

College of Forestry – Diversity Action Plan DRAFT 10/17/2007

Executive Summary

The Building Community Committee (BCC) of the College of Forestry developed this Diversity Action Plan based on several years of input from members of the College. The key feature of this plan is a set of goals, actions, and their assessments (see attached table) designed to

- (1) provide a welcoming climate,
- (2) increase diversity among our students, staff, and faculty, and
- (3) increase knowledge and understanding of diverse perspectives on natural resource issues.

Preamble

The Diversity Action Plan for the College of Forestry was prepared by the College's Building Community Committee (BCC; see Appendix 1). The plan drafting process involved many meetings of the committee during 2005-2007. The committee developed a large number of potential goals and actions; this plan represents the highest priority goals and actions as identified by the committee.

A draft of the plan was submitted to the Forestry Executive Committee (FEC) on November 29, 2005 for feedback. In addition, input was received from Terry Ross, Director of Community and Diversity at OSU, and from the College of Forestry Advisory Council. Based on the above input, a revised draft of the plan (dated 2/2007) was distributed to all faculty, staff and students in the College on March 4, 2007 along with an "open-ended" questionnaire, to solicit further comment and assess the degree of acceptance of the plan [See Summary of DAP Questionnaire Responses (5/4/2007)]. Responses to the questionnaire support the need for implementing the DAP as soon as possible, and most respondents (72%) were not opposed to the actions identified in the plan. The BCC reviewed the comments provided in responses to the questionnaire and made additional edits to the DAP in order to clarify the intent of the actions in the plan. The BCC now feels that the plan is ready to be implemented.

The College of Forestry faces some unique challenges as we embrace and increase diversity.

- ◇ We have a diversity of perspectives on natural resource issues that are often politically charged, but we need to develop better means of communicating across the College and appreciating this diversity of ideas.
- ◇ We face a lack of diversity in applicant pools for most job opportunities.
- ◇ To broaden diversity in the short term, we need to develop a proactive recruitment program with enhancing diversity of the professorial faculty a high priority.
- ◇ We require financial and logistical support (e.g., increasing immigration challenges and costs) to recruit and retain diverse faculty, staff, and students.
- ◇ Diversity in the College may be lower than appearances suggest because we have a high proportion of our own graduates as faculty.
- ◇ The College must ensure that needs of a diverse set of constituents are met.

Some groups have been historically underrepresented in the College of Forestry and in the forestry profession, which is dominated by white males. The College of Forestry currently has a shortfall of tenure/tenure track faculty in the following groups: women, Blacks, Asians, Native Americans, and Hispanics. Except for women, application rates for professorial positions by underrepresented groups are very low, making it difficult for the College to increase diversity. Among fixed term faculty, Blacks, Asians, and Hispanics also remain underrepresented.

The College of Forestry also has some unique opportunities as we move forward with an increasingly diverse society.

- ◇ The diversity of scientific thought that is a challenge is also an asset as long as communication is effective.
- ◇ We have the ability to serve and form partnerships with diverse groups.
- ◇ The field of forestry is historically not diverse and we have the opportunity to take a leadership role in changing this in the State, Nation, and World.

The College of Forestry Strategic Plan (spring 2002)

(<http://www.cof.orst.edu/cof/admin/strategicplan/strategic%20plan.pdf>) makes diversity a priority. Goals of the College include increasing diversity of graduate and undergraduate student populations, faculty, and staff, developing collaborative approaches to complex issues, broadening our interests to better serve a changing society, and building a strong sense of community within the College. This diversity action plan is aligned with the strategic plan because it promotes increasing diversity among students, staff, and faculty. This plan provides specific actions and offers plans for making the college more welcoming, building further community, and developing partnerships.

College of Forestry's Diversity Definition

Diversity means the inclusion of a wide spectrum of people who bring value to the College of Forestry through their variety of backgrounds, experiences, and views. This includes dimensions of race, ethnicity, culture, gender, sexual orientation, socioeconomic status, age, physical abilities, national origin, religious and political beliefs, scientific perspectives, and other characteristics and ideologies. Diversity is about understanding and appreciating each other, and moving beyond simple tolerance to embracing, respecting, and celebrating diversity in each individual and the college as a whole.

Vision

The College of Forestry embraces distinctive qualities of all members of its community. We recognize that diversity and excellence go hand-in-hand, enhancing all of the College's missions.

Mission

The College of Forestry fosters an environment in which all members of the community feel safe, respected, and free at all times to participate in various undertakings of the college including learning, teaching, administration, and research.

Values

The College of Forestry values the strength in diversity of our faculty, staff, students, administrators, and ideas. We nurture the College community through communication and mutual respect.

Goals

The College of Forestry will provide a welcoming climate for all, increase the diversity of our community, and provide a proactive diversity curriculum and training.

Goals and corresponding actions of the proposed DAP are outlined in the attached table. In addition, we reference items from the Dean's July 26, 2006, "Plan for Action" in response to recommendations by the Committee for Academic Freedom and Responsibility that are relevant to goals and actions in the DAP (Appendix 2). We also provide a list of current BCC activities relevant to the Plan (Appendix 3). Finally, specific actions in the DAP that are currently underway are designated with an asterisk (*).

Welcoming Climate

Goal	Action	Assessment	Responsible	Timeline
<p>1. Ensure that diverse perspectives are brought forward when College plans and decisions are made. [See Dean's Action Items. #1, 2, 4, 6, 7, 8, 9, 13 in Appendix 2]</p>	<p>1a. Examine leadership structure of the College.^{1*}</p> <p>1b. Provide multiple means of * communication such as suggestion boxes, group meetings, and facilitated meetings.¹</p> <p>1c. Examine membership of College committees and revise where appropriate to include students, staff, and fixed term faculty, and to increase gender and ethnic diversity of committees.¹</p>	<p>College leadership is more diverse.</p> <p>Ask different groups in the college if changes have improved communication.</p> <p>Evaluate whether committee composition has become more inclusive.</p>	<p>FEC with input from the College.</p> <p>College of Forestry Advisory Council (CFAC) is tasked to solicit and implement ideas for improved communication.</p> <p>Unit leaders.</p>	<p>CFAC reports annually to the Dean on whether communications have improved.</p> <p>Report on committee composition to the FEC annually.</p>
<p>2. Everyone recognizes harassment, knows what to do about it, and how to prevent it. [See Dean's Action Items. #10, 14 in Appendix 2]</p>	<p>2a. Develop, publicize, and enforce a harassment policy for the College. This will include subtle forms such as exclusion, which often go unnoticed by the majority.</p> <p>2b. Provide training in recognizing all forms of harassment.</p>	<p>Policy posted on the COF website. Every member of the College community acknowledges reading and understanding the policy.</p> <p>Training will be scheduled.</p>	<p>Building Community Committee (BCC) and unit leaders.</p> <p>Plan developed by BCC, with Affirmative Action providing training.</p>	<p>Sometime during 2008 and ongoing for current members of the College, but mandatory for all new employees and students during orientation.</p> <p>All current employees and students will receive training by January 2009 and a plan for training new personnel and refresher training prepared.</p>
<p>3. All members of the College community and guests will have appropriate physical access to buildings, classrooms, and all activities sponsored by or on behalf of the college.</p>	<p>Assess compliance with ADA for on-campus facilities and improve where necessary.</p>	<p>Have appropriate outside authority certify compliance.</p>	<p>Director of Operations, COF.</p>	<p>December 2008 and ongoing.</p>
<p>4. Build community within and outside the College. [See Dean's Action Items. #3, 18 in Appendix 2]</p>	<p>4a. Hold open forums, which * include interactive discussion on scientific issues or shared interests.</p> <p>4b. See Appendix 3 for a list of * ongoing community building activities.</p>	<p>Discussions have been scheduled and well attended.</p>	<p>College of Forestry Advisory Council (CFAC)</p>	<p>Starting 2008 and ongoing.</p>

Increase Diversity

Goal	Action	Assessment	Responsible	Timeline
<p>5. Increase racial/ethnic diversity of the student body to better reflect diversity present in the region.</p>	<p>5a. Work with Human Resources to review and strengthen recruitment of minorities and set recruitment targets and timelines that are reasonable and achievable.</p> <p>5b. Identify and acquire additional funds for minority scholarships and fellowships. Work with OSU Foundation and Dean's office to establish a reasonable and achievable funding target and timeline.</p> <p>5c. Explore collaborative recruitment and retention opportunities with other units. *</p>	<p>Annual enrollment report of student population shows that proportion of minority students is increasing.</p> <p>Annual assessment of scholarships and fellowships awarded to minority students.</p>	<p>Associate Dean for Academic Programs and Unit leaders.</p> <p>Dean and College Development Officer.</p> <p>OCD and College Recruiters.</p>	<p>Initial target achieved by chosen deadline date.</p> <p>Initial target achieved by chosen deadline date.</p>
<p>6. Retain and increase racial, ethnic, and gender diversity of faculty, staff, and administration to better reflect diversity present in the region.</p>	<p>6a. Develop a proactive approach for recruitment from underrepresented groups. ²</p> <p>6b. Every search committee will receive training from Affirmative Action prior to writing a position description. *</p> <p>6c. Examine P&T process to ensure that all people, including those from underrepresented groups are fairly treated. ¹</p>	<p>Recruitment plan is created and published on the College website.</p> <p>Training provided by Affirmative Action will be documented.</p> <p>College P&T Committee will draft concerns for FEC and offer solutions.</p>	<p>BCC will draft for FEC approval.</p> <p>Unit heads.</p> <p>FEC and P&T committee.</p>	<p>Plan is in place by 2008. The initial target is to hire at least one individual from an underrepresented racial , gender or ethnic group in the next three professorial faculty recruitments.</p> <p>Begin 2008.</p> <p>July 2008 and ongoing.</p>
<p>7. Increase international opportunities and experiences for students, RAs, staff, and faculty.</p>	<p>Initiate a plan for enhancing international programs in the College. *</p>	<p>A plan is in place and international experiences have increased.</p>	<p>Associate Dean for International Programs.</p>	<p>Plan in place by June 2008. Associate Dean for International Programs will report on progress annually to the FEC.</p>

Increase knowledge and understanding of diversity issues

Goal	Action	Assessment	Responsible	Timeline
8. Actively cultivate understanding and appreciation of diversity through diversity training.	All members of the College community will receive diversity training. See also goal #7.	All current members of the College will be required to receive this training and a program will be in place for new members and for subsequent refresher opportunities.	BCC will work with OCD to identify issues. FEC will ensure compliance. Affirmative Action or OCD will provide training.	Plan in place by 2008 and initial training of all faculty, staff, and students by October 2008 and ongoing.
9. Improve mentoring ability of all supervisors in the College, especially mentoring a diverse student and employee population by providing mentorship training. [See Dean's Action Item. #16 in Appendix 2]	All supervisors will receive mentorship training.	All supervisors in the College will have complied with this requirement and a plan is in place for providing this training on a yearly basis to new employees with supervisory roles.	BCC will work with OCD to identify issues. FEC will ensure compliance. Affirmative Action or OCD will provide training.	January 2009 and ongoing.
10. Develop or participate in a "Difference, power, and discrimination" (DPD) course. [See Dean's Action Items. #17 in Appendix 2]	Either develop a course in the College or collaborate with Natural Resources.	Class is listed in schedule and taught often enough to meet student needs.	Associate Dean for Academic Affairs.	October 2008 and ongoing.

¹ Addresses concern identified in President's Commission of the Status of Women.

² This may include using the plan developed by University Affirmative Action as a guide, using Provost's initiative for minority hiring, creating endowments targeted for minority hires, broadening position descriptions, and learning from units that have been more successful in diversity recruitment.

Appendix 1. Building Community Committee Members: 2006-07)

Name	Gender	Position
Tom Adams	male	Professor, Department Head, Committee Chair
Pat Cordova	female	Classified Employee
Caryn Davis	female	Professional Faculty
Jason Evans	male	Undergraduate Student
Rakesh Gupta	male	Associate Professor
Manuela Huso	female	Senior Faculty Research Assistant
Mark Needham	male	Assistant Professor
Janey Parsons	female	Classified Employee
Marty Roberts	female	Classified Employee
Arne Skaugset	male	Associate Professor
Nick Som	male	Graduate Student

Members of the BCC in 2005-06 that contributed to the development of the draft DAP

Heidi Albers	female	Associate Professor
John Bliss	male	Professor
Carol Carlson	female	Classified Employee
Debbie Bird McCubbin	female	Professional Faculty
Camille Freitag	female	Senior Faculty Research Assistant
Jeff McDonnell	male	Professor
Carlos Sierra	male	Graduate Student
Judy Sitton	female	Classified Employee

Appendix 2. Dean's Plan of Action for Moving the College Legacy Forward (July 26, 2006; abbreviated version)*

1. The College of Forestry Executive Committee (FEC) will add two fully vested members-at-large. The expected outcome is broader diversity of perspectives represented on the College's primary decision making body.
2. Beginning Fall term 2006, the Forestry Leadership Team will be replaced by the College of Forestry Advisory Council. The Council will be charged with providing advice and counsel to me and the FEC on major decisions or policies affecting the College such as budget, staffing, and programs.
3. I will continue to wander the halls, hold regularly scheduled open door office hours, and hold quarterly listening sessions with faculty, staff, and students. All college meetings will be scheduled quarterly rather than annually. I also expect that department heads will enhance engagement with their department faculty, staff and students to better connect with them and understand their needs and concerns.
4. FEC and Council meeting agendas and minutes, including Council recommendations and FEC decisions, will be easily accessible on the College web site. FEC and Council meetings will be open except for FEC agenda items identified as executive sessions
5. In 2007 we will institute the new OSU policy for reviews of administrators. This review process solicits performance feedback from multiple sources, including the individual, peers, and direct reports. The results enable individuals to analyze and correct gaps between self-perception and the perceptions of others.
6. Membership and purpose of the Forest Research Laboratory Advisory Committee are defined by Oregon Revised Statute 526.225. I will soon fill a currently vacant public at large seat with a well respected leader from the conservation community and ensure that the other two public at large positions are always filled by individuals who broaden the diversity of perspectives on the Committee.
7. I will also work to diversify the perspectives heard when seeking advice on forestry-related issues important to Oregonians relative to our programs. It will take time to cultivate dialog and build trust with non-traditional stakeholders but I am committed to achieving this goal.
8. I will continue to encourage all members of the College community to participate in professional organizations relevant to their disciplines or program responsibilities and to expand their perspectives by broadening professional affiliations. I will work with leaders of state chapters of professional natural resources societies to develop joint annual meetings and/or conferences.
9. I will continue to seek input from members of the College with relevant expertise to help me develop input on legislative issues. In addition, I recognize the need for all of us to be more diligent about advocating for the academic enterprise while following guidance provided in Administrative Memorandum #31 (Participation in Public Policy Development).
10. Independence of our research (i.e., free of inappropriate influence) is fundamental to this institution's credibility. It is my belief we are independent. Those who provide

financial support for our work must respect and value our academic duty to provide objective, scientifically credible research and scholarship. My open door policy, scheduled listening sessions and the College of Forestry Advisory Council will provide members of the College or others the opportunity to directly communicate to me, other College administrators, or College ombudspersons any attempt to exert inappropriate influence on research or other activities.

11. I will elevate the emphasis in annual reports, presentations, *Focus on Forestry*, and media reports on the diversity of funding sources from which the College receives financial support. I will also explore with the Council and FEC what trends in funding sources and diversity mean for the future of the College.
12. I will ensure that discretionary funds available to support new research, teaching, and outreach opportunities will be competitively awarded using an open transparent process.
13. The desirability of reorganizing the College will be examined as part of the College's strategic plan revision process currently scheduled for 2007-2008. Working with the FEC and the College of Forestry Advisory Council, I will define a process for strategic plan revision, similar to how we did the plan in the first place, including seeking input from diverse external constituents and highly regarded academicians.
14. I will appoint an ad hoc committee to develop a code of conduct applicable to the entire College community and a proposal that addresses CAFR recommendations regarding the use of ombudspersons in the College.
15. I will wait until technical comments and responses have been published on the *Science* paper on post-fire logging before asking someone of national stature to act as an ombudsperson to mediate any remaining disagreements among scientists.
16. I will ask our Associate Dean for Academic Affairs or a senior faculty member skilled in mentoring to work with the Building Community Committee to develop a plan that will facilitate more effective mentoring and elevate its importance in the College.
17. I will work with the newly formed Graduate Student Council, Associate Dean for Academic Affairs, and senior faculty to develop a graduate course offering in academic freedom, responsibility, and scientific ethics.
18. I will ask the Graduate Student Council to assume leadership on the development of a protocol or process to promote and facilitate rigorous, constructive, and collegial debate of controversial scientific issues that have policy implications. This should include seminars that will help prepare students and faculty and encourage them to participate in the challenge and dissent discussions so important to the development of new knowledge.
19. The peer review process used in the scientific literature has been and will continue to be the primary means by which the scientific rigor of College research is evaluated.
20. I will strategically use University and College outlets, such as *TERRA*, the *College of Forestry Annual Report*, and *Focus on Forestry*, to discuss controversial scientific issues and the research we have undertaken to address them. To assess future progress

I will ask the College of Forestry Advisory Council to periodically review progress on actions responsive to the CAFR recommendations.

* Complete version available at http://www.cof.orst.edu/cof/news/Salwasser_Communication_%20Action_Plan_%207-26-06.pdf

Appendix 3. Some Existing Community Building Activities

The College has a standing Building Community Committee that was created after the 2002 strategic planning exercise. This committee is responsible for building community and creating a welcoming climate in the College, and for drafting a Diversity Action Plan. Issues addressed include making the College more inclusive for faculty and staff, and organizing social events to bring the College together. Many community building activities are organized by various units within the College.

Activity	Frequency	Community served	Responsible unit
Payday coffee	monthly	College	BCC
Faculty and staff awards	annually	College	Dean's office
Starker lectures	several/year	College, city, and forestry	Starker committee
International coffee	monthly	College and visitors	Associate Dean for International Programs
GIS day	annually	Middle school students	
Wood magic	2 shows/year and school visits	Oregon 3 rd and 4 th grade	WS&E
Student posters of research methods	annually	College	
Food drive competition	annually	College and Linn/Benton counties	Food drive committee
College day activities	annually	College	BCC
Ice cream social	varies	College	Dean's office
International Students activities (e.g., potluck lunch)	varies	College	International Students Club
Many departmental activities (e.g., FS coffee, WS&E beer, WS&E sports teams, WS&E wood lunch)	varies	Departments	Departments

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Payday coffee	monthly	College	BCC
Faculty and staff awards	annually	College	Dean's office
Starker lectures	several/year	College, city, and forestry	Starker committee
International coffee	monthly	College and visitors	Associate Dean for International Programs
GIS day	annually	Middle school students	
Wood magic	2 shows/year and school visits	Oregon 3 rd and 4 th grade	WS&E
Student posters of research methods	annually	College	
Food drive competition	annually	College and Linn/Benton counties	Food drive committee
College day activities	annually	College	BCC
Ice cream social	varies	College	Dean's office
International Students activities (e.g., potluck lunch)	varies	College	International Students Club
Many departmental activities (e.g., FS coffee, WS&E beer, WS&E sports teams, WS&E wood lunch)	varies	Departments	Departments

