

OSU Diversity Action Plan Goals
November 7, 2023
DRAFT

Guidance for Reviewing Diversity Action Plan Goals

You are previewing an early draft of the Diversity Action Plan *Goals*. Please keep the following information in mind as you review and provide feedback on this draft.

- As much as possible, please include your ideas to advance work or suggest new areas of work. Feedback identifying gaps is most useful when accompanied by suggestions for inclusions or specific actions.
- This work contains all feedback offered to the Office of Institutional Diversity during our stakeholder engagement process. While there will be a sincere attempt to reflect all the feedback offered, items will need to be prioritized and streamlined; the final draft of this plan may need to omit or revise goals to keep the plan actionable.
- This stage of planning does not include metrics for measurement of future success; drafting metrics will happen as goals are finalized.
- Goals are not currently sorted in hierarchy; all ideas are shown with no deference to the distinctions of goal, action and tactic levels. If you have suggestions on how items should be sorted, please include your thoughts.
- Titles for work areas contained in the Diversity Action Plan goals use the OSU Strategic Plan goals as place holders; DAP specific titles will be drafted once goals are clearer.
- This draft only includes information on the goals proposed for the plan; other information to give context and frame the plan will be shared at a later stage.

Framing

OSU's Diversity Action Plan will guide strategic equity efforts in alignment with OSU's emerging 2024 – 2030 strategic plan. The current iteration of OSU's strategic plan outlines three goals and five actions:

- **Strategic Plan Goals**
 - A university focused on big discoveries that drive big solutions.
 - A university where every student graduates.
 - A university that fuels a thriving world in every dimension.

- **Strategic Plan Actions**

- Build international research distinction in areas of competitive advantage.
- Build an enterprise approach to knowledge translation, innovation, and partnerships.
- Build faculty excellence.
- Significantly increase enrollment online and at OSU-Cascades.
- Launch a campaign for timely undergraduate degree completion.

Guided and organized by the frame for the forthcoming OSU strategic plan, the following DRAFT diversity action plan draws from the work and insights of the President and Provost Leadership Council, the Equity Leaders Consortium, and the Office of Institutional Diversity staff.

Context to Diversity Action Plan Goals

[unwritten section that fames the key principles and “why” of the goals identified]

- Importance of OSU having consistent and steady connection to various minoritized communities; trusting and mutually beneficial relationships
- Including a section of the history of the university from a DEI lens as a part of the why (i.e., the land OSU occupies, student activism bringing equitable student resources, building & place names workshops, etc.)

Key terms

- *Minoritized groups*: groups organized by social identity (e.g., race, disability, socioeconomic class, etc.) that have been marginalized in US society historically and contemporarily. This term highlights the active processes that result in experiences of systemic oppression.
- *Historically Underserved groups*: tbd, attempting to account for experiences like transfer students, rural students, first gen, more accurately.
- Equity:
- Translational research:
- Upskill:
- Diversity:
- Equity lens:
- Enterprise approach:
- Accessibility

Commented [TA1]: These key terms are still being discussed. Student and employee groups cross into both traditionally labeled "minoritized" groups (e.g. students of color, higher financial need, etc.) and "underserved" groups like rural students, first gen, transfer students, etc.

Commented [TA2R1]: We need to better articulate what populations of students and employees we are addressing through the doc where possible as well.

DRAFT Diversity Action Plan Goals

**Please note the following ideas are not currently sorted in hierarchy; all ideas are shown with no deference to the distinctions of goal, action and tactic levels.*

1 - Build international research distinction in areas of competitive advantage.

- **Equitable research practices and processes**
 - Prepare researchers to create an [equity lens for research design](#), building the research team, equitable participant experience, etc.
 - This includes engage communities early in the process to determine what research matters to them – making sure that what is researched is then followed by dissemination, translation and impact to transform challenges and amplify assets.
 - Guidance and education to plan for equity in research proposals.
 - Build meaningful, long-term relationships prior to coordinating engagement with Tribal Nations, Indigenous communities and global organizations (e.g., guidance, processes, and protocols) for research that interacts with Indigenous people including a standard for government-to-government interactions and data sovereignty.
 - Work with researchers to update demographic information collection on human research, especially regarding race and gender, so research can be comparable across studies and research is easier to break down.
 - Establish proactive, mutually beneficial collaborations with [Minority Serving Institutions](#) (MSI) for research activity.

- **Advance research for equity**
 - OSU research will highlight and take into proactive consideration equity intersections of key research areas of climate science and related solutions; clean energy technology and related solutions; robotics; and integrated health and biotechnology, to rural communities and other marginalized groups.
 - Establish a way to annually track what research activity collaborates with minoritized communities to understand who is engaged and outcomes/benefits to communities.
 - Establish a faculty fellowship fund to support equity research.
 - Fundraise to support equitable research (e.g., Endow faculty lines with equity research focus, seed funds for equity research projects, funds to support graduate students, etc.).
 - Create a sustained funding allocation from the university budget to support equitable research (e.g., Endow faculty lines with equity research focus, seed funds for equity research projects, funds to support graduate students, etc.).

- Drive research activity that responds to the requests of minoritized communities, or seeks solutions to problems facing minoritized people.
 - Engage with [Data Justice frameworks](#) as a start.
- Better align Promotion and Tenure processes to actively reward equity-centered research.
 - Community-engaged work has different steps, timelines and deliverables compared to basic science. Reward structures should reward the effort and impact accordingly.
- Expand knowledge, skills, and abilities for more researchers to effectively practice community engaged research; incentivize and resource this type of research
- Create an OSU center for equity research excellence with opportunities for staff, faculty and students to earn certificate
- In an effort to support more minoritized students in research, create a hiring structure that incentivizes researchers/faculty with backgrounds with experiencing supporting minoritized students in research.

Commented [TA3]: Note, there was a specific ask to place this in the "research" section in addition to the faculty sections

2 - Build an enterprise approach to knowledge translation, innovation, and partnerships.

• Translational research for equity

- Increase translational research activities that produce tangible equity results for marginalized communities (i.e., tribal communities, communities in rural areas, underserved communities, etc.).
 - Ensure that the enterprise approach considers how to benefit and engage marginalized communities.
 - Highlight community assets, do not default to work that solely just focuses on community deficits.
 - Must emphasize bidirectional learning with communities - not unilateral knowledge generation - to critically question research enterprise as a tool for colonialism and potential exploitation.
 - Community solutions should be developed from the ground-up by community members and for community members' identified problems and issues instead of top-down solutions presented by "experts" on something that may not really be an issue to the community.
 - OSU has extension offices each county in Oregon. Their work could extend to continue those relationships but on a deeper level to bring in research topics (animals, land, sea) and work with staff/communities to build these programs/bridges/understanding which will grow both initiatives.
- Prepare researchers with knowledge and skills necessary to form effective and mutually beneficial relationship with minoritized community in Oregon and beyond (regional, national, and international).

- Reward and highlight researchers who already successfully established effective and mutually beneficial relationship with minoritized community in Oregon.
- Establish a microgrant program to incentivize innovation in integrating or advancing equity in community engagement, student success, research, teaching, etc.

- **Equitable workforce development**

- Support minoritized undergraduate and graduate student transition from OSU to workforce.
 - Potential metrics could include: jobs/grad school in 6 mo.; salary at first placement and mid-career, with gap analysis
- Develop and provide support for existing programming and experiences that demonstrates efficacy at supporting the development of essential workforce skills like critical thinking, difficult dialogue, teamwork, informational literacy, communication and social consciousness.
 - Potential metrics could include [NACE competencies](#); perhaps a survey is implemented to collect data aligned with these metrics.
 - Build upon and expand curricular and co-curricular experiences that build these types of leadership and future readiness skills.
 - Grow experiences and connect existing opportunities across the OSU landscape that: prepare students as DEIBJ leaders ready to build coalition and lateral power, build tools for managing accountability processes (if they experience or cause harm), and negotiating difference in generative ways.
- Create an enterprise-wide approach to growing the leadership development of minoritized students.
- Ensure the needs of minoritized communities are centered in the development of the broader OSU plan to expand “lifelong learning opportunities to upskill or reskill” communities.
- To expand the upskilling or reskilling of minoritized communities in Oregon, develop partnerships with leaders already connected to minoritized communities (e.g., educational institutions, nonprofits, industry associations, corporate education partners, elected officials).
- Ensure OSU economic development efforts equitably benefit all constituencies, redress geographic and demographic wealth concentration; increase work with Minority, Women Owned, Emerging Small Business and Service-Disabled Veteran Business Enterprises (MWESB SDVBE), Certification Office for Business Inclusion and Diversity (COBID) entities (e.g., open pathways for emerging vendors to successfully bid for university RFPs).
 - Continue to identify and mitigate barriers to successful vendor contracts with MWESB, COBID, and Veteran-owned vendors such as insurance and bonding requirements.

- **Grow partnerships and government relations**

- Grow relationships with minority serving institutions (i.e., Hispanic Serving Institutions, Historically Black Colleges and Universities, Tribal Colleges, etc.) to advance mutually beneficial grant proposals.
- Establish memorandums of understanding, and/or non-traditional contracts and community agreements, between OSU and Tribal Nations that clarify processes of collaboration (e.g., NAGPRA, community engaged research, financial aid policies, etc.).
- Grow relationships with city, county, and state agencies as well as school districts to ascertain the role OSU can play in improving the conditions of minoritized communities, and act accordingly.

3 - Build faculty excellence.

- **Faculty and Staff Retention**

- Advance strategies for employee of color retention as outlined in reports from the Presidents and Provost Leadership Council (PPLC) on Diversity, Equity and Inclusion.
 - Create more readiness for minoritized employee advancement and promotion to retain employees.
 - Engaging new employees in life outside of work.
 - Take steps to increase belongingness on campus and in the community for minoritized employees.
 - Look at retention rates after 6 months/trial service, one year, three years, etc. – regular intervals to determine where retention may be failing and what interventions might be needed to be introduced to retain employees of color.
 - Conduct exit interviews with departing employees to learn about their experience while at OSU and why they are departing
 - Leverage President’s Commissions/employee resource groups to connect with employees, offer opportunities for engagement and leadership
- Create financially and physically accessible workforce housing for employees and their families.
 - This could be a great opportunity for new employees & families to come together in community outside of work, especially if they are relocating to Corvallis & are unsure of living situation.
- Provide financial assistance or transitional resources to employees/families who are facing housing insecurity.
- Provide more affordable child care options to meet demand in the OSU workforce, including skilled childcare that welcomes children with special needs.
 - Make this part of the foundation's fundraising goals. Funds should be raised specifically for early childcare and education.

- Create clearer / more pathways for potential advancement or promotion for classified staff and professional faculty to retain talent that is already here
 - Career Mobility Accounting Program through [Uplift Oregon](#) allows state employees to take free classes at WOU to be able to qualify for employment as Accountant I & II & Tax Accountants. Something along the lines of this that is free (or very minimal cost) could assist in training future workforce & making career advancement or career change possible at OSU.
- Take steps to improve economic equity among employees with same/similar classifications and positions.
 - Establish a process to review a unit's/role type/position type for salary when hiring a new employee so that both the new employee and existing employees with more experience are compensated fairly. The salary decisions for new employees should not be done in isolation of the equitable compensation of existing employees.
 - Ensure that existing employees with same or similar classification are earning equal or more than newly incoming employees with equitable experience and education.
 - Ensure in searches with multiple hires that pay is equitable and not solely reliant on negotiation causing an unintentional stratification of pay for similar roles and experiences.
- Provide official university communications in multiple languages.

- **Faculty and Staff Recruitment**

- Promote early planning for searches in order to recruit the best pool of candidates.
- Better promote the resources and benefits that OSU provides to employees as part of a recruitment strategy.
- Educate campus community regarding best practices for searches, including search committee and chair training.
- Add advertising resource documents to Recruitment website to help get the word out to best pool of applicants.
 - Create templates that search committee can easily customize to post job announcements through social media channels & encourage colleagues to do post as well.
- Motivate and create opportunities for recruiting more employees with proven equity skill and history, especially on the tenure track.
- Focus resources to recruit candidates (i.e., relocation expenses, temp housing, stipends, etc.) and intentionally advertising those resources.
 - Let finalists know that the offer presented is a conversation, not an end all/be all offer, and we are open to negotiation.
- Build career pathway programs; for example, "returnship" or springboard programs for people to return to work/career after stepping away or pulling back from caregiving responsibilities.
- Redesign graduate curricula to re-center the educational needs of students for the mid-21st century, including examining structural oppression is built into what is assumed required for a graduate degree in a specialized field.

- Retool thinking about equity and different ways of looking at modern problems (e.g., with interdisciplinary teamwork and listening to marginalized communities) to revitalize our curricula and make OSU more attractive for recruiting and retaining minoritized faculty.
 - Create cluster hire opportunities for cohorts of scholars focused on equity translation in their respective fields and serving minoritized communities.
 - Develop a robust process for disclosure of relationships between hiring committee members and interviewees.
 - Committee members should be made aware of committee members relationships to the people they are interviewing as part of regular part of the search process (e.g., do they know them, were they recommended to hire them by a friend/family member, etc.).

- **Equity Accountability**

- Communicate standards and maintain accountability for equity expectations in OSU position descriptions (e.g., annual performance reviews, promotion and tenure processes, etc.).
 - Provide education and training for equity expectations so employees understand responsibilities and create their path to success.
 - Ensure teaching and research are valued for the same FTE across the board to have shared set of benchmarks. (For example, teaching a 400-student class lecture, versus a 25-person WIC course, versus a 10-student full studio course – OSU should figure out how these relate in terms of FTE).
- Establish guidance for promotion and tenure review committees, so they may more effectively evaluate equity expectations.
 - Consider a “search advocate-like” program for Promotion and Tenure process.
- Boost faculty capacity to integrate equity in existing programs curricula and build out new curricula that focuses on equity in teaching, especially focusing on supporting marginalized students; resource offices who have had success in this area such as the Difference, Power and Oppression program.
- Clarify accountability and consequences for tenured faculty who collude in or perpetuate consistent acts of racism, ableism, etc.; clarify how academic freedom and accountability for perpetrating oppression coexist.
- Required DEI training for all faculty, especially on topics that should be minimum expectations like recognizing and intervening bias.
- Standardize equity responsibilities and expectations for employees on the position description, making them role specific.
- Stronger training for faculty on disability accessibility; create set of standards that OSU students can expect like captioned videos, using mics when available, how best to teach and support students with nonapparent and invisible disabilities, including those related to mental health.

- Clear avenues for students to give feedback to faculty before/outside of class evaluations; often the power differential prevents students from giving direct feedback.
 - Standards and expectations for faculty advisors; helps to protect grad students are so vulnerable to being treated poorly by advisors.

- **Faculty and Staff Development**

- Boost faculty capacity to integrate equity in their curriculum and instructional design (via Center for Teaching and Learning, Difference Power and Oppression Program, Faculty Affairs, etc.)
 - Including accessible design.
- Prioritize faculty development related to equalizing student success (i.e., teaching, advising, and mentorship)
- Reward and incentivize faculty successfully boosting minoritized student success (i.e., teaching, advising, and mentorship) to stated achievement, retention and graduation goals.
- Advance culturally responsive supervision, invest in educational resources for manager and supervisors.
- Include information on tribal relations as part of onboarding process for all OSU leaders to better understand cultural and university expectations.
- Leverage the Managerial Competencies Framework to prepare supervisors to broach issues of cultural competence in annual performance evaluations, and navigate institutional resources.
- Grow a culture of career long learning for diversity, equity and inclusion.
- Ensure and invest availability of career long learning opportunities for diversity, equity and inclusion that are relevant and meaningful for all employees across all functions including those with high skills sets in these areas - pushing them to the next level (national, global, large grants, etc.)
- Fundraise to support equitable teaching (e.g., Endow faculty lines with equity teaching focus, fund communities of practice, etc.).
- Invest in training and development of classified employees, even if the training and development are not directly related to the work they currently do, to advance within their chosen careers or to change careers mid-stream.

4 - Significantly increase enrollment online and at OSU-Cascades.

- **Institutional capacity building**

- Ensure investments in equity resources for Ecampus and OSU-Cascades expansion maintain parity with Corvallis campus (e.g., financial aid, student support services, etc.).

- Appropriate services should be created around health, engagement, etc. From and outside of a student incidental fee structure that Ecampus, OSU-Cascades, and Hatfield can all benefit from (e.g., Telehealth for health and wellness). However, there needs to be attention to how this is funded given the high percentage of Ecampus students that are high financial need and Pell eligible.
 - Develop and align DEI infrastructure at OSU-Cascades (e.g., policies, communications, strategy, etc.) and Hatfield/Ecampus as appropriate.
 - Leverage supports for new DEI Coordinator at OSU-Cascades with clear lines of consult with Corvallis colleagues.
- Boost staffing/funding for existing enterprise-wide resources to build out capacity to serve student who attend online or outside of the Corvallis campus; for example, the Cultural Centers are Corvallis based and set up with resources to only provide experiences for Corvallis students.
- Develop and sustain a focused recruitment strategy for racially minoritized students.
- Create student support programs comparable to on-campus programs (e.g., EOP, LSAMP, TRiO, etc.) and tailored specifically for Ecampus students and Cascades students; existing programs cannot be taxed further to account for this unique student population. Resources should be comparable but Ecampus-specific.
- Create student community and belonging programs comparable to on-campus programs (i.e., cultural centers, student orgs, orientation, etc.) and tailored specifically for Ecampus students; existing programs cannot be taxed further to account for this unique student population. Resources should be comparable but Ecampus-specific.
- Ensure physical infrastructure development at OSU-Cascades has an equity lens (e.g., attention to gender inclusive restrooms, art, accessibility/Universal Design, etc.)
- Develop a more intentional and robust retention strategy for minoritized students at OSU-Cascades that involves community partners in Central Oregon.

- **Maintain OSU Identity**

- As OSU grows, ensure the university maintains its access orientation across all academic offerings and campuses, resisting the urge to stratify academic offerings by campus location.
 - Narrow existing stratification of academic offerings.

5 - Launch a campaign for timely undergraduate degree completion.

- **Financial aid**

- Redress financial barriers to ensure all students maintain timely progress toward degree completion.

- Implement a scholarship match system to distribute financial aid, especially for minoritized students.
- Expand tribal tuition policy at OSU so more Indigenous students are eligible beyond the state policy.
- Create a paid internship program for students who are ineligible for federal financial aid.
- Create a more equitable process for colleges to have access to and distribute scholarships; students should have an equitable experience with scholarship opportunities in each college.
 - Create pathways for institution-wide scholarships instead of college specific awards.
- Provide special scholarships and/or financial aid to undocumented students; increase existing funds.

- **Pathways**

- Advance the development of a seamless pathway to OSU degree across flexible learning modalities (e.g., on-campus, Ecampus, community college dual enrollment, etc.).
- Plan and apply resources to reengage students who have stopped out of OSU; offer flexible pathways to obtain degree.
- Create a standard process across OSU for students to receive credit for prior learning and experience (e.g., testing out of entry courses, provide information on work experience to fulfill coursework, more broadly receiving transfer credit).
 - This fall, there is work to review to accept articulation for course requirements is now centralized; so that a systematized process exists.
 - Could this be framed as an expanded Dual Partnership Program?
- Create a clear pathway for counting “stranded credits” that is standardized across the university and does not rely on individual student advocacy.
- Build out or utilize already-existing onramps and pre-college programs for students at the K-12 level to help them be prepared for college admission and success.
 - Open Campus and Juntos are great examples of these programs.
- Create a concerted “last year” experience that assists with “transition out”.
- Measure effectiveness of academic advising relative to the advised students’ 4-year graduation rate. Use the resulting data to improve effectiveness of academic advising and identify systemic barriers to timely graduation.

- **Transition**

- Create “push” program to push out/market information about available services, affinity groups, etc. to students (possibly through AI?). This is to address the challenge for students of navigating the massive amount of information and services that OSU has that may or may not apply to them.

- Launch a concerted first year experience with the explicit goal of closing equity gaps among minoritized communities toward stated retention goal.
 - Include summer melt (accepted students who do not enroll) and other high-risk times in this initiative.
- Support a sense of community and belonging for transfer students who begin studies at OSU at all points of the year and in all modalities.
- Work with school systems and community partners to establish programs that better prepare at-risk students for the transition, and utilize existing partnerships like Extension and Open Campus and Juntos.

- **Engagement Access**

- Increase minoritized student access to experiential learning (e.g., paid internships, undergraduate research, study abroad, community-engaged learning / service-learning, etc.).
 - Embed activities within course curriculum CURE – Classroom Undergraduate Research Experience and COIL – Collaborative Online International Learning.
 - Identify possibilities for embedding high-impact experiential learning within the core education
 - Create opportunities for students who need to work to help pay for college or help family; they are worried about the time and resources needed for experiential learning activities. Create pathway to encourage students to leverage their job in a way that transforms it into a meaningful experience that includes experiential learning hallmarks (e.g., reflection, interview leaders/managers, project at workplace, etc.).
- Increase pathways and aid for minoritized student participation in high-impact co-curricular activities.
- Partner with societies that are external to OSU (i.e., SACNAS) that provide support and resources for minoritized students, particularly for those at PWI's.
- Expand undergraduate research experiences for distance students (Ecampus)
- Create research programs that that cultural relevant and meets the needs and interest of minoritized students.

- **Student resource development**

- Fundraise to support equitable student success (e.g., Endow faculty lines with focus on minoritized student success, Endow scholarships, etc.).
 - Raise unrestricted philanthropic gifts to provide university maximum flexibility to meet the needs of current and future students.

- Food insecurity remains a significant problem in the state of Oregon and among our students. Ensure that more people in our community have the food and resources they need (e.g., College of Forestry Rootstock initiative).
- Create graduate funding directed toward minoritized graduate student applicants. We've lost so many graduate assistantships on campus, leaving many students to go into debt to obtain a graduate degree at OSU.
 - Develop more affordable student housing through the construction of additional residence halls/student apartments and collaborations with local partners to ensure housing is available for students in need. Create more family housing for students with partners and families; the waitlist for Orchard Court is years long.
 - Need a point on the need for major university investment in Academic Advising. Enormous advisor-student ratios, for example, constitute a major impediment to the delivery of quality advising services.
 - Advisor retention is a serious issue in larger colleges with caseloads of 400/500+ students per one advisor. How often are students in these larger colleges assigned a new advisor whom they have to develop rapport and a working relationship with? How does constantly hiring new advisors impact students time to degree completion?
 - Removing roadblocks for neurodivergent students to continue to use high school-based plans (IEP/504) or provide access to testing resources so that students have adequate accommodations through DAS.

- **Academic Experience**

- Identify and redress academic structures that inhibit academic student success (e.g., “weeder” courses, stranded credits, curriculum that creates barriers for transfer students). Ex. Programs that have many OSU specific requirements/timelines are not transfer friendly, slow down progress for transfers, requiring more aid, etc.
 - (BSSI work is a good example, extend duty of care to students who stop out; currently, there is no current systemic approach for stop outs; example, this research has shown that there is a large group of black students who stop out with 100+ credits. Who reaches out to black women students in Ecampus that have very low completion rate. 90% of Ecampus students are transfer students.... Clarify the logic for the structure of student supports; how are we organized (first year/transfer expertise? By degree? By campus?) Perform a structural analysis on the new core curriculum to examine impacts on student success.)
- Invest to establish equity in advising resources and experiences across all colleges.
- Replicate and scale instructional design interventions like the successful reimagining of Math 111.
- Address minoritized students' sense of belonging within academic spaces.
 - Increase training, capacity building, and expectations for instructors and faculty to create and build peer to peer relationships and inclusive community within classroom and academic spaces.

- Training on transfer student challenges (demystify some of the challenges for teaching faculty) for teaching faculty (I.e. upper division courses need info on canvas as well)
 - Relating transfer student challenges to challenges teaching faculty & instructors may already be facing (balancing work-life, caring for family members, long commute times, parking on campus, competing interests for time, food and housing insecurity).
 - A lot of time, effort, & energy has gone into creating FYE, but what about recognizing the diversity and experience that transfer students contribute to our campuses and classrooms?
- Training specific for ppl who teach “weeder” courses, high first-year, high transfer courses.
- Ensure all courses are built/created around ideas of universal design for our growing neurodivergent student population

- **Culturally Relevant Interventions**

- Advance forthcoming Minority Serving Institution task force recommendations, focused on factors to advance Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) designations.
- Advance forthcoming recommendations based on the Black Student Success Initiative.
- Seek information and experience from university leaders showing success in advancing the retention and graduation of minoritized students.
- Expand resources for programs and experiences that focus on student belonging.
- Increase access and quality of gender affirming care for students through Student Health Services.
- Address issues with the climate for transgender students, students of color, and others who are experiencing the most bias incidents on campus.
- Development of non-traditional mentorship opportunities in order to provide a more robust culturally identifiable mentorship experience.
- Create more cultural relevant recruitment opportunities by supporting programs that are already serving and engaging 3rd to 12th grade students in a variety of youth development programs. For Example, the educational opportunities offered by the Oregon 4-H Outreach Program, like the (Oregon 4-H Outreach Leadership Institutes, 4-H Outreach Summer Camps that has a great reputation among the Latino community.
- Address access for neurodivergent students and especially those in recognized minoritized communities.

0 – Ongoing actions

- **Access and infrastructure**

- Advance university resources for gender inclusive infrastructure (e.g., gender inclusive restrooms, changing rooms, diaper changing stations, sports, etc.).
- Advance the implementation of the [ADA at 31 recommendations](#).
 - Include focus on awareness of and support for employees and students with nonapparent and invisible disabilities (e.g. neurodiversity), including those related to mental health.
- Create set of standards that all university employees and students can expect like captioned videos, using mics when available, etc.
- Establish a responsive language access program that includes resources for translation and interpretation, and incentivizes multilingual employees across the OSU enterprise
 - Establish interim solutions while a language access program is being developed.
 - Ensure that employees who speak multiple languages and are being asked to this in their work are being recognized for doing translation work, that it is a part of their position description and/or they are paid for this work.
- Standardize an onboarding and support baseline for minoritized graduate students (e.g., supervision, mentorship, training), with special attention to interdisciplinary students (e.g., MAIS).
 - Increase resources to expand graduate orientation programs such as Graduate Summer Step
- Create standardized structures for institutional feedback, especially for searches, enterprise-wide.

- **Data informed DEI leadership**

- Establish guidelines for use of equity data in decision-making.
- Define relevant DEI metrics.
- Establish a data ethics curriculum to ensure appropriate use of minoritized student and employee data.
- Ensure institutional leaders have timely access to useful data for decision making related to student and employee success.

- **Institutional policy and guidance**

- Clarify and communicate guidelines and policies that impact university climate (e.g., Name-in-Use, pronoun use, pronunciation of names, freedom of expression, etc.). Discourage Anglicization of names of people from other cultures and countries.
- Ensure pay equity for all OSU employees, with strategic priority for employees at the lowest wage scales.
- Provide pay scales and anticipated pay information as part of all searches.
- Review current and future proposed policies with an equity lens, especially in cases where financial impacts would negatively affect employees and students (I.e., payroll implications).
- Integrate DEI with internationalization efforts.

- **Communication Strategy**

- Advance our marketing and communication equity strategy by identifying communication and photography guidelines (e.g., terminology, photo use, etc.) and increasing resources for visual representation.
 - Leverage University Relations and Marketing guidelines and leadership to advance this across the university.
- Create a more culturally responsive brand identity, which includes understanding, respecting, and incorporating elements that resonate with the diverse cultures and identities of the target audience.
 - Emphasize what makes OSU different from the universities across the country that are banning critical race theory and other antiracist areas of study.
- Communicate OSU's equity accomplishments, initiatives, and innovations.
- Clarify and communicate approach and process to culturally-relevant crisis communications and supports, while listening and responding to communities' needs, in partnership with the President's Commissions.
- Communication/Marketing plan that connects students who aren't part of academic support programs to these efforts.
- Utilize the OSU Extension Service (4-H Youth Development "4-H Outreach Program") to facilitate the access to our underserved populations in the state of Oregon. 4-H reaches hundreds of students and have a great understanding of their needs and interest. 4-H can serve as a bridge or pipeline to reach and recruit potential college student to attend Oregon State University.
- Allow employees and students to specify in which language they would prefer to receive communications, and then provide communications in that language.