VISION

WHAT DO YOU LIKE?

INCLUSIVITY

- like trying to be inclusive of all
- did not name specific protected classes
- appreciate how ‘diversity’ is not defined as ‘protected class’
- All encompassing (x3)
- Doesn’t throw up barriers
- Like new name—more open for people to go
- like new name of the office, more inclusive
- being a collaborative community
- new name “Equity & Inclusion”
- I like the office’s new name, more clear as to what the office does, more inclusion for all groups; doesn’t have the stigma assigned by “affirmative action” or the narrow view by some on “diversity”
- More inviting/less barrier to people coming to see us
- Broader discussion of E & I rather than just diversity
- Collaborative community
- recognition that we live in a global society
- Global society recognition
- “The world for which...global...” is important
- Inclusive piece really speaks to me
- “striving for a collaborative community” is good, an ideal
- Engagement is really key
- Recognition that we’re in an increasingly global society
- not specific to all populations→all inclusive
- brings in the community we serve
- included entire community (not just students or employees)
- Diversity is a shared way of being that is reflective of the entire community.
- Like that diversity stretches into even scholarship and research
- like “people from all walks of life”, “collaborative effort”
- Like that it doesn’t distinguish between faculty, staff, students, etc.
- Creates a welcoming environment.
- Inclusion – affirming the inherent dignity and uniqueness of individuals. Does talk about separation of people by gender, race, sexual orientation. Looks at value.
- Like being collaborative community document that gets people thinking differently about these topics, gives people idea of what there topics mean, connect aspirations to institutional mission
- The interdependence of all three principles. Not just stand alone.
- Diversity is also about identities not just static circumstances. Includes diversity of thought. (x3)
Ambitious
Awareness of our charge is vital
Good vision
Inspiring- good to get goals for ourselves, also heightens areas we need to work on
As a coherent piece of philosophy it’s great-really like it- but may need an “ex summary” version
Good that it includes the “why”
not static but dynamic- very important
Relationship paragraph brings it together well, also begins to address equity/equality distinction
ties equity & inequity to making OSU effective→healthier & more efficient
ties in to teaching/learning
acknowledges dynamic nature
equity makes us a healthier org (stating how this makes us a strong institution)
Like recognition of diversity equals excellence
acknowledges urgency
Like the principles
Like referencing research
good that statement includes “why” this important
having this dialogue is very important
Excited that OSU is moving forward with this
When you talk about diversity as a dynamic process.
Like the dynamic process, a lot of this is dynamic. There is a relationship between equity, inclusion, and diversity.
Like the idea of urgency and importance so it doesn’t get lost in the shuffle of other things people are dealing with.
Like that the vision is co-created
Equity is more than compliance
First paragraph – Like it
Fourth paragraph is at the core of our institution.
Articulates and gives a sense of urgency. (Dr. Daryl Smith’s analogy of need of technological competency and infrastructure created)
Third paragraph - Interwoven within the systems in OSU. Must be integrated in teaching, research, systems, outreach, extension, engagements. (x3)
Notes the challenges the students will face. Connecting to the world (outside of campus) expectation.
That we have a vision makes a positive statement about the values of the university. It signals what we aspire to be and that these things are important.
These principles are not bound by OSU. It is so engrained in all of that we teach our children. It is the way for living our lives.
Balances the general and specific.
Aspirational
Forward thinking
Not punitive (you can identify as a white privilege male and still feel like it is about you, too)
• Vision of where I want to live and work
• Great focus
• You can’t disagree with it
• Definitions of equity, inclusion, diversity
• Flow of narrative, ending w/ connections
• 4th paragraph- multiple discipline piece important w/ so much reorganization on campus. Encourages more communication between departments
• Sounds solid, ambitious
• way in which diversity is expressed, inspiring
• definitions of equity, inclusion, & diversity
• like wrap-up paragraph
• the words engagement & urgency
• dynamic process
• Preparing students for jobs
• Like document as a statement of philosophy, why we do what we do, works well as a coherent philosophy
• Very rich statement and how it speaks to ideas.
• Not just a value, but something that can be taught and experienced. (i.e., study abroad, taught in the science curriculum, etc.)
• Very succinct
• Says we “must,” not optional because it is so important.
• Last paragraph – “to build healthy communities and improve quality of human life” (x2)
• Second paragraph – inspiring – “This path will present challenges…”
• Liked “fundamental values”
• Equity – brings up the perceptions of equity. Looking at the impact not just the intent.
• “Perceptions” transcends the individual context (i.e. as an employee).
• Impact on morale
• Clarifies and defines what we are talking about in terms and relationships and relations to each other. (x4)
• Gives language to feelings that people might have.
• Provides the “why this is important” context.
• Collaborative community; strive for synergies between groups, departments, etc.
• “Equality of opportunity” as a matter of equity
• gets people thinking differently about these topics
• people thinking about diversity in a more nuanced way
• the relationship between equity, inclusion and diversity

WHAT IS MISSING?

REPRESENTATION
• Include faculty, staff, and students—they all impact the campus climate. Training and interaction can get us to the next level.
• vision is student centered but employees are afterthought. What about including employees despite the fact we are not students
• employees need to feel included because they also influence the climate
• faculty & students are mentioned, what about staff
• What about Extension?
• More intentionality about faculty and staff. Hard to instill ideals in students if we do not hold those as a faculty and staff. More explicit about what is expected of faculty and staff. Faculty and staff also benefit from this environment and principles.
• Students
• staff not specifically included in vision
• include city of Corvallis, county in definition of community
• voice does this reflect the student voice
• doesn’t seem to address the international population
• doesn’t feel inclusive of international population
• document needs to do a better job of capturing international students/employees, feels like it is meant for diverse population in the US
• good to be focused on students, but need more explicit focus on ongoing members of community, if people who stay here don’t embody this it is just words, how are we all part of community
• Perhaps too student focused audience?
• Who is this for?
• Equity section focuses on employees → could it speak to “entire community” to include students (holistic model)
• First paragraph / Second sentence – Does not feel that it includes professional faculty or human resources -
• intersectionality of identities
• support staff don’t see selves in the document
• Last group; support group could not see themselves in this document
• first generation students
• What does this mean for me as a student at OSU, as a faculty member at OSU, as an administrator at OSU; need to see themselves in the vision; what do we want our community to look like?
• what about community beyond campus
• Those @ this forum have interest & passion- need to look @ all viewpoints, not just ours. We can’t see doc from others perspectives
• Wondering whether we should mention the land-grant university thing
• mentioning land grant mandate to better represent society in all we do
• Land grant mission not reflected
• does this include people who are not in academics, we’re all teachers/learners
• Break it down to faculty, staff, students
• may be helpful to address what this means for me as student or faculty of staff so they see themselves in it
• Something more tangible- so people see themselves and the impact on them if we achieve this or would that be more limiting?

**Principles**
• What about justice, we are striving for a just world, this is embedded but could be more explicit
• Ethos of care and community
• Love and ethics are important principles
• what about bullying & civility & respect
• Maybe need to include language about civility and respect.
• include ethics-ethical treatment of each other
• care is not included, nor is justice
• Include respect and civility as basic underpinnings of where we want to go
• Vision could be higher
• Vision statement beautiful in how it wants to create an environment, but doesn’t address underpinnings, next steps of things like basic civility. People won’t feel welcomed, motivated. Sometimes top down is like having a bully as an older sister.
• Equity has inherent value; equity also gets us other things (speaks to someone’s sense of pragmatism)

**Definitions/Language**

• What does “outreach and engagement” mean?
• Clearly define terms
• Challenge of defining validity and fairness of standards and norms
• Need to more clearly define who the “community” is, or need to make it more prominent
• we’ve talked a lot about diversity, what do we mean by equity & inclusion
• What are the “fundamental values?”
• use of word “community”—should be defined, what about city, county? What does it mean?
• What frame are we using? Getting rid of discrimination or inclusive environment-people to be controlled or to release their energy. In the past it has been about avoiding discrimination vs. inclusion: fear-based vs. opportunity-based.
• Highest aspirations—would there be diverse definitions of this?
• Concretely define
• have to work on definitions so we know we’re talking about the same thing
• need to clarify what is meant by equality vs. equity; treating everyone exactly the same is not equitable
• “efficacy” was an unfamiliar word, had to ask what it meant
• Will someone know what the terms mean?
• Need to clarify what is meant by “perceptions of equity.” Is it the idea that equity is in the eyes of the beholder, that it is something to be discerned by getting the view of the holder?
• Why do we bring in “perceptions” of equity versus actual equity?
• Overlap between equity (access) and inclusion (welcome and success)—need to more clearly defined and differently clarify equity, inclusion, and diversity
• Diversity= what we look like; Inclusion=how we behave; Equity=an outcome?
• Equality- treat exactly the same vs. Equity- Treat in accordance w/ needs & interest
• using equity & equality interchangeably creates confusion
• Values or principles? Need to be consistent
• Need definitions; average undergraduates may not be able to be understand what is included in the document not to mention ESL students
- Equity and equality are not synonymous; equal is like giving everyone a pair of shoes of the same size whereas equity is giving everyone a pair of shoes that meets their own shoe size

**CONTENT**

- Acknowledge challenges
- Outreach to a diverse clientele needed
- equity: don’t just focus on employment
- Why just the three principles? It would be nice to see *all* OSU values reflected, not just equity, inclusion, and diversity.
- Include “urgency” feel throughout document.
- Service is not included in context to the 3rd paragraph
- 4th paragraph doesn’t mention service
- “Service” missing in the 4th paragraph
- document doesn’t talk about service
- difference between equity and equality, is that reflected?
- should answer: what does practice of e, d, & I make possible
- add : “living” community (A. Equity→Sentence 2)
- Inform, inspire, point to specific plans of action across everything we do
- Specify why diversity is a good/essential quality and what can happen when diversity is not embraced
- Third paragraph/third sentence – perhaps include “abilities” as an example.
- Make the “community” component more explicit, stronger, articulate a place real belonging. Add warmth.
- Last 2 paragraphs seemed unnecessary
- We’re dealing with a complex, messy, system and until this is not an add-on, but an integrated part
- Articulate some of this is a dynamic document.
- Perhaps add the foreshadowing the planning/action – Proof is in the evidence.
- It all sounds pretty in the vision, but there ARE barriers, they just look different (i.e. students paying fees or how you feel included when you’re the only person of your group that looks like you). Saying it is good, but making it REAL is something different, saying something in a vision doesn’t make it so, and it’s hard to talk about real barriers because people aren’t talking about them. You can say “equity” but things are still not equitable.
- not just teaching, but education
- what we are (representation), who we are (the expression of our own ideas), how do we feel (do we feel comfortable expressing identities)
- What does Equity and Inclusion office do? Philosophy/spirit are good, but what actually happens? Seems to be about OEI rather than the university
- What does the office of equity and inclusion do?
- intent of document needs to be clear, is the document just about the office?
- doesn’t say enough tangibly what the university would look like
- If some of the things we were going to work on (barriers) were included in the vision, maybe it would be easier to work on them
- We fall short of the vision currently as an institution
• Need a vision statement. This section feels more like a mission.
• Needs to enhance our uniqueness.
• Break down hiring, enrolling
• are we willing to reconstruct our work, progress, etc. to be congruent w/ vision?

**INTENDED OUTCOMES/NEXT STEPS**

• “How?” the vision is great, how to get there?
• w/o “x by y”—lacks teeth
• Is this supposed to be enduring?
• How long will this last?
• how will we know we’re accomplishing vision?
• Intent of this document is that this is the “aspirations” the vision of what we want the university to be (an institution that values equity and inclusion)
• Specific outcomes may actually be contraindicated because they will be more limited over time
• What are the priorities of actions to be taken? Action items?
• A time frame
• How do we get to action?
• How does this fit into the overall vision of the university?
• Need to connect to strategic plan
• Tightly weave values into aspects of the institutional vision/other core values of the institution
• how to take these abstract ideas & actually convey them to people; has to be visible & practices
• How do we measure success? What are the metrics? (x2)
• What are the actions?
• Are there resources or programs, training to get there?
• What are the incentives for people to embrace this?
• How do we not have this be an after-thought?
• Need a stronger call to action. Evidence and practice versus just rhetoric.
• Closing is weak. Is not inspirational
• How long is this going to last, it is a living document, but is this locking us into current times, not broad enough to have to change every two or three years whenever we have a new president/provost, etc.
• How do we weave this into our overall approach
• How does this get incorporated and integrate into our jobs, position descriptions, initiatives, strategic goals, and efforts instead of an add-on to our work? How can we be more explicit?
• It is imperative that we adapt to this change without delay. How can we move this process forward because the more we delay the problem will be greater in the future? We should not delay any more to be able to meet needs of community, especially those who may be behind
• “These changes” feel vague. Perhaps a little more straight-forward and explicit in the ways to achieve. i.e., This should include expectations for everyone’s work, not just those who have a “diversity” title. What impact does this have on me as an employee?

X3
• Saying “challenges” is important AND we must build-in the infrastructure and time to do the work, collaboration, etc.
• what are the outcomes the university is trying to move towards?
• How will this be used? What is the purpose/intention?
• how is this going to be different than others? How is this time different, because we have done this before
• Be clear that this is a vision piece
• after reading should be able to answer for themselves about means for me
• How will this be used
• what does this mean for me? Something more tangible? What does this change/accomplish?
• After a person reads this, they should be able to answer, “What does this mean for me?”
• need to ensure that what we’re talking about is happening
• what is the time period for the vision? Is it meant to be timeless?
• Be clear that this is vision, not implementation plan
• How will we measure our accomplishments/progress in this area?
• We’re good @ thinking things through, not not so much w/ implementation
• Include/make sure that reader can respond to “What does this mean for me as a/an _______ @ OSU?”
• what are our desired outcomes in these areas?
• Would this have every reader arrive at a shared understanding of our meaning re: equity & inclusion?
• Need to be clear that this is the vision, not the implementation document.
• Now what, what do we do with this?
• want a vision statement when each unit can think about how to create own planning documents
• Does a vision create a culture, or are there more things we can do?
• why are we jumping on a train that is already moving
• should show position of strength & we are going to the forefront
• seems like trying to justify something that is happening now, but it should be an enduring vision, don’t look into current issues or we’ll have to rewrite
• Each dept would set their own goals to align with the vision/principles
• Implementation is a little vague; more succinct targets that people could work towards
• How would this document be used on campus?
• would like these ideas to become integrated into all aspects of the institution
• Like the vision, but there will be issues with implementation
• Urgency is good, but how does this play out? It this urgent, or perhaps and ongoing, sustained approach would be better.
• Positive, nice, but I don’t think we’re there

**Community Engagement**

• This needs to be a community document
• Get entire stud body interested-make it grassroots
• how do we get buy in?
• create a wiki→send it out and ask ppl to make it their own
- release document via random sample & ask what does this mean to you, is it understandable, people would be more invested
- Submit vision to a group of students
- Could send documents out to students
- send out on Google docs; grassroots communication
- want to get “buy in”
- What about releasing more broadly to solicit feedback-send to students/fac/staff/administration?
- the document is for the community, so we have to ask community

**WHAT WOULD YOU CHANGE?**

**READABILITY**

- the way it is written things get lost in it
- May be difficult to use
- Vision is too long and specific, could be broader
- restructure- have a preamble –then short vision statement
- Don’t trust the reader understands the terms
- make vision very precise. A bit too long
- In general, the narrative is too long
- Too long, too wordy, doesn’t stick
- Needs to be easier to read-more accessible
- vision statement-shorter-more concise
- Too wordy
- too wordy—difficult to understand the message
- Break it up
- Maybe use bullet points
- speak to regular students
- International students may have difficult time reading the document
- people who don’t speak English as first language might not understand concepts as written, need to include common language, how can it be more simply stated?
- Wouldn’t be read in an orientation packet in this format
- Make it inviting/accessible for entire communities
- Vision statement may be too long- there’s a lot there
- Improve clarity and crispness
- have magazine editors have at it
- Need common language so people know what is meant. If we want this in community, is it understandable?
- don’t like how long it is
- needs to be easier to read
- overwhelming by so many words
- need short concise vision statement & goals (x by y)
- statement is too long, points get lost
- Too wordy-overwhelming
- Bullet points would help, but may also obscure
- If English not 1st language, doc itself may not be accessible/inclusive
- Use more “common language” and use more simply
- difficult for general university population to read
- language is so abstract
- Visions statement should be small enough to tweet
- so long & inclusive, might be so many words & people stop reading; maybe a long version & short version
- it is too long, complicated, needs to be shortened, more concise (x2)
- It is a bit overwhelming.
- Perhaps make a brief vision statement, the why, the how. Make it briefer.
- Too long. Won’t be read. (x4)
- the whole document won’t be read, need to highlight key points, needs to be more accessible
- needs to be short, concise, can also include objectives/goals that get updated every year
- there is a lot of info that makes it so usability as a tool across campus difficult
- it needs to be accessible
- Create a 3x5 card version of the vision (could find graphic design student to work on it)
- The audience responses may not be that sophisticated but the vision would have greater buy from all groups; is the sophisticated document accessible to all students
- maybe exec. Summary
- this is the reference text & it needs bullet points/ executive summary
- Needs to be visible-not just on paper
- Is the vision statement too long; it seems like it is too long; if it was shorter, it would be more readily read
- should be more short and concise
- bulleted text would be helpful and make it more likely to be read

**Tone**
- too reminiscent of constitution
- Reads like a political speech
- Doesn’t seem conversational/contemporary
- should be more conversational
- more aspirational, less legalistic
- reads very legalese not personal
- The vision has a little bit of an “Ivory tower” feel and might exclude classified staff
- Almost is apologetic
- tone is important in setting the commitment of the university, need to avoid negative/apologetic tone
- Third paragraph – Too dramatic? Does it fit here? Are we trying to sell this idea (i.e. sales pitch) versus a vision?
- is there a way to be positive & @ the same time acknowledge we have a challenge ahead & commitment to do it

**Specific Language/Content**
- Don’t like “this path” in sentence #3 of paragraph #2
- Uncomfortable with “fundamental” in paragraph #2, maybe “foundational” instead
- Delete “why” in paragraph #3
3rd paragraph, change the tone, it sounds like a “pep talk”
In 2nd paragraph- use a more active word than “looking”
“efforts to make people feel included” doesn’t feel good, maybe “facilitate inclusion”
“research shows” rather than value to institution- Do we believe it?
if it’s an inherent value, does research need to be included?
“this path will present challenges...” doesn’t ring true to say we’re courageous, instead “resolute”?
“we can look to...” doesn’t feel active enough, not engaging (2nd paragraph)
2nd paragraph “this path...” is a bit down/negative point/tone-should be more positive
Is “why this is urgent” necessary?
Use “educating” instead of “in teaching”. Does this term make some feel excluded?
What is the intent of this word? Classroom teaching or campus-wide education?
Education/learning outside academics adds value to the college experience
“this path will present challenges...”-vision should be about aspirations
“meat” of document in 1st 3 paragraphs, last 2 ramble
values & principles are mixed in together, would be easier to have sections, bullet points
Succinct implementation targets would make this more accessible
brief vision followed by goals, outcomes, objectives (can be updated), values, principles
proposed format: 1. Vision 2. Principles 3. the each dept sets its own goals
Separate justification of vision and laying out the vision
Don’t like location of mission, perhaps mission, then vision, then how we achieve it
Third paragraph – Maybe leave it out or create make it a preamble or a strategic plan.
The principles lose power as you read, definitions first and then too much verbiage
Vision actually contains only one sentence, “we envision OSU...”, rest of it only justifying the sentence. Highlight the vision sentence as a standout, instead of having to read paragraphs to see that.
part A-research: geared to employees, not entire university population, does this resonate broadly
value inherent value vs., instrumental value (e.g. business case), discomfort w/ including pragmatic argument (we pursue this because it increases productivity)
Inherent value & value that is tangible (business case); business case makes some folks uncomfortable – takes away from the ethical imperative
Inherent value verses what it gets
Is urgency self-evident or have we made the case? Is this a moment in time or is this just part of our way of being. Perhaps the last sentence is okay. (x3)
vision could be an orphan if not integrated at all levels
Equity, inclusion, and diversity are three different things with cross purposes. Which is prioritized? Worry that equity will be gaining all the attention.
Suggest shared values but see difference as source of enrichment & strength
separate the vision from the “why”
separate the objectives from the outcomes
**EDUCATION, SCHOLARSHIP, AND OUTREACH**

<table>
<thead>
<tr>
<th>Theme</th>
<th>How is the university doing?</th>
<th>What does the ideal look like?</th>
<th>What is OSU doing well?</th>
<th>Where are there opportunities for improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of opportunities</td>
<td>• There are more events than I can find time to attend even though I’m interested.</td>
<td>• Need education for students, staff, and community</td>
<td>• MLK is good, but a lot of events are condensed into a short period of time and instead similar efforts should be spread throughout the year and involve a lot of different people</td>
<td>• Need a Social Justice major (including Women Studies, Sustainability, Ethnic Studies, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Course selection can be difficult because it varies so much by major</td>
<td>• Wish we had a native language program</td>
<td>• Diversity Summits are good, but they need to be more frequent and deeper</td>
<td>• Opportunities for faculty, staff, students to interact with community through partnerships, internships, etc.</td>
</tr>
<tr>
<td></td>
<td>• Some degrees seem more valued and receive more university support</td>
<td>• Wish we had an ASL program</td>
<td>• We do a good job at bringing in speakers and classes do a good job of bringing in the diversity</td>
<td>• Communication about what is available. Remember also to reach those of us who are in a van and don’t really have a desk.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Need staff training on diversity when hired, required staff diversity training</td>
<td>• One example is when SeaGrant offers programs in Spanish to the community, which we hadn’t been doing before, it opens up the outreach of the program to people who speak Spanish. It gives people in the community the idea that OSU cares more.</td>
<td>• Brining more activities and events to Bend</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• I feel supported when I want to do equity and diversity efforts but it never comes</td>
<td>• Need more access to diversity training for students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Need to have professional development/advancement opportunities for classified staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• One time training doesn’t get at core problem, people have to be willing to change, a single diversity work shop is not enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Evening lectures are great, but unfortunately I’m not here in the</td>
</tr>
</tbody>
</table>
| from elsewhere. | • Exchange programs  
|                | • UHDS has programs and initiatives  
|                | • Classes offered on diversity issues  
|                | • Lectures offered for free in the evenings  
|                | • Most programs are free are very low price. There is only rarely something expensive, but these are usually fundraising events or targeted at very specific audiences. Outreach efforts are especially accessible with great advertising, and out in the community there is usually some options for transportation  
|                | • The university is doing a lot of leadership training for students  
|                | • Idea of Queer Studies program is good, but a lot of the effort to make it happen fell to students. Also, the content of the courses is good, the titles of the courses may limit students from participating.  
|                | • With the exception of evenings.  
|                | • We don’t see much training with cross-cultural communication despite the fact that there are plenty of people on campus who have worked with it and have that expertise)  
|                | • There’s definitely room for ongoing awareness training.  
|                | • We should not lose sight of all the things that we do outside of the classroom because ½ of student population stays because of the activities that are offered outside of the classroom. Co-curricular activities are important and helpful.  
|                | • Need training for people involved in START  
|                | • Training is supported but not provided at department level  
|                | • If you interact with someone from a culture you’re not familiar with, how can you find international and cultural resources short of trial and error? There’s no training or resource for us.  
<p>|                | • Staff would like to be connected better to what is being taught in the classroom, by perhaps |</p>
<table>
<thead>
<tr>
<th><strong>Support to participate in opportunities</strong></th>
<th><strong>Our director (upper management) is really interested in diversity and there is a lot of support if you want to do that.</strong></th>
<th><strong>It would be great to have support from management and feel comfortable asking to leave for professional development opportunities and even have some more budget money allocated for it for staff.</strong></th>
<th><strong>I got the impression that I really should attend [the open forum] from my supervisor. She was going as well. This importance came from the top down.</strong></th>
<th><strong>Inflexibility of classified staff creates barriers to accessing opportunities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Training is supported or valued in specific departments on campus.</td>
<td>• There has to be some sort of incentive for people to participate in education.</td>
<td></td>
<td>• There are workshops but it is up to individuals to take the initiative to attend them.</td>
</tr>
<tr>
<td></td>
<td>• How the university is doing is different in different pockets of campus.</td>
<td></td>
<td></td>
<td>• Management needs to understand the importance of and support staff in training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• In order to participate in diversity efforts/programming/outreach events I have to take off work. Hopefully most offices, some offices, could allow you to go to things – but you have to be careful, there could be repercussions. It might be in your performance evaluation;</td>
</tr>
</tbody>
</table>
you could not get a raise because you left the office to participate.
• Being able to go to different workshops and events is a little bit difficult. I would like to see more workshops and trainings in the future and feel comfortable asking for time off to attend it. In the past I have attended the Oregon Women in Higher Education conference but in the group I am currently with I would hesitate to ask for something like that. It would be great to have support from management and feel comfortable asking to leave for these opportunities.
• Is it up to you to adjust your workload to leave for professional development opportunities?
• Even coming to this event, I had to think very hard, do I ask for the time off for this? One, it impacts all of my coworkers. That’s in a very supportive environment, I can imagine in a non-supportive environment it would be very difficult to leave.
Re: classified staff not having as many opportunities “Somebody has to cover the office and keep the door open”; that’s reasonable to a degree, but there are more opportunities for faculty or for the students and not as much for classified

In my department you’re “sort of supported” and “encouraged go if you can work it into your schedule” in regards to training and programs related to diversity and equity.

When I was telling people about this open forum I had to talk to two managers about this training. They quizzed me very closely for details – what it was exactly, when and where was it, how long; noticed that other employees fell back and expressed less interest due to this quizzing.

It is up to individuals to adjust their workloads if they leave for professional development opportunities.

How do you reach people and say “yes you can leave your desk and do something different”?
What I see is management (interim management) as perceiving this kind of thing as less productive. You usually have to go to a brown bag lunch or something. There’s a barrier for classified staff to go to a lot of these things – you have to go ask your supervisor and this changes for different people with different departments. People are afraid of being rejected or perceived as someone who is not already working really, really hard – “if you have time to do this, I guess we’ll give you more work.”

- Diversity and training is talked about and encouraged – you’re kind of encouraged to go and find those events if you can work it into your schedule. It’s sort of supported, but not provided by the department).
- For training the business centers all need to close at the same time and have that allowance from up above for the training.
- Everything is available here on campus, lots of training, education, etc., but whether or
| Accountability | • Mandatory training on issues of equity and diversity  
|                | • diversity efforts should be mandatory but engineered as part of the work day (i.e. in a meeting that everyone is attending)  
|                | • I like the idea that you have regularly scheduled meetings and it is considered something everyone does  
|                | • Sexual harassment training is required  
|                | • I think there’s value in making some things mandatory. The success we had earlier for the search advocate training, in my college it was mandatory. It was nice for me to be able to say, it’s mandatory - there are people on campus who will never ever see it as their  
|                | • I was blown away that some of the policies we have in place are not mandatory – i.e. sexual harassment training is not mandatory – what if you’re in a situation where you have experienced it but you don’t know what to do about it? – that’s something I would like to do about it – those policies are there, and if they are not they need to be created and trained consistently across campus for everyone.  
|                | • Training is voluntary; I don’t see it required  
|                | • Safety meetings need to be repeated. The sexual harassment class needs to be once a year. Even if people sit there and do nothing they will learn something. | not bosses let you do them is another story.  
<p>|                | • I see support of professional development at our departmental level, but I don’t see this universally at the university. |</p>
<table>
<thead>
<tr>
<th>Extent to which e, i, &amp; d are addressed in curricular and co-curricular offerings</th>
<th>The topics would be included in every course because they make a huge difference in ability of students to function in a global economy</th>
<th>Variable by program. Bacc core gets at some of it, but how it plays out in the various disciplines varies.</th>
<th>Does START process cover diversity with incoming students?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diversity goals included in the course curriculum</td>
<td>Search Advocate program is good</td>
<td>What students don't see they don't understand</td>
</tr>
<tr>
<td></td>
<td>Equity, inclusion, and diversity need to be embedded in the fabric of every discipline and everyone's daily work in was that make it relevant</td>
<td>More systematic ways to help faculty facilitate difference of perspectives in the classroom as a way to role model how difference are discussed in a supportive environment.</td>
<td>Focus on cultural and linguistic diversity in the curriculum</td>
</tr>
<tr>
<td>Faculty and staff competence to work with compositionally diverse populations</td>
<td></td>
<td>Some faculty lack deep understanding of how equity, inclusion, and diversity issues shape the communities and vulnerable populations they work with</td>
<td>Important for employees to have training regarding cultural competency, but how do you</td>
</tr>
</tbody>
</table>
know when people have really learned?
• Need to prepare faculty to meet student needs
• GTAs have said offensive things about various cultures in their classes
• Have encountered faculty who make racists statements in the classroom, which impacts student learning
• Some faculty aren’t prepared to address the diverse needs students bring, so they just don’t do anything
• Need more cultural competencies for professors and some have made discouraging and disparaging remarks
• Professors need to be more aware of language barriers
• Need to prepare faculty and staff for working in a global world
• Need education about languagism because there are still blatantly racist comments made about students for whom English isn’t their first language
• Need training in residence halls about gender variance
• Need training on how to
<table>
<thead>
<tr>
<th>Research, scholarship, and outreach that engages these topics</th>
<th>Important to facilitate research opportunities on these topics</th>
<th>Academic programs need to cross boundaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Advisors need more cultural training because they tend to be negative and discouraging by telling you why you can’t succeed in a program instead of what it would take.</td>
<td>* Not all faculty are prepared with the appropriate level of cross-cultural competency and they are unable to work respectfully with a wide range of students or adequately address issues that arise in the classroom.</td>
<td>* Not a lot of faculty expertise to address disparities in communities and to have culturally appropriate interactions.</td>
</tr>
<tr>
<td>* Not a lot of faculty expertise to address disparities in communities and to have culturally appropriate interactions.</td>
<td>* Important to facilitate research opportunities on these topics.</td>
<td>* Need intercultural conversations between faculty in different disciplines.</td>
</tr>
<tr>
<td>* Starting to do more with inter-disciplinary scholarship at OSU-Cascades, which will encourage diverse approaches to scholarship.</td>
<td>* Our community outreach is very good. Outreach is important at OSU-Cascades.</td>
<td>* Need low walls and low barriers among units and colleges.</td>
</tr>
<tr>
<td>* Get faculty from different disciplines to go out and teach across disciplines/go around the state.</td>
<td>communicate across various boundaries</td>
<td>* Get faculty from different disciplines to go out and teach across disciplines/go around the state.</td>
</tr>
<tr>
<td>We can always do better, but we have a lot to build upon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• More intersections between academic &amp; student affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teaching across disciplines is good, but hard to manage, for example, who gets the credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Limited number of faculty doing research working with communities of color</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Outreach is not well articulated in the framework. What can we do to broaden the concept to include citizens of the state of Oregon?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Need to reach out to Central Oregon Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Need to engage the broader community in activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have to remember land grant mission and duty to statewide engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Access and Success

<table>
<thead>
<tr>
<th>Theme</th>
<th>How is the university doing?</th>
<th>What does the ideal look like?</th>
<th>What is OSU doing well?</th>
<th>Where are there opportunities for improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>• Not well</td>
<td></td>
<td>• Multicultural Guide Resource guide is good, but need to let more people know about it</td>
<td>• What is the definition of access and success?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• There is a lot of work happening currently to help people of differing abilities.</td>
<td>• What is our standard/compared to what?</td>
</tr>
<tr>
<td>Undergraduate and graduate populations</td>
<td>• Some graduate students leave because they don’t find a community connection</td>
<td>• Target certain groups for inclusion</td>
<td>• ECampus is doing it better</td>
<td>• Difficult to recruit and retain students of color</td>
</tr>
<tr>
<td></td>
<td>• Not viable to have only 300 African American students on campus/few Native American students (Lane Community has three times the number of native students that OSU has)</td>
<td>• Enough support services</td>
<td>• Student perception is that Corvallis more diverse than Bend</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Remove barriers</td>
<td>• Recruiting students from a variety of cultures, locations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enrollment plans should consider race/ethnicity (e.g., determine what Latino enrollment should be) and then measure efforts</td>
<td>• We have diversity as far as the number of international students coming in.</td>
<td></td>
</tr>
<tr>
<td>Employee populations</td>
<td>• Units across campus don’t have much racial/ethnic diversity</td>
<td>• Have a diversified employee population and have enough staff and faculty to provide the infrastructure to support the diverse perspective, backgrounds, and needs of audiences of people we’re engaging with.</td>
<td>• TFDI is good, but the model needs to be expanded because it hasn’t made enough of an impact</td>
<td>• Need more women minority faculty in STEM disciplines (key women are no longer here)</td>
</tr>
<tr>
<td></td>
<td>• A lot of people feel underprivileged because of lack of degrees, some people play on that too. “Oh, you’re classified” and automatic response to</td>
<td>• Connect with potential</td>
<td>• TFDI is good, but why aren’t the positions fully supported lines like the Provost Initiative hires?</td>
<td>• Need to address recruitment and retention issues for faculty women in STEM fields (x2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• There is some support for</td>
<td>• A majority of professors are white with faculty of color concentrated in CLA</td>
</tr>
<tr>
<td>Student support and success</td>
<td>How classified people are treated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Got a lot of work to do regarding inequality between classified and other staff. Good on the student front, but need to improve classified and professional staff interactions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Faculty of color are spread too thin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Future faculty as early as possible, for example, reach graduate students that move into post doc positions and then guaranteed faculty positions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have diversity hiring process/program where central administration picks up 2/3 of salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dual-career hires, but it needs more funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Increasing representation of international faculty, but domestic minority faculty population is lacking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Almost all of the faculty of color are in Ethnic Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Difficult to recruit and retain faculty of color on campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Need more faculty of color (x2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Would like to see more professors who are “out” and can be role models for students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Support and Success

- **Students are overwhelmed**
- **Graduate students struggle because they have no access to family medical leave**
- **Students of color feel like they lack many champions, there is no one who has the specific job of advocating for students of color and who can help people find resources and opportunities**
- **Not strong enough support system for faculty to support students-advisor w/ 300-400**
- **Mentoring for students**
- **When students of color seek someone to talk to it is important that there is more than one person to select from**
- **It is important that all students have access to insurance**
- **Honors College model is good. The university does a great job supporting Honors College students, but the resource allocation seems reversed, the least prepared, highest risk students end up in the largest classes with the least amount of direct support and the most limited opportunities. We need to turn resources around. (x2)**
- **There are good resources (e.g., Cultural Centers, ISS, etc.), but students don’t always know about them. Can they be sent to students along with the acceptance letters?**
- **Cross-cultural Mentoring**
- **Larger and larger classrooms disenfranchise students who have different learning styles**
- **The university is going out of its way to provide access to education for extension and outreach to communities office campus (i.e. degree completion is a big selling point for open campus)**
- **How can we meet students where they are and still help them be successful and hold high expectations?**
- **There are no events like START for graduate students**
- **Graduate students have to depend on past students to learn how to access/navigate system,**
<table>
<thead>
<tr>
<th>students</th>
<th>Program (x2)</th>
<th>don’t get much institutional support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Graduate school can be overwhelming for students with learning disabilities who may need more time on work, but also have to balance .49FTE assistantships</td>
<td>• There are pockets of success, for example EOP, but what about the students who are not connected to such services; other support systems are missing (x2)</td>
<td>• “Traditional” first year students may get lost in the shuffle at Cascades where older students are more the norm</td>
</tr>
<tr>
<td></td>
<td>• EOP is a great resource, but they don’t have the capacity to support graduate students who are struggling</td>
<td>• Graduate students of color end up bearing the mentoring load for undergrad students of color, but who mentors them?</td>
</tr>
<tr>
<td></td>
<td>• EOP is a great resource, but it is stretched so thin that it can’t serve all of the student and families that could benefit from their services.</td>
<td>• One catastrophe can set students back</td>
</tr>
<tr>
<td></td>
<td>• CAMP is good, but it only supports a limited number of students (x3)</td>
<td>• There is not enough support for graduate students from start to finish, particularly if they go beyond the expected two years (at Master’s level)</td>
</tr>
<tr>
<td></td>
<td>• EOP is an amazing program because they show people that they really care</td>
<td>• There aren’t a lot of resources for students with financial need</td>
</tr>
<tr>
<td></td>
<td>• ISS is good, but they’re overworked and they have a big burden to carry</td>
<td>• Not all students need as much support, but some who do don’t get it</td>
</tr>
<tr>
<td></td>
<td>• Bridge programs are great because they surround students with resources and there is almost no way they can fail because they are completely set up for success,</td>
<td>• You can have classes of 400 people, but then you also have to provide opportunities for students to break out and work with smaller cohorts</td>
</tr>
<tr>
<td></td>
<td>• Put people in cohorts for first year classes</td>
<td>• It is important to create cohorts and foster connections so that</td>
</tr>
<tr>
<td></td>
<td>• It is important to create cohorts and foster connections so that</td>
<td></td>
</tr>
<tr>
<td>Employee support and success</td>
<td>• Instructors don’t get paid enough to survive</td>
<td>• Have ample opportunities for faculty and staff to be successful</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- but right now it is just available to student athletes
- Student organizations are good and help put OSU ahead of other universities
- Ethnic Studies and FLL faculty do a good job of connecting students to their resources
- UHDS is trying, but only has minimal resources
- INTO program
- Ethnic Studies faculty provide a “home away from home” for students of color, but they are spread too thin and there are concerns that they’re getting subsumed by a larger school and this important resource will get lost
- CAPS is a good resource and staff are good at reaching out
- The Sister Scholars peer-mentoring program through the Women’s Center is good
- people feel less lost
- Need more programs geared to minority students
- Need bridge programs for more students and more programs like Black Connect
- Support is limited for international graduate students
- Need paradigm shift in mentoring
- Dominant faculty mentors don’t know how to mentor students of color and the dominant paradigm doesn’t address needs of a lot of students of color, faculty often don’t realize that you have to develop relationships that are based on trust
- There needs to be better financial support for Graduate Students
| retention of students |  |  |  |  |
### Climate and Sense of Community

<table>
<thead>
<tr>
<th>Theme</th>
<th>How is the university doing?</th>
<th>What does the ideal look like?</th>
<th>What is OSU doing well?</th>
<th>Where are there opportunities for improvement?</th>
</tr>
</thead>
</table>
| Type and quality of interactions among groups | • There are limited opportunities to interact across groups  
• OSU has a history of racism and people know about it | • Important to involve more outside community (e.g., tribes would be more engaged if they didn’t feel so many barriers)  
• Need good lines of communication so people are kept in the loop  
• Have to be intentional about creating community  
• Important to make real connections, not just talk  
• It is important to have individual, personal connections | • Talking about these issues  
• OSU does try to engage people around difficult topics, but when it comes down to it, people get uncomfortable and stop trying  
• OSU is really good about building a “feel good” community despite the fact that we’re reducing staffing. People will talk to you on campus, face to face. It is something to be careful about and watch while we are changing. We need to be careful not to disappear behind web interfaces, phones, walls – when you want it to a building and you can’t find anybody – what’s that about? Where are the people? Even glass walls (i.e. Kerr) shut people out.  
• Growing integration between branch and main campus  
• At Cascades, student interactions are great, but need to bring first and second | • I have heard many things that are inappropriate. (re: justification for the need for sexual harassment training to be yearly)  
• Can’t just bring people in and assume they’ll blend, also can’t expect university community to just incorporate them without preparation, need to work on both sides  
• As the institution gets larger people lose connections to one another  
• Need to look at microclimates  
• Need to act more intentional across the university  
• Need to help students learn how to interact and work with students from different backgrounds/national origins  
• Greater collaboration between OSU/Corvallis; reduce disconnectedness (x2)  
• Need to help whatever groups are in the minority feel included.  
• Need more interactions between |
<table>
<thead>
<tr>
<th>Quality of experience at university</th>
<th>Need to create a culture of caring and need to create acknowledgement that supports that kind of culture as something that is good and rewarded</th>
<th>OSU does have a good culture and climate (e.g., Engineering is number 4 for women), but it needs to be publicized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• We all know that there are pockets of campus that are not happy. We know the silos exist. Students that go there don’t get good service because everyone is not safe.&lt;br&gt;• Overall there is a positive sense, but individual experiences might be different&lt;br&gt;• The climate around work/life balance varies a lot by department</td>
<td>• Acknowledge the positive aspects of the culture&lt;br&gt;• Start celebrating what is right and what we’re doing well&lt;br&gt;• Open and welcoming&lt;br&gt;• Minority groups would not feel out of the mainstream, they would be connected instead of disconnected&lt;br&gt;• Full inclusivity&lt;br&gt;• OSU is safe for people with “dis”-abilities&lt;br&gt;• Collectively recognize the successful efforts and potential of OSU</td>
<td>• I love that we’re doing this process of open forums and that the OEI is working very hard on these issues from aspects. I love that OEI is welcoming feedback from classified staff.&lt;br&gt;• UHDS cultural meals&lt;br&gt;• OSU is trying to be inclusive</td>
</tr>
<tr>
<td>year students into the fold</td>
<td>staff, professional faculty, and academic faculty</td>
<td>There is no consistency across campus regarding climate&lt;br&gt;• Community on campus is too large to be connected to; microcommunity (department) is large enough to be connected to&lt;br&gt;• Experience for graduate students of color can be lonely because people don’t know where their support is&lt;br&gt;• Feel personally isolated&lt;br&gt;• Keeping people connected&lt;br&gt;• There are some places at the university where it is hard for people to be “out”&lt;br&gt;• Don’t really feel like I’ve found a sense of community&lt;br&gt;• INTO students are secluded away from campus&lt;br&gt;• As a young student university was a culture that was very “other” to me and didn’t reach out and say “come visit us”&lt;br&gt;• Work/life balance is an issue&lt;br&gt;• Need more support for family-friendly policies&lt;br&gt;• How do we support people through life events such as chronic/catastrophic illness</td>
</tr>
</tbody>
</table>
Need to make sure that employees are able to earn a living wage
Felt isolated, had issues with bully boss
Need to recognize multicultural issues because some people don’t feel like they fit anywhere
Sometime people don’t feel cared about, just moving through the system
What’s inclusive to someone might not be inclusive to others, need to incorporate the full range of people’s experiences
We talk a lot about community for main underrepresented groups, but if you don’t fit in to one group, if you’re multicultural, where do you go?
Where do mixed race people figure out how to fit in?
How does this extend to ECampus?
Didn’t feel good about experience on campus.
The experience of living off campus is really different and makes it hard to meet people.
Cultural Centers have received offensive emails and have had
|   |   |   |   | people coming in looking for gift shops |
## Viability and Vitality

<table>
<thead>
<tr>
<th>Theme</th>
<th>How is the university doing?</th>
<th>What does the ideal look like?</th>
<th>What is OSU doing well?</th>
<th>Where are there opportunities for improvement?</th>
</tr>
</thead>
</table>
| Institutional strategies and dedicated resources | • A few individuals end up carrying a large service burden when every committee needs a woman or a person of color  
• There are mavericks in some departments who are really committed to these issues and they make it work, but they end up doing a lot of the collective work for other people who don’t care  
• There are a few people who help fit cultural needs into a system that doesn’t really allow for cultural needs  
• We have no room on campus if teams are spread out.  
• Physical resources not great. Monies not always available to tackle issues.  
• Fiscal capacity lacking. Not equity in this realm. | • Having more resources  
• Focus on low hanging fruit, biggest bang for buck  
• Fully staffed to address students, faculty, staff, and community issues  
• Thinking outside of the box  
• Capacity for making sure vision happens  
• Create larger financial networks across cultures | • COB has had knowledge to lead ourselves into a world we haven’t seen or experienced  
• Capacity to plan, but still TBD whether the plan implementation will be successful. Will we be doing this again in a few years?  
• This whole process. Hope it pays off. Of course, we have a long way to go.  
• Like that Affirmative Action and Equal Opportunity, Women’s Advancement and Gender Equity, and Community and Diversity are now together  
• Working to address these issues  
• There are good models as OSU, but they’re not always connected to each other, so we need to create more synergy and provide greater support.  
• It would be great to look at departments that are doing a | • Need more women minority faculty in STEM disciplines (key women are no longer here)  
• A majority of professors are white with faculty of color concentrated in CLA  
• Almost all of the faculty of color are in Ethnic Studies  
• Draw on the expertise of Extension staff and faculty who can play a particular role for the institution, being across the state and being in close contact with communities  
• Need more faculty so undergrads don’t always have to be taught by GTAs  
• There is a lack of faculty diversity which makes it difficult for students of color to envision themselves in particular fields  
• Staffing levels is the biggest issue. If we had the staff that we had when we started here we would see more participation in classes on campus. It’s overwhelming to try to find the |
| OSU is spread too thin, can't focus attention on so many things | OSU has serious capacity issues | Current perception is that OSU does not have capacity to reach vision/goals | Deficits due to geographical location across institution | Have a huge capacity issue to deal with. | Intent is there, but don’t see resources | Facilities & people & infrastructure are stretched | Library is not resourced to support all students | There are a lot of people fighting for scarce resources | There is not enough student space (e.g., lounges, library is |
|---|---|---|---|---|---|---|---|---|---|---|
| great job and hold them up as a model. It is a business principle. People talk about doing it, but they never actually do it. | Need to have an integrated marketing plan that helps build capacity for awareness and norms the conversation | The various support services for students need more resources | Space: Is there enough? Is it the right kind of space? What are the principles under which it is allocated? What about health, safety, and access issues? | We need to see capacity | Budget is key. In order to move to the next level we have to look at how resources are invested and applied. | Need to look at the mechanisms for reallocating resources across the institution and make sure that the values around equity, inclusion, and diversity are considered when budget allocations are made |
| Centrality of equity, inclusion, and diversity in | • More widespread, normal part of the culture.  
• Never going to get 100% agreement, but baby steps | • Everyone needs to have a stake in the work so that it is not just the job of certain offices or departments | • Larger and larger classrooms disenfranchise students who have different learning styles  
• Need to make it more everyone’s |

- Hiring freeze reduced our capacity to be responsive
- we have capacity-give us incentive & permissions
- Infrastructure not sufficient
- Need more fiscal and human resources across campus
- Is there adequate staffing to address equity and inclusion?
- Space is not sustainable, not viable given current capacity
- University is recruiting and expanding without proper facilities and resources, which are not keeping up
- Do not have enough physical reserves
- capacity is hard to judge. Efforts are happening in pockets, but how does that filter out to rest of campus?
| Perception of institutions’ commitment | • Lousy. Started at OSU 7 years ago, participated in diversity group then, this feels like starting over. Are we going to have the same conversations 7 years from now again? Changes in personnel we just keep restarting over.  
• I don’t see equity and inclusion at my level. Just not part of the conversation (facilities staff person). Too focused on lack of resources and how to manage work | • Administration could demonstrate will to make these issues a focus and should make a commitment to tackling this  
• Driven from top-down, could help guide and push people in positive ways  
• Commitment to diversity has to come from the top  
• OSU is further along continuum than some other places so it is hard to know what the ideal is  
• Must have welcoming approach | • OSU is putting out message that we’re trying, if not ideal, we are working on it  
• Lots of people with best intentions, not always successful, but we want to do well  
• OSU vs. other institutions—doing quite well, have top leadership committed to equity and inclusion and are intentional with those issues  
• Knowing that there’s been a shift in efforts (OEI) and that these conversations are taking place is positive | • Support is limited for international graduate students  
• Need paradigm shift in mentoring  
• Can’t keep talking about it, have to show progress  
• When racial things happen on campus the university backs down, but people of color don’t have time to fight the battle on their own and when they do their other work suffers  
• how do we allow for ongoing input & feedback, not just top down, but also has to be explicit & priority at top |
<table>
<thead>
<tr>
<th>Cynical, seems that we can have this conversation about equity and inclusion, but when I’m having to take furloughs, it just seems like a disconnect. Can’t separate how we treat different groups on campus.</th>
<th>Admire all of the activities and events we have on campus already related to equity and inclusion, but they are too spread out, individually, great success, but nothing that permeates the whole institution. Has to come from administration and fostered in staff/faculty and taught in curriculum to students. On right track, but think bigger. When are we going to get to the real thing?</th>
<th>OSU is not seen as a diverse institution</th>
<th>President Ray is stepping up and is vocal and involved in this conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>hear from deans &amp; dept heads that this is important</td>
<td>Having these forums/attemping to gain perspective from all OSU community members /giving everyone a chance to talk (x7)</td>
<td>Leadership is committed</td>
<td>Need leaders saying this is where we are going</td>
</tr>
<tr>
<td>• Having these forums/attemping to gain perspective from all OSU community members /giving everyone a chance to talk (x7)</td>
<td>• Being very inclusive in this process</td>
<td>I think that issues of diversity and equity are becoming more important to upper administration.</td>
<td>• The institution has made great strides, but when incidents happen it seems like no one steps up to address them</td>
</tr>
<tr>
<td>• OSU is not seen as a diverse institution</td>
<td>• Leadership is committed</td>
<td>• I think that issues of diversity and equity are becoming more important to upper administration.</td>
<td>• The institution has made great strides, but when incidents happen it seems like no one steps up to address them</td>
</tr>
<tr>
<td>• Need leaders saying this is where we are going</td>
<td>• The institution has made great strides, but when incidents happen it seems like no one steps up to address them</td>
<td>• OSU is not seen as a diverse institution</td>
<td>• Need leaders saying this is where we are going</td>
</tr>
<tr>
<td>Measures of accountability</td>
<td>of people on campus, depending on things like educational background, real class difference • Upper administration dictates direction without input • What is the buy-in from the top?</td>
<td>I want to suggest that we have it on everyone’s performance evaluations yearly – what have you done this year for equity and diversity? • mandatory or related to performance evaluations • I think we should have evaluation from the bottom up as well as the top down. • P&amp;T guidelines reflect commitment • All performance evaluations should include “what have you done in this area” Provide encouragement not punishment when not met right away. Not necessarily a gradable thing, but at least causes you to think. • Include diversity</td>
<td>Student Affairs includes evaluation of equity, inclusion, and diversity efforts in performance evaluations. • it’s part of my performance evaluation and it should be part of their performance evaluation – scheduled • We ask job applicants to demonstrate their commitment to diversity, but do we do anything after they’re hired to make it part of ongoing evaluation? • A lot of jobs wanting people to demonstrate a commitment to diversity</td>
</tr>
</tbody>
</table>
- expectations starting at student recruitment
  - a part of your performance review - what are you going to do?
  - make it part of evaluation
- make it part of evaluation
- evaluation needs to speak to specific criteria related to professional development in cultural competence and that employees won't get raises or promotions until that is fulfilled.
- This year I said to my supervisor that I would like to put some equity and diversity in my goals and she said “Oh that’s a good idea – you put that in there.” It was disappointing to me that she didn’t mention it as an option before. You don’t have to shove it anybody’s face, but a suggestion that it was an option would have been nice.
- The box on the positive description asking for a demonstrated commitment to diversity is only for leadership.
  First of all, how do you measure that? I think we need to say when we hire people it is really important with all job.
- If we value diversity advancement, it should be measured in performance evaluations and in promotion and tenure guidelines.