President and Provost’s Leadership Council
March 9, 2022

Process updates
- Scott gave updates on where the group has been and the work that has happened so far
  - Deliberative phase on what PPLC’s role is to advance equity;
  - Selected a strategy to focus on Employee of Color retention;
  - Deliberated initial comprehensive EOC retention strategy and prioritized actions;
    currently engaging employee affinity groups for feedback and input;
  - Next part of our work is to finalize strategy and map goals to existing strategic plans, begin implementation and assessment.
- Reviewed and integrated feedback from prior meeting
  - Areas prioritized include:
    - Onboarding and engagement
    - Culturally relevant supervision and mentorship
    - Recognition and career pathways
    - Continuous organizational improvement
- For this meeting we will focus on Culturally relevant supervision and mentorship

Work Area: Culturally relevant supervision and mentorship
Two goals in this area:
- Goal 1: Provide supervisors with skills to provide culturally competent support and assess supervision to build supportive organizational climate for BIPOC employees
- Goal 2: Goal: Support opportunities for mentorship of BIPOC employees

Activity: Strategic Framing
This was a reflection activity that the group did together. The activity asked the group to use the goals outlined above to map out assets, barriers and dependencies. These areas are defined as follows:

Assets
Existing resources, processes, functions, frameworks, expertise, organizational structures aligned efforts that will promote progress and support advancement of goals and actions
- Grad school has rolled out training on how to mentor in a culturally relevant way. Rolled out in November and has had really great feedback. It is not too big of a leap to go from mentoring to supervision. This training was offered by the Center for Improvement of Mentored Experience in Research (CIMER)
  - This may be an institutional pilot to learn from
- Compliance to required training has been linked to annual reviews in the past and it has been a successful way to incentivize compliance/engagement
- We have people on campus who have this skill set and competence. We can lean into this expertise.
• BIPOC folks on campus have the knowledge and ideas on how to do this well; we should ask this information and use this wisdom.
• We have a manager’s competency frame work that is growing/evolving and this can be a vehicle to carry out some of this education.

Barriers
Resources, processes, functions, frameworks, expertise, organizational structures that don’t exist, or aren’t designed to promote progress, that will prevent advancement of goals and actions
• There is little confidence that the knowledge and ideas from BIPOC folks on campus will be used. Little trust on follow-through on ideas shared in the past.
• BIPOC employees have felt this work fall disproportionately on them and are concerned they will be overtaxed again.
• We do not have practice in linking brilliant thinking to action; to be open to new experiences vs trying to fit it in the existing frameworks
• We have limited resources of people with expertise and sometimes people move in to “claim” resources or expertise in ways that are leveraging
• We need everyone to understand this work will help OSU as a whole not just for a select few;
• We promote people who do not do equity work well because they have other talents, we do not place a prioritized value on equity competency in a real way
• Faculty equity work is volunteer work
• Supervisors have bandwidth issues; they are maxed and the quality
• A lot of times with dominant identities really struggle with understanding how their every day practices reinforce structural inequality; doing what they/we were asked to do is the status quo.

Dependencies
What must be true to advance progress on these goals and actions? Dependencies can be big (organizational willingness to shift systems), or small (FTE allows for professional development).
• We need to define what culturally relevant supervision and illustrate what this means in our context/community
  o Difference between awareness of “cultural” identities (diversity) and power structures (equity)
  o Criteria assessment must have clear and meaningful impact, not constant deferral or equivocation.
• We need a set of effective practices for culturally relevant supervision for supervisors to understand and integrate into their work. This could include a toolkit.
• University leadership and everyone holding expectations around this; adopt more standards around this; use existing leadership boards/teams/groups to flesh this out and get commitments
  o Expectation needs to have accountability measures
- Creation of retention interviews: How best to ensure protections and clarity/360 review model?
- Suggested language for this: Culturally equitable supervision
  - What must be true – that we have an equitable culture – and supervision that is framed as cultural equitable rather than relevant. To supervise in ways that are relevant (that is to say in ways that are successful) in relation to culture. I can supervise a person of color in ways that are supportive by mentoring them in ways that allow them to be successful in a white supremacist culture. That is to say, this does not change the culture. Supervising from a culturally equitable perspective would mean providing each employee with what they need to be successful in a culture that functions equitably.
- We need to clearer on the differences of mentorship and supervision; these are not interchangeable.
- We need to approach this from a sense of urgency and a call not just expectation/compliance.
- We need to hear from populations outside of the “loud voices”

I think one of our biggest barriers might be out own framework. For example: “Should include a holistic conversation about integration to community/culture” assumes that it’s the job of the employee to fit into the culture, and that it’s out expectation. Is that a fair and reasonable assumption, given that most of us are aware of the problems with that culture?

This cannot be watered down in the evaluation process.

I get challenged when we speak to issues of retention vs. Making employees feel valued; it’s a language issue but also an orientation.

Process check
- I would like to hear from more people in the group; all people in the group. Is there a way to even out the space for people to talk?
- More time in the larger group; less breakout groups. It was nice to hear from people all together today.
- Have some of these meetings in person.