



Self-Study Core Team Minutes

18 November 2011

8:30 am – 10:00 am

Memorial Union, Council Room

Attendees (core team members underlined): Allison Davis-White Eyes, Angelo Gomez, Brenda McComb, Dan Edge, Dan McGrath, Ed Ray, Elizabeth Thomas, Janet Nishihara, Jennifer Almquist, John Edwards, Karen Zimmermann, Larry Roper, Michelle Bothwell, Susan Capalbo, Susana Rivera-Mills, Tony Wilcox

1. Deliver welcome and charge (President Ray)
 - a. It is important to create a community that takes an active interest in helping people realize their fullest potential.
 - i. We need to think more about all that is required to be as inclusive as possible.
 - b. We have an opportunity to look at our structure going forward and we need to focus on all aspects of equity and inclusion in a coherent and coordinated fashion.
 - i. The aspects of equity and inclusion work need to be organized in such a way as to be successful.
 - c. The self-study is an important process in determining who we are, where we want to be, and how we are organized to achieve our vision.
 - i. It is important to ask what the form is for the function we want to serve.
 - d. The results of the self-study should serve as a companion to the strategic plan, so that equity, inclusion, and diversity are part of the fabric of the institution and are the responsibility of every office.

2. Review thinking group deliberations (Thinking group members)
 - a. It is important to think about university-wide diversity efforts and how we integrate and coordinate to achieve our vision.
 - i. Equity, inclusion, and diversity should not just be addressed by one particular office, but should be efforts that are integrated across the institution. They should be part of our everyday thinking, part of position descriptions, and part of the structures of accountability.
 - b. The self-study process should be highly engaging. For example, there are faculty embedded in counties across the state who can serve not only as contacts for recruiting students, but also as connections for students to various communities. How can equity and inclusion be infused into service learning opportunities as a way to provide compelling engagement with communities beyond campus?
 - c. The Association of American Colleges and Universities has a program on [Making Excellence Inclusive](#) that provides good information about enhancing retention efforts and student success.
 - d. The self-study process needs to address the changing demographics of OSU (e.g., the influx of international students).

- i. It also needs to broaden the definition of diversity and help OSU develop a holistic sense of what diversity is.
 - e. The self-study needs to look beyond just the Office of Equity and Inclusion in order to look at all diversity programs and services and work toward an institutional organization that is consistent with the vision for equity, inclusion, and diversity.
 - i. The process should also help elevate these issues across the university and articulate why equity and inclusion are valuable.
 - f. The self-study needs to produce more than just a summary. There needs to be an analysis that links findings to qualitative and quantitative data and metrics in order to identify strengths and gaps, and generate recommendations.
- 3. Discuss initial thoughts about the work (Core team members)
 - a. The self-study process is just the beginning of an ongoing conversation. The core team needs to ensure that processes are in place that will help the work continue.
 - i. The focus should be on establishing a clear foundation and articulating core values that can serve as guidance for what we do in the future.
 - ii. This process should articulate aspirations and also identify policies, standards, practices, positions, and structures that need to change. The approach to realizing the vision needs to be multifaceted.
 - b. We can look to other institutions that have models for aspects of the work. There may not be a single institution that offers best practices in every area we're looking at, but we can look to various examples of what might work well.
 - c. It is important that this process challenge old ways of thinking and structures that are not working well and ask the hard questions in order to move beyond simply compliance to actually creating a compelling vision.
 - i. We may identify components that haven't worked well and in those instances, we can move to another model that allows us to enact our stated commitments.
 - ii. We need to consider how to make the institution work well for the widest audience. This involves moving beyond compliance with minimum standards to efforts to achieve greater aspirations for equity and inclusion.
 - 1. This includes moving diversity from being a "siloed" function to a principle that is at the core of everything we do.
 - d. The self-study process needs to be open and engaging.
- 4. Prepare for next meeting
 - a. Core team members decided to focus on creating a narrative about equity and inclusion.
 - i. Before the next meeting, members will read through the examples provided in the self-study binder and begin look at peer institutions for sample statements.
 - b. Now that members have a sense of what the task is, they will think before the next meeting about *what* can be accomplished in the designated timeframe and *how* to begin working on the process.
 - c. **The next meeting is scheduled for Monday, November 28, 2011 from 10:30am-12pm in the President's Conference Room (650 Kerr)**