



## Self-Study Core Team Minutes

15 December 2011

3:00 9m – 4:30 pm

President's Conference Room

Attendees (core team members underlined): Angelo Gomez, Brenda McComb, Brian Bay, Caitlin Donovan, Elizabeth Thomas, Janet Nishihara, Jennifer Almquist, Larry Roper, Michelle Bothwell, Michelle Kutzler, Susan Capalbo, Tonga Hopoi, Tony Wilcox

### 1. Sub-group updates

- a. Best Practices: The President's Commission on the Status of Women (PCOSW) has decided that one of its agenda items for the academic year will be to conduct an institutional comparison of diversity, equity, and inclusion efforts at select institutions.
  - i. Caitlin Donovan, a graduate student, is conducting initial research between now and the start of winter term. After that, a subcommittee of PCOSW will be available to continue the efforts.
    1. The PCOSW subcommittee is chaired by Susan Rodgers and includes the following members: Malinda Shell, Kate Halischak, Angelo Gomez, Jennifer Almquist, Marilyn Read, Susan Rivera-Mills, Rorie Solberg, Susan Tornquist, and Kryn Freehling-Burton
    2. It was suggested that the PCOSW subcommittee might want to make further contacts with individual institutions to find out additional information beyond what is available online, check for accuracy, and learn more about the details of what other schools are doing. This will help provide more information about what institutions are actually doing with the purpose of making sure the self-study team is using the right dimensions in assessing where our own efforts are relative to where we think they need to be (as opposed to just comparing how well we match up with other institutions).
  - ii. Caitlin stated that her methods will be to begin with broad terms (e.g., diversity, equity, inclusion, etc.) and then look further at specific offices, plans, programs, and initiatives.
    1. Similar work has been conducted by PCOSW around the topics of work/life balance (see: [http://oregonstate.edu/leadership/pcosw/sites/default/files/OSU\\_WorkLifeBalance2010.pdf](http://oregonstate.edu/leadership/pcosw/sites/default/files/OSU_WorkLifeBalance2010.pdf)) and bullying (see: <http://oregonstate.edu/leadership/pcosw/reports-amp-guidelines>, 2011 PCOSW Annual Report). While the past and current research is conducted by PCOSW, the focus extends beyond women.
    2. The dimensions for assessment will include the following:
      - a. Incorporation of equity, inclusion, and diversity into mission statements
      - b. Efforts to assess/address climate

- c. Knowledge and skill development (e.g., training and professional development, curriculum development, co-curricular activities, etc.)
    - d. Recruitment and retention efforts; Outreach/service/partnership/collaboration efforts (internally and externally)
    - e. Assessment/research/evaluation efforts
    - f. Resource development and allocation
    - g. Recognition (e.g., in promotion and tenure, performance evaluations, etc.)
    - h. Rewards and incentives
    - i. Research and scholarship
    - j. Communications
    - k. Institutional accountability
    - l. Strategic planning (at both an institutional and unit level)
  - 3. The initial list of comparator institutions will include the following:
    - a. Cornell
    - b. Michigan State University
    - c. Ohio State University
    - d. Pennsylvania State University
    - e. Purdue University
    - f. Texas A&M University
    - g. University of Arizona
    - h. University of British Columbia
    - i. University of California, Davis
    - j. University of California, Irvine
    - k. University of Connecticut
    - l. University of Illinois, Urbana-Champaign
    - m. University of Maryland
    - n. University of Michigan
    - o. University of Minnesota
    - p. University of Wisconsin
  - 4. It was suggested that in the future, the list of comparator institutions might be expanded to include institutions from a wider range of geographic areas, Historically Black Colleges and Universities, as well as other minority-serving institutions, institutions that have received NSF ADVANCE awards, and other aspirational peers that may excel in particular aspects of diversity, equity, and inclusion.
- b. Data Collection
    - i. Several Equity and Inclusion staff members recently participated in a webinar to learn more about EBI's offerings with regard to climate assessment. Members of this subcommittee will continue to consider various data collection methods and methodologies.
  - c. Existing Programs
    - i. Documents were shared from the Diversity Inventory Project, which was completed by two PROMISE students during summer 2010.
      - 1. It was noted that this project looked at what academic units had related to various dimensions of diversity, but it did not look at administrative units. Information about efforts by

administrative units would be needed to create a more complete inventory.

2. It was suggested that as further information is gathered about existing structures, programs, and policies it will be important to look at the extent to which programs at the college level involve academic departments, as well as what is available within specific departments that might not be widely known at the college and university level.
- ii. There was discussion about the need to look beyond a list of the programs and policies offered by OSU to also assess how individuals experience the various offerings. A complete assessment does not just include how the institution presents itself; there is also a need to talk with individuals about what they experience when they encounter a policy or procedure.
  1. The question of how individuals experience OSU and the institution's policies and procedures may be better answered through conducting focus group discussions.
- d. Institutional Data
  - i. The primary focus of discussion was the Division of Student Affairs' 2009 Diversity, Multiculturalism, and Inclusivity (DMI) Survey.
    1. One point that stood out was that about one-third of students indicated that they were tired of hearing about diversity.
      - a. It was suggested that one factor that might contribute to this sentiment is that a number of diversity programs exist, but there is neither coordination between them nor a common understanding of their impact.
      - b. While there may be fatigue about the topic, it was also noted that our job is to prepare students to be successful as they have greater exposure to a world that is incredibly diverse.
    2. Another point that stood out was that only about 35% of students in general agreed strongly/somewhat that OSU should make a greater effort to recruit and retain students, faculty, and staff from diverse backgrounds while about 45% of students of color agreed strongly/somewhat that such efforts were important.
  - ii. There was also discussion about the ways in which the parameters around the collection of demographic data can limit the ability to understand the diversity of the OSU community. Existing categories of assessment may lack sophistication and nuance, and they can lead to an incomplete picture.
    1. At the same time, it is important to recognize that the current demographic categories are informed by the historical treatment of difference and the ways in which society has been and continues to be structured to effectuate distinctions based on identity. The need to be aware of equity issues and the formal and informal systems that persist in society can be balanced with the need to create expanded opportunities for self-identification.

## 2. Discussion – importance of equity, inclusion, and diversity

- a. The discussion of the collection of demographic data extended into a discussion about the importance of equity, inclusion, and diversity.

- i. Once question is *what* are we, which is the primary focus of demographic data, but another question is *who* are we, which addresses our beliefs, our commitment to respect the differences that exist, and our approach to interacting with one another.
    - b. There was discussion about the creation of an equity and inclusion narrative that the core team could use to guide discussions and engage stakeholders. The narrative could include a broadened conceptualization of diversity and it should also articulate the value of and a vision for equity, inclusion, and diversity.
      - i. One component of creating such a narrative is articulating aspirations, and another component is the ability to address enduring challenges, including those that stem from categorizations that still have social force.
    - c. It will be important to be able to address the phenomenon whereby people express an interest in and commitment to diversity, until actual systems of power and privilege begin to shift. To address this, it can be useful to talk about the value in equity, inclusion, and diversity.
- 3. Discussion about ADVANCE Program
  - a. A group of individuals began work on an application for the 2011-2012 funding cycle of the National Science Foundation's ADVANCE award. The goal of the ADVANCE program is increasing the participation and advancement of women in academic science and engineering careers.
    - i. OSU's proposal includes using the Difference, Power, and Discrimination (DPD) model to talk about systems of institutionalized inequity and privilege, as well as to look at the impact of intersectionality.
      - 1. The money would be spent on activities such as intensive training, travel grants and leadership opportunities, and internal and external assessment.
    - ii. In order to establish institutional buy in, which is needed to create institutional transformation, the group working on the application decided to postpone their submission until 2013-2014. They will be working on articulating a clear understanding of expectations and establishing a framework for administrative governance. They will also be working on compiling baseline institutional data and will plan to draw on information produced by the self-study and whatever assessment of climate is conducted.
      - 1. In the meantime, one of the ADVANCE program contacts visited OSU and commented on the fact that OSU is starting from a fundamentally different place than other institutions given the existing framework and will need to articulate how the ADVANCE award would help the institution move to a new level.
  - b. It was suggested that if other institutions that have received ADVANCE funds are contacted, it would be important to ask how successful they have been in terms of institutional transformation.
- 4. Next steps
  - a. A half-day meeting will be scheduled for early January with a focus on continuing the discussion about the importance of equity, inclusion, and diversity. Another goal will be to discuss the analytical framework.