

**OSU Extension Service
Diversity Action Plan:
A Process for Achieving, Leading and Advancing Diversity**

2.1-2.7 – BACKGROUND

The Extension Service is a distinctive part of Oregon State University and of the state of Oregon. Our assets include a presence in every county that's linked to OSU's knowledge base. Through partnerships with public and private organizations, we're able to identify and respond to critical issues in all of Oregon's communities. Our connection to researchers assures that public needs will be considered as OSU scientists explore innovations. Our faculty members are valued as leaders of objective educational programs that help Oregon residents create the futures they prefer. Our staff is known for its quality customer service, responding to identified needs and issues with credible and relevant information.

Extension's traditional strength in rural areas continues to help sustain natural resources, economies and the people and families who inhabit a large part of the state. But Oregon's needs continually evolve. Today, changing demographics and the complexity of a larger, more urbanized society are two examples of why the OSU Extension Service needs to consider how best to serve an increasingly diverse population.

Diversity is more than demographics, but certainly begins with ethnicity, gender, age, religion, sexual orientation, abilities, family structure and socio-economic status. Diversity also speaks to difference in knowing and being in the world. It is cultural and geographic and experiential.

The strategic directions outlined in *Helping Oregonians Build Their Future: a Strategic Plan for the Oregon State University Extension Service* express our continued commitment to Oregon's diverse citizens, communities and businesses. In turn, our strategic plan and our diversity plan are in alignment with the university's mission statement: "We value diversity because it enhances and provides tools to be culturally respectful, professionally competent, and civically responsible."

Mission, Vision and Values

Diversity Mission Statement

The OSU Extension Service is committed to creating communities of interest, place and practice which are more inclusive of difference. Through our work of engaging Oregon residents in educational programs and learner services that impact their economic, environmental and social well-being, we will exhibit respect, value differing perceptions and world views, and encourage diversity among our learners and in our workforce.

Diversity Vision Statement

Faculty, staff and volunteers of the OSU Extension Service make a personal commitment to advancing diversity among our learners and our workforce. Our behaviors prove that diversity enriches our lives and improves our productivity. Our actions embrace difference and, when necessary, we intervene in acts of oppression.

OSU Extension's Core Values

Identified in *Helping Oregonians Build Their Future: a Strategic Plan for the Oregon State University Extension Service*, values that serve as the organization's guideposts and operating principles for achieving, leading and advancing diversity are:

- **Community-based** -- We value community relationships and connect OSU to local people and issues to enhance the present and the future of the people and communities of Oregon.
- **Accountability** – We focus on achieving measurable outcomes, and document and communicate the impact and value of our work.
- **Credibility** – We deliver relevant, research-based knowledge through our educational programs.
- **Diversity** – We exhibit respect, value differing perceptions and world views, and encourage diversity.
- **Partnerships** – We collaborate with academic, public and private partners to achieve greater results and build community capacity. We value the public good that comes from collaborating with volunteers.
- **Responsiveness** – We engage with community partners and learners to identify priority issues and needs, to design timely responses, and to build future capability.

Unique Challenges and Opportunities

In the next three to five years, several driving forces will influence Extension's ability to advance the diversity of our learners and our workforce. These forces identified in our recent strategic planning process present both challenges and opportunities. Our success hinges on how well we anticipate and respond to the driving forces.

Unique Challenges

- **Oregon's changing political landscape, with shifting balances of power and increasing partisanship.** The political dynamics and climate in Oregon are undergoing a major shift. A recent study pointed out that by 2010, the ten most urban counties in Oregon will be home to more than 77 percent of the population. These same ten counties currently control about 90 percent of Oregon's Senate and House seats. OSU Extension's traditional base of support lies in the rural parts of the state. Elected officials and their rural constituents fear we will abandon their needs to serve a rapidly urbanizing population. Elected officials from urban communities are demanding expanded services for their constituents.

- **A decline in government funding and public support for government programs.** OSU Extension enjoys strong support in the Oregon Legislature and has a national reputation for excellence. Yet the reality is that Oregon is mired in a multi-year budget crisis. Funding for Extension programs has increased at the state level and remained static at the federal; however, the cost of business continues to rise and the budget reality is that increased expenses are exceeding the moderate increase in income. County governments, our third funding partner, are hard pressed to provide the traditional level of financial or in-kind support for Extension in the community. There is a much greater competition for fewer grant dollars. These factors have led to a dramatic downsizing of Extension's capacity at the time many Oregon residents need the organization's services the most.
- **Over-stretched program capacity.** Extension faculty and staff in county offices are experiencing severe role overload. Campus-based Extension faculty members are struggling to balance their workloads with increased demand from county programs for assistance. Overall, Extension staffing is in danger of losing the "critical mass" required to carry out its mission effectively unless the organization can harness appropriate technology to meet current and potential learners' needs and preferences for technology-supported educational programs and learner services.

Unique Opportunities

- **Oregon's changing demographics (ethnic, age, family structure, etc.), which are leading to changing demands for educational services.** The lifestyles and demographics of Oregon's residents are changing and so must the methods Extension uses to address needs. New centers of populations and the growth of communities of interest and practice are challenging current assumptions about how to best serve communities of place. To achieve its mission, OSU Extension will need to respond to changing needs and demands for education. Extension will provide access to the knowledge resources of OSU by being focused and nimble in engaging Oregon's people and communities in high-quality learner services that help build sustainable community futures. We will need to work collaboratively with an increasing diverse Oregon to build a successful future.
- **Urbanization of the state, accompanied by new and existing challenges in rural areas.** OSU Extension's traditional base of support lies in the rural parts of the state, not those that are rapidly urbanizing. Extension must increase its outreach to urban residents of all colors and ethnicity to remain relevant. Yet this increase in urban services cannot come at the expense of the state's rapidly changing rural populations. Extension will use established and new technologies strategically to increase efficiencies, expand outreach and enhance and report the outcomes of our educational services. Attention must also be given to prepare the organization for advancing diversity among our learners and our workforce.

- **Integration of high touch and high tech educational delivery.** One of Extension’s major assets is its geographic scope – offices and educators in communities across the state. These Extension faculty and staff provide education that best responds to individual and community needs. New communications technology gives our organization opportunities to work in new ways with “communities of interest and communities of practice” as well as “communities of place.” “Never before has a single innovation changed the United States . . . so rapidly as the ability to store, manipulate and transmit almost instantly large amounts of digital information,” says *The Extension System: A Vision for the 21st Century*, published by the national Extension Committee on Organization and Policy (2003). Education in the 21st century will become most powerful as a mix of “high tech” and “high touch,” the publication predicts. Wisely investing in people and technology will be essential to improve and expand outreach efforts. We must assure that faculty and staff receive training and professional development that will enhance competencies for reaching diverse populations via the most appropriate medium.

PCOSW Recommendations

Along with several other university and national publications, the parity report completed by the President’s Council on the Status of Women has influenced the decisions and directions of OSU Extension’s Diversity Action Plan. As part of the civil rights compliance and affirmative action requirements of our federal partner, the Cooperative State Research, Education, and Extension Service – USDA, we carefully monitor gender equity issues. The following actions respond to the PCOSW findings:

- A recent regression analysis of faculty salaries indicated that there was no evidence of gender or racial bias.
- As part of our Diversity Action Plan priority goals, we will measure OSU Extension’s Diversity Climate as compared to the benchmarked 1999 climate. This will address the institutional readiness factors for diversity of all types including gender as well as identify areas for where additional work may be required.
- The Oregon State University Extension Association, a 501(c)3 professional organization of Extension faculty and staff, has been invited to collaborate with Extension administration in addressing the work/life balance. If the invitation is accepted, the goal is to begin efforts to assess and respond to identified needs in January 2007.

1.1-1.6 – PLANNING

In 2004, the OSU Extension Service conducted an in-depth and comprehensive strategic planning process that involved all faculty and staff in a number of meaningful and important interactions for gathering information, ideas, feelings and aspirations that

influenced the strategic action plan’s development. Methods used to gather data from faculty, staff and volunteers included: web-based surveys, focus groups, group nominal processing, dot data collection and sorting, and interviews. Various drafts of the strategic action plan were posted on the web, inviting faculty and staff to read and provide input for improving and polishing the final product. Overall 12 different opportunities were provided during the development of the strategic action plan for the faculty, staff and volunteers to contribute to *Helping Oregonians Build Their Future: A Strategic Plan for the Oregon State University Extension Service*. This extensive effort focused on the future of organization as a whole, but it also specifically addressed diversity and the role diversity will play in the organization’s future.

Over the past two years the OSU Extension Service has conducted Civil Rights Reviews in 18 of its 37 offices. The reviews, required by our federal partner, ensure that “all reasonable effort” is made to provide access to Extension educational programs and learner services. Because of our commitment to working with diverse populations to improve their economic, environmental and social well-being, we have expanded the conversations beyond the rudimentary “access” issue. The reviews have created dialogue and critical analysis about the nature of diversity work, identifying and applauding our successes, acknowledging and analyzing our failures, identifying new and emerging opportunities, and articulating actions for advancing diversity.

Based on this valid and reliable foundation of knowledge and understanding gained through strategic planning and the county civil rights audits, then Interim Dean and Director Kelvin Koong elected not to appoint a diversity planning team, but charged the Extension Cabinet with responsibility for the diversity plan utilizing the data already provided by the faculty and staff. Dr. Koong believed this would provide a better integrated and supported organizational commitment to diversity than an ad hoc committee that may be perceived as an “add on” or an “after thought”.

Planning Team

As previously mentioned, the Extension Cabinet has taken the leadership for developing the Diversity Action Plan, based on information gathered during the strategic planning process. The discussions and planning for diversity took place primarily during Spring 2005, with the Cabinet actively involved in reviewing and editing drafts of the plan written by Assistant Director Deborah Maddy based on Cabinet discussion and feedback.

Name	Gender	Status	Race	Other
Reed, Scott	M	Adm -- Ext	Caucasian	Chair (Formerly chaired by Dr. Kelvin Koong – M/Asia)
Bondi, Mike	M	Faculty -- CoF	Caucasian	
Braverman, Marc	M	Adm -- HHS	Caucasian	

Braunworth, Bill	M	Adm -- CAS	Caucasian	Lead DAP writing and validation process
Deboodt, Tim	M	Faculty -- CAS	Caucasian	
Drollinger, Janet	F	Professional Faculty -- Ext	Caucasian	
Duncan, Andy	M	Adm -- CAS	Caucasian	
Hogue, Teresa	F	Adm -- CLA	Caucasian	
Larwood, Lillian	F	Adm -- CoEd	Caucasian	
Maddy, Deborah	F	Adm -- Ext	Caucasian	
Males, Jim	M	Adm -- CAS	Caucasian	
Mann, Mary	F	Professional Faculty -- Ext	Caucasian	
Rasmussen, Jay	M	Professional Faculty -- Sea Grant	Caucasian	
Reeb, Jim	M	Adm -- CoF	Caucasian	
Rennekamp, Roger	M	Adm -- CoEd	Caucasian	
Wilcox, Tony	M	Adm -- HHS	Caucasian	

Communication

Cabinet meeting notes which included the diversity discussions and the Cabinet’s first draft of the Diversity Action Plan were posted on the Extension Administration web page. The organization’s monthly newsletter and the Dean and Director’s blog have also devoted space to communicating to the organization about the Diversity Action Plan.

Inclusion

A unique element of the Extension culture is faculty and staff willingness based on preference to participate in planning processes through web-based surveys. This process has served the organization well when evaluating budget options, setting program priorities, and developing the strategic action plan. Participation is usually good, with both faculty and classified employees providing critical feedback. Those who may identify with marginalized communities indicate that the web-based surveys provide a safe and comfortable venue for being heard.

In keeping with our culture, the Diversity Action Plan was posted for review and all Extension employees were invited to read and answer a survey to provide feedback on the content, actions and priorities of the plan. Revisions were made to reflect the Extension faculty and staff’s input

2006-07 Planning Priorities

The priority goals listed below reflect the focus of our work through June 2007. It is our intent to review and revise the priorities on a biennial rotation to reflect the emerging and changing diversity issues of the organization and its people.

Goal 1: Recruit and retain faculty and staff of color.

Description

A 2000 civil rights review indicated that OSU Extension achieved racial parity among classified employees, but minority populations were under represented among faculty ranks.

Objectives

1. Revise Extension Human Resource policies and practices with a special emphasis on improving minority recruitment for faculty positions.
2. Provide orientation to organization, professional development and mentor relationships tailored to the individual faculty and staff members' needs.
3. Assess unit diversity readiness factors of organization in 2007 and compare to data collected in 1999 (Schauber) to learn if a shift has occurred in recent years.
4. Create working environments that are conducive to and supportive of faculty and staff of color to maximize retention, job satisfaction and long-term faculty productivity per findings of the diversity readiness assessment.
5. Explore pre-employment venues for recruiting and hiring faculty of color through facilitation of more opportunities for graduate and undergraduate students to interact with Extension faculty in meaningful and productive experiences, including class projects, apprenticeships, internships, service learning, and PROMISE program interns.

Measures

Our measures of success will be:

1. Increasing the diversity of qualified candidates within faculty searches and the hiring rate of persons of color as compared to baseline data of candidate pools in 2000.
2. Improving retention rate among faculty of color over the next five years, with 2005 serving as the benchmark.
3. Utilizing feedback from all faculty and staff of color and other diversity attributes who participate in orientation, professional development opportunities and mentor relationship for continually improving support systems.
4. Incorporating diversity readiness assessment outcomes to create working environments that are conducive to and supportive of faculty and staff of color.
5. Increasing the number of students of color working with Extension faculty to gain experience and to learn Extension values and educational methods.

Accountability

The OSU Extension Service Cabinet is responsible for the overall goal of recruiting and retaining faculty and staff of color. Operations Director Mary Mann is the lead for the organization's recruitment functions and orientation. Assistant Director Deborah Maddy is the lead for training and development and the diversity readiness assessment. Department Heads and Staff Chairs have responsibility for mentor programs.

Goal 2a: Increase Extension faculty and staff's knowledge, skills, aspirations and commitment for working with diverse populations, with special emphasis in 2006-07 on Hispanic audiences.

Goal 2b: Improve Spanish language skills and Latino culture understanding of Extension faculty and staff to better work with Spanish-speaking populations.

Description

An outcome of the OSU Extension Service Strategic Plan, *Helping Oregonians Build Their Future*, a new training and development model has been adopted for the organization, focusing on core competencies that will enhance the effectiveness of the Extension employee and increase Extension's penetration into diverse and underserved communities. The ability to successfully interact with individuals and groups from diverse cultural perspectives and values to create healthy work environments, partnerships and networks is one of the priority competencies that span the career path of the model.

Objectives

1. Conduct a web-based survey of Extension faculty and staff to assess their interest in developing and increasing their Spanish language skills and culture knowledge.
2. Recruit "advisors" from faculty and staff to assist a design team in planning, developing, delivering and evaluating a series of workshops for introducing language skills and culture understanding.
3. Encourage faculty and staff who want to learn Spanish or wish to update their language skills by providing tuition incentives for enrollment at a local community college or university or for participation in an immersion experience.
4. Develop a web-based list of resources, on-campus and in communities around the state, to support faculty and staff in improving their abilities to work with diverse populations.

Measures

Our measure of success will be:

1. Utilizing survey findings as formative data to design trainings that meet the needs of Extension faculty and staff.
2. 70% of off-campus faculty and staff will participate in workshops.

3. Improving knowledge, skills and aspirations of faculty and staff who participated in language and culture training workshops as documented through the evaluation plan.
4. Increasing use of professional development funds for Spanish language training.
5. Establishing a contract with Language Line, Inc. to provide interpretation service via phone in each off-campus office.
6. Documenting web-based diversity resource list usage and monitoring for hot topics and emerging issues.

Accountability

The OSU Extension Executive Team is responsible for the training and development function of the organization. Team members Deborah Maddy and Janet Drollinger will share the lead for implementing the new model, including the diversity emphasis.

Goal 3a: Successfully complete civil rights compliance review conducted by Cooperative State Research, Education, and Extension Service (CSREES), U.S. Department of Agriculture, September 11-15, 2006.

Goal 3b: Inform and guide the OSU Extension Diversity Action Plan (DAP) development and revisions through preparation for the civil rights compliance review.

Description

Design, develop, and deliver Extension programs to insure that all people have equal program participation opportunities regardless of their race, religion, sex, sexual orientation, national origin, age, marital status, disability, and disabled veteran or Vietnam-era veteran status.

Objectives

1. Conduct civil rights audits in county offices, expanding the reviews to include a process for creating a dialogue and critical analysis about the nature of diversity work, identifying and applauding our successes, acknowledging and analyzing our failures, identifying new and emerging opportunities and articulating actions for advancing diversity.
2. Conduct secondary data analysis of the reports from the reviews to identify common trends and emerging opportunities, provide actions worthy for replication, and set overall direction for the Diversity Action Plan.
3. Survey all Extension faculty and staff via a web-based process to seek input for the Diversity Action Plan and to utilize their input for finalizing the plan.
4. Refine plan and allocate resources to implement highest priority items.

Measures

Our measures of success will be:

1. Meeting requirements of CSREES for achieving civil rights compliance at the 85% or better level.

2. Achieving parity within communities for gender and minority participation numbers in Extension programs and learner services.
3. Completing county civil rights audits in 21 of 37 units by 7/1/06.
4. Adopting a schedule for conducting 7 to 8 unit audits annually for assuring and encouraging equal program participation for Oregon residents.
5. Developing a Diversity Action Plan that reflects findings of county audits for advancing diversity.
6. Adopting a Diversity Action Plan that includes the Extension faculty and staff's input and that Extension faculty and staff identify as an integral part of working with communities of interest, place and practice.

Accountability

The OSU Extension Service Cabinet is responsible for the overall goal insuring that all people have equal program participation opportunity. Operations Director Mary Mann is the lead for the civil rights compliance review and the county audits. Assistant Director Deborah Maddy is the lead for writing the Diversity Action Plan and appropriately involving Extension faculty and staff in the process.

Planning Timelines

12/31/05	Completed web-based survey of Extension faculty and staff
2/28/06	Recruited advisors to plan language and culture workshops
5/1/06	Completed contract with Language Line, Inc. Revised criteria for professional development funds Presented DAP to faculty and staff, seeking input via web-based survey
6/1/06	Submit final draft of DAP
6/6/06	Conduct pilot language and culture workshop
7/1/06	Complete 21 of 37 county civil rights audits
9/11-15/06	Conduct CSREES civil rights review
12/31/06	Deliver 5 language and culture workshops around the state Compare faculty hire and retention rates with 2005 benchmark
5/1/07	Evaluate professional development funds use
7/1/07	Complete 29 of 37 county civil rights audits
12/31/07	Establish web-based diversity resource list Complete diversity readiness assessment and compare to 1999 benchmark. Compare faculty hire and retention rates with 2005 benchmark
7/1/08	Complete 37 of 37 county civil rights audits
12/31/08	Compare faculty hire and retention rates with 2005 benchmark
12/31/09	Compare faculty hire and retention rates with 2005 benchmark

12/31/10 Compare faculty hire and retention rates with 2005 benchmark

Measurable Objectives

See 2006-07 Planning Priorities

3.1-3.4 -- RECRUITMENT

Recruiting Students

Within OSU Extension we define our students as the people of Oregon who participate in or engage with educational programs and learner services. Recruitment is focused on accessibility of our programs and services throughout the state. Goals #3a and b address the issue of accessibility.

Recruiting Staff

TBD in a future DAP update.

Recruiting Faculty

See Goal #1

Collaborative Recruitment

Conversations have begun with the College of Agricultural Sciences (CAS is a campus unit with many similarities to Extension because of the number of employees and programs located around the state) and the Office of Admissions to address the issue of accessibility and to assist in meeting university student recruitment goals. TBD in a future DAP update.

4.1-4.5 -- RETENTION

Retaining Students

NA; however, Extension is co-PI with Student Affairs on a grant to expand service learning opportunities for both undergraduate and graduate students. This effort could greatly influence a student's decision about completing a degree at OSU. TBD in a future DAP update.

Retaining Staff

Although retaining staff is not a priority goal within this planning period, the diversity readiness assessment will provide information to create and enhance working environments that are conducive to and supportive of faculty and staff of color. These changes could impact retention rates of staff as well as faculty.

Retaining Faculty

See Goal #1

Mentoring

Mentoring has long been part of the Extension culture, but the responsibility is guided by the faculty member's academic home. Extension program leaders have responsibility to work with the respective college department heads to guarantee that each new faculty member is assigned a mentor(s) within the first months of employment. Goal #1 acknowledges Extension's role to provide support for and complement the mentoring efforts through orientation and professional development offerings.

Promotion and Tenure

All Extension faculty members have academic homes that are determined upon hire or shortly after. It is the responsibility of the colleges to oversee and shepherd the faculty members through the process.

5.1-5.3 -- CLIMATE

Diversity Climate

Our efforts will focus on the learners and the workforce. See DAP goals #1 and #2a and b for focused efforts this year.

Unit Community Building

Annually we conduct the Extension Conference on campus, a three-day event which is all about organizational community building. Everything from awards programs recognizing the faculty, staff and volunteer contributions to a fun night of bowling and billiards to energizing keynote speakers is about developing a sense of belonging to the Extension community and the OSU community.

Collaborative Community Building

Conversations have begun with the College of Agricultural Sciences (CAS is a campus unit with many similarities to Extension because of the number of employees and programs located around the state) and the Office of Admissions to address the issue of accessibility and to assist in meeting university student recruitment goals. TBD in a future DAP update.

6.1-6.3 -- CURRICULUM & TRAINING

Unit Diversity Training Program

See DAP goal #2 a and b.

DPD Course

NA

Sexual Harassment Awareness Training

Our dean has been in contact with Affirmative Action to arrange an awareness training for all senior level administrators and managers. We are also in conversation with Extended Campus to provide the training for all our off-campus employees via distance education.

7.1-7.3 – OUTREACH/SERVICE/PARTNERSHIPS

Partnerships

A key to our success in engaging the diverse people of Oregon in Extension educational programs and learner services is partnerships. A listing of existing partners across the state is available upon request, but includes nearly 3,000 government agencies, NGOs, private and public landowners, foundations, businesses, academic institutions, etc.

Service Learning

Extension is co-PI with Student Affairs on a grant to expand service learning opportunities for both undergraduate and graduate students. TBD in future DAP updates.

External Outreach

We work closely with our partners to identify and recruit a diverse array of people to participate in our educational program and learner services. We also value the good that comes from collaborating with volunteers to expand and enhance our outreach efforts. Relationships with partners and volunteers help Extension achieve greater results and build community capacity.

8.1-8.3 – ASSESSMENT/RESEARCH/EVALUATION

See goals for details.

9.1-9.3 – ACCOUNTABILITY

Accountability

See goals for details.

Job Descriptions

All OSU Extension Service faculty and staff job descriptions are required to have language that includes diversity measures. An audit of job descriptions conducted in Spring 2005 indicated that the requirements are being met.

Shared Accountability

See goals for details.