

Final Report

President and Provost's Leadership Council for Equity, Inclusion and Social Justice

2017-18



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Introduction

This is the annual report of Oregon State University's President and Provost's Leadership Council on Equity, Inclusion and Social Justice. This report is based on the examination of data collected during the 2017-2018 academic year.

Tasks

The council was tasked with the following:

1. Review and recommend student recruitment policies concerning diversity.
2. Review and recommend student retention policies and practices concerning diversity
3. Review and recommend faculty/staff recruitment practices to promote diversity.
4. Review and recommend faculty/staff retention practices to promote diversity.
5. Review reports submitted to the Bias Reporting Team.

Composition of the Committee

The Council formed five subcommittees to assemble and analyze data and provide recommendations for each committee's assigned tasks.

1.) Student Recruitment

- Rylan Good (lead), Grad student
- Elizabeth Kaweesa, Grad student
- Radhika Shah, Undergrad
- Rose Nguyen, Undergrad
- Carlos Jensen, COE
- Randal Rosenberger, COF
- Heather Arbuckle, COS
- Eric Kirby, CEOAS
- Blake Vawter, Admissions
- Luhui Whitebear, DCE

2.) Student Retention

- Teresita Alvarez-Cortez (co-lead), Student Affairs
- Jesse Nelson (co-lead), Student Affairs
- Stacy Semevolos, COV
- Vicki Ebbeck, CPHHS
- Micknai Arefaine, Grad student
- Tara Williams, Honors College
- Juan Navarro, Grad student
- Dwaine Plaza, CLA
- Angel Mandujano-Guevara, Undergrad

3.) Faculty/Staff Recruitment

- Dan Edge, COAg (Lead)
- Becky Warner (co-lead)
- Anthony Davis, COF
- Julie Gess-Newsome, OSU-Cascades
- Lisa Price, CLA
- Anne Gilles, Search Advocate Program
- Melissa Medina, HR
- Robbin Sim, HR
- Tuba Ozkan-Haller, CEOAS

4.) Faculty/Staff Retention

- David Baldrige (lead), COB
- Joe McGuire, COE
- Kate MacTavish, CPHHS
- Dan Arp, Exec Dean
- Toni Doolen, Exec Dean, Honors College and CofEd
- Philip Mote, CEOAS

5.) Review Bias Response Data

- Scott Vignos (lead), OID
- Steph Bernell, Graduate School
- Marie Harvey, CEOAS
- Mark Zabriskie, Exec Dean, Pharmacy
- Jared Moore, COB

In the following report, the data analyses and recommendations are organized in five sections and correspond to the five tasks assigned to the committee. Each report is preceded by an Executive Summary.

Student Recruitment Committee

Final Report

Executive Summary

Charge: Make recommendations to promote recruitment and retention of underrepresented undergraduate students

Data Sources and Trends: Overall, OSU is becoming more diverse with domestic minorities making up 24.8% of OSU enrollment. The enrollment of underrepresented students (American Indian/Alaskan Native, Asian, Black, Hispanic, Native Hawaiian/Pacific Islander, Two or More Races) at Oregon State University has continuously increased over the past 10 years, yet this does not mean percentage of representation for individual groups changes. Enrollment of underrepresented students grew from 2,975 students in Fall 2007 to 7,660 students in Fall 2017. The majority of this growth is accounted for in the increase in enrollment by students that identify as Asian, Hispanic, or Two or More Races. Native American (248 in 2007 to 159 in 2017) and Native Hawaiian/Pacific Islander (198 in 2007 to 83 in 2017) student enrollment continues to decline. Black student enrollment has increased from 297 in 2007 to 418 in 2017, but the growth experienced a 0% increase from last year to the most recent year. The complete information can be found in Appendix A.

Recruitment Efforts for Underrepresented Students: The Office of Admissions has a comprehensive multicultural student recruitment plan in place that includes application workshops, BeaverVIP programs, Latino Nights, and expanded name buys/lead generation efforts. There are several workgroups and committees dedicated to these efforts including the President and Provost's Leadership Council for Equity, Inclusion, and Social Justice, African American Recruitment, Priority Population Recruitment Workgroup, and Community Relations (OEI). The Native American Pathways Program is also under development and consideration to implement on campus.

Data Sources: Recruitment at Oregon State University occurs both through the Office of Admissions and the individual College efforts. For our data analysis at the college-level, we used quantitative data from the New Student Funnel Report from CORE DIV 0025, qualitative data from survey results from 8 Colleges regarding their resource allocation specifically for undergraduate recruitment, and the public OSU enrollment and demographic reports webpage. For our data analysis at the university-level, we used university-level enrollment trends, qualitative interviews with 3 out-of-state counselors (David Chehey from Boise High School, Kathryn Kekaulike at Kamehameha School since she works strictly with Native Hawaiian students, and Joanie Broatman at Parker School who is on the board for College Horizons), the START Orientation Office (Natalie Rooney), two new admission staff members (Janeth Macias and Eduardo Rodriguez), Tour Guide Coordinator (Alexandra Galbreath), and Director of Admissions (Blake Vawter).

Recommendations

1. We recommend that Oregon State University (OSU) reinstate their participation in the Western Undergraduate Exchange (WUE) to attract low-to-moderate income students.

Current instate participants include, but are not limited to: Eastern Oregon University, Klamath Community College, Oregon Institute of Technology, Portland State University, Southern Oregon University, and Western Oregon University. Other flagships that participate are: University of Wyoming, Washington State University, University of Utah, University of Idaho, Boise State University, and Colorado State University. OSU is missing an opportunity to be in partnership with other institutions that offer this experience. Additionally, high schools that encourage participation in the WUE are more likely to point OSU out as an option if we are listed as a participant. Drawing from students from other states through WUE offers an opportunity to diversify the student population in ways that are not possible through in-state recruitment given the state demographics.

2. We recommend Oregon State University partner with College Horizons to help with relationships and partnerships with the Native American communities.

College Horizons is a 501(c)3 non-profit dedicated to increasing the number of Native American, Alaska Native and Native Hawaiian students succeeding in college and graduate programs. Since 1998, they have served over 3,300 Native students on their path to higher ed through our admissions and financial aid workshops. University of Oregon and University of Portland are both partners. This is not a final solution to the recruitment and retention of Native students, but we believe that it would help solidify relationships with those communities. College Horizons is well known nationally and participating will help give exposure to OSU through their marketing and networking opportunities.

3. We recommend that Oregon State University expand and enhance its communication with students who were not offered admission in hopes of capturing them through our Degree Partnership Programs.

Similar to the previously implemented “Not Yet” admission communications, we feel that offering hope and viable pathways to students not offered admission could keep them interested in OSU. Due to our robust Degree Partnership Program, OSU could help recruit students, who remain interested in OSU despite not being offered admission, through presenting them with viable and clear pathways at our partner community colleges. Additionally, we recommend that communication about appeals to students not offered admission be reviewed for clarity and understanding. Due to either admissions requirements and/or finances, many students from diverse backgrounds may utilize the community college route. Strong communication with diversity support programs at the community colleges will help strengthen our relationships with them in direct ways. This can help OSU be a recommendation by these programs, as well as the community colleges be a recommendation from OSU.

4. We recommend that OSU create a greater catalog of financial literacy brochures/websites, offered in multiple languages.

The college admission and financial aid process for first-generation, low-income students and their families is often overwhelming, confusing, and stressful. We believe that investing in clear

foundational knowledge pieces around financial literacy could increase the recruitment and retention of students. The communication would be accessible in the language used, and include more information about scholarship opportunities. Additionally, these communication pieces should be translated into Spanish (i.e. Arabic, Russian, Vietnamese, etc.) as parents/family members are a large factor in the college decision and may not speak/read English. Internship credits could be made available to help offset possible costs associated with this recommendation.

5. We recommend that OSU disaggregate data collection and summaries, and increase transparency of student population data.

Identities that students hold are often erased through the aggregation of data and summaries. By disaggregating data, there will also be greater opportunities for OSU to critically investigate enrollment trends. The data presented out can discourage target populations from matriculating to campus as well as even applying. Efforts to disaggregate data of American Indian/Alaskan Native students shows that only a fraction of students attending OSU are actually represented in the current data. Strong example for subgroups and data summaries were produced by [Brown University](#) and [University of California](#). Additionally, student population data should be placed in more accessible areas on our website, possibly in the “About” section. Disaggregated data can be displayed under subsections that are created in the Hispanic and Multiracial categories to help provide a more clear picture of what our student population looks like and where shared identities are.

6. We recommend that our tour guide program integrate collaborative work and inclusivity into campus tours.

By integrating more information about diversity and inclusion into the tours, we will help prospective students and parents understand its importance to our campus community. Too often, the Cultural Resource Centers are lauded as the pinnacle of our diversity efforts.

Examples could include: transgender care at Student Health Services; Multicultural CAPS Services available; student leadership positions available in ASOSU regarding diversity, womxn, queer, and accessibility affairs; the partnership between Education Opportunity Program and Cultural Resource Centers to provide culturally sensitive tutoring services; multicultural greek life; diverse faculty (depending on major) that can be mentors for thesis or research; social justice focused events put on by different schools. This recommendation may help with perceptions of OSU being more conservative when comparing to Portland State University and University of Oregon.

1. We recommend that the OSU Admissions Office and the Colleges continue to collaborate on setting recruitment goals, strategies, and their implementation.

Enrollment management planning has recently moved in this direction wherein the goals and needs of the Colleges are directly reflected in the University’s enrollment management plan. An extension of collaborative planning is the allocation of resources to meet the goals and needs of the University and the Colleges. Results from our survey of the Colleges on recruitment planning shows that the majority of the Colleges conduct limited recruitment strategic planning. An example of this type of collaboration would be in the timely provision of prospective / non-matriculated student contact information with Colleges so that they can enhance student

recruitment.

1. We recommend that FTE and resources dedicated to UG recruiting in general, and underrepresented UG recruitment in particular, be made available at the College level.

This may be accomplished through the allocation of additional resources to or re-allocation of existing resources for a College. Information provided to us through a survey of the Colleges demonstrates that most Colleges do not have or have limited allocation of FTE and resources that directly support UG student recruitment. This effort would be to complement, not replace, the work being done through Admissions and should not create insular efforts at the College levels. FTE can help ensure accountability in recruitment efforts of UR is occurring across campus.

2. We recommend that General Counsel provide clear guidance for what is legally permissible in targeted student recruitment via Title VI and IX, and in the context of the prevailing political context (i.e., Dept of Education).

This is especially important in creating consistent recruitment strategies across campus so students are not having dramatically different experiences during their time at OSU and so Colleges fully understand their abilities and limitations in recruitment efforts.

3. We recommend that the University create more robust systems for tracking and displaying recruitment data that is accessible at the College and program levels, as well as the university as a whole.

Data is important for understanding and evaluating the impacts of recruitment strategies on achieving goals. These data should be further disaggregated by identities/status held by students (first-generation, transfers, veterans, disabilities, country of origin, ethnicity, sexual orientation, gender identity, economic status, etc.) that may require specific strategies or interventions. For UR in particular, disaggregation of racial groupings including two or more races, as well as Hispanic, is warranted in order to deliver culturally-relevant recruitment messages and programs. At the University level, students, community members, and families rely on this data to determine what sense of belonging they will find on campus. Current reporting out of demographic data is inadequate in providing this information and skews the data (refer to recommendation 5).

4. We recommend that the University develop and fund culturally-relevant, student life-cycle programs that target outreach, retention, and placement of underrepresented students.

Underrepresented students, in order to be treated equitably and fairly in a culturally-relevant and responsive way, may need programs that target their entire pathway to college and on to careers. Pre-college programs, such as Juntos, may be needed to increase accessibility and improve preparedness to higher education through active interventions and programming that integrates family, community, and cultural needs and expectations. These pre-college outreach programs should be expanded and funded. Once here, underrepresented students may need the development of comprehensive, systematic, and culturally-relevant student support services and programs that include financial support, mentoring by culturally representative faculty, and culturally-sensitive and integrated curriculum. Additional investments should be made in targeted faculty hires, experiential and co-curricular programs, and other student support services. And transition into careers, while beginning before graduation (e.g., external professional mentoring, internship, and networking), help bridge students to permanent employment post-graduation. External networks

should be expanded and integrated into the delivery of learning outcomes and cultural-competencies for our students. It is important that there is not a “cookie cutter” approach used for all communities as the needs are different in each community, especially with the sovereign American Indian, Alaskan Native, and Native Hawaiian nations.

As an example, a culturally-integrated educational program is proposed in the Pathways for Native Americans to OSU College Educations and Careers. This proposal identifies several goals and investments needed to in order to support Native students' success in an inclusive and culturally-relevant way.

Recommendations that require additional research and discussion

1. We recommend that greater financial resources and FTE are provided for on-campus and off-campus support.

The answer to building a stronger network of support for UR students should not be single positions, one stop positions. There should be both additional FTE as well as opportunities to work collectively across the colleges and campus in general. Working in isolation should not be the goal.

2. We recommend that OSU no longer requires the submission of standardized test scores to be considered for admission.

"When a college announces a test-optional policy, it also conveys to students that the college is aware of and sensitive to issues that impact low-income and underrepresented students and this awareness can signal to applicants an aware and inviting institutional culture." - Original article: <https://www.insidehighered.com/news/2018/04/27/large-study-finds-colleges-go-test-optional-become-more-diverse-and-maintain>

3. We recommend that OSU evaluates its admission process and policies around Native American students.

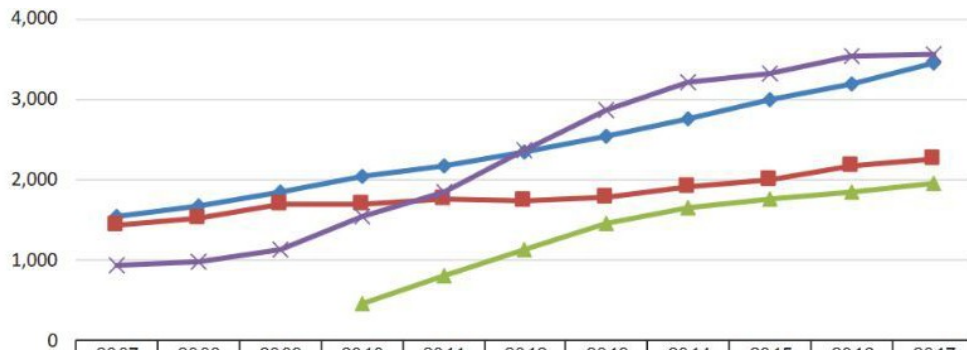
In order to help attract Native American students, OSU should join College Horizons. College Horizons is a non-profit organization that supports the higher education of Native American students by providing college and graduate admissions workshops to American Indian, Alaska Native, and Native Hawaiian students/participants from across the nation. Two programs are offered in the summer: College Horizons services current 10th-11th grade high school students and Graduate Horizons services college students and college graduates.

Additionally, training is needed for staff around the nuances of Native identity in general as well as the unique needs of students that are part of sovereign nations. Oregon’s Senate Bill 770 offers the justification of strengthening and maintaining a relationship with the nine federal tribes of Oregon and OSU as a state agency. <http://www.oregon.gov/LCD/Pages/govtogov.aspx>. While not all Indigenous students at OSU are citizens of the nine tribes, SB 770 offers a framework to understand working with sovereign tribal nations.

APPENDIX
A

Minority Enrollment Trend

Fall Term	American Indian/ Alaskan Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	Two or More Races	TOTAL	One Year % change
2007	248	1,439	297	793	198		2,975	6.0%
2008	256	1,527	321	911	192		3,207	7.8%
2009	292	1,698	321	1,024	207		3,542	10.4%
2010	255	1,696	325	1,292	160	451	4,179	18.0%
2011	248	1,754	303	1,483	128	805	4,721	13.0%
2012	214	1,742	334	1,685	111	1,138	5,224	10.7%
2013	184	1,774	366	1,881	103	1,456	5,764	10.3%
2014	172	1,901	395	2,101	98	1,653	6,320	9.6%
2015	167	2,004	406	2,330	81	1,766	6,754	6.9%
2016	154	2,168	418	2,536	82	1,846	7,204	6.7%
2017	159	2,258	418	2,787	83	1,955	7,660	6.3%



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
URM*	1,536	1,680	1,844	2,032	2,162	2,344	2,534	2,766	2,984	3,190	3,447
Asian	1,439	1,527	1,698	1,696	1,754	1,742	1,774	1,901	2,004	2,168	2,258
Two or More Races				451	805	1,138	1,456	1,653	1,766	1,846	1,955
International	928	988	1,120	1,548	1,852	2,362	2,859	3,202	3,328	3,529	3,556

*URM includes American Indian/Alaskan Native, Black, Hispanic, and Native Hawaiian/Pacific Islander.

Student Retention Committee

Final Report

Student Retention Subcommittee Members:

Teresita Alvarez-Cortez
Micknai Arefaine
Vicki Ebbeck
Angel Mandujano-Guevera
Juan Carlos Navarra
Jesse Nelson
Dwayne Plaza
Stacy Semevolos
Tara Williams

Executive Summary

Charge: Review and recommend student retention policies and practices concerning diversity.

Data Sources and Trends: Data from CORE Report DIV0035, SIS data Warehouse, the Office of Disability Access Services was reviewed and included students who entered OSU in Winter and Spring terms also included in this analysis was part-time students. Findings of graduation rates for first-year cohorts (2004-2013) suggests a moderate increase (5%) in 4,5, and 6-year overall graduation rates in the last five years. Graduation rates were higher for Females than Males, however graduation rates for UR students were consistently lower than for non-UR groups although both groups showed trends for improving 6-year graduation rates over the 2004-2011 cohort time periods. The committee has identified 9 recommendations for consideration.

Introduction

The Oregon State University (OSU) Strategic Plan 3.0 identifies an aspirational target for the first-year retention rate of 88% in 2017-18, which is indicative of the commitment to raise the baseline retention rate of 80.7% recorded in 2003-04. Over the last several years, OSU has seen our student retention rates increase to 84.8% using Institutional Research (IR) data. Strategies in the strategic plan also speak to equalizing the retention of all learners at OSU. However, differences in student outcomes still currently exist between student populations based on factors such as race and ethnicity, gender, and financial resources. Equalizing student success outcomes, therefore, is of paramount importance as OSU embarks on its next strategic plan and seeks greater fulfillment of its mission. The following analyses inform our progress toward this goal, and can be instructive in identifying recommendations for further ensuring student persistence.

The Student Retention Subcommittee sought to better understand these differences in student retention and more clearly delineate patterns in retention. To achieve this end, student retention data were reviewed and intersected with demographic information. Data for these analyses were accessed via CORE Report DIV0035 and SIS Data Warehouse, with the exception of the *Students with Disabilities* analysis, which included data provided directly by the Office of Disability Access Services. It is important to note that the data will not match enrollment, retention, or graduation numbers reported by the Office of Institutional Research. The main difference in the analysis presented here is the inclusion of students who entered OSU in Winter and Spring terms and the inclusion of part-time students. More information on the data

used for this analysis can be found in Appendix A.

Variance in academic persistence was examined along race/ethnicity, gender, and income lines. When considering other variables like OSU campus and academic program, it is clear there are a multitude of ways to group students and analyze the data. A student's home campus and academic program were not included as such distinctions resulted in small cell sizes and created additional layers of complexity that seemed beyond the scope of this report. Furthermore, difficult decisions related to the coding of race/ethnicity occurred based on what data were available. For example, the aggregated "Asian" category caused concerns that it may reify erasure of identities within this category and lead to erroneous assumptions. Such concerns aside, analyses in this report focused on the following key variables:

- Race/ethnicity
- Gender
- Pell status (as a proxy for income)
- Admission status (first-year freshmen or transfer)

Out of respect for student privacy and to ensure large enough sample sizes to protect anonymity, students identifying as Hispanic, Black or African American, American Indian and Alaskan Native, and Native Hawaiian and Pacific Islander were sometimes aggregated into a single category called Underrepresented Minority (UR). While this approach is consistent with evaluation strategies at the federal, state, and institutional levels, we are concerned it reifies erasure of these identities and, at the very least, may obfuscate important findings about how some populations advance through the institution.

Students who first enrolled at OSU between Fall 2013 and Spring 2017 were included in the bulk of analysis with some data reaching back to 2004. The racial/ethnic identity coding for "Multiracial" was consistent across 2013-2017, making comparisons between student populations meaningful. Because population sizes for some of the student groups were small, when evaluating a single year of data, student group data was aggregated across the years available. As the institution conducts similar evaluations in subsequent years, incorporating trend analyses may provide an additional layer of insight into how various student communities experience OSU. More specific information on the data used, definitions, and calculations can be found in Appendix A.

While the limitations to the analyses in this report are important to acknowledge and address in subsequent studies, there is much to be gained from this initial attempt at comprehensively assessing student persistence at OSU. It is our understanding the intersectionality of students has not been incorporated into studies of student success thus far. What follows are analyses of first-to-second year persistence; second-to-third year persistence; third-to-fourth year persistence; four-, five-, and six-year graduation rates; graduate student success; and persistence for students with disabilities. With the exception of the students with disabilities section, all analyses incorporate the intersectionality of student identity by assessing student outcomes along race and ethnicity, class (by using Pell eligibility as a proxy), gender, and admission status identities. A discussion of comparative data sources, key findings, and recommendations for institutional priorities conclude the chapter.

Comparative Data Sources

To date, efforts at OSU to track student retention have primarily focused on undergraduate students and specifically persistence from the first to second year. CORE reports such as DIV0035 are useful for examining Year 1 to Year 2 retention across more years than is possible using a data source such as Data Warehouse, which only archives Financial Aid data for about five years. Moreover, CORE Report DIV0035 tracks Year 1 to Year 2 retention for groups of students that differ in terms of gender, ethnicity/race, or Pell eligibility. Such reports, however, do not readily provide data that captures the

intersection of gender, ethnicity/race, and Pell eligibility. For example, 40 variations of CORE Report DIV0035 were run in order to compile one table that captured Year 1 to Year 2 intersectional data for gender, ethnicity/race, and Pell eligibility from 2012-13 to 2016-17 with freshmen and transfer students.

In addition to the Institutional Research, 2017-18 Retention/Graduation Rate Report, student retention data presented in this report came from SIS Data Warehouse (see Appendix A for a description of definitions and calculations). This permitted certain advantages such as an assessment of year-to-year persistence across four years and not just Year 1 to Year 2, tracking students across entire academic years as opposed to one snapshot in time each year fall entry or departure only, retention to be considered in relation to stopout and graduation rates, and graduate as well as undergraduate students to be examined. Of course, findings are likely to vary if reports are derived from different data sources using inconsistent definitions and across a range of time periods. For example, Year 1 to Year 2 average retention rates for freshmen and transfer students by student group using SIS Data Warehouse (Fig 1a and 1b) versus CORE Report DIV0035 are comparable to a degree but also distinct. Specifically, the minimum and maximum retention rates are similar, although the rates of certain student groups vary and that variance subsequently alters the pattern of which student groups are in the lower or upper half of all groups. Different conclusions could be drawn based on the findings interpreted, which highlights the need when addressing retention data with a lens on equity, inclusion, and diversity to not only derive strategies driven by data, but also data that is most useful for the investigative questions of interest.

Undergraduate First to Second Year Retention

Student Retention by Intersectional Identity Markers

OSU Institutional Research data provided an overview of first-year retention rates across time for first-time, full-time, degree-seeking freshmen. Specifically, the most recent Retention/Graduation Rate Report was examined to track cohorts from fall 2004 to fall 2016. The first-year retention rate increased to 84.8% in 2016, with fluctuations apparent over the last 13 years. In 2016, the first-year retention rate was 85.1% for Female students and 84.6% for Male students. The average retention rate from 2004 to 2016 for Female and Male students was not significantly different.

The first-year retention rate was compared for White, Asian, and UR students. With few exceptions, the first-year retention rate increased each year for non-UR students from 80.9% in 2004 to 86% in 2016. In contrast, the first-year retention rate for UR students started at 72.9% in 2004, followed an unstable trajectory, and was 77.6% in 2016. Nevertheless, the average first-year retention rate from 2004 to 2016 for non-UR and UR students was not statistically significantly different.

A more detailed analysis of the average first-year retention rates from 2004 to 2016 was conducted for ethnic/racial groups that comprise UR students. Results revealed significant differences between students who identify as White and students who identify as African American, American Indian/Alaska Native, and Hispanic. There was no significant difference between students who identify as White and students who identify as Native Hawaiian/Pacific Islander. Furthermore, the average first-year retention rate from 2004 to 2016 was significantly different between students who identify as White and those who identify as Asian.

A final comparison was conducted between non-Pell-eligible and Pell-eligible students. The average first-year retention rate from 2004 to 2016 for non-Pell-eligible ($M=83.5%$) and Pell-eligible ($M=81%$) students was significantly different ($t=2.78, p=.01$). Interestingly, retention was consistently higher for Pell-eligible students ($M=82.3%$) than non-Pell-eligible students ($M=81.1%$) from 2004 to 2009, although during these years the average retention rates between the two groups were not significantly different ($t=1.88, p=.09$). From 2010 to 2016, the trend reversed and retention was consistently higher for non-Pell-

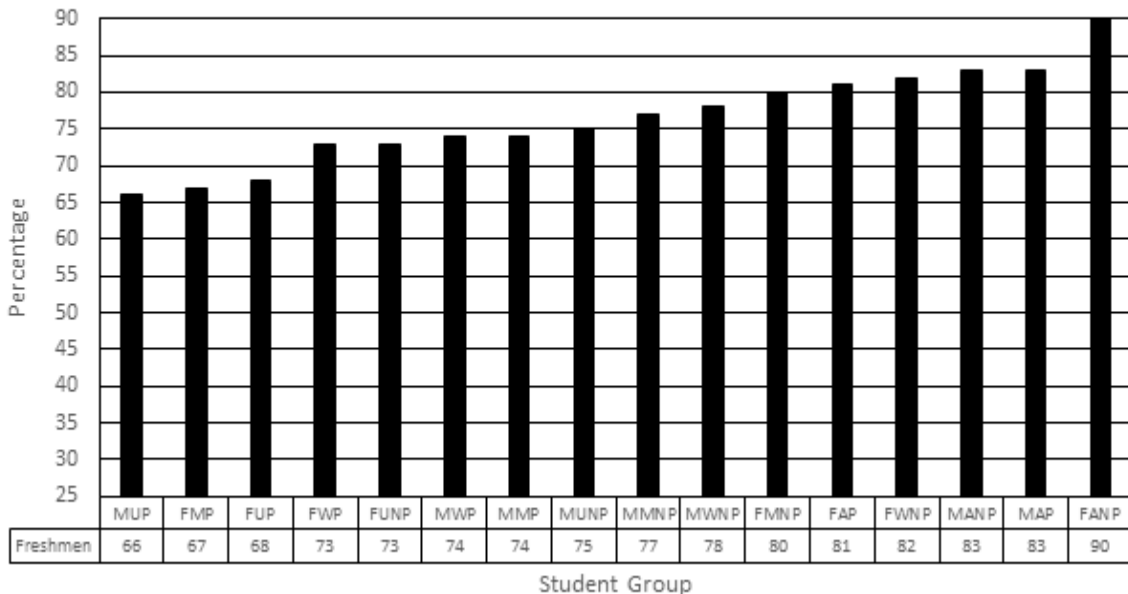
eligible students ($M=85.7%$) compared to Pell-eligible students ($M=79%$). Collectively, these findings suggest disparities in retention rates based on Pell eligibility and ethnic/racial group, where significantly lower persistence is evident for Pell-eligible students and students who identify as African American, American Indian/Alaska Native, and Hispanic.

Intersectional Data

Freshmen students. A more granular inspection of retention rates was possible by examining the intersection of gender, ethnicity/race, and Pell eligibility. This allowed for a relative comparison of retention rates across 16 student groups of freshmen as depicted in Chart 1a. Year 1 to Year 2 retention rates were averaged across 2014-15, 2015-16, and 2016-17, which provided a more representative illustration of typical trends and avoided anomalies that may have been associated with any one particular year. Retention rates ranged from 90% for Female, Asian, non-Pell-eligible students (FANP) to 66% for Male, UR, Pell-eligible students (MUP). A more detailed key to identity acronyms used may be found in Appendix A.

Of the 16 student groups, FANP students are the only group that, thus far, has attained the OSU aspirational goal of an 87% retention rate by 2017-18. Moreover, the disparity in retention rates across the 16 student groups suggests the notion of equalizing the retention of all learners as outlined in the strategic plan has yet to be realized.

CHART 1a. YR 1 TO YR 2 RETENTION RATE AVERAGED ACROSS 2014-15 TO 2016-17 FOR FRESHMEN STUDENTS (source SIS Data Warehouse)

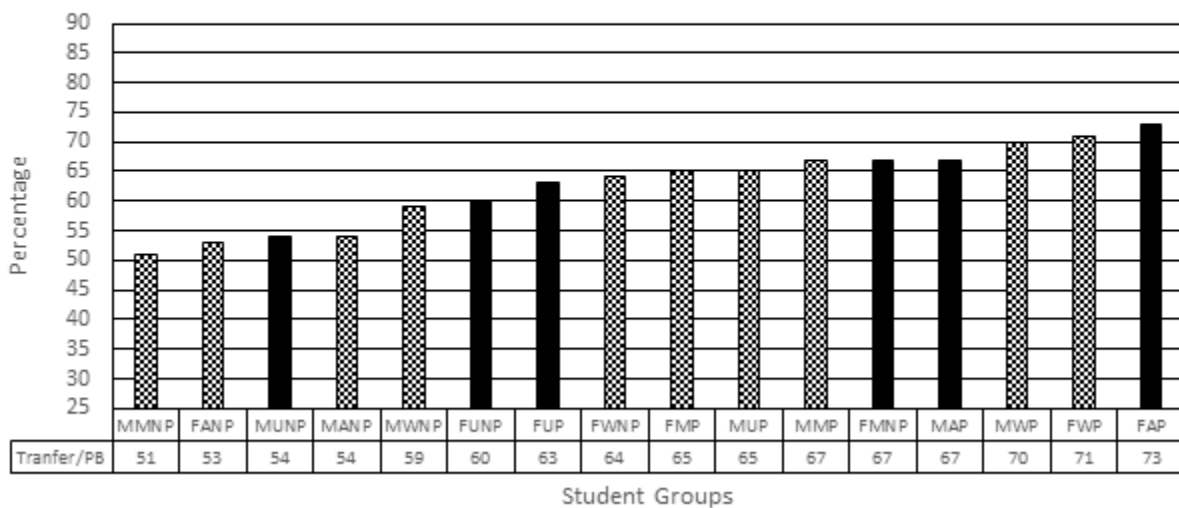


In addition, while all four student groups in the lower quartile were groups comprised of Pell-eligible students, Pell-eligible students also comprised the group with the second highest retention rate. Similarly, while three of the four lowest student groups for retention rates consisted of UR and Multiracial students, the four lowest student groups also consisted of White students. Therefore, these findings illustrate the complexities of retention rates and remind us that more nuanced patterns can be lost with generalizations across any one demographic such as gender, ethnicity/race, or Pell eligibility.

Transfer students. A separate analysis of the intersectional data was conducted of students who transfer to OSU that included post-Baccalaureate students. As depicted in Chart 1b, the average retention

rates from 2014-15 to 2016-17 ranged from 73% for Female, Asian, Pell-eligible students to 51% for Male, Multiracial, non-Pell-eligible students. Interestingly, the impact of Pell eligibility on student persistence differs dramatically based on the data analyzed. For traditional institutional research cohorts, Pell eligibility is associated with lower persistence rates; yet, for Data Warehouse cohorts, the finding is reversed. In fact, with the latter approach all four student groups in the lower quartile consist of non-Pell-eligible students, and all four student groups in the upper quartile consist of Pell-eligible students. Additional analysis is needed to determine why the Pell patterns are sensitive to cohort definitions. Both Male and Female students are represented in the lower and upper quartiles, with Multiracial, Asian, and UR students represented in the lower quartile and Asian as well as White students represented in the upper quartile.

CHART 1b. YR 1 TO YR 2 RETENTION RATE AVERAGED ACROSS 2014-15 TO 2016-17 FOR TRANSFER/PB STUDENTS (source SIS Data Warehouse)



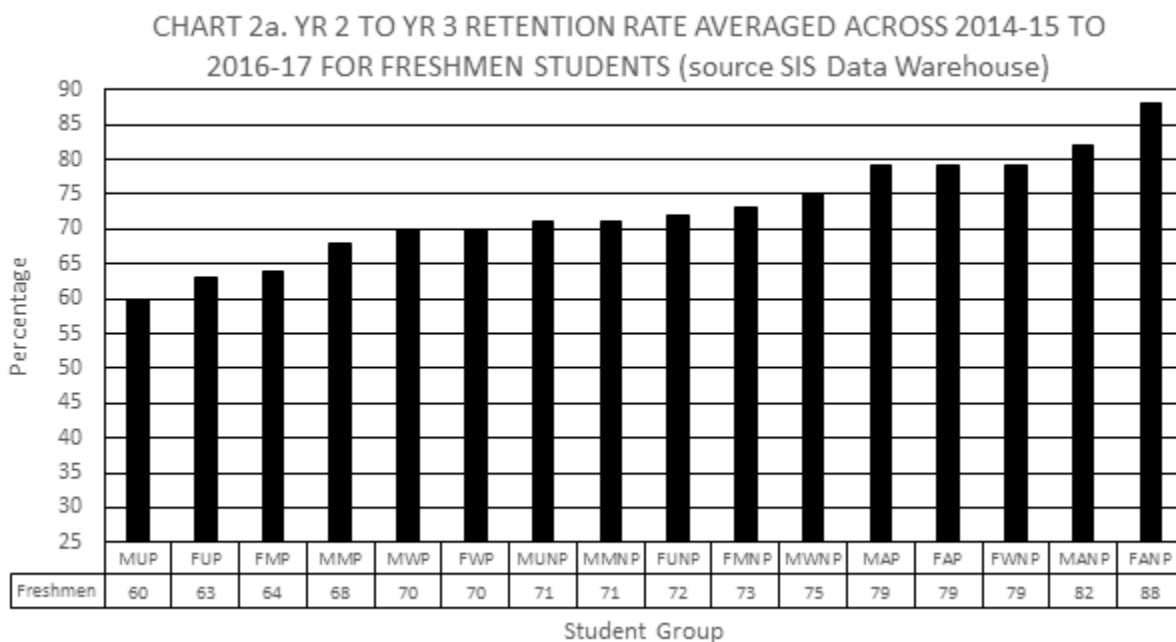
Student group whose position in the lower/upper half of groups has reversed from freshman to transfer data sets.

The retention rate for most ($n=10$) of the 16 student groups is lower for transfer students than freshmen students, and the average retention rate across all student groups is lower for transfer students (62.7%) compared to freshmen (76.5%). In an effort to examine the trends for transfer students in relation to freshmen students, student groups whose position in the lower/upper half of groups reversed from freshmen to transfer data sets were identified. It was striking to see that 10 of the 16 student groups with higher retention rates for freshmen had lower retention rates for transfer students, or with lower retention rates for freshmen had higher retention rates for transfer students. This highlights the importance of stratifying data when possible to capture different trends that might be at play for various segments of the student population, in this case freshmen versus transfer students. That said, 6 of the 16 student groups remained stable in terms of their position (upper or lower half) across freshmen and transfer data sets. The student groups consistently in the lower half of student groups included the following: Male, UR, non-Pell-eligible students (MUNP); Female, UR, non-Pell-eligible students (FUNP); and, Female, UR, Pell-eligible students (FUP). In contrast, the student groups consistently in the upper half of student groups included the following: Female, Multiracial, non-Pell-eligible students (FMNP); Male, Asian, Pell-eligible students (MAP); and, Female, Asian, Pell-eligible students (FAP).

Undergraduate Second to Third Year Retention

Student Retention by Intersectional Identity Markers

Freshman students. Second-year students show a unique pattern of retention when controlling for the intersection of gender, ethnicity/race, and Pell eligibility. Once again, we are able to make a relative comparison of retention rates across 16 student groups as depicted in Charts 2a and 2b. Retention rates ranged from 88% for Female, Asian, non-Pell-eligible (FANP) students to 60% for Male, UR students who are Pell-eligible (MUP). Similar to the previous first-year trend, Female, Asian, non-Pell-eligible (FANP) students are the only group that continues to attain the OSU aspirational goal of an 87% retention rate across the 2016-17. A disparity continues in 2016-17 in retention rates across the 16 student groups.



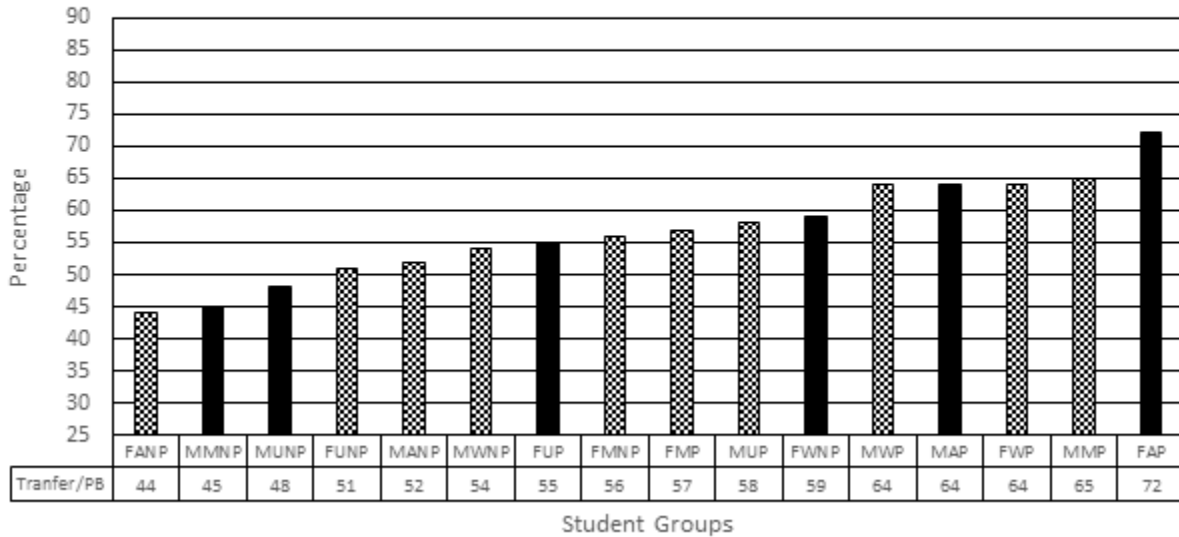
By Year Two, six Pell-eligible student groups have the lowest retention rates, ranging from 60-70%. On the other hand, the three groups achieving the highest retention rates are non-Pell eligible. Chart 2a shows us that the retention rates for UR groups continues to be significantly lower ranging from 60% through to 72% retention. This is a rate far below the universities apparitional goal of 87% retention and graduation. These findings illustrate a continuation of the struggle to remain in school for Pell-eligible, UR groups.

Transfer students. Second-year transfer students are shown in Chart 2b. Retention rates range from a low of 44% for Female Asian students who are non-Pell eligible (FANP) through to 72% for Female Asian Pell Eligible (FAP) students. This trend seems to defy what one would expect, which is to see Female Asian transfer students doing the best among all transfer students. Looking at the trend patterns it seems that the non-Pell transfer students have a lower rate of continuing through the their second year. This trend is the reverse of the retention rates found in students attending OSU as first-year admits.

As depicted in Chart 2b for transfer students, the average retention rates from 2014-15 to 2016-17 ranged from 72% for Female, Asian students with Pell-eligibility to 44% for Asian Female students who are not Pell eligible. Interestingly, all four student groups in the lower quartile consist of non-Pell-eligible students, and all four student groups in the upper quartile consist of Pell-eligible students. Both Male and

Female students are represented in the lower and upper quartiles, with Multiracial, Asian, and UR students represented in the lower quartile and Asian as well as White students represented in the upper quartile.

CHART 2b. YR 2 TO YR 3 RETENTION RATE AVERAGED ACROSS 2014-15 TO 2016-17 FOR TRANSFER/PB STUDENTS (source SIS Data Warehouse)



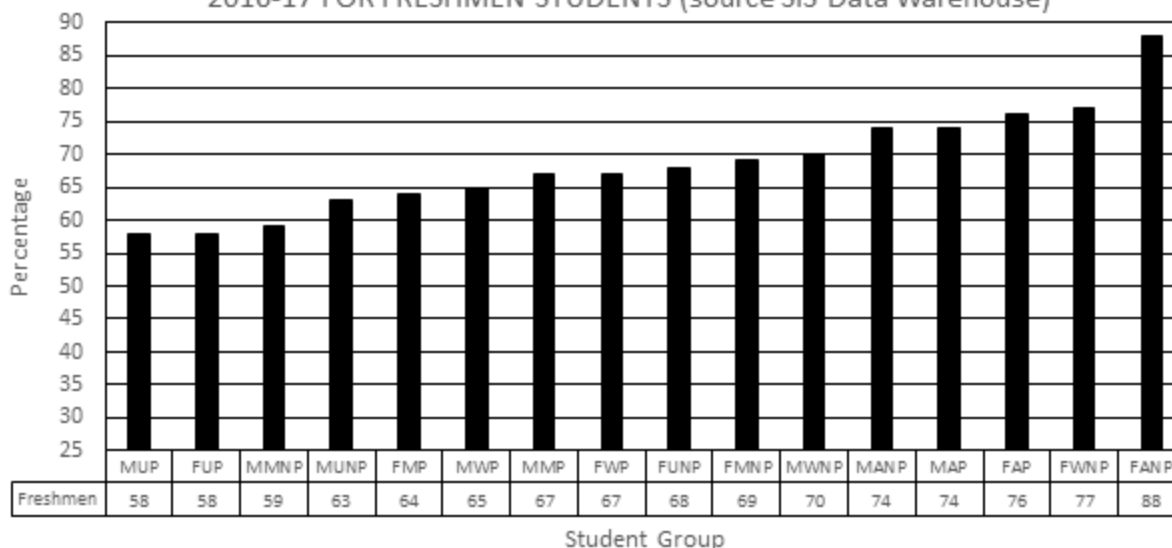
The retention rate for all of the 16 student groups is lower for second-year transfer students than first-year admit students, and the average retention rate across all student groups is lower for transfer students (57%) compared to continuing second-year students (71%). The continuing trend is that transfer students are at the highest risk for stopping out amongst second-year students.

Undergraduate Third to Fourth-year Retention

Student Retention by Intersectional Identity Markers

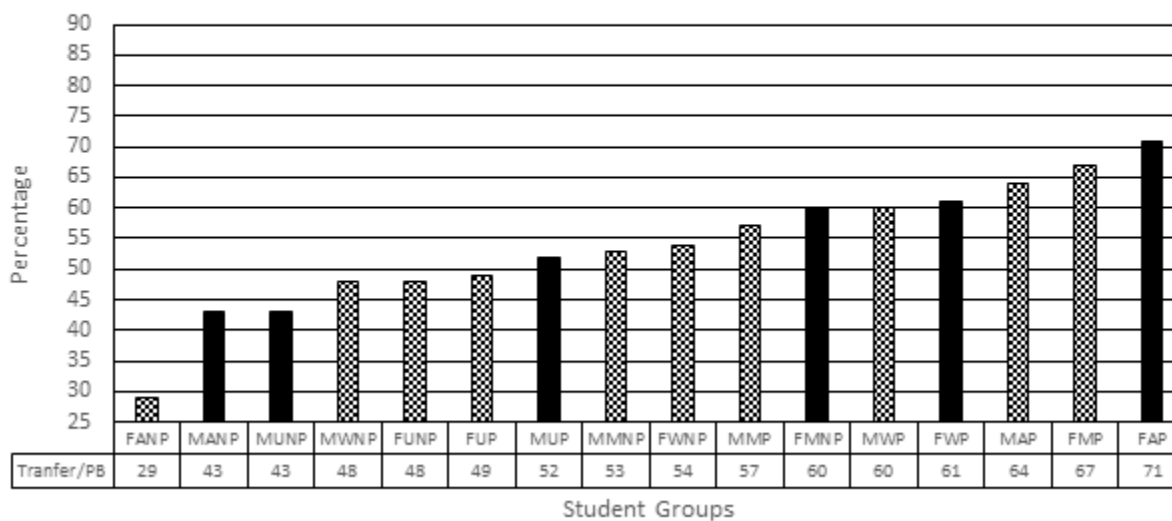
Freshmen students. As seen in Chart 3a, average retention rates between years 3 and 4 for students who entered the university as first-year students vary from 58% to 88%. The highest average retention rate, by a significant margin, is among Female, Asian, non-Pell-eligible (FANP) students at 88%; the next highest rate is 77%, among Female, White, non-Pell-eligible (FWNP) students. The lowest average retention rates (below 60%) are among UR Pell-eligible students and Multiracial, non-Pell-eligible students.

CHART 3a. YR 3 TO YR 4 RETENTION RATE AVERAGED ACROSS 2014-15 TO 2016-17 FOR FRESHMEN STUDENTS (source SIS Data Warehouse)



Transfer students. As seen in Chart 3b, average retention rates between Years 3 and 4 for students who entered the university as transfer students vary from 29% to 71%. The highest average retention rate is among Female, Asian, Pell-eligible students (FAP) at 71%. The lowest average retention rate is among Female, Asian, non-Pell-eligible students. This rate is significantly lower than the second-lowest (43% among non-Pell-eligible students who identify as Male and either Asian or UR); however, the total number of FANP transfer students in the cohorts tracked was small (n=24).

CHART 3b. YR 3 TO YR 4 RETENTION RATE AVERAGED ACROSS 2014-15 TO 2016-17 FOR TRANSFER/PB STUDENTS (source SIS Data Warehouse)



Intersectional Data

Chart 3a shows that the three highest average retention rates from the third to fourth years among first-

year admit students were found in groups of students who identified as Female (FAP 76%, FWNP 77%, and FANP 88%). Three out of the four lowest average retention rates were found in groups of students who identified as Male (MUP 58%, MMNP 59%, and MUNP 63%). Although the specific intersectional groups differed, a similar gendered pattern was present with transfer students (see Chart 3b): the two highest rates were found in groups who identified as Female (FAP 71% and FMP 67%) while two out of the three lowest rates were found in groups who identified as Male (MANP 43% and MUNP 43%).

Race and ethnicity appeared to be a particularly significant factors for first-year admits in their third year. The lowest retention rates were found among UR or Multiracial students (MUP and FUP 58%, MMNP 59%, MUNP 63%, FMP 64%), while the highest rates were among those who identified as White or Asian (FANP 88%, FWNP 77%, FAP 76%, MAP 74%, MANP 74%, MWNP 70%, FMNP 69%). Among transfers, all students who identified as UR students had average retention rates in the lower half (MUNP 43%, FUNP 48%, FUP 49%, MUP 52%).

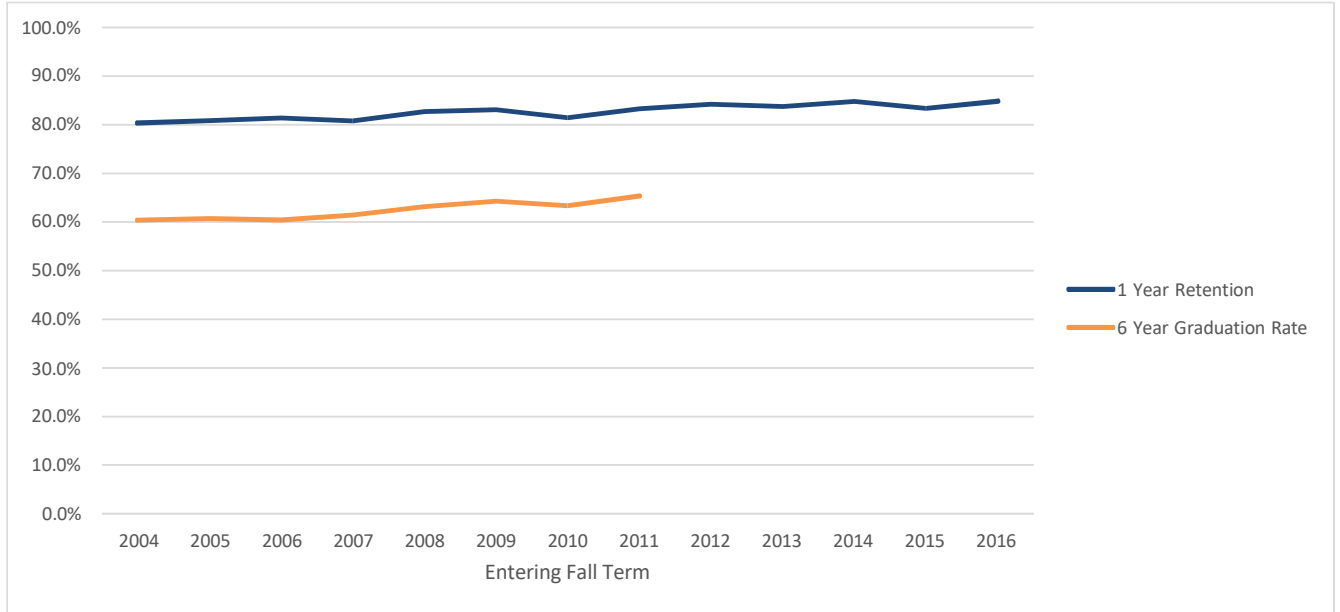
The data on first-year admit students suggests that gender, race/ethnicity, and Pell-eligibility are all notable factors for third-year student retention. Among first-year admits, those who were Pell-eligible and UR had the lowest retention rates from Year 3 to Year 4 (MUP and FUP 58%). Those were closely followed by students who were non-Pell-eligible and identified as Male and either UR or Multiracial (MMNP 59% and MUNP 63%); gender also seems to be significant for those groups. Both Pell-eligible and non-Pell-eligible students who identified as Asian had high retention rates (FANP 88%, FAP 76%, MAP and MANP 74%). For transfer students, however, Pell-eligibility was correlated with higher retention rates from Year 3 to Year 4 (FAP 71%, FMP 67%, MAP 64%, FWP 61%, and MWP 60% versus FANP 29%, MANP 43%, MUNP 43%, MWNP 48%, and FUNP 48%).

While the University does not have a specific goal for third to fourth year retention, those rates must be at least 70% in order to reach the 2020 goal of a 70% 6-year graduation rate. Of the 16 intersectional groups of students that entered in their first year that we studied, only six were at or above that rate (MWNP 70%, MANP 74%, NAP 74%, FAP 76%, FWNP 77%, FANP 88%). Only one group of transfer students was above that rate (FAP 71%).

Graduation Trends

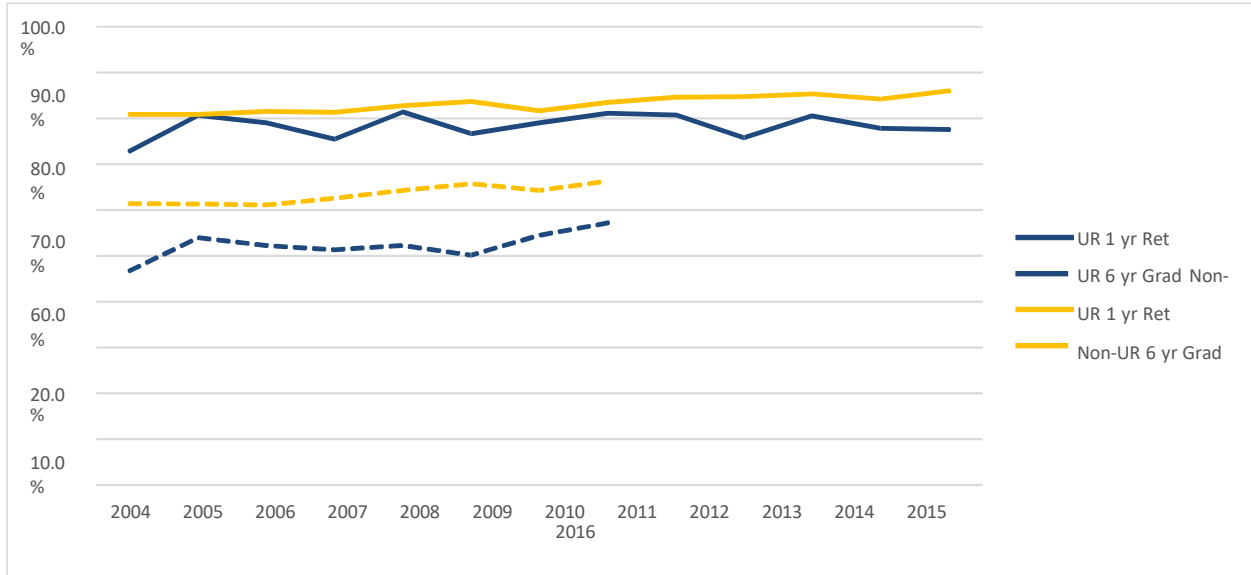
Longitudinal analysis of graduation rates for first-year admit cohorts (2004-2013) suggests a moderate increase (5%) in 4-, 5- and 6-year overall graduation rates in the last five years (see Appendix B). Overall, 4-year graduation rates ranged from 28-37% during this time period, while 5-year graduate rates ranged from 54-61% and 6-year graduation rates ranged from 60-65% (Chart 4a). Generally, graduation rates were higher for Females than Males (Figure 4b). This trend appeared to be consistent across cohorts (2004-2014) and time to graduation (4-, 5-, and 6-year rates). Overall, graduation rates (4-, 5-, and 6-year) for UR students were consistently lower than for non-UR groups (Chart 4b). Six-year graduation rates for UR students ranged from 47-57%, compared to 61-66% for non-UR groups. Both UR and non-UR groups showed trends for improving 6-year graduation rates over the 2004-2011 cohort time periods.

**CHART 4a. OVERALL RETENTION AND GRADUATION RATES
OF FIRST-TIME DEGREE SEEKING FIRST-YEARS**



Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011
Cohort N	2894	2795	2782	2973	3003	3314	3480	3335
1-Yr Retention %	80.3%	80.9%	81.3%	80.8%	82.7%	83.1%	81.4%	83.3%
6-Yr Graduation %	60.4%	60.7%	60.4%	61.5%	63.1%	64.3%	63.3%	65.3%

**CHART 4b. UR AND NON-UR RETENTION AND GRADUATION RATES OF FIRST-TIME,
FULL-TIME DEGREE SEEKING FIRST-YEARS**

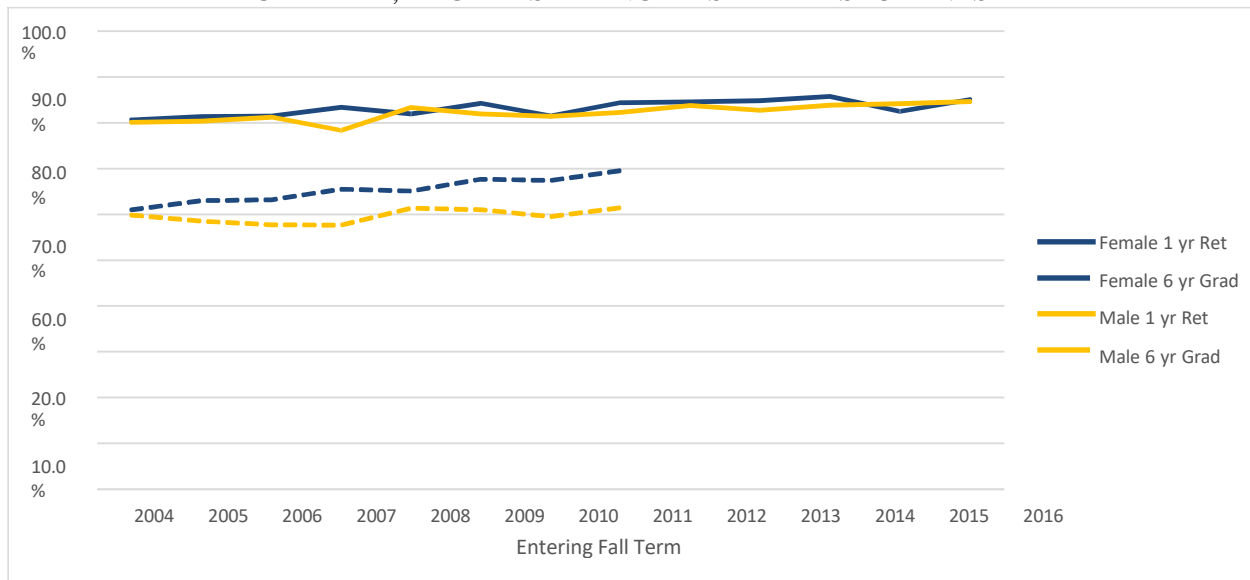


Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011
UR Count	203	254	224	294	285	309	334	355
UR 1 yr Ret %	72.9	80.7	79.0	75.5	81.4	76.7	79.0	81.1
UR 6 yr Grad %	46.8	53.9	52.2	51.4	52.3	50.2	54.5	57.2

Non-UR Count	2691	2541	2558	2679	2718	3005	3146	2980
Non-UR 1 yr Ret %	80.9	80.9	81.5	81.4	82.8	83.7	81.7	83.5
Non-UR 6 yr Grad %	61.4	61.4	61.1	62.6	64.3	65.7	64.3	66.3

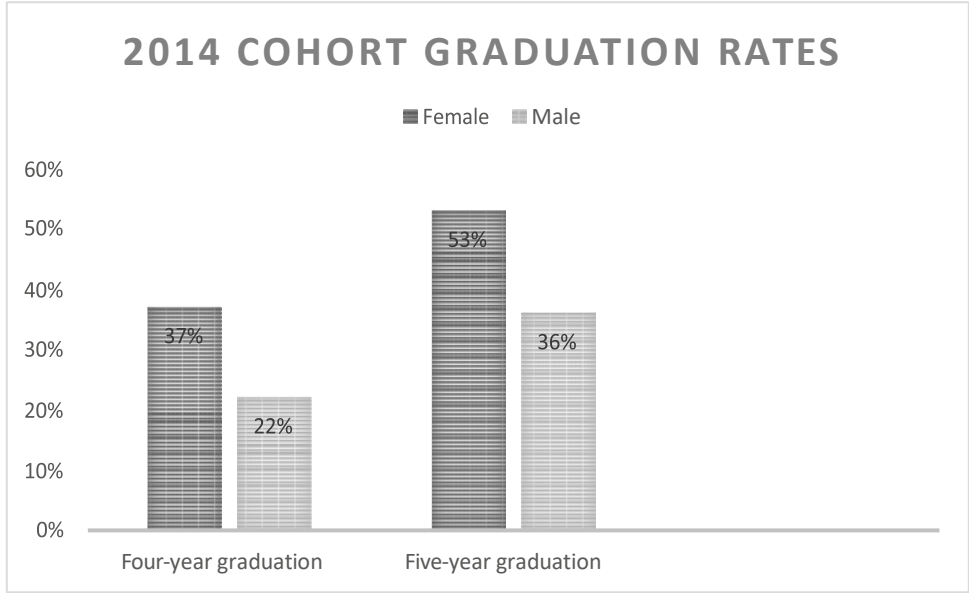
Graduation rates were generally higher for Females than Males, across 2004-2011 cohorts and in 4-, 5-, and 6-year graduation categories (Chart 4c and Chart 4d). This trend was particularly apparent in the 2011 cohort, as depicted in Chart 4c. Notable exceptions to this trend were lower 5-year graduation rates in Female Multiracial and Female UR Pell-eligible groups (37% and 29%, respectively), compared to their male counterparts (see Chart 4f).

CHART 4C. FEMALE AND MALE RETENTION AND GRADUATION RATES OF FIRST-TIME, FULL-TIME, DEGREE SEEKING FIRST-YEAR STUDENTS



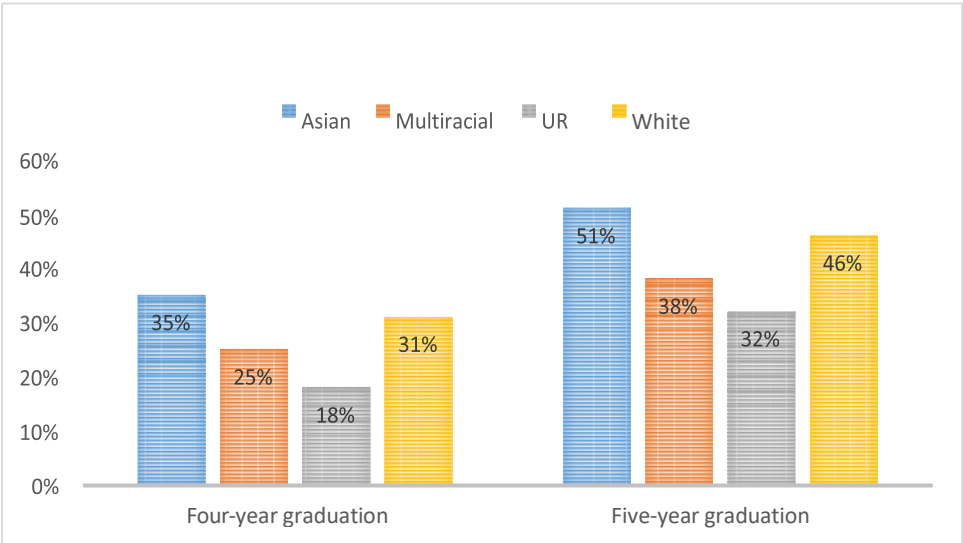
Entering Fall Term	2004	2005	2006	2007	2008	2009	2010	2011
Female	1408	1359	1356	1436	1421	1621	1679	1599
Female 1 yr Ret %	80.6	81.4	81.5	83.4	82.0	84.3	81.5	84.4
Female 6 yr Grad %	61.0	63.0	63.2	65.5	65.1	67.7	67.4	69.5
Male	1486	1436	1426	1537	1582	1693	1801	1736
Male 1 yr Ret %	80.1	80.4	81.2	78.3	83.3	81.9	81.4	82.3
Male 6 yr Grad %	59.8	58.5	57.7	57.6	61.4	61.0	59.5	61.5

CHART 4d. 2014 COHORT GRAUDATION RATES



Overall, graduation rates for UR students were consistently lower than for non-UR groups (Chart 4b). Six-year graduation rates for UR ranged from 47-57%, compared to 61-66% for non-UR groups. Both UR and non-UR showed trends for improving 6-year graduation rates over the 2004-2011 cohort time periods. The 2014 first-year admit cohort had highest 4- and 5-year graduation rates in Asian students, followed by White, Multiracial, and UR students (Chart 4e). These trends were also found in 6-year graduation rates across longitudinal cohorts from 2004-2011, although there were a few exceptions.

CHART 4e. 2014 COHORT GRADUATION RATES



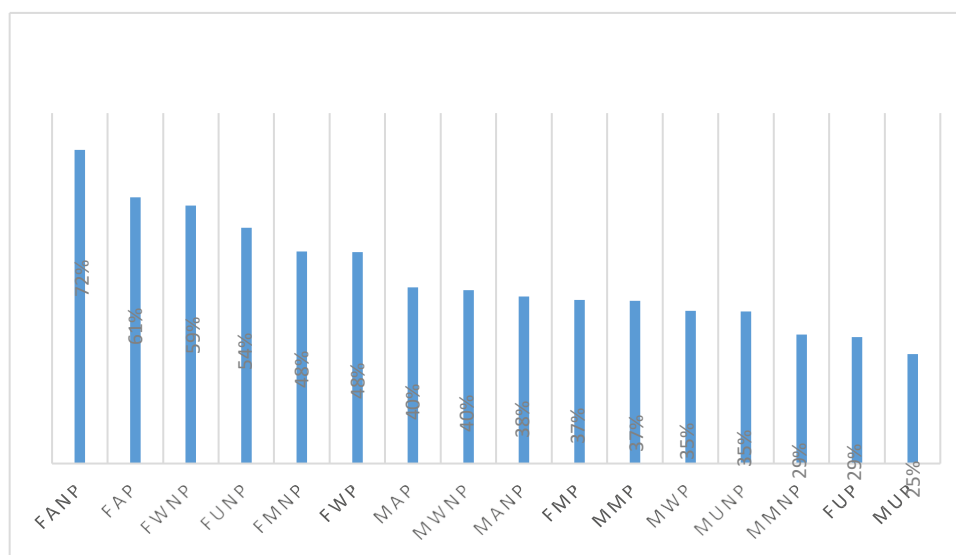
Pell-eligible students tended to have lower graduation rates than non-Pell-eligible students. Six-year graduation rates ranged from 57-61% for Pell-eligible students and from 62-70% for non-Pell eligible

students.

Intersectional Data

Asian Females (Pell and non-Pell eligible) had the highest graduation rates (61-72%). Conversely, UR Pell-eligible students (both genders) had the lowest graduation rates (25-29%) (Chart 4f).

CHART 4f. FIVE-YEAR GRADUATION RATE BY GENDER, RACE/ETHNICITY, AND PELL ELIGIBILITY



Transfer students had higher 3-, 4-, and 5-year graduation rates than the respective first-year cohort. They appeared to be about a year ahead, based on time to graduation. This difference is likely due to the number of transfer credits brought to the program.

Based on this graduation data, the most vulnerable subgroups appear to be UR students particularly those that are Pell-eligible. Also, Male students and Pell-eligible students may be less likely to graduate than Female and non-Pell-eligible students. It is recommended that statistical analysis be performed on these subgroups to determine the significance of these findings.

Graduate Student Retention

Analysis of graduate student persistence mirrored that of the undergraduate population. Graduate students who began their program of study between Fall 2013 and Spring 2017 were included in the analysis. Unlike the undergraduate population, graduation rates were not included in the analysis since master's, doctorate, and professional degrees require varying lengths of time to complete.

Overall, minimal variance existed in graduate student success, when comparing populations by racial and ethnic identities. Two exceptions, on either side of the continuum, emerged. Students identifying as Female and Asian were significantly more likely to persist to their second year of graduate school and were much more likely to have either graduated or to be continuing their studies, as of spring 2018 (see Figure 5). On the other side of the continuum, Male UR students were less likely to have persisted to their second year and, as of spring 2018, 20% had left their program of study.

Another finding of interest concerns Female Multiracial students. This population had the third lowest

first-to-second year persistence rate but the second best overall stop-out rate.

FIGURE 5. GRADUATE STUDENT RETENTION FOR 2014-2017

AY '14-17 New Graduate Students	N	First-year Retention	Stop-Out % (By Spring '18)
Female Asian	159	96%	7%
Male Multiracial	78	88%	12%
Female Multiracial	93	83%	12%
Female UR *	219	88%	13%
Male Asian	136	87%	13%
Male White	1311	85%	14%
Female White	1529	82%	15%
Male UR *	171	82%	20%

Students with Disabilities

Outcome data for students who have registered with Disability Access Services (DAS) is not available in the student information system. As a result, retention analysis incorporating other student characteristics was not feasible. For purposes of this report, students with a disability were considered those who formally registered with DAS. Data for first-year retention was provided by DAS. Over the past three academic years, retention to the second year has increased by five percentage points, though it remains about five percentage points below the university average.

FIGURE 6. RETENTION FOR STUDENTS REGISTERED WITH DISABILITY ACCESS SERVICES

Academic Year	First-year Retention
2015	74.8%
2016	78.2%
2017	79.7%

CHART 5a. YR 1 TO YR 2 RETENTION RATE AVERAGED ACROSS 2012-13 TO 2016-17 FOR FRESHMEN STUDENTS (source CORE Report DIV0035)

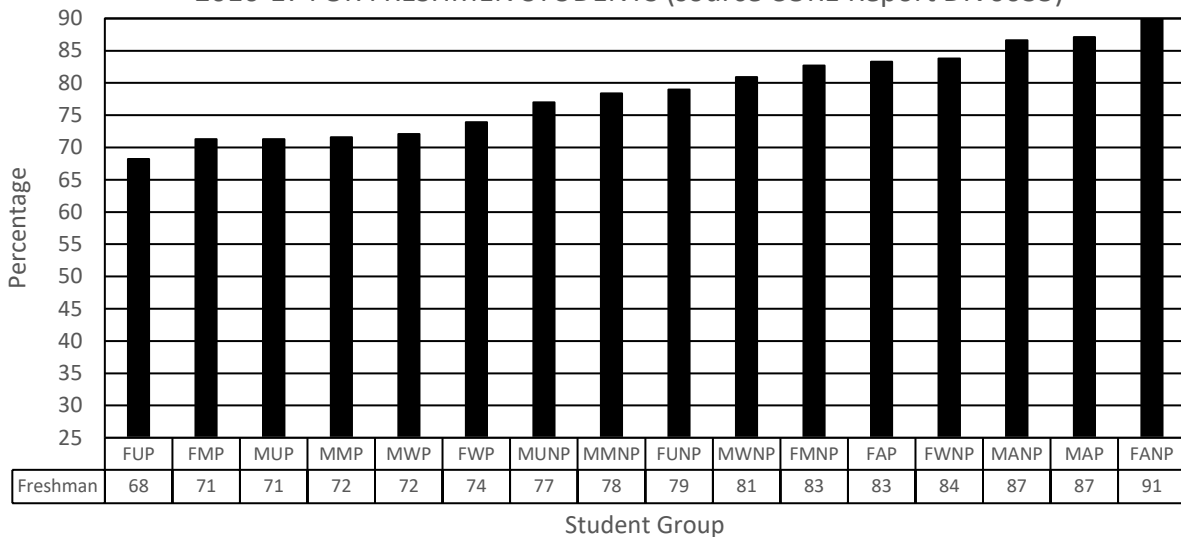
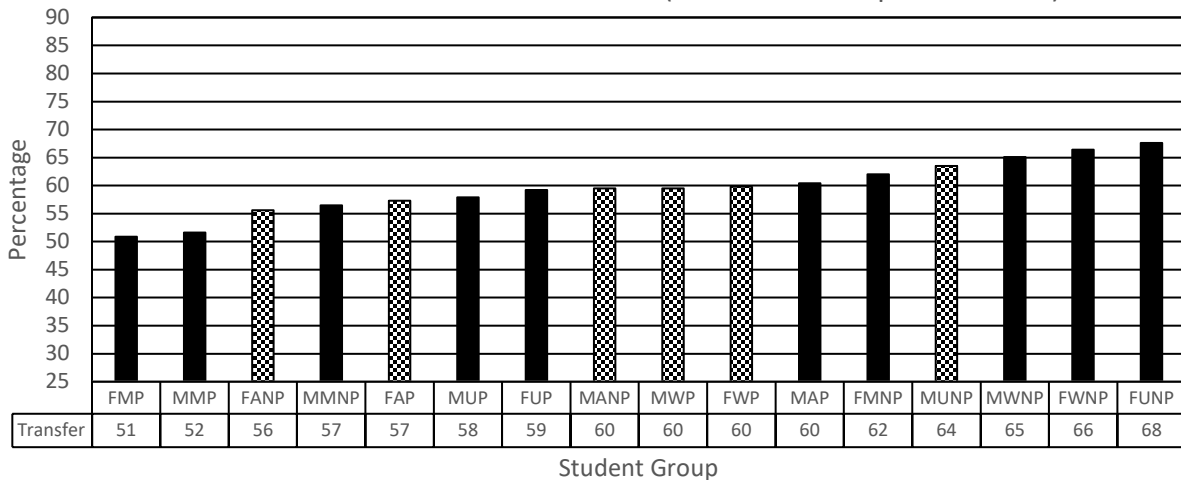


CHART 5b. YR 1 TO YR 2 RETENTION RATE AVERAGED ACROSS 2012-13 TO 2016-17 FOR TRANSFER STUDENTS (source CORE Report DIV0035)



Discussion

While overall OSU student retention rose by 2016, data also show we have not been able to equalize success among student groups. White and Asian students typically experience higher retention rates than their UR and Multiracial peers. Non-UR retention rose from 80.9% to 86% from 2003 to 2016, a difference of 5.1%, UR retention only rose 4.7% from 72.9% to 77.6%, and the gap in retention between groups persisted. UR and Multiracial students typically experienced lower retention rates than their White and Asian counterparts regardless of retention year and at graduation.

As was shown in our findings, it is important to focus on identity group factors not just in isolation but also in intersection. Accounting for a student’s gender, race and ethnicity, and Pell eligibility allowed

patterns to be recognized that are more nuanced and specific to a student experience.

Pell eligibility was found to be an impactful factor in student retention. Pell eligibility, used as a proxy for socioeconomic factors, emerged as a significant factor in retention and graduation, both for first-year admits and transfer students throughout our findings. The only groups that did not change in retention impact by Pell were Asian students and White students in some instances. Especially for Asian students, Pell did not seem to be an influential factor in first- or second-year retention. Asian experienced the highest retention rates, followed by White students, regardless of Pell eligibility. However, for our lowest retention rates, we consistently see UR and Multiracial students receiving Pell for first- and second-year retention.

Gender differences start to be prominent in the third year and continue through graduation where we see more students identifying as Female being retained at the third-year and graduating in four, five or six years.

It is also important to note that transfer retention rates were the lowest of all categories reviewed. Transfer retention rates, overall, remain significantly lower than first-year admits. In fact, the highest retention rates for transfer students are generally still lower than the lowest first-year rates.

Recommendations

Given the preceding analysis, we recommend the following actions to further understand the variance in student retention by identity markers and begin to build interventions to better support our most potentially marginalized student populations.

1. Heighten awareness of and access to data-driven decision-making. OSU must provide an array of data sources to increase the likelihood of faculty and staff using data with a lens on equity, inclusion, and diversity and for questions to be answered with the most appropriate data source. This includes generating continual reports that incorporate intersectional data and opening access to intersectional data to all levels of the institution responsible for a student's academic success.
2. Hire an analyst with the primary function of tending to this data. The Student Retention Subcommittee struggled to find the appropriate data for this report. No one on the Student Retention Subcommittee is an analyst by profession; having a person or team who can create intersectional data sets and make them accessible is of paramount importance for staff and faculty to make informed decisions.
3. Devise strategies and allocate resources that target students who self-identify with demographics associated with lower retention rates such as Pell-eligible students and students who fall within the UR designation (American Indian/Alaskan Native, Hispanic, Black and Pacific Islander). This may start by getting a better understanding of the existence and efficacy of programs targeting support of these groups.
4. Understand challenges unique to transfer students, whose rates of retention are lower than first-year admits, and identify how to best assist these students to persist.
5. Examine factors that might explain poor retention with student groups that are consistently at risk of lower retention rates across first-year and transfer data sets.
6. Employ quantitative and qualitative approaches to explain why certain student groups are associated with higher retention rates across first-year and transfer data sets that could provide valuable insights for all students.
7. Encourage and assist colleges to address retention rates through a lens of equity, inclusion, and diversity, which would promote identifying and addressing issues on a more proximal level than is possible with the campus-wide approach adopted in this report.

8. Identify clear expectations and accountability to ensure the equalization of student success outcomes remains a priority. While this takes effort from everyone at the University, we need a body, department(s), and role(s) charged with having a real-time pulse on the issue and overseeing a campus-wide strategy as a central priority. This will take expertise, FTE, and resources.
9. Identify ways to disaggregate experiences of those identities captured within the UR and Asian categories; otherwise, important nuanced student experiences by subgroups are erased in that aggregate category. Study existing programs that support UR and Pell-eligible students and determine their success and needs.

Appendix A

Student Retention Data Definitions and Calculations

Definitions

Much of the data in this retention report came from SIS Data Warehouse (DW), including the student-level Institutional Research (IR) data table (official 4th week census). Both enrollment and stopout outcomes were calculated from the DW IR data table. Graduation data used in this report came from the DW current snapshot (24-hour delay).

Student attributes used, such as Campus, were based on their first enrollment term, not on their last enrollment term.

IR enrollment data only go back to Summer 2005. Thus, the first enrolled term at OSU can only be evaluated back to 2005 using this data. For example, consider a First-year student who was admitted and first enrolled in fall 2003, but only stayed with OSU for one term. Later this same student applied to OSU in fall 2015 and was admitted and enrolled as a First-year. Since IR data does not archive any data prior to Summer 2005, this student's first enrolled term at OSU would be indicated as fall 2015, instead of fall 2003. Please note that this logic applies to both the undergraduate and graduate students.

The undergraduate and graduate cohorts of the Summer through Spring retention model include the students whose first OSU undergraduate or graduate enrolled term was in 2013-14, 2014-15, or 2015-16. The undergraduate and graduate cohorts include both U.S. citizen and international students.

- The undergraduate cohort is defined as students who enrolled as undergraduates (as indicated by the IR student_level field) and were admitted to OSU in one of the following categories: first-years with less than 36 credit hours, first-years with early admit, GED, transfer, or post baccalaureate (as indicated by the IR field student_type_code).
- The graduate cohort is defined as students who enrolled in the listed year as masters, doctoral, first professional, or graduate certificate students.
- Please note that students can re-enroll with other student types or levels than those checked in this report, for example non-degree after being a degree-seeking student. The report does not count these cases as retention.

The report summarizes the retention pattern of AY13-14 to AY15-16 undergraduate cohorts for groupings/intersections of gender, race/ethnicity and Pell grant eligibility categories. For graduate cohorts, the Pell categories are not used. The report uses abbreviations of these categories, such as FANP, which indicates Female Asian Non-Pell eligible students. FAP reads as Female Asian Pell eligible students. The race/ethnicity is grouped into four categories (an Other category consisted of all categories not listed here, i.e. Middle Eastern, and included undisclosed):

- Asian (A);
- White (W);
- Two or more races (M); and
- Underrepresented Minority (U): includes American Indian/Alaskan Native, Hispanic, Black and Pacific Islander.

Pell Grant eligibility is categorized into two groups: Pell eligible and Non-Pell eligible. Pell-eligible students are those who applied for financial aid (submitted the FAFSA) at least once since their listed cohort year and had an expected family contribution less than or equal to \$5,157. Non-Pell-eligible

students include both students who did not submit a FAFSA and students whose expected family contribution was greater than \$5,157.

Stopout refers to students who left OSU and have not graduated. Each stopped out student is counted in the stopout year that they last enrolled at OSU. If the students re-enrolled in any year after their initial cohort year, and then left OSU, they are counted in both the re-enrollment year column(s) and stopout year column.

Graduation for undergraduate cohorts refers to students who received a bachelor's degree from OSU. Graduation for graduate cohorts refers to students who received a graduate degree or certificate/endorsement from OSU. Each graduated student is counted in the graduation year in which he/she graduated. Some students who graduated with a master's degree are continuing their journey for a doctoral degree, but the report counts them as graduated rather than continuing enrollment. Less than 3% of the total graduate-level cohort enrolled as both master's and PhD students during the years studied.

Re-enrollment indicates that students enrolled in at least one of the four terms of the year listed. Students can be counted as re-enrolled in multiple years, but students are not counted as re-enrolled in their initial cohort year. Students who graduated from OSU in the year listed can also be counted as re-enrolled in previous years and are not counted as stopouts. Data is as of April 9th, 2018, including degree awarded through that date.

Calculations

Averaged retention rate percentages associated with undergraduate student groups displayed in the report figures were calculated based on the following steps. First, stopouts were subtracted from the number of students in a given cohort who persisted from one year (any term, summer through spring) to the next year (any term, summer through spring) to generate a retention rate. This ensured that retention rates did not include students who failed to complete their degrees, but did capture students who re-enrolled from the previous year(s) or graduated. Graduation was captured as retention to better standardize across years for a given cohort (with the expectation that a cohort will increasingly not return over time due to graduation), and the notion that students who graduate have been retained in terms of degree completion. Second, the retention rate was divided by the cohort to create a retention rate percentage that took into account the size of each cohort. Third, the retention rate percentage was averaged across the available years for a given cohort (2014-15 to 2016-17 for the 2013-14 cohort, 2015-16 to 2016-17 for the 2014-15 cohort, and 2016-17 for the 2015-16 cohort). Averaging across years provided a more representative illustration of typical trends and avoided anomalies that may have been associated with any one particular year.

Appendix B

Oregon State University												
Retention and Graduation Rates of First-time, Full-time Degree Seeking Freshmen												
Entering Fall Cohorts: 2004 to 2016												
Year	Cohort	1 Yr. Retained	2 Yr. Retained	2 Yr. Graduated	3 Yr. Retained	3 Yr. Graduated	4 Yr. Retained	4 Yr. Graduated	5 Yr. Retained	5 Yr. Graduated	6 Yr. Retained	6 Yr. Graduated
2004	2894	2325	2072	0	1920	53	936	905	276	1569	127	1748
		80.3%	71.6%	0.0%	66.3%	1.8%	32.3%	31.3%	9.5%	54.2%	4.4%	60.4%
2005	2795	2260	1993	0	1881	35	1000	793	251	1519	107	1696
		80.9%	71.3%	0.0%	67.3%	1.3%	35.8%	28.4%	9.0%	54.3%	3.8%	60.7%
2006	2782	2263	2012	0	1867	31	984	815	294	1501	117	1680
		81.3%	72.3%	0.0%	67.1%	1.1%	35.4%	29.3%	10.6%	54.0%	4.2%	60.4%
2007	2973	2402	2143	3	2037	42	1066	878	277	1647	92	1827
		80.8%	72.1%	0.1%	68.5%	1.4%	35.9%	29.5%	9.3%	55.4%	3.1%	61.5%
2008	3003	2483	2214	3	2076	50	1081	922	331	1685	102	1896
		82.7%	73.7%	0.1%	69.1%	1.7%	36.0%	30.7%	11.0%	56.1%	3.4%	63.1%
2009	3314	2753	2483	4	2319	50	1163	1072	305	1925	92	2130
		83.1%	74.9%	0.1%	70.0%	1.5%	35.1%	32.3%	9.2%	58.1%	2.8%	64.3%
2010	3480	2834	2569	4	2410	43	1154	1145	312	1995	104	2204
		81.4%	73.8%	0.1%	69.3%	1.2%	33.2%	32.9%	9.0%	57.3%	3.0%	63.3%
2011	3335	2777	2528	2	2341	67	1147	1110	305	1975	122	2179
		83.3%	75.8%	0.1%	70.2%	2.0%	34.4%	33.3%	9.1%	59.2%	3.7%	65.3%
2012	3324	2798	2559	3	2403	66	1096	1223	317	2029		
		84.2%	77.0%	0.1%	72.3%	2.0%	33.0%	36.8%	9.5%	61.0%		
2013	3553	2976	2701	7	2495	79	1228	1238				
		83.8%	76.0%	0.2%	70.2%	2.2%	34.6%	34.8%				
2014	3453	2927	2703	4	2537	82						
		84.8%	78.3%	0.1%	73.5%	2.4%						
2015	3340	2784	2575	1								
		83.4%	77.1%	0.0%								
2016	3523	2989										
		84.8%										

Faculty and Staff Recruitment Committee Final Report

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EXECUTIVE SUMMARY

The Faculty and Staff Subgroup of the President and Provost's Leadership Council for Equity, Inclusion, and Social Justice was charged to review: (1) faculty recruitment policies concerning diversity; (2) institutional data and statistics over a three-year period to determine the trend in the number of underrepresented and international employees at Oregon State University; and (3) efforts to support faculty recruitment by college.

Information/data that the FSS reviewed included: (1) the faculty and staff recruitment outcome data and Institutional Research data from the CORE Diversity reports; (2) available information about institutional diversity & inclusion intervention/advancement programs including the OSU Search Advocate (SA) Program, the 2014-15 Provost's Hiring Initiative (PHI), the Provost's Tenured Faculty Diversity Initiative (TFDI), and the NSF-funded OREGON STATE ADVANCE initiative. We designed a questionnaire regarding recruitment practices for Tenure-track, Clinical and Professor of Practice positions only, and distributed the survey to academic colleges.

Based on our recruitment survey of college hiring practices, there are few written/formal recruitment policies, but most units have "established norms." Most colleges use Search Advocates (SAs) but the use is not consistent across units and the SA program is in need of evaluation and support, especially for locations outside of Corvallis. Oversight of policies and practices lies with administrators and committee chairs, and it is not clear how they are held accountable for their work. The use of available resources at OSU is inconsistent and should be part of ongoing training. Challenges in hiring are related to dual-career, start-up and cost-of-living issues.

The use of SAs in searches varies substantially depending on the position type and the unit conducting the search. SAs are now used for most tenure-track or tenured faculty searches in most colleges. SAs are used much less frequently for fixed-term ranked faculty searches. The intended use of a SA is associated with a slightly higher rate of hiring women for tenured and tenured-track faculty and with increased hiring rates for underrepresented racial/ethnic groups in tenured and tenure-track faculty searches.

Seventeen faculty members have been hired under the TFDI since it was initiated in 2008, and several of these faculty members play a prominent role in OSU's diversity efforts. The resources available from the TFDI program has supported both opportunity hires with a waiver of search for a new position, and open competitive hires where a candidate from an underrepresented group was selected in a typical search process.

The most recent PHI in 2014-15 was successful in hiring a greater percentage of women and underrepresented minority faculty when compared to "regular searches" conducted during the same time period. The requirements for the PHI appear to have been a primary driver in this success.

OREGON STATE ADVANCE serves 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. The program has been effective at shifting personally held ideologies and at promoting behavioral change as well as institutional/structural transformation. As a result, colleges who were early participants in the ADVANCE program (e.g., CAS and COE) already show significant improvements to the recruitment of women faculty. However, barriers remain, especially around the retention and just treatment of underrepresented faculty, and the high turn-over among administrators requires continued vigilance to ensure that new administrators are aware of the institutional culture and expectations at OSU.

Significant resources have been targeted to enhancing hiring practices that advance diversity, equity and inclusion. Our review of these programs and associated data suggest that they are having a positive impact. Therefore, we recommend that instead of creating any new initiatives the university continue to support, and grow, these programs. We encourage a robust evaluation of these initiatives to improve and scale them going forward. Finally, we believe stronger accountability measures can be added to work in recruitment and hiring.

INTRODUCTION

The President and Provost's Leadership Council for Equity, Inclusion, and Social Justice (hereafter Leadership Council) was reconfigured in October 2017 as a joint charge from both the President and Provost to deliver, on an annual basis, specific summary data and recommendations to the President. Recommendations made by the Leadership Council were to identify both the cost and impact (High, Medium, or Low) associated with each recommendation. The Leadership Council was subdivided into five subgroups focusing on different aspects of the overall council charge. The Faculty and Staff Subgroup (hereafter FSS) was charged to:

1. Review and recommend faculty recruitment policies concerning diversity;
2. Review institutional data and statistics over a three-year period to determine the trend in the number of underrepresented and international employees at Oregon State University; and
3. Review efforts to support faculty recruitment by college.

The FSS met as a group 10 times between 6 December 2017 and 24 May 2018.

DATA AND INFORMATION REVIEW

The FSS reviewed several sources of data and information. We reviewed the faculty and staff recruitment outcomes from the CORE Diversity reports, which included information on searches completed between 29 January 2016 and 26 February 2018. These data include demographic information on completed searches, search type (Competitive/External, Competitive Internal, Non-competitive), use of Search Advocate (Yes, No, Unknown), College/Unit and appointment type (Academic/Research,

Administrative/Professional, Classified, Temporary). We also reviewed data from Institutional Research (IR) available in the CORE Diversity Report area. The IR data include summaries of tenure-track faculty hires by college and year. We reviewed available information about institutional diversity & inclusion intervention/advancement programs including the OSU Search Advocate (SA) Program (*Priorities, Strategies and Resources by Search Stage*), the 2014-15 Provost's Hiring Initiative (PHI), the Provost's Tenured Faculty Diversity Initiative (TFDI), and the NSF-funded OREGON STATE ADVANCE (hereafter ADVANCE) initiative. We designed a questionnaire regarding recruitment practices for Tenure-track, Clinical and Professor of Practice positions only, and distributed the survey to academic colleges.

OBSERVATIONS

Faculty Hiring Trends

OSU hired 428 tenured or tenure-track faculty between 2012 and 2017 based on data from IR. Trends are difficult to assess because of the small number of hires in most colleges on an annual basis. Consequently, we lumped data by college into three time periods (2012-2013, 2014-2015 and 2016-2017) to examine hiring trends by gender and two time periods (2012-2014 and 2015-2017) to examine trends in hiring of different racial groups. Furthermore, because of small sample sizes we grouped all under-represented racial groups into a single category. The gender-based time-period of 2014-2015 corresponds to the most recent PHI (see description below) and the 2016-17 period follows the first hiring pulse after the ADVANCE program began.

The ratio of women to men in tenure-track hires varies by college (Table 1). Some colleges hired more women than men during one or two time periods, but no colleges consistently hired more women than men during every time period. For all colleges combined, women made up less than 50% of the tenure-track hires during all time periods, but approached parity with their representation in the US population (47:53 OSU hires; 51:49 women: men from US Census data) during the first two years after ADVANCE began.

Tenure-track and tenured faculty hires by racial background between 2012 and 2017 varied by college and time period and few trends are evident (Table 2). Hires were predominately white during both time periods (2012-2014 and 2015-2017) and the number of hires not self-identifying increased from 8% during 2012-2014 to 21% during 2015-2017. Under represented racial groups combined made up 13% of the hires during 2012-2014 but declined to 6% during 2015-2017. No patterns are evident among colleges with respect to racial groups. The TFDI was a factor in 5 of 35 hires of under-represented racial groups during 2012-2014 and 4 of 11 during 2015-2017.

University Hiring Practices

College Responses to Survey

Our subcommittee sent a short survey (Appendix A) to the deans of OSU's 11 academic colleges and to OSU Cascades. All colleges responded to the survey and deans or associate deans with first-hand knowledge of their units' hiring practices completed this survey. A brief overview of the responses is given here.

Formal Expectations Concerning Faculty Recruitment

Written policies/guidelines are most clearly seen in two academic colleges (College of Agricultural Sciences [CAS] and College of Engineering [COE] and at the OSU Cascade campus. All three units developed these policies in the past two-three years and have published material on the search process, as well as the way in which a commitment to diversity is practiced in the search process. Leadership from the two academic colleges were part of the first ADVANCE Summer Seminar and the Action Plans emerging from the Seminar were connected to the development of these policies.

Other colleges reported to engage in shared practices that, while not written down, are tied to unit strategic planning, accreditation considerations, and historical norms. There is movement within colleges to formalize recruitment practices. Several departments within colleges have articulated guidelines and a couple of colleges have “drafts” of guidelines. Most colleges now have an associate dean with responsibilities for research and this group meets regularly. One notable new position created in the COE is an Associate Dean for Faculty Advancement (Appendix B). The position includes the expectation to engage in COE faculty recruitment and retention efforts explicitly with attention to diversity, inclusion, and equity. This person will be an excellent leader among the associate deans and can help other colleges advance more equitable recruitment and retention policies.

Oversight to Enforce Policies/Guidelines

Depending on the size and complexity of colleges, oversight resides with deans, associate deans, department heads and search committee chairs. Most hiring committees work with Human Resources on the search process.

Formation and Composition of Search Committees

The composition of committees varied less by college and more by the type of position being recruited. For tenure track faculty, most committees had faculty with disciplinary knowledge, students (sometimes both graduate and undergraduates), and various stakeholders depending on the specifics of the position.

Less clear is how the committees are formed. Some colleges have the appointing authority decide on committee membership while others expect the search committee chair to recruit members. A couple of colleges mention that there is “attention” paid to diversity in membership, but it is unclear what this means and how it is practiced. Colleges should articulate the process for forming committees, including how diversity (broadly construed) is relevant for committee membership. Several colleges mention the inclusion of a SA. We have more detail on this below.

Policies for Identifying New Positions

The CAS has a well-established process for position planning (Priority Staffing), which is done periodically as resources are available. Some colleges have routine exercises for strategic planning (College of Pharmacy [COP]) or budgeting (OSU Cascades) or hiring (College of Earth, Ocean, and Atmospheric Sciences [CEOAS]) that includes a request for positions, while other colleges are updating guidelines (CEOAS). For professionally accredited programs, positions are dictated by the accrediting agency (College of Veterinary Medicine [CVM]). For many colleges, however, the traditional practice is for unit heads to make individual requests to the dean. It is unclear how diversity, equity and inclusion are embedded in longer term recruitment planning.

Charge Given to Committee?

It is not surprising that when a college/unit has written policies related to recruitment that a formal charge is given. Even without a formal policy, many committees are expected to follow protocol (e.g., using an outside SA) or historical practice. Going forward, we recommend that all members of recruitment committees be clear on how diversity, equity and inclusion are part of their charge.

Use of Affirmative Action (AA) Goals

The overwhelming response from this question is that there is uncertainty about what these are, and what role they play in the search. It will be important going forward to make sure that AA goals are explained to committees when they are charged with their work in recruitment.

Using a Search Advocate (SA)

The vast majority of colleges and units are employing SAs in their professorial-rank searches. Some colleges (CAS, COE) require the search committee chair to be trained as a SA and others (College of

Liberal Arts [CLA], College of Science [COS]) have an expectation for the chair to be certified. All those who use SAs expect them to be from outside the hiring unit. This poses a challenge for several units (especially for the OSU Cascades campus) to have access to SAs who have updated their certification.

We asked colleges to specify the ways in which SAs are used in the search. These included the areas that are covered in the SA training. No college uses the SA in all areas; no activity is engaged in by all SAs. Activities that most colleges indicate the SAs participate in for academic faculty searches include: developing the position description, applicant screening, interviewing and reference checking. SAs are less involved in demographic checking and selection processes. Offer negotiation is done by the hiring authority and does not involve the SA. No unit claimed to use the SA in onboarding or other activities. Note: SAs reporting through the SA Community of Practice indicate that they are usually NOT included in position and criteria development before the position is posted—this anecdotal report does not specify position type or college, however.

With the growing reach of OSU to Bend, Newport, Portland and Extension sites, the SA program will need additional support.

The SA program, like other efforts to support excellence in recruitment, needs ongoing evaluation as standard practice. Evaluation can show what is working where and gives important information for ongoing program development and refinement.

Other Approaches to Advancing Diversity in Recruitment

Based on the experience of the subgroup, we identified some practices that have the potential to advance diversity and asked deans to indicate if they used them for recruitment. We found that more traditional recruitment mechanisms are most commonly used. These include recruiting at professional conferences and using professional networks. Also used are the TFDI and some other targeted hiring. Less often used, but could have potential, are employing post-doctoral appointments and inviting diverse faculty and graduate students to campus in anticipation of future hiring. The [HR Search Excellence Site](#) and the [Equity Opportunity and Access Resource guide](#) are underutilized, but this may change with the new training modules scheduled to be launched this year.

Components of a Search

Campus interviews for tenure-track faculty are filled with meetings. In addition to meeting with faculty, students and other stakeholders, colleges routinely take candidates on campus and community tours. Units are not utilizing the Office of Work Life or HR (for benefits) routinely. The Office of Work Life was originally created with a full-time director, and OSU founded the Greater Oregon Higher Education Recruitment Consortium (now resides at OHSU). Central resources for recruitment/retention efforts appear to have been reduced. Connecting candidates with “communities of interest” (e.g., cultural centers, pride center) are also not routine, but should be. One unit reported sharing a brochure that outlines available benefits with each candidate. This seems like a good future collaborative effort between colleges and HR. It appears that site visits could be more inclusive of activities that introduce candidates to our campus/city culture.

Challenges to Recruitment

We asked academic units to identify the proportion of searches for which the following were challenges: salary, benefits, start-up, dual career, or other factors. All units responded that dual career hiring presents a challenge (between 5 and 50 percent of all searches face this challenge). On the other end, few units find that our benefits package interferes with hiring (0-10 percent of searches). However, when salaries are a challenge (e.g., in the College of Education), benefits do play a role. So too does the cost of living, in both Corvallis and Bend. Positions in Portland will face this problem as well. Salaries continue to be a significant barrier for the colleges of Business, Veterinary Medicine and Public Health and Human Sciences. As expected, start-up packages are a challenge in many colleges, affecting between 5-35

percent of searches. In the College of Science, *all* searches are negatively affected by the level of available start-up. A couple of units mentioned that central support for start-up (through the Research Office) has not been as available as in prior years.

Overarching Themes From the Survey Of Deans

There are few written/formal recruitment policies, but most units have “established norms.” Most colleges use SAs but the use is not consistent across units and the SA program is in need of evaluation and support, especially for locations outside of Corvallis. Oversight of policies and practices lies with administrators and committee chairs, and it is not clear how they are held accountable for their work. The use of available resources at OSU is inconsistent and should be part of ongoing training. Challenges in academic hiring include dual-career, start-up and cost-of-living issues. The emergence of new associate dean positions related to faculty advancement suggest that colleges committed to developing a more strategic approach to recruitment/hiring and the development of new training modules on hiring practices may provide some support.

Diversity, Equity and Inclusion Intervention/Advancement Programs

Search Advocate Program (<http://searchadvocate.oregonstate.edu/>)

OSU's Search Advocate (SA) program, established in 2008, seeks to enhance equity, validity, and diversity in university hiring. SAs are OSU faculty, staff, and students who are trained as search and selection process advisors. Their training includes a two-part workshop series addressing current research about implicit bias, diversity, the changing legal landscape in hiring, inclusive employment principles, practical strategies for each stage of the search process, and effective ways to be a SA on a search committee. As a quality assurance measure, advocates who wish to remain eligible beyond the first year must engage in relevant continuing education that is recorded and approved through the SA program. Each SA is a consultant/participant who advances inclusive excellence by asking questions to help committee members test their thinking, identifying and promoting practices that advance diversity and social justice, and minimizing the impacts of cognitive and structural biases. As external committee members, advocates are able to explore assumptions, norms, and practices that an internal member might not question. When given the opportunity to participate from the earliest stages of a search, the SA can play a vital role in position development, recruitment, screening, interviews, references, evaluation, and integration of the new faculty or staff member into the institution. In partnership with the search chair, search committee members, and hiring official, the SAs affirm OSU's commitment to inclusive excellence.

The President and Provost require that a SA participate in any PHI and TFDI search (see program descriptions below). Search Advocates are also required on leadership search committees per OSU President Edward Ray. Many administrative and academic divisions have adopted policies requiring SAs on many search committees, and some also require search chairs to be SA-trained (see college hiring practices above; note that only academic college hiring practices for professorial-rank faculty were collected by this year's survey). These leadership decisions demonstrate trust in the quality of OSU's SA program and leadership's desire to have searches benefit from SA contributions.

Training and Unit Participation

The Search Advocate workshop series is open to any member of the OSU community (or OSU guest) who is interested in participating. After completing the workshop series, OSU participants decide whether or not they are willing to be listed in the [SA Directory](#). They remain eligible to serve for at least 12 months (eligibility is reviewed annually in early September); after their first year, they must complete three continuing education units annually to remain active and eligible. Since its inception, at least 1300

members of the OSU community have completed search advocate training (Table 3). As of 30 January 2018 there were 1170 current OSU employees (faculty, staff, administrators) who had completed the training at some point; of those, 40% were currently eligible to serve.

Use of Search Advocates

The use of SAs in searches varies substantially depending on the position type and the unit conducting the search (Tables 4-7). Missing from these data is information about when SAs enter a search, what parts of a search they participate in, and to what extent their recommendations and guidance are adopted by the hiring units (see college survey above). Deans indicate that SAs are now used for most tenure-track or tenured faculty search in most colleges (Table 4). SAs are used much less frequently for fixed-term ranked faculty searches (Table 5). OSU Cascades uses SAs for all searches for ranked faculty and CAS uses SAs for a majority of their searches. The majority of classified employee searches do not use SAs in most colleges except for CAS and Cascades (Table 6). SAs are not used for the majority of classified employee searches for non-academic units. Among non-academic administrative units Student Affairs, Ecampus, Graduate School, and Information Services used SAs in a majority of classified employee searches (Table 7).

Impact of Search Advocates

We wondered if search outcomes might differ depending on the use of a SA and we used the CORE diversity data for hires between 29 January 2016 to 26 February 2018 to explore that question. Because we have no information about when, how, or even whether SAs participated in the searches that signified the intent to have an advocate, the data do not allow for determination of cause/effect. Search outcomes with respect to gender differed among appointment types (Table 8). Upon further research, we realized that non-competitive “waivers of search” as well as internal “test” searches (part of the permanent residency process for some international faculty) were included in these data—we recalculated the search outcomes for competitive searches only. Waivers of search are known to be an effective way to increase faculty diversity, which is why approval rests with the Affirmative Action Manager at OSU (though non-competitive hiring has been substantially limited by federal regulation). After re-calculating the tenured/tenure-track hiring outcomes from competitive searches only, the following associations emerged:

- The intended use of a SA is associated with a slightly higher rate of hiring women for tenured and tenured-track faculty (Table 8).
- Intended use of a SA also is associated with increased hiring rates for underrepresented racial/ethnic groups in tenured and tenure-track faculty searches (Table 9).

Tenured Faculty Diversity Initiative (<http://academicaffairs.oregonstate.edu/tenured-faculty-diversity-initiative>)

The TFDI was designed to enhance the culture of racial and ethnic diversity at OSU through hires that promote positive changes to the academic climate. Faculty members are selected for academic excellence and for their ability to positively impact the hiring unit’s (and/or the university’s) organizational culture to be more inclusive of and accommodating to students, faculty and staff from diverse backgrounds. Preference is given to faculty appointments that meet the requirements to be hired with tenure, though strong candidates who meet all other criteria will be considered for hire at the assistant professor level. Academic units supported by the relevant colleges can submit proposals on a year-around basis. Faculty Affairs and a continuing TFDI committee identified by the Senior Vice Provost for Faculty Affairs select one or more units each year to participate in the program. Resources provided by program are available for only the first two or three years of the hire and may be used to provide salary, to meet other hiring requirements such as start-up packages, or in some instances to provide other assistance to new faculty hires from underrepresented groups. The colleges hiring TFDI assume all costs after the initial investment from the Provost’s office. Candidates hired under the TFDI are expected to focus some portion of their duties on diversity, equity and inclusion. Initially, the program began with a resource pool of \$300,000

per year and was expected to increase to \$1 million per year. However, resources available for the program have not increased from the initial \$300,000.

Seventeen faculty members have been hired under the TFDI since it was initiated in 2008, but data on all of these hires is incomplete. Several of these faculty members play a prominent role in OSU's diversity efforts. The resources available from the program have supported both opportunity hires with a waiver of search for a new position, and open competitive hires where a candidate from an underrepresented group (which has included both racial/ethnic and sexual minority groups) was selected in a typical search process. In the majority of cases, funds supported a portion of a faculty member's salary for a two or three-year period. Less frequently, support was provided for start-up packages or other assistance.

An internal assessment was conducted of the TFDI in 2011. Results of those interviews should be followed up with interviews of more recent hires as part of ongoing, embedded program evaluation.

Provost Hiring Initiative (<http://searchadvocate.oregonstate.edu/about/provosts-hiring-initiative>)

Between 2010 and 2015, funding for over 100 new faculty lines was identified and allocated by the Provost and Executive Vice-President. Each group of positions comprised a specific PHI tied to an intended outcome, and was identified by the academic year in which the searches to fill those positions were conducted. The resources allocated under the PHI were permanent increases in base budgets for the colleges receiving these positions in contrast to the TFDI's non-recurring funding.

The most recent PHI occurred during academic year 2014-15 and provided funding for 30 positions in units with high student/faculty ratios reflecting recent enrollment growth. The intent of these hires was to support OSU's Strategic Plan 3.0 and all position descriptions included both a demonstrated commitment to student success and diversity, equity and inclusion. Proposals for positions were approved on the condition that those specific initiative requirements be met in the position announcement, search committee make-up, and search process, and that colleges receiving these positions develop broader programs that would align with expectations of the new faculty members and share accountability for initiative goals across the faculty. The Provost's office monitored and approved or rejected hires proposed under this program.

We compared hiring outcomes under the PHI to hires from regular searches during the same period (Table 10). A total of 25 faculty were hired under the initiative and 53 hires were made as part of regular searches (those outside the oversight of initiative requirements). Slightly over half of the hires in the PHI identified as minority (16% Asian, 16% Black, 16% Hispanic, 4% two or more) while 36% of regular hires were minority (19% Asian, 4% Black, 13% Hispanic). These figures do not distinguish between domestic minority group members and international hires with those racial/ethnic identities. With respect to gender, 64% of PHI faculty identified as women while only 36% of those hired through regular searches were women.

The requirements for the PHI are included in Appendix C. This program was well thought out, with consideration of the hiring process from start to finish. For example, key elements included: (a) how the positions were to be advertised, (b) the way qualifications for each position include a demonstrated commitment to equity, inclusion and diversity, (c) expectations for an outside SA as well as having the search chair SA trained, (d) oversight by deans, and (e) oversight by Academic Affairs. Proposals for positions also required college culture/climate plans, articulated metrics/goals, and explanation for how the search process would not be "business as usual." This coordinated effort appears to have produced impressive results.

OREGON STATE ADVANCE

ADVANCE is a 5-year program funded by the National Science Foundation in mid-2014 to create institutional transformation and “develop systemic approaches to increase the participation and advancement of women in academic STEM careers.” The overarching goal of the ADVANCE program is to serve 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. The centerpiece and innovation is an immersive ADVANCE faculty development seminar, which involves a 60-hour experience for administrators and influential faculty, provides a lens through which institutional practices can be evaluated, and catalyzes participants to alter policies and practices that form barriers to the inclusion of women and others from under-represented groups. Ambitious Action Plans emerge from a comprehensive understanding of the challenges to recruitment, retention and success of faculty, and the development of cohorts helps efforts to scale up and out. The seminar is embedded within a program to support implementation, monitoring and integration of Action Plans.

The approach has been effective at shifting personally held ideologies and also at promoting behavioral change as well as institutional/structural transformation. Outcomes of the ADVANCE seminar include significant institutional changes around hiring practices within colleges, policy changes regarding reward structures, training and awareness-raising activities across campus, attention to dual-career hiring practices, and the creation of leadership positions at the Associate Dean level in colleges to advance diversity, inclusion and social justice (see Appendix B). As a result, colleges who were early participants in the ADVANCE program already show significant improvements to the recruitment of women faculty. For example, CAS reports that 51% of all faculty hires in 2015-16 were women. Similarly, the percentage of women faculty in COE increased from 15% in 2014 to 21% in 2017. As a result, OSU’s COE rose from tying at 15th with 11 other Land Grant Institutions to 3rd (with 3 other institutions) in 2016.

Yet, many other barriers remain, especially around the retention and just treatment of underrepresented faculty. Further, high turn-over among administrators requires continued vigilance to ensure that new administrators are aware of the institutional culture and expectations at OSU. The paradigm of the ADVANCE program is built on OSU’s Difference, Power, and Discrimination (DPD) program and the Search Advocacy Program, and is aligned with the Social Justice Education Initiative. These efforts form a common foundation for transformative progress on our campus.

SUMMARY AND RECOMMENDATIONS

This report reviewed available data related to hiring outcomes from 2012-2017. In addition, we reviewed information on a number of initiatives intended to build better hiring practices. These included the soon-to-be-launched training modules from the Office of Human Resources, SA Program, TFDI, 2014-15 PHI and ADVANCE. For those programs that have associated data, the outcomes are promising. When tenure-line searches use SAs a higher proportion of hires are women and under-represented minorities compared to searches without a SA. The PHI resulted in an even larger gap when comparing hiring demographics for tenure-line faculty. Colleges with significant representation in the first ADVANCE cohorts have made considerable changes in their hiring and promotion practices and the percentages of hires that are women continues to rise.

With momentum going in the direction of greater diversity in hiring, our group believes the university should continue to support these programs. In many of them, there is need for greater investment to scale the programs out across our campuses. These programs have not touched all colleges, divisions and campuses. In addition, there should be opportunities to share what’s working with each other. Good practice should become standard practice. Related to this, robust evaluation efforts should be embedded in all of these programs so that they can make continued improvements.

Finally, we noticed that accountability measures with respect to equity and inclusion are not always clear within hiring practices. Hiring authorities and search committees need to know how their work is expected to be inclusive and they also should be held accountable for the work and outcomes.

Based on our review of the available data and programs we offer the following specific recommendations:

1. Complete the new search committee training modules and enforce the requirement that all committee members complete the training prior to participating in a search.
2. Standardize hiring practices to provide more consistent approaches for equitable hiring.
 - a. Articulate the process for forming and charging hiring committees, including how a commitment to diversity, equity and inclusion is relevant for committee membership.
 - b. Hiring authorities and associated HR professionals should review demographic data at each step in a search process to ensure that applicant pools are diverse and that each subsequent step has not eliminated diversity candidates disproportionately.
3. Use SAs in all searches for permanent, full-time positions and establish expectations for their use beginning with writing the position description through the candidate selection process.
 - a. Require SA training for hiring authorities and search committee chairs.
 - b. Increase the capacity of the SA program to insure its sustainability.
 - c. Outcomes of the current program should be monitored and evaluated on an on-going basis.
4. Increase support for the TFDI.
5. Develop and use PHI expectations for all centrally funded positions.
6. Institutionalize ADVANCE and widen training to include all colleges and disciplines.
7. Development of accountability measures for implementation of these recommendations. These should include:
 - a. Revising position descriptions for hiring authorities to articulate how they will advance diversity, equity and inclusion in hiring.
 - b. Requiring all colleges to submit data summaries like those used in this report as part of their annual reports.

Table 1. Tenure-track and tenured faculty hires by gender and college, 2012-2017. Data source: Institutional Research.

	2012-2013		2014-2015		2016-2017	
	Women	Men	Women	Men	Women	Men
Agricultural Sciences	3	7	5	10	8	13
Business	9	10	8	9	4	7
Education	5	4	1	0	2	1
Forestry	1	6	2	2	4	5
Pharmacy	1	4	0	3	0	0
Science	8	11	4	11	4	2
Liberal Arts	18	17	8	11	12	8
Library	2	2	3	2	4	1
Extension	2	2	2	3	4	8
Veterinary Medicine	2	3	2	2	2	1
Engineering	2	20	5	28	9	10
Public Health and Human Sciences	6	7	5	6	6	7
Earth, Ocean and Atmospheric Sciences	4	5	2	4	2	5
Total	63	98	47	91	61	68
Percent for time period	39	61	35	65	47	53

Table 2. Tenure-track and tenured faculty hires by racial background, national origin, and college, 2012-2017. Data source: Institutional Research.

	2012-2014					2015-2017				
	Asian	Under-represented racial group	International	White	Unknown	Asian	Under-represented racial group	International	White	Unknown
Agricultural Sciences	3	0	2	15	0	1	2	8	10	5
Business	4	15	8	17	7	3	0	4	7	5
Education	0	2	0	8	0	0	0	0	0	3
Forestry	1	1	1	6	0	0	0	6	3	2
Pharmacy	0	0	0	4	2	2	0	0	0	0
Science	5	6	1	17	2	1	2	3	3	2
Liberal Arts	2	5	1	28	5	2	4	3	14	10
Library	1	0	0	4	0	0	0	0	8	1
Extension	1	1	1	6	0	0	0	1	8	4
Veterinary Medicine	0	0	0	6	2	0	0	2	1	1
Engineering	8	4	5	23	1	7	1	12	12	1
Public Health and Human Sciences	2	1	1	13	1	3	2	0	10	4
Earth, Ocean and Atmospheric Sciences	0	0	0	11	1	0	0	2	6	2
Total	27	35	20	158	21	19	11	41	82	40
Proportion of hires during time period	10%	13%	8%	61%	8%	10%	6%	21%	42%	21%

Table 3. Search Advocate Distribution by College/Division/Admin Unit, Employment Type, and Eligibility Status¹

UNIT: College Division, or Administrative Unit	T/TT Faculty ²		FT Acad Faculty ³		FT Prof Faculty ⁴		Classified Staff		TOTAL COUNT		TOTAL %	
	% of total SAs in unit	% of eligible unit SAs	% of total SAs in unit	% of eligible unit SAs	% of total SAs in unit	% of eligible unit SAs	% of total SAs in unit	% of eligible unit SAs	Trained SAs in unit	Eligible SAs in unit	% of unit SAs now eligible	% of all eligible OSU SAs
*Agricultural Sci & AES	53%	49%	15%	20%	21%	22%	9%	8%	178	74	42%	13%
*Business	55%	50%	9%	-	36%	50%	-	-	11	6	55%	1%
*Earth, Ocean, & Atmos Sci	68%	70%	4%	-	24%	30%	4%	-	25	10	40%	2%
*Education	36%	-	-	-	45%	67%	9%	33%	11	3	27%	1%
*Engineering	53%	38%	6%	7%	36%	45%	5%	9%	101	55	54%	10%
*Forestry	50%	33%	11%	11%	22%	22%	17%	33%	18	9	50%	2%
*Liberal Arts	52%	37%	11%	16%	35%	42%	2%	5%	46	19	41%	3%
*Pharmacy	60%	-	40%	100%	-	-	-	-	5	1	20%	0%
*Public Health & Human Sci	53%	25%	27%	42%	13%	17%	7%	17%	30	12	40%	2%
*Science	52%	31%	28%	37%	17%	31%	2%	-	86	35	41%	6%
*Vet Med	38%	40%	6%	10%	44%	30%	13%	20%	16	10	63%	2%
Acad Prog & Learning Innovation	18%	8%	-	-	68%	85%	14%	8%	22	13	59%	2%
Athletics	-	-	-	-	100%	100%	-	-	6	5	83%	1%
Extended Campus	-	-	-	-	60%	57%	40%	43%	45	21	47%	4%
Faculty Affairs	57%	36%	-	-	43%	64%	-	-	21	11	52%	2%
Finance & Admin	-	-	-	-	94%	90%	6%	10%	85	40	47%	7%
Graduate School	20%	-	-	-	80%	-	-	-	5	none	0%	0%
Honors College	20%	33%	-	-	80%	67%	-	-	5	3	60%	1%
Info Services	-	-	-	-	75%	75%	25%	25%	20	12	60%	2%

UNIT: College Division, or Administrative Unit	T/TT Faculty ²		FT Acad Faculty ³		FT Prof Faculty ⁴		Classified Staff		TOTAL COUNT		TOTAL %	
	% of total SAs in unit	% of eligible unit SAs	% of total SAs in unit	% of eligible unit SAs	% of total SAs in unit	% of eligible unit SAs	% of total SAs in unit	% of eligible unit SAs	Trained SAs in unit	Eligible SAs in unit	% of unit SAs now eligible	% of all eligible OSU SAs
International Programs	-	-	-	-	94%	90%	6%	10%	16	10	63%	2%
Outreach & Engagement	14%	9%	10%	0%	51%	64%	25%	27%	71	33	46%	6%
O&E/Ext Ag Sci & Exp Stn	51%	41%	16%	12%	18%	29%	16%	18%	45	17	38%	3%
O&E/Ext Forestry	50%	-	50%	100%	-	-	-	-	4	1	25%	<1%
O&E/Ext PHHS: 4H, FCH, SNAP-Ed	19%	11%	31%	33%	28%	37%	22%	19%	54	27	50%	5%
O&E/Ext Sea Grant Program	13%	-	38%	33%	50%	67%	-	-	8	3	38%	1%
OSU Cascades Campus	15%	3%	23%	24%	40%	45%	23%	28%	40	29	73%	5%
President & Provost	-	-	-	-	100%	100%	-	-	20	11	55%	2%
Research Office & Centers	5%	8%	11%	17%	79%	75%	5%	-	19	12	63%	2%
Student Affairs	-	-	-	-	81%	80%	19%	20%	147	66	45%	12%
Univ Relations & Marketing	-	-	-	-	60%	56%	40%	44%	10	9	90%	2%
UNIVERSITY TOTAL:	30%	21%	11%	12%	47%	53%	12%	14%	1170	557	48%	

¹Data Source - OSU Search Advocate Database as of 1/30/18

²Tenured/tenure-track faculty includes tenured administrators

³Fixed-term Academic Faculty Includes fixed term professorial ranks, Instructors, FRAs, and RAs

⁴Fixed-term Professional faculty includes all non-tenured administrators plus all other unclassified employees without rank

*Academic colleges – these units were surveyed this year about hiring practices for tenured/tenure-track and clinical professors and professors of practice

Table 4. Number of tenure/tenure track searches using search advocates by college. Data source: CORE diversity data for hires between 29 January 2016 to 26 February 2018.

Search Advocate	CAS	CLA	COB	COE	CEOAS	COS	CPHHS	VetMed	Total
Yes	6	4	2	7	1	1	2	0	23
No	0	1	1	0	0	0	0	2	4
Total	6	5	3	7	1	1	2	2	27

Table 5. Fixed-term ranked faculty appointments by college and appointment type that used search advocates (total searches for college/appt type shown in parentheses). Data source: CORE diversity data for hires between 29 January 2016 to 26 February 2018.

Position type	CAS	CLA	COB	COE	COEAS	COF	COP	COS	CPHH		Cascades	VetMed	Other	Total
									S					
Assistant or Associate Prof ¹	2(2)	2 (5)		0(1)	0	1(1)	0(3)	0 (1)	1(3)		4(4)	0(3)	1(2)	11 (25) 27
Faculty Research Assistant	22(32)	0		0(1)	1(3)	0(3)	0(2)	1 (2)	0(3)		1(1)	0(6)	2(8)	25 (61) 25
Instructor ²	6(8)	(22)	0(1)	1(4)	0(1)	1(1)	0(1)	0(4)	0(9)		12(12)	0(1)	1(15)	24 (79) 24
Research Assoc ³	14(20)	0(1)		3(12)	0(6)	2(6)	0(1)	3(6)	0(2)		1(1)	0(2)	1(3)	24 (60) 24

¹ includes Clinical, Practice, and Senior Research; other college includes Sea Grant, Extension, HMSC, Research Office

² other college includes Academic Programs, UHC, Student Affairs

³ includes Research Associate and Research Associate-Post Doc; other college includes Education, Research Office, Academic Programs

Table 6. Number of classified employee searches using search advocates by college. Data source: CORE diversity data for hires between 29 January 2016 to 26 February 2018.

Search Advocate	CAS	CLA	COB	COE	COEAS	COF	COP	COS	CPHHS	Cascades	Educ & UHC	VetMed	Total
Yes	32	1	1	3	0	1	0	4	19	21	0	0	82
No	14	4	4	7	11	9	6	3	34	2	4	29	127
Total	46	5	5	10	11	10	6	7	53	23	4	29	209

Table 7. Number of classified employee searches using search advocates by administrative unit.
 Data source: CORE diversity data for hires between 29 January 2016 to 26 February 2018.

Search Advocate	Academic affairs	Academic programs	Athletics	Cap Plan	Student Affairs	EOA	Ext	Extended campus	Faculty affairs
Yes	1	1	2	0	52	2	12	11	5
No	1	17	13	3	25	0	19	2	6
Total	2	18	15	3	77	2	31	13	11

Table 7, continued.

Search Advocate	Finance & Admin.	Graduate school	HMCS	Info. services	Internat. programs	Res. office	Sea Grant	Univ. Relat. & Mark	Total
Yes	1	2	0	7	2	3	0	1	102
No	69	2	5	1	6	12	5	5	191
Total	70	4	5	8	8	15	5	6	293

Table 8. Hiring outcomes by appointment type and gender for searches with and without Search Advocate. Data source: CORE diversity data for hires between 29 January 2016 to 26 February 2018.

Tenured and Tenure-track Competitive Hires (n = 33)						
		Counts			Row Percentages	
		Female	Male	Total	Female	Male
Used Search Advocate?	No	2	3		40	60
	Yes	14	14		50	50
	Total	16	17		48	52
Fixed-term Academic Faculty Positions (n = 496)						
		Counts			Row Percentages	
		Female	Male	Total	Female	Male
Used Search Advocate?	No	215	180	395	54	46
	Yes	52	49	101	51	49
	Total	267	229	496		
Administrative and Professional Faculty Positions (n = 795)						
		Counts			Row Percentages	
		Female	Male	Total	Female	Male
Used Search Advocate?	No	335	195	530	63	37
	Yes	169	96	265	64	36
	Total	504	291	795		
Classified Employees (n = 733)						
		Counts			Row Percentages	
		Female	Male	Total	Female	Male
Used Search Advocate?	No	302	166	468	65	35
	Yes	160	105	265	60	40
	Total	462	271	733		

Table 9. Hiring outcomes by appointment type and racial group for searches with and without Search Advocate. Data source: CORE diversity data for hires between 29 January 2016 to 26 February 2018.

Tenured and Tenure-Track Competitive Hires (n = 33)										
		Counts					Row Percentages			
		Asian¹	Under-represented Racial Group	White	Unk²	Total	Asian¹	Under-represented Racial Group	White	Unk²
Search Advocate Used?	No	3	0	2	0	5	60	0	40	0
	Yes	5	3	19	1	28	18	11	68	4
	Total	8	3	21	1	33	24	9	64	3
Fixed-term Academic Faculty Positions (n = 496)										
		Counts					Row Percentages			
		Asian¹	Under-represented Racial Group	White	Unk²	Total	Asian¹	Under-represented Racial Group	White	Unk²
Search Advocate Used?	No	44	17	316	18	395	11	4	80	5
	Yes	8	7	82	4	101	8	7	81	4
	Total	52	24	398	22	496				
Administrative and Professional Faculty Positions (n = 795)										
		Counts					Row Percentages			
		Asian¹	Under-represented Racial Group	White	Unk²	Total	Asian¹	Under-represented Racial Group	White	Unk²
Search Advocate Used?	No	17	33	456	24	530	3	6	86	5
	Yes	13	17	221	14	265	5	6	83	5
	Total	30	50	677	38	795				
Classified Employees (n = 733)										
		Counts					Row Percentages			
		Asian¹	Under-represented Racial Group	White	Unk²	Total	Asian¹	Under-represented Racial Group	White	Unk²
Search Advocate Used?	No	27	24	409	8	468	6	5	87	2
	Yes	5	11	224	25	265	2	4	85	9
	Total	32	35	633	33	733				

¹ Asian includes all biracial groups with Asian heritage.

² Unk = unknown (did not self-identify).

Table 10. 2014-15 Provost Hiring Initiative Outcomes Compared to Regular Searches.

Demographics of Hires from PROVOST'S HIRING INITIATIVE SEARCHES (includes 1 target of opportunity waiver but <i>excludes redirects</i>)								
College	Male	Female	White	Total Minority	Asian	Black	Hispanic	2 or more
Ag Sciences	70%	30%	77%	23%		23%		
Business	50%	50%	50%	50%		50%		
CEOAS	100%			100%				100%
CLA		100%		100%	50%	50%		
Education		100%		100%			100%	
Engineering		100%	36%	64%	64%			
Forestry		100%	100%					
PHHS	50%	50%	50%	50%			50%	
Science	50%	50%	50%	50%		25%	25%	
TOTAL	36%	64%	48%	52%	16%	16%	16%	4%

Demographics of Hires from REGULAR SEARCHES (includes second hires from PHI searches but <i>excludes</i> waivers of search)								
College	Male	Female	White	Total Minority	Asian	Black	Hispanic	2 or more
Ag Sciences	55%	45%	82%	18%	9%		9%	
Business	100%		80%	20%	20%			
Cascades		100%	100%					
CEOAS	50%	50%	100%					
CLA	63%	38%	38%	63%	13%	13%	38%	
Education	100%			100%			100%	
Engineering	88%	13%	50%	50%	50%			
Forestry	100%		50%	50%		25%	25%	
PHHS	44%	56%	67%	33%	33%			
Science	100%			100%			100%	
Vet Med		100%	100%					
TOTAL	64%	36%	64%	36%	19%	4%	13%	

Source: Data collected maintained by Academic Affairs and Equity and Inclusion during the 2014-15 Provost's Hiring Initiative, from application materials, Banner records, and Affirmative Action program.

"Redirects" were hires in which senior faculty were re-directed to engage with the PHI program goals, and new early-career faculty were hired to backfill their disciplinary area.

Appendix A. Survey developed and distributed to academic colleges regarding hiring practices for tenure-track, professor of practice or clinical positions.

**Survey Regarding Professorial Faculty Recruitment and Retention
(Tenure-track, Clinical and Professor of Practice)**

As part of the President and Provost’s Leadership Council on Diversity, Equity and Social Justice subgroups have been tasked with reviewing current recruitment and retention practices at OSU and making recommendations that may lead to a more diverse workforce in the future. Please complete the following survey **by 2 April**. Please delegate this assignment to an Associate Dean or School Director if they are better informed about specific practices across your College. The subcommittee, chaired by Dan Edge, will follow up with you or your designee for a conversation about your responses. We would like to have about 30 minutes of your time.

Please answer the following questions as they apply ONLY to professorial faculty listed above.

1. Does your unit have formal expectations concerning faculty recruitment?

Written expectation	No	Yes	Sometimes/ It depends
Policies			
Guidelines			
Standards			

1a. If yes to any of these, please provide a  copy, URL or describe:

Policy/guidelines	How long has the policy been in place?

2. Who has oversight to enforce recruitment requirements or guidelines? If it varies by position, please provide an explanation of the different processes.

3. Do you have a policy or process by which future positions are identified and requested?

No

Yes

3a. If yes, please describe or provide a copy of policy or process guidelines.

4. How are search committees composed? Describe the selection process and typical composition.

5. Do you provide specific charges to your search committees?

No

Yes



5a. If yes please provide an example of a committee charge.

6. Do you discuss Affirmative Action Placement Goals for your searches that have them?

- No
- Yes
- Unsure or Unaware of Placement Goals

7. Do you use/require Search Advocates (SA) for faculty searches?

- No (Please move on to Q. 8)
- Yes
- Sometimes



7a. If yes/sometimes, please describe requirements for Search Advocates (i.e., SA from outside the unit, Chair must be SA, etc.)

7b. Please identify which steps in the recruitment process that Search Advocates are used:

Recruitment steps	Ye s	No	Some- times	Don't know
Writing position description				
Screening criteria matrix				
Recruitment (i.e., where to advertise, outreach to candidates, etc.)				
Applicant screening				
Voluntary check of demographic impact of screening stages				
Interviews (phone or in person)				
Reference check				
Selection				
Offer negotiation				
Onboarding				
Other (please specify)				

8. What other approaches to recruitment have you used to increase faculty diversity? (check all that apply)

Alternative approaches to recruitment	Check if Used
Interviews at professional conferences	
Targeted hires	
Post-doctoral appointments with option for conversion to tenure-track	
Actively engage diversity candidates and bring them to OSU before recruitment (i.e., for seminars, workshops, etc.)	
Professional networks	
Search excellence website in HR: http://hr.oregonstate.edu/search-excellence	
Recruitment resource guide in EOA: http://eoa.oregonstate.edu/recruitment-resource-guide	
Other (please describe):	

9. What are typical components of your on-campus interviews? (check all that apply)

Interview activity	Check if included
Research seminar	
Teaching demonstration	
Meetings with faculty	
Meetings with students	
Meetings with stakeholders	
Visit with a realtor	
Visit with HR, Business Center or someone regarding benefits package	
Visit with Office of Work/Life	
Campus/facilities tour	
Meetings or tour of other potential communities of interest (i.e., culture center, pride center, etc.)	
Other (please describe)	

10. Over the past several years, please estimate the percent of searches in which the following have been significant issues or challenge in your recruitment:

Issues or challenge	Percent
Salary	
Benefits	
Start-up packages	
Dual career faculty	
Other (please describe)	

10a. If relevant, can you give some examples of how these have impacted recruiting?

11. Does your College have any policies, guidelines or standard practices that address retention? If so, can you briefly describe them? We will share your responses with the retention subgroup. They may want to follow up with you.

12. What are the most common reason that faculty leave your department/unit/college? And what are your biggest challenges in retaining faculty from underrepresented groups.

Thank you very much for your time. We will follow up shortly to arrange a brief conversation about your responses. If you have any questions in the meantime, please contact Dan Edge, Associate Dean, College of Agricultural Sciences at Daniel.edge@oregonstate.edu or 7-2910.

Appendix B. Position Description from College of Engineering.

Job Title: Assoc Dean-Faculty Advancement
Position Title: Administrator 1-Assoc Dean
Department: College of Engineering (ENG)
Appointment: 50%

Position Summary:

The Associate Dean for Faculty Advancement is an important member of the College Of Engineering (COE) Leadership team, and supports COE faculty advancement by engaging in the Promotion and Tenure processes at both the School and College level, promotes COE faculty development, award, and approbation activities, engages in COE faculty recruitment (focusing on diversity, inclusion, and equity), and serves as the COE Strategic Plan for Community champion.

Decision Making/Guidelines:

The Associate Dean for Faculty Advancement reports directly to the COE Dean. This individual is responsible for identifying and implementing strategies for improving promotion and tenure practices, advancing faculty professional development, streamlining the COE's recruitment and hiring processes, and building an inclusive community. Most of these decisions are guided by the COE Strategic Plan. The Associate Dean makes decisions regarding promotion and tenure, professional development, recruitment and hiring after consulting with the Dean and the COE leadership team.

Position Duties:

In the role of Associate Dean for Faculty Advancement:

30%-Support COE faculty advancement (promotion and tenure)

- Summarize tenure/promotion cases for Dean's review
- Identify and recommend to COE leadership training for faculty, school leadership, and faculty status committees, and facilitate delivery
- Assist schools in implementing position description (PD) changes and other strategies to promote achievement of College and University goals surrounding inclusivity and collaboration
- Support and provide guidance to individual faculty seeking promotion and tenure

30%-Promote COE faculty development (e.g., advisory role for faculty development workshops)

- Develop, coordinate, and recommend options for faculty development, especially for new faculty, including workshops
- Consider appropriate balance between diversity and inclusion, research, teaching, and service
- Consult with faculty on an individual basis as needed

20%-Engage in COE faculty recruitment (focus on diversity, inclusion, and equity)

- Serve as a resource for all COE faculty searches on best practices with regard to diversity, inclusion, and equity
- Work with the school heads to monitor and summarize pool diversity for COE faculty searches for the Dean
- Consider, evaluate, and implement pre-recruitment strategies for faculty candidates from underrepresented groups in engineering

20%-Serve as the champion of the COE Strategic Plan for community goals with respect to diversity, inclusion, and equity at the T/TT faculty level

- Lead and implement COE Strategic Plan goals for diversity, inclusion, and equity with respect to faculty
- Refine and optimize the approach to the Associate Dean for Faculty Advancement role

Minimum/Required Qualifications:

- Tenured Professor by fall 2018 in COE at OSU
- Proven oral and written communication skills as relevant to this position
- Demonstrated commitment to promoting and enhancing diversity (e.g., search advocate training, social justice, DPD or similar professional development, mentoring and supporting students, staff or faculty from diverse backgrounds, fostering positive and affirming faculty interactions across differences, and challenging structural/cultural barriers that limit movement towards social equality in engineering education and practice)

Preferred Qualifications:

- Experience as a member and/or chair of school or college tenure and promotion committees
- Demonstrated interest and awareness of faculty development needs and best practices
- Experience with leadership and/or strategy in a programmatic, unit, college or university level role
- Experience as a member and chair of faculty search committees

**2014-15 Provost's Hiring Initiative
Summary and Requirements**

Introduction: OSU's 2014-2015 Provost's Hiring Initiative established 36 new tenure-track positions to advance student success and signature areas while also advancing institutional equity, inclusion, and diversity:

- **30 new tenure-track positions allocated to areas of rapid student growth**, with focus on advancing and equalizing student success in undergraduate and graduate degree programs, while advancing equity, inclusion, and diversity. In some cases, the advancement may be accomplished by redirecting current faculty efforts and using the Provost's Initiative funds to "back-fill" behind them.
- **6 new tenure-track positions allocated to signature areas of distinction** (Biological Informatics & Genomics and Marine Studies) with focus on advancing and equalizing student success in undergraduate and graduate degree programs, while advancing equity, inclusion, and diversity.
- **3 FTE allocated to dual-career hire matches for partners/spouses of Provost Initiative hires**

Position Description Requirements for all new hires and redirected positions

Each position description/job announcement must have specific descriptive language and qualifications:

1. Initiative Descriptions: For the Student Success Initiative, include this descriptive paragraph:

Oregon State University's commitment to student success includes hiring, retaining, and developing diverse faculty to mentor and educate our undergraduate and graduate students from entry through graduation. Our Strategic Plan (<http://oregonstate.edu/leadership/strategicplan/phase3>) articulates the strategies we believe critical to advancing and equalizing student success. As part of this commitment, OSU has established a hiring initiative for 2014-15 that is designed to support these strategies. In alignment with this initiative, the College of X seeks to fill

The Biological Informatics and Genomics (BIG II) Initiative and the Marine Studies Initiative have developed their own descriptive paragraphs.

2. Qualifications: All position descriptions must at a minimum include qualifications that specifically call out evidence of commitment to student success. Here is an example:

Qualifications: Faculty at Oregon State University are committed to undergraduate and graduate student success. We seek faculty who have evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning.

Other examples of possible qualifications:

- *Record of/commitment to work with underrepresented/underserved students*
- *Life experience that reflects the growing diversity of OSU student life experience*
- *Life experience, education, and training that broadens capacity to equalize student success*

Recruitment Requirements for all new hires

- All search chairs for Provost Initiative searches must have completed Search Advocate training
- Each Provost Initiative search committee must have a current Search Advocate from outside the hiring unit (in addition to the search chair)
- Recruitment processes must go beyond "business as usual"
- College Deans are to review applicant pools for sufficiency and alignment with initiative goals

- Provost, Senior VP for Academic Affairs, or Provost Initiative Review Committee will review proposed hires; final approval depends on degree of alignment with the hiring initiative.

Requirements for all colleges receiving Student Success Provost Initiative positions

- **Specific college culture/climate plans** to align with these institutional objectives. Example: revising the PDs for most or all faculty to indicate that “student success” is the responsibility of all faculty in the college. Expectation is that new faculty will join a shared culture for achieving undergraduate and graduate student success and closing the gap on success among all demographic groups.
- **Clearly articulated metrics** (with targets or goals) to assess progress made towards advancing student success for all, as well as for assessing progress towards closing the gap in access and success across groups of undergraduate and graduate students.
- **Specific recruitment plans** to advance ongoing recruitment of high quality diverse faculty as a priority through use of strategies such as ongoing outreach and cultivation efforts.

Faculty Retention Committee Final Report

EXECUTIVE SUMMARY

The Faculty Retention committee reviewed the literature, best practices at other universities, and information sources specific to OSU, and conducted in-depth interviews with OSU leaders with retention expertise. Three overarching OSU retention inter-related themes emerged from this review:

- Institutional climate and inclusion factors
- Work and life quality/satisfaction/balance issues and opportunities
- Advancement, promotion and career development needs

Further discussion and investigation of these themes lead to formulation of the following eight recommendations for retention at OSU:

1. New employee onboarding—highlight OSU resources, emphasize institutional commitment to diversity and inclusion, and listen to new hires’ needs, concerns and expectations
2. Ongoing support, training and socialization—continue, expand and coordinate ongoing equity, diversity and inclusion initiatives for all faculty and staff
3. Promotion and tenure—ensure that additional expectations, especially vis-à-vis diversity related work, are expressed in position descriptions and examined in P&T practices
4. Leadership development—leadership selection, training, and evaluation based on research showing that unit heads are crucial to workgroup climates, organizational culture, employee satisfaction, engagement, and retention.
5. Work-life quality improvement—focus on sustainable work and life quality for OSU employees
6. Sustained data collection, dissemination, and data-driven actions—collect and report timely and actionable data on retention, employee desire to stay/leave, and perceived issues related to equity, diversity, and inclusivity at OSU and within colleges, units, and/or workgroups
7. Mentoring support—ensure all faculty and staff have access to regular high-quality mentoring
8. OSU culture and workgroup climate improvement—move to create a university wide culture of respect and appreciation for diverse backgrounds, viewpoints and approaches, and ensure that all workgroup climates are respectful, inclusive and just

LITERATURE AND DATA SOURCES REVIEWED

Our objective is to offer specific recommendations toward healthy retention levels for all OSU employees. Special consideration, however, was given to retention of employees from historically underrepresented groups and to faculty (because more information is currently available about faculty retention).

Organizational retention and turnover are well-studied phenomenon. There have also been several prior investigations of turnover and retention at OSU and related factors such as climate, work-life satisfaction, bias incidents, etc. With this in mind, we began by reviewing the literature on employee retention and the literature specific to faculty retention. We then examined best practices at other universities (in particular those with ADVANCE grants) and prior investigations of retention at OSU as well as ongoing retention reporting. Finally, we collaborated with the Faculty Recruitment subcommittee on a survey of current practices for OSU’s schools and colleges and conducted a series of in-depth interviews with OSU leaders who have expertise on faculty retention. Below we offer a summary of literature and data sources reviewed.

General Employee Retention Literature (and related topics including turnover, culture, climate, inclusion, work and life quality/satisfaction, etc.)

We reviewed several recent studies and meta-analyses on employee retention/turnover. We found the following articles particularly helpful:

- Cech, E.A. (2013). The (mis) framing of social justice: Why ideologies of depoliticization and meritocracy hinder engineers' ability to think about social injustices. Chapter 4 in *Engineering Education for Social Justice*, pages 67-84, Springer, Dordrecht.
- Ely, R.J., Meyerson, D.E., (2000). Advancing gender equity in organizations: The challenge and importance of maintaining a gender narrative. *Organization*, 7: 589-608.
- Reina, C.S., Rogers, K.M., Peterson, S.J. (2018). Quitting the Boss? The Role of Manager Influence Tactics and Employee Emotional Engagement in Voluntary Turnover. *Journal of Leadership & Organizational Studies*, 25 (1) 5-18.
- Rubenstein, A.L., Eberly, M.B., Lee, T.W., Mitchell, T.R. (2017). Surveying the forest: A meta-analysis, moderator investigation, and future-oriented discussion of the antecedents of voluntary employee turnover. *Personnel Psychology*, 71 (1) 23-65.
- Eby et al. (2013). An Interdisciplinary Meta-Analysis of the Potential Antecedents, Correlates, and Consequences of Protégé Perceptions of Mentoring. *Psychological Bulletin*, 139 (2) 441–476.
- Vardaman, J.M., Allen, D.G., Otondo, R.F. (2016). Social comparisons and organizational support: Implications for commitment and retention. *Human Relations*, 69 (7) 1483-1505.
- Vera Troeger, (2018). Warwick University: <https://www.theguardian.com/education/2018/jan/21/better-maternity-leave-could-help-universities-retain-women-study>
- Zimmerman, R.D., Swider, B.W., Sang Eun, W., Allen, D.G., Woo, S.E. (2016). Who withdraws? Psychological individual differences and employee withdrawal behaviors. *Journal of Applied Psychology*, 101(4), 498-519.

Literature Specific To Faculty Retention

We also reviewed the literature specific to faculty retention. Below are a few articles that we found especially useful:

- Aguirre Jr., A., Martinez, R. (2002). Leadership Practices and Diversity in Higher Education: Transitional and Transformational Frameworks. *The Journal of Leadership Studies*, 8 (3) 53-62.
- August, W. (2004). Culture, Climate, and Contribution: Career Satisfaction Among Female Faculty. *Research in Higher Education*, 45 (2) 177–192.
- Bothwell, M.K., Akkaraju, P., McGuire, J., Tran, T., Zigler, A. (2018). Advancing the College of Engineering strategic goal of becoming a national model of inclusivity and collaboration. In Proceedings of 1st Annual Conference of CoNECD - *Collaborative Network for Engineering and Computing Diversity*.
- Jayakumar, U.M., Howard, T.C., Allen, W.R., Han, J.C. (2009). Racial Privilege in the Professoriate: An Exploration of Campus Climate, Retention, and Satisfaction. *Journal of Higher Education*, 80 (5) 538-563.
- Rosser, V.J. (2004). Faculty Members' Intentions to Leave: A National Study on Their Worklife and Satisfaction. *Research in Higher Education*, 45 (3) 285–309.
- Turner, C.S.V., González, J.C., Wood, J.L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, 1(3), 139-168.
- Xu, Y.J. (2008). Gender Disparity in STEM Disciplines: A Study of Faculty Attrition and Turnover Intentions, *Research in Higher Education*, 49 (7) 607–624.

Best Practices At Other Universities

Several universities have conducted their own retention initiatives (often as part of ADVANCE grants) and made findings and recommendations available. We found the following reports and recommendations to be among the most helpful:

- Association of Faculty and Staff for the Advancement of People of Color (AFAPC): <http://afapc.oregonstate.edu/>
- Ball State University, Diversity Committee 2015-2016 Final Report: <http://cms.bsu.edu/-/media/www/departamentalcontent/institutionaldiversity/university%20diversity%20committee/udc%20report%20final%2020152016.pdf?la=en>
- Stanford (Strategies & Retention Guidelines): <https://facultydevelopment.stanford.edu/retention-guidelines>
- University of Oregon (Retention & Recruitment): <https://academicaffairs.uoregon.edu/recruitment-retention>
- University of Rhode Island (Retention): https://web.uri.edu/advance-women/files/retention_checklist.pdf
- University of Washington (Best Practices Handbook-Retention): <https://www.washington.edu/omad/files/2017/09/BestPracticesHandbook.pdf>
- Virginia Tech
 - Factors Influencing Faculty Members' Decisions to Stay or Leave: https://www.provost.vt.edu/about/archives/faculty_retention_studies.html
 - Faculty Retention Recommendations: https://inclusive.vt.edu/content/dam/inclusive_vt_edu/resources/publications/reports/roy-doc.pdf

OSU Specific Data Sources

- In-depth interviews with OSU leaders on retention (MacTavish, OSU PPLC Faculty Retention Subcommittee, 2018)
- Faculty recruitment and retention survey of OSU schools and colleges (Edge, OSU PPLC Faculty Recruitment Subcommittee, 2018)
- OSU faculty retention dashboards & reports
 - Retention & Advancement – Tenure/Tenure Track Faculty (CORE report DIV0030; Institutional Research)
- OSU Faculty Exit Survey by Institutional Research
- 2018 Diversity Training Taskforce Final Report
- OSU Climate
 - OSU 2014 Climate Survey Report
 - OSU 2016 Climate Survey Report (CORE report DIV0200; Institutional Research)
 - Campus Climate & Inclusivity Report (Alexander & Newhart, 2018)
 - Discussions with OSU Climate Survey Taskforce
- Faculty Affairs
 - 2012 Presidential Taskforce Self-Study on Diversity
 - Search Advocate Program (COE T/TT faculty (excluding those in leadership roles) payroll extract dated Dec 1 2017, resolved into citizenship and racial/ethnic identity groups either disclosed or “identified” as part of a previous affirmative action plan analysis)
- Oregon State ADVANCE Team
 - Discussion with members of the ADVANCE team (Michelle Bothwell, Tuba Özkan-Haller, Dwaine Plaza, Becky Warner, PI)
 - NSF ADVANCE proposal (Fall 2013)
 - ADVANCE 3rd year site visit report to NSF (May 2017)
- Faculty Senate
 - Faculty Senate Diversity Committee (Dwaine Plaza, chair): ‘study of faculty retention at OSU’
 - Promotion and Tenure Process Review Project: Report and Recommendations (March 2007) (covers aspects of OSU’s P&T system that may hinder its ability to attract, employ, retain, and advance scholars from various different identity backgrounds)
- College of Engineering

- Substantial discussion with school heads and associate deans, P&T chairs/committees, search chairs/committees, and other engineering faculty with both direct and indirect means for supporting change – on envisioning, developing, and resourcing more equitable, inclusive, and just practices for faculty advancement
- Substantial discussion with faculty preparing to undergo review for promotion and/or tenure in AY17 and AY18, and comprehensive, formal review of all (more than 50) P&T and mid-tenure dossiers (including in each case all student, peer, administrative, and external letters) put forward by COE in AY17 and AY18
- Comprehensive analysis of alignment between P&T evaluation and assessment practices, documentation, and decisions made in COE from 2010 to present, and the OSU P&T Guidelines (Faculty Handbook) and COE strategic plan.
- Substantial discussion with faculty experiencing (and exploring options for avoiding or otherwise mitigating) work-related inequities, in order to inform efforts to ensure that all COE employees remain a part of our culture change process
- College of Business
 - Discussions with COB Equity, Diversity and Inclusion Committee
 - Recommendations from Equity & Inclusion Committee in relation to promotion and tenure: http://business.oregonstate.edu/sites/business.oregonstate.edu/files/eqinc_pt_for_watercooler_14apr17.pdf

KEY FINDING SUMMARY

We began by summarizing our findings by data source. In so doing, we identified three overarching themes that in our assessment are most critical to retention of faculty at OSU.

- Institutional climate and inclusion factors
- Work and life quality/satisfaction/balance issues and opportunities
- Advancement, promotion and career development needs

Institutional Climate And Inclusion Factors (key findings)

- A systematic review of 316 published empirical articles on voluntary employee retention (Rubenstein et al. 2017) concludes that:
 - employees often quit bosses, not jobs
 - turnover is often due to toxic work climates
 - or feeling unsupported by the organization
- Both the literature and our key informant interviews reinforce that climate and sense of inclusion are strongly correlated with retention, particularly among faculty from under-represented racial and ethnic groups (UREG).
- Consistent with the literature, our key informant interviews indicated:
 - the importance of feeling that one’s work is respected and valued
 - finding a way to build a life in Corvallis can be challenging for faculty from UREG
 - that climate varies across programs and colleges
 - the role of direct supervisors/unit heads is critical in shaping climate and a sense of inclusion within a unit
 - and that there may often be a gap between the skill set (managerial and leadership capacity) of unit heads and this particular job role.
- Our interviews also indicated that some faculty may leave OSU (as appeared to be the case at Ball State U) owing to factors that may be outside the university’s direct control:
 - the ability of the spouse or partner to find meaningful employment,
 - and in the case of underrepresented minorities, a pervasive sense of ‘other’ness outside OSU in a mostly white town, county, and state.

- Our interviews also highlighted factors present at OSU that may impede a supportive climate and sense of inclusion. The lack of a clear commitment through sustained investments in programs like OSU’s Work-Life Balance, Dual-Career Hiring, Employee Child Care, and comprehensive and competitive Family Leave policies are examples.
- Understanding the climate at OSU, particularly as it relates to non-white respondents, is challenged by the nature of existing data (small response sizes on Inclusivity Survey) and the presentation of data in CORE (static bar charts scaling responses to 100%) and data that are not easily assessable (faculty demographics).
- An initial exploration of the responses to the 2014 and 2016 climate survey suggests that there are small but possibly important differences in responses to some questions, between white and nonwhite respondents. Statistical analysis is more robust when examining differences between male and female respondents, and again some answers (would you recommend OSU as an employer) are indistinguishable while others (do you feel valued by colleagues) may be different. Moreover, changes in responses between the two years (and the same applies to interpreting 2018 results) may in some instances be within the uncertainty level. Great caution should be used in comparing results across years and concluding that OSU is doing better or worse.
- Very few responses to the current Exit Interviews adds to the challenge of understanding how climate and inclusion impact retention.
- One university best practice handbook offers a model for how we might present ourselves, "Ultimately, the best retention tool is to create a vibrant and welcoming university community where all faculty feel they can thrive and make meaningful contributions in research, teaching, service, and outreach. Of course, climate is also an important issue during outreach and recruitment, since potential applicants may inquire about the unit's and the university's climate before they consider applying, and since finalists will pay attention to climate when they visit campus." (University of Washington; Best Practice Handbook-Retention)

Work And Life, Quality/Satisfaction/Balance Issues (key findings)

- The literature on employee retention indicates that satisfaction at work, and quality of life outside of work, impact employees’ desire to stay and therefore retention.
- Systematic review of 316 published empirical articles on voluntary employee retention (Rubenstein et al. 2017) concludes that:
 - Engagement is a useful predictor of retention and retention of unengaged employees and those who have withdrawn can be undesirable.
 - Drivers of engagement include experienced meaningfulness of work, work environment psychological safety, and opportunities to apply oneself.
 - Antecedents of these drivers include improving job characteristics and rewards/pay, climate, justice, and job security, as well as lack of work-family conflict, job/role conflict, or stress.
 - These authors conclude that, “Organizations hire whole employees and need to be cognizant that good employees sometimes need to put friends, family and themselves first and manage accordingly”.
- Withdrawal or a lack of engagement goes beyond turnover and retention to include lateness, absenteeism, isolation, disengagement, etc. (Zimmerman et al., 2016)
- An investigation of faculty retention at OSU indicated that women of color in particular perceive a lack of awareness of issues for diverse faculty among colleagues, administrators, and students, and a need for consciousness raising on campus, mentoring programs that also provide education in diversity issues for mentors, and support for work-life balance and family issues. (OSU NSF ADVANCE proposal, Fall 2013)
- Providing adequate and equitable support impacts faculty work life and satisfaction and women and minorities can be especially vulnerable to assignment of time-consuming service tasks and responsibilities (Rosser, 2004)

- Review of OSU's 2012 self-study process motivated creation of an Office of Work-Life, development of a Dual Career Hiring Initiative, creation of a Leadership Academy for chairs and directors, formation of the Greater Oregon Higher Education Recruitment Consortium (HERC), adoption of an anti-bullying policy, and establishment of an Ombud's Office.
 - Recent changes in leadership, however, have coincided with substantial dismantling of the Office of Work-Life, the Dual Career Hiring Initiative, and the Leadership Academy. Our key informant interview, in particular, identified such changes as threats to retention.
- Moreover, until recently OSU had no family leave policy beyond the unpaid, job-protected leave provided by FMLA and the Oregon Family Leave Act. A paid parental leave policy for faculty was formally approved and enacted in January 2018; however, as the leave allowed is only 1.5 weeks, the new policy is of severely limited utility.
- Interviews with OSU leaders with retention expertise indicate that faculty from under-represented groups continue to face challenges related to:
 - Insufficient or inappropriate onboarding when diverse faculty arrive and then struggle to figure out how to move forward in other areas of their life, struggle to find community, or make a whole life here
 - Insufficient support for partner/inability of partner to find meaningful/appropriate employment/partner is unhappy-faculty unhappy
 - Lack of support or not feeling respected/valued by colleagues
 - Supervisors not understanding how to protect and mentor, particularly protect faculty of color from being 'fair game'/how to advocate for through the P&T process/mismatch of skills among those in supervisor role to needed skills
 - Faculty arrive at R1 university unprepared-then realize emphasis on research over teaching and mentoring
 - Faculty of color may be unable to find/form sense of community in a predominately white community
 - Child care challenges
 - Cost of housing as junior faculty are now often arriving with large debt loads
 - Lack of mentoring to help with all of the above
 - Residual sense that there is still a 'good old boys' network at the top
 - Lack of a meaningful family leave policy (particularly as a barrier for women)

Advancement, Promotion And Career Development Needs (key findings)

- The literature on employee retention indicates that advancement, promotion and career development can favorably influence employee retention via perceptions of increased connectedness, embeddedness and fit (SHRM, 2018).
- The literature on faculty retention adds that greater autonomy and having one's research valued aid retention, while stress and anxiety resulting from the promotion process negatively impact retention (Jayakumar et al., 2009). And the importance of adequate funding to support professional activities and development (e.g., travel, release time, sabbatical leave) (Rosser, 2004)
- A survey of OSU's Schools and Colleges (PPLC Recruitment Committee, 2018) shows that most do not currently have policies, guidelines or standard practices to address retention and many have had so few faculty members from underrepresented racial and ethnic groups that they have little experience in retaining such faculty members. Retention efforts are typically handled on a case by case basis often when faculty receive (or seek) employment offers from other institutions and OSU competitiveness in terms of advancement, promotion and career development can impact decisions to stay/leave.
- Our in-depth interviews point toward:
 - lack of support/respected/being valued by colleagues
 - supervisors not understanding how to protect and mentor, particularly protect faculty of color from being 'fair game'/ how to advocate for through the P & T process/mismatch of skills among those in supervisor role to needed skills

- OSU has CORE Dashboards that allow some degree of retention and promotion tracking
 - but no data is available on the number of faculty with disabilities, who identify as LGBTQ, or hold other important identities.
 - and some argue that while quantitative ‘diversity’ indicators (demographic tables) are interesting and valuable, real progress requires a multifaceted approach, including evidence-based adaptations in organizational structures, policies and practices
 - Limited useful data is available from employees who leave OSU (Exits responses are extremely limited)
 - Despite extended efforts to locate information about the current and historical racial and ethnic composition of OSU faculty, we were not able to find that information leaving us with an unclear picture of how recruitment and retention might play into the diversity of our faculty.
- In terms of leadership training, we note that there is currently very limited professional development information available via OSU’s CORE Dashboards and little centralized tracking of development and training completed related to EDI/supervision/leader development.
 - The Office of Institutional Diversity has recently coordinated a Diversity Training Task Force in partnership with Faculty Affairs and EOA
 - which resulted in a report and specific recommendations for faculty and staff training, as well as development of a new position to ensure that all faculty and staff receive training related to EDI
- While the importance of mentoring was mentioned frequently in our interviews, discussions and in prior investigations of retention at OSU, scholarly research on mentoring effectiveness suggests positive but modest results.
 - For example, authors of a meta-analysis on this topic conclude, “we caution scholars, practitioners, and policy makers not to overestimate the potential effect of mentoring . . . we found that the overall magnitude of association between mentoring and outcomes was small in magnitude” (Eby, Allen, Evans, Ng & Dubois, 2008).
 - Another meta-analysis finds that, “people receiving mentoring have a slight advantage in their careers over those not mentored” and find that mentoring had a small effect on income and intent to stay and a small to medium effect on job satisfaction and expectations for advancement (Underhill, 2006).
 - Effectiveness is also impacted by issues such as program design, approach to matching mentors and mentees, deeper level similarity in interests and values, as well as frequency, quality and content of interactions
- Like most predominantly white institutions, OSU continues to struggle to recruit and retain tenure-line, underrepresented racial and ethnic groups (UREG)
 - In the College of Engineering, for example, 64% of tenure-line faculty are US citizens (6% faculty of color, i.e., Black, Hispanic/Latino/a, Am Ind/AK Nat, Nat Haw/Pac Isl), and 25% are permanent US residents (7% faculty of color), and this has remained fairly steady over the past 5 years (OSU Search Advocate Program)
- The Promotion and Tenure Process Review Project: Report and Recommendations (March 2007) found that:
 - Candidates denied promotion or tenure often perceived that the university P&T criteria were selectively applied; that criteria not known to them were used; and/or that criteria interpreted and applied at the college and departmental levels could evolve or change during a candidate’s probationary period, creating a sense that P&T was a moving target
 - At the unit level, the commitment by direct supervisors and peers to faculty under review for promotion and/or tenure was characterized by behaviors varying between advocacy, support, neutrality, and challenge
 - Majority/minority status was sometimes perceived as a key factor in candidates’ P&T experience
 - Many candidates (successful and unsuccessful) referred to the P&T process as a “black box.”
- A study of OSU’s COE history (Bothwell et al., 2018) found that only about 20 different women in tenure-track appointments have ever been promoted to associate and/or full professor. Reliable data on representation along other dimensions of identity – race, sexual identity, (dis)ability status, others—is

lacking, but it is fair to expect that those numbers are similarly unimpressive. Among this set of women, no more than about 10 have received promotion to (full) professor in COE. In some cases, practices used to evaluate faculty research and teaching accomplishments are not in alignment with the OSU P&T Guidelines. Such misalignment makes it difficult to ensure fair and proper evaluation but also limits any potential for guiding faculty energy in ways that best serve our mission-specific activities:

- scholarship and creative activity are merely enumerated by reviewers, based on traditional quantitative measures of research productivity;
 - reviewers demonstrate little awareness of the many activities from which scholarship and creative activity may derive, and the many activities from which a commitment to effective teaching may derive;
 - there is no evidence of consideration of any criteria informing a vote on tenure that are distinct from criteria informing a vote on promotion.
- This same COE study (i.e., Bothwell et al., 2018) concludes that, we must succeed in bringing faculty mentoring and advancement practices into better alignment with university guidance in relation to building a more inclusive, collaborative community. But communication of top-down policy change to senior faculty mentors/performance evaluators for this purpose must be complemented by a commitment on their part to developing the understanding, skills and tools needed for collaborative revision of their mentoring and evaluation practices.
 - In some cases, establishing independence as a researcher was prioritized over accomplishing great things together, and this can result in new faculty being hesitant to collaborate with senior faculty or get involved in interdisciplinary projects
 - P&T committee membership at the college level in some cases lacks broad representation of perspective (e.g., inclusion of associate as well as full professors is not always enforced; in some cases, gender diversity is very low).

FACULTY RETENTION RECOMMENDATIONS

As noted, our review of the literature, OSU data and retention best practices at other universities focused primarily on faculty retention because more information is available about faculty retention. We also paid special attention to retention of members of historically underrepresented groups. Healthy retention of ALL employees is, however, critical and most recommendations below are applicable to all OSU employees. Finally, beyond retention, full engagement, high productivity and life quality are imperative.

1. **New employee onboarding**—highlight OSU resources, emphasize institutional commitment to diversity and inclusion, and listen to new hires’ needs, concerns and expectations
 - In-depth, responsive and inclusive onboarding training for new hires
 - Begin by listening to new hires to understand what they want and need for themselves and family, then offer tailored responses to onboarding and training
 - Including sessions dedicated to advancement, with coverage of:
 - Integration of values that drove the Provost's Hiring Initiative on Student Success through the lens of equity, inclusion and diversity into all new hire onboarding
 - University/college strategic plans and their relevance to one’s development as a teacher-scholar
 - Importance of inclusivity, equity, diversity and social justice to OSU’s mission and success (relevant programs, initiatives, resources)
 - How each new employee can contribute to inclusivity, equity, diversity and social justice at OSU
 - Building and maintaining life quality at OSU for yourself and loved ones including:
 - Introduction to OSU’s family and work-life quality policies and programs
 - Descriptions of all resources on and off campus to help new employees succeed and cope with challenges (e.g., OID, OEA, Ombud’s, CAPS, Faculty-staff Fitness program, etc.),
 - Institutional performance review processes and practices including PDs, annual reviews, P&T process, P&T dossiers, external reviewers, candidate statements, etc.
2. **Ongoing support, training and socialization**—continue, expand and coordinate ongoing equity, diversity and inclusion initiatives for all faculty and staff
 - Continued professional development aimed at building a culture of inclusion, equity and diversity (SJEI, SA, DPD, cultural competence training, etc.) for all employees
 - Continued professional development aimed at self-management of career development, job satisfaction, and life quality for employees, their families and loved ones
 - The university and colleges should periodically provide employees information and guidance about benefits and policies that promote quality of life for employees, their families and loved ones including:
 - review of OSU’s family and work-life quality policies and programs
 - review resources on and off campus to help new employees succeed and cope with challenges (e.g., OID, OEA, Ombud’s, CAPS, Faculty-staff Fitness program, etc.).
 - centralized tracking of training availability, sequencing, and completion to ensure that everyone completes these trainings at appropriate points in time—certifications/credentialing may aid this process
3. **Promotion and tenure**—ensure that additional expectations, especially vis-à-vis diversity-related work, are expressed in position descriptions and examined in P&T practices
 - The work of each employee should provide value and be valued. At OSU, the PD is central to evaluation for P&T, and should be the starting point for understanding what the unit needs from the individual and what the individual can contribute to the mission of the unit:
 - Duties stipulated in the PD should be acknowledged/valued at the time of hire, and that value reinforced through annual review and P&T processes

- PDs should be revised as needed/appropriate, should properly represent university values in relation to scholarship and creative activity and effective teaching – especially for those faculty/employees whose demonstration of accomplishment and impact may be nontraditional
- PDs should require an expectation to promote achievement of college and university goals in relation to building a more inclusive, diverse, equitable, and just workplace. For example,
 - Position Duties: “Oregon State University is committed to maintaining and enhancing its diverse, collaborative community that strives for equity and inclusivity. All faculty and staff members are expected to make regular contributions toward achievement of these goals. Faculty should be able to demonstrate contributions to equity, inclusion, and diversity. Such contributions can be part of teaching, advising, research, extension, and/or service. These contributions can be, but do not have to be, part of scholarly work. Outputs and impacts of these efforts to promote equity, inclusion, and diversity should be included in promotion and tenure dossiers.” (adapted from COB Recommendations from Equity & Inclusion Committee in relation to promotion and tenure)
- P&T documentation including the dossier, associated assessment documentation and letter templates for each step in the review process (e.g., department committees, associate deans, college committees, etc.) should promote a uniform yet equity-focused process
 - Candidate statement instructions should be revised to include equity, diversity and inclusion contributions. For example,
 - “Candidate statements should include a sub-heading for Equity, Diversity and Inclusion, under which contributions to equity, diversity, and inclusion are described.” (adapted from COB Recommendations from Equity & Inclusion Committee in relation to promotion and tenure)
 - Guidelines should be developed for each internal reviewer letter (including committee letters) to direct the review process and end results
 - Letters used to solicit external letters of evaluation for P&T should be revised to reflect awareness of the practices outlined above
- Provide orientation and training to college and unit P&T committees in regard to:
 - Implicit bias in performance evaluation
 - The central role of the PD in evaluation for P&T
 - Compliance with OSU P&T Guidelines, decisions on each candidate are to be based on “evaluation of the accomplishments of each candidate measured relative to the duties of each individual as enumerated in their position description.”
 - University guidance on the many ways that scholarship and creative activity, and commitment to effective teaching, may be met, assessed, and evaluated
 - Criteria informing a vote on promotion vs. criteria informing a vote on tenure
 - OSU/college core values and performance goals laid out in strategic plan(s)
 - Understanding and valuing the importance of nontraditional contributions to research, teaching and service
 - Delivery of the above via
 - Face-to-face training for new committee members
 - Online modules for subsequent, just in time, refreshers
 - Frequently asked questions and common biases,
 - Contacts for help and support
- Value evaluator’s ability to contribute perspective to an evaluation (as opposed to merely valuing evaluators eligibility to vote):
 - In order to secure better diversity with respect to gender/race/ethnicity, broader perspective, improve familiarity with processes and improved function, include just representation of associate professors on college committees, and assistant as well as associate professors on unit committees

- Proactive leadership role in nominating faculty for P&T committee membership with the skills and motivation to promote better alignment of committee function with college and university goals
4. **Leadership development**—leadership selection, training, and evaluation based on research showing that unit heads are crucial to workgroup climates, organizational culture, employee satisfaction, engagement, and retention
- Revise leader PD’s to reflect the important of interpersonal and team leadership abilities as well as leader’s role in promoting equity, diversity, inclusion and social justice
 - Select leaders based on desire and ability to form strong relationships, to lead individuals and teams, and to create inclusive, equitable and just climates in which diversity is strongly valued (as opposed to star individual contributors or rotating leadership).
 - Continue efforts to diversify representation in top level administrative leadership across OSU as these roles continue to be dominated by white males. Be bold in making this diversification visible as a goal and an outcome.
 - Train leaders in diversity, equity, social justice, and inclusive leadership practices
 - All employees involved formally or informally in mentoring and/or performance evaluation of other employees should undergo required (customized) training to acquire means for bringing about the kind of change in their mentoring and evaluation practices that will promote establishment of a more inclusive, equitable, and just work environment (the NSF ADVANCE project could provide the institutional framework for this.
 - Given the importance of the unit to a person’s sense of belonging and therefore to retention, we recommend compelling unit heads to participate in training along the lines of the ADVANCE Seminar, stressing that the goal is a stronger and more productive unit and improved retention, and adjusting PDs to reflect this goal.
 - NSF support will end in summer 2018, so central administration will need to work with colleges to ensure continuation of the ADVANCE project
 - Faculty and other employees with interest in taking on leadership positions in various capacities within their units or across the university should undergo training to help equip them with the skills/resources for inclusive, equitable and just leadership and service.
 - Research indicates that leaders should be trained in:
 - Social justice, diversity, equity and inclusion
 - Building strong individual relationships
 - Maintaining safe and supportive workgroup climate
 - Meaningful work that engages employees’ resources
 - Stress, conflict and work-life management
 - Evaluate and reward leaders for retention as well as contributors to retention such as employee engagement, climates for inclusions, equity and social justice
 - Retention efforts should be centered at the department level
 - Department chairs/workgroup leaders must be accountable for employee satisfaction, retention and local workgroup climates
 - Set specific expectations for managers, directors, and department chairs related to supervision, mentoring, communication, harassment and discrimination, for performance reviews
 - Deans and unit leaders should be vigilant in identifying potential retention risks, such as circumstances and issues that may lead to the departure of valued faculty and staff, including those who contribute to diversity
5. **Work-life quality improvement**—focus on sustainable work and life quality for OSU employees
- Reinstatement/development of Office of Work-Life Balance, Dual-Career Hiring policies, and appropriate Family Leave policies.

- Encourage unit leaders to make creative use of policies, practices, and utilization of family friendly programs, temporary leaves, and individualized consideration when guiding faculty.
 - Collect data on understanding of personal pressure points and coaching (see data collection recommendations)
 - These efforts need to reflect a genuine and holistic commitment to the human beings we hire, not just compliance to policy.
 - See to the revitalization of a vibrant Office of Work-Life, Dual Career Hiring Initiative, and Leadership Academy.
 - Bring OSU's parental leave policy into better alignment with our peer institutions.
 - In cases where the university may not provide formal policy sufficient to address an issue adversely affecting "advancement/promotion/career development," unit/college leadership should take the initiative to explore options for mitigating the relevant issue/inequity.
 - College by college leaves, course reductions, and research support to promote retention and advancement of persons from underrepresented groups for promotion to associate as well as to full professor, and into leadership
 - Make a range of affordable and accessible options in day care available
6. **Sustained data collection, dissemination, and data-driven actions**—collect and report timely and actionable data on retention, employee desire to stay/leave, and perceived issues related to equity, diversity, and inclusivity at OSU and within colleges, units, and/or workgroups
- Collect data annually/biannually via surveys, interviews and focus groups on actual retention as well as precursors to retention including engagement/job satisfaction, factors affecting desire to leave vs. stay
 - Continue at least semiannual climate surveys to assess faculty and staff quality of life (desire to leave/stay) through surveys, interviews and focus groups
 - Collect data by college and unit
 - Ongoing review of retention and promotion data for members of historically underrepresented groups (e.g., gender; race/ethnicity; age; disability status; sexual orientation; gender identity; etc.) balancing privacy with an understanding that employees often quit bosses and coworkers not jobs
 - Report at least annually retention, engagement, climate, bias incidences, and advancement findings to president, provost, deans and unit leaders
 - Review results by school, division, and unit
 - Relationships between P&T standards and issues of diversity, equity and social justice need to be explored more deeply at OSU.
 - Do the standards within various disciplines perpetuate successful progression of only certain research foci and/or approaches to scholarship?
 - Create clear and actionable reports for areas in which leaders are accountable (see leadership recommendations)
 - Conduct exit surveys and interviews when people leave. The more consistent the interviews and surveys across the university, the better the opportunity to identify common, recurring themes (provided there is also a mechanism to aggregate data and share it with leaders).
7. **Mentoring support**—ensure all faculty and staff receive regular and high-quality mentoring, both formal and informal
- Envision and create mentoring programs to enhance retention of all employees, and, in particular, employees from historically underrepresented groups
 - Review and implement evidence based mentoring best practices:
 - The impacting on attitudes such as work satisfaction are more easily influenced than outcomes such as promotions
 - Expect a small but positive impact on intent to stay

- Informal programs may be more effective due to better matching between mentors and mentees (shared interests and values, rather than surface level similarities)
 - Can help build a sense of affiliation and solidarity that may be particularly important to minority group members
 - Offer mentor and mentee training (see recommendations for onboarding and training)
 - Reward mentoring (see leadership and P&T recommendations)
8. **OSU culture and workgroup climate improvement**—move to create a university wide culture of respect and appreciation for diverse backgrounds, viewpoints and approaches, and ensure that all workgroup climates are respectful, inclusive and just
- OSU’s culture and climates of workgroups are essential to retention and to the promotion of equity, diversity, inclusion, and justice.
 - Our recommendations relative to culture and climate are therefore embedded in the above seven recommendations.
 - Given the importance of organizational culture and sub climates, we however specifically recommend:
 - Ongoing culture and climate monitoring (via data collection)
 - Management via selection, training, evaluation, rewards and promotion
 - Development and maintenance of an overall culture of respect and appreciation for diverse backgrounds, viewpoints and approaches that is mirrored in all workgroup climates

Bias Incident Response Committee Final Report

EXECUTIVE SUMMARY

This report summarizes the findings and recommendations of the Bias Incident Response Workgroup (the “Workgroup”) for the 2017-2018 term of the President’s and Provost’s Leadership Council for Equity, Inclusion and Social Justice.

The Workgroup was charged with reviewing reported bias incident data, generating findings based on this review, and making recommendations towards the improvement of the university’s bias response processes. As part of its work, the Workgroup additionally reviewed literature on best practices in the area of bias incident response, and analyzed OSU’s current bias incident response protocol and process.

Following its review, the Workgroup outlined seven key recommendations

1. Continue making strategic investments in response resources (like the Bias Response Team, bias incident response helpline, and associated professional development) on the Corvallis campus, and throughout OSU, to advance the creation and maintenance of inclusive and equitable learning and working environments.
2. Create frequent opportunities for students and employees to learn about rights and responsibilities associated with free speech and expression, particularly as they relate to bias incidents, while building skill to respond individually, and as a community, to bias incidents.
3. Create opportunities for community dialogue and reconciliation following critical bias incidents.
4. Develop data collection practices to address current limitations by documenting response strategies and outcomes to allow for quantitative and qualitative response analysis, developing methodologies for identifying incidents with multiple reports to characterize impact; and, incorporating bias incident data from UHDS to allow for a more holistic review of bias response at the university.
5. Incorporate and correlate bias incident data with disaggregated student and employee climate data to better understand the impact of bias incidents on university climate and the experience of students and employees.
6. Develop guidance, best practices and skill-building curriculum accessible to all OSU faculty and students to respond to bias incidents in a variety of emerging areas, including within learning environments, in online spaces and where free speech and expression considerations are salient.
7. Invest in strategic modalities to increase awareness and trust in the bias incident response process, particularly in locations outside of the Corvallis campus.

The Workgroup’s methodology, analyses, findings, and recommendations are detailed in this report.

INTRODUCTION

Oregon State’s bias response process grew out of a commitment made by President Ray following the Student of Color Speakout in fall of 2015. Following the Speakout, President Ray reinforced a commitment to addressing bias incidents impacting the university community, committing that Oregon State would “improve campus safety for students of color; regularly assess and report information related to the university’s racial climate; and provide all community members the ability to report racial issues and

concerns.”¹ “The campus,” President Ray pledged, would “create referral systems and resources to address bias concerns.”²

In response to this call, the Bias Response Team (BRT) was formed in November 2015 to accomplish the following goals:

1. Provide easily accessible methods for Oregon State community members to report bias incidents;
2. Provide a structure and guidelines for consistently evaluating, assessing and responding to reports of bias incidents;
3. Collaboratively implement institutional responses that provide care to Oregon State community members impacted by bias incidents;
4. Collaboratively design and implement responses to comprehensively address the negative effects of bias incidents, both immediate and long-term;
5. Designate a body of university stakeholders to apply the Protocol and to coordinate the institution’s response to reports of bias incidents;
6. Design tools for assessment and measurement of reports of bias incidents to inform institutional policies, procedures, and initiatives; and
7. Develop methods to inform the Oregon State community about the university’s institutional response to reported bias incidents in a timely and informative manner, while remaining in compliance with federal and state privacy protections.

In advancing these goals, the BRT has responded to a variety of reported bias incidents, collected important data, and gleaned essential lessons regarding bias incident response at Oregon State.

In September 2017, the President’s and Provost’s Leadership Council on Equity, Inclusion and Social Justice was charged with examining and analyzing in five areas, including bias incident response, to develop recommendations to advance institutional progress in these areas.

The Bias Incident Response Workgroup consisted of the following Leadership Council members: Scott Vignos (Office of Institutional Diversity, Workgroup lead); Steph Bernell (Graduate School), Marie Harvey (College of Public Health and Human Sciences); Jared Moore (College of Business); and, Mark Zabriskie (College of Pharmacy).

The Workgroup was charged with the following tasks:

- Review, and analyze data gathered from Oregon State’s institutional bias incident response process;
- Articulate and describe trends and findings based on these data
- Make recommendations to improve and advance Oregon State’s commitment to responding to and preventing bias incidents.

Over the course of the 2017-18 academic year, the Bias Incident Response Workgroup has met to advance these tasks. This report sets forth the work group’s analyses, findings and recommendations.

¹ “Next Steps to Build Racial Inclusivity and Greater Sensitivity.” Email from President Ed Ray (November 17, 2015), <http://leadership.oregonstate.edu/next-steps-build-racial-inclusivity-and-greater-sensitivity> (accessed April 5, 2016).

² “OSU to Hire Chief Diversity Officer, Intensify Focus on Equal Opportunity” Email from President Ed Ray (December 7, 2015), <http://leadership.oregonstate.edu/osu-hire-chief-diversity-officer-intensify-focus-equal-opportunity> (accessed April 5, 2016)

LITERATURE REVIEW

The prevalence and impact of bias incidents in higher education have been the subject of both empirical studies and considerable media coverage, particularly in the last year. Studies have repeatedly established that bias-motivated incidents in higher education settings have an immediate and continuing impact on student success and retention³, employee success and retention,⁴ and overall organizational climate⁵. Media outlets have also covered both the perceived rise in racist and bias-related incidents over the last year⁶, the creation of bias response teams⁷, and controversy surrounding their activities⁸, typically tied to issues of free speech and expression. However, empirical studies examining work of these teams, and frameworks undergirding their activities, are only now emerging.

Two recent studies provide insight into the operation of bias incident response teams and best practices in response processes.

a. Bias incident response as “connecting to get things done”

Lucy LePeau’s study, “*Connecting to Get Things Done: A Conceptual Model of the Process Used to Respond to Bias Incidents*”, employs a grounded theory methodology to study how “campus educators consider their own identities, negotiate team dynamics, and strive for organizational change when responding to bias-related incidents.”⁹ Following interviews with bias response team members at a large, public, predominantly white institution in the Midwest,

The research team defined the core category animating the work of bias incident response teams as “connecting to get things done”, that is, the ways in which team members navigated between “transparent” and “opaque” sides of a bias incident response process in order to reach resolution.¹⁰

³ See, e.g., Nadal, K., Wong, Griffi, Davidoff, Sriken (2014). *The Adverse Impact of Racial Macroaggressions on College Students’ Self-Esteem*. *Journal of College Student Development*, 55 (5), 461-474; Nadal, K. L., Issa, M., Leon, J., Meterko, V., Wideman, M., & Wong, Y. (2011). *Sexual orientation microaggressions: “Death by a thousand cuts” for lesbian, gay, and bisexual youth*. *Journal of LGBT Youth*, 8 (3), 1-26; McCabe, J. (2009). *Racial and gender microaggressions on a predominantly-White campus: Experiences of Black, Latina/o and White undergraduates*. *Race, Gender & Class*, 16 (1-2), 133-151; Torres, L., Driscoll, M. W., & Burrow, A. L. (2010). *Racial microaggressions and psychological functioning among highly achieving African Americans: A mixed-methods approach*. *Journal of Social and Clinical Psychology*, 29, 1074-1099.; Boysen, G. A., Vogel, D. L., Cope, M. A., & Hubbard, A. (2009). *Incidents of bias in college classrooms: Instructor and student perceptions*. *Journal of Diversity in Higher Education*, 2, 219–231.

⁴ See, e.g., Williams, J., Phillips, K., Hall, E., (2014) *Double Jeopardy? Gender Bias Against Women of Color in Science*. Center for Work Life Law, UC Hastings College of the Law.; E. Holly Buttner, Kevin B. Lowe, Lenora Billings-Harris, (2010) *Diversity climate impact on employee of color outcomes: does justice matter?*, *Career Development International*, Vol. 15 Issue: 3, pp.239-258

⁵ See, e.g., Roberson, Q. M., & Stevens, C. K. (2006). *Making sense of diversity in the workplace: Organizational justice and language abstraction in employees’ accounts of diversity-related incidents*. *Journal of Applied Psychology*, 91(2), 379-391.

⁶ See, e.g., Quintana, C. (2018) *When Racism Roils a Campus, Colleges Respond. Will Students Be Satisfied*. *Chronicle of Higher Education*, April 7, 2018.

⁷ See, e.g., Fernandes, R. (2016) *In a Charged Climate, Colleges Adopt Bias-Response Teams* (2016) *Chronicle of Higher Education*, February 1, 2016.; Brown, S. (2017) *Why the U. of Maryland Is Hiring a ‘Hate-Bias Response Coordinator*. *Chronicle of Higher Education*, November 28, 2017.

⁸ See, e.g., Dreid, N. (2016) *Amid Concerns About Stifling Speech, Colleges Take a New Look at Bias-Response Teams*. *Chronicle of Higher Education*, September 28, 2016.

⁹ LePeau, L. A., Morgan, D. L., Zimmerman, H. B., Snipes, J. T., & Marcotte, B. A. (2016). *Connecting to get things done: A conceptual model of the process used to respond to bias incidents*. *Journal of Diversity in Higher Education*, 9(2), 113-129.

¹⁰ *Id.* at 120.

The “transparent” side of the bias response process is characterized by: (1) initiating the bias response process vis-à-vis a report or other method; (2) leveraging connections educating and supporting the victim or reporter, responsible party (if known), and community; and, (3) building a better environment through proactive practices.¹¹ The “opaque” side of the bias response process involves navigating between individual and systemic change (i.e., reconciling the reality of, at times, limited institutional remedies); (2) navigating between proactive and reactive processes; and, (3) navigating between self-defining as an ally and wanting to be perceived as an ally (i.e. negotiating how a team is perceived as either an ally of bias incident victims, or as a protector of the “status quo”).¹² Responding to bias incidents effectively requires navigating, as seamlessly as possible, between the transparent and opaque sides of the process.

The research team found that bias incident response teams operate uniquely at the nexus of campus climate cause and effect. Their findings suggest that, at its best, an institutional bias incident response processes can both respond to individual incidents and create “the capacity to address other dimensions of campus climate...toward truly making a better environment[.]”¹³ In practice, this means identifying gaps in policy, convening task forces to address persistent forms of bias, helping administrators weigh degrees of response, connecting parts of the university that may not typically interact, and contributing to organizational and behavioral climate improvement efforts.

b. Free speech considerations in bias incident response.

Ryan Miller’s study “*Free Speech Tensions: Responding to Bias on College and University Campuses*” explores the relationship between bias incident response and free speech through interviews with 21 administrators charged with leading bias incident response teams at 19 universities.¹⁴

The research team noted that while not all bias incidents involve the exercise of free speech, those that do challenge administrators to “simultaneously promote campus diversity and free speech.”¹⁵ Their interviews revealed that bias response team members consistently engage with nuanced concepts related to speech and expression as they seek to recognize free speech protections, balance these protections with interests related to climate, and respond to protected speech bias incidents with education. The team’s interviews revealed a variety of approaches, typically tailored to the type of event, its location, and its impact.

Miller’s team articulate three key recommendations. First, bias response teams must “carefully consider and evaluate their roles related to protecting free expression while also working to create campus environments conducive to dialogue about bias and diversity.” Second, bias response teams should provide ongoing educational opportunities to university communities with a focus on free speech and related university-level policies as they relate to contemporary issues of bias, diversity and climate. Finally, bias response team members and key administrators should, as a core competency, have a specific, nuanced understanding of free speech and academic freedom rights by receiving training in these areas.¹⁶

These studies provided important grounding principles for the Workgroup’s review of Oregon State’s bias incident response process and incident data.

¹¹ *Id.* at 120-21.

¹² *Id.* at 121-23.

¹³ *Id.* at 125.

¹⁴ Miller, R., Guida, T., Smith, S., Ferguson, K., Medina, E. (2017). *Free Speech Tensions: Responding to Bias on College and University Campuses*, *Journal of Student Affairs Research and Practice*, 55(1), 27-39.

¹⁵ *Id.* at 29.

¹⁶ *Id.* at 37-38.

BIAS INCIDENT RESPONSE PROTOCOL REVIEW

The Reported Bias Incident Response Protocol (the “Protocol”) guides the BRT’s work.¹⁷ The Protocol sets forth the process by which incidents are reported, how responses are developed and implemented, and how data are collected.

The Protocol also provides definitions for terms utilized by the team. The Workgroup examined definitions for terms like bias and bias incident.

Bias is defined as:

a pre-formed negative opinion or attitude toward an individual or a group of individuals who possess common characteristics such as age, color, disability, gender identity or expression, marital status, national origin, race, religion, sex, sexual orientation, or veteran status.

A bias incident is defined as:

an act directed toward an individual or group based upon actual or perceived background or identity, as defined by the term bias above. A bias incident can constitute discrimination. These acts can create an unsafe or hostile environment or have a negative psychological, emotional, or physical effect on an individual, group, or community. Bias incidents may occur regardless of whether the act is legal, illegal, intentional, or unintentional.

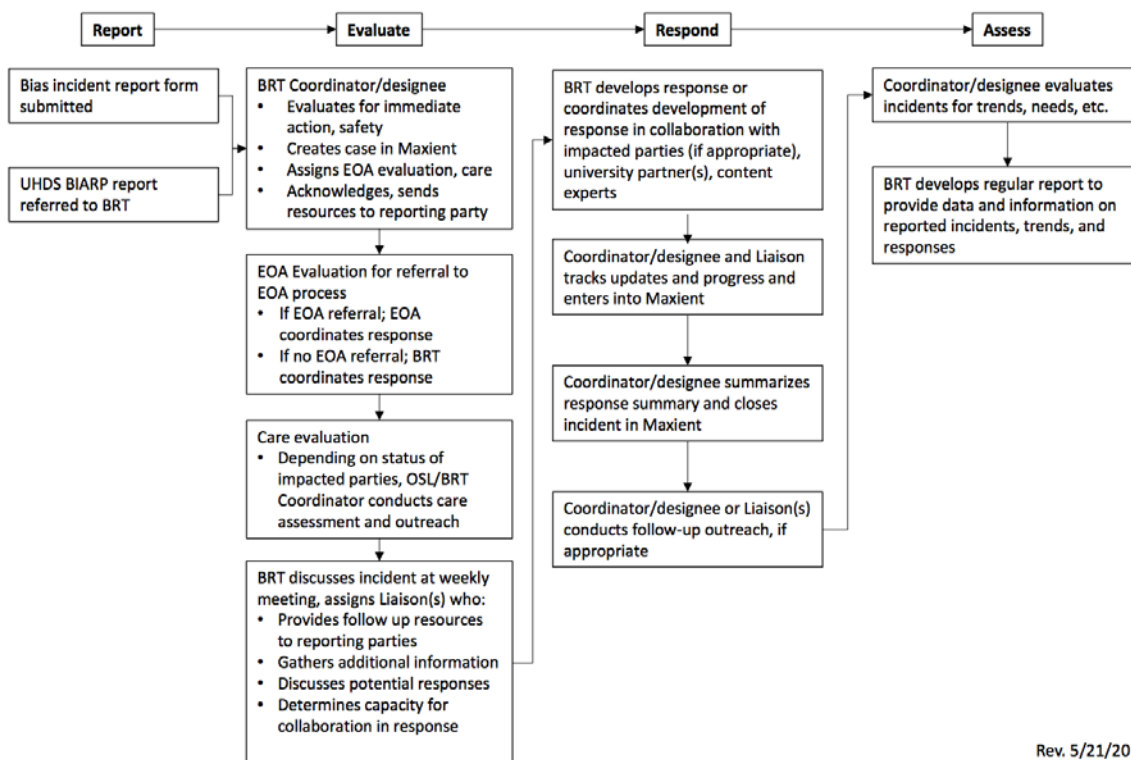
The Workgroup discussed the connection and alignment of these definitions to the university’s discriminatory harassment policy¹⁸, which serves as the “backstop” to the definition. The Workgroup also discussed that these terms were developed broadly to allow the BRT to respond to bias on broad cross-section of perceived motivations, not just those enumerated in the university’s discriminatory harassment policies.

To better understand how the Protocol informs the work of the BRT, the Workgroup reviewed BRT’s response process, as set forth below:

¹⁷ Oregon State University, Reported Bias Incident Response Protocol, available at http://leadership.oregonstate.edu/sites/leadership.oregonstate.edu/files/OID/BRT/oregon_state_reported_bias_incident_protocol_v_5-21-2018.pdf

¹⁸ Oregon State University, Discrimination and Harassment Policies, available at <http://eoa.oregonstate.edu/discrimination-and-harassment-policies>

**Oregon State University
Reported Bias Incident Response Protocol**



Rev. 5/21/2018

Here, the Workgroup noted the necessity of navigating between the “transparent” and “opaque” parts of the process, as articulated by LePeau, to reach a resolution.

The Workgroup also reviewed the university’s Statement on the Freedom of Expression and Time, Place and Manner policy, and examined the role of the BRT and how it navigates responding to bias while also protecting speech. This balance is set forth in the Protocol:

The Protocol does not circumvent, or limit conduct and speech protected by the First Amendment. Oregon State affirms the right to free speech. Oregon State permissibly regulates speech activities in certain places and times pursuant to University policy. The Protocol will be applied with the free speech rights of the speaker and University policy in mind. Oregon State’s response to reported incidents of bias may include education, dialogue, counter-speech, referrals to resources, other responses other than discipline. Should discipline or sanction be appropriate, however, the BRT and Oregon State will follow established processes for that discipline or sanction.

Drawing on Ryan Miller’s work, the Workgroup discussed challenges associated with navigating free speech considerations and educating individuals and the university community on these principles. This discussion was important because the community may expect a disciplinary response when such a response is not possible. The Workgroup discussed that in these circumstances, and in all circumstances, educational and restorative principles guide the BRT’s work, which is underscored by the university’s commitment to inclusivity and equity and the expectation that community members take responsibility for advancing these

values.

BIAS INCIDENT DATA REVIEW

Data analyzed for this report were gathered from Maxient, the university's centralized case management software utilized by offices including the Office of Institutional Diversity, Equal Opportunity and Access, Student Conduct and Community Standards, University Housing and Dining Services and others.

A bias incident record is created through several channels: when a bias incident report is submitted using the web-based report form, when an incident report is created by a BRT, or when, after review, an incident reported to a partner office is reclassified as a bias incident. These data are stored and incident response tracked within the Maxient system.

For purposes of this analysis, bias incident data were extracted within a two-year window – Winter Term 2016 to Fall Term 2017, providing eight terms (including summer session) of data for review.

The data for this time period were initially analyzed and re-coded to facilitate analysis:

- Location data were split into several categories to better facilitate analysis of location trends
- Perceived motivation data were split into several categories to better facilitate analysis of motivation trends
- When a bias incident involved an inter-personal interaction, the interaction was coded for “directionality”, that is, how the bias incident “flowed” (i.e. instructor to student, student to student, etc.)
- Based a preliminary assessment, the data were coded with “issue tags” to better discern significant trends or common themes

The Workgroup lead, who coordinates the Bias Response Team, re-coded the data prior to review by the entire Workgroup to avoid the dissemination of any personally identifying data.

FINDINGS

The following figures illustrate the findings of the Workgroup.

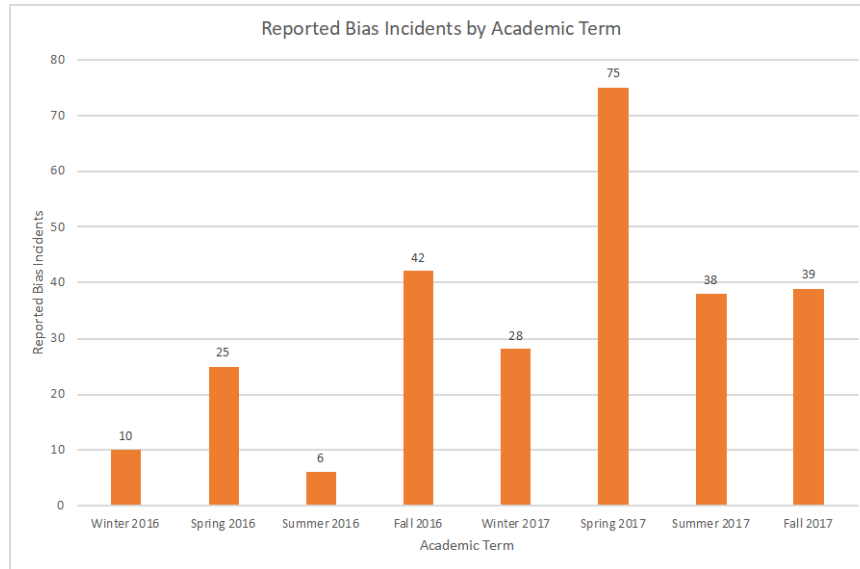


Fig 1. Number of reported bias incidents by academic term

Figure 1 shows that 263 bias incidents were reported between Winter 2016 and Fall 2017. A general increase in bias incidents academic year over year was observed. This cannot, however, be generally correlated with an overall increase in bias incidents since awareness in the reporting mechanism likely grew over this time period.

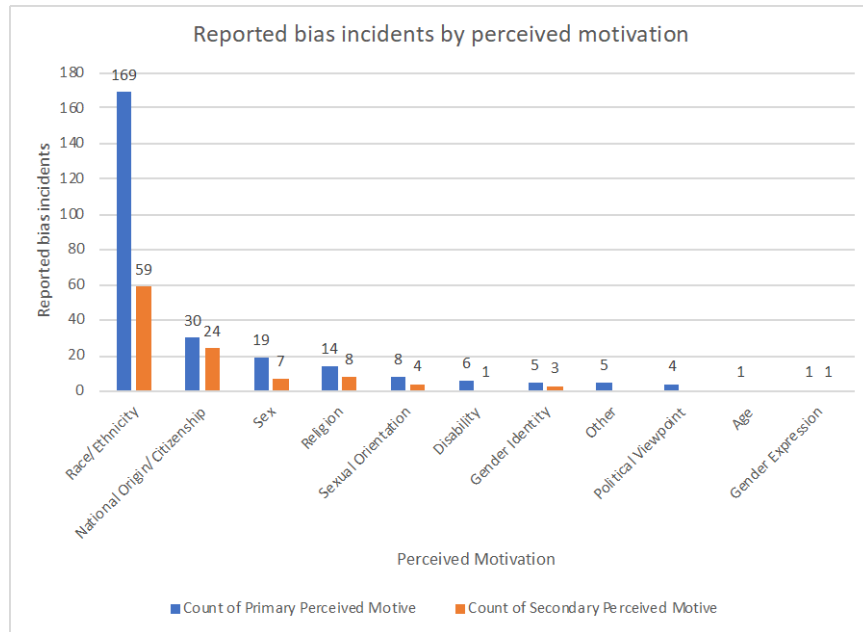


Fig 2. Reported bias incidents by perceived motivation

Figure 2 shows that the most prevalent primary and secondary perceived motivation for reported bias incidents was race/ethnicity, followed by national origin and citizenship, followed by sex. This is consistent with the literature characterizing the frequency of bias incident motivations.

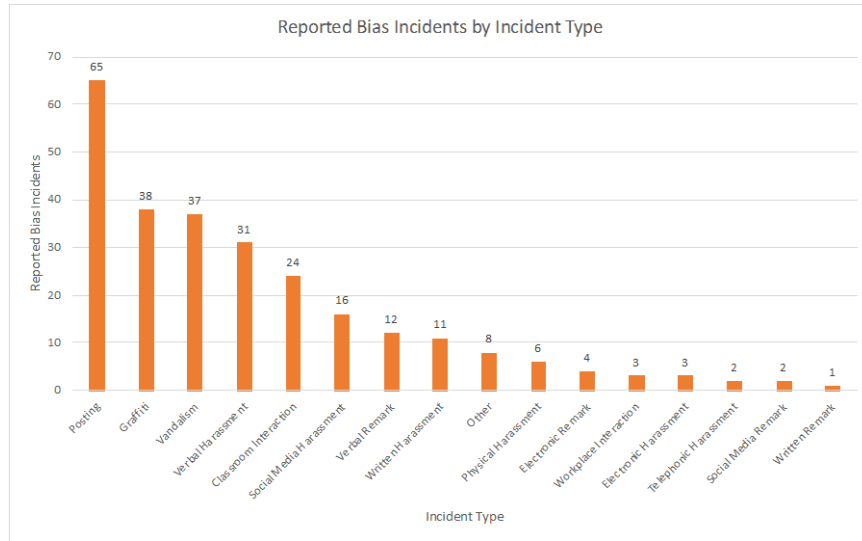


Figure 3. Reported bias incidents by incident type

Figure 3 shows that the most prevalent form of bias incidents are postings, graffiti and vandalism. The Workgroup discussed that these forms of incidents are particularly harmful since they require little effort by the responsible party, are typically, if not always anonymous, and frequently cause widespread community impact. Within a report, “harassment” is distinguished from a “remark” by the degree of severity. It is notable that verbal harassment, the more severe form, is the fourth most frequently reported type of incident suggesting that tools to address interpersonal bias incidents are needed. Additionally, social media harassment emerged as a common category, suggesting the need for response mechanisms tailored to virtual environments.

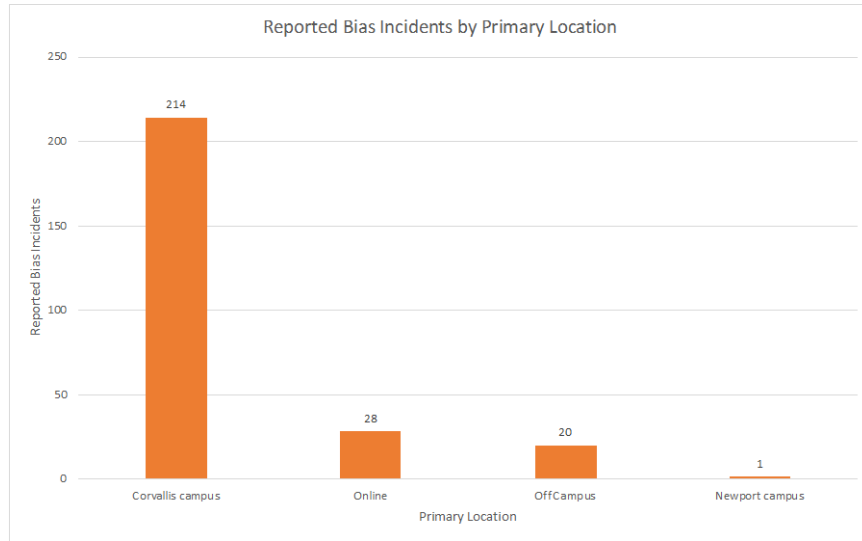


Figure 4. Reported bias incidents by primary location.

Figure 4 shows that the Corvallis campus is the most frequent primary location of reported bias incidents. The Workgroup observed that it is unlikely that bias incidents are not occurring in other OSU locations, suggesting that the BRT is not known or seen as a resource in OSU locations outside of Corvallis, illustrating a need for increased awareness. Additionally, the frequency with which incidents are reported online reinforces the need for strategies to address bias incidents in virtual environments.

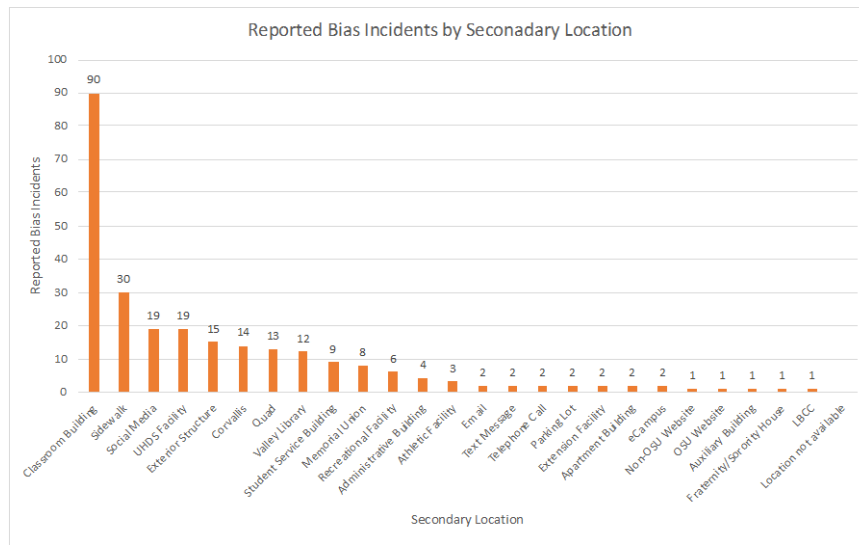


Figure 5. Reported bias incidents by secondary location

Figure 5 shows that bias incidents are most frequently reported (by a factor) in classroom buildings, followed by sidewalks, social media and UHDS facilities. This finding suggests that specific response strategies are needed to respond to bias incidents inside classroom buildings. Bias incidents occurring in public forums like sidewalks present a unique response challenge given that the university’s Time, Place and Manner policy allows, consistent with state and federal law, the broadest forms of speech and expression within these public areas. This highlights a need to couple bias incident response strategies with education related to free speech and expression.

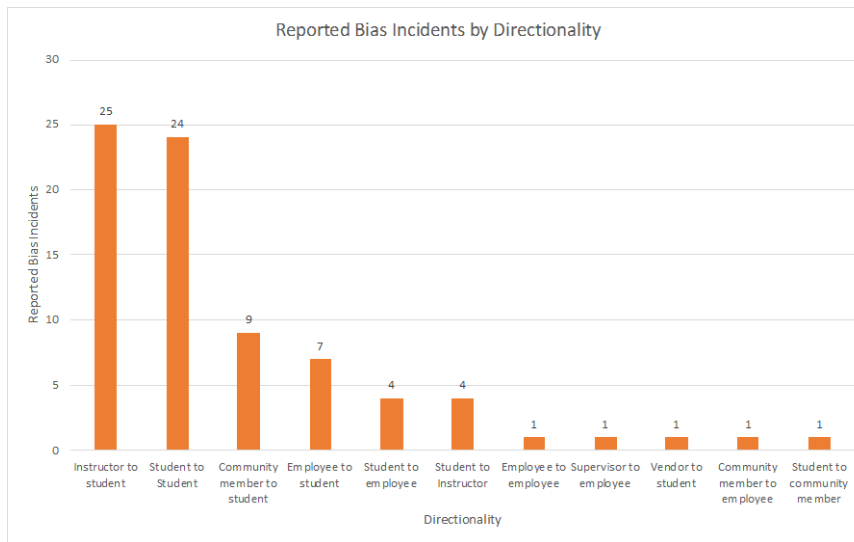


Figure 6. Reported bias incident by directionality

Figure 6 shows where a bias incident involves an interpersonal interaction, those interactions most frequently flow from instructor to student and from student to student. This suggests a need for education of instructional faculty regarding the nature of bias incidents and the importance of creating inclusive learning environments. Additionally, this finding demonstrates that reported bias incidents flow most frequently to students, as opposed to instructional faculty or other employees. This suggests a continuing need for investments in resources to redress the negative impact of bias incidents on students reflected in literature.

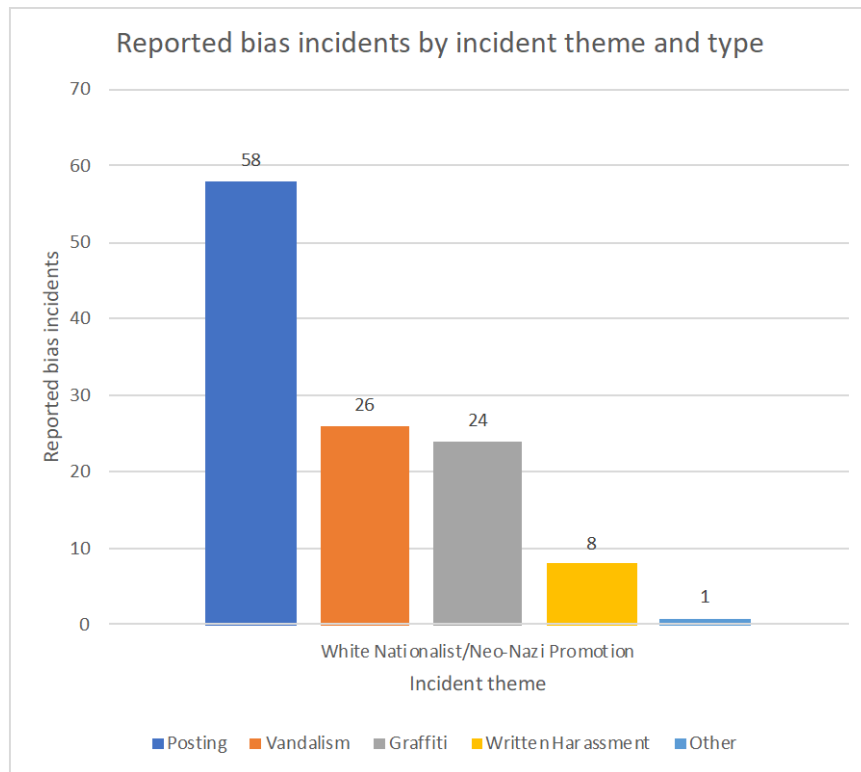


Figure 7. Reported bias incidents by incident theme and type

Of the 262 reported bias incidents, 117 were related to white nationalist or Neo-Nazi propaganda. This constitutes approximately 44% of all reported bias incidents within the last two years. Among these 117 incidents, nearly all were posters, graffiti, vandalism, or a form of written harassment. The Workgroup discussed that in some cases, there were likely multiple reports regarding the same posting, graffiti, or vandalism. Other prominent themes included bias incidents characterized as classroom interactions (26 reported incidents, or 10% of all incidents). These findings are instructive. With regard to the white nationalist/Neo-Nazi propaganda, the prevalence of these incidents, coupled with the fact that postings, vandalism and graffiti tend to be high impact incidents, suggest that a comprehensive strategy is needed to educate around this issue and address the impact of these incidents. Additionally, outside of acts of vandalism, which may violate campus policy and law (and are therefore referred to campus offices with disciplinary authority and law enforcement for investigation), many of these incidents are forms of protected speech that represent a challenge to address, as noted above.

BIAS INCIDENT DATA LIMITATIONS

The data available to the Workgroup provided a rich source for analysis, however the Workgroup also noted particular data limitations that should be addressed in the future.

First, for this analysis, data were not available for response actions and outcomes. A variety of factors account for this, including the fact that (1) response strategies vary considerably and are tailored to reported incidents, making it difficult to consistently record response strategies and outcomes; and, (2) the BRT typically refers incidents to other offices and partners for response, and follow up on these responses and outcomes are not always consistently recorded or available.

Second, multiple reports regarding individual incidents had the effect of skewing frequency data. For example, a single poster promoting a white nationalist group may result in multiple reports, from multiple reporters. Without very specific report information, it is difficult to know which incidents result in multiple reports. While this creates issues when attempting to discern trends related to perceived motivation and incident types, multiple reports of a single incident can help quantify impact.

Third, because UHDS bias response data were not included in this analysis, bias incidents at OSU, overall, were undercounted. UHDS and BRT are working towards a solution to consolidate their data for review and analysis purposes.

Finally, bias incidents, in general, are undercounted. Anecdotally, the Workgroup discussed that BRT is aware of incidents that did not result in submitted bias incident reports. There are many reasons for underreporting, including a lack of awareness of the BRT's process, a lack of knowledge regarding the importance of reporting, and a potential lack of trust in the bias incident response process. These are factors that should be addressed to advance a more accurate count and analysis of bias incidents.

RECOMMENDATIONS

Based on the above findings, discussion of data limitations, and a review of available literature, the Workgroup makes the following seven recommendations:

1. Continue making strategic investments in response resources (like the Bias Response Team, bias incident response helpline, and associated professional development) on the Corvallis campus, and throughout OSU, to advance the creation and maintenance of inclusive and equitable learning and working environments.
2. Create frequent opportunities for students and employees to learn about rights and responsibilities associated with free speech and expression, particularly as they relate to bias incidents, while building skill to respond individually, and as a community, to bias incidents.
3. Create opportunities for community dialogue and reconciliation following critical bias incidents.
4. Develop data collection practices to address current limitations by documenting response strategies and outcomes to allow for quantitative and qualitative response analysis, developing methodologies for identifying incidents with multiple reports to characterize impact; and, incorporating bias incident data from UHDS to allow for a more holistic review of bias response at the university.
5. Incorporate and correlate bias incident data with disaggregated student and employee climate data to better understand the impact of bias incidents on university climate and the experience of students and employees.
6. Develop guidance, best practices and skill-building curriculum accessible to all OSU faculty and students to respond to bias incidents in a variety of emerging areas, including within learning environments, in online spaces and where free speech and expression considerations are salient.
7. Invest in strategic modalities to increase awareness and trust in the bias incident response process, particularly in locations outside of the Corvallis campus.

The Workgroup believes that implementing these recommendations will continue to improve the bias incident response process in specific strategic ways, and further the goals and mission of the BRT.

RECOMMENDATION	ESTIMATED COST	PROJECTED IMPACT
Student Recruitment		
1. Reinstate participation in the Western Undergraduate Exchange (WUE)	Initially cut due to cost and ROI concerns	RANK:2 Increase underrepresented student enrollment—Hawaii and Alaska enrollment increased under this program.
2. Partner with College Horizons to help with relationships and partnerships with the Native American communities	\$7,000.00 for 2 summer programs	RANK: 2 Slight increase in Native American non-resident enrollment—College Horizons for High School students and Graduate Horizons for Native Americans considering graduate study—Graduate Horizons is currently on hold.
3. Expand and enhance communication with students who were not offered admission in hopes of capturing them through our Degree Partnership Programs	Depends if OSU assigns FTE to manage transfer student success	RANK: 2
4. Create a greater catalog of financial literacy brochures/websites offered in multiple languages	Student internship for translation	RANK: 2 Would need strong editor to ensure correct use of language
5. Disaggregate data collection and summaries, and increase transparency of student population data	No cost	RANK:1 Would provide clarity to inform action
6. Tour guide program integrate collaborative work and inclusivity into campus tours	No cost	RANK: 2
7. Admissions Office and the Colleges continue to collaborate on setting recruitment goals, strategies and their implementation (Needs Clarification)	No cost	RANK: 1 Current work in progress
8. FTE and resources dedicated to undergraduate recruiting in general, and underrepresented undergraduate recruitment in particular, be made available at the College level	General Fund allocation for FTE	RANK: 1 Needs further conversation
9. General Counsel provide clear guidance for what is legally permissible in targeted student recruitment via Title VI and IX, and in the context of the prevailing political context (i.e., Dept. of Education)	No cost	RANK: 2
10. Create more robust systems for tracking and displaying recruitment data that is	No cost	RANK: 2

accessible at the College and program levels, as well as the university as a whole		
11. Develop and fund culturally-relevant, student life-cycle programs that target outreach, retention and placement of underrepresented students	General Fund FTE Grants	RANK; 1
Student Recruitment: Require additional research & discussion		
12. Provide greater financial resources and FTE for on-campus and off-campus support (Needs Clarification)	General Fund for FTE	RANK: 1
13. Eliminate requiring submission of standardized test scores to be considered for admission	No cost	Rank:2
14. Evaluate admission process and policies around Native American students	No cost	Rank:2

RECOMMENDATION	ESTIMATED COST	PROJECTED IMPACT
Student Retention		
15. Heighten awareness of and access to data-driven decision-making; provide an array of data sources to increase the likelihood of faculty and staff using data with a lens on equity, inclusion and diversity, and for questions to be answered with the most appropriate data source; includes generating continual reports that incorporate intersectional data and opening access to intersectional data to all levels of the institution responsible for a student's academic success	Depends on how structured Use Kanvas	RANK: 1
16. Hire an analyst with the primary function of tending to data; to create intersectional data sets and make them accessible	General Fund FTE Already underway UIA fellow?	RANK: 1
17. Devise strategies and allocate resources that target students who self-identify with demographics associated with lower retention rates such as Pell-eligible students and students who fall with the URM designation	Program cost- General Fund Already Underway.	RANK: 1
18. Understand challenges unique to transfer students	No cost Already Under way	RANK: 1
19. Examine factors that might explain poor retention with student groups that are consistently at risk of lower retention rates across first-year and transfer data sets	No cost Already Underway	RANK: 1
20. Employ quantitative and qualitative approaches to explain why certain student groups are associated with higher retention rates across first-year and transfer data sets that could provide valuable insights for all students	No cost	RANK: 2
21. Encourage and assist colleges to address retention rates through a lens of equity, inclusion and diversity.	No cost Already Underway	RANK 1
22. Identify clear expectations and accountability to ensure the equalization of student success outcomes remains a priority. Need for a body, department(s) and	General Fund Student Success Initiative	RANK: 1

<p>role(s) charged with having a real-time pulse on the issue and overseeing a campus-wide strategy as a central priority (Expertise, FTE, resources)</p>		
<p>23. Identify ways to disaggregate experiences of those identities captured within the UR and Asian categories. Study existing programs that support URM and Pell-eligible students and determine their success and needs.</p>	<p>No cost</p>	<p>RANK: 2</p>

RECOMMENDATION	ESTIMATED COST	PROJECTED IMPACT
Faculty and Staff Recruitment		
24. Complete the new search committee training modules and enforce the requirement that all committee members complete the training prior to participating in a search	Already Underway	RANK: 1
25. Standardize hiring practices to provide more consistent approaches for equitable hiring	No cost	RANK: 1
26. Articulate the process for forming and charging hiring committees, including how a commitment to diversity, equity and inclusion is relevant for committee membership	No cost	RANK: 1
27. Hiring authorities and associated HR professionals should review demographic data at each step in a search process to ensure that applicant pools are diverse and that each subsequent step has not eliminated diversity candidates disproportionately	No cost	RANK: 1
28. Use Search Advocates in all searches for permanent, full-time positions and establish expectations for their use beginning with writing the position description through the candidate selection process	No cost	RANK: 1
29. Require Search Advocate training for hiring authorities and search committee chairs	No cost	RANK: 1
30. Increase the capacity of the Search Advocate program to insure its sustainability	General Fund Currently in place.	RANK: 1
31. Monitor and evaluate outcomes of the current program on an on-going basis	No cost	RANK: 1
32. Increase support for the Tenured Faculty Diversity Initiative	General Fund	RANK: 1
33. Develop and use Provost Hiring Initiative expectations for all centrally funded positions	General Fund	RANK: 1
34. Institutionalize ADVANCE and widen training to include all colleges and disciplines	General Fund Approximately \$300,000	RANK: 1
Development of accountability measures for implementation of these recommendations. These should include:		
35. Revising position descriptions for hiring authorities to articulate how they will	No cost	RANK: 1

advance diversity, equity and inclusion in hiring		
36. Requiring all colleges to submit data summaries like those used in this report as part of their annual reports	No cost	RANK: 1

RECOMMENDATION	ESTIMATED COST	PROJECTED IMPACT
Faculty Retention		
37. New employee onboarding: highlight OSU resources, emphasize institutional commitment to diversity and inclusion, and listen to new hires’ needs, concerns and expectations	No cost— Discussion currently underway	RANK: 1
38. Ongoing support, training and socialization: continue, expand and coordinate ongoing equity, diversity and inclusion initiatives for all faculty and staff	Current level of funding could be reimaged	RANK: 1
39. Promotion and tenure: ensure that additional expectations, especially vis-à-vis diversity related work, are expressed in position descriptions and examined P&T practices	No cost	RANK: 1
40. Leadership development: leadership selection, training and evaluation based on research showing that unit heads are crucial to workgroup climates, organization culture, employee satisfaction, engagement and retention	No cost	RANK: 1
41. Work-life quality improvement: focus on sustainable work and life quality for OSU employees	5 FTE Tied to dual hires— currently only .5 FTE could be increased	RANK: 2
42. Sustained data collection, dissemination and data-driven actions: collect and report timely and actionable data on retention, employee desire to stay/leave, and perceived issues related to equity, diversity and inclusivity at OSU and within colleges, units and/or workgroups	No cost	RANK: 1
43. Mentoring support: ensure all faculty and staff have access to regular high-quality mentoring	Not sure	RANK: 2
44. OSU culture and workgroup climate improvement: move to create a university wide culture of respect and appreciation for diverse backgrounds, viewpoints and approaches, and ensure that all workgroup climates are respectful, inclusive and just	No cost This should be an outcome of all the aforementioned suggestions	RANK: 1

RECOMMENDATION	ESTIMATED COST	PROJECTED IMPACT
Bias Incident Response		
45. Continue making strategic investments in response resources (like the Bias Response Team, bias incident response helpline, and associated professional development) on the Corvallis campus, and throughout OSU, to advance the creation and maintenance of inclusive and equitable learning and working environments.	Not sure General Fund	RANK: 1
46. Create frequent opportunities for students and employees to learn about rights and responsibilities associated with free speech and expression, particularly as they relate to bias incidents, while building skill to respond individually, and as a community, to bias incidents.	Not sure	RANK: 1
47. Create opportunities for community dialogue and reconciliation following critical bias incidents.	Current budgets	RANK: 1
48. Develop data collection practices to address current limitations by documenting response strategies and outcomes to allow for quantitative and qualitative response analysis, developing methodologies for identifying incidents with multiple reports to characterize impact; and, incorporating bias incident data from UHDS to allow for a more holistic review of bias response at the university.	No cost Needs further conversation	RANK: 1
49. Incorporate and correlate bias incident data with disaggregated student and employee climate data to better understand the impact of bias incidents on university climate and the experience of students and employees.	No cost	RANK: 1
50. Develop guidance, best practices and skill-building curriculum accessible to all OSU faculty and students to respond to bias incidents in a variety of emerging areas, including within learning environments, in online spaces and where free speech and expression considerations are salient.	Current budget	RANK: 1
51. Invest in strategic modalities to increase awareness and trust in the bias incident	Further conversation	RANK: 3

response process, particularly in locations outside of the Corvallis campus.		
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