I. A brief summary of what your College already has in place with respect to advancing and equalizing undergraduate and graduate student success.

Within the College of Business, we feel pretty good about our track record in student success, and in particular, the relative equality of success of students across ethnic groups. The following statistics bear witness to this equality in advancement and success. However, the following data should be interpreted with caution: incremental differences (having 1-2 more African American or Hispanic students succeed/not succeed) can lead to 10 to 20% spikes in year-to-year success rates.

1) Between 2009 and 2012 (the last year such data is available), our College-wide 1 year retention rate has remained above 80% and is very consistent with the rest of the University (which has experienced 1 year retention rates between 81% and 84% for the same time period).

2) Differences in 1 year retention rates across ethnic groups for 2012 are actually quite small as retention rates for African Americans (83%), Hispanics (82%) and Whites (83%) are essentially the same. For 2011, the rates are also very comparable (75%, 70% and 82% for African American, Hispanics and Whites, respectively). Year to year fluctuations for African American and Hispanics are to be expected, given the relatively small sample size of each group (single digits for African Americans and around 25 for Hispanics).

3) Significant gains have been in 1 year retention rates for African Americans (33% in 2009, 50% in 2010, 75% in 2011 and 83% in 2012).

4) In terms of 6 year graduation rates (for the most recent 2007 cohort), White students experienced the lowest graduation rate (56%) when compared to African American (73%) and Hispanic (57%) students.

5) Significant gains have been made in the 6 year graduation rates for African Americans (29% for the 2004 cohort, 29% for 2005, 33% for 2006 and 73% for 2007).

6) Over the last 4 years, 6 year graduation rates for Hispanics has averaged 56%, which nearly matches the 58% graduation rate of White students.

However, differences across socio-economic groups (as opposed ethnic groups) are much more pronounced. This data can also be interpreted with greater confidence due to the larger sample sizes for Pell and non-Pell grant eligible students (i.e., year-to-year comparisons may be meaningful). For example, since 2004, the 1 year retention rate for non-Pell grant eligible students has exceeded 80% in all but two years (2005 and 2007), averaging 81.1% over that time period. However, over that same time frame, retention rates for Pell eligible students has exceeded 80% only two times, averaging 75.43%.

A similar scenario exists when examining the 6 year graduation rate. For cohorts entering since the Fall of 2000, non-Pell grant eligible students have exceeded a 60% graduation rate 75% of the time (6 out of 8 cohorts), while Pell grant eligible students exceeded that
same 60% threshold only once. Clearly, differences in student success and advancement are significantly a function of socio-economic (as opposed to ethnic) status.

Our current processes and programs include:

- Academic advisors regularly attend cultural sensitivity sessions at their annual NAFSA and NACADA conferences.
- For a number of years, annual faculty retreats have included 60-90 minute sessions on cultural sensitivity issues.
- The College routinely participates in recruitment and promotional events designed to attract students from underrepresented populations around the state and within the region.
- The College participates in OSU sponsored recruiting events such as OSU Kaleidoscope, Si Se Puede, and other events that target diverse populations within Oregon and Washington.
- Advising staff participates in on-campus activities to support CAMP and EOP students.
- Advising staff has led information sessions for a group of students visiting from Chemeketa.
- Free tutoring in Finance and Accounting is provided to all students in need of additional assistance.
- The College continues to participate in Scholarships for Oregon Latino Students (SOLS).
- Diversity related criteria are included in student application for Newcomb scholarships.
- Our accreditation body, American Association of Colleges and Schools of Business, has long required the College of access and track assurance of learning. Faculty are heavily involved in the collection, assessment and continuous improvement processes designed to help students achieve programmatic learning goals, which measure student success and achievement.
- The faculty of the College has adopted the following standards and guiding principles:

  As a member of the College of Business Community you should strive to:

  - treat others with honesty, respect, and courtesy;
  - maintain the highest levels of academic integrity;
  - act in accordance with ethical and social responsibilities;
  - foster a professional learning environment; and
  - act in a professional manner.

**II. Your plans to work on your College culture/climate toward unit wide alignment with these institutional objectives. For example, will you be working on revising the Position Descriptions for most or all faculty to indicate that “student success” is the**
responsibility of all faculty in the College? Please provide some detail about what is happening and will happen so that new faculty will join a shared culture for achieving undergraduate and graduate student success and closing the gap on success among all demographic groups.

The college is taking the following steps to assure alignment with the goal of increasing student success.

1) At the all-faculty fall retreat this Fall, the College will be taking several steps to strengthen our shared culture of student success. First, during her Dean’s Update, Dean Kleinsorge will highlight several of her priorities for the coming year, which include: a) ensuring the College maintains and builds upon its culture which fosters student success, b) continuing the development of cultural sensitivity training for faculty, staff, and students, and c) developing programs to enhance the integration of international and domestic students of all demographic groups through community service projects. Second, the College has invited Susie Brubaker-Cole, Associate Provost for Academic Success and Engagement, to talk to the faculty about the importance of increasing student success and the University’s goals/initiatives in this area. The intention of this presentation is to increase the salience of these issues in the minds of faculty and staff, and to discuss faculty's roles and responsibilities for the achievement of student success. Finally, one of our senior faculty members, Erik Larson, will lead an all-faculty discussion centered on culture within the College. Part of this discussion will highlight our values associated with student success, responsibility, integrity, and respect for diversity and inclusion. Fourth, the Dean will share with the faculty and staff the Ethos signed by members of the Provost Council as a model for the type values and behaviors we strive for in the College. Fifth, the OSU video on civility (http://oregonstate.edu/main/civility) will be shown.

2) At the new faculty orientation, which will include 6 new tenure track faculty member and an equal number of instructors, the themes discussed at the fall faculty meeting will be revisited and discussed.

3) The International Student Task Force will continue its work to develop and implement programs intended to break barriers between demographic groups.

III. A description of the recruitment process, which includes a discussion of how the process will take you beyond “business as usual.” This should include plans, more generally, which will make recruitment of high quality and diverse faculty an “ongoing” priority with, for example, ongoing outreach and cultivation efforts.

For our tenure track searches, we cast a broad net to create as large and diverse pools as possible. In addition to listing our positions in Insider Higher Ed and the required diversity lists, we also post our positions with the placement services at each of our major associations (e.g., Academy of Management, American Marketing Association). Any qualified academic looking for a position will start their search at these placement services. Within the field of Business, these placements services are the primary clearinghouse for academic positions. In addition, position announcements are generally placed on the email
listservs within the appropriate discipline (e.g., organizational behavior, entrepreneurship). Thousands of academics and Ph.D. Students around the world subscribe to these listservs.

In addition, the College has recently become a member of the Ph.D. Project, which is a network that helps African-Americans, Hispanic-Americans and Native Americans attain their business Ph.D., become business professors and mentor the next generation. The mission of the Ph.D. Project is to increase workplace diversity by increasing the diversity of business school faculty. By being a member of the Ph.D. Project, we are able to attend the annual conference, reach out to minorities seeking positions, and improve our recruiting efforts.

However, generating a diverse pool of qualified minority applicants in Business can be difficult. According to the Ph.D. Project, there are only 1,200 minority (African American, American Indian, Hispanic) business faculty nationally (out of an estimated 30,000 total faculty members). That is 4%. The numbers are even more grim when we look at the number of possible candidates for any particular discipline in business. For example, in management (which is the discipline with the most minorities), there are only 140 Ph.D. students currently enrolled in accredited programs. If we assume a 5 year to graduation rate, then perhaps there are only 20-30 minority graduates each year across all the disciplines of management (operations, strategy, entrepreneurship, OB, HRM). Thus, there might be only 5 (or fewer) minority candidates in a discipline on the market each year.

However, our data suggests we have been able to attract an increasingly diverse pool of candidates for our positions as African Americans, Hispanic, and Native Americans have accounted for 5.5%, 6.3%, and 9.2% of our pools across all disciplines in years 2010-2012. In fact, within our current Organizational Behavior/Human Resource Management pool, we have an African American candidate who we intend on bringing to Corvallis for a campus visit. As of 9/10/14, our recruiting efforts in the Entrepreneurship pool has attracted applications from 4 minority candidates (out of a total of 58), which is nearly 7% of the pool, which well exceeds the expected rate.

IV. A set of clearly articulated metrics (with targets or goals) to assess change should be integrated into this document. These metrics will be used for assessing progress made towards advancing student success for all, as well as for assessing progress towards closing the gap in access and success across groups of undergraduate and graduate students. Several months ago you received data from the Graduate School with respect to relevant graduate student metrics (these can be accessed through SharePoint). To this email we are attaching several years of data for administrative units (schools) showing retention and graduation by ethnicity and Pell eligibility for undergraduate students. These are not meant to be “the” metrics—but rather to provide a sense of where your opportunities and challenges currently exist.

As suggested by the data presented in Section I of this appendix, goals associated with advancing student success for all include:
1) Achieve and maintain a 1 year retention rate of 85% for all ethnic groups by 2017
2) Achieve and maintain a 6 year graduation rate of 60% for all ethnic groups
3) Achieve and maintain a 1 year graduation rate of 80% for Pell grant eligible students by 2017
4) Achieve and maintain a 6 year graduation rate of 55% for Pell grant eligible students

V. A Position Description (including qualifications) for all hires and for the redirected positions should also be included. We strongly encourage you to include language for qualifications that specifically calls out evidence of commitment to student success. Here is an example: Qualifications: Faculty at Oregon State University are committed to undergraduate and graduate student success. We seek faculty who have evidence of educating and mentoring a diverse group of learners, which may include experience with sponsoring student research or internships, developing study abroad opportunities, service learning courses, or the use of innovation pedagogies such as hybrid or online learning.

Please see the attached position descriptions.

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

On June 20th, 2014, the College received an email from Provost Randhawa, where he stated “You will be able to start the hiring process for the positions that were planned for distribution now, but the release of funds for the positions will depend on receipt of a revised proposal that better matches up with the guidelines.” No directive regarding the language to be used in advertisements or search documents was provided.

We took this email as permission to begin advertising and recruiting for our two proposed positions. Given that our national meeting was being held in early August, it was imperative that we begin recruiting efforts immediately. The positions were posted and announced in late June, and early July. By July 15, we had already begun culling through some initial applications to set up meetings to meet with candidates at the August Academy of Management Meeting.

On July 23rd, 2014, we received a subsequent email from the Provost’s Office which confirmed our interpretation of the prior email. It stated “On June 20 you received an email from Sabah that gave you the "go ahead" on your "student success/growth" hires (the number
of positions for each college was articulated in footnote #2 of the initiative guidelines). However, the actual release of funds will depend on aligning your hiring more closely with the initiative.” This email also mandated that all search documents include language to highlight that this search is part of a hiring initiative to advance and equalize student success. However, this was the first time such a request had been made and, as noted above, advertisements and announcements for both positions had already been posted and published. Thus, due to the fact we did not receive this language until after we posted and advertised our positions we were unable to include this language as requested.