



Self-Study Core Team Minutes

28 November 2011

10:30 am – 12:00 pm

President's Conference Room

Attendees: Angelo Gomez, Brenda McComb, Brian Bay, Elizabeth Thomas, Janet Nishihara, Jennifer Almquist, John Edwards, Michelle Bothwell, Susan Capalbo, Tony Wilcox

1. Review first meeting
 - a. At the first meeting (11/18/11) there was discussion about the core team developing a narrative to share with the community to jumpstart and frame the conversation about equity and inclusion.
 - i. The narrative could articulate core values, state aspirations, and provide a vision for the future.
 - ii. The narrative needs to be inclusive and it needs to be shared in a way that does not constrain conversations.
 1. For example, present a vision and what we're thinking about in terms of goals and then asking, "What have we missed?"
 - b. Other important aspects of conversations with stakeholders include
 - i. Identifying and preparing to address common questions that people might pose or points they might raise
 - ii. Talking about the Office of Equity and inclusion and about equity and inclusion efforts more broadly
 - iii. Focusing on the charge and what we're trying to accomplish
 1. Identifying what can be completed in four to five months that will have the greatest benefit
 2. Providing recommendations for a path forward (long-term goals)
 - iv. Communicating a context for conversations about equity, inclusion, and diversity
 - v. Engaging everyone in creating a culture of inclusivity (through specific action steps)
2. Discuss self-study components
 - a. The basic idea is to articulate aspirations and identify what needs to happen across the institution to realize those goals.
 - i. We have to define a vision. We have to characterize our aspirations and articulate what we would like to see.
 - b. Important considerations
 - i. Gather statistics that point to what our campus looks like now. Use this to inform aspirations.
 - ii. Articulate the value in diversity and in creating a more inclusive environment. Why are these efforts important and why should people be involved in this process?
 1. The institutional demographics are changing.
 2. The world we are preparing students for is changing.
 - a. We are also producing scholarship for a changing world.

3. The pools of potential employees are changing.
4. There is economic value (where “economic” is broadly defined).
5. It is ethical and we have a moral imperative to do so.
- iii. Understand how this process will be distinguished from previous efforts.
 1. How can we be effective in realizing the goal to change institutional culture?
 2. How can we build on existing areas of success and phrase recommendations in a way that builds on what is working well?
 3. What tangible outcomes will be produced in an effort to provide a more safe and inclusive environment for everybody? What actions are needed to develop a culture of inclusivity?
- iv. Determine how to mesh the goals and aspirations with the institutional mission so that many people feel like they have a stake in the outcomes.
 1. The strength of these efforts will rely on how well they can be tied to the overall vision for the university.
- v. Explore ways to engage the entire community in developing a better understanding of and deeper respect for others.
- vi. Define what “diversity” means.
 1. What does it mean to broaden our notion of diversity?
 - a. For example, it is important to include socioeconomic status (which ties to the land grant mission of opening the doors widely).
 2. Based on the myriad characteristics used to describe populations, is OSU representative?
 - a. On the basis of any of these (or other) characteristics, do people feel marginalized, or do they feel included in the overall institution?
 3. Any statements about diversity and equity should be forward looking/proactive and focus on inclusion.

3. Next steps

- a. Identify four areas for work by subgroups:
 - i. Look at other institutions
 1. What are our aspirations?
 2. What are best practices from other institutions/organizations?
 - ii. Identify methods for assessing the functional climate
 1. How do people feel about their experiences at OSU?
 2. What information are we trying to get and how do we get it?
 - iii. Gather information about existing programs and policies
 1. What structures are currently in place?
 - iv. Compile institutional data
 1. What does OSU currently look like?
- b. Schedule a meeting for December that will
 - i. Provide visioning and structure for subgroup work
 - ii. Begin to provide an outline for the final report
 - iii. Identify possible external reviewers