

Demands from We Can Do The Work

Initial Demands

Demand	Letter to F. King Alexander from We Can Do The Work (July 1, 2020)
0	Initial demands that have yet to be enforced (from initial letter to Ed Ray on June 3, 2020)
0.1	President F. King Alexander, his office, and 15 colleges to have a conversation prior to Fall 2020 with Black student leaders, faculty, and professional staff to ensure transparency and the implementation of their specific needs in addition to adherence to the demands in this letter moving forward. President F. King Alexander must continue to take lead and prioritize the needs of Black students and faculty and continue those conversations as needed. These conversations must end with action items that are intended to work towards meeting our demands.
0.2	President F. King Alexander and his office communicate to Black students, faculty, and professional staff via email that OSU sees them, OSU cares about them, and reminds the Black community of resources they have for support.
0.3	OSU faculty continue to be flexible during this time with assignments and finals for their Black students. The latter are experiencing heightened racial trauma, and these actions, as called for in the collective response to Ed Ray, are the baseline of necessary accommodations. Includes: granting deadline extensions, waiving grades on assignments, giving Black students the options to keep the grade they already earned in the class if they wish to forego further assignments
0.4	Give Black faculty grading extension deadlines.
0.5	Give Black pro-staff PTO or some form of time off from work.

OSU Response

OSU acknowledges and affirms the importance of meaningfully and consistently providing support to Black students, faculty and staff, and alumni, and to creating conditions for Black students, faculty and staff, and all staff impacted by violence and trauma, to be successful at OSU.

In response to community demands:

- OSU has facilitated ongoing engagement between Black students, faculty, staff and alumni, and President Alexander and university leaders to facilitate organizational transformation, transparency, accountability, and relationship building. (Demand 0.1)
- OSU has communicated OSU's commitment to support and uplift Black students, faculty, staff and alumni. These communications outlined existing and new initiatives, strategies and resources to advance efforts at the university to identify and dismantle anti-Blackness at OSU. (Demand 0.2)

- OSU directed instructional faculty to permit the maximum level of flexibility for Black students, and all students impacted by recent events, with respect to grading and coursework requirements. OSU highlighted channels available for Black students and faculty, and all students impacted by recent events, to raise and address concerns when supervisors, faculty, or other university employees are not providing flexibility. (Demand 0.3)
- OSU directed supervisors and managers to provide Black employees, and all employees impacted by recent events, maximum flexibility with grading and other employment obligations, within university policies. (Demand 0.4)
- OSU communicated to employees outlining support resources to address the impact of recent events, options for flexible work arrangements, and various options for paid time off to address the impacts of recent events. (Demand 0.5)

Demand 1: Disarm OSU

Demand	Demand 1: Disarm OSU
1.1	Required community involvement and co-governance in the formation of a bare minimum force required by federal law for our on-campus research reactor that will not exceed the required one (1) armed guard and five (5) rapid response personnel. These individuals must only respond to the reactor; not all of campus.
1.1.1	a. 10CFR73 requires that armed security is present at nuclear reactors. This federal requirement does not apply to the rest of the campus and cannot justify an armed response anywhere else on campus.
1.1.2	b. Federal requirements do not preclude community oversight.
1.1.3	c. The armed security can and must be restricted to the minimum required.
1.2	Immediately cut the university's policing budget by 50% and commit to a total defunding of campus police by 2023.
1.2.1	a. Cancel the formation of the private police force and end all existing searches for employees, staff or contract workers therein.
1.2.2	b. The 50% reduction to apply to public safety/police salary and resource spending allocations.
1.3	Immediately end OSU's contract with the Oregon State Police (OSP). This is the same police force that was responsible for racially profiling and using excessive force against a Black OSU student. As long as OSU contracts with OSP, they put Black lives in danger.
1.3.1	Transparent reallocation of funding away from policing towards the expansion of services, which contribute to community health and safety, such as a mandatory anti-racism course for students in all degree programs, hiring Black counselors at Counseling and Psychological Services, Student Health Services and Pharmacy, UHDS Emergency Housing Program, Survivor Advocacy Resource Center, Human Services Resource Center, among others.
1.3.2	a. Allocate resources to the formation of a committee of BIPOC students, staff, faculty, and community members to develop and publish a written plan by Spring 2021 that outlines the pathway to fully defunding police and reallocating funding towards essential services beginning in 2023.
1.3.3	b. Give this committee power to make decisions about the reinvestment of funds divested from policing.
1.4	Accountability
1.4.1	a. Monthly public forums for OSU students, staff, and community members to provide feedback for guard force accountability. These forums must not take place during week 8-10 during the term due to the students finals schedule. When past community forums have tried to take place during those weeks there is a low turnout rate. These forums must be widely marketed and advertised in every OSU building and advertised in all student emails a week in advance minimum, with reminder.
1.4.2	b. Complete open and public release of records about all newly hired guards/officers and substantial public input regarding any new hires. Create a page on the Public Safety website that highlights each guard with a photo, name, contact information, and any information about past police and or security work including misconduct cases.
1.5	Create an unarmed crisis/mediation team to call on campus in addition to public safety.

1.5.1	a. The act of calling police poses a great danger for people of color and specifically for folk in the Black community. One example was in June 2018, when Portland community member, Jason Washington, was shot to death attempting to de-escalate a fight between a group of men. This murder was committed by armed Portland State University police force, who faced no consequences. This murder is one of many documented cases of police violence that has happened to Black people over time, and it is crucial for this administration to consider these consequences and the need for more access to mental health care at all levels.
1.6	Relocate the Department of Public Safety on OSU-Corvallis campus closer to nuclear plant facilities.
1.6.1	a. We understand that federal requirements obligate OSU to have armed police response for the nuclear facility. However, this does not mean that we need armed police anywhere else on campus. Placing the Department of Public Safety close to the nuclear research center will decrease the campus area that any armed officers will have to pass through in order to reach the facility.
1.7	Ed Ray mentioned, "...the Office of Institutional Diversity will continue to provide training to OSU public safety officers on implicit bias, foundations of power, privilege, and oppression to ensure that our public safety practices are congruent with OSU's values regarding inclusivity and opposing oppression..." We demand that these ideas be acted upon and not just spoken by the university administration. If police on-campus is required, we demand the immediate implementation of REQUIRED trainings for:
1.7.1	a. OSU public safety to have examinations of policing in the Black community
1.7.2	b. OID and OSU public safety to carry out restorative justice, implicit bias and de-escalation training
1.8	Divest from Oregon Corrections Enterprises (OCE) and other prison-made goods for Oregon State University, which includes but is not limited to desks, chairs, and other furniture items in all university buildings. In 1999, Oregon passed Measure 68 which allowed OCE to function and enabled the Oregon carceral system to capitalize on incarcerated folks. While this is supposed to be a "rehabilitating" process, this practice is a modern form of slave labor, which OSU is using to create a learning environment for students. Divest from prison labor now.
1.9	Support defunding the Corvallis Police Department.
1.9.1	a. OSU to divest from/pull grant funding from the Community Livability Unit and to invest in departments on campus that promote engaged community learning, diversity, and equity work. The city of Eugene partners with CAHOOTS which is a community care focused alternative to policing that is an emergency response team that focuses on mental health, homelessness, and addiction. We demand that the university contracts with an unarmed community centered response team that is crucial when about public safety.
1.9.2	OSU to support defunding the police, a campaign currently led by the Black Lives Matter movement, by issuing public statements and lobbying Corvallis city council in favor of defunding the Corvallis Police Department.

OSU Response

OSU recognizes the systemic and individual harm policing has caused to Black and Indigenous people, to people of color in Corvallis, Oregon and throughout the United States. The university also recognizes

legitimate public safety needs on the Corvallis campus necessitate the development of a university public safety and law enforcement entity that will include both armed, sworn officers, and unarmed public safety personnel.

Community organizers from Disarm OSU and We Can Do The Work have raised important and legitimate concerns about policing, resources, personnel, training, transparency, accountability, mitigating impact on communities of color, and the importance of creating systems of community safety that involve the community members.

As OSU develops its public safety program, it commits to continual critical reflection and dialogue, and to centering the voices of Black and Indigenous community members, and community members of color, to create a public safety program that resists racism and other forms of oppression, and reflects and advances the university's values.

In response to demands raised by We Can Do The Work regarding public safety:

- OSU commits to oversight and accountability of the public safety program driven by the university and local community engagement. OSU will create Public Safety Oversight groups comprised of university community members. Members of these groups will include diverse community members. These groups will have an advisory role regarding evaluating and promoting the goals and programs of the police Department. Together the OSU community and Public Safety Division can work to enhance accountability and transparency in policing and build community trust through oversight. (Demand 1.1 *et seq.*, 1.3.2, 1.3.3)
- OSU's investment in public safety services and personnel will be commensurate with demonstrated university public safety needs. (Demand 1.2 *et seq.*)
- OSU commits to creating channels for community members to raise concerns regarding the presence of the Oregon State Police (OSP) at OSU through the end of OSP's contract on December 31, 2020. OSU will clearly communicate with OSP the university's expectation that its activities are consistent with the university's values. When necessary, OSU will hold OSP accountable to the terms of its contract with OSU. (Demand 1.3)
- OSU commits to increase investment in resources towards student support services to meet the needs of Black and Indigenous students, students of color, and all students impacted by trauma. This includes current efforts to hire a Black/African-American Student Specialist in CAPS, and enhancing support for other offices identified in this demand. (1.3.1)
- OSU commits to holding public forums on a regular basis to share information regarding the university's public safety program to receive feedback and inform the program's ongoing development. (Demand 1.4, 1.4.1)

- OSU commits to using a fair and equitable hiring process appropriate to the positions being filled. Reasonable contact information for public safety personnel in public-facing roles will be made available on the public safety website. (Demand 1.4.2)
- OSU commits to actively explore, with community and local government partners, the creation of an unarmed crisis mediation team using the Cahoots program in Eugene as one potential model. Creating a team that has community-wide impact will necessarily involve partnership and investment by community partners including the Corvallis Police Department, Benton County Sherriff's Office, and Benton County Health Department. (Demand 1.5)
- OSU, through CAPS, commits to continuing prioritized access to services for Black and Indigenous students, students of color, and all students who experience trauma. OSU, through the Office of Human Resources, commits to identifying resources through its Employee Assistance Program to meet the mental health needs of Black and Indigenous faculty and staff, faculty and staff of color, and all faculty impacted by trauma, increase investment in these resources if necessary, and make these resources easily available and accessible. (Demand 1.5.1)
- Public Safety will maintain its current location on campus and will not be limited to guarding just the reactor. DPS will support the public safety needs of the entire campus and will not be excluded from any facility or location. (Demand 1.6, 1.6.1)
- OID, and other university and community partners, are currently and will continue to provide mandatory, comprehensive and rigorous education to public safety personnel covering competencies that will include identifying and resisting implicit bias, anti-Blackness, anti-Indigeneity, de-escalation, and other key areas identified in the Transition Plan for Success. Information on training provided to public safety personnel will be publicly available for review. (Demand 1.7, 1.7.1, 1.7.2)
- OSU commits to exploring and establishing vendor expectations reflecting OSU's values and making a determination of whether to discontinue use of vendors utilizing labor provided by incarcerated persons. (Demand 1.8)
- The Corvallis Police Department (CPD) provides back up for mutual aid in the event of a crisis on OSU's Corvallis campus. Divestment from CPD could necessitate an increase OSU public safety personnel if CPD is unable to provide back up in crises. OSU commits to continually evaluating its relationship with local government partners, CPD and other local law enforcement agencies to ensure these relationships are consistent with OSU's values and expectations for public safety partners. (Demand 1.9, 1.9.2)
- The inter-governmental agreement between OSU and the City of Corvallis supporting the Community Livability Unit operates in lieu of a tax, and also covers services beyond policing, including health and safety dispatch, and fire-fighting. As discussed above, OSU commits to

actively explore, with community and local government partners, the creation of an unarmed crisis mediation team. (Demand 1.9.2)

Demand 2: Anti-Racism Education

2	Demand 2: Anti-racism education
2.1	<p>It is not the duty of BIPOC students to educate their peers. The responsibility lies with this university, a land-grant institution founded in a state where Black people were explicitly banned. In their 1990 letter, concerned students called for a mandatory series of courses to address diversity, racism and its origins, and the university’s documented intolerance in a contemporary context. The response was the Difference, Power, and Discrimination (DPD) core course requirement. Today, nearly 75% of DPD course options do not include adequate anti-racism instruction. The course instructors do not need to take specific diversity training to instruct these courses, and this course requirement is not mandatory for all degree-seeking students. The student’s request for anti-racism, pro-diversity education has still yet to be satisfied. In OSU’s We Have Work to Do campaign, the university commits to Transforming Our Future through “Collaboratively envisioning a university motivated by diversity, inclusion and social justice.” It is time to stop envisioning a different future and do the work of making that future a reality by implementing a mandatory anti-racism, open-dialogue course requirement for all degrees at OSU.</p>
2.2	<p>The aforementioned course requirement must focus strongly on a comprehensive evaluation of systemic racism and bias. It should not be reduced to a brief discussion or listening session(s) for already-concerned students. The course requirement will be satisfied by at least a full-term class that includes ongoing, impactful discourse with students. We believe that all OSU students must be exposed to the history of racism and oppression in the state of Oregon and in the nation at large. Students must receive tangible exercises for learning to identify systemic biases, understand privilege, and have a more personal view about embracing diversity.</p>
2.3	<p>Courses from the Ethnic Studies department should [be used] to fulfill this requirement, as they adequately address the criteria as listed above. The purpose of Ethnic Studies is to address anti-racism through each of their classes. Prioritize funding to the Ethnic Studies department to allow these courses to expand and fulfill the needs of an anti-racism education, which must be mandatory for all students regardless of degree.</p>
2.4	<p>Currently, professors teaching DPD program courses are instructed to take a 60-hour DPD academy training, but this condition is not enforceable, giving no guarantee that the professor who teaches a DPD course will be qualified to do so. It is also possible for an instructor to inherit a DPD course that they have not been adequately trained to teach, or for a professor to pitch a DPD course that they do not end up teaching themselves. This current system does not uphold the demands of the concerned student letter in 1990 for qualified minority instructors. This minimal request for diversity-competent instructors must extend past the mandatory course requirement that is implemented. We demand that all faculty who teach, regardless of subject, go through the Black Minds Matter course led by OSU Black professional staff members. Currently, these facilitators are Dorian Smith, Kim McAloney, and Jason Dorsette.</p>

2.5	Graduate students cannot be exempt from the course requirement. Graduate students do not have to take an anti-racism course option at present, and students like Andrew Oswald can graduate with a degree from OSU without ever having their ideologies challenged. The values espoused by Oswald are precisely those which have led to the murder of so many innocent Black lives, and were it not for student activists at OSU, Oswald would not have been held accountable. We need systemic change to support graduate students who are an integral part of this university's social sphere but are often overlooked when it comes to anti-racism education efforts. Many graduate students are instructors themselves and work directly with underrepresented students. Graduate students are equally accountable for our society's shape after graduation and need to be equally educated and involved in making a more peaceful and equitable future.
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OSU Response

OSU agrees that anti-racism education, and particularly education to resist anti-Blackness and anti-Indigeneity, must be core to OSU's commitment to student and faculty development.

Effective and sustainable anti-racism education for all OSU students and employees must be comprehensive, integrated across the curriculum and co-curriculum, supported through accountability systems, and not limited to a single course or experience.

In response to demands submitted by We Can Do The Work regarding anti-racism education, and given the scale and complexity of this work, OSU will charge a commission convened by the Office of Undergraduate Education and comprised of OSU students, faculty and staff to deliberate, make recommendations, and take action to:

- Align and resource curricular and co-curricular programs providing anti-racism education, including: (Demands 2.1, 2.2, 2.3, 2.4, 2.5)
 - Ethnic Studies Department
 - Difference, Power and Discrimination Program
 - Student Experiences and Engagement
 - Diversity and Cultural Engagement
 - Educational Opportunities Program
 - University Housing and Dining Services, Diversity Initiatives and Programs
 - Other academic and administrative units providing curricular and co-curricular anti-racism education

- Embed anti-racism education in the curriculum, including by: (Demands 2.1, 2.2, 2.3, 2.4, 2.5)
 - Engaging Faculty Senate and Undergraduate Studies to seek requirement of an anti-racism course as a part of the undergraduate BACC core
 - Engaging Faculty Senate, Graduate Council and the Graduate School to explore and incorporate anti-racism outcomes into the graduate student curriculum
 - Engaging Faculty Senate to modify the DPD course requirement to model the Writing Intensive Curriculum program to require DPD courses be satisfied within a student's academic home

- Establish shared responsibility for anti-racist education for faculty and staff, including by: (Demands 2.1, 2.2, 2.4, 2.5)
 - Articulating foundational standards for inclusive and critical teaching practices across disciplines
 - Engaging Faculty Senate, Undergraduate Studies and the Graduate School to require peer review and concurrent professional development for faculty who seek to teach anti-racist course work (e.g. participation in Black Minds Matter)
 - Resourcing and enabling increased opportunities for co-teaching, within and across disciplines, for courses which engage anti-racism

- Expand anti-racist faculty and staff development opportunities, including by: (Demands 2.1, 2.2, 2.4, 2.5)
 - Embedding anti-racism education in mandatory faculty and staff orientation programs
 - Delivering foundational anti-racist education to faculty and staff through the Office of Human Resources, Faculty Affairs and the Office of Institutional Diversity
 - Providing skill-based learning experiences for anti-racist and inclusive teaching strategies the Center for Teaching and Learning.
 - Resourcing and enabling increased opportunities for co-teaching, within and across disciplines, for courses which engage anti-racism

- Expand supervision development, including by: (Demands 2.1, 2.2, 2.4, 2.5)
 - Providing professional development on anti-racist supervision standards for faculty, staff and student-employee supervisors, including deans, department heads, and others through Faculty Affairs

- Establish systems of accountability for anti-racist education, including by: (Demands 2.1, 2.2, 2.4, 2.5)
 - Embedding standards for inclusive and critical teaching practices in faculty position descriptions across disciplines
 - Embedding standards for inclusive and critical teaching practices in the new course approval process
 - Embedding evaluation of anti-racist teaching practices in formal faculty review processes, i.e. student evaluations of teaching, annual review, etc.
 - Embedding evaluation of anti-racist and inclusivity practices in formal employee and supervisor review processes, i.e. annual reviews, etc.
 - Engaging Faculty Senate to adopt a syllabus statement directing students to support resources for bias incident response

Demand 3: Explicit Transparency

3	Demand 3: Explicit Transparency
3.1	Actions and policies relating to public safety, including any decision made about equity and inclusion on campus must be made with community oversight and must be explicitly public.
3.2	Notices regarding public safety must not be embedded in emails about other topics but must instead be clearly communicated and easily accessible.
3.2.1	a. All town halls and public comment sessions regarding the new police force on campus have been hidden at the bottom of unrelated emails or announced only a few days in advance to a limited audience. The community should have oversight of the governing bodies that affect our safety, and we should be able to give feedback and input prior to those decisions being made and implemented. Public comment sessions or any forum relating to public safety, student health, or communications with underrepresented community members should be announced at least one week in advance and should be widely and clearly publicized.
3.2.2	A record must be kept of all actions and official correspondence relating to public safety on campus. This record must be easy for the community to find and must not require special permissions to access.

OSU Response

OSU recognizes the importance in transparency in creating trust in and accountability for the public safety program at the university.

In response to demands submitted by We Can Do The Work regarding transparency:

- OSU commits to transparent oversight and accountability of the public safety entity driven by university and local community engagement. OSU will create Public Safety Oversight groups whose membership and roles are detailed in response to Demand 1. The work of these groups will be publicly available to the extent of the law. (Demand 3.1)
- OSU commits to clearly communicating notices regarding public safety in multiple modalities and making them available on the public safety website. (Demand 3.2)
- OSU commits to clearly communicating invitations to town halls and public comment sessions at least one week in advance and in multiple modalities. (Demand 3.2.1)
- OSU commits to posting and making available publicly releasable information related to public safety on the public safety website. If additional information is sought, OSU commits to providing all publicly available information to the extent provided by the law. (Demand 3.2.2)

Demand 4: Racial Aggression Accountability

4	Demand 4: Racial aggression accountability
4.1	We echo student-athletes who have called for the renaming of OSU Corvallis campus buildings: Gill Coliseum, Linus Pauling, and Arnold Dining Center. Linus Pauling was an open eugenicist whose views are abhorrent and dangerous. Amory “Slats” Gill was OSU’s racist men’s basketball coach from 1928 to 1964 who refused to have Black athletes on his team. Benjamin Lee Arnold was OSU’s second president and a confederate army soldier who during his time in college excelled in the course, “Domestic Slavery”. Under his presidency, he stole Kalapuya land and fiscally prospered, building this university’s foundation on racism and genocide. This history from these three men are part of the reason why retention rates are so low for BIPOC students and why we are still demanding change.
4.2	Racial aggression that is not handled by Title VII is reported to OSU’s Bias response team which is currently ill-equipped to handle such reports. The Bias response team needs necessary guidance, provided first and foremost by students, faculty and staff of underrepresented communities.
4.3	Increase racial representation in the Title IX offices; currently almost all equity associates who handle Title IX cases are white and often fail to recognize intersectionality when working with BIPOC.
4.4	Incidents involving patrol staff of the TRIGA reactor i.e. armed guards on campus, must be reported to the Bias response team along with the oversight committee that is established.

OSU Response

Creating systems of accountability and opportunities for education and restoration related to racialized aggression and trauma is essential to the creation of an anti-racist university.

In response to demands submitted by We Can Do The Work regarding racial aggression accountability:

- The Architectural Naming Committee (ANC) will review research completed in 2017 when renaming of Gill Coliseum and Arnold Dining Center were considered. If new information has surfaced, the ANC will lead efforts to reinvestigate. The ANC committee will utilize criteria established by a committee of students, faculty and staff to examine university building and place names to consider whether Linus Pauling Science Center should be renamed. The ANC will create and install permanent education displays in Community Hall, the Hallie Ford Women and Gender Center, and Champinefu Lodge. (Demand 4.1)
- The Bias Response Team will initiate a process in Summer 2020 to gather community feedback on its role and function from Black and Indigenous community members, community members of color, and other community members holding minoritized identities to identify and take

action on areas for growth and development. The Bias Response Team will continue to engage this group on a regular basis to present data and trends, assess progress and hold itself accountable. The Bias Response Team will continue to publish a public annual report assessing trends and recommendations for addressing bias on individual and institutional bases. (Demand 4.2)

- Equal Opportunity and Access will extensively recruit Black and Indigenous candidates, and candidates of color if and when positions in the office open. The Equal Opportunity and Access team will continue to engage in focused professional development regarding intersectionality and to better support Black and Indigenous community members, and community members of color and document this training in its annual report. (Demand 4.3)
- The Bias Response Team will work with the public safety program to ensure personnel are aware of BRT's role as a support resource, and to ensure bias incidents originating from DPS are reported to the BRT and included in public reporting. (Demand 4.4)

Demand 5: Expand Faculty Diversity and Retention

5	Demand 5: Expand faculty diversity and retention
5.1	The announcement that there will be more positions available to faculty, professional staff, and counselors of underrepresented communities is promising. However, it is equally important to retain these diverse voices. The university has a disappointing track record when it comes to keeping diverse hires, and this is not accounted for when we speak about increased diversity hiring. It negatively impacts this community when we lose those diverse perspectives. The university must commit itself to use the following strategies as outlined in the President and Provost’s Leadership Council for Equity, Inclusion and Social Justice Final Report 2018-19 in efforts to retain the diversity that is so often touted as being important and valued:
5.1.1	a. Adequate funding for starting salary and start-up
5.1.2	b. Cluster hiring
5.1.3	c. Mentoring programs
5.1.4	d. Comprehensive, campus-wide diversity planning and training
5.2	Per goal 2 in the OSU strategic plan, we demand the university remain committed to hiring Black CAPS counselors to support Black students and employ more tenured Black faculty and pro-staff at all levels.

OSU Response

OSU recognizes and affirms the importance of both hiring and retaining Black and Indigenous employees, and employees of color. Creating and maintaining pathways to enhance recruitment and retention of these employees is vital to the university’s short and long-term excellence and success.

In response to demands submitted by We Can Do The Work regarding faculty diversity and retention:

- OSU, through the Office of Human Resources and Faculty Affairs, and in partnership with university contributors and partners, commits to incorporating practices recommended by the President and Provost’s Leadership Council for Equity, Inclusion and Social Justice into its Talent Management Plan articulating the university’s hiring and retention strategy. These practices include cluster hiring, mentoring opportunities, and comprehensive employee training and development. (Demand 5.1.)
- OSU, through the Office of Human Resources and Faculty Affairs, commits to making the Talent Management Plan available for the university community to review by Fall Term 2020, providing regular and ongoing opportunities for feedback to improve aspects of the plan, and to publicly reporting on progress made to improve recruitment and retention of Black and Indigenous employees, and employees of color. (Demand 5.1)

- OSU, through the Office of Human Resources and the Office of Equal Employment Opportunity and Access, commits to analyzing employee applicant flow data to determine junctures where qualified Black and Indigenous applicants, and applicants of color, exit the hiring process. Interventions to address findings from this analysis will be incorporated into the Talent Management Plan and is currently addressed within OSU's Affirmative Action Plan. (Demand 5.1)
- OSU commits to partnering with the OSU Foundation to raise funds to support cluster hiring of faculty with expertise advancing the university's diversity, equity and inclusion goals, and other recruitment and retention initiatives, and to communicating with the university community about the outcomes of these efforts. (Demand 5.1)

Demand 6: Support for International Students

6	Oregon State University creates a class that meets SEVP requirements for students to remain in the United States. This class should be set to meet in person, while simultaneously not requiring attendance.
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OSU Response

The July 6, 202 ICE guidance requiring international students to attend in-person instruction was rescinded, so an in-person course is no longer required for continuing international students. OSU is planning for new international students to receive an in-person course this Fall.