

Diversity Action Plan for OSU Extended Campus June 1, 2006

In response to President Ray's call for unit diversity action plans, OSU Extended Campus has taken several steps to engage staff in this process and to create a plan that is in alignment with our strategic plan and with the OSU Strategic Plan.

These steps included the creation of a Diversity Task Force, the inclusion of an update on diversity at every monthly staff meeting, training of Ecampus staff in awareness of diversity issues in the hiring process, and a diversity audit of Ecampus.

The Ecampus Diversity Action Plan was originally based on the template shared by Dr. Terry Ross when he visited the Ecampus Administrative Team in the early spring of 2005. Our first step was the creation of a Diversity Task Force. Ecampus has a staff of approximately 35 classified and professional faculty staff, headed by a Dean and an Associate Dean. There are 25 women and 11 men on the staff. At a monthly staff meeting, we solicited volunteers from the staff for the Diversity Task Force. As a result, we formed a committee consisting of two women and four men. All members but one are from the professional faculty, including the Associate Dean. Of the men, one is Hispanic and one African American. Another professional faculty female recently volunteered to be a member, quite soon after completing the Journey to Leadership Course this year. Of our 35 staff members, 16 are professional faculty, so it is not unusual that the members were mostly professional faculty. Classified staff were encouraged to participate, but, in the end, only one volunteered. In fact, we have felt that the Task Force fairly represents Ecampus, and, in its demographics, campus as well.

Members of the Diversity Task Force:

- Sarah Williams, Assistant to the Dean
- Lisa Templeton, Director of Marketing
- Alfonso Bradoch, Assistant Director of Department Services
- Martin Barry, Director of Summer Session
- John Thompson, Web Design Specialist
- Mark Merickel, Associate Dean

Following a review of the diversity action plan in 2006, the Ecampus Diversity Task Force accepted the recommendation of Terry Ross to narrow the focus of our plan from the original nine areas of the template to five areas to be chosen by the Task Force. These areas are:

- ✚ **Distance Education**
- ✚ **Outreach**
- ✚ **Ecampus Climate**
- ✚ **Curriculum**
- ✚ **Student Services**

These are the areas where our efforts to interact with each other, our students, and our colleagues are most intense, and therefore most likely to reflect the quality of our commitment to diversity.

Diversity Action Plan

I. Diversity definition, mission, and values statement

- **Definition:** Diversity is building an interconnected community that honors, respects, and values the multiplicity of individual perspectives that comprise our world.
- **Mission:** OSU Ecampus is committed to building a community within our unit and throughout OSU that globally welcomes, accepts and supports all who desire to learn and grow through education.
- **Values:** Ecampus staff will be accountable to our students and the state of Oregon, treat our colleagues and clients with respect and civility, act with honesty and integrity in all we do, and provide programs that contribute to society's progress and well-being.

II. Extended Campus Strategic Plan

- **The Ecampus Strategic Plan** includes Strategic Indicators with which we will measure our progress on every goal. These indicators include measurements of enrollments, programs, satisfaction surveys from students and faculty, grant funding, scholarships, presentations, training contracts, and many other quantitative measurements.
- **Priority Areas:** Ecampus has reported on its alignment with OSU priority areas for 2004-2005 in enhancing student success, increasing research and outreach, and increasing diversity. With regard to alignment with increasing diversity, Ecampus representatives have participated in the C2D Task Force and its subcommittees, worked to increase accessibility of OSU degrees to rural community colleges and tribal communities through an Enrollment Coordinator position, provided summer programs targeted to students from economically distressed areas of Oregon, implemented phase I of the Virtual Tribal College, and made access grants and scholarships a high priority for the coming year.

III. Distance Education

- **Ecampus** delivers OSU degrees and programs to non-residential, non-traditional students. Our clients come from every corner of the globe, from diverse backgrounds, and of all races and ages. The services Ecampus provides to this diverse clientele are guided by respect for the variety of their backgrounds and lifestyles. Our primary focus is inclusion of our non-resident students in the Oregon State University community and culture, regardless of how far away they live. OSU Extended Campus serves a diverse student population. Last year students from all 50 states and 14 foreign countries enrolled in our classes. Our distance students are “older-than-average” with the average age being about 36 years old. Over 70% of our students are female, often juggling work and family while taking our classes. We also serve students with disabilities who find it difficult to navigate through a “site-based” campus.
- **Recruitment:** We focus our recruitment efforts on non-residential and non-traditional students for our Ecampus programs. The average age of our distance student is 36 years old, and about 70% of our students are female. Many work full time and/or are raising a family. We also do much internet marketing and recruit non-residential students not only from the state of Oregon, but all over the nation and world.
- **P-12 Outreach:** We focus our recruitment efforts on P-12 students, schools, and school districts who have interest in online courses for their students. Our programs attract talented and gifted students, at risk students, home school students, and P-12 students from all walks of life from Oregon and abroad.
- **Professional Programs:** We recruit businesses, and government agencies which need educational courses and programs for their workforce. We also recruit adult learners for our non-credit courses and programs
- **Community Colleges:** Ecampus is identifying potential degree pathways from the 2-year programs at the Oregon Community Colleges that are Dual Partners with OSU. Formal dual enrollment agreements with these Community Colleges allow students to enroll at OSU at the same time they are attending the community college. Students can access student services, advising, and financial aid opportunities at both institutions. Our Dual Pathway project seeks to define clear pathways for these students to earn their OSU bachelors degree at a distance from anywhere in the state, making efficient use of their time and resources from the beginning of their course work at the community college. Successful definition and articulation of these degree pathways will allow OSU to address the educational needs of students across the state, from diverse backgrounds, cultures, and ethnicities. The first program being undertaken will be the PCC Paraeducator program into the OSU Liberal Studies program with the additional component of teacher licensure.
- **IT Accessibility Plan:** All Ecampus students must register with SSD (Services for Students with Disabilities) if they want to be accommodated in any of their Ecampus classes. Ecampus Student Services is copied on disability notices to instructors when a student registers with SSD for an Ecampus class. SSD works with Ecampus on a per-student basis when more

accommodations are needed than are currently provided in the course. On-campus students registered with SSD can use SSD proctoring for Ecampus proctored exams. Other proctors are notified when a student needs extra time when testing. For computerized exams this is not a problem, because the computer will never kick them out of the exam when the time-limit is up, it simply notifies them. This means that a student who qualifies for extra time can ignore the notification and keep testing. Ecampus is working with the IT Accessibility Committee and the Faculty Senate Distance Education Committee to develop accessibility guidelines and goals for online programs, websites, and instructional materials to ensure that students with disabilities are accommodated to the fullest extent possible. All courses have alt tags that accompany images. Course materials are provided in several different formats to allow them to be read by screenreaders. Audio files have transcripts and video has either transcripts or captioning depending on how long ago it was created.

- **OSU Ecampus public facing web sites:** OSU Ecampus is committed to providing access to our Web pages for individuals with disabilities. We do this primarily by complying with Section 508 of the Rehabilitation Act requirements. Section 508 requires that individuals with disabilities, including Federal employees, have access to and use of information and data that is comparable to those without disabilities. OSU Ecampus strives to meet this goal except when comparable access would result in undue burden on the Department. To learn more about OSU standards and regulations regarding accessibility issues, please read the IT Accessibility at OSU Preamble.
- **Research:** As stated in the Ecampus Strategic Plan, Ecampus will establish a national and international reputation for leadership in research on the impact of new “distance” technologies on teaching, learning, access, and success by 2007-2008 through funding for the Western Center for Distance Education Research and Accessibility.
- **Data:** Ecampus requested that Institutional Research include data for Ecampus minority enrollment by college and student level in future enrollment reports. We have also requested the following data from IR:
 - How many distance students self-identify as students with disabilities; and what kind of disabilities are they?
 - What age are distance students? (in relation to understanding how Ecampus aligns with the campus climate survey)
 - What are the demographics of our SS and K12 distance instructors?
 - How many students complete courses that could lead to degrees?

IV. Outreach

- **The Virtual Tribal College:** Ecampus is supporting an initiative to create a Virtual Tribal College with the nine federally recognized Tribes within Oregon. This initiative will significantly expand access to higher education by and for Native

Americans. The Virtual Tribal College is intended to provide the educational support for cultural, linguistic, educational, and economic interests of the Tribal Communities. Ecampus staff are actively working with the Education Directors and other leaders of each of the nine Tribes.

- **Discrimination and the Oregon Educator:** Ecampus provides administrative support and oversight to the program titled Discrimination and the Oregon Educator. This is a preparation and certification program for licensed K-12 teachers to meet requirements related to understanding and preventing discrimination in the classroom. The certification is required by the Oregon Teachers Standards and Practices Commission. Preparation of teachers is provided through distance education.
- **Ecampus students:** By design, our Extended Campus students are a diverse group. They come from all over the nation and world, from a wealth of different environments and backgrounds. It is conceivable that our students are so diverse that the only thread of commonality might be their quest for education. While our distance students are pursuing their degrees, Ecampus has many structures and services available to them to help them succeed and be a part of the main fabric of OSU. One of these services is OSU E-News, which goes out twice each term to keep our distance students abreast of what is happening in Ecampus and OSU, as well as giving them specific course and program information.
- **Ecampus Graduates:** After students have met this major goal of completing their degree, Extended Campus encourages them to participate in commencement, and to continue to be in touch as alums. We hold a graduation reception for those students who are able to travel to campus to attend commencement, and starting in spring 2005 we have established a travel reimbursement program to aid students who would enjoy attending commencement but perhaps cannot fit travel into their budget at this time.
- **National Recognition:** Ecampus staff, faculty and advisors enjoy meeting and congratulating these students who we have gotten to know over the years through cyberspace. They are often older students with families and jobs, but are equally as excited about graduation, if not more so, than their on-campus counterparts. In spring of 2004 Ecampus staff was honored to participate in the commencement activities of one of our graduates, Christine Roberts, who is wheelchair bound. We assisted this student in getting around campus, and in sharing her story with a local television station. We also nominated her for a national outstanding non-traditional student award, which she won (from UCEA, the University Continuing Education Association). We learned from Ms. Roberts, as from other disabled Ecampus students, that having the ability to take courses without the physical restraints of getting to and from and around a campus, is of vital importance to ensuring the completion of their educational goals and dreams.
- **Enrollment:** The Enrollment Coordinator is responsible for creating an enrollment management plan for the Oregon Community Colleges and tribal communities by providing information about making an OSU degree accessible to these diverse communities. The Coordinator will do this by providing information, and assisting students in planning a program of study that will enable smooth transfer to the OSU degree programs. This would include work with the Academic Pathways projects, creating academic coursework plans for two-year programs, with the programs at OSU Ecampus. The Coordinator participates in face-to-face activities designed to increase the number of students served through OSU Ecampus programs,

such attending CC events, maintaining regular communication and updates with cc advisors and faculty. The Coordinator will work directly with OSU central student services to make these same services available to the distance students. The Coordinator will also work with OSU administration to align enrollment management strategies. Improving these services on an ongoing basis will ultimately influence retention of students in the online Ecampus programs.

IV. Ecampus Climate

- **Diversity Survey:** Ecampus staff participated in a diversity survey in May, 2006. Three-fourths of the staff participated in the survey. Please see **VII. Supporting Statistics**, for the survey, conclusions, and recommendations.
- **Dean's Office Survey:** The Dean's Office has surveyed all staff twice in the last six years, as part of a continuous improvement process in alignment with the goals of our Strategic Plan. The survey is also designed to gather information on the state of Ecampus and areas where staff see a need for improvement. The focus is on the organization as a whole. Results of the survey are presented to both Leadership and Staff, followed by implementation of recommendations where appropriate. Communication, interaction, and staff development are always of primary concern among Ecampus staff. We constantly seek ways to improve and expand all three.
- **Staff Retention:** Ecampus works to retain staff in a variety of ways. Our primary goal is to build community where each employee feels motivated to do work of high quality and looks forward to coming to work each day, since everyone feels valued, respected, and supported, both in their work and in their professional development goals. Ecampus has developed a process for professional faculty and classified staff to 1) participate in professional development activities; 2) continue their education; 3) participate in internal committees; 4) acknowledge others and be acknowledged for exceptional performance at all staff meetings; 5) have regularly scheduled and documented performance evaluations with their supervisors; 6) participate in exit interviews so that they can make any suggestions for improvement and/or share their thoughts about their employment at Ecampus 7) build community with co-workers at two annual off-campus gatherings: a summer barbecue, and a winter potluck. An employee said recently: "This community has allowed me to realize it is okay for me to process information in my own way. I don't have to respond or learn like everybody else."
- **Staff:** The Ecampus Social Affairs Committee will continue to hold events and activities that support the interconnectedness of our employees; examples are coffee for new employees, awards of recognition, farewell events, support for employees who are sick or have lost family members. Ecampus also welcomes new staff through staff orientation and acknowledges the contribution and opinions of those who leave by holding exit interviews to obtain feedback on the staff climate. Staff are encouraged to continue their education by allowing flexible hours; support of professional development by an application process for funding.

- **Community Building:** Ecampus staff actively participate in campus events (such as OSU Day and the OSU Food Drive) and on university committees (such as C2D, search committees, Faculty Senate committees); Ecampus graduates are encouraged, with financial incentives, to attend graduation activities, regardless of how far away they live.
- **Staff Recruitment:** We train Ecampus staff in raising awareness of how to identify bias and minimize it on search committees. We ensure that Ecampus search committees reflect in their composition the current demographics of our state as well as the diversity we seek in our staff. We strive to apply screening criteria equally to all candidates; finally, Ecampus communicates through word of mouth, print, and targeted advertising to recruit staff as widely as possible.
- **Faculty Recruitment:** Departments/units are responsible for the recruitment of faculty. Our instructor pool recruitment language reflects our support of current OSU diversity hiring initiatives.

V. Curriculum

- **Training:** Workshops have been provided for Ecampus staff on diversity in the workplace and diversity in the hiring process. "Updates on Diversity" are reported at every monthly staff meeting. Presentations on diversity have been given by Dr. Terry Ross; by Jordan Hofer, who teaches an online course for Ecampus on Anthropology 240: From Ape to Angel: Human Biological Diversity; by Larry Roper who spoke on student perspectives; and by Mitch Wilkinson, who described his work as Program Coordinator for the Office of Community and Diversity. Forums have been held for Ecampus advisors and for OSU faculty on teaching online science, writing, advising, and developmental math.
- **OSU K-12 Online:** OSU K-12 Online is developing high school curriculum that will have Native American lessons and cultural aspects imbedded. The curriculum is requested by Siletz Valley Early College Academy and the Confederated Tribes of Siletz Indians and will be offered to Siletz Tribal students and other tribes. Several presentations at conferences and other events have been made on OSU and Extended Campus involvement with Siletz. During the 2005-06 school year, OSU K-12 Online contracted with Gresham-Barlow School District to provide middle school curriculum for the district's Middle School Options Program that served at-risk seventh and eighth grade students.
- **Developmental Math:** Math 65 and 95, offered on campus and online through Extended Campus P-12 Outreach/Summer Session units, serves OSU students who need to meet the prerequisites for 100 level math courses.
- **College Courses for High School Students:** Extended Campus P-12 Outreach is assisting in the campus wide initiative of enrolling high school students, sponsored by K-12 districts, in OSU college credit courses under Senate Bill 300. The focus of this initiative is on at risk students and expanding options for their success.
- **Programs:** OSU Extended Campus was awarded two Oregon GEAR UP grants. Oregon GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in college.

- **Curriculum via Summer Session:** Summer Session offers over 800 courses, of which there are over 70 Bacc Core courses offered during the summer with subject areas in Contemporary Global Issues; Cultural Diversity; Difference, Power and Discrimination; Science, Technology, and Society; Social Processes and Institutions; Western Culture.
- **Curriculum via Online delivery:** Ecampus offers over 400 unique courses, of which there are over 100 Bacc Core online and 11 WIC courses offered online. The range of courses focusing on themes of diversity include Women Studies, Anthropology, Hispanic Culture and Literature, Japanese Culture and Literature, Foreign languages (Spanish, French, German, Arabic), Linguistics, Communications, Education (Teaching, ESOL/TSOL, and Counseling), Sociology, Psychology, Exercise and Sports Sciences, Human Development and Family Science, Political Science.
- **Presentations:** Ecampus staff made a presentation at the 2005 Western Communication and Educational Technology Conference on “Optimizing Student Services for Changing and Diverse Student Populations.”
- **Summer Session:** We focus our recruitment efforts on keeping OSU residential students on track by taking classes from OSU during Summer term. We hope they take courses here in Corvallis, at one of our other sites (i.e. Hatfield Marine Science Center) or online if traveling outside of Corvallis. We also recruit visiting students from other universities, community college students, and professionals who may be interested in taking summer courses for professional development.

VI. Student Services

- **Student Services:** The OSU Extended Campus will sustain talented, knowledgeable faculty and staff and will work with departments and colleges to provide high quality courses and programs that support academic achievement and encourage student persistence (i.e., retention), inspire student learning and enthusiasm, engage people from every segment of society, and prepare individuals for lifelong learning, discovery, and success in the knowledge economy. We will achieve this by: Measuring student satisfaction with degree program (Student Survey); Measuring student course completion (grades vs. incompletes); Measuring student completion of online courses compared to campus-based courses; Posting syllabi on the Internet and including learning outcomes and course assessment measures; Measuring percentage of students indicating quality experience in courses.
- **Communication Center:** The Communication Center is the first point of contact for prospective students and also an information and assistance source for current students. We are here to welcome and serve students, and assist the other Ecampus departments in this, in the best ways possible. We use the Send Me Info form that is accessed with the Contact Us link at the bottom of all of the Ecampus web pages. This provides the options to qualify the gender and ethnicity of prospective students or current students that want information about Ecampus programs. Students fill this form out on their own or members of the Communication Center staff fill out the information given to us by students over the phone, via e-mail,

post cards or from internet search directories such as Elearners.com or alleducationschools.com .This information is then accessible through Data Warehouse queries.

- **Ecampus Online Communication Center:** The OSU "Ask Ecampus" Online Communication Center went live July 1, 2004. This resource is made available on our main Ecampus web site so that all prospective and current OSU students may get answers to questions or receive online assistance regarding Ecampus programs and services. Our Knowledge Base, Live Chat, Forum and Online Tutoring service have been designed to provide students with 24-7 quality service. This resource is also designed to foster and support community by connecting students with each other, with staff and faculty in an online environment. The various components of our Online Communication Center have been developed in order to provide students with a safe online community which supports not only various computer configurations but communication styles as well.
- **Knowledge Base:** By asking a question, students access our Ecampus Knowledge Base, which includes answers to hundreds of questions and is regularly updated and refined to return the very latest information. Students can also browse all questions and answers by category. (24-7)
- **Live Chat:** Engages students in real-time conversations with Ecampus staff, advisors and instructors via scheduled sessions which are posted.
- **Forum:** Students participate in posted discussion boards on a variety of topics with Ecampus staff, instructors, and other students. (24-7)
- **Online Tutoring:** New! Free Online Tutoring is now available for registered Ecampus students. Math tutoring 24-7, science, writing and more.
- Ecampus staff is also encouraged to leverage the online Communication Center via the **Intranet Communication Center landing page**. This Intranet page has been composed to help Ecampus staff use the new Online Communication Center (online student assistance center or, OSAC), and Banner Recruit.
- The **Intranet Communication Center landing page** includes resources for the following components: Banner Recruit, Knowledge Base, Live Chat, Forum and Online Tutoring. In addition to giving links to each component, instructions have been included regarding how to use them.
- **Banner Recruit:** An online resource for prospective students which allows them to request printed information about Ecampus and Ecampus programs and degrees. Banner Recruit supports Ecampus staff in establishing communication and community with these students via printed correspondence.
- **Advisors:** Program Leaders provide active leadership in the development, maintenance and delivery of the Distance Education programs, including the promotion, administrative support and oversight for the program's service to its students and the expansion of distance education course offerings. The Program Leader will also instruct one course annually and develop at least one new distance education course annually. Program Leaders participate in departmental and university activities and functions as needed to promote and support the DE NR program, and foster a collegial atmosphere of trust, respect and cooperation among departments and units, and among students, faculty, and staff. Program Leaders also often serve as

Program Advisors, in which case they also provide academic advising services (maintaining student databases and tracking student progress, and identifying problems needing resolution) and participate in student recruitment and retention activities as appropriate for distance education students, such as attendance at college fairs, community college visits and minority recruiting events.

VII. Supporting Statistics

- **Extended Campus Diversity Survey and Conclusions:** *Please note: all written responses have been removed from this survey to preserve anonymity for Ecampus staff. An exception is #19, definitions of diversity, where maintaining anonymity is not as important.*

OSU Ecampus Survey: Your Thoughts on Diversity

Survey Questions

OSU Ecampus Survey: Your Thoughts on Diversity	OSU Oregon State University
	Survey Home OSU Home

▶ Indicates required questions

Introduction

This survey is based on the Ecampus Diversity Action Plan Mission statement, which is:

Mission: OSU Ecampus is committed to building a community within our unit and throughout OSU that globally welcomes, accepts and supports all who desire to learn and grow through education.

Please keep this mission statement in mind as you answer the following questions. The Ecampus Diversity Task Force requests that the primary focus of your responses be your thoughts on diversity within Ecampus.

(Required Question: ▶)

Survey Questions

▶ 1. What is your gender?

Male

Female

2. How comfortable do you feel working in your department?

Very comfortable
Somewhat comfortable
Neutral
Somewhat Uncomfortable
Very Uncomfortable
1 2 3 4 5 N/A

I feel:

3. Please explain your response to Question #2:

4. How much do you agree with the following statement?

- Strongly agree*
 - Somewhat agree*
 - Neutral*
 - Somewhat disagree*
 - Strongly disagree*
- 1 2 3 4 5 N/A

I am treated fairly in my department:

5. Please explain your response to Question #4:

6. How much do you agree with the following statement?

- Strongly agree*
 - Somewhat agree*
 - Neutral*
 - Somewhat disagree*
 - Strongly disagree*
- 1 2 3 4 5 N/A

There is an acceptance of difference in my department:

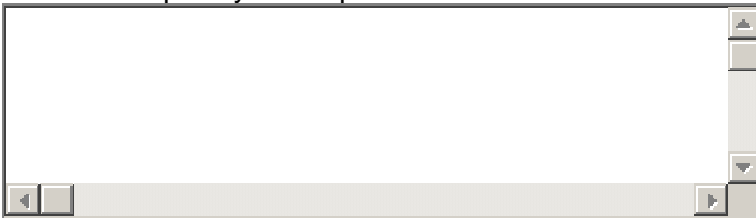
7. If you disagree in any way with #6, please explain:

8. How much do you agree with the following statement?

- Strongly agree*
 - Somewhat agree*
 - Neutral*
 - Somewhat disagree*
 - Strongly disagree*
- 1 2 3 4 5 N/A

My opinions, attitudes and beliefs are accepted at work:

9. Please explain your response to Question #8:

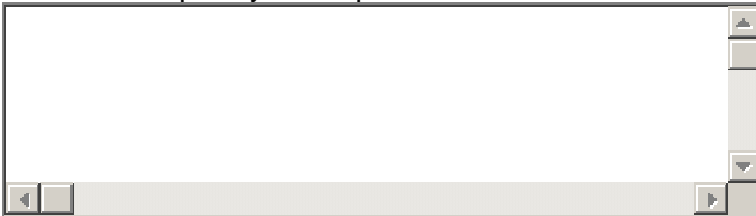


10. How much do you agree with the following statement?

- Strongly agree*
 - Somewhat agree*
 - Neutral*
 - Somewhat disagree*
 - Strongly disagree*
- 1 2 3 4 5 N/A

I have experienced inappropriate jokes, comments, or actions at work:

11. Please explain your response to Question #10:



12. How much do you agree with the following statement?

- Strongly agree
 - Somewhat agree
 - Neutral
 - Somewhat disagree
 - Strongly disagree
- 1 2 3 4 5 N/A

I get adequate encouragement or opportunities to learn and grow professionally at work:

13. Please explain your response to Question #12:



14. How much do you agree with the following statement?

Strongly agree
Somewhat agree
Neutral
Somewhat disagree
Strongly disagree

1 2 3 4 5 N/A

I believe that others perceive my background (age, gender, ethnicity, sexual orientation, name, etc.) as a barrier to being able to do my job:

15. Please explain your response to Question #14:



16. What have you done or experienced to create a more diverse environment in your work?

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17. What prevents you from practicing, embracing or developing diversity where you work?

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18. What actions or goals do you suggest to support ongoing acceptance of diversity?

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19. Please define what diversity means to you; be as detailed as possible.

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20. This is an opportunity to share any feelings, opinions or suggestions about diversity in your unit. What topics would you like to see discussed? Please be as candid and detailed as possible.

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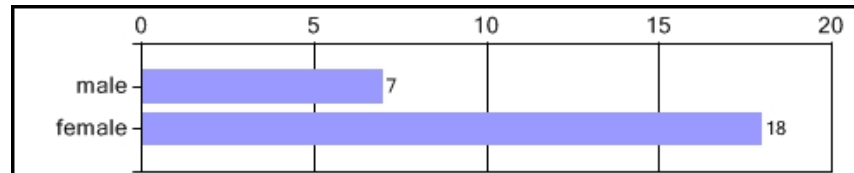
21. Please include any other information about you that you think might be useful for this diversity survey.

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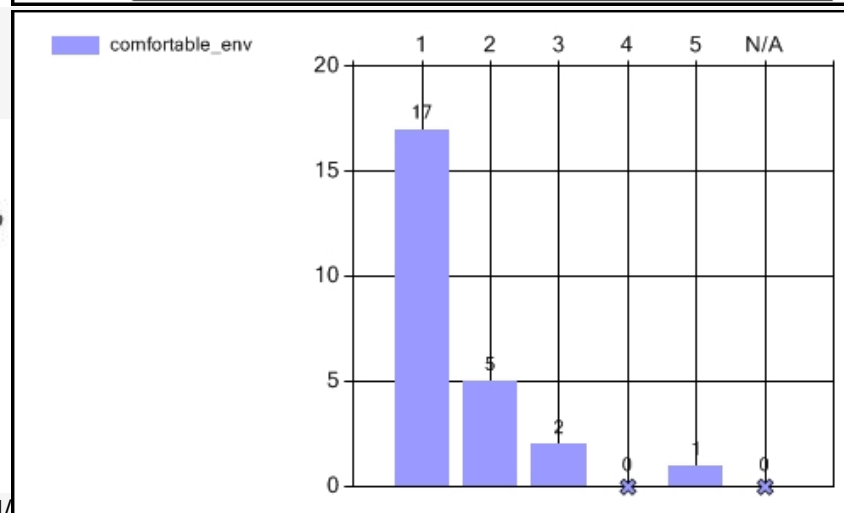
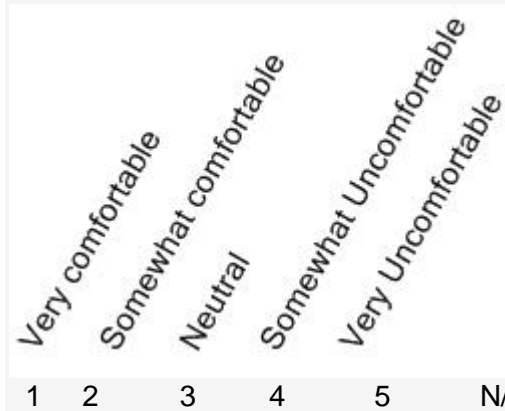
Results:

Survey Questions

1. What is your gender?
Male(male)
Female(female)



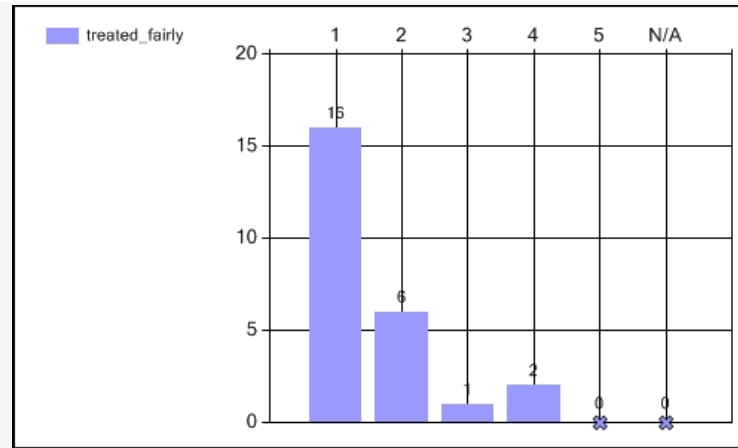
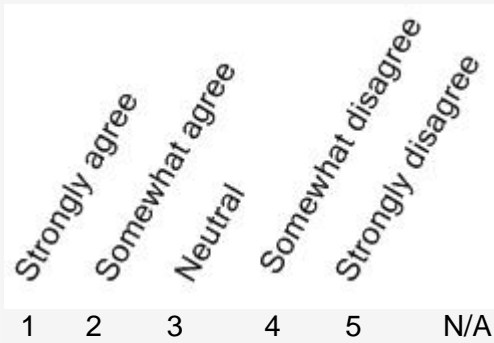
2. How comfortable do you feel working in your department?
I feel:



Text Responses (Question 3):

▶ (Removed)

4. How much do you agree with the following statement?
I am treated fairly in my department:

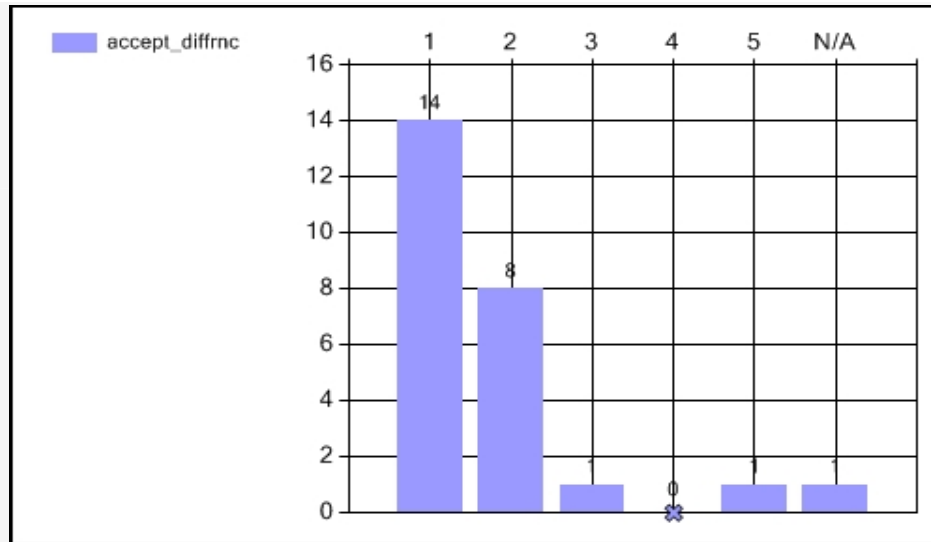
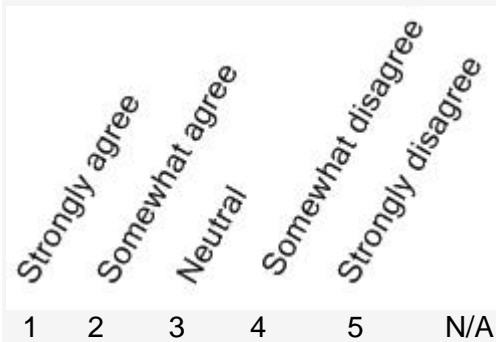


Text Responses (Question 5):

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6. How much do you agree with the following statement?

There is an acceptance of difference in my department:



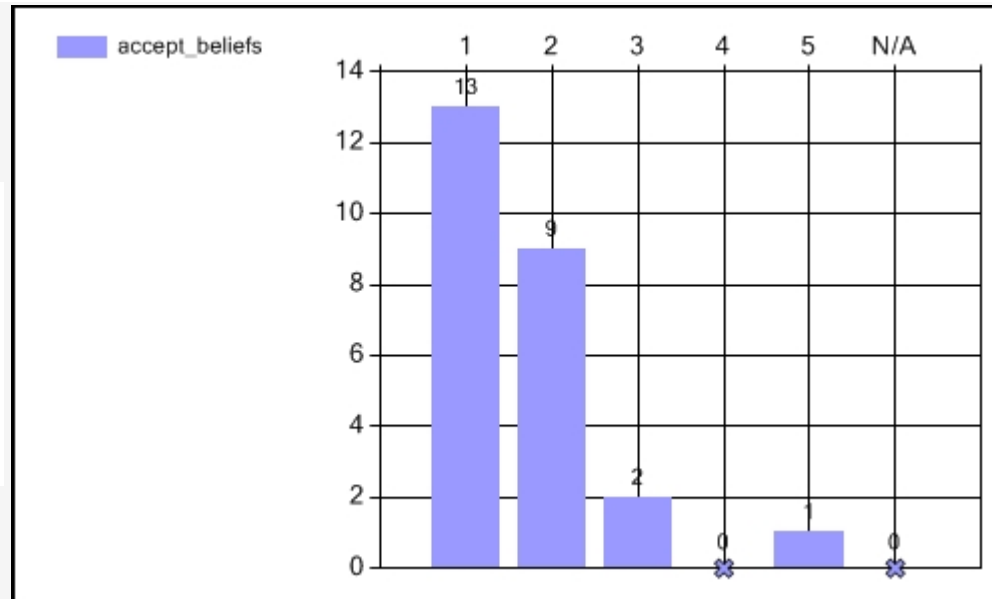
Text Responses (Question7):

► (Removed)

8. How much do you agree with the following statement?
My opinions, attitudes and beliefs are accepted at work:

Strongly agree
Somewhat agree
Neutral
Somewhat disagree
Strongly disagree

1 2 3 4 5 N/A



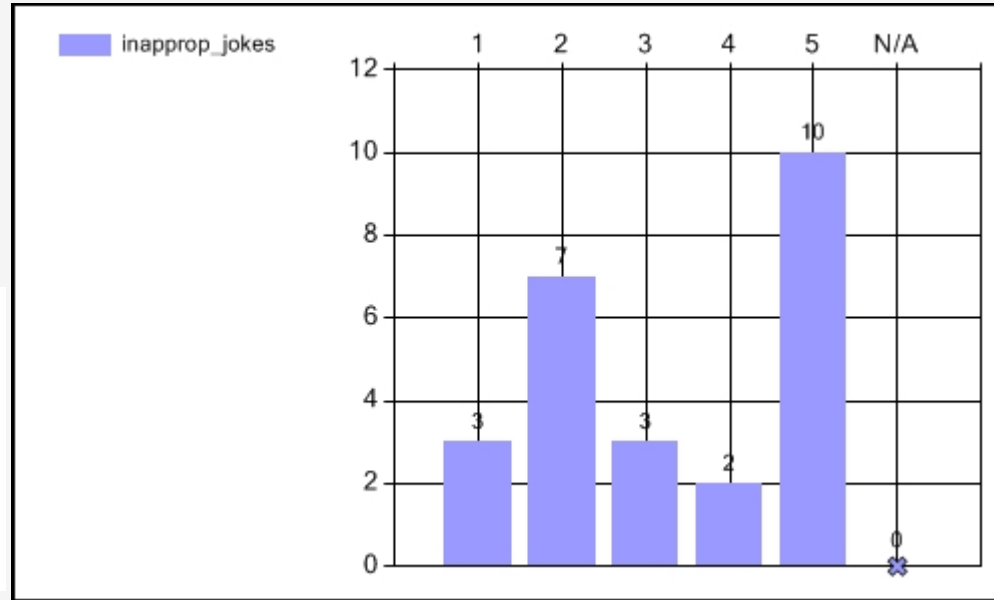
Text Responses (Question 9):

(Removed)

10. How much do you agree with the following statement?
I have experienced inappropriate jokes, comments, or actions at work:

Strongly agree
Somewhat agree
Neutral
Somewhat disagree
Strongly disagree

1 2 3 4 5 N/A



Text Responses (Question 11):

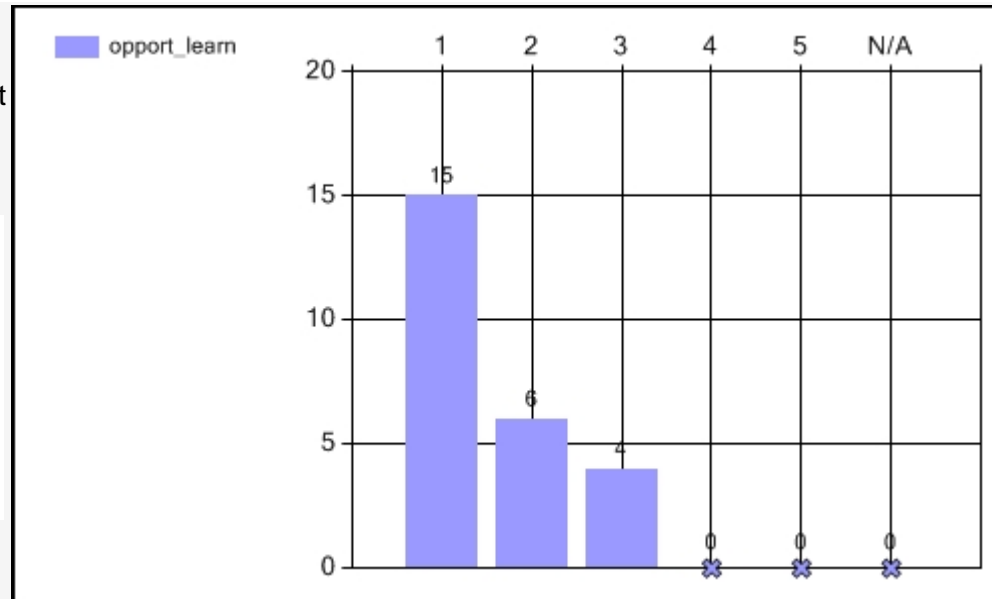
▶(Removed)

12. How much do you agree with the following statement?

I get adequate encouragement or opportunities to learn and grow professionally at work:

Strongly agree
Somewhat agree
Neutral
Somewhat disagree
Strongly disagree

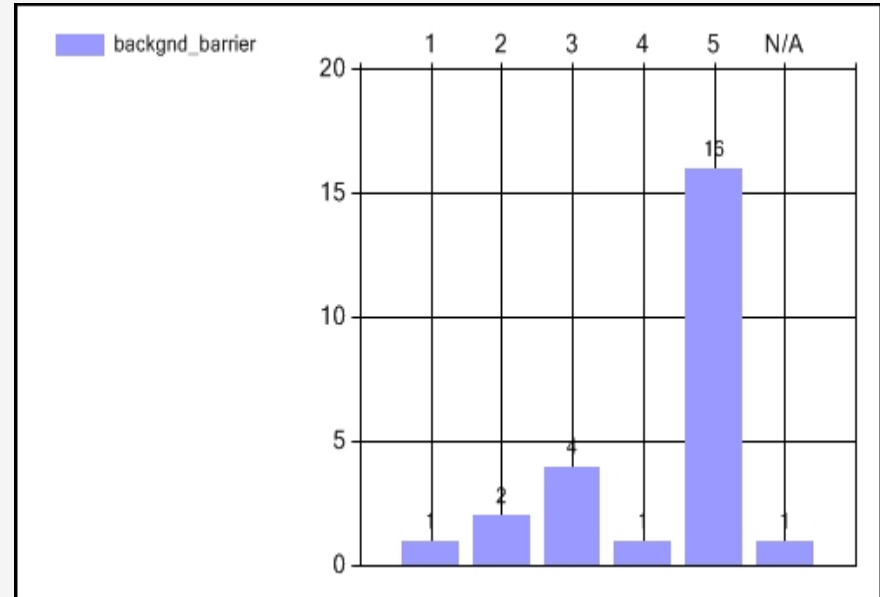
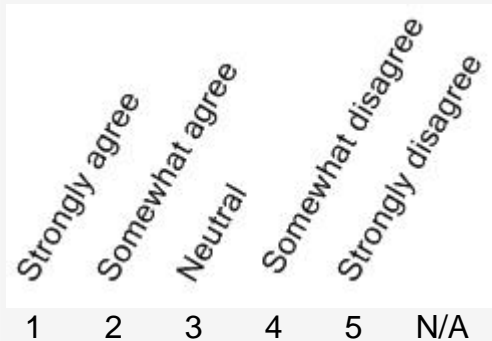
1 2 3 4 5 N/A



Text Responses (Question13):

▶(Removed)

14. How much do you agree with the following statement?
 I believe that others perceive my background (age, gender, ethnicity, sexual orientation, name, etc.) as a barrier to being able to do my job:



Text Responses (Question15):

▶ (Removed)

16. What have you done or experienced to create a more diverse environment in your work?
Text Responses:

▶(Removed)

17. What prevents you from practicing, embracing or developing diversity where you work?
Text Responses:

▶ *(Removed)*

18. What actions or goals do you suggest to support ongoing acceptance of diversity?

Text Responses:

(Removed)

19. Please define what diversity means to you; be as detailed as possible.

Text Responses:

▶ Diversity is having different types of people that look different, act different, and come from different backgrounds in the same environment interacting with each other.

▶ Your diversity statement is ok. But when anyone talks about diversity, they just mean race and gender.

▶ Anyone that is different from me is a diverse person; everyone is different from me. That means treat everyone with respect.

▶ I view diversity as a collection of a wide spread of thoughts, opinions, beliefs and traditions that together create a dynamic and productive environment.

▶ To me diversity is simple; difference amongst people. Be aware of those differences, but don't treat differently because of them.

▶ To me, diversity is the unique aspects that all of us bring to a situation, whether that be culture, religion, worldview, lifestyle, sexual or gender orientation, age, ability, etc. The list goes on, and can include anything that is different from those around us. Some of these things can be easily accepted in one context and very challenging in another. To be accepting of diversity means to be mindful of how you respond to others and how you react to their differences, and to always make sure that you are acting respectfully toward people. To feel uncomfortable is OK, we all feel this sometimes, but it's a matter of recognizing the discomfort and acting respectfully anyway.

▶ To treat people exactly the same as you would want to be treated.

▶ Diversity is the acceptance of all individuals as individuals, not a part of some group or classification. Respect of individuals embraces respect for diversity.

▶

▶ Me, you, and everyone. Everyone is different and unique in their own way.

▶ Open minded attitude and respect for all.

▶ Diversity to me means all kinds of differences among people, and it's an issue when people are treated poorly because they are "different." Most commonly, we think of gender, race, ethnicity and age differences when we talk about diversity. But there are additional issues of wealth, health, regional cultural backgrounds, physical and developmental disabilities, and physical appearance that can also trigger negative misconceptions and behavior.

▶ I already have - we are all individually diverse.

▶ Following the Golden Rule (and I'm not religious).

▶Diversity embraces everything that being homogenous excludes. I think we most often think of cultural diversity (i.e., different ethnic groups or races), but more and more I think diversity has opened up to include gender differences, political and religious differences, age, backgrounds, abilities, philosophies, ways of living, ways of working together, and the list goes on. In the end diversity is about celebrating what makes us both unique and different -- and most importantly, being tolerant and open-minded.

▶Interacting with other people on a respectful level. Accept that there are differences and similarities in many categories and that even though you may not always agree on a particular topic, that both view points are equally important...just not always the best choice for the greater good. To be accepting of your own faults (or shortcomings) and not be too quick to judge others or over emphasize for attention.

▶What diversity means to me and what is important concerning diversity changes over time. As an example. Currently it means bridging the gaps between classified and un-classified personnel and technology knowledge workers / academic knowledge workers. In the near future it will mean elevating the awareness of staff / faculty in general related to the browning of America. Within this century the USA will reach a point where 50% plus of the population will be people of color. Many feel that focusing diversity issues on race / ethnicity / culture / religion is a mistake etc. These people are the ones most at risk of feeling disorientated / disenfranchised as this process occurs over the next few decades. Feeling uncomfortable when these issues are discussed is a real indicator of prejudice which is "unconscious" and this can be the most difficult type of prejudice to deal with.

▶Value differences.

▶Diversity means a willingness to be open-minded in the face of people, ideas, appearance, situation, views, and approaches that are different from mine. It means paying close attention to my responses to every person with whom I interact, and to my assumptions in those interaction. It means fundamental respect for the life of each individual on this planet.

▶In the workplace....Accepting, welcoming, and promoting all people based on their character and quality of work.

20. This is an opportunity to share any feelings, opinions or suggestions about diversity in your unit. What topics would you like to see discussed? Please be as candid and detailed as possible.
Text Responses:

▶(Removed)

21. Please include any other information about you that you think might be useful for this diversity survey.

Text Responses:

▶(Removed)

Conclusions:

**OSU Ecampus Survey
Conclusions
May 2006**

I. Charts

- The majority of Ecampus employees feel comfortable within their unit
- The majority of Ecampus employees feel that they are treated fairly in their unit
- There is a general acceptance of differences.
- We still have work to do with inappropriate jokes and comments
- Most people feel supported in their work and goals
- The majority do not feel that their background is a hindrance in their work
- **Areas of concern or dissatisfaction:** Political jokes, risks involved in expressing personal beliefs, class differences, being overlooked as a “remote” worker, hierarchy, too much focus on gender and race instead of other, equally important differences, people unwilling to accept the diversity initiative, questionable comments, thoughtless remarks, inappropriate jokes, discomfort in asking permission to be on certain committees, age discrimination, difference in input between classified/unclassified staff.

II. Open-ended questions

What have you done or experienced to create a more diverse environment in your work?

- Answers included attending diversity training, treating our online students and our colleagues with consideration and respect, raising awareness of diversity in the hiring process, working on the Ecampus Diversity Task Force. There was one response that pleaded for less attention to diversity and more to education on campus.

What prevents you from practicing, embracing or developing diversity where you work?

- Answers included a heavy workload, lack of understanding of how to go about this, the predominance of a white middle class on campus, the culture of difference perpetuated by the classified/professional faculty split, and a lack of involvement from upper administration.

What actions or goals do you suggest to support ongoing acceptance of diversity?

- Answers included continual education and professional development, more opportunities to get to know co-workers personally and build relationships, more speakers like Larry Roper, hiring practices that focus solely on abilities and experience, communication from supervisors to those who do not show respect of others, exposure to other units on campus, more decision making teams that include both classified and unclassified workers, commitment to the work of the Office of Community and Diversity from the leadership of Ecampus.

Please define what diversity means to you.

- Answers included interacting with those in the workplace who are different, treating all with respect, widespread thoughts and opinions that create a dynamic and creative environment, being mindful of how you respond to others, being mindful of all differences among us beyond those of gender and race, bridging the gap between classified and unclassified personnel, educating all on the “browning of America” and preparedness for this, accepting, welcoming and promoting all people based only on their character and quality of work.

This is an opportunity to share any feelings, opinions or suggestions about diversity in your unit. What topics would you like to see discussed?

- Answers included praise for Ecampus as an example of diversity on campus because of the widespread differences among our online students which are never apparent to us in our dealings with them; to us, they are all just “students.” It was also suggested that we examine other ways than the written word of interacting with our students, who may not all have the same advantages in

writing. Another suggested the integration of diversity into our Ecampus culture, instead of it being seen as a layer on top of everything else we do. There was also the suggestion that we bring qualified classified workers into the decision-making process more often, especially where IT is concerned. It was also observed that Ecampus is a place where employees are encouraged to take risks, and that this is empowering. There was praise for efforts of the Ecampus leadership to model acceptance of and willingness to listen to others and a high value placed on commitment to work and the health of the workplace.

- **Recommendations by the Task Force, following the Summary Conclusions**
 1. *Encourage rotation of Diversity Task Force Committee members on a yearly basis.*
 2. *Present the results of the survey to all staff at a monthly meeting and, at that time, solicit recommendations based on the conclusions.*
 3. *Using the survey as a baseline, conduct annual diversity surveys to measure improvement.*

- **Recommendations solicited from Ecampus Staff, following the presentation of the Survey (July 19)**
 1. *Prepare a training program in Blackboard on diversity, which might include what to do in uncomfortable situations, and how to resolve them. Have this training be part of orientation for all new staff.*
 2. *Create a suggestion box for staff to put comments in, along with a committee that could respond to the comments and issues.*
 3. *Work on ways to “bring people in” on diversity issues, including an orientation program and modeling the program. Schedule time for people to have training. Make this one of our core values.*
 4. *Have presentations from others across campus with world views.*
 5. *Have a voluntary Meyer Briggs training and problem solving training.*
 6. *Invite someone from another country to make their native dishes, charge staff for attendance at this feast, and then donate proceeds to a non-profit dedicated to diversity.*
 7. *Create an Ecampus book club.*
 8. *Show a video from one of our distance courses on cultural differences.*
 9. *The Anthropology Department has a lunch series we could attend, where we might learn more about other cultures.*
 10. *OSU in the News could focus on someone on campus who has contributed significantly to enhancing diversity on campus.*

11. *Continue to integrate cross-training of Ecampus units.*
12. *Recruit more diverse students.*
13. *Focus on the issue of the “hierarchy” and modeling behavior consistently.*
14. *Send two people once a month to a different cultural center for lunch. This could also be a way to recruit more diverse students.*
15. *Create an internal newsletter that could keep all staff informed about each others’ work and projects.*

- **Parity Report**

1. One third of Ecampus employees, seven of which are women, are taking classes for a degree or certificate and there is a process by which they are allowed to flex their work schedules
2. Three Ecampus women employees were awarded the Sherburne Scholarship for continuing education among Ecampus employees.
3. Equity: Once the pay freeze was lifted, Ecampus awarded merit raises based on performance and equity amongst peers, so that all professional faculty are relatively equal to each other and to their campus peers.
4. Ecampus has a history of encouraging hiring of partners/spouses, through the OSU waiver of search process, although there has been only one occasion of this within the last five years.
5. Ecampus employees are encouraged to expand their development opportunities by participation in Journey into Leadership (7 employees, 3 men and 4 women over three years have participated). Issues of employee development are being addressed as an ongoing result of the Dean’s Office Survey.

Excerpts from OSU Office of Institutional Research 2005 Enrollment Summaries, Extended Campus/Summer Session Ethnicity/Diversity statistics.

Oregon State
UNIVERSITY

Enrollment Summary
Fall Term 2005

Office of Institutional Research • No. 17, December 2005 <http://oregonstate.edu/admin/aa/ir/enrollmentsum.html>



Enrollment at-a-Glance

14 • Enrollment Summary Fall Term 2005

Oregon State
UNIVERSITY

OSU Extended Campus

Enrollment, Credit Hours, and FTE by Class Standing

Students Who Took Courses Through Ecampus*

<u>Class Standing</u>	<u>Student Enrollment</u>	<u>Student Credit Hours</u>	<u>Student FTE</u>
Freshman	478	1,385	92.3
Sophomore	274	1,084	72.3
Junior	381	1,815	121.0
Senior	746	3,369	224.6
Post Baccalaureate	75	394	26.3
Non-Degree Undergrad	120	486	32.4
Total for Undergraduate	2,074	8,533	568.9
Masters	164	895	74.6
Doctoral	67	300	33.3
Non-Degree Graduate	201	615	51.3
Total for Graduate	432	1,810	159.2
Doctor of Pharmacy	2	6	0.5
Veterinary Medicine	0	0	0.0
Total for First Professional	2	6	0.5
GRAND TOTAL (Fall 2005)	2,508	10,349	728.5
(Fall 2004)	1,781	7,808	556.0

*Table indicates students enrolled in courses offered through Ecampus; some students also enrolled in on-campus courses at OSU-Corvallis.

Enrollment by Class Standing and Residency

Students Who Took Courses Only Through Ecampus**

<u>Class Standing</u>	<u>Oregon Resident</u>	<u>Other U.S.</u>	<u>International</u>	<u>Total</u>
Freshman	15	3	0	18
Sophomore	40	9	0	49
Junior	76	40	1	117
Senior	202	84	0	286
Post Baccalaureate	20	30	0	50
Non-Degree Undergrad	38	66	0	104
Total for Undergraduate	391	232	1	624
Masters	95	24	2	121
Doctoral	29	24	3	56
Non-Degree Graduate	116	67	0	183
Total for Graduate	240	115	5	360
Doctor of Pharmacy	0	0	0	0
Veterinary Medicine	0	0	0	0
Total for First Professional	0	0	0	0
GRAND TOTAL (Fall 2005)	631	347	6	984
(Fall 2004)	598	290	7	895

**Table indicates students enrolled in only Ecampus-offered courses; i.e., students are not enrolled in any OSU-Corvallis on-campus courses.

OSU Extended Campus Student Enrollment by Academic Unit and Ethnicity

All Students Who Took Courses Through ECampus

Acad. Unit	American Indian /Alaskan Native		Asian /Pacific Islander		Black		Hispanic		White		International		Declined to Respond/Missing		TOTAL						
	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total					
AG	4	0	4	1	0	1	1	0	1	187	1	188	2	1	3	24	0	24	225	3	228
BUS	6	0	6	23	0	23	4	0	4	262	0	262	4	0	4	13	0	13	320	0	320
ED	0	2	2	0	8	8	0	6	6	2	144	146	0	4	4	2	22	24	4	194	198
ENGR	0	0	0	12	0	12	0	1	1	89	7	96	4	2	6	13	3	16	124	13	137
FOR	2	0	2	2	0	2	0	0	0	65	4	69	0	0	0	14	0	14	87	4	91
HHS	6	0	6	19	0	19	3	0	3	229	8	237	3	1	4	15	1	16	284	10	294
LA	13	0	13	19	0	19	12	0	12	439	0	439	0	0	0	53	0	53	569	0	569
OC	—	0	0	—	0	0	—	0	0	—	2	2	—	0	0	—	0	0	—	2	2
PHARM*	—	0	0	—	0	0	—	0	0	—	2	2	—	0	0	—	0	0	—	2	2
SCI	10	0	10	35	0	35	9	0	9	225	5	230	7	0	7	30	1	31	324	6	330
GRAD	—	5	5	—	5	5	—	3	3	—	148	148	—	0	0	—	32	32	—	200	200
UESP	2	—	2	9	—	9	2	—	2	102	—	102	1	—	1	16	—	16	137	—	137
TOTAL	43	7	50	120	13	133	31	10	41	1,600	321	1,921	21	8	29	180	59	239	2,074	434	2,508

*First Professional students are included in the graduate totals

Oregon State
UNIVERSITY

Enrollment Summary Summer 2005

Office of Institutional Research • No. 3, October 2005

<http://oregonstate.edu/admin/aa/ir/enrollmentsum.html>



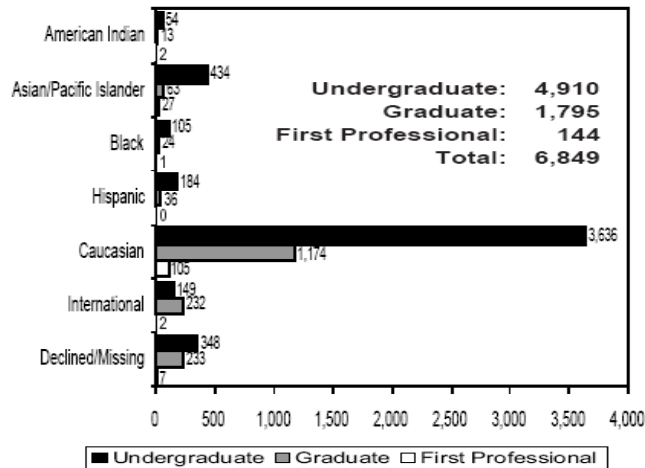
Enrollment at-a-Glance

Minority Enrollment

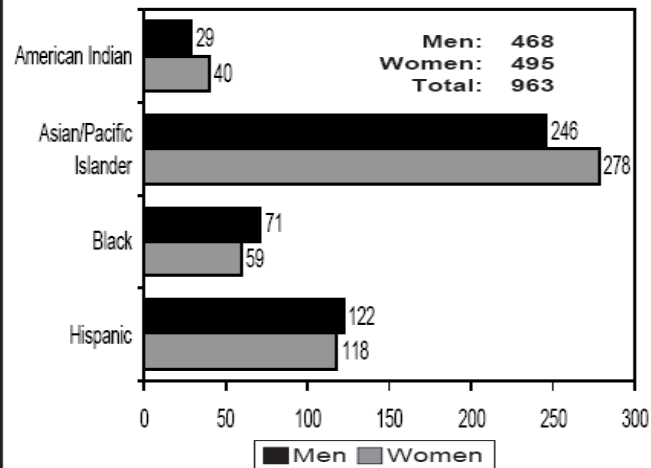
U.S. Minorities by Academic Unit and Student Level

COLLEGE	American Indian				Asian/ Pacific Islander				Black				Hispanic				TOTAL			
	Under-Grad	Grad	First Prof.	Total	Under-Grad	Grad	First Prof.	Total	Under-Grad	Grad	First Prof.	Total	Under-Grad	Grad	First Prof.	Total	Under-Grad	Grad	First Prof.	Total
Agr. Sciences	4	0	—	4	6	1	—	7	0	1	—	1	9	2	—	11	19	4	—	23
Business	4	0	—	4	57	0	—	57	12	1	—	13	30	0	—	30	103	1	—	104
Education	0	3	—	3	0	8	—	8	0	11	—	11	0	22	—	22	0	44	—	44
Engineering	5	0	—	5	68	9	—	77	9	0	—	9	20	0	—	20	102	9	—	111
Forestry	1	2	—	3	1	1	—	2	1	0	—	1	3	2	—	5	6	5	—	11
Graduate School	—	7	—	7	—	24	—	24	—	4	—	4	—	19	—	19	—	54	—	54
Health and Human Sci.	9	1	—	10	66	7	—	73	14	3	—	17	28	5	—	33	117	16	—	133
Liberal Arts	15	0	—	15	75	1	—	76	45	1	—	46	58	0	—	58	193	2	—	195
Oceanic and Atmos. Sci.	—	0	—	0	—	0	—	0	—	0	—	0	—	1	—	1	—	1	—	1
Pharmacy	0	0	2	2	0	1	26	27	0	0	1	1	0	0	0	0	0	1	29	30
Science	15	0	—	15	150	11	—	161	10	3	—	13	31	5	—	36	206	19	—	225
Univ. Expl. Studies Prog.	1	—	—	1	11	—	—	11	14	—	—	14	5	—	—	5	31	—	—	31
Veterinary Medicine	—	0	0	0	—	0	1	1	—	0	0	0	—	0	0	0	—	0	1	1
Total	54	13	2	69	434	63	27	524	105	24	1	130	184	56	0	240	777	156	30	963

Ethnicity - All Students - by Level



U.S. Minorities by Gender



OSU Extended Campus
Student Enrollment by Academic Unit and Ethnicity

All Students Who Took Courses Through ECampus

Acad. Unit	American Indian /Alaskan Native		Asian /Pacific Islander		Black		Hispanic		White		International		Declined to Respond/Missing		TOTAL						
	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total	Under-grad	Grad Total					
AG	0	0	1	0	1	0	1	5	1	6	111	2	113	0	0	17	0	17	134	4	138
BUS	0	0	13	0	13	3	5	6	0	6	150	0	150	4	0	6	0	6	182	5	187
ED	0	0	0	2	2	0	0	0	6	6	8	88	96	0	1	0	9	9	8	106	114
ENGR	1	0	13	0	13	1	0	1	2	0	135	1	136	5	0	8	0	8	165	1	166
FOR	0	0	1	0	1	0	0	1	0	1	41	2	43	0	0	5	0	5	48	2	50
HHS	4	0	4	6	0	2	0	2	3	0	193	0	193	4	1	10	0	10	222	1	223
LA	5	0	5	21	0	21	17	0	17	19	369	5	374	5	0	42	2	44	478	7	485
PHARM	-	0	0	-	0	-	1	1	-	0	-	1	1	-	0	-	1	1	-	3	3
SCI	3	0	3	33	0	33	2	1	3	4	164	5	169	5	0	21	0	21	232	6	238
VM	-	0	0	-	0	-	0	0	-	0	-	7	7	-	0	-	0	0	-	7	7
GRAD	-	2	2	-	9	9	2	2	-	10	230	230	230	-	0	-	67	67	-	320	320
UESP	0	-	0	1	-	1	2	-	2	0	29	-	29	0	-	0	-	0	32	-	32
TOTAL	13	2	15	89	11	100	27	10	37	40	17	57	1,541	23	2	109	79	188	1,501	462	1,963

Addendum #1: Follow-up to Survey Recommendations and Next Steps - August, 2006

- #1: An online training tool using Blackboard will be created over the coming year. *(Prepare a training program in Blackboard on diversity, which might include what to do in uncomfortable situations, and how to resolve them. Have this training be part of orientation for all new staff.)*
- #2: Anonymous Comments-Suggestion Box was created using the BSG survey tool. The link to this webform is on the Ecampus Sharepoint site, with notification of comment submission going to the Taskforce members. Taskforce will either address the issue or refer it to the appropriate Ecampus staff for attention, and will also monitor resolution. This was announced at the August 2006 All Staff meeting. *(Create a suggestion box for staff to put comments in, along with a committee that could respond to the comments and issues.)*
- #3: This should also be part of #1. *(Work on ways to “bring people in” on diversity issues, including an orientation program and modeling the program. Schedule time for people to have training. Make this one of our core values.)*
- #4: Once a quarter we should invite someone from one of the Cultural Centers. There was a suggestion that we have one of our All Staff meetings in one of the Cultural Centers. Martin will look into the Cesar Chavez Center and let the committee know of his findings. *(Have presentations from others across campus with world views.)*
- #5: We will investigate in-house options for this training. *(Have a voluntary Meyer Briggs training and problem solving training).*
- #6: Referred to Ecampus Social Affairs Committee for discussion. *(Invite someone from another country to make their native dishes, charge staff for attendance at this feast, and then donate proceeds to a non-profit dedicated to diversity.)*
- #7 Encourage staff to attend the OSU Diversity Book Club; have a monthly diversity related article, to be put on SharePoint Portal; Ian and Alfonso will add this to their project for inclusion on the Ecampus Sharepoint site. *(Create an Ecampus book club.)*

- #8 Have the instructor linked with #4. (*Show a video from one of our distance courses on cultural differences.*)
- #9 Post notices at mailboxes with the series information/dates. (*The Anthropology Department has a lunch series we could attend, where we might learn more about other cultures.*)
- #10 Ecampus Marketing will investigate this possibility. (*OSU in the News could focus on someone on campus who has contributed significantly to enhancing diversity on campus.*)
- #11 Linked with #1 above. (*Continue to integrate cross-training of Ecampus units.*)
- #12 Ongoing and for future discussion. (*Recruit more diverse students*)
- #13 Will be addressed with Ecampus Leadership. (*Focus on the issue of the “hierarchy” and modeling behavior consistently.*)
- #14 Imbedded in #12 and #14 (*Send two people once a month to a different cultural center for lunch. This could also be a way to recruit more diverse students*).
- #15 Will be discussed with Ecampus Directors. (*Create an internal newsletter that could keep all staff informed about each others’ work and projects.*)