

Office of Institutional Diversity: The First 100 Days

Appendix A

Updates from Key University Partners on Equity, Inclusion and Social Justice
Initiatives

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ADVANCE

OREGON STATE ADVANCE is an Institutional Transformation (IT) grant funded in the fall of 2014 by the National Science Foundation. The IT award aims to transform an entire institutional setting to be a more equitable academic environment for women scientists. At Oregon State University this five-year award is being utilized as a catalyst for advancing the study and practice of equity, inclusion and justice for women and others from historically underrepresented groups who are faculty in the academy.

Through this goal, OREGON STATE ADVANCE focuses on science, technology, engineering and mathematics (STEM) at three levels of influence: personal, symbolic and institutional. The 2015-16 academic year/year two of federal funding has involved significant efforts across these levels, and some highlights include the following:

- The innovation and centerpiece of OREGON STATE ADVANCE is a seminar for STEM faculty and administrators modeled on the Difference, Power, and Discrimination program. The ADVANCE Seminar similarly focuses on an examination of systems of oppression theories; however, rather than curriculum transformation, the aim is to prepare participants to engage in institutional transformation.
 - Two sessions were offered in summer 2015, and 28 senior STEM faculty and administrators completed the seminar. Participants developed individual plans for action, which they have the opportunity to implement within their own spheres of influence.
 - Nearly 70 faculty expressed interest in the 30 spaces available across two summer 2016 sessions. Due to overwhelming interest but limited institutional

funds, the project is self-funding an additional 15 spaces in a third summer session.

- Leaders from University Relations and Marketing participated in a special session of the ADVANCE seminar spread across the winter and spring terms with the plan to extend the learning to others within the division.
- Contributing to an institutional climate that reflects a shared value for equity, inclusion and justice is a key project goal. In partnership with the Office of Institutional Research, additional questions in support of OREGON STATE ADVANCE were added to the 2016 Faculty and Staff Climate Survey.
- In alignment with the June 2015 addition of contributions to equity, inclusion and diversity as criteria for promotion and tenure, OREGON STATE ADVANCE developed a list of possible metrics for use in evaluation:
<http://advance.oregonstate.edu/metrics-evaluating-support-equity-inclusion-and-justice>.
- To support the work of faculty to embed commitments to equity, inclusion and social justice throughout the university, OREGON STATE ADVANCE is launching a faculty fellowship program. The fellowship program will be active over the next three years (2016-2019). In the first year, fellowships will be targeted to support current and/or planned activities within academic units by giving individual faculty resources to directly support the work.

Moving into the 2016-17 academic year/year three of the project's funding cycle, there are several important considerations:

- OREGON STATE ADVANCE is well-situated to contribute to efforts to build the capacity of all faculty to advance the practice of equity, inclusion and social justice. Currently, the number of ADVANCE Seminar sessions is limited as are the parameters for participation; however, institutional resources to supplement the project's federal funding would make it possible to extend this opportunity more broadly.
- During the upcoming academic year, the National Science Foundation will conduct a site visit as part of a comprehensive review of efforts to-date. It is critical that OREGON STATE ADVANCE continue to be integrated as a resource for addressing the strategic goals of the institution. This requires establishing and maintaining strong ties to faculty development and institutional diversity initiatives.
- At the end of the award, one aim will be to sustain successful initiatives by embedding them in the institution. Efforts must begin now to institutionalize the work of OREGON STATE ADVANCE as an integral part of the university's commitment to equity, inclusion and social justice.

Community Diversity Relations

The goal for the Special Assistant to the President for Community Diversity Relations is to serve the needs and interests of Oregon's communities of color and other underserved communities through authentic partnerships and collaborations.

Objectives for this work include:

- Advance equity in access to OSU and higher education generally
- Enhance success of OSU students
- Enrich the University's teaching, research and scholarship
- Produce positive impacts on issues that matter

Research efforts have included:

- Mapping existing OSU programs engaged with communities of color
- Identifying Oregon societal dynamics regarding communities of color
 - Geographic demographic trends
 - Urbanization
 - Systemic educational disparities
- Identifying trends regarding universities' engagement with society
- Identifying community needs
- Identifying gaps in OSU programming
- Identifying opportunities for engagement
- Researching enrollment trends

Outreach efforts have included:

- Gathering input from:
 - Numerous leaders of businesses, community-based agencies and non-profit organizations, with initial focus in the Portland Metro area
 - Multicultural alumni group
 - President's Board of Visitors for Community and Diversity
 - Cultural resource center directors and university offices including Admissions, University Relations and Marketing, Extension, Center for Civic Engagement, Native American Youth to College Task Force, Precollege Programs, CL@SE, Alumni Association, Enrollment Management, Provost, Louis Stokes Alliance for Minority Participation (LSAMP), Educational Opportunities Program (EOP)
 - Linking community-based organizations with relevant OSU offices or programs

Ongoing strategy development includes:

- Convened three meetings of the community diversity relations strategy group with representation from several OSU offices
 - Group is shaping proposed strategies for presentation and discussion with university leadership
- Convening high-level university leadership focus group to review and provide input into proposed strategies

Difference, Power, and Discrimination (DPD Program)

Updates on the Difference, Power, and Discrimination Program include:

- Rollout of new resource rich website: <http://dpd.oregonstate.edu>
- Co-sponsored First Generation film screening and panel discussion
- Hosted monthly DPD Lunch Hour discussions (<http://dpd.oregonstate.edu/workshop-and-lecture-series>).
- Hosted Rosemarie Garland-Thomson, Professor of English and Co-Director of the Disability Studies Initiative at Emory University, in February 2016
- Received Baccalaureate Core Committee approval for two new DPD courses (REL 210 and ES/QS/WGSS 375) this academic year, both effective fall 2015
- As part of OSU's ongoing assessment of the Baccalaureate Core, the Baccalaureate Core Committee completed a review of the DPD Category during AY 2014-15.
- The 2015 DPD Summer Intensive enrolled 16 participants. Participants represented a wide range of disciplines including Engineering, Agricultural Sciences, Philosophy, Political Science, Anthropology, Psychology, English, and Human Development and Family Sciences. In addition to participants from the OSU campus in Corvallis, this year's cohort included participants from OSU-Cascades, OSU's Agriculture and Natural Resource Program at Eastern Oregon University, and faculty partners from Linn-Benton Community College. All Summer Intensive participants will be a part of the DPD Academy during the coming academic year.
- The DPD Program sponsored a University-wide workshop (Teaching Race, Gender, and Sexuality: Addressing Student Resistance), facilitated by University of California – Riverside Associate Professor Andrea Smith.
- During the spring of 2015, the DPD Program engaged in a program review and strategic planning process, working with external consultants, Dr. Alma Clayton-Pedersen, Senior Scholar, American Association of Colleges and Universities; Dr. Frank Hernandez, Dean of the College of Education, University of Texas of the Permian Basin; and Jonathon McPhetres, Research Associate, University of Texas of the Permian Basin. An in-depth review of the team's final report will take place at the beginning of AY 2015-16 in order to develop a targeted action plan based on the recommendations put forth in the report.

Division of Student Affairs

Student Affairs completed its division-wide strategic plan in April 2016 to guide the organization in its work to support student success through the year 2020. Diversity, equity and inclusion are core, cross-cutting principles of the plan as we seek to be major contributors to raising and equalizing student success for all students. "Diversity and Global Consciousness" defines one of the five core Domains of Learning and Service for Student Affairs:

"The diverse identities, perspectives, and experiences found on our global campus enhance student learning at Oregon State University. Students engage in activities that help them reflect on their own identities and cultures, develop empathy, and deepen their commitment to effect social change at OSU and beyond."

The overarching goal of our Plan defines our primary work as "to innovate and advance

inclusive, transformative learning that promotes student success throughout the college career and prepares and inspires all graduates to thrive in a global society.” Our strategies include “leverag(ing) data to promote access, inclusion, and strong student success outcomes.” Further, one of our four supporting goals is to “foster an inclusive campus community that facilitates learning across identities and affinities and creates a shared sense of connection, belonging, and social responsibility.” We are committed as a division to realizing these strategic plan goals by the year 2020.

Below is a report from the Diversity and Cultural Engagement unit, which highlights efforts related to diversity, equity, inclusion and social justice work in Student Affairs.

Diversity and Cultural Engagement (DCE)

Efforts and initiatives pursued by Diversity and Cultural Engagement during the 2015-2016 school year include the following:

Access Activities (Recruitment and outreach on or off campus)

- On Campus
 - Hosted African American Youth Leadership Conference—statewide youth conference for over 400 African American youth to explore post-secondary education
 - Launched Multiracial Welcome
 - Hosted Corvallis’ Out and About LGBTQ+ youth group at OSU’s Pride Center, one of several activities that are strengthening the center’s relationship with LGBTQ+ youth in Corvallis.
 - Supported TRiO – Student Support Services expansion project through direct email and invitations to 15 students
- Off Campus
 - Black Cultural Center partnered with Project Harvest of Portland to enhance young African American academic achievement
 - DCE organizations Movimiento Estudiantil Chicano de Aztlán (MEChA) and Kalmekak hosted multiple Latin@ outreach efforts. OSU’s Outreach and Engagement partnered with JUNTOS and Adelante en Acción to enhance post-secondary education opportunities for middle/high school students

Retention Activities (Advising, mentoring events/programs that enhance student retention and graduation)

- With funding from Men of Distinction-Association of American Colleges and Universities grant, initiated mentoring program supporting male-identified students from under-represented communities
- In collaboration with Counseling and Psychological Services (CAPS), initiated weekly co-facilitated drop-in group, Multiracial Student Connections

- Supported by Meyer Memorial Trust grant and in partnership with Educational Opportunity Program (EOP), providing academic coaching and academic success strategies through the cultural resource centers
- Supported by a Women’s Giving Circle grant, Women’s Center Women of Color Coalition coordinate a mentoring program open to faculty, staff and students
- In partnership with CAPS, UHDS, Student Leadership & Involvement (SLI), Student Health Services (SHS), Corvallis Community Relations (CCR), International Student Advising and Services/International Programs and the Meyer Program, conducted social justice retreats to advance learning and explore personal identities and to develop constructive strategies to combat pathologies of power
- Presented College Assistance Migrant Program (CAMP) workshop

Speakers and Facilitated Learning Opportunities

- Hosted Imagining: Oregon State University in 2036 to generate ideas from students, staff and faculty about what an inclusive OSU should look like
- Supported by funding from the U.S. Department of Arts and Culture (USAC), hosted Cultural Organizing 101 to connect innovative minds in the community, deepen understandings of cultural democracy, and provide tools for organizing to address social issues in effective ways.
- Hosted the Pacific Islander (PI) Talk Story: Kaila I Ka Nu'u: Strive for the Summit, a regional conference bringing educational practitioners and students representing the PI community to campus to explore creating institutional change Pacific Islander academic support
- In collaboration with Undergraduate Studies, Difference, Power, and Discrimination (DPD), New Student & Family Outreach, Educational Opportunities Program, CAMP, Open Campus, TRiO – Student Support Services, the Academic Success Center, University Housing and Dining Services, Women, Gender and Sexuality Studies, Ethnic Studies and the College of Education, hosted first generation film screening and panel
- Sponsored Women’s Herstory Month at OSU, an event designed to disrupt dominant historical narratives and to center the stories of marginalized communities including women, people of color, trans* & queer folx.
- Hosted “A Wider Type of Freedom: Racial Justice and Diversity in Higher Education” with Dr. Daniel HoSang, a nationally respected scholar on race
- Hosted “The M.M.M.: A White Supremacy Agenda,” an event that was part of Black History Month and addressed the anti-Blackness roots of the Model Minority Myth.
- Through Dialogue Educators, a partnership between SLI and DCE, conducted eight workshops across campus regarding gender pronouns and facilitated multiple campus dialogues regarding pertinent issues confronting students.
- Arranged or actively supported special meet-and-greets for invited guests of the University to meet with students from DCE and the Arts + Social Justice Living-Learning Community (ASJLLC)

Experiential Learning Opportunities (Workshops/retreats/service learning/international cooperative learning/undergraduate/graduate research/internships)

- Completed 28 PROMISE program internships. For the first time, interns created ePortfolios to tell the story of their internship experience with various mentors and sites at OSU and in the region.
- Organized Cultural Resource Center (CRC) summer retreat, a training opportunity to help students recognize that we live in unjust societies and that we must actively work to deconstruct systems of oppression.
- Hosted a Story Circles program called “The [People’s State of the Union](#)” that focused on first gen and race/racism experiences and on stories of multiracial identity.
- In collaboration with SHS, CCR, CAPS, and the Meyer Program, developed Multiracial Aikido, a new program that assists Multiracial students in fielding difficult questions and conversations regarding their multiple identities—this program is done in collaboration with Student Health Services, Corvallis Community Relations, Counseling & Psychological Services, and Meyer Program representatives)
- Participated in United Hispanic Students in Higher Education conference, one of the largest national leadership conference in the nation for Latino students
- Submitted seven innovative projects to the Clinton Global Initiative and had five accepted. Ten students, nine of whom are students of color, represented OSU.
- Conducted “AHE 407 – Social Justice Leadership Foundations,” a course required for new CRC student leadership liaisons and new UHDS community relations facilitators
- In partnership with OSU’s School of Public Policy, conducted “PPOL 507 Transatlantic Student Symposium,” an international experiential learning course, that provides for a one-week exploration of an academic trans-disciplinary theme

Community Engagement (Community engaged research/partnerships/grants—primarily off-campus community engagement—Portland, Greater Oregon, Corvallis)

- DCE staff served on a campus committee designed to support implementation of SB473, a bill that will require public Oregon universities to offer a name-in-use (preferred name) option and collect demographic data on sexual and gender identity. This bill will help OSU to more accurately assess LGBTQ+ students’ experiences. It and a similar plan in the University of California system will result in the first large-scale collection of data on LGBTQ+ college students.
- Coordinated memorandum of agreement with the City of Corvallis to officially change Columbus Day to Indigenous Peoples Day, making the city of Corvallis the second city in Oregon to officially acknowledge Indigenous Peoples Day.
- Participated in Imagine Corvallis 2040 and developed new relationship with senior city planner
- In collaboration with Outreach & Engagement and CLA, developing a relationship with John Fenn at the University of Oregon to support innovative community-based arts initiatives in the Corvallis area and rural Oregon
- In partnership with OSU’s School of Language, Culture and Society, hosted through the Native American Longhouse the Shawnee Tribe of Oklahoma in the repatriation of ancestral remains

- Hosted Festivalito, the Kalmekak Community Outreach’s annual signature event, which invites the local community to experience a cultural and educational event that focuses on outreach to pre-college Latino/a students. These programs are in partnership with Pre-College programs, academic units, and community partners.

Equal Opportunity and Access (EOA)

The office of Equal Opportunity and Access (EOA) is charged with investigating complaints of Title IX violations, discrimination, harassment, bullying, and retaliation. EOA is also responsible for oversight of campus accessibility, affirmative action activities, and Americans with Disabilities Act compliance for employees. The office has been recently reorganized, and many activities were realigned to better meet constituent needs and fit the University’s organizational structure. EOA is currently led on an interim basis by Clay Simmons, OSU’s Chief Compliance Officer.

The Equal Opportunity unit is undertaking a review of the Title IX investigatory process to improve coordination with campus partners and ensure OSU is employing best practices in its investigatory activities. The volume of work handled by the four-member investigatory staff continues to grow, with over 450 complaints brought to the university’s attention in the last 12 months. The unit is currently filling two empty investigator positions, with one person starting in May and recruiting for the other position ongoing.

EOA’s Accessibility Unit is undertaking efforts on both physical and IT accessibility. The top focus in physical accessibility is on completing an accessible travel grid through campus that connects all accessible parking to all building entrances. The IT top focus is on training central IT offices in techniques to build accessibility into their end-user templates to ensure OSU online offerings are accessible. The unit is also working on redesigning how information for affirmative action reporting is gathered and processed.

Becca Gose, OSU’s General Counsel, has formed a university committee to recruit the next EOA Executive Director. That committee is developing the position description and identifying constituents over the summer and plans to begin recruiting for the position in August. Candidates will be brought to campus to meet with faculty and student groups in the fall, and the final candidate chosen by the winter break.

Search Advocate Program

Initiated in 2007, OSU’s Search Advocate program enhances integrity, effectiveness, and diversity in the university’s hiring practices. Search advocates are OSU employees trained as process experts in search and selection. They complete a series of workshops addressing current research about diversity and cognitive bias, the changing legal landscape in hiring, inclusive employment principles, specific steps to strengthen each stage of the search process and effective approaches to participation on search committees in the advocate role.

In addition to offering at least one (and sometimes three or more) search advocate trainings each term on campus, workshops are offered by the Office of Equal Opportunity and Access statewide for OSU's Extension, Experiment Station, and Cascades colleagues, and to colleagues from other educational institutions and public agencies

All [Provost's Initiative](#) and [Tenured Faculty Diversity Initiative](#) search committees must include a tenured search advocate according to University policy. Search advocates are increasingly being asked to serve on other committees, even though their participation is not required; this trend is an indication of the value they provide to a search and selection process.

Search advocates engage with search committees throughout the search and selection process, beginning with position development, and continuing through the hiring decision and integration of the new faculty or staff member into the organization. At every stage, they serve as consultants/participants, advocating for the search process and helping committees identify practices that minimize the effects of unconscious, unintentional biases.

In partnership with search chairs, search committees and hiring officials, search advocates affirm OSU's high standard for excellent and inclusive search/selection practices.

To date, more than 1,000 individuals at Oregon State have been trained to serve as search advocates. Of that total, 850 individuals are active in helping search committees learn to recognize and reduce unconscious and unintentional biases, suggest ways to increase the validity of the standard search processes and focus on ways to enhance diversity throughout the search process.