

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

Final Report

2019-20



Oregon State
University

Table of Contents

Introduction	3
Recommendations	6
International Student Recruitment, Retention and Graduation	15
Faculty Recruitment Toolkit	28
Faculty Retention Toolkit	31
Student Exit Survey	34
Special Project: GenderMag@OSU	60
Bias Incident Response Annual Report	64
Executive Committee Review of Recommendations Annual Report	74

Introduction

This is the annual report of Oregon State University's President and Provost's Leadership Council on Equity, Inclusion and Social Justice (PPLC). The PPLC is charged with reviewing our institutional efforts supporting an inclusive community for faculty, staff and students; recommending to the president and provost initiatives to ensure continued progress on our equity, inclusion and justice goals; and tracking progress. The PPLC includes two standing committees: The Executive Committee and the Bias Response Committee. The former tracks progress on recommendations issued by the PPLC in prior years and the university's diversity strategic plan. The latter is composed of members of the Bias Response Team and it assesses trends in bias incidents and outcomes associated with the Bias Incident Response process.

2019-20 Priorities

In addition to executing its general charge, the PPLC focused on the following:

1. Reviewing and recommending policies and practices supporting the recruitment, retention, and graduation of international students and employees;
2. Creating a best practice guide—or toolkit—to advise colleges in their recruitment of a diverse academic faculty;
3. Creating a best practice guide—or toolkit—to advise colleges in their retention of a diverse academic faculty;
4. Outlining the logistics and approach for an underrepresented student stop-out survey and advising on the implementation of a pilot of the survey
5. Special Project: GenderMag—Help OSU-IT systematize GenderMag's usage at OSU, i.e., to work with OSU-IT as they establish processes and resources to enable continued, regular usage of GenderMag to remove inclusivity barriers from OSU's IT.

Composition of the Committee

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

- International
 - Fatima Al-Ghadban
 - Julianna Betjemann (Chair)
 - Lan Doan
 - Vicki Ebbeck
 - Amy Luhn
 - Chris Nelson
 - Debbie Parkins
 - Kate Scollan
 - Elizabeth Wienert
- Student Exit Survey
 - Heather Arbuckle
 - Coral Avery

- Jon Boeckenstedt (Co-Chair)
 - Anne Devan-Song
 - Robin Fifita
 - Kimya Massey
 - Allison Davis-White Eyes (Co-Chair)
 - Teresita Alvarez-Cortez
- Faculty Recruitment Toolkit
 - David Baldrige
 - Anne Gillies (Co-Chair)
 - Melissa Haendel
 - Henri Jansen
 - Andrew Ketsdever
 - Kate MacTavish
 - Kerry McQuillin (Co-Chair)
 - Robynn Pease
 - Marianne Vydra
 - Jason Thomas
 - Binh Le
- Retention
 - Marie Harvey
 - Michele Justice
 - Ron Mize
 - Todd Palmer
 - Christina Schaaf (Co-Chair)
 - Safi Ahmad
 - Claire Wu (Co-Chair)
 - Lisa Price
 - Amas Aduviri
 - Craig Marcus
 - Adam Kent
 - Faran Saeed
- Special Project: Gender Mag
 - Margaret Burnett
- Bias Reports
 - Scott Vignos
 - Bias Response Team
- Executive
 - Charlene Alexander (Chair)
 - Jon Boeckenstedt
 - Susan Capalbo
 - Allison Davis-White Eyes
 - Cathy Hasenpflug
 - Scott Vignos
 - Luhui Whitebear

Presentations

- Binh Le, Affirmative Action Associate—Equal Opportunity and Access: “Recruitment Resource Guide”
- Scott Vignos, Assistant Vice President of Diversity Strategic Initiatives; and Allison Davis-White Eyes, Director of Community Diversity Relations—Office of Institutional Diversity: “OSU’s Statement on Diversity”
- Vicki Ebbeck, Associate Dean for Student Success—College of Public Health and Human Services; and Jesse Nelson, Associate Provost for Academic Achievement—Student Affairs: “Progress Update from Transition Experience Committee”
- Rebecca Mathern, Associate Provost and University Registrar: “Role of the Office of the Registrar”
- “Introduction to Employee Affinity Groups”
 - Association of Faculty and Staff for the Advancement of People of Color (AFAPC): Sara Smith—College of Veterinary Medicine; and David Ryusaki—Student Experiences and Engagement
 - President’s Commission on the Status of Women (PCOSW): Whitney Archer—Diversity & Cultural Engagement; and Diana Ulrey—Athletics
 - Queer Pros: Scott Vignos—Office of Institutional Diversity

Recommendations

RECOMMENDATION
International Student Recruitment, Retention and Graduation
Related to Teaching and Faculty
<ul style="list-style-type: none"> <p>Ensure inclusive teaching environments in all OSU classrooms. Inclusive teaching is an existing goal woven into OSU’s Plan for Inclusive Excellence, Innovate & Integrate: Plan for Inclusive Excellence, and embedded in the definition of Quality Teaching adopted by the Faculty Senate and supported by the Center for Teaching and Learning (CTL). Making inclusive teaching a clearly articulated and rigorously supported expectation of all teaching faculty at OSU would both benefit the OSU community and support the goals of OSU’s mission. We recommend identifying an office or unit on campus to provide oversight for this effort. CTL could provide training for those who need support in achieving inclusive classrooms. One existing model for departmental resources is Boston University School of Public Health webpage on Inclusive Teaching with extensive links to resources.</p>
<ul style="list-style-type: none"> <p>Make use of internal OSU faculty role models to develop trainings and OSU- and discipline-specific strategies and resources. Follow up with the list of faculty nominated by students to learn the pedagogical practices they employ. Use that information to create discipline-specific guides for best practices. Invite the faculty to give panel presentations within specific colleges or for the CTL. Create simple, clear resource guides on how to use inclusive teaching practices in the classroom at OSU.</p>
<ul style="list-style-type: none"> <p>Encourage OID as the custodian of the student survey data to engage the CTL in examining the survey responses.</p>
<ul style="list-style-type: none"> <p>Conduct a survey to learn about faculty experiences with international students. Use results to inform and develop faculty support.</p>
Related to Teaching and Faculty
<ul style="list-style-type: none"> <p>Address racism, discrimination, microaggressions and implicit bias related to international students. Connect bias and microaggressions toward international students within the broader context of equity, inclusion and social justice efforts at OSU. Examples using international students should be included in all social justice, equity, inclusion and diversity trainings. Trainings focused solely on addressing bias towards international students at OSU would also be appropriate. Online resources should be available at OSU to help people learn to recognize and respond to bias based on international status or nationality.</p>
<ul style="list-style-type: none"> <p>Create a robust co-curricular program for domestic students that includes cross-cultural learning, skill building for classroom and social contexts, and opportunities to engage across difference. Explore existing models for this, such as Unite UW at the University of</p>

<p>Washington. Ensure content related to international students to the Creating Inclusive Communities module for students and staff.</p>
<ul style="list-style-type: none"> • Develop social programming at OSU that engages both international and domestic students together. Explore existing models for this, such as iWeek at George Mason University, and other one-time or annual programming possibilities. Center these events within OSU's culture and values.
<ul style="list-style-type: none"> • Explore the lack of international student engagement with cultural centers and identify barriers. Identify solutions to ensure international students have safe spaces on campus where their identities are acknowledged and celebrated.
<ul style="list-style-type: none"> • Create effective means of international student representation so that issues experienced by international students can be readily escalated to university administrators. Compare OSU's structures and supports for international students to other institutions to identify best practices.
<ul style="list-style-type: none"> • Create a campus-wide body tasked with monitoring the international student experience at OSU and empowered to identify and implement solutions to improve inclusivity and belonging. Possible stakeholders include OID, Student Affairs, students, faculty, Undergraduate Studies, the Graduate School, INTO OSU, ASOSU, student organizations, Office of International Services (OIS) and others.
<ul style="list-style-type: none"> • Consider how best to present equity, inclusion and diversity education to an international audience and achieve similar outcomes for international student learning as for domestic students.
<ul style="list-style-type: none"> • Ensure all surveys conducted at OSU provide for adequate student identification as international students so that we can better understand their experiences.
<ul style="list-style-type: none"> • Address disproportionate impact of COVID-19 on international students.
<p>Related to Graduate Student Experience</p>
<ul style="list-style-type: none"> • OID will share the full report on graduate student focus groups with the Graduate School, OIS, Special Advisor to the Provost on International Affairs and other stakeholders as appropriate with the goal of identifying actions to mitigate the challenges described in the report.
<ul style="list-style-type: none"> • Create resources and training opportunities to better prepare faculty to advise international graduate students. Trainings may be provided through OIS, CTL, the Graduate School or departments, and explore options for making relevant information and resources available online and easily accessible.
<ul style="list-style-type: none"> • Create resources and training opportunities to better prepare and support GTAs in serving international students in their classrooms. Explore units and programs on campus who could coordinate this effort.

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| <ul style="list-style-type: none">• Create a webpage for international graduate students on the Graduate School's website that provides resources and information that address their unique circumstances. |
| <ul style="list-style-type: none">• Address the lack of engagement of international students within the Coalition of Graduate Employees. |
| <ul style="list-style-type: none">• Explore options to make health insurance coverage available to graduate students who complete their degree programs but are awaiting Optional Practical Training (OPT) work authorization. |

RECOMMENDATION
Student Exit Survey
<ul style="list-style-type: none"> • Utilize a more enhanced version of the current Revised Student Exit Survey (appendix C) that is not long in length but allows for a more contextual understanding of student exiting strategies.
<ul style="list-style-type: none"> • Provide a clear process and protocol to deploy the Student Exit Survey as well as a clear follow up process with survey respondents. This process should include the following: <ul style="list-style-type: none"> ○ Registrar’s Office disseminates Revised Student Exit Survey ○ Data from Student Survey is collected and analyzed by Enrollment Management and published in Tableau data set ○ Tableau data set will be reviewed by College Head Advisors and specific student outreach to survey respondents will be conducted. ○ Accountability measure will be created and monitored by the University Student Success Initiative Committee.
Recommended Next Steps
<ul style="list-style-type: none"> • Refine Revised Student Exit Survey Instrument for implementation in Summer 2020.
<ul style="list-style-type: none"> • Identify data sharing processes between Registrars, Enrollment Management, and College Head Advisors.
<ul style="list-style-type: none"> • Create accountability measure within Undergraduate Student Success Initiative to monitor progress and to address concerns as they arise.

RECOMMENDATION
Faculty Recruitment Toolkit
<ul style="list-style-type: none"> • Maintenance and continuous improvement - With any resource of this type, establishing the initial tool is only part of the process. There are sections of the toolkit that need to be built out or improved, and edits will be needed to maintain alignment with university practice over time.
<ul style="list-style-type: none"> • Comparable tools for other employment types - Similar tools should be created to support searches for fixed-term academic faculty (Clinical and Research Professors, Professors of Practice, Instructors, Faculty Research Assistants, Research Associates), Professional Faculty and Classified Staff. Priority should be given to those position types that have the greatest impact on student experience.
<ul style="list-style-type: none"> • Recruitment funding – Central funding is needed to support diversity recruitment and batch memberships in organizations designed to improve our recruitment efforts.
<ul style="list-style-type: none"> • Unify existing resources – The focus of this toolkit is recruiting a diverse faculty workforce. The university resources consulted for this project contain additional information and detail that is valuable and will be helpful to those involved in search and selection. Eventually these resources (which have been built and maintained by different oversight units) should be synthesized and unified into a single cohesive guide for ease of use and understanding. This guide would be presented by broad topic area, not by which office has ownership of what parts of the process.
<ul style="list-style-type: none"> • Assign recruitment responsibilities – The most successful institutions have incorporated “upstream recruiting” into their standard faculty practice. Building a diverse network of promising future candidates should be written into one or more faculty position descriptions in each academic unit and should be expected of any faculty members who attend professional conferences.
<ul style="list-style-type: none"> • Develop onboarding tool – Building on the initial introduction to onboarding contained in the recruitment toolkit, OSU should develop a robust and comprehensive onboarding tool and process, including strategies for successful integration between current faculty members and new hires.

RECOMMENDATION	
Faculty Retention Toolkit	
	<ul style="list-style-type: none"> • The retention subcommittee recommends that the toolkit created by the 2019/20 subcommittee be a first version.
	<ul style="list-style-type: none"> • The retention subcommittee also recommends that for the second version of the toolkit, stay interviews, or some sort of focus groups of academic faculty be conducted. Since data from exit interviews may take some time, this information could help to inform a more OSU specific toolkit in the meantime.
	<ul style="list-style-type: none"> • With so much literature published on the topic of underrepresented faculty retention every year, the retention subcommittee sees a need for the Office of Institutional Diversity to establish an on-going task force to review and summarize the literature.

RECOMMENDATION	
GenderMag@OSU	
<ul style="list-style-type: none"> <p>Appoint a GenderMag@OSU systematization lead within OSU-IT: We recommend assigning to an OSU-IT employee, systematization responsibilities along with the authority they need to follow through. This IT project lead’s actions could include leading/delegating tasks such as co-developing and offering GenderMag training to OSU-IT members who want to learn/use it; co-creating OSU-IT resources pointing to GenderMag training and resources; etc.</p> 	
<ul style="list-style-type: none"> <p>Possibly fund a student for another year: We recommend either supporting an EECS graduate student to serve as a GenderMag expert resource to the IT project lead, or alternatively for the IT project lead to build that expertise within OSU-IT using the GenderMag research team’s public resources.</p> 	
<ul style="list-style-type: none"> <p>Systematize GenderMag within PPLC: We recommend elevating GenderMag@OSU from an ad-hoc project to an Inclusive OSU Technology PPLC subcommittee. We recommend that at least one member should be an OSU-IT professional, and at least one member should be an expert in designing/evaluating inclusive technology.</p> 	
<ul style="list-style-type: none"> <p>Coordinate the new subcommittee within PPLC: Other subcommittees are building toolkits, web resources, web survey forms, and so on, all of which are likely to contain inclusivity barriers. We recommend coordinating those subcommittees with the new Inclusive OSU Technology subcommittee to prevent introducing inclusivity barriers in the IT that various PPLC subcommittees create.</p> 	

RECOMMENDATION	
Bias Incident Response	
	<ul style="list-style-type: none"> The persistent rate of reports involving faculty to student interactions, coupled with known negative student success and retention outcomes resulting from bias in instructional settings, suggest a continuing and urgent need to address bias in classroom and instructional settings. The Bias Response Team has observed that individual educational interventions may not be successful to initiate long-term or organizational change. We recommend responses to reported bias incidents should include initiatives to create structural, sustainable organizational change in instructional settings to complement individual educational interventions. Informed by institutional data (including bias incident response data), these responses could include unit-specific initiatives including prioritizing and formalizing cultural competency in hiring, promotion and review processes, examining bias operating within policies and practices, and developing organizational learning plans to increase capacity to navigate bias in multiple operational aspects.
	<ul style="list-style-type: none"> This year, as in every year since data collection began, race/ethnicity was the most prevalent perceived motivation for reported bias incidents. Moreover, 77 percent of reported bias incidents involving faculty to student interactions included race and ethnicity as a perceived motivation. The multifaceted negative impacts of racism are well-documented. We recommend the university continue to prioritize its anti-racist efforts in structural and individual bias response efforts.
	<ul style="list-style-type: none"> Incidents motivated by national origin and citizenship continue to represent a significant proportion of reported bias incidents. The impacts of xenophobia are similarly well known and COVID-19 has presented new challenges for international students navigating American higher education and society. We recommend the university diligently support international students and employees who experience bias and ensure university bias response resources are language-accessible to these communities.
	<ul style="list-style-type: none"> Increased rates of bias incidents directed at the queer and trans community members during the 2019-20 academic year require further analysis and institutional response. Taken together, bias incidents motivated by gender identity and expression, sexual orientation and sex account for 36% of all reported bias incidents. In particular, bias incidents motivated by gender identity increased significantly during the 2019-20 academic year. We recommend additional and specific institutional analysis, including addressing shortfalls in institutional data collection, to address the impact of transphobia and homophobia on OSU community members.
	<ul style="list-style-type: none"> The impact of COVID-19 on bias incident response efforts is emerging. The rate of bias incident reports decreased by nearly 50 percent in Spring 2020 over Spring 2019. This decrease is likely a result of decreased social interactions and disruption of day-to-day university

life. However, the bias incident reports involving electronic harassment and electronic remarks increased respectively by 150% and 120% over the same time period suggesting bias incidents may be having an increased impact on remote learning and work environments. **Ongoing bias incident response and education efforts should adapt and respond to the ongoing operational, individual and community impacts of the COVID-19 pandemic.**

- While some reported incidents require less response effort, other reported incidents are significantly more acute and/or complex, requiring additional response time and resources. Additionally, some incidents are high-profile and spur significant responses, while others do not. The available aggregate data do not reflect these variations in acuity and complexity. **In coordination with university partners, we recommend developing methodologies to better articulate the acuity and complexity of response processes and efforts to better describe and measure the process and impact of our work.**

International Student Recruitment, Retention and Graduation

Executive Summary

Inclusive excellence is at the heart of Oregon State University's diversity strategic plan and teaching mission. Strategic Plan 4.0. sets out to achieve “Transformative Education That Is Accessible to All Learners” and “A Culture of Belonging, Collaboration, and Innovation.” Within that context, our subcommittee was tasked to explore the international student experience at OSU and recommend policies and practices that support the recruitment, retention and graduation of international students.

Our approach to the work considered the international student experience in the classroom a primary factor influencing student retention and success. We reviewed existing OSU materials related to inclusive teaching and conducted a survey of current international students about their classroom experiences. To gather input about international student experiences outside the classroom, we consulted international student responses to the 2019 Campus Inclusivity Survey as well as student input received by the Office of Global Affairs. We also conducted focus groups with graduate students. The result of this work is a robust set of recommendations aimed at advancing equity and inclusion for international students and improving the classroom learning environment.

Related to teaching and learning for international students, we support the university's continued efforts to ensure inclusive teaching practices are used in all our classrooms. Using the results of our student survey, we recommend the development of OSU- and discipline-specific resources and trainings based on current faculty practices that have proven effective. The recommendations also recognize that the full burden of success does not fall solely on international students themselves, but that we must ensure our faculty are equipped to make success possible. We recommend a faculty survey to better understand experiences with international students, awareness and use of resources, and what support faculty feel would be helpful.

Graduate students shared challenges related to funding and employment, insurance, advisor-advisee relationships and mentoring, experiences of bias and a general lack of awareness of international graduate student considerations. We recommended engaging relevant stakeholders, including the Graduate School and Office of International Services, to review the full report on graduate student focus groups and identify actions to mitigate these challenges.

We also offer a number of suggestions related to improving equity and inclusion for international students. Equity, inclusion, and social justice efforts at OSU tend to focus on domestic and U.S. historical contexts and could be expanded to include more explicit recognition of bias towards international students. Additionally, OSU suffers from a lack of programming that engages U.S. and international students, as well as lack of engagement from international students in our cultural centers. There is no formal structure to unite international

students or bring their voices and experiences to university leadership. These are all opportunities we recommend be explored and developed which would have positive impacts on international student recruitment, retention and graduation.

Summary of Data and Information Reviewed

We took an OSU-focused approach to reviewing available data for best practices as well as for the international student experience. We assumed that inclusive teaching pedagogies would benefit international students to the same degree as other diverse learners, though we call out international students specifically throughout this report.

The following resources provided helpful and relevant information about inclusive teaching and inclusivity more broadly:

- The Faculty Senate Committee on the Advancement of Teaching's [Living Quality Teaching Framework](#) also calls on faculty to champion a culture of diverse, equitable and inclusive learning as the first criterion for impactful teaching. The Center for Teaching and Learning (CTL) website [Inclusive Teaching: Top 5 Tips](#)
- The Difference, Power, and Discrimination Program (DPD) website, [Teaching to Everyone: Pedagogical Resources](#), provides sources that cover pedagogical considerations, sociocultural needs, classroom experience and transition for international students in particular.
- The Office of Institutional Diversity's (OID) website, [Guidance for Diversity, Equity and Inclusion Learning](#), offers a rich array of resources. They provide nine competencies that speak to interpersonal, institutional, structural and global considerations for diversity, equity and inclusion learning. Each competency features several case studies generated by faculty, staff and student collaborators, to illustrate what these competencies might look like in practice. Practicing Cultural Humility and Maintaining Global Consciousness are of particular salience when considering international student experience.

We reviewed international student responses to the Campus Inclusivity Survey results from 2019. International students were oversampled at 22%, with a response rate of 18.6% as compared to 24.5% of domestic students. The Student Affairs Assessment office identified which questions had significant differences in response between domestic and international students: international students reported lower rates of (1) feeling treated fairly by professors, (2) feeling that their advisor was committed to their success and (3) experiencing their identities represented in class content and/or discussions. They reported higher rates of feeling that their professor made them excited to learn. Further details have been submitted to OID and include breakdowns of undergraduate versus graduate student responses, and responses by international student parents.

Student feedback from open forums and focus groups held by The Office of Global Affairs to guide the development of an Internationalization and Global Engagement (IGE) strategic plan is also included in the Findings section.

Findings from the Student Survey

Teaching Strategies that Help International Students Learn

We collected data from OSU international students about their classroom experiences. The first part of the survey asked open-ended questions about examples of what their instructors had done that either helped them learn or made it harder to learn. Responses (n=209) were synthesized into five emergent themes. The first four themes below describe quality inclusive teaching strategies from the perspective of international students. The last theme illuminates the unique lived experience of international students in the classroom. Complete documentation of responses will be provided to OI.

Positive instructor behaviors.

International students reported enhanced learning when they also viewed instructors as being accessible and helpful. This perception may be a result of instructors offering help sessions, staying after class to further explain important concepts or allocating time during the term to meet with students individually and discuss progress on assignments. Positive instructor behaviors also included instructors' responsiveness to inquiries and patience with student questions. It was apparent that students appreciated instructors who created a welcoming classroom atmosphere and were friendly in their interactions.

Effective communication.

The student feedback addressed verbal communication and ways information was best conveyed. International students appreciated instructors who adopted simpler words to explain concepts, used clear language to avoid ambiguity and spoke slowly to increase understanding. Pausing to allow students time to take notes was also viewed positively, since handwritten notes help with learning. Students found benefit in the use of metaphors and multiple—preferably real-world—examples. They also valued a given topic being placed in context and the essential components (e.g., objectives and assignment requirements) of a class being emphasized. Not surprisingly, students felt their learning was facilitated by classes that actively engaged them, as opposed to boring lectures where instructors simply read from their notes.

Intentional student engagement.

Students were looking to participate actively in their own learning. They sought classes with in-class activities, group discussions, writing assignments, and hands-on projects. Furthermore, they wanted a chance to do research and academic presentations. Students found quizzes to be useful, along with activities to adequately prepare for the quizzes. Being encouraged to participate actively made it easier to pay attention in class. In addition, getting to know peers made students more comfortable with the learning process, and students reported wanting to physically move around in a classroom and engage with their classmates. Of course, students also wanted ample opportunity to ask questions and, at least some wanted questions to be asked of them.

Multimodal instructional approaches.

International student feedback indicated a desire for multimodal instructional approaches. Students wanted helpful PowerPoint slides with sufficient text, yet not an overwhelming amount of text for those who lack proficiency with reading English. International students found slides that relied too heavily on pictures and transmitting key concepts orally to be challenging due to their relatively limited ability to comprehend spoken English. Beyond slides, students recommended the use of videos, Top Hat, Canvas, handouts and whiteboards. They suggested recording lessons that could be re-watched at home. They sought feedback from instructors and peers to improve their academic performance. They also wanted answer keys for worksheets and solutions to practice problems.

International student-specific feedback.

The fifth and final theme of the survey highlights international students' social interactions with faculty and peers in instructional settings. While these experiences are not necessarily unique to international students, they illustrate some of the inherent challenges that are magnified by being an international student. Sample comments include:

Please allow international students to remain silent when necessary. They might encounter the people who mock their "accents" and "broken English," which makes them afraid of speaking English in front of Americans.

I was once asked if it was hard for me to speak up in class because of my "culture." I encountered microaggression a lot. I did not and still do not want to provide "my culture" or "the history of my ethnic group" 101 for free.

International students also implored instructors not to assume that all students are familiar with American culture, and to avoid exclusionary cultural references:

Assume that there are some people who are not very familiar with the American culture. Stop giving examples related to football or dating life.

When we are discussing a topic that is related to the American culture, some instructors assume that we have a background and expect us to share our thoughts about it while we need to do research before we speak up. That takes more time than the discussion itself.

Empathy and understanding from faculty and peers were also requested by international students:

Have [...] empathy and sympathy towards international students. For example, know and understand the student is an ESL, so sometimes their English is not perfect depending on their mood to speak English well on that day. Also, seeking a degree as an ESL is not easy.

Acknowledge that being an international student is an asset to a discussion rather than an obstacle.

Additional quotes in this last theme highlight inequities in how international students perceive the ways they are treated. International students are not necessarily as accustomed to grading and evaluation systems in the United States compared to domestic students. As such, it is

common to need additional explanations or more time to complete an exam, since they constantly need to translate between English and their home languages. In addition, instructor office hours can be intimidating to many students, and may be particularly off-putting to international students for whom the entire concept of office hours can be unfamiliar or socially risky. Instructors should know that it is particularly important to acknowledge the varied and valuable backgrounds of each individual learner and to tailor instruction to meet the needs of all students.

Exemplary Faculty Nominations

The survey also asked students to identify OSU teaching faculty whom the students felt had done an exceptional job of teaching international students. 209 respondents identified 160 faculty whose association with a college or program on campus could be verified. Some individual faculty were mentioned multiple times. The intent was to interview these faculty about the practices they used in order to develop an OSU- and discipline-specific set of best practices which could be shared with other faculty. We were unable to follow up with the identified faculty due to pandemic-related constraints. We have submitted the full list of nominations to OID and included a recommendation to follow through on this effort.

Findings from Graduate Student Focus Groups

International graduate students face unique challenges related to the graduate experience based on their international student status. We conducted focus groups with current OSU international graduate students to explore their experiences and perceptions regarding institutional challenges, advisor-advisee relationships and barriers to success and asked for suggestions that would address the perceived challenges.

Fifteen students participated in the focus groups. The participants represented both master's and Ph.D. levels from the Colleges of Public Health and Human Sciences, Liberal Arts, Forestry, Engineering, and Agricultural Sciences, as well as the Environmental Sciences Graduate Program. The focus group discussed three questions:

1. What are the [institutional/advisor-advisee relationship] challenges they have experienced as an international graduate student?
2. What are helpful resources in overcoming these challenges and barriers?
3. What resources or specific recommendations would be helpful in overcoming these challenges and barriers?

Institutional Challenges

Overall, the institutional challenges most frequently cited among international graduate students related to limited funding and lack of financial support opportunities. These challenges described related to international students' assistantships, summer employment and conference travel. Federal student visa regulations control employment options and credit load requirements. International students are able to be employed on campus, with restrictions, but must receive Curricular Practical Training (CPT) authorization to work off campus. CPT authorization requires that the employment be required by or an integral part of the student's

program of study. It is thus more difficult for international students to secure alternative funding sources compared to domestic students, and many international graduate students are forced to rely on graduate assistantships or external funding as their sole source of income.

Priorities in funding are not for international graduate students [compared to domestic students].

...and there are no opportunities outside of GTA/GRA—your hands are tied, and you're forced to just deal with it.

Many graduate students expressed that the .30 to .49 FTE pay is not enough to match the costs of living in Corvallis. They also reported that “[International students] are given the same amount of work but not given the same FTE as domestic students... [and] domestic students have a higher chance of getting .49 FTE.” Furthermore, GTA/GRA positions are typically 9-month contracts, which creates uncertainty during the summertime: an international graduate student who does not receive notification of a summer position in a timely manner faces difficulty in securing a 3-month temporary position at OSU to cover their living expenses. One participant shared, “I can’t stay in the country if I don’t have an assistantship... There’s more at stake for international students, it’s not just taking a term off.” The requirement in some programs to take unpaid internship credits can be another source of financial stress.

Health insurance coverage is mandatory for international students. Students who are not on graduate assistantships must pay out-of-pocket for their health insurance, which is an additional cost of education. Students who wish to work in the US upon graduation must apply for Optional Practical Training (OPT) work authorization, which can take approximately two to five months to be processed through U.S. Citizenship and Immigration Services (USCIS). Students may have their OSU student health insurance plan coverage end with their program completion and become uninsured while they are awaiting work authorization.

Students discussed challenges regarding lack of adequate and accurate information provided to them or to their advisors surrounding international student status, program requirements and scholarship eligibility:

I don't know where to ask for help or go for help. There's a lot of information but information specific to international students would be more helpful.

A lot of people (advisors, departments) are unaware and were unable to advise, and there are proper channels to apply for things or learn about things.

International graduate students are limited in the post-graduate opportunities they are eligible to apply for. Students felt that academic and professional career advising was inadequate and did not consider the unique constraints they face as international students.

As Ph.D. students, we don't focus on anything after the Ph.D. (necessary skills for the workforce).

Most of the career development has been undergrad focused.

There are restrictions for post-docs that people are not considering, and I hope when I get to that point, people will be knowledgeable to help me.

International students reported not feeling a sense of belonging within their departments. Students shared their experiences of being the targets of disrespect from students they teach. Students who have raised these issues with their respective departments or advisors felt the response was inadequate, for example: a class re-assignment for the GTA with few or no consequences for the students' behavior.

I always feel like I'm being interviewed even though I'm in the department.

As a TA, I've encountered many disrespectful students, students who have mocked my accent, students try to take away my authority [by saying], 'because you're not an American student, you don't understand'.

Student suggestions to address institutional challenges.

Students were asked what would help mitigate these challenges. The following suggestions were provided:

- Fairly distribute GRA/GTA FTE positions during the academic year and summer term; make specific appointments available for international students to support them during the summer months.
- Identify and share financial support opportunities for which international students are eligible.
- Allocate a portion of summer on-campus jobs to support international student employment during the summer months.
- Offer internship-specific credits for international students with internship requirements as part of their programs.
- Provide flexible and reduced health insurance fees for students who are not on graduate assistantships. Consider insurance coverage options for students waiting on an OPT visa change.
- Identify and share post-graduate career opportunities and information for which international students are eligible.
- Foster interpersonal connections: international students welcome and encourage faculty and domestic students to make an effort to learn more about international students' cultures and ask questions rather than make assumptions or stereotype.

Advisor-Advisee Relationship Challenges

Overall, funding and financial support opportunities were also cited as an advisor-advisee challenge. International students recognized that this challenge is experienced by all graduate students. However, focus group participants expressed that they face additional challenges and stressors that have severe implications for them as compared to their domestic peers.

"[There's] constant fear that funding will be cut and we don't know what's happening. [T]here's a lot of uncertainty." Funding challenges were experienced through lack of alignment between advisors' research or instructional goals and students' professional goals and degree timelines. One student shared, "Alignment between goals does not exist. We all want to graduate, but my

advisor wants to keep me here as long as he can because of external funding. But funding is running out, so now I'm being pushed out."

Mentoring was identified as a critical challenge. International students expressed that it was common for advisors not to understand their needs as students, and there was no expectation that mentoring styles should be tailored to meet individuals' needs: "[Advisors] should understand the needs of the students and guide accordingly. Here (in the US), it's more you (international students) work in line with the faculty's workstyle." International students shared the perception that faculty may implicitly favor supporting their domestic advisees, possibly due a lack of understanding, challenges and barriers that can be present in working with international students. Students sometimes feel "as if (international) students are pushed onto advisors, ... advisors (then) move forward like students are a burden." These experiences can leave international students feeling that rather than receiving mentoring from their faculty, they must constantly advocate for themselves.

Miscommunication, or lack of communication, and inadequate information was another advisor-advisee challenge. A student explained that "there is the assumption that students already know what [their advisor] is talking about, [but] we aren't really talking the same language," and that advisors need to "acknowledge there's a difference in baseline information." Some of the reasons identified relating to miscommunication were due to language barriers and challenges in understanding and navigating the U.S. structure of academia. Students frequently shared that their advisors did not understand the restrictions related to an international student immigration status and how it directly impacts their graduate program and future. They identified that there is not a single, easily accessible source of accurate information related to student visa status as it relates to graduate study that students or advisors could access:

My college is not aware of VISA status and that things don't work the same for international students. I am not eligible for a lot of programs...

I have to remind advisors what we can or can't do [because of VISA status].

Students collectively shared experiences of microaggressions, discrimination and lack of cultural sensitivity from their faculty, advisors and departments. There was some awareness about how to report bias incidents, but there was a general consensus that reporting would neither result in change, nor have a favorable outcome for the student—and could even make their lives more difficult. International students' fear and vulnerability plays a role in their decision to report such incidents. One student commented, "It's very draining. People in my department have asked, 'Are you sure that happened to you?' or, 'You're overreacting.'" Another student noted that the advisor evaluation process was not conducive to honest feedback, "[There is the] ability to evaluate faculty, but there's a power structure and it's difficult to report during quarterly evaluations."

The overlapping challenges experienced with the advisor-advisee relationship and the institution result in an accumulation of stressors on international students. The examples

provided by focus group participants included situations with peers, advisors and department faculty, and administrators. Participants felt that not investing in international graduate students is a missed opportunity for OSU. They suggested that OSU should provide more opportunities for collaborative research efforts for international graduate students, which would not only benefit students but also the university.

Student suggestions to address advisor-advisee challenges.

Students were asked what would help mitigate these challenges. The following suggestions were provided:

- Advisors and international student advisees should work on developing their communication skills together to bypass any miscommunication or language barriers.
- Advisors should provide clarity in communication and define expectations with their international student advisees and refrain from making assumptions.
- Faculty who advise international students should understand policies specific to international students (e.g., funding eligibility, visa restrictions, etc.) and know where to access accurate information.
- Faculty taking on an international student should feel encouraged to invest in learning about their prospective student's culture.
- Advisors should identify and circulate opportunities relevant to international students and encourage collaborative research.
- The advisor-advisee relationship is a personal journey and relationship that should be developed and tailored to each student, uniquely.

Conclusion

Focus group participants provided their experiences and perceptions as international graduate students at OSU. While the focus groups should not be considered representative of the entire OSU international graduate student population at OSU, similar themes emerged from both focus groups, and the participants did represent both master's and doctoral level students spanning several colleges. Future work around international graduate student recruitment, retention and graduation should consider other students in the margins, such as undocumented students and students with families. The participants shared that they were happy to be able to participate in discussions to inform recommendations for the PPLC.

Other Findings

The Office of Global Affairs is developing an Internationalization and Global Engagement (IGE) strategic plan. Open forums and focus groups were held to solicit input to guide the development of the plan. The feedback received from international graduate and undergraduate students through that process primarily concerns the lack of belonging at OSU:

- International students expressed feeling unwelcome at the cultural centers and feeling that those spaces did not reflect their own cultural backgrounds.
- International students expressed difficulty understanding the U.S.-centric emphasis on equity, inclusion and diversity.

- International students expressed a desire for more campus-wide events that engage both international and domestic students together.
- International students expressed a desire for closer social relationships with domestic friends and opportunities to practice English.

These concerns have been incorporated within the full set of recommendations below.

Recommendations

Related to Teaching and Faculty

1. Ensure inclusive teaching environments in all OSU classrooms.
 Inclusive teaching is an existing goal woven into OSU's Plan for Inclusive Excellence, [Innovate & Integrate: Plan for Inclusive Excellence](#), and embedded in the definition of [Quality Teaching](#) adopted by the Faculty Senate and supported by the Center for Teaching and Learning. Making inclusive teaching a clearly articulated and rigorously supported expectation of all teaching faculty at OSU would both benefit the OSU Community and support the goals of [OSU's mission](#). We recommend identifying an office or unit on campus to provide oversight for this effort. The Center for Teaching and Learning could provide training for those who need support in achieving inclusive classrooms. One existing model for departmental resources is Boston University's [School of Public Health](#) webpage on Inclusive Teaching with extensive links to resources.
2. Make use of internal OSU faculty role models to develop trainings and OSU- and discipline-specific strategies and resources.
 Follow up with the list of faculty nominated by students to learn the pedagogical practices they employ. Use that information to create discipline-specific guides for best practices. Invite the faculty to give panel presentations within specific colleges or for the Center for Teaching and Learning. Create simple, clear resource guides on how to use inclusive teaching practices in the classroom at OSU.
3. Encourage OID as the custodian of the student survey data to engage the CTL in examining the survey responses.
 CTL could lead a workgroup of campus partners in reviewing the data, which addresses effective teaching from the perspective of international students. The charge would be to determine the best utilization of the findings and mobilize subsequent implementation strategies as deemed appropriate. The interim director of the CTL supports this recommendation and has indicated sufficient resources to undertake this task.
4. Conduct a survey to learn about faculty experiences with international students. Use results to inform and develop faculty support.
 We must shift from putting a disproportionate burden of success on international students and ensure that OSU faculty and staff are equipped to make success possible. We need to understand the support faculty may need to teach and mentor international

students effectively. To that end, a faculty survey has been drafted and provided to OID for consideration for future distribution.

Related to Student Experience

5. Address racism, discrimination, microaggressions and implicit bias related to international students. Connect bias and microaggressions toward international students within the broader context of equity, inclusion and social justice efforts at OSU. Examples using international students should be included in all social justice, equity, inclusion and diversity trainings. Trainings focused solely on addressing bias towards international students at OSU would also be appropriate. Online resources should be available at OSU to help people learn to recognize and respond to bias based on international status or nationality.

While OSU is devoted to social justice and inclusivity, the efforts and intentions of faculty and other individuals to combat historic bias and institutionalized and internalized white supremacy can be specific to the US historical context and may not productively confront individuals' own thinking about international students. International students face racism and explicit bias and discrimination from faculty and others who consider themselves extremely sensitive to domestic diversity issues. This bias often goes unchecked and harms campus climate for students and stymies inclusion. Greater attention and consciousness-raising is needed to help faculty and staff learn to recognize and disrupt their biased thoughts, words and actions towards international students.

6. Create a robust co-curricular program for domestic students that includes cross-cultural learning, skill building for classroom and social contexts, and opportunities to engage across difference. Explore existing models for this, such as [Unite UW](#) at the University of Washington. Ensure content related to international students to the Creating Inclusive Communities module for students and staff.

To achieve a Culture of Belonging at OSU, we must help domestic students increase their understanding of their own culture as one of many, develop skills to navigate difference, and value diverse perspectives.

7. Develop social programming at OSU that engages both international and domestic students together. Explore existing models for this, such as [iWeek](#) at George Mason University, and other one-time or annual programming possibilities. Center these events within OSU's culture and values.
8. Explore the lack of international student engagement with cultural centers and identify barriers. Identify solutions to ensure international students have safe spaces on campus where their identities are acknowledged and celebrated.
9. Create effective means of international student representation so that issues experienced by international students can be readily escalated to university administrators. Compare OSU's structures and supports for international students to other institutions to identify best practices.

While Recommendation 8 addresses spaces that reflect students' cultural identities, international students also deserve representation as international students specifically, in recognition of how their student visa status shapes their experiences. An International Affairs Coordinator position exists within ASOSU but is not specifically tasked with representation of international students.

10. Create a campus-wide body tasked with monitoring the international student experience at OSU and empowered to identify and implement solutions to improve inclusivity and belonging. Possible stakeholders include OID, Student Affairs, students, faculty, Undergraduate Studies, the Graduate School, INTO OSU, ASOSU, student organizations, Office of Global Affairs, and others.
11. Consider how best to present equity, inclusion and diversity education to an international audience and achieve similar outcomes for international student learning as for domestic students.
12. Ensure all surveys conducted at OSU provide for adequate student identification as international students so that we can better understand their experiences.

This practice would monitor representation of international student voices in the OSU data. Consider that some students may need to understand the rationale for disclosing their international student status. Engage international perspectives in the development of survey content.
13. Address disproportionate impact of COVID-19 on international students.

Executive orders, travel advisories, availability of international transport, closure of U.S. embassies abroad, employment restrictions, tuition differentials, lack of access to funding sources (especially any federal funds such as unemployment or CARES Act funds), criteria for determining financial need (use of FAFSA), stigma on help-seeking, fear of negative impacts for using available resources and other considerations create disproportionate impact on international students. International students may not be able to reenter the US to return to in-person study for Fall 2020 so may face extended remote learning. Student feedback indicates that students prefer in-person learning and question paying the same tuition for remote learning.

Related to Graduate Student Experience

14. OID will share the full report on graduate student focus groups with the Graduate School, Office of International Services, Special Advisor to the Provost on International Affairs, and other stakeholders as appropriate with the goal of identifying actions to mitigate the challenges described in the report.
15. Create resources and training opportunities to better prepare faculty to advise international graduate students. Trainings may be provided through OIS, CTL, the Graduate School, or departments, and explore options for making relevant information and resources available online and easily accessible.

16. Create resources and training opportunities to better prepare and support GTAs in serving international students in their classrooms. Explore units and programs on campus who could coordinate this effort.
17. Create a webpage for international graduate students on the Graduate School's website that provides resources and information that address their unique circumstances.
18. Address the lack of engagement of international students within the Coalition of Graduate Employees.
A greater level of engagement from international students in the CGE may be an avenue to address some of the challenges they face.
19. Explore options to make health insurance coverage available to graduate students who complete their degree programs but are awaiting Optional Practical Training (OPT) work authorization.

List of Resources Provided to Office of Institutional Diversity

1. 2019 Campus Inclusivity Survey Results: International/Domestic Student Comparisons
2. Student Survey Data: Quotes grouped by themes
3. List of nominated faculty, by college
4. Graduate Student Focus Groups: Full report
5. Faculty Survey: Drafted survey on faculty perceptions and experiences

Faculty Recruitment Toolkit

Executive Summary

The President and Provost's Leadership Council for Equity, Inclusion and Social Justice was charged to create an academic faculty recruitment guide with an eye to retention, focused on increase diversity in the tenured/tenure-track recruitment and selection process.

The committee compiled OSU resources, resources from other institutions and organizations, and sought feedback from faculty search chairs and associate deans about faculty search needs. The final work product is a stage-by-stage toolkit for tenure-track faculty search and selection processes, focused on recruiting and retaining a diverse faculty workforce. The toolkit will be made available as a web document for ease of use.

Future work includes determining how to maintain this toolkit, extending this model to other forms of employment, increasing support and accountability for recruitment efforts, and synthesizing the rich array of OSU search and selection resources into a single set of recommendations.

Process

The PPLC Recruitment Subgroup was charged to create a faculty recruitment guide, with an eye to retention, that makes available valuable tenure/tenure track-specific information for advancing diversity in the search/selection/onboarding process. Though many of the resources identified in the resulting toolkit may be relevant to searches for other employment types, this project focused exclusively on tenured and tenure-track faculty.

The Faculty Recruitment Toolkit subcommittee began its work by exploring current faculty search practices at OSU, examining difficulties in faculty recruitment and reviewing current OSU resources available. Next, the committee sought information about institutional needs and national best practices by exploring the following resources:

- 2018 EAB report [*Instilling Equity and Inclusion in Departmental Practices Guiding Faculty Recruitment and Retention*](#)
- Websites of institutions referenced by the EAB report and others
- [Faculty Search Toolkit](#) from the Michigan ADVANCE program (one of the earliest NSF Institutional Transformation ADVANCE grants, highly regarded for impact on faculty search and selection)
- Current OSU resources – OSU Search Advocate handbook, [Search Excellence guide \(Office of Human Resources\)](#), and Recruitment Resources from the long version of search committee training that was developed several years ago but has not been implemented.

- Qualtrics survey of associate deans and search chairs of recent faculty searches. Respondents were asked to identify OSU and other faculty search resources they use, and to indicate what additional resources they need for faculty search and selection.

Based on the information and strategies identified from these sources, the subcommittee developed an outline of best practices and resources to include in the toolkit. Committee members were assigned individual sections of the toolkit to draft based on the resources that had been compiled and discussed. All members had the option to review/comment on the initial draft, which was then edited for content and duplications by the co-chairs. As of this writing (12 June 2020) it is being reviewed by the committee members who volunteered to edit for grammar, formatting, consistent voice and style.

The final work product is divided by search stage and consists of brief and direct statements intended to advance diversity, with dropdown resources and more robust information provided as needed. Content will be transformed into a web tool by Kegan Sims of University Marketing once the final edits are complete. Priorities in the development of this tool included ease of use, completeness of information, and responsiveness to the needs identified by OSU search chairs and associate deans. The guide is intended to focus the search committee on the importance of intentional, active, and continuous efforts to recruit diverse applicant pools for all positions, while aligning with OSU processes.

Recommendations for future work

1. **Maintenance and continuous improvement** - With any resource of this type, establishing the initial tool is only part of the process. There are sections of the toolkit that need to be built out or improved, and edits will be needed to maintain alignment with university practice over time.
2. **Comparable tools for other employment types** - Similar tools should be created to support searches for fixed-term academic faculty (Clinical and Research Professors, Professors of Practice, Instructors, Faculty Research Assistants, Research Associates), Professional Faculty, and Classified Staff. Priority should be given to those position types that have the greatest impact on student experience.
3. **Recruitment funding** – Central funding is needed to support diversity recruitment and batch memberships in organizations designed to improve our recruitment efforts.
4. **Unify existing resources** – The focus of this toolkit is recruiting a diverse faculty workforce. The university resources consulted for this project contain additional information and detail that is valuable and will be helpful to those involved in search and selection. Eventually these resources (which have been built and maintained by different oversight units) should be synthesized and unified into a single cohesive guide

for ease of use and understanding. This guide would be presented by broad topic area, not by which office has ownership of what parts of the process.

5. **Assign recruitment responsibilities** – The most successful institutions have incorporated “upstream recruiting” into their standard faculty practice. Building a diverse network of promising future candidates should be written into one or more faculty position descriptions in each academic unit and should be expected of any faculty members who attend professional conferences.
6. **Develop onboarding tool** – Building on the initial introduction to onboarding contained in the recruitment toolkit, OSU should develop a robust and comprehensive onboarding tool and process, including strategies for successful integration between current faculty members and new hires.

Faculty Retention Toolkit

Executive Summary

Charge: For 2019/20 the priority for the Retention subcommittee was to create a best practice guide or toolkit to advise colleges in the retention of diverse academic faculty. The retention committee for 2019/20 focused on the completion of this task rather than the writing of a typical report for the retention committee.

These were our first steps in researching how to create, and what to include, in a best practice guide/toolkit for Oregon State University:

- Review of previous PPLC retention subcommittee reports and data
- Review of other University best practice guides and toolkits for retention of diverse academic faculty
- Discussions on scope of “retention” and “diversity”

The Faculty Retention Committee discussed ways in which we could include information in our best practice guide that would be pertinent to OSU. Although we acknowledged that the best data to inform the retention of diverse academic faculty at OSU would be OSU generated data such as exit interviews, the data were not currently available. Thus, we decided the best route for a first iteration would be to conduct a literature review. Based on the literature review, the Committee developed a Retention Toolkit. The target audience for the toolkit is the leadership in the colleges and units across the Oregon State University Corvallis campus.

The President and Provost’s Leadership Council for Equity, Inclusion and Social Justice for the 2019-2020 had its first meeting on October 9, 2019. After receiving the charge and resolving logistical details, the Faculty Retention Committee was formed in December. In the first meeting, committee members discussed tasks and timeline. The goal was to produce a retention toolkit by the end of 2019-2020 academic year.

The Faculty Retention Committee recommends that since this toolkit/best practice guide is largely based on a literature review versus OSU specific data to this issue, this be a first version of the toolkit. When there is data from exit surveys specific to OSU’s academic faculty that can be reviewed the best practice guide/toolkit should be updated to include findings and recommendations based on that data. We also recommend that focus groups or targeted “stay” interviews for OSU faculty be conducted in order to widen the breadth of data available.

Summary of Data Reviewed

In January 2020, Tzu-Chin (Claire) Wu, the committee co-chair, committee members Dr. Lisa Price and Dr. Melissa Haendel (transitioned to another subcommittee) and OSU librarian Margaret Mellinger met multiple times to determine a list of literature to review. The

parameter of the initial literature search used the key words “underrepresented faculty retention” to find articles published since 2015. Through Google Scholar, the search generated a result of 18,000 articles. Considering the timeline and size of the committee, we narrowed down the search to find journal articles as well as documents/retention toolkits other universities developed which were published less than three years ago with the most citations. Our goal was to focus on 20ish articles/documents to be reviewed. We ended up with 38 articles that were distributed among the committee members to review. In this process, we asked committee members to add significant articles/documents to our review. Dr. Ron Mize added several articles. The committee members reviewed about 45 articles/documents.

Findings from Reviewed Data

Based on the literature review, the committee members determined the following five themes were re-occurring among the articles/documents. We decided to develop the retention toolkit based on these topics.

1. Institutional culture and exemplary leadership
2. Town and gown
3. Mentoring
4. Supports beyond professional life
5. Including the demonstration of equality, diversity and inclusion efforts to the R&T/annual review
6. Oregon State University resources

Recommendations

The retention subcommittee recommends that the toolkit created by the 2019/20 subcommittee be a first version. Our understanding is that another PPLC group is working on creating an exit survey that will be regularly distributed to our academic faculty who leave OSU. This data will help inform the toolkit and provide more specificity to OSU academic faculty and the challenges that are particular to OSU. We realize that without this data the toolkit that was developed this year should be viewed as version 1, with updates to come following a review of exit survey data.

The retention subcommittee also recommends that for the second version of the toolkit, stay interviews, or some sort of focus groups of academic faculty be conducted. Since data from exit interviews may take some time, this information could help to inform a more OSU specific toolkit in the meantime.

With so much literature published on the topic of underrepresented faculty retention every year, the retention subcommittee sees a need for the Office of Institutional Diversity to establish an on-going task force to review and summarize the literature.

Appendix

Toolkit website continues to be developed and will be shared when completed.

Student Exit Survey

Executive Summary

Charge: To develop an exit survey that captures information from students who have recently stopped/dropped/ or withdrawn from OSU. The purpose of the survey is:

1. To inform OSU about where changes need to be made either in policy or practice.
2. To assist students in finding a pathway back to OSU if they so desire.
3. Addressing inequities that may exist in the current system particularly as it pertains to students of diverse backgrounds (historically under-represented students).

Empirical research shows that the high rate of student dropout between the first and second year of college is a major concern for the majority of U.S. colleges and universities. But dropout (or stop out) from higher education affects students in different ways, depending upon a number of factors, and more importantly at different stages during their educational journey. Although for the last 30 years, educational researchers have studied the dropout phenomenon, research to date has tended to focus upon student characteristics or the impact of external environments. Little research exists that explores the following: a) the role of the college or university environment; b) issues of equity, inclusion and belonging; c) differentiated family dynamics; and d) the classroom itself. More importantly, various higher education institutions have committed to implementing student exit surveys. Data from those surveys provide an interesting perspective regarding reasons for student dropouts/stopouts. However, they do not address issues that arise for students or identify core stress points that lead to students exiting a college campus. In exploring student exit strategies, the PPLC Student Exit Survey committee engaged in developing a robust student exit survey that serves to both inform the university regarding student exit strategies and reasons for exiting, as well as addressing the institutional barriers that may lead to such exits. To better inform the construction of a student exit survey instrument, the PPLC committee engaged in the following activities: a) review of literature regarding higher education student drop-out, stop-out and transfers; b) review of a variety of exit survey instruments from different institutions and from OSU academic units; c) quantitative and qualitative data gathering of OSU data to inform the construction of an exit survey instrument; and d) suggestions to advance policy and protocol for the student exit survey, as well as a list of recommendations regarding how programs, services and instruction may be re-structured to better serve the needs of students and thus lower attrition and student exit rates.

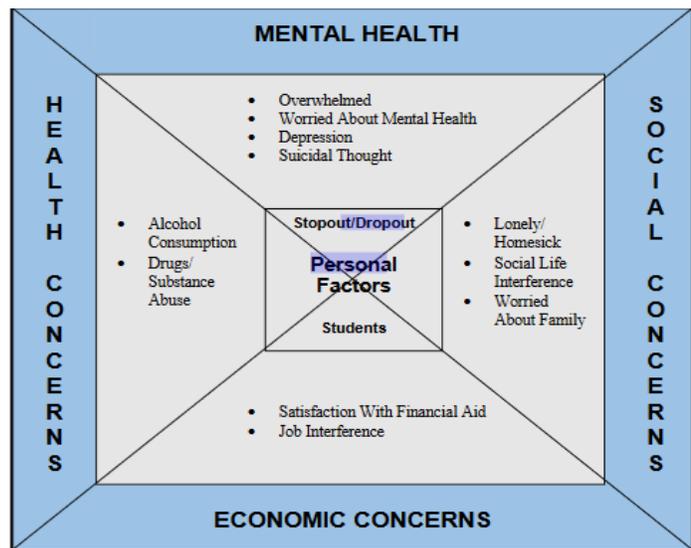
Literature Review

To gather deeper insights into the challenges of student choice in exiting an institution the PPLC team identified key literature to help develop a deeper and more contextual understanding of

the significance and rationale for a student exit survey. First, the PPLC team reviewed the current Office of the Registrar exit survey which students are mandated to submit at the end of winter quarter. After review, the following questions were raised regarding the structure of the survey:

1. Are these questions relevant to the student experience?
2. What do they tell us about students who exit the university?
3. Are we clear about student reasons for exiting and what other questions should we be asking, particularly as regards students who are from historically underrepresented communities?

In addition, the committee sought to define the conditions under which a student leaves the university, their reasons for leaving and their goals—be it to return or to not return. Reviewing literature from several researchers provided a good background for this exploration. According to Hoyt and Winn (2004) “nonreturning students are comprised of several student subpopulations including drop-outs, stop-outs, opt-outs, and transfer-outs. All too often these student groups are not differentiated in retention studies.”



These distinctions are critical and are also supported by the research of Duran-Aponte and Pujol (2012), who identify three main categories of student exit strategies: a) voluntary departure, b) pathway change, and c) temporary pathway change, all of which can move along an axis of individual differentiated needs. Narvaez and Pimentel (2012) identify these same trends and move beyond models that emphasize economic need as the primary motive (Jensen, 1981). Instead, Narvaez and Pimentel (2012) emphasize personal factors that contribute to the trajectory of student dropouts and stopouts. This comprehensive study of students at California State University Sacramento identified several factors that related to student decisions and trajectories in exiting the institution (figure 1) The findings within the Narvaez and Pimentel study align closely with other studies that emphasize the psycho-social needs of students (Belloc et al., 2011; Fishbein& Ajzen, 1977; Pincus, 1980; Tinto, 1975). Of all the studies reviewed only the Narvaez and Pimentel study had a substantial diversity demographic (51%), which helped to provide some context into how students of color might experience higher education institutional settings and determine whether completing their degrees at their home institution or changing their pathway are constructive or necessary strategies.

OSU Exit Survey Instruments

The PPLC committee conducted a summary review of existing Oregon State University exit surveys; one of which was institutional (Registrar's office mandatory exit survey) and one that was conducted in 2016 in the College of Science. The Registrar's office survey (see appendix A) was short and did not allow for open ended questions, with the rationale being that open-ended questions would require a reader and the current system lacks the capacity to read, code, analyze and respond to incoming student exit survey data. As for the College of Science survey, the survey proved to be longer and required students to submit more detailed information regarding their specific experience in the College of Science.

Institutional Instruments

Other institution instruments were also reviewed, in particular the Utah Valley State College instrument which provided both closed and open-ended options for student respondents.

Quantitative Data

To assist in understanding our student demographic for the student exit survey, data was requested and provided by the Office of the Registrar which allowed for us to determine the frequency within which students exit the institution, the term of exit, and relative reasons as well as demographics, and academic discipline. Quantitative datasets included undergraduate, academic discipline, year in school, race/ethnicity, gender, domestic, international.

Qualitative Data

To help inform the revised construction of the student exit survey, the PPLC team organized focus groups to gather student reflections on what has contributed either to their persistence, or at times to their considerations of leaving the campus. In consideration of the fact that we were interviewing students who chose to stay, we felt it was important to gather data on their own experiences, and/or struggles in choosing to stay when faced with particular life-altering situations. Student were clear in identifying areas of struggle and of support.

Findings from Data

According to Duran-Aponte and Pujol (2012), university dropouts can be classified under one of three headings: a) voluntary: the student chooses to exit the university for a variety of variables; b) pathway change: student chooses to move internally within the institution (change of major) or move away from the institution or education system altogether; or c) temporary change: the student simply chooses to stopout for a certain length of time with the desire to return. This latter category is also supported in the research of Hoyt and Winn (2004) whose

research focused on the distinction between dropout, stopout, opt-out and transfer-out. Although much of the research emphasizes these distinctions there is little that details the factors directly correlated with student choices on exiting the institution. Many models focus only on economic variables (Jensen, 1981; Donoso & Schiefelbein, 2007). In addition to economic variables there are others who stress the psycho-social characteristics of students or the interactions between these two with students who pursue an exit strategy (Belloc et al., 2011; Fishbein & Ajzen, 1977; Pincus, 1980; Tinto 1975). Although each of these models provide a rich context and add to the body of knowledge on student departures, they seem to miss key themes that inform the student decision process regarding institutional exits.

As result of the literature, the PPLC Student Exit Survey committee identified key points of inquiry that needed to be addressed in the construction of an adequate student exit survey:

- Financial
- Psycho-social
- Campus Climate
- Student Support (academic, instructional, cultural)

These points of inquiry were triangulated for integrity with both an undergraduate and graduate student, as well as a tenured faculty member in the College of Education, academic advisors, and a Head Advisor from the College of Science.

Quantitative Data

Quantitative data (see appendix B) was very useful in understanding the current conditions of OSU's student exit population. The sample included 351 students disaggregated into the following categories: race, ethnicity, credits, class college, term at stopout. Upon review of the data interesting trends were noted. Unlike the working hypothesis that most students who are struggling with higher education will drop out after their freshmen year, the Oregon State University data clearly showed that the largest dropout/stopout demographic tend to be sophomores. Although the number of historically underrepresented students (HURS) was not large in this sample, the higher numbers of HURS students in the sophomore class presenting as dropout/stopouts calls attention to the need to address sophomore class retention strategies. Based on this data, the PPLC Student Exit Survey strongly encourages that a revised student exit survey seek additional data from this population of student. In addition, identifying those factors that contribute or detract from student success need to be clearly articulated.

Qualitative Data

As stated earlier, the PPLC Student Exit Survey committee sought qualitative data from students to provide better context and understanding of the lived experience of students as they

matriculate through the institution, and to provide student voice an opportunity to construct the instrument. After identifying the aforementioned themes derived from the literature review (Financial, Psycho-social, Campus Climate, Student Support), the PPLC subcommittee identified additional key areas of consideration that may inform student exit decisions:

- Students' overall experience with the institution
- Students' expectations prior to enrolling at OSU
- Comparative peer experience

As a result of these areas of interest the PPLC team worked to construct six open ended focus group questions to be shared with undergraduate students. For methods and methodology we chose to do a semi-structured focus group protocol utilizing Yosso's theory of cultural wealth, particularly as it pertains to HURS students (Brayboy, 2005; Delgado, 1988; Solórzano & Yosso, 2002). Interviewers of the focus groups allowed the direction of the discussions to evolve as the participants' experiences and perspectives directed them, so as to best capture their stories. The focus groups thus served as spaces of mutual co-construction of both ideas and researcher reflexivity (Fierros & Delgado Bernal, 2016). Zoom was utilized as the medium for data gathering, with transcriptions provided by the interviewer. Student confidentiality was maintained throughout the transcription and analysis process.

In analyzing data thematic analysis (Bazeley, 2020; Braun & Clarke, 2006) was utilized to analyze students' responses and discussions from the focus groups. Open coding was then performed after checking and reviewing transcriptions for emerging patterns and relationships. Categories were then created from these emerging patterns and formed into analytical clusters. The analysis progressed from initially organizing data to show patterns in a descriptive way, towards interpretation of these patterns and their significance, broader meanings, and implications (Braun & Clarke, 2006) by evaluating the data as a whole. To assist in this process, a narrative analysis approach in addition to thematic analysis was deployed to better understand how students (particularly students of color) conceptualize their university experience particularly as it pertains to those variables that either promoted or hindered their ability to complete their studies at Oregon State. Interpretation of data included looking for patterns, themes and regularities as well as contrasts, paradoxes and irregularities.

Because of the COVID-19 crisis focus groups were conducted via Zoom and were organized into three groups with an N=23 of which 21 identified as HURS.

Student participants were provided with six key discussion questions:

1. Please describe your overall experience at OSU. How would you describe your academic experience at OSU (classes, teaching, degree requirements?)
2. What were your expectations of college life and in what ways has OSU met your expectations? How has OSU not met your expectations?

3. Have you used any support services at OSU? If so, which ones?
4. What factors contribute to your ability to stay enrolled at OSU—what factors take away from being able to stay at OSU?
5. Would you describe your experience regarding OSU as similar and/or different than your friends or other students?
6. Do you have any recommendations for OSU about how they could improve the experience, including support services, in order to keep more students enrolled?

After analysis the following themes emerged from the focus data:

- Positive: Peers and organizations student support
- Challenging: Transition from high school/community college, tuition and advisors
- Ambivalent: Instructors, community and belonging

Themes from Qualitative Analysis

Transition from high school/community college to university.

- All students reported not having to put much work into high school courses to be successful. Students were high achieving in high school did not experience the same success in their first year which was discouraging.
- First Impression—not welcoming because students on the more introverted side found START and Welcome Week overwhelming and isolating.
- “Chaotic experience. As a transfer student, it has not been the greatest. Academically promising, but personally has been chaotic navigating systems.”
- “Difficult transition to university and the variability in course delivery. High school courses all in the same format, grading tools technology; OSU courses all vary in online tools, textbooks course requirements, workload expectations.”
- “Transition from high school classes to college was really overwhelming with too much thrown at them at once, causing much anxiety and stress, increasing concerns for well-being and mental health. Student reported they felt the message coming from instructors or peers was to ‘pull yourself up’ and just power through it.”
- “Orientation so overwhelming and so extroverted, I don’t fit in and I feel like an alien”
- “Random acts of human kindness were more helpful than any prescheduled events or targeted engagement.” Helped many students to decide to stay, despite all the other bad things they had experienced.

Community and belonging.

- “It’s really nice to have that connection to a place and the people that I’ve made a connection with at OSU that make me feel connected.”
- “Clubs are exclusive to get involved in, especially if you live off campus or are a second year and above student.”

Finances.

- Challenged by finances and understanding of financial aid offerings and processes.

Student support services.

- Greatly appreciated.
 - “Surreal to believe that they are attending OSU. It was difficult but with CAMP and CSI students felt comfortable.”

Instructors.

- Students report widely varying experiences with instructors and faculty-either supportive or dismissive.
 - Competitive environment is not conducive to learning and contributing to students’ mental health and well-being; “it took a long time to feel like I wasn’t stupid anymore.”

Advisors.

- Students reported various experiences and comfort level with their advisors
 - “Overwhelming to go to tutors or support people that do not look like me.”
 - “Overall happy with experience.”

Peers.

- Peers served as source of support depending upon demographic and college

Expectations.

Expected Academic challenges	Met expectations
Exploration new friends-new experiences	Met Expectations
Marketing and Diversity	Did not meet expectations
Financial Aid	Did not meet expectations
Social community and engagement	Did not meet expectations

Several students reported having chosen OSU over others because they really marketed a breadth of diversity, which was not the reality for students when they came to campus contributing to feelings of isolation, depression, anxiety and stress.

- “Expected college life to be difficult and it has been, specifically within the academic experience.”
- “Thought it would be easier to join social clubs and organizations—difficult if you are off campus or a second year and above student.”
- “Finances did not match experience.”

Support Services used.

In order of frequency response:

- Counseling & Psychological Services (CAPS)
- Educational Opportunities Program/College Assistance Migrant Program (CAMP)/TRIO
- Human Services Resource Center—textbook lending
- Student Experience Center
- Diversity and Cultural Engagement
- Mental Health, Student Support Services
- “Felt uncomfortable with the Mole Hole—lack of representation of staff and support”

Factors contribute/detract from retention.

Family-Peers	Contribute
Clubs/ORGs	Contribute
Student Support Services	Contribute
Finances	Detract
Transition from High School to University	Detract
Mental health	Detract
Classroom instruction	Contribute/Detract
Advisors	Contribute/Detract

University Climate was an issue that came primarily for students of color.

- “Predominantly white classrooms that felt dismissive to contributions of students of color.”
- “People do not notice I am there; I have to push hard to be noticed and for people to take me seriously here.”
- “I changed majors or instructors to avoid experiences of racism, sexism, and or discrimination.”

Other comments.

- DETRACT: “Tuition costs and financial stress plays a role in not being able to stay at OSU. Not getting a scholarship or secured funding from the past year.”
- DETRACT: “There have been times that I had to think about dropping out because I support myself so there have been times I have had to think about dropping out. I have had terrible times in some classes and have thought about taking a break. For my sister what would have helped was making a genuine connection with folks at OSU so she had a really hard time connecting to others like her. She was really high-achieving but when she got here the stress and anxiety to the college courses, she was so overwhelmed that it all happened all at once. It really is for most people all at once and you have to pull yourself up and get through it.”
- CONTRIBUTE: “In terms of choosing OSU campus, it is beautiful, and I think that what really got me—instate tuition. It’s an undergrad degree, if anything I will think more deeply about grad. In terms of staying at OSU I think unfortunately there are not many things at OSU that instructors and courses offer. I was in an academic club and that

helped, and those deeper connections with clubs, and study abroad and research experience are what make me want to come back, but with that being said, classes were hard when I was first a freshman. I was going through tough time with mental health and I did not seek out support services and was really hesitant to go to CAPS. But I really do appreciate the human connection that I have made that I will hopefully carry on for the rest of my life so that is why I decided to stay.”

- CONTRIBUTE: “The small bits of human kindness that I got from peers. I started seeing someone from CAPS”
- DETRACT: “I was living really far away my first year and that was really isolating and I felt completely disconnected from anything familiar, and I felt disconnected from peers; I didn’t seem to fit in with anyone. I really felt stupid and like i did not belong there and to an extent I still feel like that, like the academic world is not somewhere I belong or want to be in, but I remember crying every night and telling my dad I can’t stand being alone and don’t want to be here anymore. My parents were supporting and said I could what I felt and they were on my side.”

Experience the same or different from friends.

Peers with same ethnic/racial POC background	similar
Peers with different ethnic/racial background	dis-similar
Peers in same academic colleges	similar
Peers in different academic colleges	dis-similar
Peers in student support service programs	similar
Peers in different support service programs	dis-similar

- Similar if peers were people of color and connected to programs
- Different if peers were from other academic colleges
- Different if peers have access to support services and others do not

Preliminary suggestions from students.

Suggestion	Rationale
Reimagine Orientation/Week of Welcome	Create smoother transition to OSU and make students feel welcome and connected
Address financial needs	Secure funding beyond the first year
Mental health	Address stress and anxiety
Enhance diversity in student support	Encourage students to participate
Address instructor engagement	Address need for students to feel they belong in the academy

- “Regarding transition to OSU, such as week of welcome and orientations: more things that are quiet and grown up, [ask students] what do YOU want to do, what do YOU want to talk about. TA’s and instructors ask me questions, not ‘do you have questions’”
- “Remember that quiet and sad people exist. Part of the problems is we collect info about what do you need help with, but the people who respond don’t understand and are extroverted. We try and change things and nothing ever changes. There are people who are quiet and might have a lot of things to say and are too intimidated for the environment, I don’t want to feel like an idiot in front of a bunch of strangers.”

These responses correlate with data from both the Hoyt and Winn study as well as the Narvaez and Pimentel study emphasizing the need for:

1. Addressing initial overwhelm of students in their transition to OSU
2. Assisting students in making meaningful connections to support groups and peers early on
3. Financial assistance and/or addressing students work/life balance challenges
4. Addressing childcare/elder care needs
5. Connecting to advisors early in meaningful ways—early warning and intrusive advising strategies
6. Instructional and professional staff having skills in working with diverse students—as well as understanding and recognizing signs of socio/mental/emotional distress
7. Need for understanding the difference between dropout and stopout:
 - Dropouts: often exited the institution due to childcare/eldercare, family responsibilities and poor grades
 - Stopouts: often exited due to financial reasons—some possible recommendations include early warning systems and intrusive advising, along with attention to financial and childcare concerns.
 - Transfer-outs: financial transferred to less expensive college (community college or to local college/back to their resident state as the case may be)
8. Representation and university climate to reassure students they belong is critical to their retention

Recommendations

Reimagining the OSU student exit survey allowed for the PPLC Student Exit Survey to recommend alterations to the current survey that may lead us to a better understanding of student exit decisions. In doing so, the PPLC committee was able to identify additional factors leading to student exit decisions, and the ways in which OSU may wish to modify existing programs, structures and supports to better retain students, as well as to re-enroll those who have chosen to exit. The following is a summary list of recommendations put forward by the PPLC committee:

- Utilize a more enhanced version of the current Revised Student Exit Survey (appendix C) that is not long in length but allows for a more contextual understanding of student exiting strategies
- Provide a clear process and protocol to deploy the Student Exit Survey as well as a clear follow up process with survey respondents. This process should include the following:
 - Registrar's office disseminates Revised Student Exit Survey
 - Data from Student Survey is collected and analyzed by Enrollment Management and published in Tableau data set
 - Tableau data set will be reviewed by College Head Advisors and specific student outreach to survey respondents will be conducted.
 - Accountability measure will be created and monitored by the University Student Success Initiative Committee.

The PPLC subcommittee recommends that next steps should include the following:

- Refine Revised Student Exit Survey Instrument for implementation in Summer 2020.
- Identify data sharing processes between Registrar's, Enrollment Management and College Head Advisors.
- Create accountability measure within Undergraduate Student Success Initiative to monitor progress and to address concerns as they arise.

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Appendix

Appendix A: Registrar's Student Exit Survey

Title.

Withdraw from the University for Winter 2020.

Information text.

If you wish to withdraw from all your courses for Winter 2020 you must complete this nine-question survey. Once the survey has been received, your final courses for Winter 2020 will be dropped/withdrawn within three business days. You will receive an email from the Registrar's Office when your withdrawal is complete. This may take up to three business days.

Withdrawing from the term does not affect your ability to register in a future term.

Questions.

Question 1: Please confirm your decision to withdraw from the university for the current term, Winter 2020. Withdrawal will be effective today. If that is not what you intend, please do not continue this survey. An answer to question one is required for the Registrar's Office to complete the process to withdraw/drop you from all courses for the current term only. If you do not complete this question, your withdrawal will not be processed. Clicking "Next Question", "Finish Later", "Survey Complete", or "Remove Survey from List" will prompt the Office of the Registrar to drop/withdraw you from all courses in the current term. If you do not wish to take this step, please do not answer question one; instead exit the survey now by returning to the Main Menu of your online services.

Response 1: I confirm my decision to withdraw from Winter 2020 today.

Question 2: Which options best reflect your reason to withdraw from the university at this time? (Check all that apply)

Response 2:

- a) Family Reasons
- b) Personal Reasons
- c) Academic Reasons
- d) Military, Religious or Public Service Reasons
- e) Financial Reasons

Question 3: If your withdrawal is a result of Family Reasons, please check all that apply. Please skip if you are not withdrawing for this reason.

Response 3:

- a) Family needs me to work and contribute to family income
- b) Family illness or death
- c) Family crisis

- d) Family circumstances changed significantly

Question 4: If your withdrawal is a result of Personal Reasons, please check all that apply. Please skip if you are not withdrawing for this reason.

Response 4:

- a) Personal illness (e.g., physical, emotional)
- b) Permanent disability
- c) Relationship issues
- d) Feel like I don't belong at OSU

Question 5: If your withdrawal is a result of Academic Reasons, please check all that apply. Please skip if you are not withdrawing for this reason.

Response 5:

- a) I was under-prepared for OSU
- b) I didn't have access to the courses I wanted
- c) The area of study I want is unavailable to me at OSU
- d) I'm not succeeding academically

Question 6: If your withdrawal is a result of Military, Religious or Public Service Reasons, please select only one option. Please skip if you are not withdrawing for this reason.

Response 6:

- a) I have been called to serve in the armed forces
- b) I am pursuing Foreign Aid Service (ex: Peace Corps)
- c) I am going on an official church mission

Question 7: If your withdrawal is a result of Financial Reasons, please check all that apply. Please skip if you are not withdrawing for this reason.

Response 7:

- a) Not willing to go further into debt
- b) Insufficient scholarship/financial aid
- c) Lost my aid
- d) Work interfered with my academic successfulness

Question 8: What is your plan now that you are leaving OSU?

Response 8:

- a) I am transferring to another institution
- b) I'm going to work full time
- c) I have an internship
- d) I'm studying abroad

Question 9: Do you plan to return to OSU at some point?

Response 9:

- a) Yes
- b) No
- c) Maybe

Appendix B: Data summary and analysis for Stopout Subcommittee using Registrar's data.

Overview of dataset.

- Total number of students: 351
- Number of students that obtained degrees from another school: 34
- Number of representative colleges/programs: 11
- Categories: Race, Ethnicity, Credits, Class, College, Major, Holds, Last date attended, Term at stopout, Degree acquired (Y/N) and if Y, which school.

Procedure.

Step 1.

OSU's ethnicity data were obtained from the Central resource for official University data, analytics, & reporting, and matched to the OSUID in the PPLC dataset. This standardized the categories, producing 9 categories for demographics: American Indian/Alaskan Native, Asian, Black, Hispanic, International, Native Hawaiian or Pacific Islander, Two or More Races, Unknown and White. Following OSU's reporting guidelines, students who identify as "International" are not assigned to any other demographic category. Of the remaining students, those who identify as "Hispanic" are not assigned to any other demographic category. While this may not be representative of self-reported identities from the survey, it allows for comparison of proportions to OSU's institutional data.

Step 2.

Students who had graduated from other colleges ("Y" under graduated) were removed from the data set (N=34).

Step 3.

The frequency histogram was plotted for sample sizes for different colleges and programs (FIGURE 1).

Step 4.

We further subsetted the dataset to only include students who had stopped out in the AY 2016/2017 or 2017/20178 (N=199).

Step 5.

We calculated the number and proportion of students within each class standing by credits (Freshman/Sophomore/Junior/Senior) that had dropped out in each term (FIGURE 2), plotting the data both by raw numbers and proportions.

Step 6.

Flipping step (5) around, we calculated number and proportion of students within each term that had stopped out by class standing, plotting the data both by raw numbers and proportions (FIGURE 3). Table of numbers used to produce Figs. 2 and 3 are in TABLE 1.

Step 7.

We obtained the ethnicity breakdown for AY 2016 fall as a proxy for average demographic breakdown from OSU's enrollment and demographic reports. (<https://institutionalresearch.oregonstate.edu/enrollment-and-demographic-reports>) to calculate proportion of students within each demographic category as a reference (N = 35327)

Step 8.

We then calculated proportion (out of 199) students within each of the 9 demographic categories for the PPLC data AY2016/17 and 17/18 data

Step 9.

We calculated proportion (out of 55) sophomores in the PPLC data

Step 10.

We compared demographic proportions of OSU 2016, PPLC 2016-18, and Sophomore 2016-18. (FIGURE 4 & TABLE 2).

Step 11.

We obtained AY 2016/17 and 2017/18 Fall proportion of students that identified as first generation and compared this proportion to that of the PPLC data (TABLE 3).

Data.

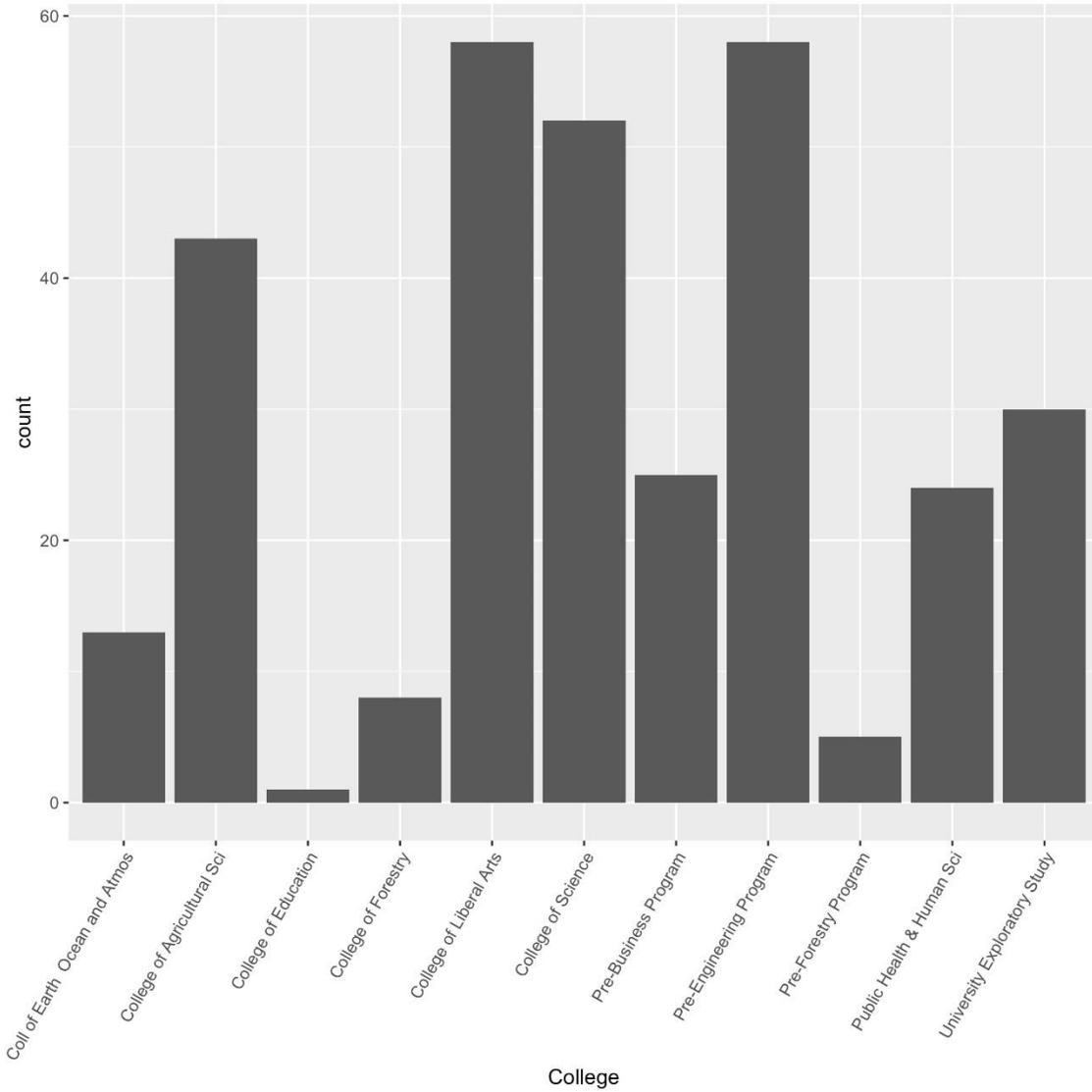


FIGURE 1.

Frequency histogram of sample sizes within each college/program using the PPLC data. (N=317).

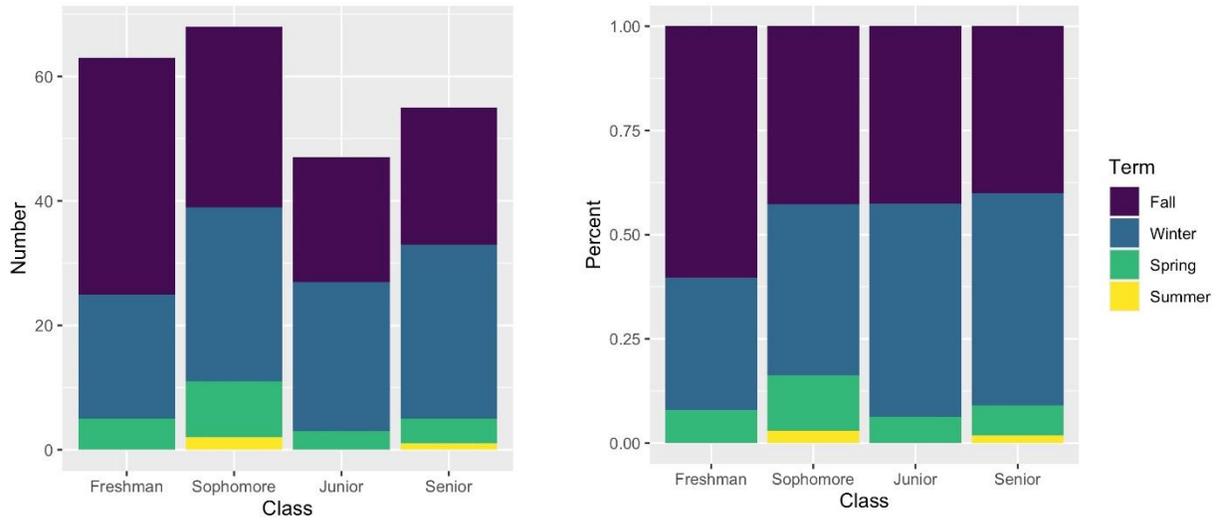


FIGURE 2: Number (left) and proportion (right) of students in each class who stopped out in various terms. Only students who stopped out in AY 2016/17 or AY 2017/18 are represented in this figure. (N=233)

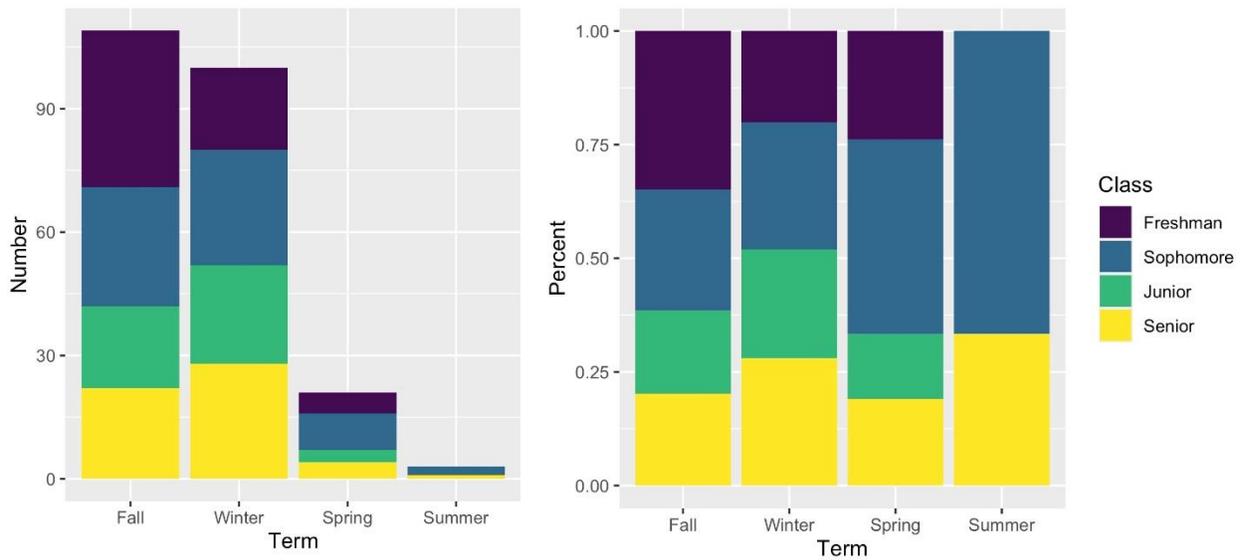


FIGURE 3: Number (left) and proportion (right) of students in each term who stopped out in various class standings. Only students who stopped out in AY 2016/17 or AY 2017/18 are represented in this figure. (N=233)

TABLE 1: Data used to plot Figures 2 and 3 for stop out students in AY 2016-17 & 2017-18

Class	Term	Number
Freshman	Fall	38
Freshman	Winter	20
Freshman	Spring	5
Freshman	Summer	0
Sophomore	Fall	29
Sophomore	Winter	28
Sophomore	Spring	9
Sophomore	Summer	2
Junior	Fall	20
Junior	Winter	24
Junior	Spring	3
Junior	Summer	0
Senior	Fall	22
Senior	Winter	28
Senior	Spring	4
Senior	Summer	1

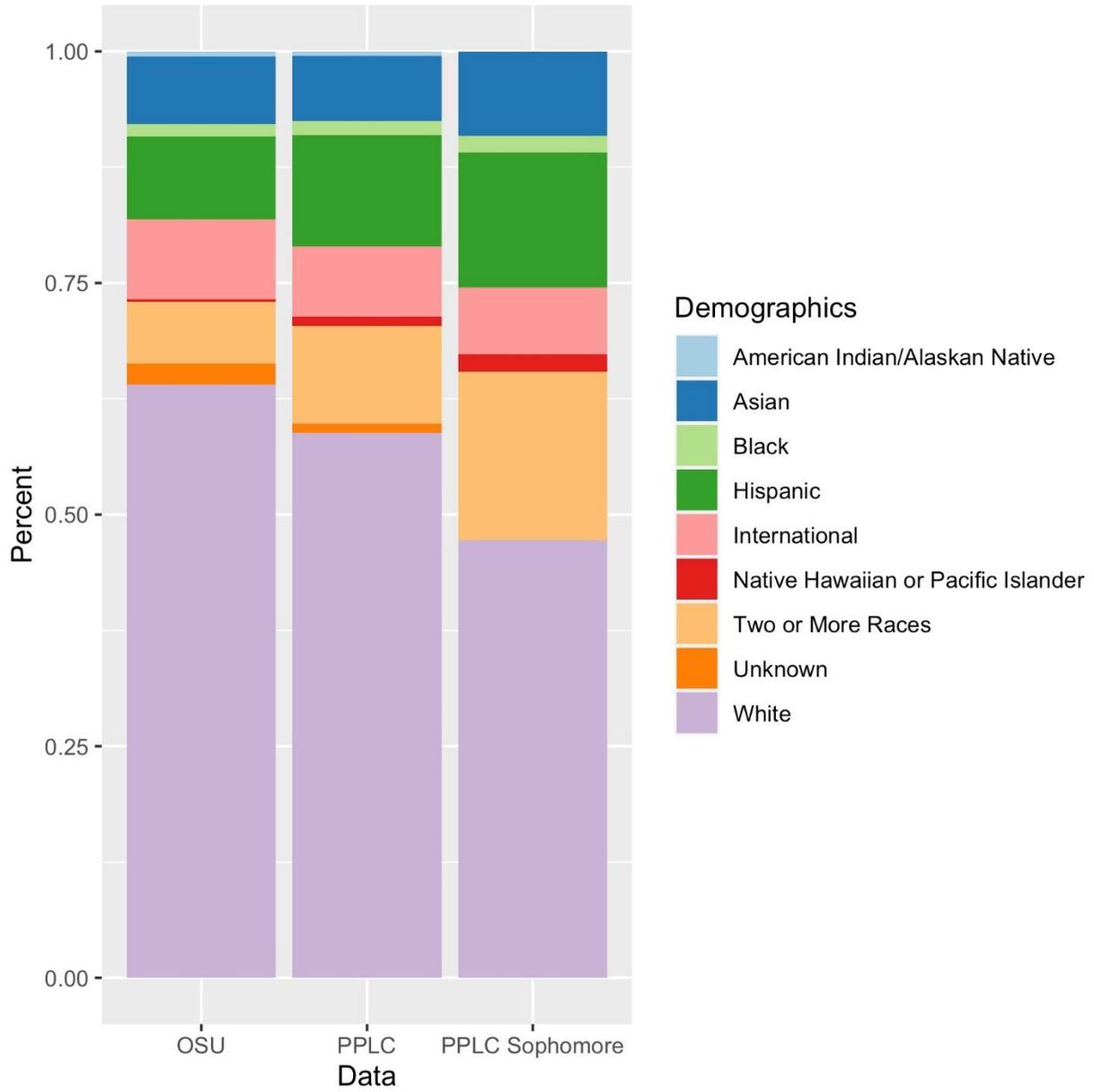


FIGURE 4: Percent breakdown of demographic/ethnic categories for OSU’s F2016 term (N= 25,327), and for PPLC’s data of students who stopped out in AY2016/17 or 17/18 (N=199), and for PPLC’s sophomore students who stopped out in AY2016/17 or 17/18 (N=55).

TABLE 2: Raw numbers and proportions of demographic/ethnic categories for OSU’s F2016 term (N= 25,327), for PPLC’s data of students who stopped out in AY2016/17 or 17/18 (N=199), and for PPLC’s sophomore students who stopped out in AY2016/17 or 17/18 (N=55).

Demographics	Freq	Proportion	Data
American Indian/Alaskan Native	135	0.00533028	OSU
Asian	1848	0.07296561	OSU
Black	349	0.013779761	OSU
Hispanic	2257	0.089114384	OSU
International	2182	0.086153117	OSU
Native Hawaiian or Pacific Islander	75	0.002961267	OSU
Two or More Races	1687	0.066608757	OSU
Unknown	579	0.022860978	OSU
White	16215	0.640225846	OSU
American Indian/Alaskan Native	1	0.005025126	PPLC
Asian	14	0.070351759	PPLC
Black	3	0.015075377	PPLC
Hispanic	24	0.120603015	PPLC
International	15	0.075376884	PPLC
Native Hawaiian or Pacific Islander	2	0.010050251	PPLC
Two or More Races	21	0.105527638	PPLC
Unknown	2	0.010050251	PPLC
White	117	0.587939698	PPLC
American Indian/Alaskan Native	0	0	PPLC Sophomore
Asian	5	0.090909091	PPLC Sophomore
Black	1	0.018181818	PPLC Sophomore
Hispanic	8	0.145454545	PPLC Sophomore
International	4	0.072727273	PPLC Sophomore
Native Hawaiian or Pacific Islander	1	0.018181818	PPLC Sophomore
Two or More Races	10	0.181818182	PPLC Sophomore
Unknown	0	0	PPLC Sophomore
White	26	0.472727273	PPLC Sophomore

TABLE 3: Comparison of OSU’s Fall 16/17 first-generation student proportions and PPLC’s proportion

Data	Proportion first-generation
F16 OSU	35.4%
F17 OSU	32.0%
PPLC	31.8% (48 of 199 students)

Appendix C: Revised Student Exit Survey: Withdrawal from the University for Winter 2021.

Information text.

If you withdrew from Oregon State university after Winter 2021 please complete this 12-question survey. The questions in this survey will remain confidential and will assist the University in assessing and informing how to enhance our University learning environment. Once the survey has been received, you will receive correspondence from the University acknowledging your response and reaching out to assist you should your response indicate an interest in returning to Oregon State University.

Questions.

Question 1: Reason for Withdrawal

Which options best reflect your reason to withdraw from the university at this time? (Check all that apply)

Response 1:

- a) Family Reasons
- b) Personal Reasons
- c) Academic Reasons
- d) Military, Religious or Public Service Reasons
- e) Financial Reasons

Question 2: Family Reasons

If your withdrawal is a result of Family Reasons, please check all that apply. Please choose “none of the above” if you are not withdrawing for this reason.

Response 2:

- a) Family needs me to work and contribute to family income
- b) Family illness or death
- c) Family crisis
- d) Family circumstances changed significantly
- e) Childcare/Elder care
- f) None of the above

Question 3: Personal Reasons

If your withdrawal is a result of Personal Reasons, please check all that apply. Please skip if you are not withdrawing for this reason.

Response 3:

- a) Personal illness (e.g., physical, emotional)
- b) Permanent disability
- c) Relationship issues

- d) Feel like I don't belong at OSU

Question 4: Academic Reasons

If your withdrawal is a result of Academic Reasons, please check all that apply. Please skip if you are not withdrawing for this reason.

Response 4:

- a) High School did not prepare me for OSU
- b) OSU did not provide a smooth transition
- c) I didn't have access to the courses I wanted
- d) The area of study I want is unavailable to me at OSU
- e) I'm not succeeding academically
- f) Had difficulty connecting with an advisor

Question 5: Military, Religious or Public Service Reasons

If your withdrawal is a result of Military, Religious or Public Service Reasons, please select only one option. Please skip if you are not withdrawing for this reason.

Response 5:

- a) I have been called to serve in the armed forces
- b) I am pursuing Foreign Aid Service (ex: Peace Corps)
- c) I am going on an official church mission

Question 6: Financial Reasons

If your withdrawal is a result of Financial Reasons, please check all that apply. Please skip if you are not withdrawing for this reason.

Response 6:

- a) Not willing to go further into debt
- b) Insufficient scholarship/financial aid
- c) Lost my aid
- d) Work interfered with my academic successfulness
- e) How many hours per week did you work while attending OSU? (provide numbers)

-
- f) Did parents or relatives provide you with any financial assistance for OSU? Yes / No

Question 7: Future Plans

What is your plan now that you are leaving OSU?

Response 7:

- a) I am transferring to another institution
- b) I'm going to work full time
- c) I have an internship
- d) I'm studying abroad

Question 8: Primary Reasons for Withdrawal

If you are planning to transfer to another college or have transferred, what are your primary reasons for transferring?

Response 8:

- a) Academic major degree not offered at OSU
- b) Attend a college with a higher ranking
- c) Finances
- d) Family responsibilities
- e) Student support and belonging

Question 9: Additional Reasons for Withdrawing

In addition to our primary reason, which of the following had an impact on your decision not to re-enroll at OSU?

Response 9:

- a) Courses/academic programs not available or available at inconvenient times
" major problem – " minor reason — " not a reason
- b) Challenges transitioning to OSU from High School or Community College
" major problem – " minor reason — " not a reason
- c) Difficulty finding community and connecting with peers/friends
" major problem – " minor reason — " not a reason
- d) Dissatisfaction with the quality of instruction or faculty
" major problem – " minor reason — " not a reason
- e) Staff/Advisors on campus not responsive to students
" major problem – " minor reason — " not a reason
- f) Academic performance
" major problem – " minor reason — " not a reason
- g) Financial concerns
" major problem – " minor reason — " not a reason
- h) Student housing concerns
" major problem – " minor reason — " not a reason
- i) Lack of student support
" major problem – " minor reason — " not a reason
- j) Bias incidents
" major problem – " minor reason — " not a reason
- k) Family responsibilities/childcare
" major problem – " minor reason — " not a reason
- l) Unsure about educational goals
" major problem – " minor reason — " not a reason
- m) Stress of college
" major problem – " minor reason — " not a reason
- n) Medical/emotional concerns

“ major problem – “ minor reason — “ not a reason

Question 10: Campus Climate

Did you find the OSU campus welcoming?

Response 10:

- a) Yes
- b) No

Question 11: Returning to OSU

Do you plan to return to OSU at some point?

Response 11:

- a) Yes
- b) No
- c) Maybe

Question 12: Assistance

Would you like a counselor, advisor, or staff member to contact you personally to assist you?

Response 12:

- a) Yes
- b) No
- c) Maybe

Special Project: GenderMag@OSU

Executive Summary

[GenderMag](#) is a method to identify and remove inclusivity barriers from IT. This Special Project was charged with helping OSU-IT to systematize GenderMag's usage at OSU, i.e., to work with OSU-IT as they establish processes and resources to enable continued, regular usage of GenderMag to remove inclusivity barriers from OSU's IT.

The activities and data collected by this project revealed that, although GenderMag has spread across a good number of OSU-IT *people and teams*, we have been able to make little progress on systematizing it within the OSU-IT *organization*.

To enable forward progress, we recommend the following:

1. **Appoint a GenderMag@OSU systematization lead within OSU-IT:** We recommend assigning to an OSU-IT employee, systematization responsibilities along with the authority they need follow through. This IT project lead's actions could include leading/delegating tasks such as co-developing and offering GenderMag training to OSU-IT members who want to learn/use it; co-creating OSU-IT resources pointing to GenderMag training and resources; etc.
2. **Possibly fund a student for another year:** We recommend either supporting an EECS graduate student to serve as a GenderMag expert resource to the IT project lead, or alternatively for the IT project lead to build that expertise within OSU-IT using the GenderMag research team's public resources.
3. **Systematize GenderMag within PPLC:** We recommend elevating GenderMag@OSU from an ad-hoc project to an Inclusive OSU Technology PPLC subcommittee. We recommend that at least one member should be an OSU-IT professional, and at least one member should be an expert in designing/evaluating inclusive technology.
4. **Coordinate the new subcommittee within PPLC:** Other subcommittees are building toolkits, web resources, web survey forms, and so on, all of which are likely to contain inclusivity barriers. We recommend coordinating those subcommittees with the new Inclusive OSU Technology subcommittee to prevent introducing inclusivity barriers in the IT that various PPLC subcommittees create.

Details are explained in the following sections.

Introduction

GenderMag@OSU is currently a special project of the President and Provost's Leadership Council (PPLC). This PPLC special project was undertaken by Margaret Burnett (Distinguished Professor of Computer Science).

GenderMag is a method for finding and fixing gender-inclusivity barriers in software and IT. Gender-inclusivity barriers are IT problems that disproportionately affect one gender more than another. (Many of these inclusivity barriers also disproportionately affect people of particular socio-economic statuses, particular cognitive styles, etc.) Empirical research reports that GenderMag is effective at helping IT practitioners find and fix such inclusivity barriers.

More generally, GenderMag is a research and outreach project created by researchers in EECS, co-directed by Margaret Burnett and Anita Sarma (Associate Professor of Computer Science). Details of the GenderMag Project's wider scope can be seen at <http://gendermag.org>. GenderMag usage is spreading; at the time of this writing, IT practitioners and IT educators in 30 states and 32 countries are now using GenderMag (see maps at <http://gendermag.org>).

Use of GenderMag on OSU-IT is key to the following aspect of OSU's mission: "... so that people from every background are welcomed and thrive...". OSU does almost all of its work via IT (even more so, in the age of COVID), and much of that IT has inclusivity barriers embedded in it. For example, last year's report (2018-19) by the Bias Reporting Team included GenderMag outcomes from eight IT teams who manage OSU IT resources: their results revealed a total of 39 gender-inclusivity barriers in the IT they analyzed.

Fortunately, the most recent three OSU's chief information officers have shown interest in bringing GenderMag into OSU: Lois Brooks, Jon Dolan and Andrea Ballinger. Thanks particularly to Jon Dolan, we've been working with OSU-IT to introduce GenderMag to interested IT teams since about Spring of 2018. This has gone well, as the data in this report will show.

However, our primary goal this year was to systematize it into OSU-IT—to make GenderMag usage be resourced, owned, and part of OSU-IT standard practice, rather than just something individual team members opt to include if they happen to know how. This goal is proving to be problematic, as the data in this report will also show.

Summary of Data

Data on Adoption/Usage at OSU: We have gathered the following data on usage by IT teams across OSU:

- Visit logs, observation notes, and emails from visits/presentations with interested OSU teams: visit corresponding with those teams, from June 2019-April 2020; and
- GenderMag download logs from OSU teams (when downloaders opted to provide that information) from June 2019-April 2020.

Data on Systematizing at OSU: We have gathered the following data on usage by IT teams across OSU:

- Notes and emails from/about meetings with OSU-IT management;
- Documentation of GenderMag training procedures;
- Visit logs, observation notes, and emails from visits/presentations with interested OSU teams; and

- Observations of training sessions.

These data reveal not only breadth of usage across OSU, but also useful data *how* teams use it, what works for them and what does not. These data are necessary for scalability and persistence, which are necessary for systematizing GenderMag@OSU.

Findings

Findings on Adoption/Usage at OSU (positive):

- GenderMag usage has spread to at least 26 IT teams at OSU that we know about;
- The OSU-IT teams have produced 15 practices & pitfalls (available at gendermag.org and in the Appendices) shared with teams (and published!), for how to make GenderMag usage cost-effective and practical by OSU teams.

Overall, these findings are encouraging.

Positive Findings on Adoption/Usage at OSU:

- Andrea Ballinger (Vice Provost, Information and Technology) is/was planning to integrate soon. However, COVID-19 may have changed that;
- An on-line design catalog (Beta version) of useful fixes to remove cognitive/gender barriers from IT now exists at GenderMag.org. Some of these fixes came from OSU-IT teams' work with GenderMag. This design catalog could become a ready-to-use resource for OSU-IT systematization;
- EECS GenderMag research team has itself systematized training – but so far it is used only within the research team's mechanisms and practices. This resource could become a basis for whatever training modules OSU-IT would like to offer as part of their onboarding processes.

Negative Findings on Adoption/Usage at OSU:

- Although GenderMag is doing well with 26 or more OSU-IT teams of people, little progress has been made to resource it and establish its usage in OSU-IT as an organization;
- There are no training modules within OSU-IT infrastructure;
- Nobody inside OSU-IT offers training on it;
- No OSU-IT web resources support it or point to external sites with resources;
- Nobody inside OSU-IT is project-managing its systematization.

Recommendations

Judging by the successful spread of usage across OSU-IT, OSU-IT professionals have enthusiasm for GenderMag. However, this year's attempt to actually systematize GenderMag@OSU made little progress. As long as GenderMag lives only in individual people's skills/enthusiasms but not in the organization, it will disappear from usage over time as people change jobs or leave the university.

To help resolve this problem, we recommend the following:

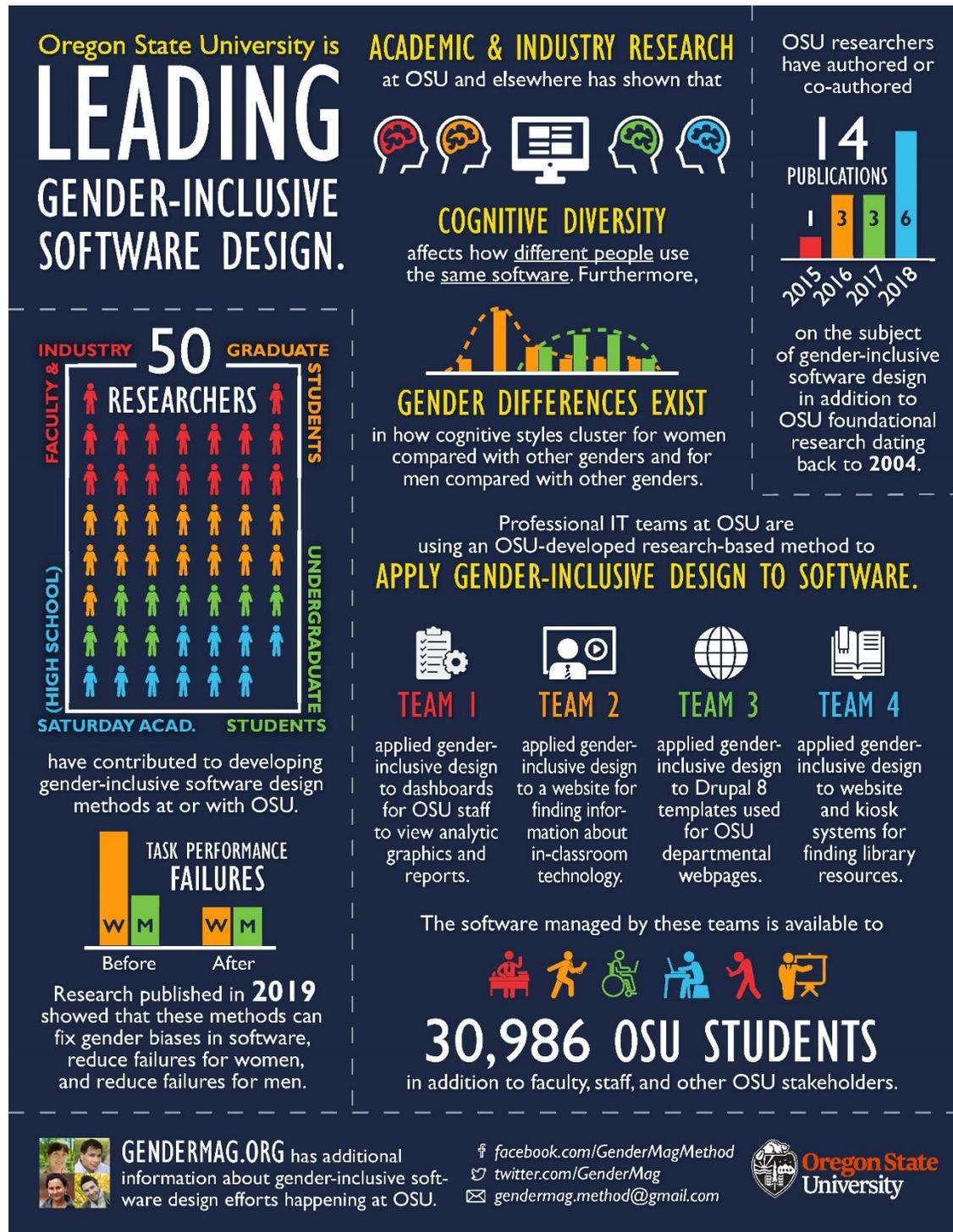
1. **Appoint a GenderMag@OSU systematization lead within OSU-IT:** We recommend assigning to an OSU-IT employee, systematization responsibilities along with the authority they need follow through. This IT project lead's actions could include leading/delegating tasks such as co-developing and offering GenderMag training to OSU-IT members who want to learn/use it; co-creating OSU-IT resources pointing to GenderMag training and resources; etc.
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4. **Coordinate the new subcommittee within PPLC:** Other subcommittees are building toolkits, web resources, web survey forms, and so on, all of which are likely to contain inclusivity barriers. We recommend coordinating those subcommittees with the new Inclusive OSU Technology subcommittee to prevent introducing inclusivity barriers in the IT that the PPLC creates.

We believe that OSU has an opportunity to be a leader of support for inclusivity, by being the first to seriously consider the role its own IT plays in preventing "... people from every background [from being] welcomed and thrive...."

Appendices

Academic paper (in press, also available at <ftp://ftp.cs.orst.edu/pub/burnett/icse20-genderMag-practices.pdf>) reporting on OSU-IT and other teams' GenderMag practices.

Full-sized graphic available at <http://gendermag.org/Docs/Infographic-190308.pdf>



Bias Incident Response

Introduction

The Bias Response Team (BRT) is responsible for applying the university's Reported Bias Incident Response Protocol, which provides a process to comprehensively, collaboratively and consistently address bias incidents that affect Oregon State University students, faculty and staff.

Coordinated by the Office of Institutional Diversity, the BRT includes members from partner offices across the university. The team aims to:

- provide care and support to community members who may be negatively affected by bias incidents;
- engage in a restorative process to educate community members about the harmful impact of bias incidents; and
- develop and implement strategies to reduce the occurrence of bias incidents.

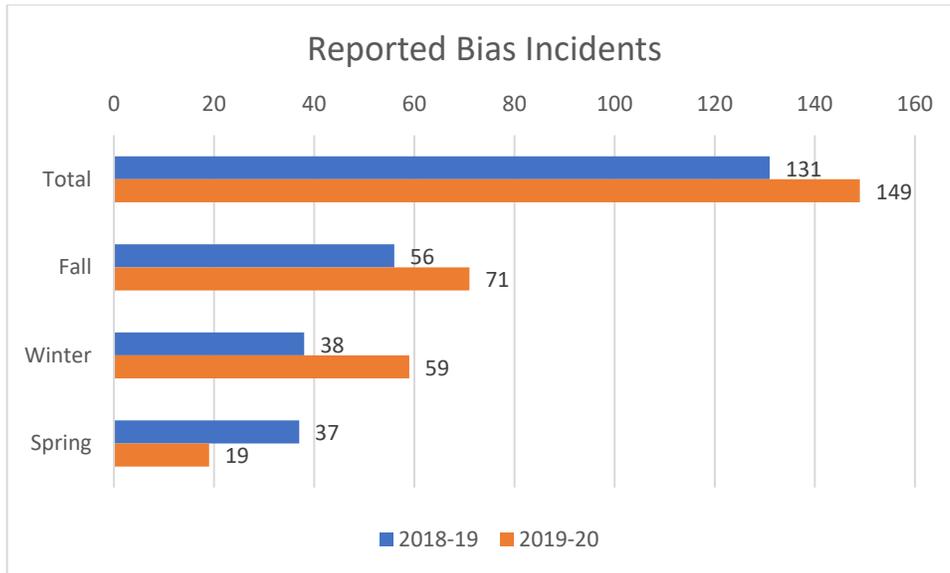
As part of its work, the BRT produces an annual report to summarize annual bias incident reporting data, describe trends and provide recommendations for additional analysis and attention. This report is distributed as a part of the President and Provost's Leadership Council's annual report.

We are pleased to provide the BRT's annual report for the 2019-20 academic year.

Data Reviewed

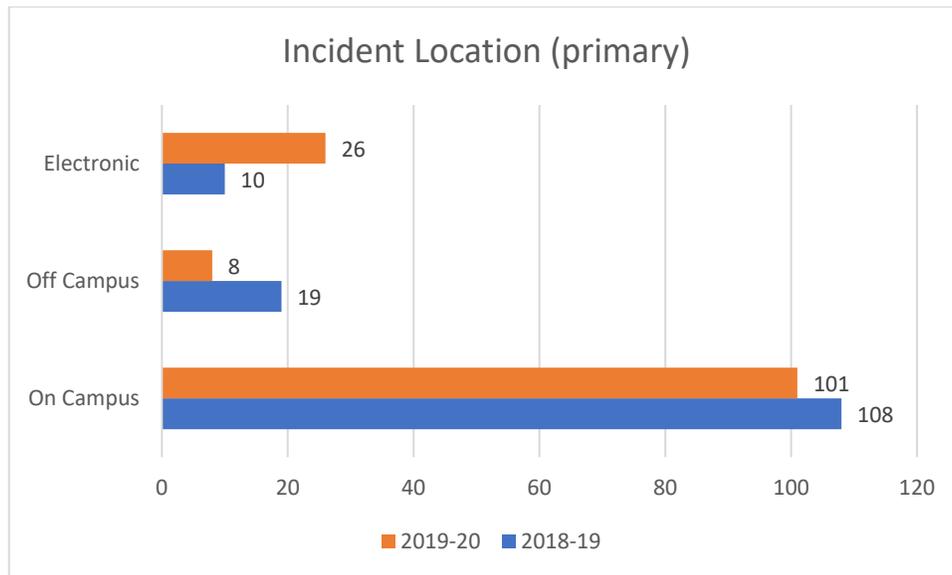
Data analyzed in this report consists of incidents reported to the university's Bias Response Team (BRT), and through University Housing and Dining Services' Bias Incident Assessment and Response Protocol (BIARP). While the BRT and BIARP processes run independently, data collection and analysis are coordinated to provide a comprehensive picture of bias incident response efforts at the university. OID analyzed consolidated data from the 2019-20 academic year and where appropriate compared these data to data from the 2018-19 academic year.

a. Reported Bias Incidents



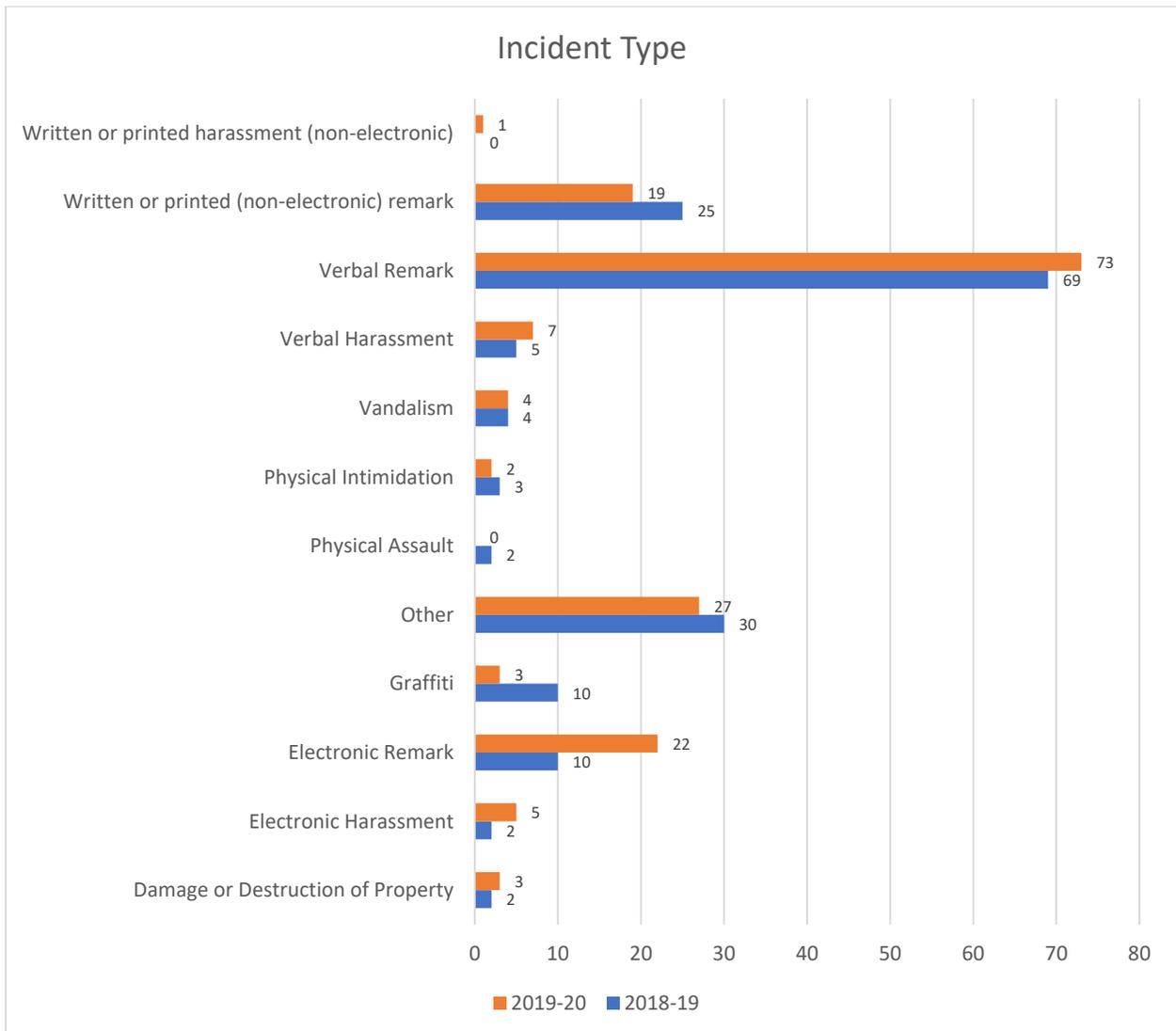
Overall, the number of reported bias incidents during the 2019-20 academic year increased 14 percent over the 2018-19 academic year. Increased reports were observed in Fall 2019 (27 percent increase) and Winter 2020 (55 percent increase), over Fall 2018 and Winter 2019. However, bias incident reports decreased significantly in Spring 2020 over Spring 2019 (49 percent decrease), likely due to impacts of the COVID-19 pandemic. Increased reporting could be due to increased awareness of institutional bias response process resulting from several awareness and outreach efforts, including inclusion in the Creating Inclusive Communities online module completed by all incoming students, and growing general awareness of the response resources. Importantly, increased reports are also accompanied by an increased ability to provide care and mitigate the impact of bias.

b. Incident Location



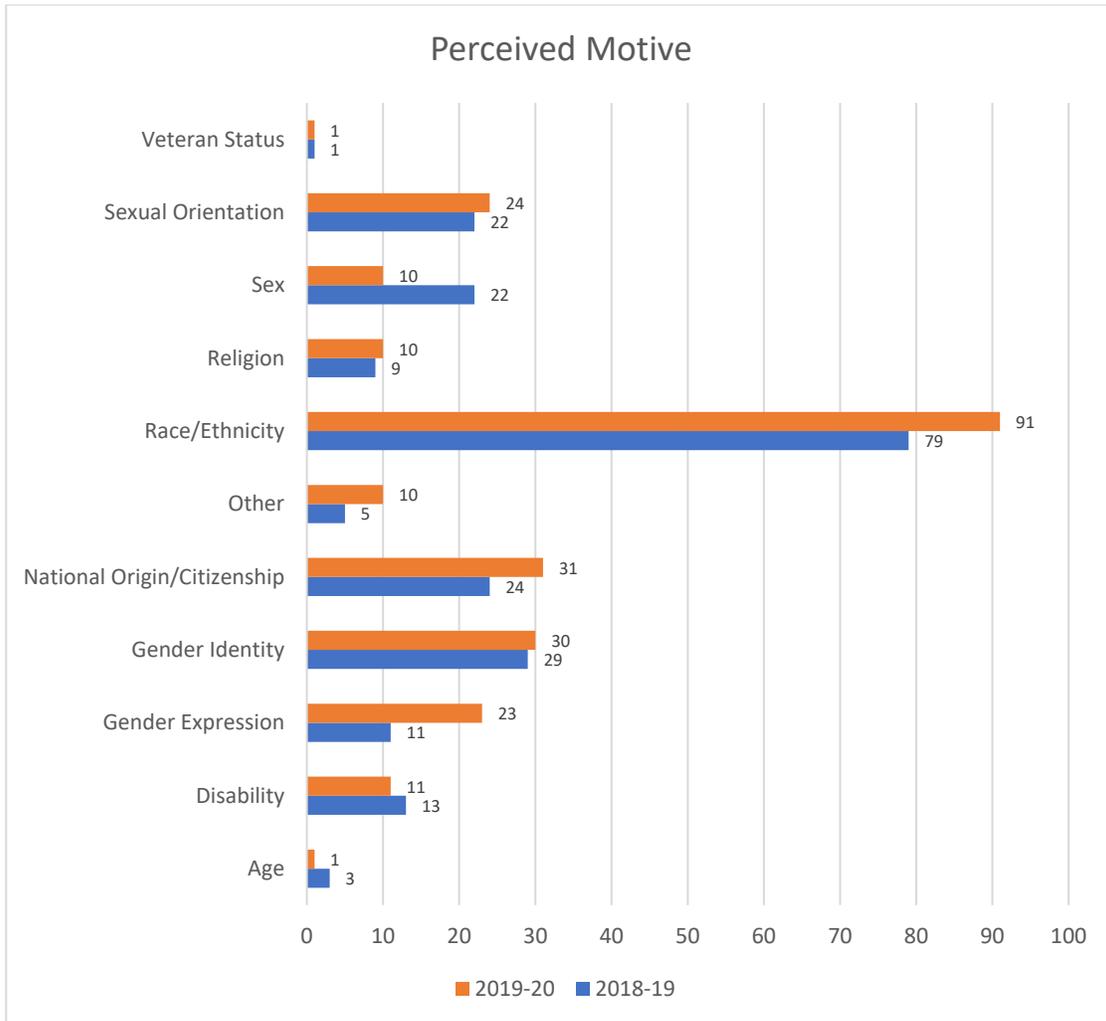
During the 2019-20 academic, the majority of reported incidents took place on campus, which is relatively consistent with the 2018-19 academic year. However, 26 incidents took place in electronic environments, a 160 percent increase over the prior year. This may be to the movement of most university operations online in response to the ongoing COVID-19 pandemic.

c. Incident Type



During the 2019-20 academic year, the majority of bias incidents reported were classified as remarks, which are less severe than harassment. These incidents consist of verbal remarks (72 incidents), written remarks (19 incidents), and electronic (22 incidents). Instances of more serious harassment included verbal (7 incidents), and electronic (5 incidents). Rates of reported electronic remarks increased (120 percent increase), and electronic harassment (150 percent increase) over the 2018-19 academic year.

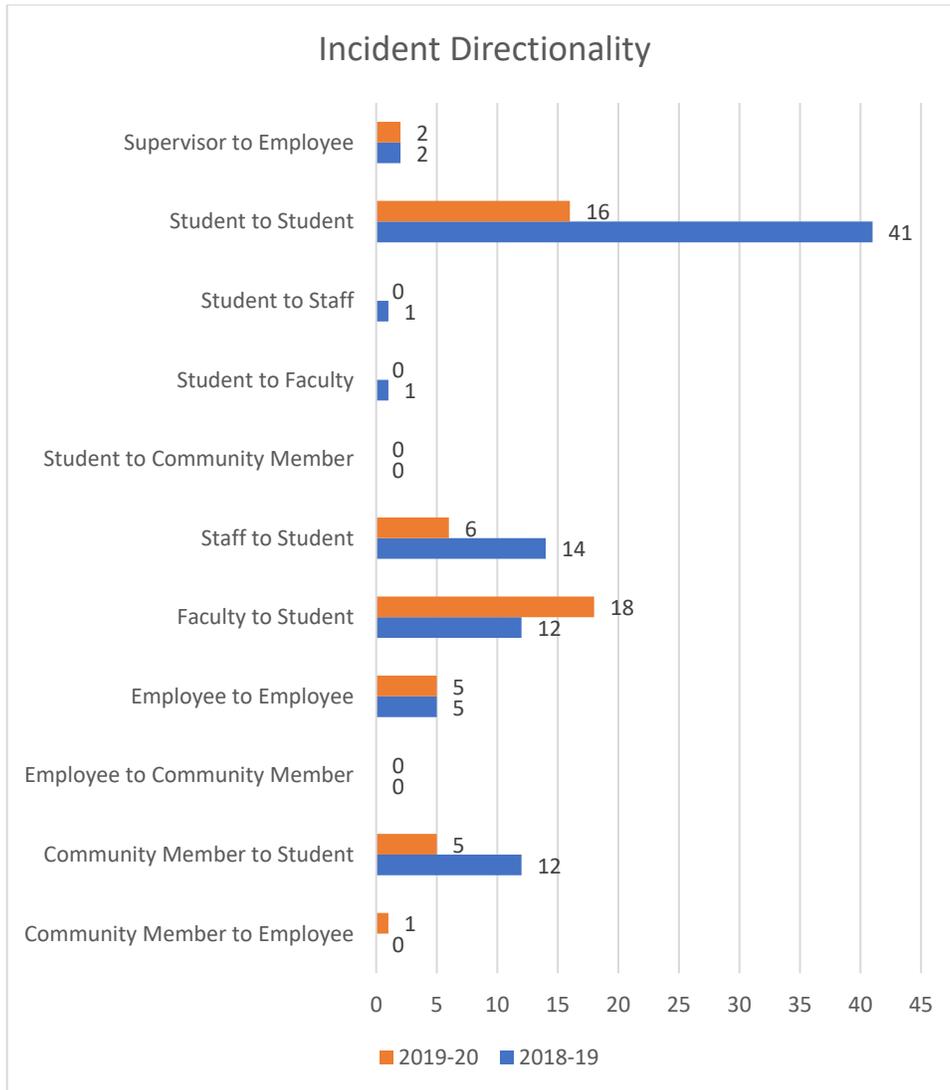
d. Perceived Motive



Reported incidents during the 2019-20 academic year were motivated by race/ethnicity (91 incidents, 38 percent of total), followed by national origin/citizenship (31 incidents, 13 percent of total), gender identity (30 incidents, 12 percent of total), sexual orientation (24 incidents, 10 percent of total), gender expression (23 incidents, 10 percent of total), disability (11 incidents, 5 percent of total), sex (10 incidents, 4 percent of total), and religion (10 incidents, 4 percent of total).¹ The greatest increases in number of reports were related to gender expression (109 percent increase), national origin (29 percent increase), and race/ethnicity (15 percent increase).

¹ Reported bias incidents may be motivated by more than one identity resulting in a total percentage over one hundred.

e. Incident Directionality



During the 2019-20 academic year, the most frequent direction of interpersonal bias incidents was from faculty member to student (18 incidents, 34 percent of total), followed by student to student (16 incidents, 30 percent of total), and staff to student (6 incidents, 11 percent of total). The greatest increase in number of reports over the 2018-19 academic year were observed in faculty to student interactions (50 percent increase).

Analysis

Following analysis, several trends emerged:

- Overall, the number of reported bias incidents during the 2019-20 academic year increased 14% over the 2018-19 academic year. Increased reports were observed in fall 2019 (27 percent increase), Winter 2020 (55 percent increase), over Fall 2018 and Winter 2019. However, bias incident reports decreased significantly in Spring 2020 over Spring 2019 (49 percent decrease), likely due to impacts of the COVID-19 pandemic. The general increase could be due to a number of factors, including increased awareness of bias responses processes, rather than an increase in bias incidents. Additionally, an increase in reports may indicate more successful outreach, which is accompanied by an increased ability to provide care and mitigate the impact of bias.
- 91 reported bias incidents were motivated by race/ethnicity during the 2019-20 academic year, representing 38 percent of all incidents during the 2019-20 academic year. This represents a 15 percent increase in total incidents, and a 2 percent increase in proportion of all incidents over the 2018-19 academic year. 13 percent of reported bias incidents during the 2019-20 academic year were motivated by national origin, representing a 29 percent increase in total incidents, and a 2 percent increase in proportion of all incidents over the 2018-19 academic year.
- Taken together, bias incidents motivated by gender identity, gender expression, sexual orientation and sex accounted for 36 percent of bias incidents during the 2019-20 academic year. More particularly, incidents motivated by gender expression represent 10 percent of reported bias incidents during the 2019-20 academic year, a 109 percent increase over the 2018-19 academic year.
- Where the directionality of a bias incident was recorded, the most frequent direction was from faculty member to student (18 incidents, 34 percent of directional incidents), followed by student to student (16 incidents, 30 percent of directional incidents), and staff to student (6 incidents, 11 percent of directional incidents) during the 2019-20 academic year. The greatest increase in directionality of bias incident reports was observed in faculty to student incidents with a 50 percent increase in the number incidents over the 2018-19 academic year, and 20 percent increase in the percentage of all directional incidents. This increase may be due to many factors, including increased awareness of bias incident response resources.

Recommendations

Based on identified trends, several recommendations emerged:

- The persistent rate of reports involving faculty to student interactions, coupled with known negative student success and retention outcomes resulting from bias in instructional settings, suggest a continuing and urgent need to address bias in classroom and instructional settings. The Bias Response Team has observed that individual educational interventions may not be successful to initiate long-term or organizational

change. We recommend responses to reported bias incidents should include initiatives to create structural, sustainable organizational change in instructional settings to complement individual educational interventions. Informed by institutional data (including bias incident response data), these responses could include unit-specific initiatives including prioritizing and formalizing cultural competency in hiring, promotion and review processes, examining bias operating within policies and practices, and developing organizational learning plans to increase capacity to navigate bias in multiple operational aspects.

- This year, as in every year since data collection began, race/ethnicity was the most prevalent perceived motivation for reported bias incidents. Moreover, 77 percent of reported bias incidents involving faculty to student interactions included race and ethnicity as a perceived motivation. The multifaceted negative impacts of racism are well-documented. We recommend the university continue to prioritize its anti-racist efforts in structural and individual bias response efforts.
- Incidents motivated by national origin and citizenship continue to represent a significant proportion of reported bias incidents. The impacts of xenophobia are similarly well known, and COVID-19 has presented new challenges for international students navigating American higher education and society. We recommend the university diligently support international students and employees who experience bias and ensure university bias response resources are language-accessible to these communities.
- Increased rates of bias incidents directed at the queer and trans community members during the 2019-20 academic year require further analysis and institutional response. Taken together, bias incidents motivated by gender identity and expression, sexual orientation and sex account for 36% of all reported bias incidents. In particular, bias incidents motivated by gender identity increased significantly during the 2019-20 academic year. We recommend additional and specific institutional analysis, including addressing shortfalls in institutional data collection, to address the impact of transphobia and homophobia on OSU community members.
- The impact of COVID-19 on bias incident response efforts is emerging. The rate of bias incident reports decreased by nearly 50 percent in Spring 2020 over Spring 2019. This decrease is likely a result of decreased social interactions and disruption of day-to-day university life. However, the bias incident reports involving electronic harassment and electronic remarks increased respectively by 150% and 120% over the same time period suggesting bias incidents may be having an increased impact on remote learning and work environments. Ongoing bias incident response and education efforts should adapt and respond to the ongoing operational, individual and community impacts of the COVID-19 pandemic.
- While some reported incidents require less response effort, other reported incidents are significantly more acute and/or complex, requiring additional response time and resources. Additionally, some incidents are high-profile and spur significant responses, while others do not. The available aggregate data do not reflect these variations in acuity and complexity. In coordination with university partners, we recommend developing methodologies to better articulate the acuity and complexity of response

processes and efforts to better describe and measure the process and impact of our work.

Executive Committee

Introduction

The President and Provost's Leadership Council for Equity, Inclusion and Social Justice (PPLC) is an advisory body convened by the Office of Institutional Diversity comprised of faculty, staff, students and administrators from across the university.

The role of the PPLC is to examine aspects of the university enterprise identified as strategically important to advance inclusive excellence at Oregon State. These areas include student and employee recruitment, student and employee retention, and climate. PPLC committees assigned to each area examined institutional data, engaged in systematic inquiry of promising practices and developed recommendations to advance institutional progress in these key strategic areas.

These recommendations are presented to the President and Provost annually and detailed in the PPLC annual reports.² The recommendations are also provided to university leaders to inform ongoing and new inclusive excellence initiatives.

This year, the PPLC Executive Committee reviewed the status of each recommendation generated by PPLC over the last two years. The review is intended to create accountability for the university by revealing where the university is making progress, where additional attention is necessary, and where changed conditions makes adaptation or additional analysis necessary.

Review Process

The Executive Committee reviewed recommendations from the following PPLC committees:

- 2017-2018 term
 - Undergraduate student recruitment
 - Undergraduate student retention
 - Tenure-line faculty recruitment
 - Tenure-line faculty retention
 - Bias incident response and climate
- 2018-2019
 - Graduate student recruitment
 - Graduate student retention

² The 2017-18 PPLC Report is available here:

https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/docs/leadership_council_combined_report_2018.pdf

The 2018-19 PPLC Report is available here:

https://diversity.oregonstate.edu/sites/diversity.oregonstate.edu/files/2019_pplc_final_report_web.pdf

- Professional faculty recruitment
- Professional faculty retention
- Bias incident response and climate

Over the course of the review, Executive Committee members reviewed each recommendation to determine:

- the status of recommendation implementation,
- alignment of recommendations with SP 4.0, and
- “Quick Impact” and “Big Idea” recommendations for further follow up.

The review process included involved:

- collecting information on implementation status through consultation with stakeholder offices,
- identifying recommendation status based on a standardized system, and
- proposing adaptations or clarifications to recommendations, where appropriate.

Review Outcomes

The Executive Committee review determined the following:

- The 2017-18, PPLC made 51 recommendations of which:
 - 20% are complete;
 - 35% are in progress and on target;
 - 7% are in progress, but need further attention;
 - 1% are in progress, but detailed data on implementation is not available;
 - 6% have very little progress and need attention;
 - 2% have missing or questionable data; and
 - 22% need review and adaptation due to changed conditions.
- The 2018-19, PPLC made 87 recommendations, of which:
 - 7% are complete;
 - 43% are in progress and on target;
 - 21% are in progress, but need further attention;
 - 1% are in progress, but implementation data is not available;
 - 6% have very little progress and need attention;
 - 2% have missing or questionable data; and
 - 21% need review and adaptation due to changed conditions.

Following its review, the Executive Committee noted that:

- In general, the PPLC recommendations from the 2017-18 and 2018-19 represent significant and evidence-informed inquiry and effort by a diverse and broad group of university stakeholders into key, strategic inclusive excellence initiatives. These

recommendations should be continually surfaced and consulted when initiating and developing initiatives to support SP 4.0 and the university's Diversity Strategic Plan.

- Progress has been made towards implementation of many PPLC recommendations; in some areas, however, implementation has been uneven and attention is needed.
- More recommendations from the 2017-18 term have been completed than recommendations from the 2019-20 term, which is expected.
- COVID-19 has created changed circumstances that will require the review and adaptation of some recommendations to meet new challenges and barriers to implementation.
- Several areas warrant focused attention to determine ongoing barriers and obstacles to implementation; this should comprise the ongoing work of the PPLC Executive Committee, OID and university leadership.

The Executive Committee's detailed analysis is attached to this report as Appendix A.