

2017-18 PPLC Recommendations			
	Recommendation	Status	SP 4.0 Alignment
1	Undergraduate student recruitment policies concerning diversity		
1.1	Reinstate participation in the Western Undergraduate Exchange (WUE)	In Progress, but Needs Attention	Goals 2,3,4
1.2	Partner with College Horizons to help with relationships and partnerships with the native American Communities	In Progress, but Needs Attention	Goal 2
1.3	Expand and enhance communication with students who were not offered admission in hopes of capturing them through our Degree Partnership Programs	In Progress, On Target	Goal 2
1.4	Create a greater catalog of financial literacy brochures/websites offered in multiple languages	Very Little Progress, Needs Attention	Goal 4
1.5	Disaggregate data collection and summaries, and increase transparency of student population data	In Progress, On Target	Goal 3
1.6	Tour guide program integrate collaborative work and inclusivity into campus tours	Missing or questionable data	Goals 2, 4
1.7	Admissions Office and the Colleges continue to collaborate on setting recruitment goals, strategies and their implementation	In Progress, On Target	Goal 2
1.8	FTE and resources dedicated to undergraduate recruiting in general, and underrepresented undergraduate recruitment in particular, be made available at the College level	In Progress, On Target	Goal 2
1.9	General Counsel provide clear guidance for what is legally permissible in targeted student recruitment via Title VI and IX, and in the context of the prevailing political context (i.e., Dept. of Education)	Complete	Goal 4
1.10	Create more robust systems for tracking and displaying recruitment data that is accessible at the College and program levels, as well as the university as a whole	In Progress, On Target	Goal 2
1.11	Develop and fund culturally-relevant, student life-cycle programs that target outreach, retention and placement of underrepresented students	Very Little Progress, Needs Attention	Goals 2, 4

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1.12	Provide greater financial resources and FTE for on-campus and off-campus support (Needs clarification)	In Progress, On Target	Goal 3
1.13	Eliminate requiring submission of standardized test scores to be considered for admission	Complete	Goals 2, 3, 4
2	Undergraduate student retention policies and paractices concerning diversity		
2.1	Heighten awareness of and access to data-driven decision-making; provide an array of data sources to increase the likelihood of faculty and staff using data with a lens on equity, inclusion and diversity, and for questions to be answered with the most appropriate data source; includes generating continual reports that incorporate intersectional data and opening access to intersectional data to all levels of the institution responsible for a student's academic success	Complete	N/A
2.2	Hire an analyst with the primary function of tending to data; to create intersectional data sets and make them accessible	Complete	N/A
2.3	Devise strategies and allocate resources that target students who self-identify with demographics associated with lower retention rates such as Pell-eligible students and students who fall with the URM designation	In Progress, but Needs Attention	Goal 2; Action 11 Increase our retention and graduation of all students
2.4	Understand challenges unique to transfer students	Complete	Goal 2; Action 5: Implement an integrated approach to recruiting and enrolling learners at all levels

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2.5	Examine factors that might explain poor retention with student groups that are consistently at risk of lower retention rates across first-year and transfer data sets	In Progress, but Needs Attention	Goal 2 and 4; Action 11: Increase our retention and graduation of all students
2.6	Employ quantitative and qualitative approaches to explain why certain student groups are associated with higher retention rates across first-year and transfer data sets that could provide valuable insights for all students	Very Little Progress, Needs Attention	Goal 4; Action 11: Increase our retention and graduation of all students
2.7	Encourage and assist colleges to address retention rates through a lens of equity, inclusion and diversity.	In Progress, but Needs Attention	Action 10, 11: Integrate inclusive excellence principles and practices into all aspects of the university, Increase our retention and graduation of all students
2.8	Identify clear expectations and accountability to ensure the equalization of student success outcomes remains a priority. Need for a body, department(s) and role(s) charged with having a real-time pulse on the issue and overseeing a campus-wide strategy as a central priority (Expertise, FTE, resources)	Needs Review/Adaptation	Goal 2; Action 11 Increase our retention and graduation of all students
2.9	Identify ways to disaggregate experiences of those identities captured within the UR and Asian categories. Study existing programs that support URM and Pell-eligible students and determine their success and needs.	In Progress, but Needs Attention	Goal 4; Action 11: Action 11 Increase our retention and graduation of all students
3	Faculty recruitment practices to promote diversity		

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3.1	Complete the new search committee training modules and enforce the requirement that all committee members complete the training prior to participating in a search	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.
3.2	Standardize hiring practices to provide more consistent approaches for equitable hiring	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.
3.3	Articulate the process for forming and charging hiring committees, including how a commitment to diversity, equity and inclusion is relevant for committee membership	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.
3.4	Hiring authorities and associated HR professionals should review demographic data at each step in a search process to ensure that applicant pools are diverse and that each subsequent step has not eliminated diversity candidates disproportionately	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.
3.5	Hiring authorities and associated HR professionals should review demographic data at each step in a search process to ensure that applicant pools are diverse and that each subsequent step has not eliminated diversity candidates disproportionately	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.
3.6	Require Search Advocate training for hiring authorities and search committee chairs	Needs Review/Adaptation	

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3.7	Increase the capacity of the Search Advocate program to insure its sustainability	Needs Review/Adaptation	
3.8	Monitor and evaluate outcomes of the current program on an on-going basis	Needs Review/Adaptation	
3.9	Increase support for the Tenured Faculty Diversity Initiative	Needs Review/Adaptation	Action 1: Continue building and supporting a divers, world class faculty
3.10	Develop and use Provost Hiring Initiative expectations for all centrally funded positions	Needs Review/Adaptation	Action 1: Continue building and supporting a divers, world class faculty
3.11	Institutionalize ADVANCE and widen training to include all colleges and disciplines	In Progress, but Data Not Available	

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3.12	Development of accountability measures for implementation of these recommendations. These should include:		
3.13	Revising position descriptions for hiring authorities to articulate how they will advance diversity, equity and inclusion in hiring	Needs Review/Adaptation	
3.14	Requiring all colleges to submit data summaries like those used in this report as part of their annual reports	Needs Review/Adaptation	
4	Faculty retention policies to promote diversity		
4.1	New employee onboarding: highlight OSU resources, emphasize institutional commitment to diversity and inclusion, and listen to new hires' needs, concerns and expectations	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.

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4.2	Ongoing support, training and socialization: continue, expand and coordinate ongoing equity, diversity and inclusion initiatives for all faculty and staff	Needs Review/Adaptation	
4.3	Promotion and tenure: ensure that additional expectations, especially vis-à-vis diversity related work, are expressed in position descriptions and examined P&T practices	In Progress, On Target	Action 1: Continue building and supporting a diverse, world class faculty
4.4	Leadership development: leadership selection, training and evaluation based on research showing that unit heads are crucial to workgroup climates, organization culture, employee satisfaction, engagement and retention	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.
4.5	Work-life quality improvement: focus on sustainable work and life quality for OSU employees	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system; Action 1: Continue building and supporting a diverse, world class faculty
4.6	Sustained data collection, dissemination and data-driven actions: collect and report timely and actionable data on retention, employee desire to stay/leave, and perceived issues related to equity, diversity and inclusivity at OSU and within colleges, units and/or workgroups	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.

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4.7	Mentoring support: ensure all faculty and staff have access to regular high-quality mentoring	Needs Review/Adaptation	
4.8	OSU culture and workgroup climate improvement: move to create a university wide culture of respect and appreciation for diverse backgrounds, viewpoints and approaches, and ensure that all workgroup climates are respectful, inclusive and just	In Progress, On Target	Goal 4; Action 19: Develop a comprehensive talent management system.
5 Bias Incident Response and Climate			
5.1	Continue making strategic investments in response resources (like the Bias Response Team, bias incident response helpline, and associated professional development) on the Corvallis campus, and throughout OSU, to advance the creation and maintenance of inclusive and equitable learning and working environments.	In Progress, On Target	Goal 4, Action 10, 11
5.2	Create frequent opportunities for students and employees to learn about rights and responsibilities associated with free speech and expression, particularly as they relate to bias incidents, while building skill to respond individually, and as a community, to bias incidents.	Complete	Goal 4, Action 10
5.3	Create opportunities for community dialogue and reconciliation following critical bias incidents.	In Progress, but Needs Attention	Goal 4, Action 10
5.4	Develop data collection practices to address current limitations by documenting response strategies and outcomes to allow for quantitative and qualitative response analysis, developing methodologies for identifying incidents with multiple reports to characterize impact; and, incorporating bias incident data from UHDS to allow for a more holistic review of bias response at the university.	Complete	Goal 4, Actions 10, 20
5.5	Incorporate and correlate bias incident data with disaggregated student and employee climate data to better understand the impact of bias incidents on university climate and the experience of students and employees.	Complete	Goal 4, Actions 10, 20

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5.6	Develop guidance, best practices and skill-building curriculum accessible to all OSU faculty and students to respond to bias incidents in a variety of emerging areas, including within learning environments, in online spaces and where free speech and expression considerations are salient.	Complete	Goal 4, Action 10
5.7	Invest in strategic modalities to increase awareness and trust in the bias incident response process, particularly in locations outside of the Corvallis campus.	In Progress, but Needs Attention	Goal 4, Actions 10, 18