Equity, Inclusion, and Diversity at Oregon State University: Defining the Path Forward
Self-Study Process

Purpose

- Evolving nature of higher education nationwide
- Shifting social dynamics and demographics
- Persisting disparities despite previous efforts
- Increasing implications for individuals, the economy, and our democracy

Charge
- Articulate a vision for equity, inclusion & diversity
- Broaden our notion of diversity
- Recognize and build on our successes
- Identify challenges and opportunities
- Recommend changes needed
- Articulate the value of equity, inclusion & diversity
- Recommend the most important goals and metrics

Team Members
- Susan Capello, co-chair (Department Head, Department of Agricultural & Resource Economics)
- Angela Santos, co-chair (Associate Dean, Director of Equity and Inclusion)
- Brenda McCandless (Dean, Graduate School)
- Beth Ray (Associate Professor, School of Mechanical, Industrial & Manufacturing Engineering)
- Elizabeth Thompson (Office Manager, Extended Campus)
- Janet Ishihara (Director, Educational Opportunities Program)
- John Edwards (Director and Associate Professor, School of Psychological Sciences)
- Larry Roger (Director, Student Affairs)
- H. Terry Hendrick (Dean, School of Biological, Agricultural & Environmental Engineering and Director, Center for Diversity, Power and Discrimination Program)
- Tony Wilcox (Co-Director, School of Biological & Population Health Sciences)

Timeline
Spring 2011 to Winter 2013
Charge

- Articulate a vision for equity, inclusion & diversity
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- Susan Capalbo, co-chair (Department Head, Department of Agricultural & Resource Economics)
- Angelo Gomez, co-chair (Interim Executive Director of Equity and Inclusion)
- Brenda McComb (Dean, Graduate School)
- Brian Bay (Associate Professor, School of Mechanical, Industrial & Manufacturing Engineering)
- Elizabeth Thomas (Office Manager, Extended Campus)
- Janet Nishihara (Director, Educational Opportunities Program)
- John Edwards (Director and Associate Professor, School of Psychological Science)
- Larry Roper (Vice Provost, Student Affairs)
- M. Tonga Hopoi/Amelia Harris (ASOSU President)
- Michelle Bothwell (Associate Professor, School of Chemical, Biological & Environmental Engineering and Interim Director, Difference, Power and Discrimination Program)
- Tony Wilcox (Co-Director, School of Biological & Population Health Sciences)
Timeline

Spring 2011 to Winter 2013
May 2011

- President Ray announces self-study
Summer 2011

- Thinking group recommends process
Fall 2011

- Self-study team begins self-study process
Fall 2011-Winter 2012

- Discussion forums are held and research of promising practices is conducted
Spring-Summer 2012

- Data are analyzed and report is drafted
Fall 2012

- External review is conducted
Winter 2013

- External review and self-study team final reports are completed
Realizing Our Vision

Importance
- Articulating a contemporary notion of diversity
- Creating a shared purpose and direction

Approach
1. Recognize and ensure that equity, inclusion, and diversity are central to the Oregon State University mission
2. Pursue "inclusive excellence" -- equity in student success and quality learning
3. Utilize an integrated, comprehensive, and holistic approach

Institutional Vision for Equity, Inclusion, and Diversity
Oregon State University is committed through continuous improvement to be a collaborative, inclusive and caring community that values for equity and equal opportunity in everything we do that creates a welcoming environment and enables success for people from all walks of life and that shares common, fundamental values grounded in respect, civility and respect while looking to our diversity as a source of innovation and strength.

Office of Equity and Inclusion Mission
The office of Equity and Inclusion is committed to success for the entire university community through equity, fairness and understanding. The office supports the university in reaching its vision for equity, inclusion, and diversity.
Importance

- Articulating a contemporary notion of diversity
- Creating a shared purpose and direction
Does this 21st century notion of diversity resonate with you? Why or why not?
Institutional Vision for Equity, Inclusion and Diversity

Oregon State University is committed through continuous improvement to be a collaborative, inclusive and caring community that strives for equity and equal opportunity in everything we do; that creates a welcoming environment and enables success for people from all walks of life; and that shares common, fundamental values grounded in justice, civility and respect while looking to our diversity as a source of enrichment and strength.

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Approach

1. Recognize and ensure that equity, inclusion, and diversity are central to the Oregon State University mission
2. Pursue "inclusive excellence" -- equity in student success and quality learning
3. Utilize an integrated, comprehensive, and holistic approach
Mission

Oregon State University "...promotes economic, social and environmental progress for the people of Oregon, the nation and the world."
Original and Enduring Mission

(a) Democratize higher education
(b) Provide liberal and practical education
(c) Apply knowledge for betterment of society
Present and Future Learners

Oregon State University Enrollment by Race/Ethnicity

Disability Access Services Enrollment as a Percentage of Total Enrollment

Undergraduates Nationwide
- Approximately 14.6% of undergraduates reported that their family earned below the poverty line the previous year.
- Approximately 31.6% of undergraduates reported concern about paying for college education, with 13.8% saying it is a major concern.
- Approximately 10.3% of undergraduates reported their religion to be Christian, 21.6% reported having no religion, 3.3% reported Jewish, 3.5% reported Buddhist, 2.4% reported Muslim, 2.9% reported other religions.

According to Gallup surveys conducted from June to December 2013, the percentage of U.S. adults who self-identify as lesbian, gay, bisexual, or transgender (LGBT) ranges from 1.7% in North Dakota to 5.1% in Hawaii and 10.9% in the District of Columbia.
- 5.5% of U.S. adults identify as LGBT
- 45% of Oregon adults identify as LGBT

Oregon Public High School Graduates by Race/Ethnicity

Students at Oregon State University
- Spring 2003
- Spring 2013
  - All students enrolled part-time: 15% vs. 21.5%
  - Non-resident undergraduates: 14% vs. 21.2%
  - All international students: 6% vs. 8.3%
  - Undergraduates 30 and older: 10% vs. 15.1%

Corvallis Campus vs. Ecampus
- Undergraduate student veterans: 2% vs. 7.5%

Implications
- Postsecondary education needs to be reshaped to address the diversity of life circumstances, needs, and interests of learners.
- Educational programming needs to be culturally fluent and designed to address the changing life circumstances of learners.
- Pathways to degree or credential completion need to be customizable.
Oregon State University Enrollment by Race/Ethnicity

Institutional Research Enrollment Summary Data
Oregon Public High School Graduates by Race/Ethnicity

Public High School Graduates for Oregon from 1996-97 to 2027-28

Graduates

1996-97
2002-03
2008-09
2014-15
2020-21
2026-27

Note: 1996-97 to 2008-09 are actual reported graduates, 2009-10 to 2027-28 are projected graduates.
Disability Access Services Enrollment as a Percentage of Total Enrollment

Disability Access Services Data
## Students at Oregon State University

<table>
<thead>
<tr>
<th>Category</th>
<th>Spring 2003</th>
<th>Spring 2013</th>
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</thead>
<tbody>
<tr>
<td>All students enrolled part-time</td>
<td>15%</td>
<td>21.5%</td>
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<td>8.3%</td>
</tr>
<tr>
<td>Undergraduates 25 and older</td>
<td>10%</td>
<td>15.1%</td>
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Enrollment Summary, Office of Institutional Research

<table>
<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
<td>Corvallis Campus</td>
<td>2%</td>
</tr>
<tr>
<td>Ecampus</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Registrar's Office, August 2013
Undergraduates Nationwide

- Approximately **14.6%** of undergraduates reported that their family earned below the poverty line the previous year.
- Approximately **67.9%** of undergraduates reported concern about paying for college education, with **12.6%** saying it is a major concern.
- Approximately **68.3%** of undergraduates reported their religion to be Christian, **23.8%** reported having no religion, **2.3%** reported Jewish, **1.3%** reported Buddhist, **1.4%** reported Muslim, **2.9%** reported other religion.

The American Freshman: National Norms Fall 2012

According to Gallup* surveys conducted from June-December 2012, the percentage of U.S. adults who self-identify as **lesbian, gay, bisexual, or transgender** (LGBT) ranges from **1.7%** in North Dakota to **5.1%** in Hawaii and **10%** in the District of Columbia.

- **3.5%** of U.S. adults identify as LGBT
- **4.9%** of Oregon adults identify as LGBT

*This is the largest single study of the distribution of the LGBT population in the U.S. on record
Implications

- Postsecondary education needs to be reshaped to address the diversity of life circumstances, needs, and interests of learners
- Educational programming needs to be culturally fluent and designed to address the changing life circumstances of learners
- Pathways to degree or credential completion need to be customizable
Original and Enduring Mission

1. Democratize higher education
2. Provide liberal and practical education
3. Apply knowledge for betterment of society
What 21st Century College Graduates Need

- Ethical judgement, integrity, and a sense of social responsibility
- Intercultural skills
- Preparation for complexity, diversity, and change
- Capacity to think critically and communicate clearly
- Ability to apply knowledge and skills in real-world settings
- Intellectual and interpersonal skills that will help contribute to innovation
- Ability to solve problems with people whose views are different from their own
- Capacity for professional development and continued learning
- Field specific and broad range knowledge and skills

Association of American Colleges and Universities, 2013
Original and Enduring Mission

a. Democratize higher education

b. Provide liberal and practical education

C. Apply knowledge for betterment of society
Signature Areas of Distinction

Healthy Planet

Healthy Economy

Healthy People
Healthy Planet
Healthy People
Healthy Economy
Approach

1. Recognize and ensure that equity, inclusion, and diversity are central to the Oregon State University mission
2. Pursue "inclusive excellence" -- equity in student success and quality learning
3. Utilize an integrated, comprehensive, and holistic approach
Pursing Inclusive Excellence

“To create a ‘culture of inclusive excellence,’ higher education leaders must consider how their campus environments can adapt to meet the needs of today’s highly diverse entering students, rather than beginning with the assumption that diverse students must assimilate into existing environments with relatively narrow measures of quality.”

Making Excellence Inclusive, Williams et al.
External Factors

Legal and Political Imperatives
- State "40-40-20" goal for educational attainment
- National legal landscape

Persistent Inequalities
- Opportunity Gap
- Achievement Gap
Legal and Political Imperatives

- State "40-40-20" goal for educational attainment
- National legal landscape
Persistent Inequalities

- Opportunity Gap
- Achievement Gap
Oregon State University
Average Drop-out Rate, Six-Year Graduation Rate, and 7th-Year Retention Rate
Cohort Classes: Fall Term 1994 - Fall Term 2004

Continued to 7th Year Rate, 4.0%
1st-Year Drop-out, 21.2%
2nd-Year Drop-out, 9.5%
3rd-6th Year Drop-out, 5.5%

6th-Year Graduation Rate, 59.9%

Office of Institutional Research, Retention and Graduation Report, March 2011
Oregon State University
Average Six-Year Graduation Rates for Cohort Classes: Fall Term 1994 - Fall Term 2004
By Gender, Ethnicity, and Residency

<table>
<thead>
<tr>
<th>Category</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>NonResident Alien</td>
<td>68.3%</td>
</tr>
<tr>
<td>Other/Missing</td>
<td>60.6%</td>
</tr>
<tr>
<td>Female</td>
<td>61.7%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>61.4%</td>
</tr>
<tr>
<td>Oregon Resident</td>
<td>60.6%</td>
</tr>
<tr>
<td>White</td>
<td>60.7%</td>
</tr>
<tr>
<td>All</td>
<td>59.9%</td>
</tr>
<tr>
<td>Male</td>
<td>58.2%</td>
</tr>
<tr>
<td>Non-Resident*</td>
<td>55.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>46.8%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>45.7%</td>
</tr>
<tr>
<td>Black</td>
<td>39.0%</td>
</tr>
</tbody>
</table>

*Includes students from other states or foreign countries.

Office of Institutional Research,
Retention and Graduation Report, March 2011
• Are there other or different ways that you see equity, inclusion, and diversity as central to the mission of Oregon State University?
• How do you see these issues relating to the work you’re doing?
Approach

1. Recognize and ensure that equity, inclusion, and diversity are central to the Oregon State University mission
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Oregon State University

“...promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.”

Dimension 1
Institutional and Individual Capacity
The individual and institutional ability to plan, implement, and evaluate comprehensive equity, inclusion, and diversity work, including the human, intellectual, fiscal, and physical resources needed to support such work.

Dimension 2
Education, Scholarship, and Outreach
The extent to which equity, inclusion, and diversity are incorporated into the university's education, scholarship, and outreach efforts.

Dimension 3
Access and Success
The equality of access to the university's employment and educational programs, services, and activities, the performance, retention, and advancement of the university's students, staff, and faculty populations, and the composition and success of communities served.

Dimension 4
University Climate and Sense of Community
The type and quality of interactions among and between individuals and groups, the sense of community and belonging, and individual and group perceptions of institutional commitment to equity, inclusion, and diversity.
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Dimension 4
University Climate and Sense of Community

The type and quality of interactions and among and between individuals and groups, the sense of community and belonging, and individual and group perceptions of institutional commitment to equity, inclusion, and diversity.
Goals, Objectives, and Strategies

Dimension 1
- Institutional Goal: A robust capacity to plan, implement, and evaluate comprehensive equity, inclusion, and diversity work.
- Objectives and Strategies:

Dimension 2
- Institutional Goal: The university's education, scholarship, and outreach efforts incorporate equity, inclusion, and diversity content and perspectives.
- Objectives and Strategies:

Dimension 3
- Institutional Goal: Equality in access and success for people of all backgrounds and abilities, and a robust ability to address the needs of diverse communities.
- Objectives and Strategies:

Dimension 4
- Institutional Goal: A climate of inclusion, collaboration, and care that appreciates and respects diversity as a source of enrichment and strength and is rooted in justice, civility, and respect.
- Objectives and Strategies:
Dimension 1

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- Objectives and Strategies:
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>1.1: Framework and metrics/indicators</td>
<td>• Articulate a comprehensive approach</td>
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<tr>
<td></td>
<td>• Use framework in institutional/unit planning</td>
</tr>
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<td></td>
<td>• Identify metrics and indicators</td>
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<tr>
<td>1.2: Commitment and accountability</td>
<td>• Include expectations in position descriptions</td>
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<tr>
<td></td>
<td>• Continue leadership commitment/engagement</td>
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<td></td>
<td>• Align mission statements/plans</td>
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<td></td>
<td>• Recognize and reward positive efforts</td>
</tr>
<tr>
<td>1.3: Diversified workforce</td>
<td>• Use multifaceted efforts</td>
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<tr>
<td></td>
<td>• Enhance successful efforts</td>
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<tr>
<td></td>
<td>• Monitor progress using disaggregated data</td>
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<td></td>
<td>• Focus on STEM representation</td>
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<tr>
<td>1.4: Enhanced knowledge and skills</td>
<td>• Hire committed leaders with expertise</td>
</tr>
<tr>
<td></td>
<td>• Provide employee learning opportunities</td>
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<tr>
<td>1.5: Adequate fiscal and human resources</td>
<td>• Identify and ensure adequate resources</td>
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<tr>
<td>1.6: Strategic leadership</td>
<td>• Establish Chief Diversity Officer position</td>
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<td></td>
<td>• Establish leadership council</td>
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<tr>
<td>1.7: Common vision</td>
<td>• Link vision with institutional mission</td>
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<td>1.8: Widespread engagement</td>
<td>• Engage individuals and units with strategy implementation</td>
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<td></td>
<td>• Foster collaborations</td>
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Dimension 2

- Institutional Goal: The university's education, scholarship, and outreach efforts incorporate equity, inclusion, and diversity content and perspectives.
- Objectives and Strategies:
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1: Alignment of outreach and engagement efforts</td>
<td>• Engage learners statewide through extension</td>
</tr>
<tr>
<td></td>
<td>• Create opportunities for community-based research</td>
</tr>
<tr>
<td>2.2: Research/scholarship related to equity, inclusion, and diversity</td>
<td>• Support and convene scholars</td>
</tr>
<tr>
<td></td>
<td>• Increase undergraduate research opportunities</td>
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<tr>
<td>2.3: Enhanced curricular and co-curricular content and opportunities</td>
<td>• Incorporate equity, inclusion, and diversity into curricular</td>
</tr>
<tr>
<td></td>
<td>and co-curricular content</td>
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</table>
Dimension 3

- Institutional Goal: Equality in access and success for people of all backgrounds and abilities, and a robust ability to address the needs of diverse communities.
- Objectives and Strategies:
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<thead>
<tr>
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<tbody>
<tr>
<td>3.1: Enhanced student recruitment efforts</td>
<td>• Ensure continuous commitment to diversity in enrollment</td>
</tr>
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<td></td>
<td>• Refine financial aid programs</td>
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<td></td>
<td>• Strengthen relationships with diverse communities</td>
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<td></td>
<td>• Monitor and address differential recruitment impact</td>
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<td>3.2: Equalized student success across identity groups</td>
<td>• Ensure curriculum, learning environments, resources, and support serve diverse communities</td>
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<td></td>
<td>• Proliferate high-achievement approaches</td>
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<td>• Proliferate strategies of successful programs</td>
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<td></td>
<td>• Monitor progress using disaggregated data</td>
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<td>3.3: Universal access</td>
<td>• Design and implement a comprehensive plan</td>
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<td>3.4: Equitable community access to programs</td>
<td>• Ensure that outreach efforts address the needs of diverse communities</td>
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<td>3.5: Equitable access to employment and employee</td>
<td>• Ensure access to professional development through policies/practices</td>
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<td></td>
<td>• Monitor and address differential hiring impact</td>
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<td></td>
<td>• Develop mentoring and support networks</td>
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<td>• Enhance new employee orientation</td>
</tr>
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<td>3.6: Multifaceted orientation and advancement efforts</td>
<td>• Establish indicators and monitor progress</td>
</tr>
<tr>
<td>3.7: Retention and advancement of excellent employees</td>
<td></td>
</tr>
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Dimension 4

- Institutional Goal: A climate of inclusion, collaboration, and care that appreciates and seeks diversity as a source of enrichment and strength and is rooted in justice, civility, and respect.
- Objectives and Strategies: }
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>4.1:</strong> Civil and respectful interactions</td>
<td>• Foster dialogue</td>
</tr>
<tr>
<td></td>
<td>• Develop aspirations and policy standards</td>
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<tr>
<td><strong>4.2:</strong> A sense of community and belonging</td>
<td>• Collaborate with surrounding communities to create inclusive environments</td>
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<td></td>
<td>• Engage alumni from diverse groups and communities</td>
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<td>• Increase efforts to integrate international students</td>
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<td></td>
<td>• Implement strategies to foster a culture of support</td>
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<td></td>
<td>• Conduct regular climate assessments</td>
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<tr>
<td><strong>4.3:</strong> A culture of success</td>
<td>• Implement strategies to foster a culture of success</td>
</tr>
<tr>
<td><strong>4.4:</strong> A culture that seeks the value in diversity</td>
<td>• Provide education on the value of diversity</td>
</tr>
<tr>
<td></td>
<td>• Develop strategies to seek the value of diversity</td>
</tr>
<tr>
<td><strong>4.5:</strong> Effective and timely response to incidents</td>
<td>• Design effective protocols to respond to incidents</td>
</tr>
<tr>
<td><strong>4.6:</strong> Widespread perception that the university is committed to equity and inclusion for all individuals and values their unique potential</td>
<td>• Use and communicate inclusive and transparent decision-making processes</td>
</tr>
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<td></td>
<td>• Communicate a powerful story about the work</td>
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Seven Key Objectives

Establish Strategic Leadership Architecture Structure
- Create a senior-level advisory council
- Recommend appropriate institutional leadership structures and approaches

Dimension 1: Institutional and Individual Capacity
- Increase Accountability and Monitor Progress
- Increase commitment and accountability
- Monitor progress
- Recognize and reward successful efforts
- Build Human Capital
- Diversify the workforce at all levels
- Focus on the pre-service

Dimension 2: Education, Scholarship, and Outreach
- Enhance Curriculum and Co-Syllabus
- Incorporate the principles and practices of equity, diversity, and inclusivity
- Recognize and reward the Difference, Power, and Efficiency Program

Dimension 3: Access and Success
- Pursue Universal Access
- Pursue universityovable physical and virtual learning environments
- Enhance Student Success
- Monitor, improve, and equitably support diverse student demographics across racial and ethnic identity groups

Dimension 4: Climate and Sense of Community
- Access University Centers
- Regularly assess the university climate
- Develop strategies to reduce a climate of incivility
Establish Strategic Leadership Architecture Structure

- Create a senior-level advisory council
- Recommend appropriate institutional leadership structures and approaches
President
-----------
Provost

University Leadership Council for Equity, Inclusion, and Diversity
Advisory to university leadership
• Rebecca Warner (Senior Vice Provost, Academic Affairs)
• Larry Roper (Vice Provost, Student Affairs)
• Brenda McComb (Dean, Graduate School)
• Tammy Bray (Dean and Professor, College of Public Health and Human Sciences)
• Thomas Maness (Dean, College of Forestry)
• Kate Hunter-Zaworski (Associate Professor, Civil & Construction Engineering; Immediate Past President, Faculty Senate)
• Susana Rivera-Mills, co-chair (Associate Dean, College of Liberal Arts; Professor of Spanish and Diversity Advancement)
• Paul Doescher (Department Head and Professor, Forest Ecosystems & Society)
• Mohamed Elgarguri (ASOSU Director of Diversity Programs)
• Scott Reed (Vice Provost, University Outreach and Engagement)
• Rebecca Johnson (Vice President, OSU-Cascades)
• Eric Dickey (Administrative Support, Oregon Sea Grant Program)
• Angelo Gomez, co-chair (Executive Director, Office of Equity and Inclusion)
Dimension 1: Institutional and Individual Capacity

- Increase Accountability and Monitor Progress
  - Increase commitment and accountability
  - Monitor progress
  - Recognize and reward successful efforts
- Build Human Capacity
  - Diversify the workforce at all levels
  - Focus on the professoriate
Dimension 2: Education, Scholarship, and Outreach

• Enhance Curriculum and Co-Curriculum
  • Incorporate the principles and practices of equity, inclusion, and diversity
  • Strengthen and expand the Difference, Power, and Discrimination Program
Dimension 3: Access and Success

- Pursue Universal Access
  - Pursue universally accessible physical and virtual university environments
- Enhance Student Success
  - Monitor, improve, and equalize student academic success rates across racial and ethnic identity groups
Dimension 4: Climate and Sense of Community

- Assess University Climate
  - Regularly assess the university climate
  - Devise strategies to realize a climate of inclusion
Discussion

- Does this 21st century notion of diversity resonate with you? Why or why not?
- Are there other or different ways that you see equity, inclusion, and diversity as central to the mission of Oregon State University?
- How do you see these issues relating to the work you're doing?
- Where do you have passion?
- How could you see yourself engaging with equity, inclusion, and diversity?
- How might we organize ourselves to realize our institutional goals?
Equity, Inclusion, and Diversity at Oregon State University:
Defining the Path Forward

- Discussion:
  - Does the OSU mission include diversity?
  - Why do we do it? Why is it important?
  - Are there obstacles? If yes, what are they and how can we overcome them?
  - Have students and faculty engaged in diversity efforts?
  - What role do students and faculty play?
  - What do you think students should know about diversity?
  - What might we incorporate into our curriculum as a result of our work?