AI, making the prevailing auditing method of selecting and manually labeling images for biases unable to keep up, Slyman says. The process of gathering and annotating examples to form large datasets that AI can learn from is not only time-consuming, it’s expensive.

Their solution is VLSlice, an open-source tool that can look at thousands of images and help auditors prioritize which biases to address. Through an interactive, back-and-forth process with an AI system, which Slyman describes as a conversation, auditors can use VLSlice to quickly collect evidence of biases so that the AI learns how to better identify them.

Slyman published their research on VLSlice at the International Conference on Computer Vision in Paris in October 2023. They have spoken with Ofcom, the communications regulator in the United Kingdom, which is interested in using VLSlice as part of its auditing pipeline. They continue to work with Adobe and have been invited to speak to research groups at Google as well.

Slyman says VLSlice is just one tool for addressing AI biases, and they recognize “this work is not without resistance.” But beyond their personal connection to AI bias, they believe “these notions of AI fairness are applicable to everybody. We don’t want to base our perceptions of the world on what the internet says.”

VLSlice is one way to see that they are not.
When the foremost organization driving diversity in STEM fields holds the country’s largest multidisciplinary, multicultural scientific conference in the Beaver State, there was no question Oregon State University would participate. And by sponsoring NDiSTEM — the National Diversity in STEM Conference in Portland in October 2023 — a once-in-a-generation opportunity is paying off.

Supporting an off-campus event of such magnitude has never been done before, according to Patrick McBrien, director of recruitment and admissions in the Graduate School. But Oregon State leadership wanted to send a strong message.

“We set out to demonstrate the university’s commitment to scientific excellence, to supporting historically marginalized communities and increasing diversity in STEM,” McBrien says.

It was a unifying moment, with more than 170 people from Oregon State attending. They included students representing the OSU chapter of SACNAS, the Society For Advancement of Chicanos/Hispanics and Native Americans in Science, staff and faculty from 10 colleges, the Office of Institutional Diversity, the offices of the President and Provost, University Relations and Marketing and the Office of Faculty Affairs.

“We want to provide them a sense of belonging.”

Networking was an important component of the conference. President Jayathi Y. Murthy spoke at the opening ceremony. Later, Oregon State hosted a breakfast. There were breakout sessions called Conversations with Scientists, which featured faculty leading discussions on scientific topics and a campus visit by bus.

“The opportunities for engagement were second to none,” McBrien says.

Two-thirds of graduate students come to Oregon State from outside Oregon, including about one-quarter of the total from outside the United States. “Fostering a welcoming, inclusive community is absolutely essential to student success,” McBrien says. “We want to provide them a sense of belonging.”

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The Office of Institutional Diversity is happy to announce the launch of the Diversity Action Plan — a road map to advance access, belonging and success for all Oregon State community members.

Developed over a year, the Diversity Action Plan includes input from across the university. It was created through more than 20 engagement sessions, where more than 300 OSU community members from every location, college and administrative unit contributed ideas.

The result? The Diversity Action Plan contains initiatives and tactics directly supporting Oregon State’s new strategic plan — Prosperity Widely Shared — including helping students finish their degree in a timely manner, prioritizing research, developing an enterprise approach to new innovation and partnerships, building faculty excellence and increasing enrollment. This alignment further highlights the importance of advancing equity in every part of the university.

Completing these actions starts with removing barriers to success facing minoritized and underrepresented communities. These include meeting financial need, building robust mentorship programs, providing culturally relevant experiential learning opportunities and creating academic supports that respond to the needs of adult learners, veterans and first-generation students.

The Diversity Action Plan will resolve these issues through a variety of tactics, by:

- Reducing and eliminating financial barriers through scholarships, need-based awards and emergency funding.
- Developing stronger pathways for students who transfer to OSU.
- Creating a network of culturally related alumni as mentors.
- Implementing employee training on conducting research through an equity lens.
- Building relationships with community partners who assist underserved Oregon communities.
- Recruiting and retaining faculty and employees of color.
- Incorporating frameworks for flexible learning options, including Ecampus and community college dual enrollment.

While these are just a few examples, the Diversity Action Plan includes several other efforts to make Oregon State a welcoming and supportive environment for everyone who attends. Launched in winter term 2024, the Diversity Action Plan will continue to grow and evolve.

“We are so excited to finally share our new Diversity Action Plan because it is the road map for achieving Prosperity Widely Shared through inclusive excellence. The plan will be integrated with the implementation of our university strategic plan for the first time in our history. This integration will allow university leaders to understand their unique role in ensuring equity and belonging in all major priorities of the university for the next several years.”

Teresita Alvarez-Cortez
Assistant Vice President, Strategic Diversity Initiatives

For further details, visit beav.es/dap.