

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

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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 all faculty ranks might include diversity and inclusion activities in their dossiers. The CAS commitment to equity and inclusion is such that all positions, regardless of rank, will address achievement in this important area in the position descriptions, annual performance assessment, and dossier construction and assessment. 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.

CAS Search Practices

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 committees (2 required on all Priority staffed positions), inclusion of specific language regarding a demonstrated commitment to diversity and inclusion, and following best practices outlined in the university's search excellence document (<http://hr.oregonstate.edu/search-excellence>). Search Advocates should serve on committees beginning with development of the position description through presentation of strengths and weakness of interviewees to faculty or administration. Search committees **must** reach out to potential candidates and insure a diverse applicant pool. The Dean will approve each pool and 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.

Increasing racial, ethnic, and gender diversity of CAS's faculty of the future.

The Leadership Council at OSU has been working on strategies to diversify pools or proactively recruit potential candidates and the following suggestions emerged:

- 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 with equal goals of establishing

network relationships, supporting the professional preparation of future faculty, and showcasing what OSU has to offer prospective colleagues.

- Invite and fund visits by 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 their unit and college in promoting diversity and inclusion. Furthermore, they are expected to seek input from faculty and stakeholders on a periodic basis to assess 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 learning and skill-building opportunities regarding diversity and inclusion at unit meetings or retreats while also supporting unit members of all ranks engage in similar professional development opportunities during work hours in partial fulfillment of their duties in this area. Leaders might consider establishing a committee to develop a unit diversity plan. Leaders should include “demonstrate commitment to diversity and inclusion” or a stronger commitment in **all** position descriptions and should discuss diversity and inclusion activities and professional development during annual evaluations with all subordinates. The college will actively work to identify and promote diversity within the CAS leadership ranks and has established a diversity award to acknowledge efforts related to diversity and inclusion among individuals or teams of students, staff and faculty

Position Descriptions

Position descriptions for all new faculty and staff hires beginning in 2015 contain measurable, assessable expectation that the employee demonstrate a commitment to diversity and inclusion, including efforts promoting equitable outcomes among learners of diverse and underrepresented identity groups. This small group of new hires should not be expected to carry that responsibility on their own; unit leaders should begin adding this expectation to the position descriptions of all current faculty and staff. Individual faculty might consider putting this expectation in position descriptions for graduate students and post-doctoral trainees. We expect that this commitment will be included in position descriptions for all employees, but acknowledge that positions funded on grants and contracts may have few expectations beyond nominal expectations for service and civility. 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 might include activities or enhancement of activities or practices in which faculty and staff are already engaged. Some units may have a greater need for diversity-

related activities and may have faculty who would like to commit significant time ($\geq 5\%$) to these efforts (see Table 1). 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 (e.g., 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.

Professional development to support culturally competent engagement in all assigned duties

- Participate in on-campus or online educational and skill-building professional development.
- Continually build a foundation of knowledge and cultural competence skills to allow constructive support of individuals from underrepresented populations and reciprocal engagement with underserved communities.
- Completion of train-the-trainer workshops and subsequent co-facilitation of workshops for other OSU community members.
- Form or participate in CAS- or Department-organized learning communities that support exploration, learning, and skill-building through shared readings, discussions, and workshops.
- Participate in any number of cultural events or additional opportunities on- or off-campus each year.

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 ADVANCE training.
- Participate in professional society workshops or other continuing education events.
- Host foreign visitors, scholars or exchange students in departments, labs or at Branch Experiment Stations.

Teaching and Advising

- Gain professional development in culturally-sensitive teaching, advising, and mentoring practices and document how you incorporate them in your daily practice.

- Mentor/advise graduate or undergraduate students from underrepresented groups.
- Serve as a “safe place” point of contact for a unit.
- Add lectures, discussions, assignments or activities on issues of difference, power, discrimination and their effects or relationships (or the flipside – case studies of where broadened participation, engagement, and diverse perspectives transformed/catalyzed advances) to the subject matter in any class.
- Having built a foundation of knowledge and cultural competence skills, engage in recruitment, mentoring, and retention efforts related to individuals from 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 by, participation among, or accessibility to underrepresented and underserved groups to resources, activities, or decision-making 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.
- Learn about and begin incorporating the principles and concepts of engagement scholarship, including underserved community groups or individuals in co-creation, co-management, and co-dissemination of research questions, processes, and products.

Outreach and Engagement, including Extension

- Develop and deliver pre-college programming specifically addressing needs of underrepresented populations. In some cases, may require collaborative efforts with Oregon Open Campus, 4-H and/or FFA where available
- Develop and deliver engaged programs (integrated combinations of research, education, and/or outreach) in full collaboration with community partners
- Teach approved college level course (e.g. Extension minor) that embrace diversity of learners
- Participate in providing and promoting experiential learning especially centered towards underrepresented learners in programs of work

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, focus group feedback from students, SET scores ¹
	Serve as unit diversity recruiter	5% ²	Number of initial contacts, change in numbers of traditionally underrepresented students, exit interviews, student input for student committee letter
	Serve as unit diversity adviser	5% ³	Student surveys, exit interviews, student input for student committee letter
	Serve as advisor for student club/group related to professional development and retention	5%	Student surveys, exit interviews, student input for student committee letter
Outreach and Engagement, including Extension	Develop and present programs specifically targeting underrepresented populations.	5-10% ⁴	Survey of stakeholders/clientele that assesses the impact of program, bilingual or other accessibility-sensitive scholarship products produced to support program, peer review of teaching events, awards
Research, Scholarship and Creative Activities	Write an education/training grant specifically targeting recruitment, mentoring, and retention of underserved populations in any discipline covered within CAS.	5-10% ⁵	Peer review scores, grant funded, scholarship related to education project, confidential testimonial reflections by mentees upon completion

¹ SET scores for faculty teaching DPD classes are typically lower than SET scores for non-DPD classes.

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.

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).

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.

⁵ Funded grants will require significantly more time to complete the training or educational activities proposed in the grant.

	Write a research grant concerning use, participation, or access of underrepresented groups to resources in any discipline covered within CAS activities.	5-10% ⁶	Peer review scores, grant funded, scholarship related to research project
	Publish peer-reviewed journal article on diversity, equity and inclusion.	5% ⁷	Citation rate
	Write or translate extension bulletin, paper, training manual, or other program materials in non-English language.	5% ⁷	Citation rate, downloads, adoption in other programs
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
	Develop or provide leadership in professional society diversity, equity and inclusion program.	5% ⁸	Survey of membership or participants that assesses the impact of program, awards

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⁶ Funded grants will require significantly more time to conduct the research proposed in the research.

⁷ Amount of effort is dependent on length of paper.

⁸ Amount of effort is dependent on nature, scope and size of program.