

OSU COLLEGE OF AGRICULTURAL SCIENCES

STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE



**Oregon State**  
University

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## Executive Summary

This Strategic Action Plan of the College of Agricultural Sciences (CAS) is the result of 16 months of engagement, listening, and study to identify and prioritize actionable goals and strategies to *improve opportunities and outcomes for underrepresented students, faculty, staff, and stakeholders of the College*. Altogether, a total of 709 CAS community members, friends, and colleagues directly engaged with and contributed to the development of this plan, via committee discussions, focus group conversations, survey inputs, and consultations with OSU equity leaders.

CAS has a mission to make tomorrow better for everyone, by seeking a critical balance between production and conservation. A requisite component of the CAS mission is an obligation to reflect the composition of the society we serve and to equitably include and engage historically excluded and underserved communities. This Strategic Action Plan is living plan that will be regularly reviewed, revisited, and refined in pursuit of achieving stated goals and advancing Inclusive Excellence across CAS. The Strategic Action Plan is also a community plan that values, engages, and supports the success of all members of the CAS community, and particularly those that have been historically underserved.

The plan's four strategic goals are:

**GOAL 1:** Embed, integrate, and advance inclusive excellence within all aspects of CAS.

**GOAL 2:** Improve recruitment and retention of employees, students, and volunteers from underrepresented communities.

**GOAL 3:** Create an inclusive, welcoming college and workplace climate to support a sense of belonging and equitable learning, training, and working experiences.

**GOAL 4:** The portfolio of research, teaching, Extension, and service across the College reflects the needs of diverse groups across Oregon, the US, and internationally.

## How Does This Strategic Action Plan Align with Our College's Mission, Vision and Values?

**Our mission** for embedding equity, access, inclusion, and social justice.

As the founding College of this land-grant institution, we have a mission to not only reflect the composition of the society we serve but to equitably include, serve, and engage historically excluded and underserved communities in what we do and how we do it.

**Our vision** for embedding equity, access, inclusion, and social justice.

We envision a collaborative and innovative community in which ALL students, faculty, staff, and stakeholders have equitable opportunities to enable success in their endeavors at OSU. Shared governance through dialogue that is inclusive of all voices is key to achieving inclusive excellence, as is the modelling of equity, inclusivity, and accessibility by the Leaders within our College and broader communities.

**Our values** for embedding equity, access, inclusion, and social justice.

We value the needs of Oregon's diverse communities, that have national and international reach, and strive to embed equity, access, and inclusion to advance opportunities for all. This entails credible, evidence-based information and education; collaboration and partnerships to tackle complex problems with integrated ideas; accountability to our mission; diverse perspectives across mission areas; and, mutual respect among ourselves and the broader community.

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## Definitions

Acronyms are often used in higher education as an expedient way to communicate. However, acronyms are a type of jargon, that can exclude others from the conversation if they are not part of the ‘in group’ that is privy to an acronym’s meaning. This glossary contains definitions for acronyms and other terms used in this Strategic Action Plan, and that readers might otherwise come across at Oregon State University.

In addition to defining acronyms, we also provide definitions for key diversity, equity, inclusion, and justice terms so that readers will know their intended use throughout this Strategic Action Plan. We ask readers to be aware of their own potential preconceptions or biases related to these terms.

When available and appropriate, we use the OSU Office of Institutional Diversity definitions for key terms and concepts.

**Affinity Group:** An affinity group is formed around a shared interest or common goal.

**Anti-Racism:** An antiracist is someone who acts to challenge racial inequity as well as the policies and ideas that cause these inequities.

**CAS:** College of Agricultural Sciences at Oregon State University.

**CAMP:** College Assistance Migrant Program. This is a federally-funded program that supports students whose background includes migrant/seasonal agricultural work. The program provides financial and academic support to first-year students with the goal of preparing them for further success in college.

**CARE:** Community Agreements for Real Engagement. This document (also known as the CAS CARE document) articulates the values, principles, and practices of the College of Agricultural Sciences, including a commitment to anti-racism.

**DEIJ:** Diversity, Equity, Inclusion, and Justice. See definitions for each component of DEIJ (including Social Justice).

**Diversity:** Reflects all ways that make individuals and communities unique. Diversity includes many aspects of identity, including race, color, national origin, immigration status, gender identity, disability status, economic status, sexual orientation, religion or religious belief, veteran’s status, and age, among other aspects of identity.

**Equity:** Reflects fairness in the distribution of and access to opportunities for all individuals.

**Environmental justice:** The fair treatment and meaningful involvement of all people, with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

**FTE:** Full Time Equivalent. It is used in conjunction with OSU employee appointments. One FTE is equivalent to a 40-hour per week work assignment. Employee position descriptions are often allocated towards different assignments, such that 0.1 FTE might be service, or 0.6 FTE might be research.

**Inclusion:** The act of including and valuing all individuals, regardless of background.

**Inclusive Excellence:** Recognizes that OSU’s success is dependent upon how well it values, engages and includes the rich diversity of its community members, including its students, faculty, staff, alumni, friends and affiliates

**Juntos:** A college access program of OSU Open Campus and OSU Extension that works to empower Latinx students and families around education. Juntos means “together” in Spanish. Juntos engages the entire family with a strong emphasis on cultural responsiveness, while minimizing barriers to participation.

**LGBTQ+:** Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and other terms related to a person’s sexual orientation or gender identity.

**LSAMP:** Louis Stokes Alliance for Minority Participation. LSAMP is an NSF-funded program at Oregon State University dedicated to increasing the number of traditionally underrepresented students completing STEM baccalaureate degree programs, participate in undergraduate research, and are competitive for graduate level studies

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**MANRRS:** Minorities in Agriculture, Natural Resources, and Related Sciences. This is a national organization and OSU has a MANRRS chapter. OSU-MANRRS provides a framework for academic, professional and social development for underrepresented students in fields of agriculture, natural resources and related sciences through leadership, community service and professional development activities.

**Multicultural competency:** The set of knowledge, skills, behaviors, values, and other attributes that enable individuals and organizations to work effectively in a diverse world. Cultural competence is a continuum, and can evolve over time in both individuals and organizations.

**OID:** Office of Institutional Diversity at OSU. This office plans, leads, and implements university-level strategy and initiatives related to DEI across all facets of OSU.

**Oppression:** systems of power in society that are specifically designed to advantage certain groups over others.

**SACNAS:** Society for the Advancement of Chicanos/Hispanics and Native Americans in Science. This is a national organization and OSU has a SACNAS chapter. SACNAS works to ensure that those most underrepresented in STEM have the support they need to attain advanced degrees, careers, and positions of leadership.

**SCC:** Students for Cultivating Change. This is a student club that builds community for LGBTQ+ folk and allies within CAS. SCC is associated with the Cultivating Change Foundation and the Oregon State University Pride Center.

**Social Justice:** The theoretical foundation used to guide the work of OSU's Office of Institutional Diversity. A social justice framework is applied through the equitable distribution and access to opportunity for all individuals.

**STEM:** Science, Technology, Engineering, and Mathematics.

**Unit:** Refers to a department, agricultural experiment station, center, or research facility in CAS.

**Underrepresented Groups:** Term used to describe a situation where a lower number of protected-class individuals are represented within a group than would be reasonably expected given relevant demographics.

**Underserved Groups:** Term used to describe a collective of individuals or community that is disadvantaged in relation to others, because of structural/societal obstacles and disparities

## Pathway to the CAS Strategic Action Plan for Inclusive Excellence

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The work to develop the College of Agricultural Sciences (CAS) Strategic Action Plan for Inclusive Excellence can be traced back to September 2020, when former CAS Dean Alan Sams convened and charged a Climate, Diversity, and Inclusion (CDI) Task Force with: 1) developing recommendations for identifying and addressing bias, 2) improving dialogue on diversity and inclusion, 3) building the presence of underrepresented people in our organization, and 4) promoting sustainable programs that improve access, visibility, and success for underrepresented people in the College.

It is important to note that the CDI Task Force was convened during a year of immense societal challenge, including the COVID-19 pandemic (declared a public health emergency by the US Department of Health and Human Services on January 31, 2020) and racial unrest and national protest in response to the murders of Ahmaud Arbery (February 23, 2020), Breonna Taylor (March 13, 2020), and George Floyd (May 25, 2020).

During this time of unrest and national protest, campus leaders stepped forward to publicly acknowledge a need for systemic change in policing ("After Another Tragedy, It's Time to Make Real Change a Priority", email message from former OSU President Ed Ray, May 31, 2020), call out white privilege ("Act Now to Support Black Students, Faculty, and Staff", email message from Provost Ed Feser, June 3, 2020), and to make clear that Black Lives Matter ("Black Lives Matter", email message from former CAS Dean Alan Sams, June 4, 2020). The tumult of 2020 provides important context for the foundations of this strategic action plan.

In creation of this foundational document, the task force evolved its name to better reflect embedded priorities of equity. CDI became CEDI: Culture, Equity, Diversity and Inclusion.

In March 2022, Dr. Staci Simonich was appointed Dean of the College of Agricultural Sciences. One of her first actions as Dean was to convene a committee to write the College's first Strategic Action Plan for Inclusive Excellence.

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## Charge from the Dean:

In March 2022, Dean Staci Simonich charged the committee to:

- ▶ Write a strategic action plan to improve opportunities and outcomes for underrepresented students, faculty, staff, and stakeholders of the College.
- ▶ Develop the action plan consultatively with the faculty, staff, students, stakeholders, and Climate Diversity and Inclusion Task Force in the college, as well as with the Office of Institutional Diversity (OID).
- ▶ Uphold the principles and practices of the CAS CARE Commitment document.
- ▶ Align the Action Plan with OSU's 2019-2023 Strategic Plan SP4.0 and OSU's diversity strategic plan, Innovate and Integrate: Plan for Inclusive Excellence.

When crafting the strategic action plan, the committee was further instructed to:

- ▶ be open to constructive criticism from any reasoned point of view, and
- ▶ be data- and evidence-based.

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## Collective Vision for Inclusive Excellence within CAS

Across both visioning sessions (committee and community), our collective vision for Inclusive Excellence prioritized:

- ▶ Accurate and Just Representation of Diversity within CAS
- ▶ Support to Enable Individuals from All Backgrounds to Flourish

In terms of **Accurate and Just Representation of Diversity within CAS**: underrepresented members of the CAS community should be able see themselves in CAS leadership, faculty, and staff. Students also specifically stated a desire for CAS course lessons, guest speakers, field trips, and other learning materials to better reflect diverse knowledge systems and identities of CAS community members. Race and ethnicity, disability status, parental status, age, sexual orientation, and gender identity, were specifically referenced as being underrepresented aspects of diversity within CAS, in the community visioning survey.

In terms of **Support to Enable Individuals from all Backgrounds to Flourish**: CAS community members identified a diverse set of goals that included support for Ecampus students (who often don't have access to on-campus student services), accommodations for historically excluded groups, fair compensation for labor (including student internships), support for international students and employees, and childcare supports for employees, on-campus students, and Ecampus students.

Other important themes which emerged included:

- ▶ **Fostering Welcoming/Safe Environments**: including evaluation and merit standards that include DEIJ impact and principles.
- ▶ **Listening, Transparency, Participation**: including encouraging participation across the spectrum of the CAS community that includes underrepresented or underserved groups.
- ▶ **Invest in Positions**: by centering Inclusive Excellence in the recruitment, hire, and retention of CAS personnel, including recognizing the critical role that academic advisors play in student success.
- ▶ **Inclusion of diverse knowledge systems and equity in CAS Courses**: there was a strong desire to introduce indigenous teachings, DEIJ principles, environmental justice, and the social sciences into coursework.

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## Our Inclusive Excellence Goals

We developed a strategic action plan for advancing and promoting diversity, equity, inclusion, and justice throughout all facets of CAS. We will follow an adaptive implementation strategy for executing this plan, where actions evolve based upon evidence.

We have set four goals focused on improving opportunities and outcomes for underrepresented students, faculty, staff, and stakeholders of the College.

For each Inclusive Excellence Goal, the strategic action plan includes recommended actions, and proposed strategies. The difference and relationship between goals, actions, and strategies are outlined below.

- ▶ Goals are the overall objective for CAS to reach.
- ▶ Actions include suggested steps or relationships to achieve this goal.
- ▶ Strategies are suggested high-level tactics that can advance actions.

All goals, actions, and strategies articulated in this document are integral to advancing inclusive excellence across CAS. However, some actions and strategies have been identified as early-implementation priorities that should be set into motion soon after the adoption of this strategic action plan. Actions and strategies which are to be prioritized upon the launch of the plan are indicated with a double asterisk .

### **GOAL 1: EMBED, INTEGRATE, AND ADVANCE EFFORTS FOR INCLUSIVE EXCELLENCE ACROSS ALL ASPECTS OF CAS.**

For Goal 1, the proposed actions and strategies to achieve our first goal build a robust framework and set of standards to successfully evaluate and achieve inclusive excellence across CAS, while clearly demonstrating and communicating CAS's commitment to inclusive excellence.

This goal aligns with OSU's Diversity Strategic Plan Goal 1: Integrate and advance inclusive excellence within all aspects of the university.

We propose the following actions under this goal:

**Action 1.1. Create an administrative home for Inclusive Excellence work within CAS, for leadership, facilitation, evaluation, and communication of the development and growth of cultural competencies across interpersonal, institutional, structural, and global levels. An Associate Dean of Inclusive Excellence (ADIE, 0.5 FTE or higher) will lead this work. The ADIE who will oversee, administer, and support the CAS Strategic Action Plan for Inclusive Excellence, and will co-lead the CAS Climate, Equity, Diversity, and Inclusivity (CEDI) task force. The Associate Dean will serve as CAS's representative on the OSU Equity Leaders Consortium.**

**Additional responsibilities of this office will include:**

- ▶ Participate in student clubs and university committees or councils and convene promoting DEIJ. Convene CAS committees and councils promoting DEIJ.
- ▶ Create consistent opportunities for CAS community members to engage with and provide feedback on this Strategic Action Plan throughout the academic year.
- ▶ Advisor to the Deans' Office on strategies and approaches that will improve opportunities and outcomes for underrepresented members of CAS.
- ▶ Monitor current DEIJ efforts to identify key gaps and barriers that hinder progress, emerging needs and opportunities for growth, and successes or best practices could be replicated and/or deserve recognition.
- ▶ Collate and share resources related to strengthening Inclusive Excellence within CAS
- ▶ Seek and support funding to grow CAS DEIJ priorities.
- ▶ Support CAS on items, ideas, incidents that come up and require or would benefit from DEIJ leadership.



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**Action 1.2. Develop, communicate, and embed clear expectations, standards, and evaluation criteria related to successful and impactful DEIJ efforts within all CAS processes.**

- ▶ Strategy 1.2.a. Work with the CEDI committee to establish standards and metrics for evaluating unit-level progress towards CAS Inclusive Excellence goals. CAS units include academic departments, Agricultural Experiment Stations, and Centers, as well as the Deans' office. Include expectations for meeting goals and/or implementing actions to work towards goals in unit-level strategic plans and plans of work. Evaluation of progress towards Inclusive Excellence goals will be integrated into a unit's annual review process.
- ▶ Strategy 1.2.b. Collaborate with OSU's Office of Equal Opportunity and Access and/or OSU's Office of Institutional Diversity to establish and communicate clear and transparent processes that ensure accountability for acts of oppression within CAS, including those that involve community members.
- ▶ Strategy 1.2.c. Across the three mission areas of CAS, embed Inclusive Excellence expectations in hiring processes (including recruitment, search process, offer letters, position descriptions), promotion and tenure committee deliberations, and merit raises. Work with the CEDI committee to develop evaluation criteria that can be used to assess progress and performance, relative to expectations.

**Action 1.3. Consistently communicate and build relationships across the diversity of CAS stakeholders to ensure that the perspectives of underrepresented groups are represented.**

- ▶ Strategy 1.3.a. Encourage and incentivize broad participation in DEIJ working and learning communities.
- ▶ Strategy 1.3.b. Allocate resources to broaden and grow diverse CAS community networks.
- ▶ Strategy 1.3.c. Host an annual conference or annual lecture series that will communicate progress towards our stated Inclusive Excellence goals, grow relationships and engaging in discussions across diverse CAS stakeholders, and highlight good models of DEIJ work within CAS. The conference or annual series will also provide opportunities to improve and strengthen cultural competencies for students, staff, and faculty.

**Action 1.4. Clearly communicate the diversity of who we are, and our values and expectations related to diversity, equity, and inclusivity within our College.**

- ▶ Strategy 1.4.a. College materials and communication pieces will show an authentic CAS experience that gives readers a true sense of place and community while reinforcing our commitment to advancing diversity and inclusion.
- ▶ Strategy 1.4.b. Empower members from minoritized groups to tell their stories, while also respecting privacy and recognizing the additional workload that this may add.
- ▶ Strategy 1.4.c. Internal and external CAS activities and communications will regularly increase visibility and recognition of work that could serve as an inspiration or model to increase progress towards Inclusive Excellence goals.
- ▶ Strategy 1.4.d. Establish and support DEIJ-related learning requirements to improve cultural competencies for CAS employees.

**For all goals, quantitative and qualitative measures of progress will be shared via an annual report of accomplishment from the CAS Office of Inclusive Excellence.**

- ▶ These quantitative and qualitative measures of progress can include:
  - Change in membership and activities in clubs, committees, and councils.
  - Documentation of new or strengthened community partnerships.
  - Analysis of demographic or climate change in the CAS community, as measured by OID climate surveys.
  - Development of resources and tools that support DEIJ efforts within CAS.
  - Attendance at DEIJ-related events, and post-event survey data measuring outcomes and impact.

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## **GOAL 2: IMPROVE RECRUITMENT AND RETENTION IN CAS OF MEMBERS FROM UNDERREPRESENTED COMMUNITIES.**

For goal 2, the proposed actions and strategies to achieve this goal focus on providing resources and supports that promote participation and success.

This goal aligns with OSU's Diversity Strategic Plan Goal 2: Improve recruitment of students and employees from underrepresented communities. This goal also aligns with OSU's Strategic Plan 4.0, including Goal 2 (Transformative education that is accessible to all learners) and Goal 4 (A culture of belonging, collaboration, and innovation.).

We propose the following actions under this goal:

### **Action 2.1 Expand support and services to aid in recruiting members of underrepresented groups.**

- ▶ Strategy 2.1.a. Allocate FTE related to building partnerships and recruitment pathways with groups or institutions that have missions focused on increasing participation and success for members of underrepresented groups, including the Leticia Carson Legacy Project.
- ▶ Strategy 2.1.b. Establish policies and processes to prioritize the recruitment of a diverse faculty that reflect the diverse identities of current and future OSU undergraduate and graduate students.
- ▶ Strategy 2.1.c. Establish and allocate funding to support start up packages and resourcing to attract and retain diverse faculty, including spousal/partner accommodations and hires. Provide unit leaders support navigating the logistics of spousal/partner accommodations and hires, including support identifying potential jobs and employers outside of OSU.
- ▶ Strategy 2.1.d. Support CAS participation in programs that bring diverse high school students to campus in order to help potential students and their families envision a place for themselves within CAS.
- ▶ Strategy 2.1.e. Strengthen relationships with OSU student organizations to attract/recruit diverse applicants for open positions/employment within CAS. Provide pathways for OSU undergraduates and graduate students to successfully compete for employment at OSU.
- ▶ Strategy 2.1.f. Support and advance Agriculture Extension efforts that benefit underserved communities, including new and beginning farmers with diverse backgrounds and experiences.

### **Action 2.2 Expand support and services to aid in student retention, including support for CAS units and faculty who are working to broaden course learning materials to include diverse knowledge systems and to reflect improved cultural competence.**

- ▶ Strategy 2.2a. Create a development plan that includes a timeline for when resources will be needed for Action 2.2, and how funds will be raised.
- ▶ Strategy 2.2.b. Increase and invest in financial support of students via scholarships and grants, matching funds for international Fulbright students, support for student clubs (e.g. SCC, SACNAS, MANRRS), and increasing or advocating for increases in student support services, including housing and child care.
- ▶ Strategy 2.2.c. Specifically address the financial and support services needs of first-generation, low-income, and/or underrepresented graduate students by creating and funding equity-based fellowships, improving housing access at Branch Experiment Stations, and growing graduate student professional development funds.
- ▶ Strategy 2.2.d. Develop cultural competence training and learning expectations for faculty who mentor undergraduate and graduate students.
- ▶ Strategy 2.2.e. Incentivize and support units and faculty who are working to center equity in courses offered through CAS. This includes supporting or providing professional development opportunities that support faculty who are working to grow cultural competencies. This also includes prioritizing new hires and/or providing funding for faculty and/or units who incorporate indigenous teachings, DEIJ principles, and/or environmental justice into CAS core courses, minors, and/or majors.
- ▶ Demographic or climate change in the CAS community, as measured by OID climate surveys.
- ▶ Annual growth in scholarship and/or fellowship funds directed towards recruitment and retention of first-generation, low-income, and/or underrepresented students.
- ▶ Annual growth in allocation of funding towards successful recruitment and retention of diverse faculty, including spousal hires.

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- ▶ Increased level of CAS participation in community events for diverse high school students and their families.
  - ▶ Documented change in CAS core courses, minors, or majors that incorporate DEIJ-related principles, practices, teachings.

**GOAL 3: CREATE AN INCLUSIVE WELCOMING COLLEGE AND WORKPLACE CLIMATE TO SUPPORT A SENSE OF BELONGING AND EQUITABLE LEARNING, TRAINING, AND WORKING EXPERIENCES.**

For goal 3, the proposed actions and strategies to achieve this goal focus on proactively supporting and enhancing the success of all CAS community members.

This goal aligns with OSU's Diversity Strategic Plan Goal 3 (Create an inclusive university climate to support the retention and success of all students and employees) and Strategic Plan 4.0, Goal 4 (A culture of belonging, collaboration, and innovation.).

We propose the following actions under this goal:

**Action 3.1: Support learning opportunities around multicultural competencies that grow the capacity of our faculty, staff, students, and volunteers to incorporate and improve DEIJ.**

- ▶ Strategy 3.1.a. Allocate financial and administrative support for the conference or lecture series referenced in Strategy 1.3.c.
- ▶ Strategy 3.1.b. Work with the CEDI committee to develop recommendations and strategies that units and programs can use to embed a DEIJ lens in public events, programs, grant proposals, and other broad-reaching projects.
- ▶ Strategy 3.1.c. Encourage and support international collaborations and experiences for faculty and students, including funds to support Fulbright fellowship recipients.

**Action 3.2: Create environments that promote student, employee, and stakeholder success.**

- ▶ Strategy 3.2.a. Support affinity groups where CAS students, employees, and stakeholders with shared identities and/or experiences can connect.
- ▶ Strategy 3.2.b. Improve accessible spaces and experiences within CAS, aligning with best practices for accessible programs, and flexible options for club activities, internships, field trips, and other CAS experiences that enable full participation by CAS students and other community members.
- ▶ Strategy 3.2.c. Enhance and equalize the student experience by:
  - Increasing support for programs or groups that connect undergraduate students with graduate or faculty mentors.
  - Increasing support for experiential / peer learning programs.
  - Development and offering of short courses focused on graduate school preparation, such as a summertime quantitative skills boot camp.
  - Increasing funds to support accessible/affordable international study/research opportunities and/or study/research opportunities in underserved communities within the U.S.

**How will we measure progress towards goal 3?**

- ▶ Increases in fundraising priorities tied to goal 3.
- ▶ Annual funding allocations and expenditures in support of efforts, programs, or groups that support the actions and strategies associated with goal 3.
- ▶ Changes in the availability of supports listed under action 3.2.
- ▶ Trends in the student and employee climate survey data (conducted by OSU's Office of Institutional Diversity), which can help assess the overall climate of CAS.

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## **GOAL 4: THE PORTFOLIO OF RESEARCH, TEACHING AND EXTENSION ACROSS THE COLLEGE REFLECTS THE NEEDS OF DIVERSE GROUPS ACROSS OREGON, THE US, AND INTERNATIONALLY.**

In goal 4, the proposed actions and strategies to achieve this goal recognize the importance of engaged scholarship, outreach, research, and teaching that validates DEIJ principles as important components of work across CAS.

This goal aligns with OSU's Strategic Plan 4.0, Goal 1 (Preeminence in research, scholarship, and innovation).

We propose the following actions under this goal:

**Action 4.1 Engage stakeholders in the discussion about the importance of diverse perspectives/ representation, the histories of how inequities developed, and thus the vital importance of actively working to achieve equity in all three areas of our mission.**

- ▶ Strategy 4.1.a. Invite key stakeholders to participate in the conference or lecture series outlined in Strategy 1.3.
- ▶ Strategy 4.2.a. Develop strategies and expectations for introducing the CAS Community Agreements for Real Engagement (CARE) document into stakeholder-focused programs and meetings.

**Action 4.2 Incentivize teaching, extension, research, and engaged scholarship that prioritizes DEIJ in student training, outreach, and/or addressing issues that are strategic priorities of historically underrepresented stakeholders.**

- ▶ Strategy 4.2.a. Allocate seed money for teaching, extension, research, and engaged scholarship that advances the CAS Strategic Action Plan for Inclusive Excellence goals, by prioritizing DEIJ in incentive systems that are already in place, such as the CAS Strategic Advantage Team competition.
- ▶ Strategy 4.2.b. Continue to prioritize and center Inclusive Excellence in faculty hires over the next five years, including prioritizing position descriptions that include significant overlap with CAS Inclusive Excellence goals.
- ▶ Annual allocation and expenditures of seed money distributed, in support of advancing CAS Inclusive Excellence goals, and reports of outcomes and impact associated with seed funding.
- ▶ Changes in FTE as described in 4.2b.
- ▶ Number of grant applications submitted and grant funding received for projects that have diversity, equity, inclusion, and/or social justice as a key component of the work.
- ▶ Number of stakeholders that participate in events outlined in 1.3, and post-event survey evaluations documenting outcomes and impact.

## **REPORTING**

**Regular reporting will mark progress and define new opportunities to improve our DEIJ efforts with measurable, effective programs and priorities. Reporting will include:**

- ▶ Regular reports to the Deans' office from the CEDI committee and CAS Inclusive Excellence Leadership.
- ▶ Annual conference / organized events focused on evaluating progress towards our stated Inclusive Excellence goals, and that also provides opportunities to improve and strengthen multicultural competencies.
- ▶ Inclusion of progress towards our stated Inclusive Excellence goals in the College's annual report which is shared broadly, including with external stakeholders and the Provost's office.

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## Strategic Action Plan for Inclusive Excellence Committee

We sought to have diverse perspectives in developing this Strategic Action Plan. Committee members included individuals who represented the diversity of departments, statewide locations, job assignments, and roles within the College. Specifically, committee members represented nine academic departments, five statewide locations (including three Branch Experiment Stations), and worked across all three mission areas of the university.

Co-chairs were responsible for resourcing and administratively advancing the development of the strategic action plan. The steering committee provided targeted advice and direction throughout plan development. The broader committee determined and guided the many steps in the planning process, and drafted and refined the Strategic Action Plan.

**Staci Simonich** (Co-Chair)

Reub A. Long Professor and Dean  
College of Agricultural Sciences  
Corvallis

**Gail Langellotto** (Co-Chair)

Professor and Extension Specialist  
Department of Horticulture  
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**Teresita Alvarez-Cortez** (Steering Committee)

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## Methods: Our Approach to Crafting a Strategic Action Plan for Inclusive Excellence

The CAS Strategic Action Plan for Inclusive Excellence launched in February 2022. In March 2022, the committee held our first meeting and established working agreements. The committee followed the process and framework outlined in the OSU Office of Institutional Diversity's (OID) Adaptive Strategic Planning for Inclusive Excellence: Guidance and Toolkit. OID's Acting Assistant Vice President for Strategic Diversity Initiatives, Teresita Alvarez-Correz, was also an active member and valued consultant. In accordance with the charge from Dean Simonich, the committee used the CAS CARE Commitment document as a basis for working agreements.

We reviewed SP4.0 and OSU's diversity strategic plan at the onset of the planning process. As specific goals, actions, and strategies emerged for the CAS Strategic Action Plan for Inclusive Excellence, we cross referenced them with SP4.0 and OSU's diversity strategic plan to ensure alignment. We also consulted strategic plans from multiple units within OSU, including the College of Science 2021 Strategic Diversity Action Plan, and draft plans in process from the OSU College of Business and OSU Ecampus. We also reviewed the College of Food Agricultural, and Natural Resources Sciences (University of Minnesota) Diversity, Equity, and Inclusion Strategic Plan. Our committee reviewed relevant, existing data, including the CAS 2020 Student Demographics report and the 2020 Faculty-Staff University Climate Survey report for CAS.

**In May 2022, our committee participated in the visioning process outlined in the OID Adaptive Strategic Planning for Inclusive Excellence: Guidance and Toolkit. Specifically, committee members were asked to consider three questions:**

1. If our College were truly equitable, accessible, inclusive . . . what would that look like?  
Put another way, what would our College look like, if we centered the most marginalized stakeholders in teaching, research, and extension?
2. What barriers are presenting us from getting there?
3. Where should we invest time, money, and other resources?

Each committee member posted answers to a Google Jamboard, before reconvening as a group to discuss and sort individual answers into collective themes. These themes would go on to form the basis of Strategic Action Plan goals, actions, and strategies. Following a more formal analysis of this qualitative data, we drafted Version 1 of the Strategic Action Plan for Inclusive Excellence in July 2022.

From September – October 2022, we asked the broader CAS community to participate in the visioning process, by answering the same three guiding questions from the OID guide and toolkit. Responses from the broader CAS community were used to vet and prioritize the draft goals, actions, and strategies that populated the first iteration of the Strategic Action Plan for Inclusive Excellence, as well as to identify key gaps that were missed during the committee's visioning session.

A total of 661 individuals responded to the Inclusive Excellence visioning survey, representing a broad cross-section of the CAS community including faculty (74% of respondents), students (24%), and staff (6%). The remaining 23% of respondents included CAS alumni (8%) and stakeholders (e.g. volunteers or collaborators, 5%). Student respondents included Ecampus students (28%), in-person students (36%), and those who take both Ecampus and in-person classes (36%). Most employees worked on an OSU campus (65%), with 15% of employees working from an off-campus OSU location. The remaining 20% included remote workers (15%), and those who declined to answer (5%). In terms of gender identity, respondents were women (47%), men (29%), non-binary or gender non-conforming individuals (14%) and those declining to answer (10%). In terms of race, respondents were white (67%), non-white (22%), and those declining to answer (11%).

In total, more than 818 written comments were submitted to the three questions. These comments totaled more than 47,229 words, or the equivalent of more than 106 pages of written text. Two committee members independently reviewed and sorted responses from each of the three visioning questions into key themes. These themes were collated, and mapped onto the first iteration of the Strategic Action Plan to vet existing goals, actions, and strategies and to identify items of importance from the community visioning session that were missed during our committee's visioning session. Version 2 of the draft Strategic Action Plan was developed across November and December 2022. This version removed actions/strategies that did not appear in the survey results (e.g. 'update the

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College's name to better reflect the breadth of the work that we do) and incorporated novel actions/strategies that appeared in survey results but were absent from the first draft of the Strategic Action Plan (e.g. support for child-care for students who are parents).

In January 2023, we hosted a series of five focus groups to get specific feedback on the second draft of the Strategic Action Plan (two focus groups for employees, and one each for undergraduate students, graduate students, and stakeholders). We drew from a list of people who volunteered to participate in the Focus Groups (in connection with the Inclusive Excellence visioning survey), to extend invitations to focus group participants. Because relatively few stakeholders or graduate students volunteered to participate in the focus groups during the survey, the stakeholder member and graduate student members of our committee suggested several individuals to invite. A total of 26 individuals participated, across the five focus groups, representing diverse perspectives of the broader CAS community. These include academic advisors, program coordinators, administrative office staff, tenure track and tenured faculty, unit heads, CAS alumni, CAS volunteers and board members, and undergraduate and graduate students.

In February through March 2023, the Strategic Action Planning committee reviewed focus group feedback. Focus group participants shared suggestions about key actions and prioritized strategies that would result in better achieving plan goals (e.g. including support of CAS academic advisors as a key component of supporting student success). The plan was slightly edited for Version 2.5 to reflect focus group feedback and priorities.

In March through May 2023, the draft plan was shared with the CAS Unit Leaders, CAS Administrative Team, CAS Culture, Equity, Diversity, and Inclusion (CEDI) committee, OSU Equity Leaders Consortium, and key DEI leaders across campus. These groups and individuals provided feedback related to plan launch and implementation. Based upon the collective feedback received from all groups and individuals, Version 3 of the Strategic Action Plan for Inclusive Excellence was developed.