



**Self-Study Core Team Minutes**  
04 January 2012  
10:00 am – 2:00 pm  
A202 Kerr Administration Building

Attendees (core team members underlined): Angelo Gomez, Brenda McComb, Brian Bay, Janet Nishihara, Jennifer Almquist, Larry Roper, John Edwards, Michelle Bothwell, Susan Capalbo

- I. What can we accomplish over the next 4-5 months that will have the most value?
  - a. The framework listed below is comprehensive, but it might not be possible to fully complete everything. Instead, there may be areas where the group does not complete the process (e.g., conducting a climate survey or compiling and analyzing all OSU data), but instead makes recommendations.
    - i. For example, the group might recommend that the university completes a climate survey, including suggesting ways to clarify the goals of a climate study to make sure that it adds value to previous efforts.
  - b. It is important to complete item #4 because it links with #6 and the ability to make recommendations.
  - c. The recommendations should be outlined in a report that includes a narrative, the results of the process of the self-study, and an analysis, in addition to the groups' recommendations and goals.
    - i. One component of #6 needs to include identifying resources to support the recommendations.
    - ii. The goals outlined in the report should integrate the goals of equity, inclusion with the goals/mission of the university.

***Proposed framework for the self-study:***

1. *Draft and discuss with the community a narrative*
  - a. *Talk about the value of equity, inclusion and diversity*
  - b. *Articulate aspirations for the university*
  - c. *Articulate a vision for the university as an equitable, inclusive and diverse university*
  - d. *Get the community's reactions*
  - e. *See what they think is missing*
2. *Gather information about the structures, programs and policies of other institutions that relate to equity, inclusion and diversity*
  - a. *Helps shape our aspirations*
  - b. *Enables us to see how we compare with peers*
3. *Conduct or recommend a university-wide climate survey*
  - a. *EBI or Rankin?*
4. *Gather information about existing structures, programs and policies related to equity, inclusion and diversity at OSU*
  - a. *To help identify what needs to change to realize our aspirations*
5. *Compile and analyze OSU data*
  - a. *To identify how well our present structures, programs and policies are enabling us to achieve our aspirations*
6. *Recommend most important goals for 3-5 years*

- a. *That broaden our definition and understanding of diversity*
- b. *That integrate goals for equity, inclusion and diversity with all university functions*
- c. *That will produce positive institutional cultural change*
- d. *That build on successes*
- e. *That produce tangible outcomes*
- f. *That link the goals for equity, inclusion and diversity with institutional mission*

- II. Review what we've accomplished so far
  - a. There has been a lot of discussion about clarifying and defining the objectives of the self-study and what we're going to accomplish, which has produced the framework provided above.
  - b. The group made a decision to produce a narrative and also talked about sharing it with the campus community.
    - i. This would involve anticipating questions that might arise, sharing the charge in a variety of venues, and engaging everyone in a conversation about what is missing and what else needs to be included.
  - c. There has been initial discussion about aspects of the narrative, the value of diversity, and the definition of diversity.
  - d. There has been work on items 2-5, including PCOSW's efforts to look at comparator institutions.
  - e. Moving forward, it is important to keep in mind the reality of having to do this working within a short timeframe, which requires striking a balance between having conversations and grappling with ideas, while at the same time continuing to move efforts forward.
  
- III. Draft a narrative
  - a. It will be important to articulate the fact that equity, inclusion, and diversity are ongoing, constantly evolving concepts. It is not possible to neatly summarize the concepts in a static report, so the first part of the narrative needs to reflect the fact that there is not a simple solution because new information comes in and new priorities emerge.
  - b. It is important that the narrative does not just focus on diversity, but also includes equity and inclusion.
  - c. Where do we start?
    - i. There are a number of definitions of diversity and examples of mission statements included in the notebooks. For example, the Diversity Philosophy statement is a good place to start. It was developed through the work of a lot of people, but it was not ever disseminated for wide input nor was it taken through a process to be formally adopted by the institution.
    - ii. There are a lot of versions of statements throughout the university in individual colleges and departments, but there is not a single, foundational statement. It would be useful for the group to create a statement that can serve as the anchor for other units and programs to link with.

1. One recommendation of the self-study might include establishing a process for reviewing and adopting a university-wide statement about equity, inclusion, and diversity, including comment and approval within Faculty Senate, the Provost's Council, and other stakeholders.
- iii. The Office of Equity and Inclusion has a statement about the principles of equity, inclusion, and diversity on the office website. This can serve as a starting point for the development of a narrative for the university:

- **Equity**—*Ensuring equality of opportunity in all that we do. We strive to ensure equality in terms of the opportunity to become a member of the Oregon State University learning and working community; in one's opportunity to participate in and contribute to the work; in one's opportunity to participate in and benefit from the programs, services, and activities; and in terms of the communities of the state that are served by the University.*
- **Inclusion**—*Working together to create an organization that enables success for everyone with whom we interface. We create and sustain this environment through interpersonal interactions that explicitly support and affirm the inherent dignity and uniqueness of individuals and communities, and through institutional efforts that address systemic barriers to inclusion.*
- **Diversity**—*Recognizing that a diversity of people, perspectives, experiences, and thought is essential to a compelling research, scholarship, and learning environment. We aim to develop policies and practices that promote and enhance diversity in all University endeavors, striving to benefit maximally from our different ideas, perspectives, and ways of being, knowing, and doing.*

1. Thoughts about the statement listed above:
  - a. Clarify that the efforts are proactive, not reactive
  - b. Articulate how the three principles are interwoven
    - i. Also recognize that the interaction among the three principles is complicated and how they are presented influences how others in the institution understand and enact the concepts.
  - c. Consider that efforts to be equitable and inclusive do not necessarily work well across all aspects of identity (equity doesn't mean doing the same thing in the same way for everyone)
  - d. Include a summary about why these principles are essential (draw on existing literature to provide rationale)
- d. Components of a vision for the university as an equitable, inclusive, and diverse university
  - i. Needs to be aspirational, recognizing and building on previous successes while also acknowledging gaps
  - ii. How do we change the culture to make sure people feel like it is equitable and inclusive?
    1. To be inclusive, we also have to pay attention to diversity because there is not one set of behaviors that makes everyone feel like they're included, we have to pay attention to differences and modify and adapt behaviors accordingly
  - iii. Need to ensure that the university accepts and embraces these principles outlined above.

- iv. Ensure that we hold ourselves accountable (e.g., through performance evaluations), including putting in place appropriate incentives and reward structures, and disincentives for failure to meet goals.
  - v. Understand that there are barriers to reaching the vision (e.g., limited resources), and recognize and actively try to minimize barriers by providing systems to support pursuit of the vision.
    - 1. Part of the vision is to create a culture that addresses and tries to overcome possible barriers to equity and inclusion, and that provides people the opportunity to ask questions and receive support as they try to realize the vision.
  - vi. Include as part of the vision a commitment of resources.
  - vii. The process for implementing the vision needs to include investing in education and awareness raising activities on an ongoing basis to identify opportunities and barriers to realizing our aspirations.
- e. Get the community's reaction on item #1, a-c
- i. Need to ask more than just, "Do you like the vision?"
    - 1. Conversations should be framed more as a discussion/brainstorming session.
    - 2. Possible questions might include the following: What do you like about the vision? What is missing/what would you add? What are you willing to do to realize the vision? What are the most important steps the university needs to take to realize the vision? What is the value? How are existing structures, programs, and policies working? What are indicators of progress? What aspects seem worthy of your energy?
  - ii. We need to define the objectives of sharing the narrative and then design the conversation that we need to have to achieve that.
    - 1. Three key points to cover:
      - a. Get people's reactions to the narrative, including what is missing.
      - b. How does this conception of equity and inclusion match up with the current context you've been using to understand diversity?
      - c. What aspects of the narrative do you find to be the most compelling?
    - 2. Make connections with the community and begin to develop support for the efforts so that it becomes a process of alignment where people begin embracing and aligning around a common vision.
  - iii. How to collect the information?
    - 1. Engage people broadly through both targeted and open focus groups.
      - a. Possibly both targeted/existing groups and/or targeted topics.
    - 2. For a limited duration around the time of the focus groups, provide opportunities for people to submit comments online and/or anonymously.
      - a. Post the narrative on the blog (where comments will be public)
      - b. Provide opportunities for people to submit comments privately
    - 3. Condense focus groups/meetings into several days (student sessions, random/open focus groups, cabinet/council,

AFAPC/PCOSW/COSID/AUITF, PFLA/AOP, division meetings, meetings with individuals such as President Ray and Director of Foundation, EC)

- iv. Who is the “community”?
    - 1. How do we get people interested in these conversations?
    - 2. Are there existing groups that we can start with? For example, chairs and directors, student government, IFC, residence halls, diversity committees in various colleges and units, PFLA, AOP, President’s Cabinet, Provost’s Council, AFAPC, PCOSW, COSID, AUITF, BOV, cultural centers.
  - v. What will we do with the information we gather?
    - 1. If one of the objectives is that people feel heard, we may need to have initial conversations, process the information, and check back with participants.
    - 2. One option is to synthesize information and create a statement about “this is what we heard” for the website so that people know, within a week of the focus groups, what we learned and where we’re going.
- IV. Recommend most important goals for 3-5 years
- a. The recommendations will emerge from the data that is gathered about the narrative; however, some possible recommendations that might emerge were suggested:
    - i. Identify a means by which the university can review, revise, and adopt a unified, university-wide vision statement for diversity.
      - 1. The OSU vision statement needs to recognize that equity, inclusion, and diversity are essential to OSU’s vision of being among the top ten land grant institutions.
    - ii. Identify resources to support activities
- V. Decide process, steps, work assignments and a timeline for getting the community’s reaction to the narrative, and for items 2-5 (sub-group coordinator in **bold**)
- a. Create a narrative statement; who: **Angelo**, Larry, and Susan; timeline: ~3 weeks (2 to prepare draft, 1 for committee input)
    - i. Strengthen the definitions and the statement
    - ii. Articulate how the three principles are interwoven
    - iii. Tie to references/evidence from literature
    - iv. Highlight why the things listed are essential
  - b. Gather information about the structures, programs, and policies of other institutions; who: Janet, Michelle, **Angelo**; timeline: ~3 weeks
    - i. Take the work of PCOSW and compare it to page 45 of “Making a Real Difference with Diversity” as a source of ideas for what else we might need at OSU.
    - ii. Look at OSU’s existing structures, programs, and policies.
      - 1. Begin to define, from our perspective, what best practice standards would look like for equity and inclusion.
    - iii. Prioritize/identify sequence of what needs to be done first, realizing that not everything can be done at once.
  - c. Conduct or recommend a university-wide climate survey; who: **John**; timeline: ~3 weeks to compile initial thoughts
    - i. Work toward a recommendation of what the university should do (questions to ask, interval for data collection, etc.)

- d. Compile and analyze OSU data; who: Larry, **Brenda**, and Brian; timeline: make initial request for data immediately, 3-4 weeks to receive existing data and begin analysis
  - i. What data do we have about how well we're performing in terms of our equity and inclusion aspirations?
  - ii. What does the analysis of that data suggest about what we need to do differently?
  - iii. What data have we not collected because we've been working at diversity, based on how we've narrowly defined it, not equity and inclusion?
  - iv. Recommend what sort of data compilation and analysis should be done.
- e. Schedule focus groups for mid-February; who: Office of Equity and Inclusion
  - i. Self-study team members will facilitate in pairs, with one person taking notes on a laptop and projecting the notes on a screen visible to participants
  - ii. Groups should be limited to ~15 participants and should be scheduled for 60 minutes
  - iii. Need to create a facilitator's guide/template for each person to use
- VI. Identify external reviewers or the process by which we'll identify them
  - a. Ask Daryl Smith
  - b. Larry will contact APLU
  - c. Someone from NSF or NIH?
- VII. Daryl Smith's visit February 16<sup>th</sup> and 17<sup>th</sup>
  - a. What we hope to accomplish:
    - i. Meet with self-study team, Provost's Council/President's Cabinet
- VIII. Next meeting: Please respond to the Doodle poll