

An aerial photograph of a modern university building at dusk, featuring a large brick and glass structure with illuminated windows. The scene is overlaid with vibrant, abstract, torn-paper-like shapes in shades of orange, purple, teal, and yellow. The text is centered over the image.

OFFICE OF INSTITUTIONAL DIVERSITY

— The First 100 Days —

Oregon State
UNIVERSITY

Office of Institutional Diversity: The First 100 Days

Oregon State University
June 2016

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Office of Institutional Diversity: The First 100 Days

Table of Contents

I. Introduction.....	1
II. Launching the Office of Institutional Diversity and the Interim Chief Diversity Officer Position	2
III. OID Charge and Social Justice Framework	4
a. Phased development plan.....	5
i. Phase I – 2015-2016 academic year	5
ii. Phase II – Close of 2015-2016 academic year through hiring of permanent CDO	6
iii. Phase III – Following hiring of permanent CDO.....	6
IV. Updates on Phase I Initiatives	7
a. Outreach and engagement with university departments, offices, and community members	7
b. Mapping institutional diversity and social justice initiatives.....	8
c. Launch of OID website and social media channels.....	9
d. Planning and coordination of quarterly town hall meetings.....	10
e. Bias Response Team and Bias Response Protocol.....	11
f. Collaboration with the Leadership Council for Equity, Inclusion and Social Justice.....	12
g. Supporting development of diversity and social justice learning modules for all Oregon State students, faculty and staff.....	14
V. Updates from Key University Partners on Equity, Inclusion and Social Justice Initiatives.....	14
VI. Updates from Colleges and Central Administrative Offices.....	15
VII. Diversity, Equity and Inclusion “Points of Pride”	15
VIII. References.....	16

Office of Institutional Diversity: The First 100 Days

Oregon State University

June 2016

I. Introduction

According to the National Association of Diversity Officers in Higher Education (NADOHE), a fundamental commitment to inclusive excellence embedded throughout higher education institutions is critical to the health and functioning of colleges and universities. Inclusive excellence starts at the highest level of administrative authority, is expressed prominently in institutional missions and strategic plans, and is supported through meaningful allocations of fiscal, human, and physical resources. (AASCU/NASULGC¹ Task Force on Diversity, 2005; Clayton-Pederson, O'Neill, & McTighe Musil, 2008; Leon, 2014; Williams, 2013; Williams, Berger, & McClendon, 2005; Williams & Wade-Golden, 2013).

The emergence of the chief diversity officer (CDO) position as a senior administrative role in colleges and universities reflects the critical need to expand representation across higher education among students, faculty, and administrators, as well as within the curriculum (Harvey, 2014). The strategies CDOs use for institutional transformation must be expansive while at the same time taking into account the expertise of existing senior leaders and advancing a diversity portfolio that reflects institutional values, mission, and culture (Stanley, 2014; Stevenson, 2014). Indeed, *all* higher education leaders should embody and demonstrate the critical values of equity, diversity, and inclusion and should enable entire campus communities to access and articulate the contributions of and the rewards gained from an inclusive learning and working environment.

During this academic year, the importance of creating an office and position whose singular focus is the advancement of equity, diversity, and inclusion at the institutional level has come into sharp focus.

In November 2015, students of color at Oregon State University organized a Speak Out to highlight issues of injustice and marginalization they and their peers experienced as members of the university community. President Ray and many university leaders listened to these experiences, and President Ray acknowledged the need to take steps to create a safer, more inclusive environment and ensure student success for *all* students. After further conversation with students and other members of the Oregon State community, and deliberate consideration, President Ray announced that a new office would be established to oversee the university's diversity, equity, inclusion and social justice efforts.

¹ American Association of State Colleges and Universities; National Association of State Universities and Land-Grant Colleges

The Office of Institutional Diversity (OID) was launched on February 1, 2016, and brought renewed emphasis, attention and energy to nurturing the development of an Oregon State community characterized in all it does by equity, fairness, respect and inclusion for all students, faculty and staff. The establishment of this new office was accompanied by a pledge of new resources to enable Oregon State to more strategically pursue this important work. Initial and current staffing for OID includes the interim CDO, the special assistant for strategic initiatives and an executive assistant.

During its first 100 days, OID identified and pursued an ambitious agenda, advancing important immediate priorities, establishing vital partnerships and planning future initiatives. This report is intended to introduce the Oregon State community to the principles guiding OID's efforts, provide an update on OID's efforts and initiatives, lay out OID's future vision and plans and perhaps most importantly, highlight important efforts being carried out by university departments and community members across the organization in an effort to enhance a more equitable and inclusive Oregon State.

This report is also intended to invite the community to engage in conversations and to spark potential initiatives, projects, collaborations and partnerships to advance these important efforts – every Oregon State community member has a role to play in creating an inclusive and equitable Oregon State.

OID is a work in progress. Efforts over the first 100 days have underscored that there is significant room for growth. As additional institutional needs and gaps are identified, OID will engage and develop capacity to create change and provide leadership for these vital initiatives at Oregon State.

II. Launching the Office of Institutional Diversity and the Interim Chief Diversity Officer Position

Conversations around equity, diversity, inclusion and social justice issues in higher education settings continue to gain prominence in light of recent national events and concerns raised by students and others. Universities are being challenged to examine whether they are sufficiently inclusive, do enough to address educational inequities and social injustice and appropriately meet the needs of the diverse communities they serve. An important consensus has emerged among many colleges and universities throughout the country: business as usual is unacceptable, and structural change is required to create learning institutions where the experiences and perspectives of all community members are recognized and valued. Oregon State University is actively engaged in this conversation and committed to strengthening our efforts.

Following the campus Speak Out in November 2015, President Ray reflected on next steps for the University: "We must do better, beginning now. We must change students' experiences and foster a community of greater inclusivity, racial justice and safety." In the days following the Speak Out, President Ray and other university leaders met with students,

staff and faculty to outline a plan to make diversity and equity a central priority of Oregon State University.

Following these wide-ranging conversations, in December 2015, [President Ray announced the creation of the Chief Diversity Officer position to lead a newly created Office of Institutional Diversity](#). The Chief Diversity Officer, President Ray detailed, would report to him and “oversee institutional change actions, initiatives and communications regarding diversity, equity and inclusion throughout all facets of our University.” He made clear that “more action will be required in the months ahead to position us to attain the equity, inclusion and social justice that we all seek for our community.”

In January 2016, [President Ray announced key appointments to lead the University’s diversity and equity initiatives](#):

- Dr. Angela Batista, who was serving as Associate Vice Provost for Student Affairs and Dean of Student Life, accepted President Ray’s invitation to serve as Interim Chief Diversity Officer and to lead OID.
- Angelo Gomez, formerly the Executive Director in the Office of Equity and Inclusion, was appointed to a new role as Special Assistant to the President for Community Diversity Relations, charged with building capacity for community engagement and connecting Oregon State to diverse communities locally and throughout Oregon.
- Clay Simmons, Oregon State’s Chief Compliance Officer, was asked to serve as Interim Executive Director of a new Office of Equal Opportunity and Access (EOA) to oversee all investigations regarding protected status discrimination, sexual harassment and sexual assault, affirmative action, and access and accommodations for differently abled individuals.

Finally, President Ray launched a newly re-organized and expanded Leadership Council for Equity, Inclusion and Social Justice, co-chaired by Dr. Brenda McComb, Senior Vice Provost for Academic Affairs, and Dr. Allison Davis-White Eyes, Director of Diversity and Cultural Engagement, to advise the President, the Chief Diversity Officer and the University, on ongoing and future initiatives and to serve as a key conduit for community feedback regarding university efforts.

Since February, OID, in close partnership with the Leadership Council and offices throughout the university, has worked diligently to define its scope of work, move forward on immediate priorities, develop a plan for the future and cultivate the conditions necessary for Oregon State to make immediate progress in the advancement of these vital initiatives while beginning to plan for the future.

III. Charge and Social Justice Framework

The Office of Institutional Diversity (OID) is charged with coordination and oversight of institutional change actions, initiatives and communications to advance diversity, equity and inclusion throughout all facets of Oregon State University. The work of the office advances more rapid progress toward the University's highest aspirations for social justice and a community characterized in all it does by inclusive excellence.

OID conducts its work by employing a social justice framework. This framework organizes the work of OID to enhance diversity, inclusion and equity at Oregon State University.

A social justice framework employs the following guiding principles:

- Focusing on examining structural inequity and the ways institutions have been established to intentionally and unintentionally exclude groups of people;
- Providing a structure for seeing and acting that resists unfairness and inequity;
- Paying attention to how people, policies, practices, curricula and every part of the organization can collaboratively work to create a more just community;
- Recognizing that society is a product of historical and institutionalized social categories including race, class, gender, ability and others; and
- Working to actively address dynamics of bias, oppression, and privilege.

This framework is applied by:

- Raising awareness,
- Working to identify the root causes for injustice,
- Creating capacity,
- Building networks and partnerships,
- Influencing decision-making across the institution,
- Monitoring outcomes and reporting on those through regular ongoing communication,
- Seeking to engage all members of our community in critical self-reflection and learning, and
- Engaging in self-reflection about our own socialization into patterns of oppression and unintended bias.

At the core of this framework is an understanding that OID works in collaboration with every department, office and individual on campus to move equity, inclusion and social justice initiatives forward. *Every* member of the university community plays a key role and *every* member of the community has responsibility to advance Oregon State's vision for inclusion and social justice, regardless of background or beliefs.

In pursuing its charge, the role of OID is not to assume responsibility for important work already being done, but to facilitate, coordinate and collaborate – to make connections and foster relationships necessary for social justice to take root in every part of the University.

a. Phased development plan

Advancing equity and inclusion initiatives at the institutional level must necessarily involve every college, department, program, office and other organization at the University. Recognizing the great task before it, OID has developed a three-phase plan for development of the office that prioritizes initiatives and establishes a framework for sustainable future growth and development:

- Phase I began with the formation of the office and will last through the end of the 2015-2016 academic year;
- Phase II will begin in summer 2016 and continue through the hiring of a permanent Chief Diversity Officer; and
- Phase III will begin following the hiring of a permanent Chief Diversity Officer.

i. Phase I – 2015-2016 academic year

During Phase I, OID has focused on the following initiatives:

- Reaching out to offices, departments, and campus groups as well as individual students, staff and faculty to build relationships and engage in conversations around diversity, equity, inclusion and social justice initiatives;
- Mapping university social justice initiatives;
- Launching a new website and social media channels to provide information and updates on ongoing initiatives, equity and social justice resources and a calendar of upcoming events;
- Organizing university town hall meetings to engage community members on issues of diversity, equity, inclusion and social justice;
- Coordinating the Bias Response Team and its work to:
 - Draft and finalize a university reported bias incident protocol,
 - Develop bias response outreach and training, and
 - Recommend a 24/7 bias response helpline;
- Supporting the work of the Leadership Council on Diversity, Equity and Social Justice and its work to:
 - Develop the overall structure of the OID office, expectations of the CDO role and the launching of a search and
 - Identify institutional needs and gaps and establish priorities for the 2016-2017 academic year based on this assessment;
- Consulting and collaborating with the Office of Academic Affairs on the development of faculty and staff training and initiatives;

- Supporting conversations and efforts regarding equity, inclusion and social justice learning for all entering Oregon State students; and
- Drafting a progress report to inform the community of OID's work and the accomplishments of the community.

ii. Phase II – Close of 2015-2016 academic year through hiring of permanent CDO

Phase II will focus on:

- Building capacity within the OID office;
- Creating a detailed inventory of equity, inclusion and social justice initiatives at Oregon State;
- Collaborating with the Leadership Council to identify institutional needs, gaps and areas for growth;
- Collaborating with the Leadership Council for Equity, Inclusion and Social Justice to establish benchmarks for progress;
- Developing a comprehensive communication plan to guide OID's growing engagement with the Oregon State community and external partners;
- Finalizing the reported bias incident report protocol and increasing awareness and engagement with the university Bias Response Team;
- Planning and coordinating the 35th Annual Dr. Martin Luther King, Jr. Celebration;
- Collaborating with research offices to gather data for assessment of key equity and inclusion measures;
- Supporting ongoing efforts to make diversity central to faculty hiring practices;
- Supporting and facilitating the capacity of Oregon State to deliver comprehensive equity, inclusion and social justice learning opportunities to all community members;
- Supporting campus offices in efforts to infuse equity and inclusion into job descriptions and performance evaluations;
- Supporting efforts to include diverse perspectives on all search and hiring committees;
- Collaborating on projects to expand the inclusion of diversity and representative perspectives into university publications and other media vehicles;
- Reaching out to the President's Board of Visitors for Community and Diversity and collaborating with the Special Assistant to the President for Community Diversity Relations to support its initiatives; and
- Collaborating with partners to explore alumni engagement strategies.

iii. Phase III – Following hiring of permanent CDO

Phase III will focus on the following potential areas as determined after the hiring of the permanent CDO:

- Developing an institutional strategic diversity plan;
- Supporting ongoing efforts to recruit and retain diverse faculty, staff and students;
- Identifying funds for new initiatives;
- Cultivating gifts from prominent alumni and community members to support equity, inclusion and social justice initiatives;
- Writing private, corporate and federal grant proposals to support innovative university programs and studies;
- Conducting ongoing campus climate studies;
- Conducting demographic studies;
- Conducting salary equity analyses; and
- Offering institutional diversity awards and events that celebrate diversity as key component of Oregon State’s culture.

These targets may shift over the next year as the office continues to develop and depending on the timeline for naming the permanent CDO. However, this phased plan is intended to provide a roadmap to guide OID’s efforts and to direct resources towards the important work before the Oregon State community.

IV. Updates on Phase I initiatives

As Oregon State nears the end of the academic year, OID has an opportunity to reflect on the status of its Phase I initiatives and identify areas for further development.

a. Outreach and engagement with university departments, offices and community members

A vital first step for the new office was and is community engagement and relationship building. Following the launch of OID, staff members have met with more than 40 university offices, departments and community members to discuss ongoing efforts, future partnerships, feedback, concerns, thoughts and ideas. In the first 100 days, OID staff members have met with (or will shortly meet with):

- Diversity and Cultural Engagement team members;
- Students and staff from all seven cultural resource centers;
- Leaders from offices, divisions and departments across the university, including Human Resources, Finance and Administration, University Relations and Marketing, the OSU Foundation, the OSU Alumni Association, Equal Opportunity and Access, Academic Affairs, Student Affairs, Institutional Research, Office of the General Counsel, Undergraduate Studies, the Graduate School, Outreach and Engagement, Office of Student Life, College of Business, College of Science, College of Liberal Arts, Ethnic Studies and Women, Gender, and Sexuality Studies and many others;

- Leaders within the Faculty Senate and the Faculty Senate Diversity Council;
- Principal investigators for the NSF ADVANCE program;
- Members of the Association for the Advancement of Faculty of Color (AFAPC) and the President’s Commission on the Status of Women (PCSOW); and
- More than 30 students, staff and faculty members to discuss increased resources for social justice initiatives, needs and gaps within the institution, bias incident response policies, mentorship opportunities, ways to get involved, training opportunities and community outreach prospects, among many other topics.

Additionally, the interim CDO has made (or will shortly make) presentations to discuss OID’s ongoing initiatives to institutional leaders from the:

- President’s Cabinet,
- Provost’s Council,
- Leadership Council on Equity, Inclusion and Social Justice and
- President’s Board of Visitors for Community and Diversity.

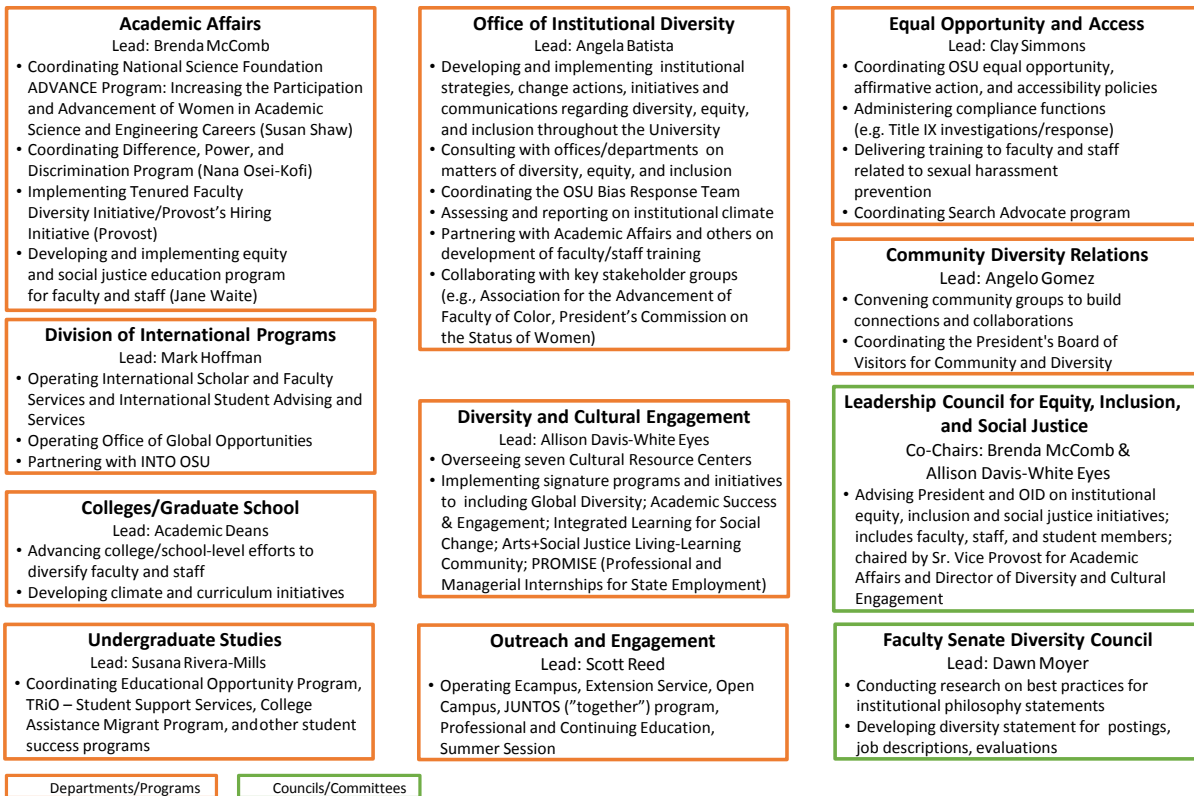
These meetings and presentations are an essential component of OID’s efforts to “take the temperature” of the university, create connections and increase capacity for future collaboration across the University. They are also an important opportunity for OID to fulfill its function as “in-house consultants” for current and future initiatives to help align and coordinate work across the University. Continued outreach of this nature is a permanent, ongoing function of OID.

b. Mapping institutional diversity and social justice initiatives

Among OID’s first tasks was to gather information in order to create a map of ongoing diversity, equity, inclusion and social justice initiatives at Oregon State. Information for this initial inventory has been created through review of data and organizational reports and individual meetings with community members and key stakeholder groups.

Working from an understanding of these initiatives is essential to coordinating efforts, building collaborations and identifying institutional needs and gaps effectively. The chart outlined below is intended to represent a “thirty-thousand-foot view” of related work within a larger institutional context:

Oregon State University
Institutional Equity, Inclusion, Diversity and Social Justice Initiatives



This chart illustrates the breadth of ongoing institutional diversity, equity, inclusion and social justice work at Oregon State and reveals opportunities for areas for expanded communication and collaboration. The chart demonstrates an important role for OID to provide institutional coordination and alignment of this important work.

c. Launch of OID website and social media channels

OID has built a strong online presence to communicate with the Oregon State community and external partners at <http://leadership.oregonstate.edu/diversity>. The website includes feature stories regarding key office initiatives, provides visitors with important context and information regarding the formation of OID, lays out a social justice framework that serves as the theoretical and practical basis for the institutional strategy and provides details regarding the Leadership Council for Equity, Inclusion and Social Justice. The site additionally provides information regarding the university's Bias Response Team and response procedures, which are explained in further detail below. OID also communicates with the community regarding upcoming OID events through feature stories published on the front page of the website.

OID maintains a strong social media presence through its Facebook page at: <https://facebook.com/osudiversity> and a Twitter account under the username, **@OSUDiversity**. OID will concentrate efforts on leveraging its social media presence to better communicate with students and other communities about ongoing efforts and initiatives. All community members are encouraged to engage with the office on social media by tagging the OID account and using the hashtag, **#WeAreOregonState**.

d. Planning and coordination of quarterly town hall meetings

Following the student-led Speak Out in November, President Ray pledged to hold quarterly town hall meetings as a way for community members to come together and share feedback, comments and concerns with university leaders on issues of climate, social justice, equity, inclusion and diversity. OID has taken leadership of the planning and coordination of the town halls.

The first, winter-term town hall, held on February 29, 2016, took place in the Learning Innovation Center and was organized as an opportunity for community members to share feedback with President Ray and the interim CDO. The town hall was streamed live online, allowing Oregon State community members outside of Corvallis to participate.

Approximately 150 community members attended this event in person. Participants provided comments on issues regarding resources for veteran and differently-abled student centers, the need for staff and faculty social justice training and learning and the need for accountability for the Chief Diversity Officer position, among other important comments and concerns.

Following the event, OID staff reached out to and met with town hall participants to follow up on comments and concerns and discuss ideas for improvement. A full recording of the winter-term town hall is available on [OID's website](#).

The spring-term town hall was held on May 4, 2016, in the Memorial Union Horizon Room. This town hall was structured to receive community input on the development of student diversity learning modules that will be introduced for all entering Oregon State students in fall 2016. Messages to the community prior to the town hall invited reflection on the proposed module content and noted the many avenues to provide feedback and discussion.

Over 150 Oregon State community members attended the spring-term town hall, engaging in table discussions facilitated by members of the team developing the learning modules led by Dr. Jennifer Dennis, Vice Provost and Dean of the Graduate School. Additional time was provided for open comments and questions, which included feedback and questions about the learning modules. Community members also shared comments about various other issues, including the sustainability of current institutional efforts and suggestions to continue education and learning for students, faculty and staff throughout the year.

Looking forward, OID plans to convene a community work group composed of students, staff and faculty to assist with the format and planning of future town hall events.

e. Bias Response Team and Bias Response Protocol

Following the Speak Out, President Ray pledged to create resources for the Oregon State community to address reported bias incidents. The Bias Response Team (BRT) was created to develop and manage Oregon State's reported bias incident protocol and to direct the university's response to reported bias incidents. The BRT is responsible for applying the Bias Response Protocol and coordinating incident follow-up. The BRT membership is composed of a core group of administrators representing key departments; experts and consultants may be consulted as needed. Current BRT members include:

- Teresita Alvarez-Cortez, Office of Student Life
- Angela Batista, Office of Institutional Diversity
- Denson Chatfield, Department of Public Safety
- Allison Davis-White Eyes, Office of Diversity and Cultural Engagement
- Yesenia Gutierrez, Office of Equal Opportunity and Access
- Clay Simmons, Office of Equal Opportunity and Access
- Scott Vignos, Office of Institutional Diversity

Over winter and spring term, the BRT has been working to develop a comprehensive reported bias incident protocol to guide its work and the university's response when bias incidents are reported. A proposed draft of this protocol is currently under review and will be made available for community comment soon.

Under the reported bias incident protocol, the BRT operates in a manner similar to the University Student Care Team and Threat Assessment Team. The BRT receives reports of bias incidents through an online form (located at <http://biasincidentreport.oregonstate.edu>) and community referrals. Reports are quickly evaluated to determine appropriate referrals and, when appropriate, the BRT coordinates an institutional response.

Responses vary depending on the severity and context of the reported incident, and the BRT works in close coordination with many campus offices, including the offices of the General Counsel and University Relations and Marketing, when recommending a response. Data regarding frequency and features of reported bias incidents are also collected. These data will inform the development of future University climate-related diversity, equity, inclusion and social justice initiatives and will be reported on the OID website.

Additionally, the BRT is in the final stages of selecting a vendor to provide 24/7 support for community members who are impacted by bias incidents. Providing this resource will ensure that support is available at all times to community members and provides an avenue for the BRT to be made aware of quickly developing situations outside of business hours.

During its first months, the BRT has received and coordinated responses for reported bias incidents related to the following general themes:

- Experiences of bias and exclusion in the classroom,
- Posters in academic buildings targeting communities of color,
- Individuals espousing homophobic and transphobic viewpoints on campus property and on social media,
- Anti-Semitic posters sent to networked campus printers throughout the University,
- Chalking targeting Muslim, immigrant, and indigenous communities, and
- Questions about free speech and potential hate speech on campus.

Responses to these incidents have included internal and external messaging about community concerns, referrals to the Office of Equal Opportunity and Access for evaluation of potential violations of the university's discriminatory harassment and other policies and one-on-one meetings with impacted individuals and departments to collaboratively respond to and follow-up on reports. In responding to reported bias incidents, the BRT is in continual assessment and has already learned important lessons for further development and improvement of its capacity to provide care and timely responses to reported incidents. Over the summer, the team will engage in training and develop outreach campaigns for implementation during the next academic year to increase awareness and engagement with the bias incident response process.

Overall, a strong consensus has emerged that the BRT and bias response protocol are essential new university resources that positively impact campus climate and advance Oregon State's ongoing diversity, equity, inclusion and social justice initiatives. Resources related to reporting and interrupting bias incidents will also be included in the student diversity learning modules and in staff and faculty training efforts.

f. Collaboration with the Leadership Council for Equity, Inclusion and Social Justice

The Leadership Council for Equity, Inclusion and Social Justice was re-launched and expanded by President Ray in February 2016. The Council is charged with bringing focused energy to University-wide planning and implementation of equity and diversity efforts. The Council advises the President, the Provost, the Chief Diversity Officer and other university leaders and works to shape and guide a deliberate institutional strategy to provide comprehensive leadership and investments in equity, inclusion, diversity and social justice initiatives throughout the university. The Leadership Council is coordinated by the OID and its current members are:

- Sami Ahmad Al-Abdrabbuh, Graduate Student
- Sam Angima, Professor and Assistant Dean in the College of Agricultural Sciences

- Scott Ashford, Dean of the College of Engineering
- Mike Bailey, Professor in Computer Science and Immediate Past President of the Faculty Senate
- Angela Batista, Interim Chief Diversity Officer
- Jeff Baxter, Graduate Student
- Susie Brubaker-Cole, Vice Provost for Student Affairs
- Queen Dash, Student and former ASOSU Director of Diversity Programs
- Allison Davis-White Eyes, Council Co-chair and Director of Diversity and Cultural Engagement
- Jennifer Dennis, Vice Provost and Dean of the Graduate School
- Haniya Ferrell, Student and Dialog Educator
- Angelo Gomez, Special Assistant to the President for Community Diversity Relations
- Mark Hoffman, Vice Provost for International Programs
- Rebecca Johnson, Vice President for OSU-Cascades
- Brenda McComb, Council Co-chair and Senior Vice Provost for Academic Affairs
- Leonara Rianda, Office Specialist in Ethnic Studies and President of SEIU Local 503
- Susana Rivera-Mills, Vice Provost and Dean of Undergraduate Education
- Tristen Shay, Academic Advisor in the College of Liberal Arts
- Susan Shaw, Professor and Director of the School of Language, Culture and Society
- Clay Simmons, Interim Executive Director of Equal Opportunity and Access and Chief Compliance Officer
- Scott Vignos, Special Assistant for Strategic Initiatives in the Office of Institutional Diversity

The Council has met monthly since February to discuss efforts and to advise OID as it set initial priorities. The Council is currently working to identify institutional needs and gaps in order to recommend strategic priorities for Phase II of OID's work. Additionally, the Council formed two subcommittees, composed of Leadership Council members and external community members, to engage on the following tasks:

- Drafting a proposed CDO position description for review by the full Leadership Council and, ultimately, presentation for consideration by the President and University community in preparation for the search for a permanent chief diversity officer and
- Working to identify potential opportunities to engage faculty and staff and also advising the team of faculty and staff members charged with developing the staff/faculty learning modules for implementation in fall 2016.

The Leadership Council will continue to serve as an important vehicle for community input into OID's work and as an advisory body to the President, the Provost and OID on the vital work before it.

g. Supporting development of diversity and social justice learning modules for all Oregon State students, faculty and staff

Following the Speak Out, President Ray pledged to dedicate resources to the development of diversity and social justice learning programs for all Oregon State students, faculty and staff. These programs are intended to help all Oregon State community members to understand concepts of equity and inclusion and to provide a context for the importance and necessity of the university's efforts in this area. This learning is essential for every Oregon State community member to have the background and tools necessary to effectively engage in the important work of making Oregon State a community characterized by inclusivity and equity.

Two work groups – one focused on staff and faculty learning and the other on student learning – have been charged with developing modules for implementation in fall 2016.

The faculty and staff learning work group is being led by Jane Waite, Senior Associate for Social Justice Engagement and Learning, under the direction of Brenda McComb, Senior Vice Provost for Academic Affairs.

The student learning work group is led by Dr. Jennifer Dennis, Vice Provost and Dean of the Graduate School. The work groups are composed of students, staff and faculty experts from across the university, and both working groups will complete a plan for student learning and staff and faculty learning at the conclusion of this academic year for implementation in fall 2016. OID has provided guidance and consultation and will continue to support the efforts of both working groups by providing avenues for feedback and coordination of institutional resources.

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

As part of the realignment creating OID in January 2016, President Ray tasked the Office of Equal Opportunity and Access and the Special Assistant for Community Diversity Relations to carry out related essential functions to advance Oregon State's equity and inclusion efforts in the areas of civil rights, policy compliance and external community outreach. In addition to the Office of Institutional Diversity, the Office of Equal Opportunity and Access and Community Diversity Relations efforts, many other university offices and departments are deeply engaged in advancing equity, inclusion and social justice on campus.

Appendix A includes updates from several key offices and programs on efforts undertaken during this academic year.

VI. Updates from Colleges and Central Administrative Offices

In addition to initiatives being advanced by key university offices, colleges, central administrative offices and the OSU-Cascades campus are also undertaking important efforts of advance equity, inclusion and social justice. OID will continue to engage with these important stakeholders to create connections and capacity to coordinate this work at the institutional level.

Appendix B includes updates from colleges, central university offices and the OSU-Cascades campus.

VII. Diversity, Equity and Inclusion “Points of Pride”

This year, OID sought to collect “Points of Pride” from Oregon State community members to update OID on ongoing efforts to advance equity, inclusion, diversity and social justice at the University. Potential items could include training initiatives, positions and programs designed to promote access, diversity and equity, scholarships, one-time events and speakers and related curriculum and policy changes. OID encouraged offices to think broadly about their accomplishments. These “Points of Pride” will be shared with the community along with this report.

Appendix C includes “Points of Pride” submitted by Oregon State community members.

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Appendix A

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

Appendix A

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

ADVANCE.....	1
Community Diversity Relations	2
Difference, Power, and Discrimination (DPD Program)	3
Division of Student Affairs.....	4
Diversity and Cultural Engagement (DCE)	5
Equal Opportunity and Access (EOA)	8
Search Advocate Program	8

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 [short description recommended]
 - 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.

Appendix B

Updates from Colleges and Central Administrative Offices

Appendix B

Updates from Colleges and Central Administrative Offices

College of Agricultural Sciences	2
College of Business (COB).....	2
College of Earth, Ocean and Atmospheric Sciences (CEOAS).....	2
College of Education (COE).....	3
College of Engineering (COE).....	4
College of Forestry (COF)	5
College of Liberal Arts (CLA)	5
<i>School of Arts and Communication (SAC)</i>	6
<i>School of History, Philosophy and Religion (SHPR)</i>	6
<i>School of Language, Culture, and Society</i>	7
<i>School of Psychological Sciences</i>	8
<i>School of Public Policy</i>	8
<i>School of Writing, Literature, and Film</i>	9
College of Pharmacy (COP).....	10
College of Public Health and Human Sciences (CPHHS)	10
College of Science (COS).....	10
College of Veterinary Medicine.....	11
Honors College (HC)	11
Graduate School.....	13
Undergraduate Studies	15
Outreach and Engagement (O&E).....	15
Extended Campus.....	15
Finance and Administration	16
Information Services	16
OSU-Cascades.....	16

College of Agricultural Sciences

- Following guidelines for Provost Hiring Initiatives for all ongoing searches;
- Changing Position Descriptions to include faculty senate approved language;
- Asking faculty what they have done in this area during Periodic Review of Faculty (PROF); and
- Supporting Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS), Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), College Assistance Migrant Program (CAMP) camps and Louis Stokes Alliance for Minority Participation (LSAMP).

College of Business (COB)

- Following guidelines for Provost Hiring Initiatives for all ongoing searches;
- Contracting with an external consultant to provide training with an opt out opportunity;
- Completed a series of focus groups of COB students with the goal of understanding how students view cultural competency, its relevance to business education, and how well they believe the college promotes cultural competency. We are using student focus group feedback to inform our plans and activities;
- Hosted three cultural competency workshops (February 19, April 21, April 22) for faculty and staff, designed to help enhance their cultural competency skills; faculty training also included exercises and discussion to support faculty in teaching their students cultural competency;
- Offer several K-12 outreach programs that promote business and entrepreneurial skill development and financial literacy in underserved schools, including schools that have high percentages of students eligible for free and reduced lunch;
- Hosted a diversity in the workplace panel on May 20 in Corvallis and invite faculty, staff, students and alumni;
- Hosted a networking luncheon on May 20 in Corvallis to provide mentoring opportunities for women and underrepresented racial and ethnic minorities;
- Hosted a networking event on May 23 in Portland (in collaboration with Pricewaterhouse Coopers) focused on advancing women's business leadership; and
- Have several faculty whose research advances underrepresented populations in business and business leadership.

College of Earth, Ocean and Atmospheric Sciences (CEOAS)

- Established Diversity Task Force;
- Changing Position Descriptions to include equity and inclusion activities;
- Including equity and inclusion as part of faculty reviews;
- Hired faculty diversity coordinator and a teaching assistant (TA) diversity coordinator;
- Specifically recruiting female faculty;

- Doing outreach activities over summer to 4-H camps for Hispanic and Native American youth;
- Financially sponsored attendance of Native Americans scientists at Coastal and Estuarine Research Federation conference in Portland in November 2015;
- Sending two professional faculty to SACNAS conference every year;
- Completed an analysis of diversity in the Earth Sciences and following up with some recommendations;
- Strategizing to continue the Increasing Diversity in Earth Sciences project to allow ongoing mentorship of underrepresented minorities in research;
- Modifying faculty search process to align with Provost Hiring Initiatives for new searches; and
- Dean completed Search Advocate training and will complete ADVANCE training in August and September 2016.

College of Education (COE)

- Following guidelines for Provost Hiring Initiatives for all ongoing searches for tenure track hires and instructors;
- Changing Position Descriptions to include faculty senate approved language;
- As part of our annual PROF reviews, ask faculty to describe how they have addressed diversity and equity in their professional roles;
- Through our informal Social and Environmental Justice in Education Work Group continue to promote professional development in this area, including organizing a screening of *I Learn America* in partnership with CAMP and INTO OSU;
- Promoting attendance at Social Justice Training Institute;
- Will support two OSU cohorts of teaching fellows in secondary mathematics or science through a Noyce Teaching Fellows project funded by a six-year NSF grant to support;
- Received Women's Giving Circle Grant to help low income teacher candidates and candidates of color with licensure and mandated licensure exam fees;
- Organized a panel of teachers and teacher candidates at the State English Learners Alliance Conference to discuss recruiting and sustaining bilingual teachers in Oregon schools;
- OSU's Outreach and Engagement Colloquium: award for Synergies project; poster session included Families Involved in Education Sociocultural Teaching and STEM (FIESTAS) and Bilingual Teacher Recruitment and Retention project;
- FIESTAS honored by the White House Initiative on Educational Excellence in September 2015, along with JUNTOS (Spanish for "together"), Oregon Leadership Institute and Tech Wizards;
- NSF-Advancing Informal STEM Learning (AISL) grant to continue Synergies informal STEM learning for youth in the diverse, under-served Parkrose neighborhood of Portland;
- Institute of Education Services (IES) and Spencer grant funded researcher-practitioner partnership with Oregon Department of Education to study longitudinal educational outcomes for K-12 students ever identified as English learners;

- Collaborating with Corvallis School District to bring the World Peace Game Camp to Linus Pauling Middle School in Aug. 2016, after conducting the World Peace Game at Hoover Elementary in 2014-15;
- Instructors Winston Cornwall and Mike O'Malley won the Phyllis Lee Award in 2016 and 2013 respectively;
- Our Strategic Plan includes goals related to diversifying the educator workforce through recruiting and retaining both candidates and faculty that mirror the state's demographics;
- Launched new programs with a focus in social justice: Beaverton Master of Arts in Teaching (MAT), Clinically Based Elementary; Language, Equity and Educational Policy (LEEP) PhD option; Social Justice and PK-12 English for Speakers of Other Languages (ESOL) EdM options;
- Collaboration with more than eight units to support *First Generation* film screening and panel;
- All-College meetings each include a different focus on social justice in education;
- Participating in state wide conversations about equity in education, including the Oregon Education Equity Summit through the Oregon Chief Education Office;
- Coordinated support for the Corvallis Multicultural Literacy Center through collective donations by University Leadership;
- Adult Education and Higher Education Leadership (AHE) hired new tenure line faculty to increase instruction and research on social justice in the discipline;
- Two new faculty members joined us in 2015-16 who both have research agendas focused on bilingual dual language education; one of them was hired through the 2014-15 Provost Initiative on Advancing Student Success through the Lens of Equity, Inclusion & Diversity; and
- Communications focused on engaging and recruiting low income students and students of color.

College of Engineering (COE)

- All schools incorporated training on implicit bias in their fall faculty retreats;
- Outside consulting group (Kardia Group) worked with COE Leadership, COE Faculty status committee and OSU leaders in diversity/inclusion, and delivered a workshop for faculty and staff (Dec. 2-3, 2015);
- Changing Position Descriptions to include faculty senate approved language;
- Kardia Group contracted to work with faculty in Mechanical, Industrial and Manufacturing Engineering (MIME) through National Science Foundation-funded Transforming Engineering Culture to Advance Inclusion and Diversity (TECAID) project focused on diversity/inclusion (TECAID team ran a pilot workshop for MIME faculty and staff on May 6);
- Chemical, Biological, and Environmental Engineering (CBEE) NSF-funded Revolutionizing Engineering Departments (RED) team has formed Equity & Inclusion task force in the unit; and

- Will work further with Kardia group to deliver equity/inclusion training opportunities for all faculty and staff in COE for next academic year, and to deliver a baseline climate survey focused on related issues or concerns.

College of Forestry (COF)

- Strengthening Education and Employment for Diverse Students (SEEDS) internship support for underrepresented minorities;
- Changing position descriptions to include faculty senate approved language;
- Addressing diversity issues in PROFs;
- Engagement with Oregon's Tribal Elders for their input on ways to make new Peavy Hall culturally relevant for Native Americans;
- Support for the Diverse Perspectives in Forestry Group (student-led effort);
- Formation of a Diversity, Equity and Inclusion Committee to align College and campus efforts;
- Lead on the OSU STEM Initiative for Native American High School Graduates;
- Cultural Inclusivity Workgroup for the Oregon Forest Science Complex building planning;
- Enhanced Recruiting of Under-Represented Minority (URM) Faculty and Students (report forthcoming);
- US Department of Agriculture (USDA) and Renewable Materials Multicultural Scholars Program;
- Women in the Woods, network for undergraduate and graduate students, faculty and professionals;
- Women Owning Woodlands Networks (WOWNet), network for landowners coordinated by the COF Extension Program; and
- New position being drafted: Diversity Program Coordinator for SEEDS, OSU STEM Leaders Program and URM Recruitment and Retention.

College of Liberal Arts (CLA)

- Has developed a formal leadership training/experience pipeline for underrepresented faculty ;
- Host college for the OREGON STATE ADVANCE NSF grant;
- Host college for the Difference, Power and Discrimination (DPD) program;
- Faculty are involved in shaping the Social Justice Education Foundational Curriculum;
- All Position Descriptions are currently under modification to include faculty senate approved language;
- Extended faculty liaison relationships with Educational Opportunities Program (EOP), the Cultural Centers, Diversity & Cultural Engagement (DCE);
- Sponsorship of a wide range of diversity-relevant cultural events on campus, including most recently the Stone Award for Lifetime Literary Achievement going to the nation's most prominent African American poet, Rita Dove;
- CLA is potential host of the newly refashioned International Degree Program major and minor, potentially housed in World Languages and Culture (WLC);

- Host college of the Ethnic Studies program (ES);
- Host college of the Women, Gender and Sexuality Studies program (WGSS); and
- CLA hosts the Jump Start Arts program each summer, which includes targeted diversity student opportunities.

School of Arts and Communication (SAC)

- Added Art 406 Community Arts course to teach community engagement to art students who connected with Tillamook High School art classes for a project, and included two bus trips for SAC art students to work with students there and one bus trip for the high school students to visit OSU. They work in a different Oregon community each time it is taught. This was highlighted on the cover of the spring 2016 Outreach and Engagement newsletter;
- OSU Theatre hosted a reading of “La Gringa,” the longest running off-Broadway Spanish language play; and Milagro Theatre’s bilingual play by Olga Sanchez, “Broken Promises,” as part of the Latin@ Theatre Project;
- SAC cohosts with Spring Creek Project the premiere of “Heart of a Forest,” by artist Paul D. Miller, aka DJ Spooky. The piece will be performed by SAC’s Wind Ensemble;
- Fairbanks Art Gallery presents diverse art exhibitions, recently including “Contemporary Japanese Prints” and artist Nigel Poor’s “The San Quentin Prison Report Archive Project: A collaboration between the arts and men from San Quentin Prison;”
- Music a’ la Carte hosts diverse performances each Friday at noon that are free and open to the public; and
- SAC’s Jumpstart precollege art camp offers scholarships to underrepresented and disadvantaged students.

School of History, Philosophy and Religion (SHPR)

- Support Professional and Managerial Internships in State Employment (PROMISE) interns;
- Anarres Project for Alternative Futures organized by Joseph Orosco and Tony Vogt;
- Citizenship and Crisis Initiative directed by Chris Nichols;
- Holocaust Memorial Week organized by Paul Kopperman;
- Hundere Endowment in Religion and Culture, including sponsorship of recent visit by Dr. Larycia Hawkins, controversial terminated faculty member from Wheaton College for wearing a hijab, who spoke on Muslim/Christian relations;
- OSU Disability Network organized by Stephanie Jenkins;
- Phronesis Lab organized by Shari Clough;
- Spring Creek Project directed by Charles Goodrich; and
- Program for Ethics, Society, and the Environment.

School of Language, Culture, and Society

- Principle Investigators (PIs) for OREGON STATE ADVANCE;
- Recognition of diversity impact of entire WGSS and ES curricula;
- Faculty participation on key university committees leading diversity efforts (e.g. Leadership Council for Diversity and Inclusion, committee to develop faculty and staff training around social justice and diversity, DPD advisory board, etc.);
- Queer Archives, cofounded and codirected by Bradley Boovy;
- PhD in WGSS starting this fall;
- International Film Festival;
- Queer Film Festival;
- Travel seminars (women in resistance in Guatemala, queer studies in Greece seminar, feminist London, spiritual pilgrimages in Spain, Chile, Costa Rica and Puerto Rico);
- Medical work with refugees in Iraq by Mehra Shirazi;
- *Feminist Formations* (one of the top journals in WGSS) moving to OSU this fall;
- Our new WGSS hire, H Rakes specializing in women of color feminisms, queer of color critiques, trans studies and disability studies;
- Social Justice Studies minor;
- Arts and social justice initiative (including collaboration with the Arts + Social Justice Living-Learning community);
- DPD and Cultural Diversity classes;
- Faculty participation in multiple national and international conferences addressing social justice and diversity;
- Faculty publications, emphasizing diversity and social justice;
- The entering College Student Services Administration (CSSA) cohort begins their experience with a social justice retreat;
- Consulting work outside OSU on social justice issues by a number of faculty;
- Community participatory work with Somali refugees in Portland led by Mehra Shirazi;
- Creation of new WLC B.A. focused on social justice applications of language and culture study;
- All CSSA students have a required Multicultural Issues course;
- Spanish for Native/Heritage speakers program to support the needs of Spanish-speaking students;
- Creation of WLC engaged learning experiences (field trips, projects, etc.) that bring OSU students in contact with diverse communities throughout the state (fotografía crítica project, visits to Mt. Angel and the Portland Mercado, etc.);
- Little Gallery exhibits that highlight the art of diverse cultures;
- Representation on advisory boards of the Pride Center, Centro Cultural César Chávez, and DPD program; and
- Social Justice Tour of Corvallis developed and led by Natchee Barnd

School of Psychological Sciences

- Majority of curriculum involves at some level issues of diversity, prejudice, human differences or related topics;
- Contemplative Studies Initiative;
- Unique classes on weight bias and disability studies;
- Internship program working with a variety of regional agencies, including locations focused on troubled and disadvantaged youth;
- Piloted use of personalized and adapted learning in an effort to boost student achievement in Intro to Psychology;
- Arranged with the publisher of Intro to Psychology textbooks to provide books free of charge to Pell Grant eligible students;
- Faculty involved in the Search Advocate program, DPD, Provost Council on Equity Inclusion, OSU Disability Network, etc.; and
- Faculty collaborate with Counseling & Psychological Services (CAPS) to identify trends in student mental health.

School of Public Policy

- Actively pursued and hired through Tenured Faculty Diversity Initiative (TFDI) initiative. New faculty have expertise in social class, minority, and first generation experiences in higher education;
- Actively pursue and matriculate international and diverse graduate student body, including McNair scholars, United States Agency for International Development (USAID) and Fulbright scholars;
- Develop and deliver multiple DPD courses in all three undergraduate programs including (but not limited to) the Economics of Discrimination, Gender and Race in Political Thought, and Social Inequality;
- Graduate program outcomes include, “A commitment to both domestic and international diversity, which will allow our students to navigate an increasingly interconnected world, work with stakeholders from various backgrounds, and address policy fields that are relevant to a variety of different populations;”
- Mandatory diversity training for all Masters in Public Policy (MPP) and PhD in Public Policy students;
- Organization and support of Annual Social Justice Conference as part of the Holocaust Memorial Week (in cooperation with SHPR);
- Panel discussion on confronting stereotypes about Islam organized by MPP students and MPP advisor;
- Faculty member serves on the American Economic Association’s Committee on the Status of Women in the Economics Profession. The goal is to identify effective methods for increasing female participation in the discipline;
- Faculty member has a United States Department of Agriculture USDA grant (2013-17) that involves student diversity internships and summer field schools with Tuskegee

University (historically black) and University of Alaska-Fairbanks (minority serving institution);

- Created ECON 480/580 Labor Economics and Social Policy, which includes topics on discrimination, education, health and other topics related to social justice, equity and diversity;
- Sociology advisor asked to talk with advising professionals about working with gender variant students and supporting student athletes who are often students of color from low socioeconomic backgrounds;
- Helped with creation of first-generation student network, including creation of story database. Created and promoted faculty and student panels related to first generation experiences;
- Sociology faculty research on success of first generation and minority college students;
- Oregon Policy Analysis Lab (OPAL) projects related to best practices for serving the homeless LGBTQ+ community in Corvallis, and Corvallis School District issues related to procedural justice and cultural bias;
- Develop and promote international experiences for students including Cuba, Canada and London;
- Teaching/outreach in state and federal prisons, including collaborative writing and civic engagement projects; and
- Gentrification and social justice tours of Portland, soon to be a Continuing Legal Education (CLE) course co-sponsored with Portland Business Alliance.

School of Writing, Literature, and Film

- Appointed an Internship and Outreach Coordinator for the graduate programs, who is arranging internships that will place students in internships doing such work as: (a) teaching literature and writing at Oak Creek Youth Correctional Facility; (b) working with DCE on workshops on “telling your story”; (c) providing literary feedback on manuscripts written by inmates at San Quentin Correctional Facility;
- Working on a similar position for the undergraduate level;
- Currently arranging a search to fit the criteria of the Tenured Faculty Diversity Initiative;
- Drafting an endowed post-doctoral or visiting assistant professor position on underrepresented/emerging literary cultures;
- Reinvented the English major survey sequences to include a new sequence in “Literature of the World,” which includes sections on (a) Mesoamerican/Caribbean literatures; (b) Asian literatures; (c) European literatures; and (d) Middle Eastern literatures;
- Reinvented ENG 221: African-American Literature and ENG 260: Literature of American Minorities;
- Hired an assistant professor in literacy studies, with a specialization in Latin@ linguistics, translation, and migrant-rights activism;
- Hired an assistant professor in Latin@ literature; and
- Outreach into local and Portland schools in connection with the awarding, to poet Rita Dove, of the Stone Award.

College of Pharmacy (COP)

- Provide hands-on research experience to high achieving high school students from socially or economically disadvantaged backgrounds;
- Student-led health fairs at events such as Mi Familia and Vietnamese New Year;
- Offering COP's Early Assurance admissions program at key feeder schools with greater student diversity; and
- Changing Position Descriptions to include faculty senate approved language.

College of Public Health and Human Sciences (CPHHS)

- Student recruitment efforts emphasizing diversity;
- Include social justice issues in the curriculum;
- Collaborating across the division on diversity hires;
- Have an active Equity, Inclusion and Diversity (EID) Enhancement Team comprised of students, staff and faculty including our four recent Provost's Initiative hires;
- Have dedicated full time equivalent FTE assigned to EID leadership;
- Hosting College-wide Equity, Inclusion and Diversity Symposium in May with a 'Beyond Business as Usual' focus;
- Gathered response from close to 850 students who voiced their ideas and experiences about equity, inclusion, diversity and social justice in our first annual CPHHS Climate Survey giving us a good baseline measure and providing guidance for planning efforts;
- Infusing DPD and social justice content throughout our curriculum;
- Integrated Faculty Senate approved language into position descriptions;
- Developed and adopted documents providing support on how to report EID activities on PROFs; and
- Developing pathway programs for recruitment of under-represented faculty and students.

College of Science (COS)

- Changing Position Descriptions to include faculty senate approved language;
- Following guidelines for Provost Hiring Initiatives for all ongoing searches;
- Supporting Mi Familia Weekend;
- Inviting outside speakers to campus to support social justice efforts;
- Supporting diverse student organizations, including participating in and supporting LGBTQ events, Black Graduate Student Association events, LSAMP, and Science & math Investigative Learning Experiences (SMILE);
- Attending events such as Take Back the Night;
- Seeking grants that support diversity efforts (Noyce Teaching Fellow project, OSU Science, Technology, Engineering and Math[STEM] Leaders);
- Outreach through conference attendance and by participating on panels e.g., SACNAS attendance and panel participation related to mentoring and career success requested by Committee on Minorities for upcoming 2016 Joint Statistical Meetings (JSM);

- Hosting conferences, e.g., Conference for Undergraduate Women in Physics, Jan. 2016, Infinite Possibilities Conference, Mar. 2015;
- Promoting training, e.g., OREGON STATE ADVANCE Working Group seminar and Jennifer Dennis met with our leadership team and discussed best practices for pipeline programs to enhance diversity and create a culture of a welcoming and success;
- Launched a Diversity Working Group as part of our 2015-2020 Strategic Plan. This team will examine ways to enhance diversity recruiting in our graduate programs and the diversity of our faculty and staff, especially through the searches that are currently underway; and
- The College has expanded the support for underrepresented minorities in Summer Undergraduate Research Experience in Science (SURE Science) that offers summer scholarships to undergraduate students seeking a research experience to complement their academic experience.

College of Veterinary Medicine

- Hosts a high school summer camp for students from underrepresented backgrounds in the health professions; and
- Holding moderated college-wide conversations around diversity and inclusion

Honors College (HC)

- Proactively identified, mentored and supported OSU students in the application process for the Benjamin Gilman International Scholarship in 2015-16. The Gilman scholarship aims to diversify participation in education abroad by offering generous scholarships to undergraduates who receive the Federal Pell Grant. This academic year (summer 2015-spring 2016), Prestigious Scholarships supported 37 students to apply for the Gilman, and 15 students were recipients resulting in \$68,000 in funding. Among these students are first-generation and non-traditional students, students with diverse ethnic backgrounds, students with disabilities and all recipients have high financial need. Prestigious Scholarships also supported a record number of 38 candidates for the summer 2016 and fall/academic year Gilman application cycle. The first results are in (summer only) with eight winners representing \$25,000 in funding;
- Supported a Truman scholarship candidate who is a first-generation college student from rural eastern Oregon and identifies as LGBTQ, and an EOP summer scholar. The candidate was the first ever OSU student to achieve finalist status in the competition;
- Partnered with the EOP to reach diverse student participation including students of color, students with disabilities, low-income, first-generation, and non-traditional students. Held a Gilman scholarship information session in Waldo for EOP students;
- Engaged in thoughtful reflection and discussion regarding the historical legacies of prestigious scholarships. Considered, in particular, the legacy of Cecil Rhodes in the context of the current era of student activism on college campuses. Submitted an article for publication in the National Association of Student Personnel Administrators (NASPA)

Journal of College and Character and will present at the upcoming Sixth Social Justice conference at OSU on May 6;

- A subcommittee of HC faculty and staff have worked together to develop equity and inclusion language to be incorporated into all HC position descriptions. This includes two elements. First, a values statement in the high-level position description describes the HC commitment not only to equity, inclusion and diversity but also to supporting employees in the process of learning about and advancing these priorities. Second, a statement immediately above the percentage breakdown of specific job responsibilities has been drafted and indicates that those values should be implemented throughout the responsibilities. We decided on this approach rather assigning a specific percentage of the job duties to equity and inclusion, to avoid the perception that this work, if assigned a particular percentage, is less important than and/or separate from other responsibilities;
- We have supported the development of multiple programs for HC students on various issues related to equity, inclusion and diversity. The following programs provide a snapshot of the types of programming and conversation that have taken place in the current academic year:
 - Navigating the “Isms” lead by West Hall Community Relations Facilitator staff member Raven; Students learned:
 - About the five faces of oppression and how they manifest into isms
 - How to recognize and spot when an ism occurs or takes place
 - How to recognize the historical context of isms.
 - And how to create a community to combat isms.
 - Sponsorship of the Diversity Career Symposium 2016
 - Promoted this event to our students from diverse backgrounds and veterans and provided transportation to attend the event.
 - Women’s Giving Circle Grant Proposal – Building a Better Community through Literature & Dialogue
 - Our objective with this program is to engage second and third year students in meaningful discussions surrounding social justice issues to create a more aware, informed and respectful OSU community. With the theme of social justice, students will begin to develop a critical perspective to challenge paradigms, and develop tools to become an informed change agent.
 - Literary Arts Trip to attend a lecture by Mohsin Hamid
 - An opportunity for HC students to read *Moth Smoke* by Mohsin Hamid and hear from the author on April 28 in Portland.
 - Dinner with Dr. Larycia Hawkins – May 9
 - HC students welcomed Dr. Larycia Hawkins to OSU on May 9 for dinner as part of the Hundere Endowment. Dr. Larycia Hawkins was part of a large scale movement of Women in Solidarity with Hijabs.
 - Expansion of HC Peer Mentoring Program to include transfer students and students from rural backgrounds – beginning in the fall 2016
 - HC sponsorship and participation in Mi Familia

- HC is undergoing our external program review in mid-May. We have asked that issues of equity, inclusion and diversity be one of the lenses through which the external review is completed. The Associate Director of the National Center for Institutional Diversity will be one of the two external reviewers to help in this assessment.

Graduate School

- Supports Black Graduate Student Association (BGSA);
- Staff participated in committee of Human Library. The Human Library offers a comfortable environment for diverse people to meet, ask questions and learn from each other;
- Graduate Student Success Initiative: Provides support and professional training opportunities for diverse conversation among students from different back grounds;
- The Graduate Student Advisory Council: Identifies concerns and develops strategies to expand and improve our efforts and our commitment to improving the graduate student experience at OSU. Topics may include but are not limited to advisor-advisee relationships, professional development opportunities, funding, student government, educational inequities and social injustice and any other topic that the members identify;
- Staff participation in three national presentations and provided reports to OSU on dual-career hiring based on participation as Co-PI, NSF Partnership for Adaptation, Implementation and Dissemination (PAID). “The Two-Body Problem: An Evaluation of University Partner Accommodation Policies with Implications for Recruitment, Retention, and Promotion of STEM Women” (Grant #1310049);
- Staff presented on partner accommodation policies to increase the participation of women in STEM fields at the NSF ADVANCE PI meeting;
- Diversity Scholar Recruitment Award: This is a Graduate School award of tuition budget given to faculty based on successful recruitment of non-traditional graduate students. Preference is given to faculty hired within last five years (who are themselves generally subject to Provost Initiative hiring requirements). Full guidelines here: <http://gradschool.oregonstate.edu/awards/diversity-scholars>;
- Leadership has completed Search Advocate training;
- Developed and delivered online GRAD elective, GRAD 542: The Inclusive College Classroom, so that online Graduate Certificate in College and University Teaching (GCCUT) students, and other who are unable to take the site-based section of the course, may do so;
- Strengthening our partnership with International Programs (IP) to deliver a half-day teaching training orientation specifically tailored to international Graduate Teaching Assistants’ (GTA) experiences and needs;
- Exploring partnerships with units across campus that might be well-suited to host Center for the Integration of Research, Teaching, and Learning (CIRTL) students who are engaged in Teaching-as-Research Projects (TAR), with a goal of identifying units and

teaching research projects that may add to what OSU knows about teaching diverse learners;

- Creating best practices for engaging URM students from historically black colleges and universities (HBCUs) and minority-serving institutions (MSI) for recruitment to OSU graduate programs;
- Staff presented to EOP students on how to apply for graduate school;
- Staff participated in student panels in Salem (Diversity Recruitment) and Portland (Black Student Success Summit) to share opportunities about pursuing graduate school;
- Participated in DPD training and serves on the OSU ADVANCE grant Internal Advisory Board;
- Led an effort to modify academic and employment applications to include information that would allow us to assess the success of members of the LGBTQ+ community;
- Benchmarking OSU to Council of Graduate Schools (CGS) national data, identifying gaps, and utilizing CGS best practices to improve retention and completion among minority students;
- Creation of 10-year data profiles on select graduate performance metrics, attention to diversity;
- Annual assessment and bi-annual evaluation reports ask targeted questions around diversity across the student life cycle, based on data provided;
- The Graduate Program Review guidelines were revised over the last several years in order to ensure targeted questions on diversity, equity and inclusion in graduate programs;
- A revised Exit Survey was launched in U2014 with specific questions added and revised around inclusivity and diversity at OSU at-large and in graduate programs, specifically. These questions allow data monitoring from our graduates' points of view and to identify problematic areas where targeted attention is warranted;
- Participated in, and represented graduate education on, the task force convened to begin exploration of Adaptive and Personalized Learning platforms at OSU, which have the potential to be an educational equity tool;
- Consistently participated in the conceptualization, dissemination, analysis and after-action items of the Campus Inclusivity Survey, spearheaded by the Division of Student Affairs, in order to ensure graduate education representation in this important diversity initiative;
- Involved with the SB 473 working group, which is exploring how to implement expanded options for gender identity, sexual orientation, name-in-use and pronoun-in-use options in OSU official systems, so that the student's identity can be honored and data collection on diversity around gender identity and sexual affection can occur;
- Promote diversity and inclusivity initiatives to OSU graduate students through our main communication platforms, including constant encouragement to reap the benefits of our institutional membership in the National Center for Faculty Development & Diversity (NCFDD); and

- Members of the Graduate School have been key leaders in the OSU Inclusivity and Civility Working Group for several years, including providing direct support for the OSU Community Culture Civility Film.

Undergraduate Studies

- Student Success Collaborative-Developing predictive analytics for advisers to help close the gaps on student success;
- Diversity in Advising workgroup;
- Undergraduate Research, Scholarship and the Arts (URSA) Engage: undergraduate research awards that focus on early engagement (freshmen and sophomores) and promote diversity;
- Team Research Challenge: undergraduate research opportunity that promotes teamwork and community building;
- Support for EOP, CAMP and TRiO Student Support Services Programs (SSS);
- Monitoring Advising Analytics to Promote Success (MAAPS)-intensive advising: 4-year study on proactive advising for first-generation-in-college students and low income students;
- FIRST events: series of events that support first-generation-in-college students;
- Bridge Encouraging Successful Transition (BEST) Summer Bridge Program;
- Women Leadership, Empowerment, Advancement and Distinction (LEAD) Event; and
- Support a variety of campus-wide events to advance student success and inclusion.

Outreach and Engagement (O&E)

- Hosts the Diversity Catalyst Team
 - Created an “O&E Diversity Action Plan”
 - Updated the “Diversity Recruitment Policy”
- Drafted position for Equity and Community Associate;
- Support development of programs and initiatives which support diverse communities
 - Juntos Program across the state
 - Native American Pipeline Initiative
- Developing LGBTQ+ support module;
- Organizes annual Roads Scholar Tour in Oregon communities;
- Required Search Advocate for all searches;
- All position descriptions include faculty senate approved language; and
- Provides an annual “Vice Provost Award for Excellence in Diversity.”

Extended Campus

- Staff are to set goals around diversity and social justice; and
- Staff complete search advocate training.

Finance and Administration

- Revising strategic plan and will address social justice;
- Improving student staff interactions; and
- Addressing these topics in annual performance reviews.

Information Services

- Include cultural sensitivity awareness in the customer service training taken by all those who staff service points and/or engage students. We have several service desks so this is an important step;
- Have each staff member identify a development goal each year as part of the performance evaluation process, which might include an inclusivity or social justice topic;
- Proactively send staff to university training on inclusivity;
- Develop a formal approach to on-boarding new staff which will include inclusivity and our workplace expectations;
- Updating the language in Position Descriptions and advertise in ways that may recruit a more diverse applicant pool; and
- Sending several more people to Search Advocate training.

OSU-Cascades

- Cultural Diversity Training – Three sessions with Pacific Source for students/staff/faculty;
- Safe Zone Training for Students and Staff – Two separate sessions offered;
- Intercultural Communication and Equity Workshops – Three workshops for students;
- Dakota 38 + 2 Presentations and Film for students/staff and community – two viewings;
- Search Advocacy Continuing Education Training;
- Let's Talk About Race;
- Season of Non-Violence--Expanding the Circle of Human Concern and Opening the Question of Race to the Question of Belonging;
- Whistling Vivaldi Book Group – Six discussions;
- Undocumented Students Webinar;
- Meeting the Needs of Veteran Students Webinar;
- Inclusive Classrooms Future Training with Jane Waite, Associate Professor of Social Justice;
- Student Climate Survey with Daniel Newhart, Student Affairs Research and Evaluation;
- Continuing meetings and conversations with Janet Nishihara regarding TRiO and Student Success Programs; and
- Continuing meetings and conversations with Nana Osei-Kofi regarding DPD.

Appendix C

Points of Pride

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BioResource Research	1
College of Agricultural Sciences (CAS)	1
College of Agricultural Sciences – Department of Fisheries and Wildlife	1
College of Business (COB).....	1
College of Earth, Ocean, and Atmospheric Sciences (CEOAS) – Oregon Climate Change Institute.....	4
College of Engineering(COE) – Leadership Academy	4
College of Forestry (COF)	5
College of Liberal Arts (CLA) - Women, Gender, and Sexuality Studies	6
College of Public Health and Human Sciences (CPHHS)	6
College of Science (COS).....	7
Educational Opportunities Program (EOP).....	12
Division of International Programs (IP)	15
Honors College (HC)	15
Oregon Sea Grant.....	17
OSU Alumni Association (OSUAA)	17
OSU Campus Coalition Builders.....	17
OSU Libraries and Press (OSULP).....	18
OSU Shared Services	20
Outreach and Engagement (O&E)	21
Outreach and Engagement – Extension and Experiment Station Communications (EESC)	22
STEM Leaders Program	22
Student Affairs - Adventure Leadership Institute (ALI)	23
Student Affairs – Center for Civic Engagement (CCE)	23
Student Affairs – Counseling & Psychological Services (CAPS).....	24
Student Affairs - Disability Access Services (DAS)	25
Student Affairs – Diversity & Cultural Engagement (DCE).....	26
Student Affairs – Student Leadership & Involvement (SLI)	29
Student Affairs - University Housing & Dining Services (UHDS)	31

Points of Pride are included here as submitted.

BioResource Research

Contact: Katherine Field

In 2016 we received our fourth United States Department of Agriculture-National Institute of Food and Agriculture (USDA-NIFA) Multicultural Scholars Program grant to fund scholarships to underrepresented and first generation college students. We already have a Multicultural Scholars Program, funded by three previous grants, with lots of successful scholars, mentors and graduates. As a result of this program and all our other efforts, our major, BioResource Research, an inclusive, very challenging research-based Science Technology Engineering Math (STEM) major in College of Agricultural Sciences (CAS), has about 29% underrepresented minorities (URM) students enrolled.

College of Agricultural Sciences (CAS)

Contact: Dan Arp

- We instituted new hiring practices focused on diversity and inclusion.
- We have initiated the process of incorporating diversity and inclusion actions and plans into position descriptions.
- We provide ongoing support for student programs focused on diversity and inclusion including Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS); College Assistance Migrant Program (CAMP); Louis Stokes Alliance for Minority Participation (LSAMP); and Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS).
- We have instituted a discussion of diversity and inclusion as a routine part of annual Periodic Review of Faculty (PROFs) with all of our administrators (e.g. Department heads, station directors, assistant and associate deans, center directors) and have encouraged them to do the same with their direct reports.

College of Agricultural Sciences – Department of Fisheries and Wildlife

Contact: Ivan Arismendi

Publication of *Examining Diversity Inequities in Fisheries Science: A Call to Action* in BioScience: <http://bioscience.oxfordjournals.org/content/early/2016/04/14/biosci.biw041.full.pdf?keytype=ref&ijkey=8zz1Oeh7Um3sQ0x>

College of Business (COB)

Contact: Audrey Iffert

1. In the Oregon State COB, we recognize that promoting diversity and inclusivity is everyone's job. We work together to ensure that our graduates are prepared to be leaders who advocate for diversity and inclusivity in the workplace. We work to ensure that underrepresented students have the necessary preparation and connections to secure the futures they desire and to be leaders in creating change for women and underrepresented racial and ethnic minorities in business. The summary below represents some of our most recent work and plans.
 - We are working to build an even more inclusive COB and strengthen our cultural competency as a college. Examples of our work to enhance our cultural competency include:
 - We completed a series of focus groups of COB students with the goal of understanding how students view cultural competency, its relevance to business education and how well they believe the college promotes cultural competency. We are using student focus group feedback to inform our plans and activities.
 - We hosted three cultural competency workshops (Feb. 19, April 21, April 22) for COB faculty and staff. (College of Engineering (COE) colleagues were invited to the training on April 22.) Training was designed to help faculty and staff enhance their cultural competency skills; faculty training also included exercises and discussion to support faculty in teaching their students cultural competency. A survey was distributed to workshop attendees to evaluate the session as well as to capture ideas regarding what the COB can do to enhance cultural competency among faculty, staff and students. Follow up sessions that leverage faculty and staff feedback will be offered in the fall.
2. We are developing and executing strategies for recruiting, retaining and accelerating the success of underrepresented populations in the COB. These strategies and plans include fundraising to secure scholarships for underrepresented students, as well as additional programming to support the advancement of business careers among women and racial and ethnic minorities. Efforts in 2015-16 include:
 - We offer several K-12 outreach programs that promote business and entrepreneurial skill development and financial literacy in underserved schools, including schools that have high percentages of students eligible for free and reduced lunch. Select samples include:
 - We facilitated Junior Achievement in six schools, including 60 classrooms, impacting approximately 1,800 students. Of the total students, 1,061 qualify for free and reduced lunch. Junior Achievement is a nationally recognized program that exposes elementary and middle school students to financial education, work readiness skills and entrepreneurship by recruiting college

- student volunteers to teach in the elementary and middle school classrooms and by equipping them with the necessary skills and knowledge.
- Young Entrepreneur Business Week (YEBW) is a one-of-a-kind business and leadership program that strengthens the future of Oregon and its high school student participants by producing week-long, hands-on learning experiences at the University of Portland, University of Oregon and Oregon State campuses. We host the camp and offer college credit for student attendees. YEBW offers extensive scholarships and corporate sponsorships to give opportunity to attend the camp to lower-income and underrepresented youth across the state.
 - In partnership with Oregon 4-H, faculty and students in the COB are developing and launching 4-H Entrepreneurship Clubs in Oregon. Currently, pilot testing is occurring in two locations: Grant and Multnomah Counties. Programming for the clubs, which is led by COB students and faculty, includes workshops, mentoring, an elevator pitch competition and an end-of-year celebration.
 - We have secured funding to develop a mobile maker space (a collaboration with COE) that will be deployed at schools seeking access to prototyping equipment and education on innovation process.
- We offer several events that advance diversity in the workplace. Events are geared toward students, faculty, staff, alumni and the broader community. Select samples include:
 - We hosted a diversity in the workplace panel on May 20 in Corvallis and invited faculty, staff, students and alumni. Panelists included Angela Batista, interim chief diversity officer; Tim Hall, manager of public information and involvement for the City of Portland Water Bureau; Lawrence Houston III, assistant professor of management; and Monica Baez, member, COB Dean's Council of Excellence. The welcome was delivered by Dean Mitzi Montoya and moderated by Audrey Iffert- Saleem, executive director of strategic initiatives for the COB.
 - We hosted a networking luncheon on May 20 in Corvallis to provide mentoring opportunities for women and underrepresented racial and ethnic minorities. Students will be seated at tables with successful alumni and discussion prompts will be provided. Students (mentees) and alumni (mentors) will receive educational materials on how to establish strong mentorships.
 - We hosted a networking event on May 23 in Portland (in collaboration with Pricewaterhouse Coopers [PwC]) focused on advancing women's business leadership. Portland-based MBA and online students, alumni and friends of the COB were invited. The welcome was delivered by Dean Mitzi Montoya with networking activities facilitated by Audrey Iffert-Saleem, executive director of strategic initiatives for the COB.

3. We have several faculty whose research advances underrepresented populations in business and business leadership. Select samples of scholarship include:
- Amol Joshi, assistant professor of strategy and entrepreneurship, was recently recognized as one of seven scholars nationwide awarded a Kauffman Junior Faculty Fellowship in Entrepreneurship Research in the amount of \$35,000. The grant supports his ongoing research on how entrepreneurs' strategic decisions regarding location choice and research and development (R&D) partners affect funding outcomes for new technology ventures. Using data from the Small Business Administration (SBA) 1983-2015, he analyzes how the likelihood and amount of federal R&D funding received varies for minority versus non-minority technology entrepreneurs across different federal agencies and recommends policy changes in US government contracting and procurement practices.
 - John Becker-Blease, associate professor of finance, recently had a paper accepted for publication in Financial Review. The paper describes a study that examines the effects of executive, firm and board characteristics on executive exit, with key findings that have significant ramifications for women's advancement as business leaders. For example, female executives have greater likelihoods of exit than males and this likelihood decreases with greater fractions of the board that are female and lower average age of board members.

College of Earth, Ocean, and Atmospheric Sciences (CEOAS) – Oregon Climate Change Institute

Contact: Phil Mote

Organized a series of lunch-and-learns on gender and science. A highlight was the visit of Tuba Özkan-Haller, co-Principal Investigator (PI) of the ADVANCE initiative.

College of Engineering(COE) – Leadership Academy

Contact: Scott Paja

The COE [Leadership Academy](#) hosted a session (titled: "[Inclusive Leadership](#)") this spring to challenge students' awareness of implicit bias, and engage them with professionals representing different gender, racial, socioeconomic status (SES), industry (etc.) identities to dialogue about how this impacts interpersonal interactions and ultimately organizational and societal success.

Members were also encouraged to participate in the inaugural Human Library event at Oregon State, and several did with great enthusiasm.

The academy promotes appreciating difference and social justice as major tenets of personal and leadership identity development. Students complete experiences that help them gain

perspective on important concepts and enhance skills in critical areas (Five program [Pillars](#): Ethical, Purposeful, Professional, Inclusive and Collaborative).

College of Forestry (COF)

Contact: Adrienne Wonhof

- **Strengthening Education and Employment for Diverse Students (SEEDS) Program** - COF invests more into paid, mentored work experiences for undergraduate students than any other college at Oregon State. A large portion of our investment is for the [SEEDS Program](#), developed in 2008 to support underrepresented students preparing to enter professional forestry and natural resource management. Paid academic-year and summer-term work experiences are a key component of the support provided to more than 20 students who benefit from meaningful work and mentor relationships developed by the program. Mentors are highly supportive of the SEEDS program and many describe the opportunity as a pivotal way to connect with undergraduates in a rewarding out-of-classroom way, and are more actively involved in their protégé's development than they would be as a classroom instructor. Some mentors also note that the support received from the SEEDS program was critical to fulfilling their research objectives, and of more importance, was critical in developing fruitful faculty-student mentor-protégé relationships.
- **Diverse Perspectives in Forestry Group (DPFG)** - This is a COF community-building group comprised of motivated students, faculty, and staff in the COF who engage in meaningful discussion of diversity issues in the college, organize special speakers and events, and participate in other formal COF committees as diversity representatives. Formed in 2014, the DPFG chairs meet regularly with the dean to recommend initiatives that enhance the COF's diversity efforts and has energized the entire college community. We are proud that the chair of the DPFG, Randi Shaw, graduate student, was the [recipient of the Frances Dancy Hooks award this year](#).
- **Diversity, Equity and Inclusion Committee** - Arising from the work of the DPFG, this official COF committee is working to develop a diversity and inclusion plan that builds upon the work of the Oregon State plan and focuses directly on the specific issues in the COF community. Comprised of faculty, students and staff, this large committee is divided into four workgroups: (1) Creating a Welcoming Environment, (2) Enhancing the Diversity of People and Perspectives in the COF, (3) Broaden Awareness and Training and (4) Institutional Longevity. The committee is developing ideas and milestones and hopes to have a comprehensive plan by the end of 2016.
- **COF Takes the Lead on the Oregon State STEM Initiative for Native American High School Graduates** – This campus-wide initiative integrates pre-college, college and post-college programs. The COF is the lead organizer and is developing the educational component for the Native Indigenous Research and Engagement Institute proposal. We currently have over 35 OSU faculty and staff engaged, including most all colleges, extension, and various student services offices. A draft of the initiative report is available.

- **Cultural Inclusivity in the New Forest Science Complex** – As we finalize plans for our new Forest Science Complex (New Peavy and the Advanced Wood Products Lab), we have included an organizing group for Cultural Inclusivity in the planning process. This group consists of the building and landscape architects, student representatives, Oregon First Nations representatives and college leaders all working together to create a welcoming environment for First Nations students and one that reflects the long history of First Nations peoples in the Pacific Northwest forest landscape. The arboretum, the art and the building itself will acknowledge and welcome our diverse community of learners and educators.
- **USDA and Renewable Materials Multicultural Scholars Program** - The CCOF's Department of Wood Science and Engineering was awarded (after a competitive process) funds from the USDA to support a scholarship program for undergraduate students of color, women and first generation college students. The scholarships provide \$6,500 per year, per student, and are renewable for up to four years per student.
- **Enhanced Recruiting of Faculty and Students** - Intentional efforts and directed resources have been devoted to increasing the recruitment and hiring of students and faculty into the COF. When the COF assesses our efforts by data validation at the end of the year, we are certain the numbers will reflect the anecdotal evidence gathered so far that we have increased the number of women and underrepresented minorities in both the faculty and student populations.
- **New Position being drafted: Diversity Program Coordinator** - This position will coordinate both the OSU STEM Leaders Program and the Diversity Recruitment and Retention Program for the COF. A position description is under review by Human Resources and directly targets URM recruitment and success, and pairs with the Oregon State Student Success Initiative.

College of Liberal Arts (CLA) - Women, Gender, and Sexuality Studies

Contact: Susan Shaw

A PhD in Women, Gender, and Sexuality Studies (WGSS) was approved and begins in fall 2016.

College of Public Health and Human Sciences (CPHHS)

Contact: Katherine MacTavish

- The CPHHS is the academic home to increasing numbers of students from underrepresented populations. The proportion of CPHHS students who identify as belonging to a minority group has risen from 19 percent in 2011 to 29 percent in 2015, a rate that consistently exceeds Oregon State in general.
- The CPHHS serves as a dominant pathway for women into the sciences having the highest concentration of female students on campus (73 percent).
- The CPHHS is a leader in addressing disability as a form of diversity with the Individualized Movement and Physical Activity for Children Today (IMPACT) program

recruiting almost 100 undergraduate students annually to encourage physical activity among children and youth with disabilities.

- The CPHHS has a standing Equity, Inclusion and Diversity (EID) Enhancement Team. The team will host an EID Symposium in May focused on “Beyond Business as Usual” to highlight college and campus-wide initiatives aimed at transforming our approach to equity, inclusion, diversity and social justice.
- With active participation from the CPHHS, Oregon State joined with University of Oregon to develop a Diversity Career Symposium 2016 led by the COB.
- Four new tenure-track faculty were hired through the Provost’s Initiative on *Student Success Through the Lens of Diversity*. They joined the CPHHS in fall 2015 bringing expertise in teaching, mentoring and research with diverse populations.
- The CPHHS instituted a new Conference Scholarship this year supporting students from traditionally underrepresented backgrounds to attend national conferences and meetings that will help students achieve their academic and career goals. Two students applied and were funded this academic year to attend the national conference for SACNAS.

College of Science (COS)

Contact: Sastry Pantula

A number of important institutional initiatives were undertaken this year across the university in an effort to create a more inclusive and equitable community.

Diversity speakers

Shirley Malcom – COS Spring 2016 Distinguished Lecture

Shirley Malcom, head of Education and Human Resources Programs for the American Association for the Advancement of Science (AAAS) presented a lecture to STEM faculty and students, “[Diversity and Inclusion: Grand Challenges for Science and Engineering](#).” Malcom is an international leader in improving access of girls and women to education and careers in science and engineering and works to improve the quality and increase access to education and careers in STEM fields.

Mathematician Richard Tapia – diversity discussion and lunch with faculty

COS welcomed renowned mathematician and champion of URM in the sciences Richard Tapia to present a lecture on diversity for STEM leaders and faculty across campus entitled, “[Building a Culture of Diversity in Higher Education: Obstacles and Successes](#).” Dr. Tapia is a professor in Rice University’s Computational and Applied Mathematics Department.

Internationally recognized for his research in the computational and mathematical sciences, Dr. Tapia is a national leader in the preparation of women and URM doctoral degree recipients in science, engineering and mathematics. Facing challenges throughout his own journey—from being born in Los Angeles to parents who immigrated from Mexico to being a first generation

college graduate to his trip to the White House where he received the 2011 National Medal of Science from President Obama, Dr. Tapia discussed how these experiences shaped him as a leader in underrepresentation issues at the campus, state and national levels.

Supported Student-focused Diversity Programs

Mi Familia – Silver Sponsor

Shared a COS video with Spanish translation. Dean Sastry Pantula welcomed the guests at the breakfast on May 7.

Sponsor of 2016 MLK Breakfast

Summer Undergraduate Research Experience ([SURE](#)) Science

COS has expanded the support for URM in SURE Science that offers summer scholarships to undergraduate students seeking a research experience to complement their academic experience. Students spend their summer actively engaged in research while working alongside faculty for an engaging, hands-on learning experience. In 2015, we funded six summer research awards for URM and students from diverse backgrounds. This coming summer 30 percent of the students will be from URM. In 2016, the COS has committed \$165,000 to this transformative experience for our students.

[Conference for Undergraduate Women in Physics \(CUWiP\)](#)

To expose URM and women to professional opportunities and diverse science leaders, the Department of Physics hosted the Northwest CUWiP in January 2016, bringing nearly 200 young women scientists to campus for two days of educational sessions and networking opportunities.

SACNAS

Associate Dean Julie Greenwood accompanied members of [Oregon State's SACNAS chapter](#) to SACNAS 2015 National Conference in Washington, D.C. in October 2015. The chapter accepted the Outstanding Development and Outreach Role Model Award, and was one of 13 chapters recognized for outstanding achievements by SACNAS. One of the largest gatherings of minority scientists in the country, SACNAS is dedicated to fostering the success of Chicano/Hispanic and Native American scientists—from college students to professionals—to attain advanced degrees, careers and positions of leadership in science.

COS supported a chemistry postdoctoral fellow who was trained as a new generation of URM STEM leaders to serve, strengthen and unify communities at local and national levels. The scientists are learning about tools to lead institutional transformation and to help build a critical mass of STEM professionals and leaders from underrepresented communities. The training was conducted at the SACNAS Summer Leadership Institute jointly led them and the American Association for Advancement of Science (AAAS).

Support of diverse student organizations, including participating and supporting LGBTQ events, Black Graduate Student Association events, LSAMP, and Science & Math Investigative Learning Experiences (SMILE).

Grants that support diversity efforts

Noyce Teaching Fellows

A [Noyce Teaching Fellows project](#) recently received a six-year grant from the NSF to provide support for 16 teaching fellows to complete a master's degree program in secondary mathematics or science education at Oregon State. The project will also provide teaching fellows with professional development and support during their first four years of teaching in high-needs schools.

The Ambitious Math and Science Teaching Fellows project promotes teacher learning instructional practices that support every student, across racial, ethnic, gender and linguistic boundaries. The program indirectly offers educational support in math for URM populations, which are often in high-needs schools.

OSU STEM Leaders program

The OSU STEM Leaders program is an NSF-funded initiative to improve the success, retention, and persistence to graduation of students underrepresented in STEM disciplines. With Kevin Ahern as the PI, the program is administratively housed in COS in Biochemistry and Biophysics Department, but the program involves multiple colleges. The program employs strategies previously proven to improve success in achieving program goals. They include a U-Succeed orientation class in the first term that orients program students to Oregon State and provides them with training in professionalism and preparation for working in a research laboratory. In the second term, students begin the first of three terms of paid work in Oregon State research labs. Peer mentors help assist program students in their transition to Oregon State and in adjusting to the research environment. Students participate in three workshops per term. Themes include research ethics, professionalism, career planning, communication and more. A retreat in the spring focuses on socialization and job/presentation skills. At the end of the research experience, students present the results of their work in a symposium. The first year retention rate of students in the program is over 90 percent to date. The program goal is to increase the six-year graduation rate by at least 10 percent for these students.

In the first two years of its five year program, the program has been supplemented with funds from the Oregon State Research Office and the COS, COE and COAS. Now, beginning in the third year, students from COF and CEOAS will join students from the founding colleges in the program.

LSAMP support

We support the LSAMP program. It creates a close-knit, supportive community within our larger Oregon State community. It provides bridge programs and mentoring opportunities.

Outreach through Conferences

Keynote speaker at international statistics conference in Dhaka

Dean Sastry Pantula was a special guest and keynote speaker at the [Second International Conference on the Theory and Application of Statistics](#), which was organized by the Dhaka University Statistics Department Alumni Association (DUSDAA) in December 2015. The conference aims to bring statisticians together from around the world to explore new frontiers of developments of statistical theory and applications in teaching, research and the use of statistics in government and non-government policy making with special focus on developing countries, such as Bangladesh.

Dean Pantula is scheduled to be on a couple of panels, organized by the Committee on Minorities, related to mentoring and career success at the Joint Statistical Meetings in Chicago in August 2016.

Recruited diverse faculty

To build a diverse and inclusive science community focused on excellence, we have invested in fresh talent and energy in COS.

Felipe Barreto, assistant professor, Integrative Biology
Afua Nyarko, assistant professor, Biochemistry & Biophysics
Juan Restrepo, professor of Mathematics

Currently, negotiating with a senior Hispanic faculty member to join COS who will continue his work on enhancing diversity.

Diversity education and training

Oregon State's ADVANCE Working Group

The dean and associate deans and some faculty on the leadership team in COS participated in Oregon State's ADVANCE Working Group two-week seminar to identify initiatives to educate our campus community about how gender, race/ethnicity, social class and other aspects of identity combine to disadvantage women in STEM.

Diversity Working Group

We launched a Diversity Working Group as part of our 2015-2020 Strategic Plan. This team will examine ways to enhance diversity recruiting in our graduate programs and the diversity of our faculty and staff, especially through the searches that are currently underway.

In academic year 2015, COS successfully recruited five women microbiology graduate students, including one African-American with funding through a National Institutes of Health (NIH) diversity initiative.

Leadership Training

Jennifer Dennis met with our leadership team and discussed best practices for pipeline programs to enhance diversity and create a culture of welcoming and success.

2015-2020 Strategic Plan – defines diversity as a core value

We formally defined our commitment to diversity in our strategic plan that launched: **Diversity**. Diversity is the cornerstone of our community. Through our rich collection of people, ideas and perspectives, we engage in a healthy, constructive dialogue to learn, inform our research and make discoveries. From differences, comes excellence. We are committed to creating a welcoming and inclusive environment that respects and affirms the dignity, value, identity and uniqueness of everyone.

College Policy Changes

Position Descriptions (PDs)

All PDs will incorporate language about diversity and inclusion; action complete by this summer.

Annual Evaluations

During annual evaluations of their faculty, leadership will discuss: (a) how they feel the climate in the department is; (b) if they are working on any diversity activities in their research, teaching or outreach; and (c) if someone is spending some time in these activities, they will modify their PD to reflect their efforts so that they can be recognized accordingly in the future.

Published Article

Houtman, Nick. "Julie Greenwood Associate Dean for Academic and Student Affairs, College of Science." *terra*, 13 May 2015. Web, 2 May 2016. <http://oregonstate.edu/terra/2015/05/julie-greenwood/>

Diversity Activities

Nov. 2-5, 2016 – Council of Colleges of Arts & Sciences (CCAS) Annual Meeting – call for proposal included Climate, Diversity, Equity and Inclusion: What's different now?

May 16, 2016 – On panel for Feminist Teaching and Learning graduate seminar to discuss how the work of inclusion, equity and social justice is done by administration and how administration can be an opportunity for institutional transformation

May 4, 2016 – Town Hall – Equity, Inclusion and Social Injustice

April 12, 2016 – "Publicly Engaged Scholarship in the 21st Century: Beware of Shrinking Imagination" Colloquium

Feb. 29, 2016 – Town Hall – Equity, Inclusion and Social Justice

Feb. 19, 2016 – Black Cultural Center (BCC) Art Reception w/ Special Guest Mrs. Loretta Milton and Family

Feb. 8, 2016 - STEM to Science Technology Engineering Art Math (STEAM) Symposium

Feb. 4, 2016 – Affirmative Action meeting
Jan. 18, 2016 – Martin Luther King (MLK) Peace Breakfast
Dec. 1, 2015 – Oregon State SMILE Program meeting
Nov.16, 2015 – Students of color gathering
Sept. 14, 2015 – Engagement Workshop
March 1-3, 2015 – Infinite Possibilities Conference
Jan. 19, 2015 – MLK Peace Breakfast
Oct. 24, 2014 – “Welcoming Diversity: Valuing the Differences Among Us”, workshop
Oct. 9, 2014 - Black Graduate Student Association
Aug. 4, 2014 - Diversity Mentoring talk
April 15, 2014 – *American Promise* film
Jan. 20, 2014 – MLK Peace Breakfast

Center for Sustainable Materials Chemistry (CSMC)

Training initiatives:

Sustainable Materials Research Training (SMaRT) Experience is targeted toward URM in science and engineering. We usually have at least 50 percent women and a high percentage of underrepresented groups (URG).

This year (n=13)

- Female, 50 percent
- Male, 50 percent
- Native American, 8 percent
- African American, 17 percent
- Hispanic, 33 percent
- Asian, 17 percent
- Caucasian, 50 percent

Positions and programs designed to promote access:

We promote diversity in all of our positions from undergraduate research to postdoctoral appointments.

One-time events and speakers:

We actively participate in SACNAS annual conference and other activities thru SACNAS. For example we sent Juan Carlos Ramos to the SACNAS Leadership Program. <http://sacnas.org/events/leadership>

Career success:

We just had three postdocs from URG accept jobs outside of the center: one at a national lab in Europe, one in industry and one in academia.

Educational Opportunities Program (EOP)

Contact: Janet Nishihara

- Courses Taught
 - Academic Learning Services 199: U-Engage: Histories of People of Color in Oregon, Fall 2015
 - Academic Learning Services 199: U-Engage: What am I doing here?!: Being first in the family to go to college, Fall 2015
 - CSSA 520, Multicultural Issues in Student Affairs, Winter 2016
- Research and Grants
 - McAloney, K, Extended Campus Research Award, 2015, \$8000. Research on underrepresented students perceptions of online learning. *In progress*.
 - McAloney, K. & Nishihara, J., OSU StoryCorp: Look at them now: OSU administrators and faculty who were first generation College Students. December, 2015. *Currently under edits*.
 - Women's Giving Circle, request funding for Student Advisory Council
- Publications
 - Nishihara, J. & McAloney, Fernandez, N., *Untold stories: Histories of students of color at Oregon State University*. December 2015. Retrieved from <http://wpmu.library.oregonstate.edu/oregon-multicultural-archives/2015/12/05/campus-tour-guidebook-2/>
 - McAloney, K. & Nishihara, J., *Oregon's Untold Stories: diversity at OSU and beyond*. August 2015. Retrieved from <https://courses.ecampus.oregonstate.edu/oer/oregons-untold-stories/>
 - *Identity as Part of Community*. McAloney, K & Garcia, C., Hofschneider, M. (November 2015). Presented to ALS 199: Coming of Age Through Humorous Narratives. Corvallis, OR.
- Conference Presentations
 - *These are the stories: What I want student affairs to know*. McAloney, K. & Stanton Schnebly, H. (April 2016). Session presented at the 2016 Undocumented and Queer in Higher Education Conference. Pullman, WA.
 - *Rethinking the role of cultural centers in student success*. McAloney, K. & Rivera-Mills, S. (January 2016). Session presented at the 2016 American Association of Colleges & University General Meeting. Washington D.C.
 - *Untold Stories: Histories of Students of Color at OSU*. Fernandez, N. & McAloney, K. & Nishihara, J. (January 2015). Session presented as part of the 2016 Oregon State Dr. Martin Luther King Jr. Celebration. Corvallis, OR.
 - *Practicing Justice with Graduate Teaching Assistants*. McAloney, K. & Rains, S. (January 2015). Session presented as part of the 2016 Oregon State Dr. Martin Luther King Jr. Celebration. Corvallis, OR.

- *Revisiting Grit and Resilience*. Creighton, C. & McAloney, K. & Nishihara, J. (January 2015). Session presented as part of the 2016 Oregon State Dr. Martin Luther King Jr. Celebration. Corvallis, OR.
- *Bridge programs: Creating student access opportunities through cross-cultural collaborations*. McAloney, K. & Hughbanks, C. (November 2015). Session presented at the 2015 National Association of Student Personnel Administrators (NASPA) Western Regional Conference. Oakland, CA.
- *Bridge programs: Creating student access opportunities through cross-cultural collaborations*. McAloney, K. & Garcia, C. (November 2015). Session presented at the 2015 College Reading and Learning Association Annual Conference. Portland, OR.
- Diversity Campus Involvement by Program Faculty
 - Multiracial Aikido Student Retreat, January 2016
 - Professional and Managerial Internships in State Employment (PROMISE) Program Advisory Committee
 - Faculty Advisor (Hmong Club, Asian Pacific American Student Union (APASU), Cambodian Student Association, Kappa Delta Chi, Inc.)
 - Crossroads International Film Festival Board Member
 - Work group developing support for Undocumented (Tuition Equity) Students
 - Community Diversity Relations planning group
 - Martin Luther King Jr. Planning Committee
 - President's Commission on the Status of Women (PCOSW)
 - Association of Faculty for the Advancement of People of Color (AFAPC) (planning and mission/vision committee)
 - Diversity in Advising member
 - Major Professor for College Student Services Administration (CSSA) graduate students
 - Graduate Council Representative on numerous committees of students of color
 - Asian & Pacific Cultural Center (APCC) Advisory Board Members
 - Planning Committee, Pacific Islander symposium
- Conferences Attended (Professional Development)
 - Power of One Conference
 - Undocumented and Queer in Higher Education
 - NASPA Western Regional Conference
- Other Diversity Involvement
 - Webinar – Background vs. Behaviors: Understanding Underserved Populations through Noncognitive Assessment
 - Robin Di'Angelo workshop

- Social Justice Tour – Ethnic Studies Ethnohistory Methodology

Division of International Programs (IP)

Contact: Mark Hoffman

Oregon State IP is committed to the diversity of our campus and community. IP provides ongoing support and services to over 4,000 international students (roughly 11 percent of the total student population) from over 100 countries, while also facilitating cross-cultural programs for approximately 500 students yearly who study, intern and conduct research internationally.

IP has hired an international student case manager to oversee care, conduct and crisis situations involving international students and their dependents.

To better assist Chinese- and Arabic-speaking students with cultural adjustment, INTO OSU has hired two language and culture advisors to serve these student populations, which represent a majority of Oregon State's international student community.

In order to provide greater access to study abroad opportunities to underrepresented minority groups, IP has made funding available to Pell-eligible students who would like to participate in the *Information and Global Social Justice* faculty-led study abroad program.

IP and INTO OSU recently partnered with the Center for Teaching and Learning (CTL) to host a symposium on "Inclusive and Global Classrooms," which was attended by more than 100 faculty and professional staff.

IP has partnered with other campus units (including Diversity & Cultural Engagement (DCE), University Housing & Dining Services (UHDS), Student Affairs and INTO OSU) to promote awareness and ensure accommodations for religious holidays like Ramadan.

The Global Village Living-Learning Community pairs international and domestic students and offers globally-themed residence hall programming aimed at providing key components of a study abroad experience—including living and interacting with peers from diverse cultures—right here at Oregon State.

Honors College (HC)

Contact: Toni Doolen

- In the Learning Innovation Center (LInC), the conference rooms and reception doors in the HC are heavy and difficult to open. We are working with facilities to ensure that our space is easily accessible for all who come to our offices.
- The HC is partnering with two other academic colleges to complete an NSF grant proposal to support Pell-eligible/high-need STEM students in HC access and completion.
- We have created a student focus group, which is assigned to develop a new, need-based

scholarship to offset the approved increase HC differential tuition. This scholarship will be in put into place in fall 2016 and is intended to ensure that HC access is available to all students, not just to students/families with the financial means to support enrollment in the HC.

- A subcommittee of HC faculty and staff have worked together to develop equity and inclusion language to be incorporated into all HC position descriptions. This includes two elements. First, a values statement in the high-level position description describes the HC commitment not only to equity, inclusion and diversity but also to supporting employees in the process of learning about and advancing these priorities. Second, a statement immediately above the percentage breakdown of specific job responsibilities has been drafted and indicates that those values should be implemented throughout the responsibilities. We decided on this approach rather than assigning a specific percentage of the job duties to equity and inclusion, to avoid the perception that this work, if assigned a particular percentage, is less important than and/or separate from other responsibilities.
- We have supported the development of multiple programs for HC students on various issues related to equity, inclusion and diversity. The following programs provide a snapshot of the types of programing and conversation that have taken place in the current academic year:
- “Navigating the Isms,” led by West Hall Community Relations Facilitator (CRF) staff member Raven. Students learned:
 - About the five faces of oppression and how they manifest into “isms”
 - How to recognize and spot when an “ism” occurs or takes place
 - How to recognize the historical context of “isms”
 - And how to create a community to combat “isms”
- Sponsorship of the Diversity Career Symposium 2016
 - Promoted this event to our students from diverse backgrounds and veterans and provided transportation to attend the event.
- Women’s Giving Circle Grant Proposal – Building a Better Community through Literature and Dialogue
 - Our objectives with this program is to engage second- and third-year students in meaningful discussions surrounding social justice issues to create a more aware, informed and respectful Oregon State community. With the theme of social justice, students will begin to develop a critical perspective to challenge paradigms, and develop tools to become an informed change agent.
- Literary Arts Trip to attend a lecture by Mohsin Hamid
 - An opportunity for HC students to read *Moth Smoke* by author Mohsin Hamid and hear from the author on April 28 in Portland.
- Dinner with Dr. Larycia Hawkins –May 9
 - HC students welcomed Dr. Larycia Hawkins to Oregon State on May 9 for dinner as part of the Hundere Endowment. Dr. Larycia Hawkins was part of a large scale movement of Women in Solidarity with Hijabs.
- Expansion of HC Peer Mentoring Program to include transfer students and students from rural backgrounds – beginning in fall 2016

- HC sponsorship and participation in Mi Familia
- HC is undergoing our external program review in mid-May. We have asked that issues of equity, inclusion and diversity be one of the lenses through which the external review is completed. The associate director of the National Center for Institutional Diversity (NCID) will be one of the two external reviewers to help in this assessment.

Oregon Sea Grant

Contact: Pat Kight, Tiffany Woods

[Oregon Sea Grant](#) Communications has made accessibility a priority. It ensures that its web content, from text and static images to downloadable publications and multimedia, is fully accessible to visitors with sensory, mobility and cognitive disabilities. All of its approximately 120 online publications are handicapped-accessible. Additionally, Oregon Sea Grant has been adding closed captions to the videos it produces and posts on its YouTube channel. The director of Disability Access Services (DAS) at Oregon State said, “If all organizations were to follow Oregon Sea Grant’s example in making content accessible, the world of information would truly be a better place, for all.”

OSU Alumni Association (OSUAA)

Contact: Suzanne Phillips

- Formation of the OSUAA Alumni Diversity Network Steering Committee to assist with the direction of OSUAA activities and programs geared toward reconnecting with our alumni and supporters of multicultural and diverse backgrounds.
- Continue to collaborate, become a member and/or sponsor on-campus and community programs and activities that support our students, alumni and supporters of multicultural and diverse backgrounds.
- Actively engage with our diverse alumni populations in our key regions to involve them in volunteering and attending events.

OSU Campus Coalition Builders

Contact: Jodi Nelson

The group’s purpose is prejudice reduction, coalition building, and creating communities where everyone wants to belong (<http://oregonstate.edu/studentaffairs/campus-coalition-builders>)

- Celebrated 16th year as a campus affiliate chapter of the National Coalition Building Institute, International (NCBI);
- Sponsored 20 hours of social and human justice training with NCBI senior trainers for 30 Oregon State staff and faculty in the NCBI prejudice reduction and community building model
- Showcased as a best practice chapter at the 2016 NCBI annual campus conference; presented on topic of “Using NCBI Principles to Create Team Philosophy & Purposeful Leadership”

- Offered three sessions of the eight-hour, interactive workshop “Welcoming Diversity: Valuing the Differences Among Us” for 99 students, staff, faculty and community members

OSU Libraries and Press (OSULP)

Training and professional development initiatives:

Gregorio Luis Ramirez (Analyst Programmer, OSULP) was on the planning group for the regional meeting of the Society for Hispanic Professional Engineers, held on the Oregon State campus April 14-15.

OSULP department heads are working with all faculty and staff to determine individual professional development goals related to diversity, inclusion and equity. We are also working on embedding language related to diversity for all position descriptions.

OSULP is planning to collaborate with the University of Oregon Libraries in the next year to bring a workshop on racism and its implications in library work to Oregon.

Positions

In the last two years, the library has re-focused two teaching librarian positions to improve and expand the Libraries' services for students from traditionally underrepresented populations. The first, Student Engagement and Community Outreach Librarian, was filled in the summer of 2014. This librarian has built relationships across campus, resulting in a variety of small but meaningful connections with underrepresented students including: workshops for EOP students engaged in research, conversations between the Human Services Resource Center (HSRC) Coordinator and library circulation to improve support for homeless students and outreach to WGSS students creating zines to tell their story. We just hired a STEM Outreach and Engagement Librarian to work with underrepresented and underserved student populations in STEM. She begins July 1.

We created a Diversity Scholar Team to develop a program that would recruit students of color into librarianship and while the scholar is in an accredited Master of Library Science program, she/he would get on-the-job training at Oregon State Libraries. The committee will be working with a PROMISE intern this summer, whose research and guidance will help shape the program and launch the marketing to recruit Scholars for a target start date of fall 2017.

Teaching and Programs designed to promote access, diversity and equity, scholarships

Margaret Mellinger (OSULP) partnered with Ann Harris (Open Campus Coordinator, Hood River and The Dalles) on an alternative spring break “technology experience camp” on March 23 and 24 at Columbia Gorge Community College. Twenty middle school and 13 Latino/a high school students from the Juntos program attended. Oregon State students on their own spring break worked with 4-H leaders from Wasco and Hood River Counties to deliver the content.

Margaret Mellinger served as Co-Program Manager for ChickTech, a non-profit organization that encourages girls to consider careers in technology by delivering hands-on technology experiences for high school girls who would otherwise not have the opportunity. Fifty-seven girls from seven area high schools participated in two-day workshops held on the Oregon State campus, including robotics, soft circuits, 3D printing, web presence, computer games and smartphone apps.

Students in ENG 200, a required course for all English majors taught by librarians, analyze a novel they are annotating using Nina Flores's "50 Ways to Up Your Critical Analysis Game" (<https://ninamflores.com/2015/01/29/50-ways-to-up-your-critical-analysis-game/>) and share their thoughts with others in a book review posted to Tumblr. This assignment encourages students to consider the novel using a social justice lens.

Teaching & Engagement Department (TED) librarians, working together with librarians from Library Experience & Access Department (LEAD) and Collections, submitted a proposal to build a Presidential Reading Collection. This collection will be housed prominently on the library's Main Floor and feature new and classic books on topics related to important campus conversations. The first collection displayed will build on issues raised by the Students of Color Speak Out in fall 2015. This collection will provide students with a place to independently explore works of fiction and non-fiction that will help them learn about, contextualize and participate in campus conversations about challenging and important topics.

Teaching librarians are working in partnership with the Academic Success Center (ASC) to offer courses designed to help students take advantage of high impact learning experiences like study abroad and undergraduate research. The first of these courses, *Information Social Justice: Barcelona*, will pilot in the summer 2016. The target audience for this faculty-led, study abroad course are heritage Spanish speakers. More than half of the students recruited for the pilot trip are students of color.

TED librarians worked with Veteran Services and the Writing Center to provide drop-in services targeted at student veterans, a program they plan to repeat in fall term.

TED librarians created a [research guide](#) to support the Exploring White Identity (EWI) workshop for staff and faculty, and are working with a student to create a guide to go with the Multiracial Aikido program.

One-time events and speakers

TED librarians are currently partnering with the Corvallis-Benton County Public Library on a speaker series about the cultures of the Middle East. The goal of this series is to promote understanding throughout Corvallis as the Oregon State community diversifies.

As part of Library and Information Studies (LIS) Mental Health Week, a nationwide awareness campaign co-founded by an Oregon State librarian, information about mental illness and health

was sent out to library staff daily, focused on education and connecting people to local services. A speaker from Counseling & Psychological Services (CAPS) discussed mental health issues facing people in caring professions such as library work.

ChickTech held an entrepreneurship workshop in the Valley Library on April 30 for high school girls to learn how to write a resume, create an elevator speech and use PowerPoint and Excel.

OSU Press author R. Gregory Nokes, author of *Massacred for Gold: The Chinese in Hells Canyon* and *Breaking Chains: Slavery on Trial in the Oregon Territory*, continues to be a highly sought after speaker across the state. *Massacred for Gold* is about the massacre of 30 Chinese miners in Oregon in 1887.

Other items of interest

OSULP placed an “Everyone is Welcome” banner at our main entrance right after the first Town Hall.

OSU Press author Michael Helquist’s book *Marie Equi: Radical Politics and Outlaw Passions*, about a lesbian doctor in Oregon in the 19th century, was named a 2016 Stonewall Honor book by the American Library Association’s GLBT Round Table.

OSU Shared Services

Contact: Linda Powell

Oregon State’s Shared Services organization is comprised of seven business centers, which are staffed by 180 employees committed to providing exemplary customer service. Recognizing that we have direct contact with virtually every faculty, staff and student employee during their work careers at Oregon State, and the impact we have in every interaction we have within the Oregon State community, we seek to continuously enhance our understanding of and appreciation for diversity and inclusion. We foster a culture of inclusion through ongoing education and professional development. Recent examples include:

- On Oct. 1, 2015, approximately 50 business center staff members attended a workshop coordinated by the University Administrative Business Center (UABC): “How to create a high performance, Gender Intelligent organization”, presented by John Fayad, Senior Associate, Gender Intelligence Group of the Human Capital Institute
- On March 3, 2016, OSU Shared Services hosted the Business Center Professional Development Day with approximately 150 business center staff members in attendance.
 - Dr. Larry Roper presented the keynote speech: “What is Social Justice and Why Does it Matter? An introduction to the concept of social justice and why it should matter to you.”
 - Carol French of Figure 8 Consulting led a workshop: “Standing in the Margins & the Mainstream: Putting the ‘I’ in Inclusion.”

- On March 29, 2016, Shared Services and the Office of Human Resources co-sponsored a College and University Professional Association for Human Resources (CUPA-HR) virtual workshop for all HR staff: “The Multiplier Effect of Inclusion”.
- On April 1, 2016, more than 50 business center staff members attended a training organized by UABC: “Leading with Four Generations in the Workplace”, which offered strategies for creating a work environment that actively demonstrates inclusion of a multigenerational workforce. Presenter Alan Cabelly teaches and coaches in Human Resource Management and Leadership at Portland State University.
- On April 8, 2016, the Agricultural Sciences & Marine Sciences Business Center (AMBC) hosted Dr. Amarah Kahn, Associate Director of Global Diversity Initiatives, who gave a presentation to over 30 employees at AMBC’s retreat: “Cultural Competency in a Diverse Environment”.

Outreach and Engagement (O&E)

Contact: Jeff Sherman

O&E – Open Campus

- Through the Oregon State Juntos program, the OSU Juntos - Open Campus team is working with communities in rural Oregon to empower Latino families. More than 1,400 parents and kids in 14 locations are building higher education paths. Our partnerships include school districts, community colleges, universities and non-profits. The Ford Family Foundation invested \$148,000 in Juntos during 2015/16 to maintain 100percent high school graduation rates. In 2016 Dr. Daniel Lopez-Cevallos joined the team to help design the evaluation component of Juntos which will now include powerful data about discrimination and community engagement.
- Juntos built for the last four years a strong network with Latino communities across the state. Cultural and educational opportunities were created through this relationship by designing, planning and presenting events like:
 - Community festivals in Central Oregon
 - Latino Film Festival
 - Fiesta Latina (Cycle Oregon)
 - Noche de Alma Latino Americana music, arts and dance in Corvallis
 - Oregon State Juntos Family Day on campus, and many more

O&E—Strategic Initiatives

- Native American Pipeline Proposal (Guillermo Giannico and Randy Rosenberger, co-conveners)
- The O&E (in partnership with Anne Gillies and Jane Waite) coordinates the Diversity Catalyst Team with two main objectives:
 - Create and sustain an equitable organizational culture that is inclusive and continually strives to integrate diverse perspectives.

- Become an organization composed of people with varied identities, experiences, perspectives and types of expertise in order to effectively serve an increasingly diverse population.
- Leadership Development Program for Executives
 - As a leadership development program for the O&E, all participants are reading, *Waking up White* by Debby Irving had a facilitated conversation about the book on April 27.

Outreach and Engagement – Extension and Experiment Station Communications (EESC)

Contact: Jennifer Alexander

- Four professional faculty completed initial search advocate training, and others maintained their search advocate status through continuing education.
- Professional faculty in our unit who have not yet completed search advocate training have set it as a professional development goal for 2016.
- Professional faculty and support staff served (or are currently serving) as search advocates on several committees throughout the university, including positions within the division, Oregon State Extension, University Housing & Dining Services (UHDS), and other departments.
- Ariel Ginsburg (EESC), Dionisia Morales (EESC), and Luisa Santamaria (Oregon State Extension) received a professional development grant from the Association for Communication Excellence (ACE) for their project: What Workers Think: Communication Needs Assessment for Latino Farm and Nursery Workers. The results of the project will give us clearer insight into the type of projects we consider making available in Spanish and how we deliver that content. This hands-on needs assessment will fill a gap that can exist between the public and Oregon State Extension faculty and communicators.

STEM Leaders Program

Contact: Andy Karplus

The OSU STEM Leaders program is an NSF-funded initiative to improve the success, retention, and persistence to graduation of students under-represented in STEM disciplines. With Kevin Ahern as the PI, the program is administratively housed in the COS in Biochemistry and Biophysics Department, but the program involves multiple colleges. The program employs strategies previously proven to improve success in achieving program goals. They include a U-Succeed orientation class in the first term that orients program students to Oregon State and provides them with training in professionalism and preparation for working in a research laboratory. In the second term, students begin the first of three terms of paid work in Oregon State research labs. Peer mentors help assist program students in their transition to Oregon State and in adjusting to the research environment. Students participate in three workshops per term. Themes include research ethics, professionalism, career planning, communication and more. A retreat in the spring focuses on socialization and job/presentation skills. At the end of the research experience, students present the results of their work in a symposium. The first

year retention rate of students in the program is over 90 percent to date. The program goal is to increase the six-year graduation rate by at least 10percent for these students.

In the first two years of its five year program, the program has been supplemented with funds from the Oregon State Research Office and tCOS, COE, and CAS. Now, beginning in the third year, students from COF and CEOAS will join students from the founding colleges in the program. Sophie Pierszalowski is the program coordinator and Kyle Cole is the U-Succeed instructor and workshop organizer.

Student Affairs - Adventure Leadership Institute (ALI)

Contact: Josh Norris

We have been working on a unique Difference, Power, and Discrimination Program (DPD) emphasis through the vehicle of Adventure and Risk. Individuals explore both group identity and development phenomenon first hand. Co-taught with the Associate Director of the Cultural Resource Centers Jason Dorsette, Malinda Shell of Student Health Services, and the (ALI).

Human Group Dynamics (KIN 231)

3 Credits / Spring / 221 Dixon Upper Classroom

Learn the basics of group development, interaction as groups change over time. Teaching in our experiential learning environment is working not only on individual skills and development but working and learning in small groups of 10-20. This course will provide an opportunity for leaders to gain a better understand of the group learning process.

Student Affairs – Center for Civic Engagement (CCE)

Contact: Emily Bowling

- Need-based travel grants for the alternative break program in the CCE implemented to reduce financial/SES access barriers for students interested in participating in our weeklong community-engaged learning trips
- Student Leadership & Involvement (SLI) engaged in dialogue and trainings with professional and student staff about gender identity and gender pronoun tags and has moved toward providing options for all staff to select gender pronouns of their choosing to reflect their gender identity to accompany their staff name tags. Staff can order multiple gender pronoun magnets to switch up the ones they want to use on a given day, elect to wear none at all, or to wear one that reads, “Ask me about my pronouns.” This effort serves to start conversations about gender identity, the gender binary, and cisgendered privilege.
- Hunger & Homelessness Awareness includes collaborative programs from the CCE, Associated Students of Oregon State University (ASOSU), HSRC, and Pride Center. Hungry for Change food insecurity program which explores realities and causes of hunger and food insecurity in Oregon and the United States. The Faces of Homelessness

panel provides space for people currently or previously experiencing homelessness to share their personal narratives in order to dispel overgeneralizations and stereotypes about people experiencing homelessness. The week looks at intersections between poverty and housing and food insecurity and mental health, LGBTQ+ identities, veteran status, education level and access, and SES.

- Growing Food Security (GFS) is an ongoing collaboration between the HSRC, Student Sustainability Initiative (SSI), and CCE. GFS creates a space for individuals to become aware, engaged and advocate for a holistically sustainable food system on the Oregon State campus through garden-based education, food security dialogues and contributions to the OSU Emergency Food Pantry.
 - Mission: We create a space for education, engagement and advocacy that promotes a sustainable and equitable food system for Oregon State community members.
 - Vision: We believe that every person has the right to be an active and informed participant in a sustainable and equitable food system, with unrestricted access to these systems.

Student Affairs – Counseling & Psychological Services (CAPS)

CAPS International Work:

- Present three times a year at the International Student Orientations for INTO OSU and general international students
- Cofacilitate three times a year the Healthy Relationships program (highlighting sexual assault and other safety issues) with INTO OSU staff
- Continuous conversations between INTO OSU, International Student Advising and Services (ISAS) and CAPS on procedures for supporting international students when medical/psychological issues arise that impact academic progress/success
- CAPS staff member wrote a Pepsi grant and received \$6,000 grant monies to support the first International Student Identity Retreat
- CAPS staff member cofacilitated the first retreat on identity development for international students in collaboration with DCE staff Amarah Kahn
- CAPS staff facilitated an international student support group spring 2016

Students of Color Initiatives/Programs

- Co-wrote a Bringing Theory to Practice Well-being Grant through the American Association of Colleges and Universities in collaboration with DCE and received \$10,000 external funding for a Minority Male Success Initiative proposal
- CAPS staff serve as supportive liaisons to the following cultural/resource centers: Native American Longhouse (NAL), BCC, Cesar Chavez Cultural Center (CCCC), Women's Center, Pride Center, and APCC
- Provide a bi-weekly drop in group at the Pride Center to support LGBTQ students
- Provide a weekly group for students who identify as transgender
- CAPS staff serve as faculty on Racial Aikido (RA) and EWI (Data forthcoming)
- CAPS staff member co-led the establishment of a Connect Week program for multiracial

students

- CAPS staff member co-led the planning and implementation of the first retreat for multiracial students
- CAPS student staff assisted in the planning and facilitation of a mental health curriculum for the Oregon State football team
- CAPS staff member co-facilitated the Graduate Women Student of Color Support group for fall/winter terms 2016
- CAPS staff member collaborated with CCCC staff in joining a civic engagement project to teach well-being practices at a bilingual/bicultural Corvallis elementary school
- CAPS staff led a U-Engage class that teaches well-being practices at a bilingual / bicultural Corvallis elementary school
- CAPS / Mental Health Initiative "Flourishing @ OSU Lecture Series" highlights three out of four speakers from racially/culturally diverse backgrounds to share experiences of resilience and flourishing
- CAPS staff member co-led an Intercultural Retreat to bring participants from all identity retreats together (RA, EWI, Multiracial Retreat, International Student Retreat)

Other Diversity Work

- CAPS staff member serves as the liaison to the group Spiritual Life @ OSU
- CAPS staff member serves on the committee to choose a vendor for captioning services at Oregon State
- CAPS staff presented at national professional conference on the topic of "Exploring Therapist Dynamics Regarding Diversity in Groups" in New York
- CAPS staff working to create an inclusive statement of our support in social justice work for CAPS website

Faculty / Staff Work

- CAPS staff member led an EWI and Corrective Action Workshop for staff during Training Days (55 participants)
- CAPS staff member led in collaboration with other offices the first EWI and Corrective Action 1½ day workshop for faculty and staff at Oregon State with 105 applicants who applied (24 were admitted) (Data forthcoming) with two follow-up sessions each term
- CAPS is targeting new counselor hires with specific emphasis on diverse language abilities (particularly Spanish, Arabic, Mandarin Chinese)

Student Affairs - Disability Access Services (DAS)

- Whenever we have a webinar related to disability issues we invite a broad cross-section of stakeholders to attend to learn more about students with disabilities in relation to different intersecting points on campus
- This year we have a designated person from DAS as a liaison for each cultural center on campus. Each liaison is working with their respective cultural center around training, presentations, visibility, etc.

- This year we have started to require student workers to attend professional development training each term. DAS provides the training which focuses on different aspects of disability awareness.
- Gabe Merrell (Equal Opportunity and Access [EOA]) and I trained over 50 student leaders at the beginning of the year regarding creating events with Universal Design principles, how to do it.
- Alex has been working with Technology Across the Curriculum (TAC) around two issues.
 1. A pilot in which there are multiple offices partnering on a Request for Proposal (RFP) for an Oregon State vendor for captioning. This means different departments will be able to work directly with this approved vendor for captioning (meeting our Oregon State/DAS captioning guidelines).
 2. Lois Brooks has agreed to pay for the ReadSpeaker and TextAid for Canvas plug-ins for four years. The aim is for a fall term activation of the plug-in accompanied with support and instructional materials on how to use and activate the plug-in for instructors and students.

Student Affairs – Diversity & Cultural Engagement (DCE)

Contact: Allison Davis White-Eyes

Access Activities (recruitment and outreach on or off campus)

- Multiracial identified student initiatives:
 - Annual Kickoff event: Multiracial Connect/Welcome
 - Host monthly informal multiracial connection weekly meetings
- LGBTQ+ Multicultural Support Network re-launched
- Enhanced alumni relations
 - Forthcoming OSUAA and DCE meet and greet (August 2016)
- Hosted several middle and high school visitations
- Intentional support of the following offices and departments:
 - ASOSU
 - Center for Fraternity and Sorority Life
 - Student Health and Counseling
 - CAPS
 - WGSS
 - Various academic departments
 - Undergraduate Studies
 - UHDS
 - IP
 - SLI
 - EOP and Student Support Services (SSS) Programs
 - Office of the Dean of Student Life
 - Office of the Vice Provost for Student Affairs
 - OSU Foundation
 - OSUAA

- Intercollegiate Athletics
- Department of Public Safety
- University Relations and Marketing (URM)
- The Office of the President

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

- CAMP Scholar Interns (CSI) workshop presentation: Mentoring 101
- Re-charged Diversity in Advising (DIA) Workgroup
- Re-established affinity based Advisory Councils
- Soft launch of the Oregon State minority male initiative, Men of Distinction
- Partnered to create the Department of Athletics diversity, inclusion and social justice/change initiative, Project Huddle
- Creation of the Women of Color Coalition mentoring group
- Myers Memorial Trust Grant Tutoring in four cultural resource centers

Speakers and Facilitated learning opportunities

- Cultural Organizing 101 partnership with US Department of Arts and Culture (May 6 - 7)
- Imagining Oregon State University in 2036 (May 17)
- *First Generation* film Screening and panel
- Forthcoming opportunity: Talanoa Mai which translates to “speak to me—share your thoughts with me” workshop for students and administrators.

Experiential Learning opportunities (workshops/retreats/service learning/international cooperative learning/undergraduate/graduate research/internships/)

- Twenty-eight internships completed through the PROMISE program
- Arts and Social Justice Practicum course introduced
- Launch of Multiracial Aikido retreat
- Men’s Development & Engagement Conference 2016
- Some student conferences attended:
 - US Hispanic Leadership Institute (USHLI)
 - National Student Leadership Diversity Conference (NSLDC)
 - Creating Change
 - Queer Students of Color Conference
 - Oregon Students of Color Conference (OSCC) 2015; Oregon State to host OSCC 2016 (November)
- Hosted national respected scholar Dr. Daniel HoSang during a program entitled Talk Story.
- Hosted a very successful Black History Month of activities, programs and workshops
- DCE professional staff teach Social Justice Leadership Foundation Course.
- DCE professionals have provided a host of social justice, inclusion and diversity workshops for members of the Oregon State Greek community—both housed and multicultural Greek community members.

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

- DCE representation worked with the City of Corvallis to declare Indigenous People’s Day
- Engagement in Imagine Corvallis 2040
- Leadership Corvallis Guest Speakers
- Strengthen relations with Out and About LGBTQ+. youth group of Corvallis
- Professional staff from DCE, Pride Center, NAL Eena Haws, and Arts + Social Justice Living-Learning Community to be honored with the Pink Clipboard Award
- DCE representation on 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.
- DCE representation on the Board of Directors for Casa Latinos of Benton County.
- DCE representation on City of Corvallis and Corvallis Community Relations Committee
- DCE representation and assistance with coordinating the annual African American Youth Leadership Conference at (600 + middle grade- 12th grade students)
- In conjunction with the Department of Anthropology, hosted repatriation of ancestral remains for the Eastern Shawnee Tribes
- Active partners in hosting Sexual Violence Awareness & Prevention month of activities
- DCE participation in annual MLK Day of Service at the Linn Benton Food Share

Individual student accomplishments or Student Organization accomplishments

- Student staff competed for Miss Aloha Hula at the 53rd Annual Merrie Monarch Festival in Hawaii

Grants/co-sponsorships

- NASPA Student Affairs Conference Scholarship for Multicultural Institute 2015
- OSU Women’s Giving Circle help to fund a graduate teaching assistant for the Women’s Center and launch the Women of Color Coalition.

Research/publications/conference presentations

- Martinez, C. (2016). A Taiwanese-Colombian Story: Becoming Enough. In Jefferies, M., Dimmett, M. (Eds.) Family: An iBook devoted to stories about multiracial/transracial families. NASPA Multiracial Knowledge Community: iBook.
- Forthcoming opportunity: Red and Yellow, Black and Brown: Researching Mixed Race, moderator, National Conference on Race and Ethnicity, San Francisco, CA, (June 1, 2016)
- Forthcoming opportunity: It’s All in the Mix: New Models for Understanding and Engagement, panelist, National Conference on Race and Ethnicity, San Francisco, CA, (June 2016)
- Forthcoming opportunity: Black, Male, and the Academy: A chat with new and mid-level Black male professionals, panelist, National Conference on Race and Ethnicity (NCORE), San Francisco, CA (June 2016)
- Forthcoming Opportunity: Utilizing Art and Cultural Democracy to Build Community on College Campuses, presenter, Los Angeles, California Cultural Centers in Higher Education Conference (CAACHE) (June 2016)

- Forthcoming opportunity: Bystander Prevention program with the intersectionality of social justice (discrimination, bullying, harassment, etc.) Presenter, Los Angeles, CAACHE (June 2016)

Other

- University Outreach and Engagement Vice Provost Award for Excellence
- Syrian Refugee Clothing Drive: Over 2100 pounds of warm clothing items sent to Erbil and Iraq.

Student Affairs – Student Leadership & Involvement (SLI)

Contact: Brain Laird

- Center for Leadership Development staff facilitated three “Leadership and Social Change” workshops to approximately 70 students as part of shared student staff training in September between SLI and DCE.
- Shared student staff training with departments of SLI and DCE also included the following sessions:
 - Leading with Social Justice Intentionality (Larry Roper)
 - Maximizing Our Power to Include (Angela Batista)
 - Universal Design (DAS Staff)
- SLI staff facilitated a cultural competency-related session titled “Creating Community through Customer Service” as part of a shared training with SLI and ASOSU student staff teams.
- SLI student staff training included an interactive performance by the Illumination Project social justice peer theatre as part of a shared training session with SLI, DCE, and UHDS. The focus of the performance was around microaggressions and immigration status.
- Emerging Leaders course (AHE 499) taught by Melissa Yamamoto in the Center for Leadership Development included activities exploring identity development using the Model of Multiple Dimensions of Identity, and introduces students to the concept of social justice.
- SLI co-sponsored/facilitated social justice retreats listed below, with most involvement with the retreats listed in bold font. Co-sponsoring departments include SLI, DCE, CAPS, UHDS, and IP. There were retreat facilitators from other departments on campus, too:
 - Racial Aikido
 - **Examining White Identity in a Multicultural World** (students version)
 - **Examining White Identity in a Multicultural World** (faculty/staff version)
 - Multiracial Aikido
 - International Student Social Justice Retreat
 - **Intercultural Spring Social Justice Workshop** (working name – final still to be determined. This is a follow-up in late May for participants of the previous student social justice retreats to continue their learning, community building and networking.)

- Need-based travel grants for the alternative break program in the CCE were implemented to reduce financial/SES access barriers for students interested in participating in our week long community-engaged learning trips
- SLI engaged in dialogue and trainings with professional and student staff about gender identity and gender pronoun tags and has moved toward providing options for all staff to select gender pronouns of their choosing to reflect their gender identity to accompany their staff name tags. Staff can order multiple gender pronoun magnets to switch up the ones they want to use on a given day, elect to wear none at all or to wear one that reads “Ask me about my pronouns.” This effort serves to start conversations about gender identity, the gender binary and cisgendered privilege.
- **Hunger & Houselessness Awareness** includes collaborative programs from the CCCE, ASOSU, HSRC, and Pride Center. Hungry for Change food insecurity program which explores realities and causes of hunger and food insecurity in Oregon and the United States. The Faces of Homelessness panel provides space for people currently or previously experiencing homelessness to share their personal narratives in order to dispel overgeneralizations and stereotypes about people experiencing homelessness. The week looks at intersections between poverty and housing and food insecurity and mental health, LGBTQ+ identities, veteran status, education level and access, and SES.
- **Growing Food Security** is an ongoing collaboration between the HSRC, SSI, and CCE. GFS creates a space for individuals to become aware, engaged and advocate for a holistically sustainable food system on the Oregon State campus through garden-based education, food security dialogues and contributions to the OSU Emergency Food Pantry.
 - Mission: We create a space for education, engagement and advocacy that promotes a sustainable and equitable food system for Oregon State community members.
 - Vision: We believe that every person has the right to be an active and informed participant in a sustainable and equitable food system, with unrestricted access to these systems.
- **Powered by Prison Orange:** Panel discussion and dialog about the complexities of achieving holistic sustainability when one or more of the pillars (social, economic and environmental) counteract. Highlighting the need for fair prison wages, Oregon State’s solar panels were built by incarcerated people making \$0.73/hour.
- **Starbucks' Ethical Coffee:** Director of global coffee quality, Mark Brown, gave a speech about global sourcing and the responsibility of a for-profit business.
- **Fair Trade Study Break:** Tabling event. Raised awareness concerning the importance of sourcing fair trade items.
- **Earth Justice Mural:** Part of Beyond Earth Day. People walking through the Memorial Union Quad stopped and wrote poems/drew pictures to express their love and support for social justice.
- **Website translation:** SSI is translating the content of our website and all marketing material from English to the three most commonly used languages at Oregon State- Spanish, Arabic, and Mandarin. Aiming to launch in fall 2016.
- **Oregon Higher Education Sustainability Conference (OHESC):** Staff joined campus professionals, faculty, and students for two days of dialogue, networking, and training at

the 2016 OHESC. Emily Bowling and Jen Christion Myers presented, “Walking the talk: Applying fair trade learning principles to Alternative Breaks”.

- **Association of College Unions International (ACUI):** Annual conference and programs offered to students focused on food security and social justice. Students from the GFS Initiative (noted above) presented about their work and hosted a garden work party and Emily Bowling and Jen Christion Myers presented “Seeing systems: Integrating holistic sustainability initiatives to advance social justice.”
- **Kombit Screening:** Film screening about reforestation efforts in Haiti.
- **Just Eat It:** Screening of a movie about social justice and food security.
- **EDventure Linn Benton Food Share:** Volunteers repackaged food (For example, frozen vegetables, cereal, beans, etc.) into smaller containers that were distributed to those experiencing food insecurity. (Part of GFS.)
- **Nicaraguan Social Movements and a Sustainable Planet:** Three Nicaragua-based representatives of Via Campesina talk about their own experiences as agroecologists in social movements.
- **Weekly garden work parties:** Raise awareness about the importance of food systems and have small discussions about social justice and food security. (Part of GFS)
- **Cooking workshops and discussions about food security:** Raise awareness about the importance of food systems and have small discussions about social justice and food security. (Part of GFS)

Student Affairs - University Housing & Dining Services (UHDS)

Contact: Brandi Douglas

We have split our diversity points of pride into two categories: Standard Programs & Initiatives, programs that UHDS has continued to implement or sponsor on an annual basis; and New Programs & Initiatives, programs that UHDS has implemented or sponsored in the 2015-2016 academic year.

Standard Programs & Initiatives

Community Relations Facilitator (CRF) Training & Program

- Training focuses on Social Justice Education foundations, facilitator training, and teambuilding
- CRFs are live-in student staff members who specialize in social justice education in the residence halls.
- Program includes social justice workshops focusing on topics of identity, privilege and oppression, and social justice action. Workshops are put on three times per term. CRFs also put up bulletin boards on social justice topics as well as create and maintain relationships with students, UHDS staff and campus partners who also focus on social justice work.

Student Staff Social Justice Training

- Engaged UHDS student staff on social justice and student leadership including taking student staff on the OSU Stories of Students of Color Tour and large student presentations about microaggressions and how to combat them and cultural appropriation.
- Co-Sponsored bringing Portland Community College's *The Illumination Project* to campus along with SLI, DCE, and ASOSU. The event brought together student leaders from across campus to engage in social justice conversations around race and immigration.

CAMP Scholar Internship (CSI) Orientation & Program

- Orientation for 10 CAMP students who were selected to participate in the program. Topics included information about the program, time management, connection with alumni of the program and academic skill training.
- The program is collaboration with tCAMP, selecting 10 CAMP students who come from seasonal farm work and migrant backgrounds to intern within UHDS. The internship provides skills in identity development, academic development and leadership development through six hour internships within UHDS units and four hours of professional development through weekly meetings and connection to the CSI Mentor.

Racial Aikido

- One of the five Oregon State Social Justice Retreats in collaboration with CAPS, SLI and DCE
- Focuses on empowering and preparing students who are personally affected by issues of racism to feel better equipped to handle these situations using the principles of aikido (recognize, respond and replenish).

Social Justice Retreats

- Continues to support the following retreats through being the administrative point for most of the retreats and being in coalition with staff members of CAPS, SLI and DCE: Multiracial Aikido – a one day retreat based on principles of Racial Aikido for students who want to have a better understanding of their multiracial identities; Examining White Identity in a Multiracial World – a retreat that focuses on White identity development, White privilege, and oppression in both personal and institutional contexts, while introducing strategies to dismantle oppressive systems; International Student Social Justice Retreat – a retreat focusing on the experiences of international students through social justice tools and techniques; and, Intercultural Social Justice Retreat – a one day retreat that connects students who have experienced one of the four social justice retreats and focuses on how to utilize the skills learned in their lives and on campus.

Speaking Justice

- In collaboration with DCE and Residence Hall Association, Speaking Justice is a night of spoken word by members of the Oregon State community and a spoken word artist, this

year Timothy DuWhite was invited to campus. Event takes place during Oregon State's MLK Celebration.

- Workshop during the day given by Timothy DuWhite titled "HIV and the State" which focused on how race, gender, class and "the medical industrial complex" inform how we talk about, treat and live with HIV/AIDS.

Bias Response Protocol

- Created in collaboration with UHDS Residential Education, the bias response protocol allows residents in the halls to report if a bias incident occurred to any UHDS live-in staff member.
- We train all live-in staff to look for signs of a bias incident and to be able to give resources and support to those who have experienced bias.

UEXP 407 – Foundations of Social Justice Leadership

- In collaboration with DCE, this course is designed for the UHDS CRFs and the DCE Leadership Liaisons to learn and understand the core foundations of social justice education and its connections to their work as student leaders

Economy Housing Program and Newsletter

- UHDS Economy Housing Program holds economy triple spaces for first year students who come from low-economic situations.
- The newsletter, in collaboration with the HSRC, informs incoming first year students who come from historically low economic situations about the economy housing program and meal options in UHDS as well as the programs available through the HSRC and other campus/community offices.
- The newsletter is sent out in April, May and July.

Gender Inclusive Housing

- UHDS continues to add more gender inclusive options for our students.

UHDS Dining

- MakeCents Meals – nutritious meals offered at a great price and available within all dining centers to assist community members who are experiencing food insecurity
- Halal – offer Halal certified proteins in Southside Station so that our guests who follow a Muslim diet can have safe protein with their meals.
- Menu Labeling – we label all out menus so our guests with dietary guidelines can enjoy meals in all the dining centers.
- Culturally Diverse Menus – Menus that feature the foods from different countries, allowing all our guests to sample, enjoy and be educated on the different foods of the world.

New Programs & Initiatives

Social Justice Training Modules

- Created four training modules and handbook information for UHDS student staff who have a customer service focus.
- Training topics include Introduction to Personal and Social Identities, Strategies to Engage International Students, Lived Experiences in a Community and handbook information on bias information, mandatory reporting and UHDS Statement of Diversity.

Community Relations Facilitator (CRF) Campus Events

- CRFs planned and executed one large scale event per term that focused on bringing social justice topics in a creative, “entertaining” and artistic fashion.
- Tie-DyeVersity (Fall Term) – brought campus partners who focus on social justice work to connect with students through having color dye at each station for students to dye their shirt and learn more about the work these partners do.
- Gender Our Cookie (Winter Term) – focused on the gender spectrum with a presentation from the Pride Center and having gingerbread cookies for students to decorate how they please not being limited by the gender binary.
- Painting Justice (Spring Term) – bringing in visual artist, Claudia Ramirez Islas to talk about her art and how it connects to her experience with immigration. Participants will get the opportunity to create their own art based on their own experience with social justice.

UHDS Facilities Social Justice Education Series

- Three sessions spanning over winter term, focusing on personal and social identities and how these identities have a role in who we are, how we see the world and how our identities influence our work.

Leanne Brown Event

- In collaboration with The Moore Family Center, Memorial Union Retail and Food Services (MURFS) and Be Well Campaign, we had a Meet, Eat and Greet with Leanne Brown, food scholar and author of “Good and Cheap: Eat Well on \$4/day”. The event included food samples and a cooking demonstration.

UHDS Retention Grant Program

- Utilizing \$30,000 of Pepsi Funds, we created a grant program for current residents who expressed a strong financial need via the program application.
- We presented a total of 20 residents a grant of \$1,500 in fall and winter term to help them financially and to continue their college education at Oregon State.

Ramadan

- UHDS will be providing meals and prayer accommodations (in the residence hall) to all students who are observing Ramadan.
- UHDS will also provide opportunities for education about Ramadan to students who would like to know more about it.

UHDS Dining

- We offer access to the Supplemental Nutrition Assistance Program (SNAP) in Cascadia Market for individuals who are experiencing food insecurity.

University Relations and Marketing (URM)

Contact: Laura Shields

- Oregon State homepage feature story on Pride Week:
<http://poweredbyorange.com/2016/04/26/pride-in-our-communities/>
- Life@OSU story featuring Brenda Mc Comb and Julie Greenwood:
<http://oregonstate.edu/dept/ncs/lifeatosu/2016/osu-administrators-discuss-struggles-triumphs-of-coming-out-as-trans-women/>. (This will also become a homepage feature story.)
- URM had 13 staff (mostly division leadership) participate in the full ADVANCE seminar during March and April 2016. We have plans to conduct the seminar for the remainder of our staff and other communicators on campus.
- Evaluating position descriptions across the division to include more direct language on advancing diversity, equity, inclusion and social justice in university communications. Specifically, the Assistant Director of Marketing position description was updated so that this work makes up 20 percent of the essential duties and functions.