**Commitment to Diversity and Community: A College of Agricultural Sciences Core Value**

**15 September 2015**

The College of Agricultural Sciences has identified Equity, Inclusion and Civil Discourse as a core value in its Strategic Intent and a key component in fulfilling the Land Grant mission of the University and College. As such, CAS leaders, faculty, staff and students need to think purposefully about developing and demonstrating a commitment to diversity and inclusion, which will result in a college-wide culture that embraces all aspects of diversity. Furthermore, the OSU Faculty Senate revised the Promotion and Tenure guidelines to affirm this commitment and suggests that faculty might include diversity and inclusion activities in their dossiers. The purpose of this document is to provide guidance about how CAS leaders, faculty, staff and students can promote equity and inclusion in all aspects of what we do.

**Hiring Faculty and Staff**

The college’s Search Process Guidelines address the college’s expectations with respect to conducting searches for faculty and staff. Expectations include the use of Search Advocates on most committees (2 required on all Priority staffed positions), inclusion of specific language regarding a commitment to diversity and inclusion, and following best practices outlined in the university’s search excellence document (<http://hr.oregonstate.edu/search-excellence> ). Search committees **must** reach out to potential candidates and insure a diverse applicant pool. The Dean will approve each pool and campus interview list prior to scheduling interviews to ensure alignment with diversity goals. Applicant pools that are not diverse or fail to demonstrate a significant commitment to diversity may result in a failed search. A significant commitment to diversity and inclusion may be demonstrated by candidates by requiring them to address diversity-related topics or questions as a separate part of their application package and/or during phone or video interviews.

The Leadership Council at OSU has been working on strategies to diversify pools or proactively recruit potential candidates and the follow suggestions are from their efforts:

* Establish relationships with potential candidates at professional meetings.
* Establish post-doc positions that can transition to Assistant Professor within 3 years.
* Establish training institute, conference, or other recurring event to draw PhD candidates/ early-career professionals to campus—establish relationships and show what OSU has to offer.
* Invite potential diversity candidates to give departmental seminar and tour campus.

**Leadership**

The college expects all unit leaders to demonstrate leadership in changing the culture of the unit and college in promoting diversity and inclusion and will seek input from faculty and stakeholders on a periodic basis to access activities in these areas. Leadership in this area may take several forms. Leaders should state their commitment clearly and regularly to faculty and staff in meetings or through other channels and should consider engaging their units in discussions regarding diversity and inclusion at unit meetings or retreats. Leaders might consider establishing a committee to develop a unit diversity plan. Leaders should consider including “demonstrate commitment to diversity and inclusion” or a stronger commitment in **all** position descriptions and should discuss diversity and inclusion during annual evaluations with all subordinates. The college will actively work to identify and promote diversity within the CAS leadership ranks.

**Position Descriptions**

Position descriptions for all new faculty hires will contain some verbiage concerning the expectation that the faculty member demonstrate a commitment to diversity and inclusion. This small group of new hires should not be expected to carry that responsibility on their own; unit leaders should consider adding this expectation to the position descriptions of all faculty. Expectations and duties regarding diversity and inclusion could be included in a general statement regarding the purpose of the position, or they may be more specifically identified under teaching, research, extension, service or other duties as assigned. In many cases, this expectation will represent a minimal change in commitment of time and is likely to include activities that faculty and staff are already doing. For most faculty these activities will be expressed through service and the most appropriate place to identify those activities might be in the service area. Some units may have a greater need for diversity-related activities and may have faculty who would like to commit significant time (>5%) to these efforts. In those cases, specific expectations or assigned duties should be included in position descriptions and these activities need to be tracked and their impact needs to be evaluated for annual review, as well as promotion and tenure. Efforts by a faculty member with significant activities assigned to diversity and inclusion should be acknowledged by reducing expectations in other duties (i.e., teach one less class). In the following sections we provide ideas of activities that might be accomplished in each major area of expectations for performance reviews and promotion and tenure.

***Service***

* Complete Search Advocate training.
* Maintain Search Advocate status with additional professional development programs.
* Serve as Search Advocate on a search committee.
* Service on any one of several committees around campus or in a professional society related to diversity and inclusion.
* Take the Difference Power and Discrimination (DPD) summer training or the new ADVANCE training.
* Participate in professional society symposia, workshops or other continuing education events.
* Participate in any number of cultural events or additional opportunities on- or off-campus each year.

***Teaching and Advising***

* Mentor/advise graduate or undergraduate students from underrepresented groups.
* Add lectures, discussions, assignments or activities on diversity and inclusion in any class.
* Assist in recruitment and retention efforts related to underrepresented populations.

***Research, Scholarship and Creative Activity***

* Participate in an education/training grant specifically targeting recruitment or retention of underserved populations in any discipline covered under CAS activities.
* Participate in a research grant concerning use, participation, or access of underrepresented groups to resources in any discipline covered under CAS activities.
* Develop scholarship related to just about any bullet in these lists of ideas.
* Give an invited presentation on a diversity and inclusion topic in your discipline.

***Outreach and Engagement***

* Participate in programs specifically targeting underrepresented populations.

**Table 1. Examples of duties with significant activities associated with diversity and inclusion and suggestions for how the impact of these duties might be assessed.**

| **Duty** | **Activity** | **Amount of effort** | **Assessment** |
| --- | --- | --- | --- |
| ***Teaching and Advising*** | Complete DPD training; teach a DPD class | 10% | Peer review of teaching, SET scores[[1]](#footnote-1) |
|  | Serve as unit diversity recruiter | 5%[[2]](#footnote-2) | Change in numbers of traditionally underrepresented students, exit interviews, student input for student committee letter |
|  | Serve as unit diversity adviser | 5%[[3]](#footnote-3) | Student surveys, exit interviews, student input for student committee letter |
| ***Outreach and Engagement***  | Develop and present programs specifically targeting underrepresented populations. | 5-10%[[4]](#footnote-4) | Survey of stakeholders/clientele that assesses the impact of program, bilingual scholarship products produced to support program, peer review of teaching events, awards  |
| ***Research, Scholarship and Creative Activities*** | Write a education/training grant specifically targeting recruitment or retention of underserved populations in any discipline covered within CAS. | 5-10%[[5]](#footnote-5) | Peer review scores, grant funded, scholarship related to education project |
|  | Write a research grant concerning use, participation, or access of underrepresented groups to resources in any discipline covered within CAS activities. | 5-10%[[6]](#footnote-6) | Peer review scores, grant funded, scholarship related to research project |
| ***Service*** | Multiple service activities specifically associated with diversity, inclusion and climate within the unit and college. | 5-25% | Survey of stakeholders/clientele that assesses the impact of activities, awards |

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1. SET scores for faculty teaching DPD classes are typically lower than SET scores for non-DPD classes. [↑](#footnote-ref-1)
2. Preparing for, participating in and doing follow-up for a recruitment event at a national conference might take 2% of a faculty member’s time. A person assigned this duty would likely participate in 2 or more of these conferences per year. [↑](#footnote-ref-2)
3. Depends on number of minority students in the unit; assumes person would participate in advisor training and activities associated with minority populations (i.e., advise sponsored student organizations). [↑](#footnote-ref-3)
4. Amount of effort will depend on the scope of the program (number of components or presentations, scholarship requirements, etc.) and could include all of a faculty member’s time assigned to outreach and engagement. [↑](#footnote-ref-4)
5. Funded grants will require significantly more time to complete the training or educational activities proposed in the grant. [↑](#footnote-ref-5)
6. Funded grants will require significantly more time to conduct the research proposed in the research. [↑](#footnote-ref-6)