Oregon State University
College of Forestry

Diversity, Equity and Inclusion Strategic Plan

OCTOBER 2017

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I. Preface

This plan to Enhance Diversity, Equity and Inclusion (DEI) in the College of Forestry (CoF) builds on the 2008 CoF Diversity Action Plan (DAP), and many of the components and definitions have been adapted from the DAP. Faculty, staff, and students from across the college contributed to the development of this current DEI plan via workgroups, open discussions, and background research. (See Appendix A for a complete list of participants.)

This plan outlines the high-level goals, strategies, and concrete actions the College will take to achieve its objectives to enhance diversity, equity and inclusion:
1. Promote innovation in research and teaching by enhancing creativity through diversity.
2. Ensure equity of opportunity to all persons who work or study at the College of Forestry.
3. Create a culture of inclusivity and respect within the College and in interactions with partners.

This document describes the process and outcomes of the 18-month planning process. This plan is intended to be a living document that will be refined and updated by a DEI Coordinator and Committee. The introduction reaffirms the college vision and mission and explains the background and need for a plan. It is followed by a set of working definitions of terms, which is critical to ensure common understanding of these challenging concepts. The document then describes the process used to develop the plan, which resulted in four broad "themes" and a set of goals within each theme. The section on leadership structure describes the intended future process by which a coordinator and committee will refine, flesh out, and prioritize specific actions over the first five years of the plan's adoption. Finally, a set of strategies and actions developed by working groups and a core planning team are presented in a table showing likely responsible parties, suggested priority, and target implementation phase.

OSU DEI VISION
Oregon State University aspires to be a collaborative, inclusive and caring community that strives for equity and equal opportunity in everything we do; that creates a welcoming environment and enables success for people from all walks of life; and that shares common, fundamental values grounded in justice, civility and respect while looking to our diversity as a source of enrichment and strength.

OSU DEI PRINCIPLES
An inclusive university community is achieved and sustained by seeking a diversity of people and perspectives, valuing our differences and ensuring equitable opportunities. We are guided by the interdependent principles of Inclusion, Equity, and Diversity.

We are steadfast in our pursuit of equity, inclusion, and diversity. These commitments are central to our OSU mission—to foster academic excellence, to build healthy communities, and to improve the quality of life at our university and throughout the world.

II. Background
A. INTRODUCTION

The College of Forestry has engaged with issues surrounding diversity, equity, and inclusivity for many years, with a notable milestone being the Diversity Action Plan adopted in 2008. The current DEI plan ties to the University's vision and principles and builds on prior CoF efforts, adapting its vision and mission from the 2008 Diversity Action Plan:

> **COF DEI VISION**
> The College of Forestry will embrace the distinctive qualities of all members of its community. We recognize that equity, inclusion, and diversity are foundational values of OSU as an institution and pillars of excellence, enhancing all of the College's missions.
>
> **COF DEI MISSION**
> The College of Forestry aspires to create 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.

The need for direct, active, and honest attention to equity, inclusivity, and diversity is as urgent today as ever. Our world faces social, economic, and environmental challenges of unprecedented complexity and scale. The paradigm shift towards embracing equity and inclusivity across our university and parts of the world opens up immense opportunities for learning and growth. However, the College of Forestry also faces challenges as we strive to become a more diverse, inclusive, and equitable community. In particular, perspectives on natural resource issues can be emotionally and politically charged, and forestry professions in the west have historically not been representative of all peoples, identities, and perspectives. Thus, we have the opportunity and obligation to be catalysts for change in the state, nation, and world by nurturing a culture that respects diverse perspectives and approaches to natural resource issues. The College of Forestry is committed to addressing those challenges in the realm of forestry and natural resource management – whether it be through education, research, or public engagement. We intend to draw fully and inclusively on the power and force of the human imagination, experience, and creativity to meet the needs of today's world.

Diversifying our College community is one of five strategic priorities to build the vision of the College of Forestry as a world-class education, research, and outreach center for healthy landscapes, communities, and businesses. Priority Five directs efforts to "drive toward a more diversified, pluralistic college community founded on collegiality and respect." The relevance of diversity and inclusivity to the forestry profession and related disciplines is outlined in Dean Maness' vision statement for the College of Forestry: "Graduates of the College will work in diverse communities and cultures around the world. A diverse and inclusive College community increases our cultural and ethnic awareness and enriches the educational experience. Working in diverse teams fosters understanding and respect for individuals and dispels stereotypes. It increases our communication skills and allows us to work better with people from many different backgrounds."

This strategic plan sets the college on a path toward accomplishing this priority by describing actions we will take to build awareness of the need for equity and inclusivity; create a welcoming climate and culture in the college; diversify the faculty, staff, and student body through improved recruitment and retention; and foster and reward actions that promote a pluralistic community culture that will help ensure the institutional longevity of our commitment. This plan provides concrete actions designed to seize opportunities and overcome challenges to enhancing diversity, equity and inclusion in the College.

Many questions arose throughout the planning process, including "what does it mean to welcome difference?", "how do we encourage critical self-reflection?", and "what are the main barriers to recruitment and retention of diverse faculty, staff and students?" A key feature of this plan is a recognition that we do not have all the answers. Additionally, throughout the planning process, participants recognized the resource constraints associated with the time and money required to accomplish the plan's goals. Therefore, the plan adopts an adaptive management approach, in which we will take action, assess our progress, and revise our strategies based on what we find. The actions developed by the working groups and presented here are based on thoughtful review of documents from peer institutions, lengthy discussions about feasibility and impact, and an eye toward a suite of actions that give us the best likelihood of success. They represent the planning team's current best efforts to incorporate all the input received over 18 months, but it is explicitly recognized that the details of who, what, where, when, and how will be worked out through a transparent, inclusive process led by a coordinator and college-wide committee.

This plan adopts an adaptive management approach, in which we will take action, assess our progress, and revise our strategies based on what we find. It does not finalize the specific details of actions or assign tasks to individuals; those steps will be taken through a transparent, inclusive process led by a coordinator and college-wide committee.

B. DEFINITION OF TERMS

Concepts and terminology used in plans such as this can vary considerably, and usage evolves over time. To ensure that readers and members of the College share an understanding of how this plan uses terminology, definitions of key words and phrases are provided below. Additional specialized terms and references are defined in Appendix B.

DIVERSITY is the spectrum of differences members of the College of Forestry bring to our community through their variety of backgrounds, experiences, and views. These differences include but are not limited to, race, ethnicity, culture, gender, sexual orientation, socioeconomic status, age, physical and cognitive abilities, national origin, religious and political beliefs, education, marital status, language, veteran status, worldviews, and other characteristics and ideologies. Embracing diversity is about moving beyond tolerance to understanding and appreciating each other by respecting and celebrating diversity in each individual and the college as a whole. (Adapted from the OSU CoF Diversity Action Plan, 2008)

EQUITY is the guarantee of fair treatment and access to opportunities that provides the chance for everyone to succeed. Equity seeks to reduce barriers that prevent some groups and individuals from fully participating. (Adapted from UC-Berkeley Strategic Plan for Equity, Inclusion, and Diversity, 2009)

INCLUSION is working together to create an open and welcoming environment that respects and affirms the inherent dignity, value, and uniqueness of all individuals and groups. Inclusive practices reflect awareness and understanding of the complexity of identity and the diversity in the world. (Adapted from Oregon State Self-Study Vision, 2011)
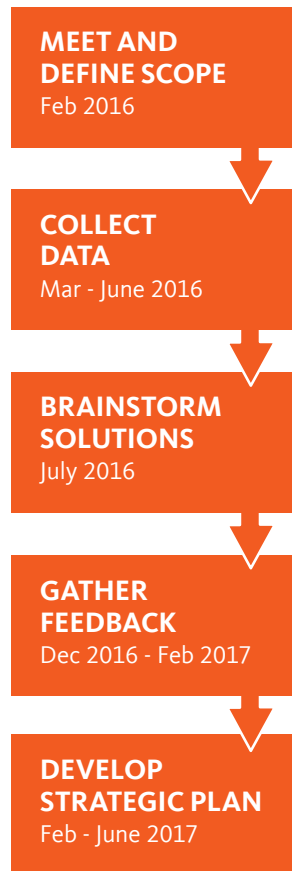
C. PLANNING PROCESS OVERVIEW

More than 100 faculty, staff, and students participated in one or more phases of the College's DEI planning process from January 2016 through June 2017. Beyond these individuals, others contributed their input through a college-wide climate survey conducted in June 2016. Throughout the planning process, different collections of individuals participated in different activities; some people participated in all or nearly all activities, while others participated in a single session. A core group of seven individuals led the writing process in the final six months of plan development.

MEET AND DEFINE SCOPE

In February 2016, approximately 35 faculty, staff, and students gathered in open forums and working meetings to discuss issues and how to address diversity, equity and inclusion in the College. The group started by reviewing the College's 2008 Diversity Action Plan (DAP) and decided to retain the three focal areas of (1) creating a welcoming climate, (2) increasing diversity, and (3) broadening awareness. Based on a review of comments from members of the college who were concerned about the ability to maintain momentum – as well as recommendations from peer institutions and published literature – the meeting conveners suggested adding a fourth category: ensuring the sustainability of this initiative (institutional longevity). Additionally, the group recognized the importance of increasing equity and inclusion alongside diversity, and decided to expand the second focal area to cover equity and inclusion as well. The group subsequently split into four subcommittees, one for each focal area (or theme). Each subcommittee investigated questions related to its theme.

COLLECT DATA

Each subcommittee gathered information and resources to help describe issues, establish priorities, and propose ideas for actions to take within CoF related to its theme. Activities included reviewing documents and websites from peer institutions, scanning research related to DEI issues, and holding discussions with specialists from across OSU. This step surfaced many potential strategies and actions that could be implemented in CoF. It also helped refine the planning process; at this step, work published by UC Berkeley was particularly instructive. Key findings from

MEET AND DEFINE SCOPE
Feb 2016

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COLLECT DATA
Mar - June 2016

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BRAINSTORM SOLUTIONS
July 2016

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GATHER FEEDBACK
Dec 2016 - Feb 2017

↓

DEVELOP STRATEGIC PLAN
Feb - June 2017

subcommittee research and discussions are available in Appendix C.

In spring 2016, the Welcoming Climate subcommittee conducted a college-wide climate survey, with responses submitted by 250 individuals. Participants were asked questions about their personal perceptions and experiences in the college as they relate to diversity, equity, and inclusion. The purpose of the survey was to prioritize areas of concern and to establish baseline metrics. Detailed survey results are available in Appendix D. In general, the survey helped illustrate that there are different perceptions and experiences among different groups in the college, with some groups and individuals having experienced or witnessed problematic behaviors. While a majority of respondents feel the college is working to improve diversity and create a welcoming climate, a notable segment either did not agree or did not feel sufficiently informed to have an opinion. The findings reaffirmed the need for a DEI plan and actions to be taken.

BRAINSTORM SOLUTIONS

In July 2016, 20 faculty, staff, and students participated in a two-day retreat. After reviewing the materials compiled by the subcommittees and the results of the CoF climate survey, participants discussed relevant factors and assumptions and drafted goals, strategies, and actions for each of the four themes. A charrette-style poster session on the afternoon of the second day led to refinement, addition, and combination of various actions. The outputs from the retreat were compiled into a draft planning document, with most efforts at this point focused on refining strategies and actions.

GATHER FEEDBACK

Following the 2016 retreat, various activities were undertaken to continue to provide opportunities for the community to reflect on and contribute to the developing plan. The Forestry Executive Committee was briefed on the climate survey and retreat outcomes in summer 2016. In fall and winter, presentations were made to the FES and FERM departments at a regularly scheduled department meeting.

FACULTY, STAFF, AND GRADUATE STUDENT FEEDBACK

All faculty, staff, and graduate students in the College were encouraged to provide feedback on the draft planning document (i.e., the goals, strategies, and actions) in one of three ways: (1) participating in focus group discussions with their peers, (2) meeting individually with a facilitator, or (3) submitting comments via an anonymous online survey. To encourage honest discussion and avoid hierarchical relationships amongst participants, focus group participants were invited based on position in the College. Two CoF members, who were not part of the College leadership, facilitated the focus groups and they assured confidentiality of participants' feedback. Forty-eight people participated in the focus groups; two people met individually with a facilitator; and nine people completed the online survey. Eight focus groups were held from December 2016 - February 2017 and the online survey was available from February 28 - March 15, 2017.

Prior to attending the focus groups, participants were asked to fill out a worksheet identifying the three highest priority actions and the three most feasible actions for each theme from the complete table of actions provided to them. Participants were also asked to describe, for each theme, why they considered their three actions as highest priority, to list any anticipated challenges, opportunities or constraints, and to list any strategies or actions that were missing from the draft planning document. During the focus groups, participants discussed their choices in small groups of 3-4 people while a facilitator took notes and answered questions. As a result of discussing their selections with their peers, some participants changed which actions they designated as highest priority or most feasible. The facilitators collected each participant's worksheet, tabulated responses for the highest priority and most feasible actions, and summarized the content of the focus group discussions.

UNDERGRADUATE STUDENT FEEDBACK

Undergraduate students also had an opportunity to prioritize strategies and actions from the draft planning document developed at the summer retreat. Representing approximately 20% of the Corvallis-based CoF undergraduate population, 72 students

TABLE 1: NUMBER OF FOCUS GROUP PARTICIPANTS BY CONSTITUENCY GROUP

GROUP	DEPARTMENT				TOTAL
	FERM	FES	WSE	NONE	
Graduate Students	1	4	0	0	5
Instructors	1	2	0	0	3
Research Support Faculty	1	7	0	0	8
Professional Faculty & Staff	0	2	1	9	12
Tenured Faculty	3	4	4	0	11
Tenure-Track Faculty	1	6	2	0	9
TOTAL	7	25	7	9	48

provided feedback during the in-class sessions, and 29 students submitted feedback via an online survey. Prior to involving the undergraduate students, the DEI workgroup consolidated the strategies and actions that were most relevant to undergraduate students into eight items, rather than giving the students the entire draft planning document. The students ranked or rated these eight items, which ranged from integrating DEI into curriculum, to disseminating DEI information and resources.

To receive feedback from a large number of undergraduate students, the workgroup sent requests to the faculty teaching CoF classes with the largest enrollment during the Fall 2016 and Winter 2017 terms. The CoF DEI workgroup selected three undergraduate classes, one from each department in the College, to hold short in-class focus group sessions. During the 30-minute sessions, the students had 15 minutes to complete the questionnaire, which included the priority ranking, as well as several open-ended questions about their experience with Difference, Power, and Discrimination courses and other relevant topics. During the final 15 minutes, the students split into small groups to discuss their priorities and other initiatives they would like included in the DEI plan. Any non-CoF affiliated students enrolled in these classes did not complete the short survey but were encouraged to participate in the small group discussions. The highest priority across all three in-class sessions was "providing funding support for study abroad opportunities," which 33 percent of the in-class students ranked as their top priority. Eighteen percent of in-class participants ranked "recruiting and retaining diverse students" as their highest priority. With 11 percent ranking it as their highest priority, the third most cited priority was "requiring DEI training for faculty."

ONLINE SURVEY OF UNDERGRADUATES

After the in-class sessions were completed, all CoF undergraduate students who were not enrolled in the three selected courses were offered a comparable opportunity to rate DEI priorities via an online survey. The survey included the same open-ended questions as those presented on the in-class questionnaire. On a scale of zero to ten, from least to most important, students were asked to rate the priority of the eight items. Out of 29 online student responses, the initiative "hosting open forums and discussions that provide a welcoming space to discuss DEI" was rated as a 10 in importance by the largest proportion of students (n=8). The highest average was 7.4 out of 10 for the action "receiving funding support to participate in study abroad and international opportunities and study abroad programs."

DEVELOP STRATEGIC PLAN

From February through June, 2017, a workgroup consisting of seven CoF members (one department head, five faculty, and one graduate student) revised the draft planning document generated at the retreat to incorporate feedback received from the focus groups and online surveys. The workgroup was comprised of individuals working in various college roles, who are familiar with existing resources and time requirements to achieve these actions. The workgroup began by reviewing the priorities and feasibility rankings that CoF faculty, staff, and students had assigned to all the actions. Similar actions were consolidated and actions unrelated to DEI were removed. Aside from a handful of actions consistently ranked high priority, there was no strong consensus that a subset of items was ranked consistently high or low priority. Instead, most actions were ranked high (or low) by several people. Hence, the decision was made to retain nearly all actions in the final plan and to let a future DEI Coordinator and Committee decide how to establish priorities. The workgroup separated the actions into three suggested implementation phases (1-2 years, 2-3 years, and 3-5 years). When deciding the phases, the group considered the feedback given during the 2016-2017 focus groups regarding the priority and feasibility of each action. For example, some actions are already being undertaken or are easy to implement with few additional resources (and hence reasonably belong in

the first phase). Other actions will require additional research or resources, and therefore likely cannot be implemented until a later phase.

In May 2017, 34 faculty, staff, and students attended one of two open forums hosted by the DEI workgroup. Three members of the workgroup presented an overview of the plan and then facilitated a 30-minute question and answer session. The workgroup discussed the questions raised at the forums and added a few new actions to the plan. Several of the questions and discussion points did not have immediate answers, and workgroup members explained that the new DEI Committee will address these questions and suggestions once the committee is appointed (see leadership section for more).

Simultaneously with the steps over winter and spring 2017 to finalize the plan's strategies and actions, the planning workgroup drafted the other components of the plan, including the plan's introduction, documentation of process, and various appendices.

III. IMPLEMENTATION
A. THEMES AND GOALS

Four themes and the goals within those themes provided direction to develop the strategies and actions (see section III C) that will facilitate plan implementation. As noted above, the first three themes were adapted from the 2008 College of Forestry Diversity Action Plan. The Institutional Longevity theme was added to provide necessary support to implement the strategies and actions in the other three themes, while also ensuring long-term sustainability of diversity, equity, and inclusion efforts in the College.

THEMES
1. Building Awareness
2. Welcoming Climate
3. Enhancing Diversity, Equity, and Inclusion
4. Institutional Longevity

Many of the actions could be categorized into multiple themes due to the interconnectedness of the themes (in particular, there was overlap among items in Building Awareness and Welcoming Climate, as actions taken to further one will likely further the other). For example, trainings to expand our awareness of DEI issues (Building Awareness) ideally will help promote a welcoming climate. To the extent possible, the plan includes actions under the theme that the workgroup felt was most appropriate.

BUILDING AWARENESS
Building awareness means increasing DEI foundational knowledge and providing support to increase awareness of DEI among CoF members. We will provide learning opportunities for each member of the college to understand DEI issues, recognize appropriate behaviors, know their rights, and acknowledge the benefits of enhancing DEI.

GOALS
1. Cultivate a community of students, staff, faculty, and external partners that is competent in knowing about and exemplifying diversity, equity, and inclusion values within CoF and beyond.
2. Increase exposure to other cultures and ways of thinking and learning.

WELCOMING CLIMATE
We will create and present an environment that values and promotes diversity of all CoF members and guests by facilitating their full inclusion into the community. Fostering a welcoming climate requires each person to respect diverse perspectives, engage in appropriate conduct, recognize implicit bias, and reduce barriers to participation.

GOALS
1. The College of Forestry, through its words and actions, genuinely welcomes, values, and includes all of its members, who have diverse backgrounds and perspectives. The College presents itself as a welcoming and inclusive community that values the contributions of all its members and serves as a beacon for others.
2. All College of Forestry members and guests will have access to the college's physical spaces and intellectual community. The college is a home for learning and personal development.

ENHANCING DIVERSITY, EQUITY AND INCLUSION
We will enhance diversity, equity, and inclusion in the College of Forestry through programs targeted at both recruitment and retention of diverse students, faculty, and staff.

GOALS

1. Understand barriers to DEI in general and specific to forestry and natural resource management. Use findings to guide plans for improving DEI.
2. Improve the representation and inclusion of diversity and underrepresented groups in CoF via recruitment and retention.
3. Increase our national and international reputation as an inclusive center of academic excellence.

INSTITUTIONAL LONGEVITY
To ensure the long-term implementation and sustainability of this initiative, we will make addressing DEI an integrated, consistent, meaningful and continual part of the CoF community. We recognize that the success of this long-term plan relies on our ability to weave DEI principles into all of the College's decisions, programs, and activities.

GOALS

1. Develop appropriate policies and structures for continued dialogue and practice around issues of DEI.
2. Ensure that perspectives around issues of DEI are included in planning and decision making in all units of the college.
3. Coordinate activities and reporting across all CoF DEI themes to keep issues salient.

B. LEADERSHIP STRUCTURE

The College of Forestry Diversity, Equity, and Inclusion Planning Workgroup proposed the following leadership structure for the implementation of the DEI Strategic Plan. These recommendations reflect input received from the original larger planning group, the 2016 CoF retreat, focus groups, and reviews of peer programs from across the country.

RATIONALE FOR LEADERSHIP STRUCTURE

The planning workgroup proposes that the CoF DEI leadership be comprised of a coordinator and a college-wide committee to ensure sustained leadership and rotating involvement. There was strong support for a coordinator by College members who provided input

to the plan, and reviews of other programs provide clear evidence that a coordinator is necessary for such efforts to be sustainable. To ensure broad ownership of and participation in plan implementation, many CoF members also suggested establishing a committee to provide opportunities for rotating leadership. Therefore, the Dean of the College will appoint a committee (as explained below). The coordinator will chair the committee and organize its efforts. The dean, associate deans, and department heads are also expected to provide college-wide support and accountability for DEI efforts.

While the coordinator and committee will have substantial responsibilities for leading plan implementation, it is explicitly recognized that they may not have sufficient knowledge or the appropriate authority to develop and implement all actions. For example, actions relating to promotion and tenure guidelines must be developed in concert with the faculty at large and departmental P&T committees. Likewise, curricular changes must engage the curriculum committees for each degree program. Therefore, it is most appropriate to view the DEI Committee as facilitators and leaders; the committee will engage appropriate individuals and constituencies throughout development and implementation of actions. Part of the annual reporting requirement will be to explain how a transparent, inclusive, and appropriate process was used to develop the specific elements of how, when, where, and by whom each action will be implemented and assessed.

COORDINATOR CONSIDERATIONS AND RESPONSIBILITIES

The dean will appoint an existing CoF employee[1] to coordinate DEI efforts across the college. The coordinator should receive a minimum FTE allocation of 0.5. This individual will report directly to the dean and associate deans regarding their DEI-related responsibilities.

APPOINTMENT CONSIDERATIONS:
a. This position requires a person with a high level of institutional knowledge and subject-matter expertise in diversity, equity, and inclusion best practices.
b. This position requires a person committed to coordinating the strategic plan for the long term to ensure the sustainability of DEI implementation in the College.
c. The position requires a person with excellent communication, facilitation, and organizational skills

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[1] In this document, we use "employee" broadly to encompass classified staff, professional faculty, tenured, tenure track, non-tenure track faculty, instructors, and research support faculty.

and demonstrated ability to lead groups in an inclusive and equitable fashion.

d. The dean will appoint the coordinator to a fixed term, with the possibility of renewal.

THE COORDINATOR WILL:

a. Lead the CoF DEI Committee as chair and provide planning and administrative support for the committee.

b. Develop and monitor progress on CoF and OSU DEI metrics, coordinate reporting on DEI efforts, lead plan revisions, and lead college climate assessments.

c. Coordinate programs and materials for required trainings, orientations, and other learning opportunities for members of the College.

d. Serve as liaison and key contact for DEI within the college and the university community. This liaison role includes building and maintaining relationships with outside groups and organizing efforts across CoF departments and units.

e. Supplement their existing DEI knowledge and expertise with regular trainings and DEI research on best practices.

f. Motivate committee members to lead DEI activities using their skills, background, and expertise.

g. Support the development of new skills and expertise among committee members.

h. Support efforts of all COF members to incorporate values of equity and inclusion in their work, as requested.

i. Communicate annually (before employee performance review period) with each committee member's supervisor to provide input about the member's performance and involvement.

COMMITTEE CHARGE, COMPOSITION AND SELECTION PROCESS

The College of Forestry will appoint a college-wide standing committee for Diversity, Equity, and Inclusion. To participate fully in the DEI initiative, these members should have some FTE allocated to DEI work, which may entail reallocation of workload in some cases. Prior to appointing the committee, the college leadership should develop fair and inclusive nomination criteria.

COMMITTEE CHARGE AND ACCOUNTABILITY:

a. The CoF DEI Committee, chaired by the DEI Coordinator, will be responsible for leading the implementation of the DEI Plan and reporting on activities and accomplishments.

b. The DEI Committee is an active working committee, rather than an advisory group. Members will take on specific tasks and projects articulated in the DEI Plan.

In some cases, this will involve a committee member recruiting other members of the college community to serve on ad hoc committees tasked with developing and/or implementing specific actions.

c. In its initial year, the committee should – in consultation with CoF leadership, faculty, and students – establish priorities, create a schedule for action completion, and develop clear and measurable benchmarks for each action.

d. Department and unit representatives will share progress once per term at their respective departmental and unit meetings.

e. The committee will develop an annual progress report on DEI activities and plan implementation. The committee will monitor and report progress annually (in a written, publicly available report) and report findings to the whole College. Every five years the committee will complete mid-cycle revisions and report results and recommendations to the Dean.

f. The committee will meet with the dean, associate deans, department heads and other College leaders (Forestry Executive Committee) twice a year to share progress on the DEI plan, make recommendations, and request leadership support as needed.

STANDING COMMITTEE COMPOSITION:

a. Committee members should include diverse representatives from each department and work groups (i.e., units not formally associated with any department) within the college. Committee members should have or develop expertise that lends itself to implementing the DEI strategic plan.

b. The standing committee will be comprised of 11 members. While large in comparison to other committees, this size will expedite work by dividing tasks among committee members, while ensuring inclusion of diverse perspectives and varied expertise within the college. Additional volunteer members may be included at the discretion of the coordinator, committee, and college leadership.

THE COMMITTEE SHOULD INCLUDE:

a. The DEI coordinator, who chairs the committee

b. Two employee representatives from the Wood Science and Engineering department

c. Two employee representatives from the Forest Ecosystems and Society department

d. Two employee representatives from the Forest Engineering, Resources, and Management department

e. Three employee representatives from other Dean's units (e.g., communications office, business office, computing, extension)

f. One graduate[2] student representative from any of the College's graduate programs

SELECTION PROCESS AND TERMS:
a. The college, led by the dean, associate deans, and department heads, will distribute a call for nominations for the DEI committee. All CoF members are welcome to nominate themselves or others to serve on the committee. The dean, associate deans, and department heads will work with the coordinator to appoint members based on relevant experience, knowledge, and interest of nominees.
b. If there is an insufficient number of nominations for positions, CoF leadership will appoint members.
c. During the first iteration of the committee, half of the members will serve a three-year term and the other half will serve a two-year term. These overlapping terms will allow new committee members to be appointed in the future, while ensuring that the committee retains members who are familiar with current activities and progress.
d. Following the first three years, all members will serve two-year terms, with half of the committee starting appointments in odd years and the other half starting in even years. The two representatives from each department should serve staggered terms.
e. Representatives may serve more than one term. However, an open nomination and appointment process will occur for each position after that member's term concludes.
f. If an existing member leaves the college before completing their term on the committee, CoF leadership will disseminate a special nomination call for that position and appoint a new representative from that nomination pool within three months.

SUBCOMMITTEES AND AD HOC MEMBERS:
a. Ad hoc[3] subcommittees under the main committee can be created, based on need (e.g., a DEI curriculum committee). Ad hoc committee members who are not part of the standing committee may have DEI expectations included in their position descriptions or some form of workload relief if the workload is deemed substantial, when necessary.
b. Any College of Forestry member who is not appointed to the DEI Committee is encouraged to participate on the subcommittees as ad hoc members

to support DEI activities and plan implementation.

C. STRATEGIES AND ACTIONS

The table below includes all of the goals, strategies and actions for implementation within each of the four themes. We envision that the CoF DEI leadership group (coordinator and committee), once identified, will develop measurable objectives and assign responsible parties to implement the actions. The information provided in the actions table regarding potential responsible parties, status, phase and functional category is meant to provide the basis for determining those measurable objectives. We also envision that this list will be periodically reviewed and revised by the committee.

RESPONSIBLE PARTIES
The DEI planning workgroup identified responsible parties based on who may have the skills and/or authority to implement the action. However, the appointed DEI leadership may determine that other parties are more appropriate.

STATUS
Many actions included in the DEI plan have already been initiated or established. The workgroup notated this in the status column in the actions table.

PHASE
The actions are separated into three phases to estimate timeline for completion. When deciding the phases, the group considered the priority and feasibility feedback given during the 2016-2017 focus groups.

FUNCTIONAL CATEGORIES
The workgroup separated the actions into six functional categories based on like actions that will require similar staff or resources: administration, information management and communication, teaching and facilitating, cultivating community, budget, and adaptive management. The DEI leadership may decide to parcel out their duties based on these categories, since they correspond to specific knowledge, skills, and capabilities.

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[2] **Undergraduate students are not represented on the standing DEI committee; however, it is likely that undergraduates will be recruited to ad hoc committees for specific actions, such as curriculum development. Additional graduate students may, likewise, be recruited for ad hoc committees.**

[3] **Ad hoc means "for this" in Latin, and in English this usually means "for this specific purpose." Issues that come up in the course of a project often require immediate, ad hoc solutions. The standing DEI committee will establish ad hoc committees based on need.**

FIELD	VALUES
RESPONSIBLE PARTIES	*AD HOC MEMBERS:* Members of ad hoc subcommittees of main DEI Committee *COMMITTEE:* CoF DEI Committee *COMMITTEE DEPT. LIAISONS:* DEI Committee members representing academic depts. *COMMUNICATIONS:* CoF Communications office *COORDINATOR:* CoF DEI Coordinator *CURRICULUM COMMITTEE:* Committee to oversee DEI curriculum adjustments *FACULTY:* Individual faculty members *INTERNATIONAL PROGRAMS:* CoF International Programs office *LEADERSHIP:* Dean, Assoc. deans, dept. heads, program directors, unit leaders *STUDENT SERVICES OFFICE:* Advising, Student Resources and Engagement, Recruitment
STATUS	Not initiated Initiated Established
PHASE	1= 1-2 years 2= 2-3 years 3= 3-5 years
FUNCTIONAL CATEGORY	*ADMINISTRATIVE:* Position description, performance review, policy *ADAPTIVE MANAGEMENT:* Research, survey, adapt *BUDGET:* Reallocate existing funding, secure new funding *CULTIVATE COMMUNITY:* Build and enhance partnerships, outreach, international programs, events *INFORMATION MANAGEMENT, COMMUNICATION:* Databases, webpage, marketing, internal and external communication *TEACHING, FACILITATING:* Curriculum, trainings, workshops, discussion groups
ACTIONS	**LT. YELLOW HIGHLIGHT** = High priority among focus group participants **LT. GREEN HIGHLIGHT** = High priority and high feasibility among focus group participants

THEME	Building Awareness – Build foundational knowledge and provide support to increase awareness of DEI among CoF members.
GOAL 1	Cultivate a community of faculty, staff, students, and external partners that is competent in knowing about and exemplifying diversity, equity, and inclusion values within the College of Forestry (CoF) and beyond.
STRATEGY 1.1	Develop and disseminate resources for CoF members to easily access DEI information.

ACTIONS	RESPONSIBLE PARTIES	STATUS	PHASE	FUNCTIONAL CATEGORY
1.1 A Create a highly visible College of Forestry webpage that includes the college's DEI mission and vision, DEI definitions, grievance reporting procedures, the CoF DEI Strategic Plan, and other relevant resources. Include examples of behavior and activities that exemplify diversity, equity, and inclusion values.	Communications, Coordinator	Initiated	■□□	Info. Mgmt. Comm.
1.1 B Disseminate information about DEI trainings and resources in various media including Fernhopper, CoF Today, Facebook, the CoF website, and other relevant channels.	Coordinator, Communications	Initiated	■□□	Info. Mgmt. Comm.
1.1 C Develop materials addressing the historical context of diversity, equity, and inclusion in American forestry and natural resources.	Coordinator, Ad Hoc Members	Not Initiated	□■□	Teaching, Facilitating
1.1 D Create definitions for multiple levels of DEI literacy, from basic competency to advanced comprehension.	Coordinator, Committee	Not Initiated	□■■	Teaching, Facilitating

STRATEGY 1.2	Provide a wide range of learning opportunities in formats that accommodate community members' needs and institutional requirements.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
1.2 A Generate a list of all learning opportunities at OSU and beyond (e.g. webinars, conferences, Association of American Colleges and Universities) and assign an individual to maintain the list annually. The list will include subject areas with numerous opportunities to accommodate the diverse interests of CoF members.	Coordinator	Initiated	[■][ ][ ]	Info. Mgmt. Comm.	
1.2 B Develop trainings and informal opportunities to discuss DEI issues and learn about best practices based on CoF members' preferred modes of delivery and interests in training topics.	Coordinator	Not Initiated	[■][■][ ]	Teaching, Facilitating	
1.2 C Develop a strategy for DEI outreach to external CoF community partners and stakeholders. Examples include inviting community partners to trainings, presenting at meetings, and sharing resources.	Coordinator, Committee, Leadership	Not Initiated	[ ][■][ ]	Cultivate community	

STRATEGY 1.3	Produce students who are competent in recognizing and addressing Difference, Power, and Discrimination (DPD) and are poised to engage in lifelong learning about DEI issues.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
1.3 A Create a DEI statement for inclusion in the syllabus of each course to set the stage for a welcoming environment in the classroom.	Leadership, Faculty, Curriculum Comm.	Not Initiated	[■][ ][ ]	Teaching, Facilitating	
1.3 B Hold a workshop for faculty to incorporate DEI materials and modules into the content of their courses.	Coordinator, Faculty, Leadership, Curriculum Comm.	Not Initiated	[■][■][■]	Teaching, Facilitating	
1.3 C Launch the restructured CoF courses with new DEI modules and materials.	Faculty, Leadership, Curriculum Comm.	Not Initiated	[ ][■][■]	Teaching, Facilitating	
1.3 D Identify recommended DPD courses for CoF students to take as part of the DPD course requirement instituted by OSU.	Curriculum Comm.	Not Initiated	[■][ ][ ]	Teaching, Facilitating	
1.3 E Evaluate and implement upcoming graduate learning outcome in DPD, and supplement the university requirement with a CoF requirement, if needed.	Dept. Heads, Curriculum Comm.	Not Initiated	Dept. decision	Teaching, Facilitating	
1.3 F Incorporate DEI content into student orientation. Supplement existing packet of materials with necessary DEI information, outlining clear expectations, standards for behavior, and resources. Ensure that students are aware of their rights and options for addressing grievances.	Coordinator, Student Services Office	Not Initiated	[■][ ][ ]	Teaching, Facilitating	

STRATEGY 1.4	Increase knowledge and understanding of DEI concerns, best practices, policies, and procedures among non-student CoF members through trainings and orientation.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
1.4 A Incorporate DEI content into employee orientation. Supplement existing packet of materials with necessary DEI information, outlining clear expectations, standards for behavior, and resources. Ensure that community members are aware of their rights and options for addressing grievances. Include information about OSU policies that impact work/life balance like parental leave, flex time, bereavement and other relevant information.	Coordinator	Not Initiated	▨▢▢	Teaching, Facilitating	
1.4 B Require the dean's direct reports to receive relevant DEI trainings offered by OSU (e.g. DPD, implicit bias, search advocate, ADVANCE seminar) within two years following DEI plan adoption or hire date. Supplement with new trainings as needed (e.g. DEI, Promotion & Tenure advocate training).	Leadership, Committee	Not Initiated	▨▢▢	Teaching, Facilitating	
1.4 C All non-student CoF members will receive DEI training within two years following DEI plan adoption or hire date. Trainings will be appropriate to specific position, incorporating relevant information for advisors, supervisors and teaching faculty. Utilize both existing OSU trainings and new CoF trainings.	Coordinator	Not Initiated	▨▢▢	Teaching, Facilitating	
GOAL 2	Increase exposure to other cultures and ways of thinking and learning.				
STRATEGY 2.1	Investigate and communicate availability of domestic and international learning opportunities that provide exposure to other cultures and perspectives.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
2.1 A Share the list of available international opportunities within the College and University to CoF members. Update the list on an annual basis.	Int'l programs, Coordinator	Initiated	▨▢▢	Info. Mgmt. Comm.	
2.1 B Continue to communicate the value of domestic and international experiences for faculty and students (e.g. features in Focus on Forestry and other outlets).	Communications, Int'l programs	Initiated	▨▢▢	Info. Mgmt. Comm.	
2.1 C Provide awareness and support for applying to post-graduation domestic and international experiences (e.g. Fulbright and AmeriCorps).	Communications, Int'l programs	Not Initiated	▨▢▢	Info. Mgmt. Comm.	
STRATEGY 2.2	Modify curricula to better accommodate international experiences and diverse perspectives.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
2.2 A Increase flexibility of curricula to facilitate participation in culturally diverse learning experiences (e.g. study abroad) without delaying graduation.	Curriculum Committee	Not Initiated	▢▨▢	Teaching, Facilitating	
2.2 B Increase curriculum content with international context and globalization.	Curriculum Committee	Not Initiated	▢▨▢	Teaching, Facilitating	
2.2 C Incorporate diverse worldviews, beyond mainstream forestry paradigms, into curricula for all CoF programs.	Curriculum Committee	Not Initiated	▢▨▨	Teaching, Facilitating	

STRATEGY 2.3	Facilitate opportunities to learn about diverse cultures between internal and external audiences.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
2.3 A Highlight the research of visiting scholars or researchers (e.g. speaker series opportunities).	Communication, Faculty	Initiated	▭▭▯	Cultivate community	
2.3 B Ask visiting scholars to give a public seminar or brown bag lunch about forestry in their country.	Communication, Faculty	Not Initiated	▭▭▯	Cultivate community	
2.3 C Develop speaker and visitor exchange programs with colleges and universities with diverse students and faculty.	Coordinator	Not Initiated	▯▭▯	Cultivate community	

THEME	Welcoming Climate – Create and present an environment that values and promotes the diversity of all CoF members and guests by facilitating their full inclusion into the community.
GOAL 1	The College of Forestry, through its words and actions, genuinely welcomes, values, and includes all of its members, who have diverse backgrounds and perspectives. The College presents itself as a welcoming and inclusive community that values the contributions of all its members and serves as a beacon for others.

STRATEGY 1.1	Promote the DEI plan to internal and external audiences.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
1.1 A Share plan and progress at meetings (e.g. departments, leadership, ambassadors, clubs) on a regular basis and provide opportunities to discuss new challenges and opportunities.	Committee, Coordinator	Not Initiated	▭▭▯	Cultivate community	
1.1 B Post plan to various College websites and link on appropriate internal and external emails.	Communications Coordinator	Not Initiated	▭▭▯	Info. Mgmt. Comm.	
1.1 C Integrate DEI progress into existing internal and external college reports. Disseminate relevant information and post progress to the website regularly (at least annually).	Coordinator, Communications Committee	Not Initiated	▯▭▭	Info. Mgmt. Comm.	

STRATEGY 1.2	Build community within and outside the college.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
1.2 A Create opportunities for connection and community building among diverse groups (e.g. CoF departments, domestic and international faculty, staff, and students). Consider ways to engage CoF members who work or take classes remotely (e.g. create webpage with pictures of Ecampus students, develop interactive virtual experiences).	Coordinator	Initiated	▭▭▯	Cultivate community	
1.2 B Build and maintain partnerships between DEI-related College and OSU groups to share DEI best practices, engage in collaborative learning, build community, and partner on mutually beneficial initiatives.	Coordinator	Initiated	▭▭▯	Cultivate community	
1.2 C Continue offering college-wide community service opportunities, especially those activities with the highest impact and sustained participation from CoF members.	Coordinator, Leadership, Faculty	Established	▭▭▯	Cultivate community	

STRATEGY 1.3	Motivate and inspire audiences by publicizing successes of individuals and groups throughout the College.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
1.3 A Develop proactive and reactive ways to reach audiences so they can share their accomplishments with the core communications team. Create a database of potential stories.	Communications	Initiated	[■□□]	Info. Mgmt. Comm.	
1.3 B Continue promoting these stories through new and existing channels (e.g. social media advertisements).	Communications	Initiated	[■■□]	Info. Mgmt. Comm.	
1.3 C Maintain communications programs that highlight the diverse breadth of work by CoF faculty, staff, and students.	Communications	Initiated	[■□□]	Info. Mgmt. Comm.	
1.3 D Inform all audiences of the roles and positions throughout the College to promote value and respect for people representing all positions within CoF.	Communications Coordinator	Not Initiated	[■□□]	Info. Mgmt. Comm.	
STRATEGY 1.4	Ensure all mass communication materials (e.g. website, newsletters, social media) reflect DEI core values and diverse work.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
1.4 A Review mass communication materials annually.	Committee, Communications	Initiated	[■□□]	Info. Mgmt. Comm.	
1.4 B Form a communications working group consisting of all communicators throughout the College (student services, research forests, etc.) and hold meetings on a regular basis to ensure communication materials are inclusive and reflect diverse perspectives.	Communications	Not Initiated	[■□□]	Info. Mgmt. Comm.	
1.4 C Continue partnering with the OSU central communications and marketing teams to help share our stories to a broader audience and ensure that the breadth of our work is accurately portrayed.	Communications	Established	[■□□]	Info. Mgmt. Comm.	
GOAL 2	All College of Forestry members and guests will have access to the college's physical spaces and intellectual community. The college is a home for learning and personal development.				
STRATEGY 2.1	Ensure physical and learning spaces reflect our core values and diverse work and promote an inclusive environment.				
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**	
2.1 A Conduct reviews of art and messaging every two to five years to assess alignment with CoF core values and representation of diverse perspectives.	Committee	Not Initiated	[□■■]	Adaptive mgmt.	
2.1 B Ensure diverse perspectives are represented on social and environmental decisions made regarding the look and feel of the new Forest Science Complex.	Leadership, Committee	Initiated	[■■□]	Adaptive mgmt.	
2.1 C Evaluate current spaces and develop plans to represent diversity in College art and architecture.	Committee, Coordinator	Not Initiated	[□■■]	Adaptive mgmt.	
2.1 D Research and share best practices for promoting respectful dialogue in all learning environments.	Coordinator, Committee	Not Initiated	[■■□]	Teaching, Facilitating	

STRATEGY 2.2	Ensure all members of the College community and guests will have appropriate physical access to buildings, classrooms, and activities sponsored by or on behalf of the College.			
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**
2.2 A Assess compliance with ADA for on-campus and off-campus facilities and improve where necessary. Exceed compliance standards when possible.	Facilities, Leadership	Initiated	▣▢▢	Admin.
2.2 B Clearly mark areas of access in existing buildings and spaces. Accommodate accessibility needs for people of all abilities during events and in outdoor settings (e.g. research forests).	Facilities, Leadership	Initiated	▣▢▢	Adaptive mgmt.
2.2 C Provide facilities for specific groups based on physical needs and identity (e.g. gender-neutral bathrooms, lactation rooms).	Leadership	Initiated	▣▢▢	Adaptive mgmt.

THEME	Enhancing Diversity, Equity, and Inclusion – Enhance DEI in the College of Forestry primarily through recruitment and retention of diverse faculty, staff and students.
GOAL 1	Understand barriers to DEI in general and specific to forestry and natural resource management. Use findings to guide plans for improving DEI.
STRATEGY 1.1	Conduct internal research to understand the needs and barriers of underrepresented groups. Use findings to help meet needs of all current and potential members of CoF.

ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**
1.1 A Work with OSU Office of Equal Opportunity and Access and other DEI leadership groups on campus to create methods (surveys, demographic data, reporting methods). Assess the status of barriers, and develop strategies for eroding barriers.	Coordinator, Committee, Ad Hoc Members	Initiated	▣▢▢	Adaptive mgmt.
1.1 B Develop targeted outreach for recruitment and programs for retention of specific groups based on findings about needs and barriers.	Coordinator, Student Services Office	Not Initiated	▢▣▢	Adaptive mgmt.
1.1 C Determine what resources OSU provides to support individuals with English as a second language and evaluate what additional resources are needed based on feedback from those whose primary language is not English.	Committee	Not Initiated	▢▣▢	Adaptive mgmt.
1.1 D Review existing scholarship availability and guidelines for award criteria. Assess whether some groups or individuals are excluded within the current guidelines and provide recommendations for increased support.	Committee, Leadership	Initiated	▣▢▢	Admin.

GOAL 2	Improve the representation and inclusion of diverse and underrepresented groups in CoF via recruitment and retention.			
STRATEGY 2.1	Provide ongoing support to recruit and retain diverse faculty, staff, and students.			

ACTIONS	RESPONSIBLE PARTIES	STATUS	PHASE	FUNCTIONAL CATEGORY
2.1 A Increase scholarship availability and financial aid for diverse students.	Leadership	Initiated		Budget
2.1 B Provide support to all faculty, staff, and students for mentoring, coaching and professional development planning.	Coordinator, Leadership	Not Initiated		Budget
2.1 C Invite prospective students to visit the College to interact with faculty, staff, and students. Increase recruitment resources for visits, especially for individuals with financial need and underrepresented populations. Provide assistance with applications.	Faculty, Student Services Office	Initiated		Budget
2.1 D Address DEI considerations in the college graduate research assistant and graduate teaching assistant policy.	Committee, Leadership	Not Initiated		Admin.
2.1 E Provide support for individuals who experience harassment or discrimination in the college, in addition to the formal processes for reporting grievances.	Coordinator, Committee	Not Initiated		Cultivate community
2.1 F Implement best practices for recruiting and hiring diverse applicants for all types of positions (e.g. include search advocate on hiring committees, develop strategies for reaching diverse applicants).	Committee, Leadership	Not Initiated		Admin.

STRATEGY 2.2	Build collaborative relationships with underrepresented minority groups, government agencies, and schools committed to enhancing DEI.			

ACTIONS	RESPONSIBLE PARTIES	STATUS	PHASE	FUNCTIONAL CATEGORY
2.2 A Communicate with and learn from peer institutions that have succeeded at reducing DEI barriers to recruitment and retention.	Coordinator, Committee	Initiated		Cultivate community
2.2 B Ask faculty attending conferences to bring and share CoF recruitment materials with attendees.	Dept. Heads Coordinator	Not Initiated		Info. Mgmt. Comm.
2.2 C Establish targeted outreach to broader community leaders from diverse backgrounds and connect to courses (e.g. field trips or speaker opportunities). Connect to leaders and researchers from tribes, the Forest Service, and other groups.	Coordinator, Leadership, Faculty	Not Initiated		Cultivate community

STRATEGY 2.3	Build relationships with schools and community colleges to recruit diverse students.			

ACTIONS	RESPONSIBLE PARTIES	STATUS	PHASE	FUNCTIONAL CATEGORY
2.3 A Facilitate opportunities for current CoF members to engage with middle and high school students who are from populations that are underrepresented in the College.	Coordinator, Dept. Heads, Student Services Office	Not Initiated		Cultivate community
2.3 B Collaborate with community colleges to prepare students for admission to the College.	Coordinator	Not Initiated		Cultivate community
2.3 C Develop materials to distribute to Historically Black Colleges and Universities, Tribal Colleges and Universities, and other institutions with high enrollment of underrepresented groups.	Communications, Coordinator	Not Initiated		Cultivate community

GOAL 3	Increase our national and international reputation as an inclusive center of academic excellence.				
STRATEGY 3.1	Increase financial support for international opportunities for students and faculty.				

ACTIONS	RESPONSIBLE PARTIES	STATUS	PHASE	FUNCTIONAL CATEGORY
3.1 A Send DEI volunteer representatives to national and international diversity conferences (e.g. MANRRS, NCORE, SACNAS) to share DEI efforts and progress in the College.	Leadership, Coordinator	Not Initiated	▢▩▩	Cultivate community
3.2 B Increase opportunities for low-income or otherwise underserved students and provide support for travel.	Leadership, Coordinator	Not Initiated	▢▩▩	Budget

THEME	Institutional Longevity – Make DEI an integrated, consistent, meaningful and continual part of the CoF community.				
GOAL 1	Develop appropriate policies and structures for continued dialogue and practice around issues of DEI.				
STRATEGY 1.1	Incorporate DEI requirements and guidelines into department and College policies and procedures.				

ACTIONS	RESPONSIBLE PARTIES	STATUS	PHASE	FUNCTIONAL CATEGORY
1.1 A Include DEI training requirement stipulations in internal policies (see BA 1.4).	Leadership, Committee	Not Initiated	▩▩▢	Admin.
1.1 B Integrate DEI service requirements into employee performance expectations and position descriptions, when appropriate.	Leadership	Not Initiated	▩▩▢	Admin.
1.1 C Refine college promotion and tenure guidelines to reflect University DEI guidelines within 1 year of plan adoption.	Leadership, Coordinator	Not Initiated	▩▢▢	Admin.
1.1 D Encourage departments to attach merit raises to non-required DEI faculty efforts.	Leadership	Not Initiated	Dept. decision	Admin.
1.1 E Establish procedures for responding to incidents of discrimination and harassment in the College.	Committee, Leadership	Not Initiated	▩▢▢	Admin.

STRATEGY 1.2	Establish structures to improve inclusion of DEI perspectives and materials in curricula.				

ACTIONS	RESPONSIBLE PARTIES	STATUS	PHASE	FUNCTIONAL CATEGORY
1.2 A Discuss DEI in peer review of teaching and determine whether faculty incorporated DEI components into their courses.	Leadership	Not Initiated	▢▩▢	Admin.
1.2 B Discuss and propose how each department will incorporate DEI into their degree programs. Evaluate existing DEI course content within degree programs.	Leadership	Not Initiated	▩▩▢	Admin.
1.2 C Appoint a committee, representative of all academic programs, to determine how to implement DEI into curricula of each degree program in CoF. Share recommendations with leadership within 1 year of plan adoption.	Leadership, Committee	Not Initiated	▩▢▢	Admin.

STRATEGY 1.3	Develop and maintain a leadership structure to coordinate and implement DEI activities in the college.				

ACTIONS	RESPONSIBLE PARTIES	STATUS	PHASE	FUNCTIONAL CATEGORY
1.3 A See the leadership recommendations section of this plan for specific actions.	Leadership, Committee, Coordinator	Not Initiated	▩▢▢	Admin.

STRATEGY 1.4	Identify and distribute new and existing funding sources to support DEI activities.			
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**
1.4 A Create DEI awareness within the Board of Visitors to promote funding for DEI efforts.	Leadership	Not Initiated	▣▢	Budget
1.4 B Secure consistent funding to support student diversity in research and teaching activities (e.g. OSU Foundation, student success initiative).	Leadership, Coordinator	Not Initiated	▢▣	Budget
1.4 C Redirect college development staff to secure external funding specific to DEI issues.	Leadership	Not Initiated	▢▣	Budget
GOAL 2	Ensure that perspectives around issues of DEI are included in planning and decision making in all units of the college.			
STRATEGY 2.1	Develop accountability statements and processes to address how DEI will be considered in decision-making.			
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**
2.1 A Develop a statement regarding how DEI issues are addressed in each department and unit.	Leadership, Committee Dept. Liaisons	Not Initiated	▣▢	Admin.
2.1 B Department heads and unit leaders will explain how DEI is incorporated in decision making during their annual review with the dean.	Leadership	Not Initiated	▣▣▣	Admin.
GOAL 3	Coordinate activities and reporting across all CoF DEI themes to keep issues salient.			
STRATEGY 3.1	Conduct regular assessments, monitor progress through plan benchmarks, and revise the plan as needed.			
ACTIONS	**RESPONSIBLE PARTIES**	**STATUS**	**PHASE**	**FUNCTIONAL CATEGORY**
3.1 A Annually monitor progress on DEI plan accomplishments based on benchmarks developed by the committee.	Committee, Coordinator	Not Initiated	▣▢	Admin.
3.1 B Develop a written annual DEI report that addresses progress within each theme. Develop progress calendar and other reporting methods as needed.	Committee, Coordinator	Not Initiated	▢▣	Admin.
3.1 C Dean will brief the entire college community on DEI progress annually.	Dean	Not Initiated	▣▣	Cultivate community
3.1 D Periodically assess College climate among CoF members (e.g. surveys, forums).	Committee, Ad Hoc Members	Initiated	▣▢	Adaptive mgmt.
3.1 E Assess perception of DEI in the College among external groups (e.g. community colleges, high-school seniors, employers who hire CoF students).	Committee, Ad Hoc Members	Not Initiated	▢▣	Adaptive mgmt.
3.1 F Complete full DEI plan revision every five years based on reports, college climate assessments, internal focus groups and external input.	Committee, Coordinator	Initiated	▣▢	Adaptive mgmt.

IV. APPENDICES
APPENDIX A:
LIST OF PARTICIPANTS IN DEI PLANNING PROCESS

Planning workgroup members:

NAME	POSITION
MICHAEL COLLINS	Director of Marketing and Communications
LISA GANIO	Associate Professor
TROY HALL	Professor and Department Head
MICHELE JUSTICE	Director of International Programs
SARAH KELLY	Graduate Research Assistant
HEATHER ROBERTS	Senior Faculty Research Assistant I
DANA WARREN	Assistant Professor

CoF faculty, staff and students who participated in the planning process:

NAME	POSITION
AGNE, MICHELLE	Faculty Research Assistant
AMUNDSON, MARLYS	OSU Foundation Director of Development
ANZINGER, DAWN	Instructor
ARBOGAST, SANDRA	Graphic Designer
ARGERICH, ALBA	Assistant Professor
ARNOLD, MOLLY	Graduate Student
BAGLEY, JESSICA	Graduate Program Coordinator
BATAVIA, CHELSEA	Graduate Student
BEENE, BRIANNA	Coordinator - Continuing and Professional Education
BEESON, ELIZABETH	Accountant I
BETTS, MATT	Associate Professor
BISHAW, BADEGE	Instructor

CoF faculty, staff and students who participated in the planning process (cont.):

NAME	POSITION
BOYD, JONATHON	Undergraduate Student
BROWN, RYAN	Recreation Manager for College Forests
BURNETT, JENNIFER	Undergraduate Student
CARLSON, CAROL	Business Manager for Research Forests
CERVANTES, ANDREW	Graduate Student
CHUNG, WOODAM	Associate Professor
COLE, ELIZABETH	Senior Faculty Research Assistant I
COLLINS, MICHAEL	Director of Marketing and Communications
CONROY, KENDALL	Undergraduate Student
CREIGHTON, JANEAN	Associate Professor and Extension Specialist
CRUZ, SATIVA	Graduate Student
DANIELS, DIXIE	Graduate Student
D'ANTONIO, ASHLEY	Assistant Professor
DAVIS, ANTHONY	Professor, Associate Dean of Research
DAY, MICHELLE	Faculty Research Assistant
DE MEYER, MORGAN	Undergraduate Student
DIGREGORIO, LINA	Coordinator - HJ Andrews
FIERRO, CHRISTINA	Supervisor-Finance
FITZGERALD, STEPHEN	Professor
FITZMORRIS, JESSICA	Event Coordinator
FOSTER, MEGHAN	Program Assistant
GANIO, LISA	Associate Professor
GREGORY, MATT	Senior Faculty Research Assistant II
GUPTA, RAKESH	Professor
HADELLA, LUCIA	Graduate Student
HADLEY, ADAM	Research Associate
HAJJAR, REEM	Assistant Professor
HALL, TROY	Professor, Department Head

CoF faculty, staff and students who participated in the planning process (cont.):

NAME	POSITION
HANEY, ANGELA	Administrative Manager
HARRIS, ASHLEY	Undergraduate Student
HATTEN, JEFF	Associate Professor
HILL, KRISTINA	Undergraduate Student
HINSCH, ERIC	Graduate Student
HOWE, GLENN	Associate Professor
JAYAWICKRAMA, KEITH	Director of Northwest Tree Improvement Cooperative
JOSI, KELSEY	Undergraduate Student
JUSTICE, MICHELE	Director of International Programs
KELLY, SARAH	Graduate Research Assistant
KLUMPH, BRENT	Timber Program Manager
KRAWCHUK, MEG	Assistant Professor
LACHENBRUCH, BARB	Professor
LAN, SKY	Graduate Student
LAW, BEV	Professor
LEATHERMAN, LILA	Graduate Student
LEITE, LUCIANA	Graduate Student
MAGERS, MISTY	Office Manager
MAGUIRE, DOUG	Professor
MCLACHLAIN, TERINA	Academic Advisor, Natural Resources Program Manager
MENN, KERRY	International Programs Coordinator
MERSCHEL, ANDREW	Faculty Research Assistant
MOSEL, JAMIE	Graduate Student
MUNANURA, IAN	Assistant Professor
MUSZYNSKI, LECH	Assistant Professor
NELSON, MICHAEL	Professor
NEWTON, CALLIE	Assistant Director of Marketing and Communications

CoF faculty, staff and students who participated in the planning process (cont.):

NAME	POSITION
OLSEN, CHRISTINE	Research Associate, Instructor
OLSEN, KEITH	Senior Faculty Research Assistant II
PABST, ROB	Senior Faculty Research Assistant II
PALOMINO, MARDONIO	Graduate Student
POST, ROBERT	Undergraduate Student
POWERS, MATT	Instructor
REMILLARD, SUZANNE	Professional Faculty
RIGGIO, MARIAPAOLA	Assistant Professor
RIPPLE, BILL	Professor
ROBERTS, HEATHER	Senior Faculty Research Assistant I
ROBINSON, SERI	Assistant Professor
RODRIGUES DE OLIVEIRA, DIEGO	Graduate Student
ROSENBERGER, RANDY	Professor, Associate Dean for Undergraduate Studies
RUBLE, JULIANA	Advanced Wood Products Lab Manager
SAVAGE, ISAIAH	Undergraduate Student
SCHAFFER, JUSTIN	Accountant I
SCHIMLECK, LAURENCE	Professor
SHAW, DAVID	Associate Professor
SHAW, RANDI	Graduate Student
STEWART, KANDY	Ecampus Student
STRAUSS, STEVE	Professor
STRIMBU, BOGDAN	Assistant Professor
TAYLOR, ANDY	Graduate Student
TRICK, BRIAN	Graduate Student
WARREN, DANA	Assistant Professor
WONHOF, ADRIENNE	Executive Assistant to the Dean
ZAHLER, DAVID	Manager of Diversity and Learning Programs

APPENDIX B:
GLOSSARY OF TERMS

ADVANCE SEMINAR - The 60-hour ADVANCE Seminar is an interactive learning experience centered on analyzing the operations of difference, power, and privilege in higher education, with particular attention to STEM disciplines. It provides opportunities to explore structural inequities within the university and to imagine a transformed future in which institutional structures and personal behaviors are both professionally and personally life-affirming for people across their differences. The goal is to help participants develop skills and tools to create a more inclusive, equitable, and just work environment at Oregon State University.[4]

BOARD OF VISITORS - A group of more than 30 leaders from the private forest industry involved in advancing the mission of the College of Forestry. The group assists with fundraising through contributions and advocacy during legislative sessions.

DIALOGUE is collaborative and includes people representing two or more viewpoints who work together toward a common understanding. Active listening and seeking common ground in an open manner sets dialogue apart from debate or discussion. Dialogue calls for temporarily suspending judgments, reevaluating assumptions and biases, and seeking introspection about personal beliefs.[5]

DIFFERENCE, POWER AND DISCRIMINATION - The Difference, Power, and Discrimination (DPD) Program works with faculty across all fields and disciplines at Oregon State University to develop inclusive curricula that address institutionalized systems of power, privilege, and inequity in the United States. All undergraduates are required to satisfy the DPD course requirement.[6]

DISCRIMINATION - Actions, based on conscious or conscious prejudice, which favor one group over others in the provision of goods, services, or opportunities.[7]

EMPLOYEE - We use "employee" to encompass any non-student employee, including classified staff, professional faculty, tenured faculty, tenure-track faculty, instructors, and research support faculty.

FACULTY STAFF AND STUDENTS - This represents all employees (as defined above) as well as undergraduate students and graduate students.

FTE - Full-time equivalent (FTE) is the hours worked by one employee on a full-time basis. The concept is used to convert hours worked by part-time employees into hours worked by full-time employees.

GRIEVANCE - an official statement of an unjust, discriminatory, or implicitly biased act.

HARASSMENT - Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age, disability or genetic information.[8]

HBCUS - The Higher Education Act of 1965, as amended, defines an HBCU as: "…any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."[9]

IDENTITY GROUPS within the college include multiple variations based on individuals' intersectional identities.

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[4] **Oregon State Advance Program, 2017** http://advance.oregonstate.edu/advance-seminar

[5] **Nagda, et al., 2008, "Differentiating Dialogue from Discussion"** http://www.gcorr.org/wp-content/uploads/2016/06/comparing_debate_discussions_dialogue-3.pdf

[6] **Oregon State Difference Power and Discrimination Program, 2017** http://dpd.oregonstate.edu/about

[7] **This definition was used in multiple universities' DEI definition resources and the following reference was included: "This resource was compiled from existing resources provided by the National Conference for Community and Justice, Oregon State University, Arizona State University – Intergroup Relations Center, and The National Center for Transgender Equality."**

[8] **U.S. Equal Employment Opportunity Commission, date unknown** https://www.eeoc.gov/laws/types/harassment.cfm

[9] **U.S. Department of Education, date unknown**
https://sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/

For example, the college held focus groups for identity groups based on their position in the organization (e.g. undergraduate, tenured faculty, faculty research assistant). In surveys and other mechanisms for feedback, responses may be grouped based on gender, race, sexual orientation, and other aspects of identity.

IMPLICIT BIAS refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.[10]

PLURALISTIC - a state of society in which members of diverse ethnic, racial, religious, or social groups maintain and develop their traditional culture or special interest within the confines of a common civilization.[11]

SEARCH ADVOCATE TRAINING - OSU's Search Advocate program enhances equity, validity, and diversity in university hiring. Search Advocates are OSU faculty, staff, and students who are trained as search and selection process advisors.[12]

STANDARDS FOR BEHAVIOR - expectations for each student, staff and faculty member to follow while at the university or representing the college. CoF members should be respectful, fair, receptive to differing opinions and beliefs, and reflect the core values of the college through their actions.

STANDING COMMITTEE - a permanent committee that meets regularly.

TRIBAL COLLEGES AND UNIVERSITIES - In 1973, the first six American Indian tribally controlled colleges established the American Indian Higher Education Consortium (AIHEC) to provide a support network as they worked to influence federal policies on American Indian higher education. Today, AIHEC has grown to 37 Tribal Colleges and Universities (TCUs) in the United States. Each of these institutions was created and chartered by its own tribal government or the federal government for a specific purpose: to provide higher education opportunities to American Indians through programs that are locally and culturally based, holistic, and supportive.[13]

WORLDVIEW - The perspective, through which individuals view the world, comprised of their history, experiences, culture, family history and other influences.[14]

UNDERREPRESENTED - refers to groups that have been denied access or suffered institutional discrimination in the United States as determined by federal assessments like the Census. OSU includes underrepresented minorities from the following racial and ethnic groups: African Americans, Hispanics or Latinos, and Native Americans. The College recognizes that underrepresentation is context dependent and other identity groups may be underrepresented.[15]

UNDERSERVED - any cohort or individual that is overlooked and not equitably supported. Underserved populations are disadvantaged in relation to other groups because of structural and societal obstacles and disparities.[16]

APPENDIX C:
KEY FINDINGS FROM SUBCOMMITTEE RESEARCH & DISCUSSIONS

BUILDING AWARENESS
• Many resources are fairly easily available – trainings, checklists on improving inclusiveness, upcoming opportunities.
• To this point, we discussed the importance of first focusing on needs and goals rather than getting mired in the tempting details of implementation suggested by many of these resources.
• Trainings must be required and should primarily be catered towards the average person – not the choir.

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[10] **Kirwan Institute, 2015** http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

[11] **Merriam Webster Dictionary, 2017** https://www.merriam-webster.com/dictionary/pluralism

[12] **Oregon State University, 2008** http://searchadvocate.oregonstate.edu/about

[13] **American Indian Higher Education Consortium, 2017** http://www.aihec.org/who-we-are/index.htm

[14] **This definition was used in multiple universities' DEI definition resources and the following reference was included: "This resource was compiled from existing resources provided by the National Conference for Community and Justice, Oregon State University, Arizona State University – Intergroup Relations Center, and The National Center for Transgender Equality."**

[15] **Adapted from UC-Berkeley Strategic Plan for Equity, Inclusion, and Diversity, 2009**

[16] **Ibid.**

• Institutional expectations (e.g., P&T guidelines, annual review criteria) needs to be revised to include these required activities, both to allow their participation and to demonstrate the value placed on those activities by the administration and organization.
• Adult learning suggests problem-centered approaches are best, and information needs to be made relevant if possible.
• New student social justice learning module required beginning Fall 2016 – we can add to this with specific forestry and natural resources information. Can be online content, perhaps with additional activities during orientations.

WELCOMING CLIMATE
• We need to continue to refine what a welcoming climate means. If we are going to create a "welcoming climate," everybody needs to understand what this climate would look and feel like. Finally, we need to continually assess where we stand moving forward.
• We need to develop goals, strategies, and tactics that help break through the natural barriers created by the OSU structure of doing business. These "silos" can be a detriment when trying to develop a welcoming College community. Developing purposeful community events will be important.
• Mass communications (websites, collaterals, etc.) needs to be included in the next iteration of the plan. Suggestions include developing a comprehensive communications plan for this initiative, periodic audits of websites/materials, and periodic audits of the look and feel of the building to find ways to improve.
• Promoting diversity is often mentioned as a required or preferred qualifications, but is rarely mentioned within actual position descriptions. Should this be included in position descriptions?
• Finding trainings and resources provided by OSU can be cumbersome and difficult. We should work towards creating a "one-stop-shop" of these opportunities and discuss whether or not some should be required.

ENHANCING DIVERSITY, EQUITY AND INCLUSION
• There must be a concerted effort towards both recruitment and retention. This requires dedicated and sustained funding towards recruitment (in the forms of scholarships, for example, and the ability to host informational events) and towards retention (directly connected to the College of Forestry and working in concert with other programs across OSU).
• The most successful templates of diversity and inclusion enhancement at other universities appears to be connected to resource availability (funds). Thus, emphasis should be placed on acquiring and directing funds towards these goals.

• The presentation and message of the program, college, and university itself is also instrumental in communicating a genuinely welcoming environment that encourages those of diverse backgrounds to see themselves as an important part of the environmental and forestry related fields. The College of Forestry will need to work on its message.
• Mentors from diverse backgrounds are important in enhancing the diversity and inclusion of the student body. We need to improve the representation of faculty, researchers, administration etc. from diverse backgrounds (race, ethnicity, culture, gender, LGBTQ+, socioeconomic, etc.)
• We have noted that the most diverse student body within the College of Forestry is e-campus students. We need to 1) ensure that these students are represented and valued across the College of Forestry and 2) investigate how we might broaden those aspects of e-campus to the College of Forestry on-campus and identify how we can improve on campus welcoming atmosphere, resources, and support.
• We should encourage professors and researchers to bring recruitment materials to conferences, presentations, etc. as a simple part of larger responsibilities. This would be most effective if shared expectation by all, and divided among all. Likely, what is needed is a coordinator to encourage these activities and provide materials.
• Free "Application guide" or informational workshops available to larger community and hosting by the College of Forestry, to help show the process of applying to college and graduate school in a friendly, inviting, open format.

INSTITUTIONAL LONGEVITY
• Real resources must be dedicated to DEI. Successful programs are those that invest money, for example, Purdue had a university-wide $1 million internal competition. NC State has Chancellor's "Creating Community Awards" for faculty, staff, and students, and the College of Ag & Life Sciences has specific "diversity enhancement" funds for recruiting students.
• Actions must be taken to create incentive and/or responsibility for promoting DEI. This includes including specific language in job descriptions and annual reviews. Most programs assign oversight responsibility to individuals or committees; if this isn't done, efforts often fail.
• Units should incorporate DEI goals, actions, and metrics into meaningful strategic plans, ideally incorporating DEI within existing programs (not stand-alone).
• It is important to make DEI something to celebrate (e.g., NC State's "I Heart Diversity" t-shirt give-away).
• DEI must be discussed in practical ways, not emotional

or aspirational. Often, goals and "actions" are vague (e.g., increase enrollment of students of color) without concrete steps to getting there.
• Mechanisms must be put in place for institutional tracking and evaluation.
• There is great variety in quality and appeal of websites and materials provided by different universities. It's important to keep websites up to date and genuinely attractive.

APPENDIX D:

RESULTS FROM SPRING 2016 COLLEGE OF FORESTRY DEI SURVEY

In May and June, 2016, the College of Forestry disseminated an online survey via Qualtrics to all faculty, staff and students. The survey notification and link were sent to all CoF mailing lists except undergraduates; undergraduates could find the link in the CoF Today and in the Fernhopper. Participants were asked questions about their personal experiences in the college as they relate to diversity, equity, and inclusion. The survey had two primary purposes: to prioritize areas of concern and to establish baseline metrics. Surveys were submitted by 250 respondents (Table 1). However, it is important to note that not all respondents answered all questions. Additionally, many questions provided the option to mark "I don't know enough to answer", and those respondents are excluded from tables and graphs. Due to these factors, the number of respondents (N) for each question varies considerably.

There are several limitations to this survey that should be kept in mind when considering the results and when comparing them to other data: 1) The full response rate is unknown; we do not know how many individuals received the invitation to complete the survey. 2) As is typical in survey research, individuals who chose to complete the survey may be more concerned and interested in these issues than non-respondents, so the data are not statistically representative of all college members' attitudes. This likely creates a situation where the percentage of respondents who have concerns about issues is larger than the percentage of all college members with such concerns. 3) Many identity groups have small ns, and therefore conclusions about the views of these groups should be drawn with considerable caution. The full survey results will be available as an additional appendix by Fall 2018. Below are results for selected questions.

In 2016, 67% of those respondents who had an opinion said that the College of Forestry creates a welcoming environment (Figure 1). There was even stronger agreement, 83%, that the CoF actively encourages diversity among its employees. (Many respondents indicated that they did not know enough to answer these questions, suggesting that there is room for more broad dissemination of information about the college's activities.) These two survey questions were taken directly from a climate survey conducted in 2007 in the CoF. Of 58 respondents in 2007, 41% said "yes" 41% said "no" to the question about welcoming climate. In 2007, 47% of the 58 respondents said "yes" and 36% said "no" about whether the college actively encourages diversity. While it is tempting to infer that climate has improved since 2007, it is important to note that there are several methodological and sampling differences between the two studies, so firm conclusions are not appropriate.

TABLE 1. NUMBER OF RESPONDENTS TO 2016 COF CLIMATE SURVEY

POSITION IN COLLEGE	NUMBER
STUDENT (UNDERGRAD, GRAD, POSTBACC)	127
TENURED/TENURE-TRACK FACULTY	30
PROFESSIONAL FACULTY	23
FRA/RA, POSTDOC	21
CLASSIFIED STAFF	12
OTHER	6
INSTRUCTOR	4
ADMINISTRATOR	2
DID NOT ANSWER	24

FIGURE 1. COF MEMBERS' OPINIONS ABOUT CLIMATE IN THE COLLEGE, 2016 COF CLIMATE SURVEY RESULTS

DOES THE COLLEGE OF FORESTRY CREATE A WELCOMING ENVIRONMENT? (N=183)

DO YOU BELIEVE THE COF ACTIVELY ENCOURAGES DIVERSITY AMONG ITS EMPLOYEES? (N=159)
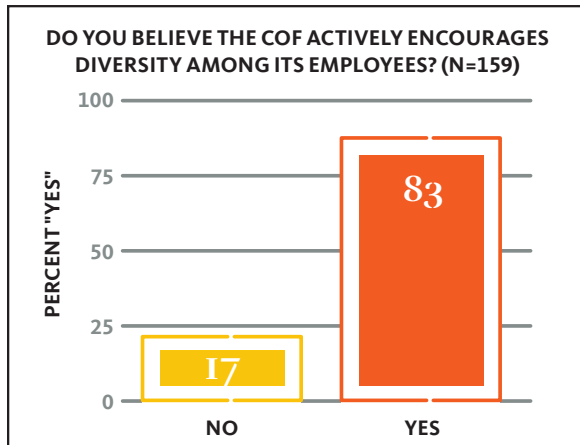
Responses to the question about a welcoming climate were disaggregated by respondents' roles in the college (Figure 3). These results show notable differences, with more than 70% of graduate students and more than 80% of undergraduate students responding affirmatively. However, among the relatively small numbers of professional faculty and FRAs/RAs, only 50% responded affirmatively. The percentage of students who responded affirmatively to this question varied by major (Figure 4), but the very small number of respondents for most majors means that these data should be interpreted with caution.

FIGURE 3. COF MEMBERS' OPINIONS ABOUT WHETHER THE COLLEGE CREATES A WELCOMING ENVIRONMENT, BY ROLE/POSITION

DOES COF CREATE A WELCOMING ENVIRONMENT?
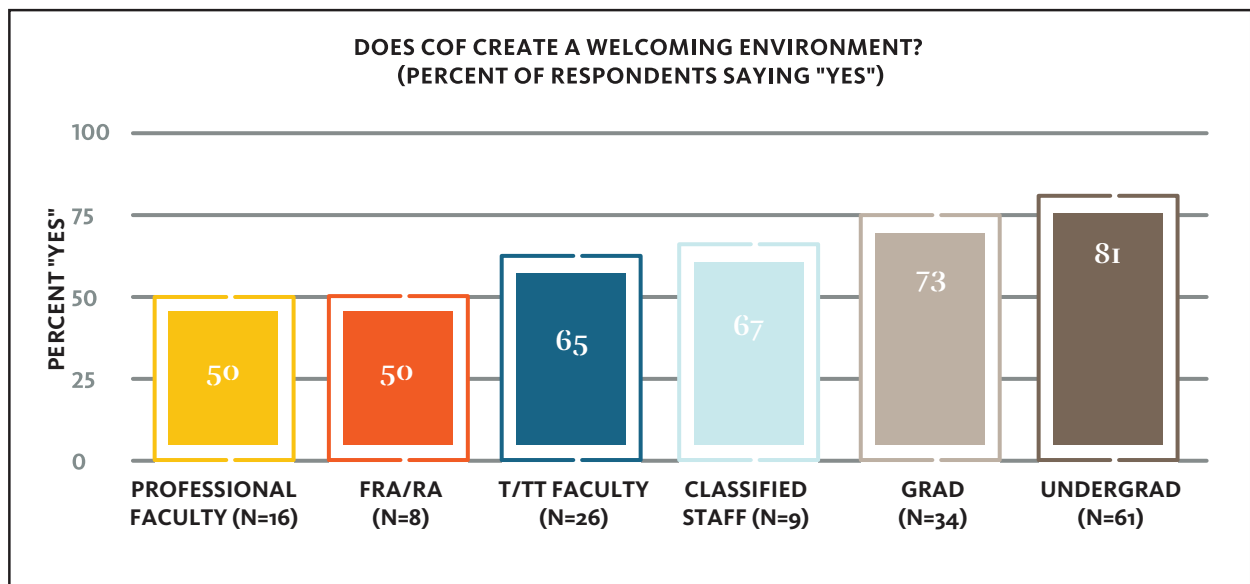**(PERCENT OF RESPONDENTS SAYING "YES")**

FIGURE 4. COF STUDENTS' OPINIONS ABOUT WHETHER THE COLLEGE CREATES A WELCOMING ENVIRONMENT, BY MAJOR

DOES COF CREATE A WELCOMING ENVIRONMENT?
(PERCENT OF RESPONDENTS SAYING "YES")

GRADUATE DEPARTMENT
UNDERGRADUATE MAJOR

DOES THE COLLEGE OF FORESTRY CREATE A WELCOMING ENVIRONMENT? (PERCENT OF RESPONDENTS SAYING "YES")

FIGURE 6. COF MEMBERS' OPINIONS ABOUT WHETHER THE COLLEGE CREATES A WELCOMING ENVIRONMENT, BY SEXUAL ORIENTATION

DOES THE COLLEGE OF FORESTRY CREATE A WELCOMING ENVIRONMENT? (PERCENT OF RESPONDENTS SAYING "YES")

FIGURE 7. DOMESTIC AND INTERNATIONAL COF MEMBERS' OPINIONS ABOUT WHETHER THE COLLEGE CREATES A WELCOMING ENVIRONMENT

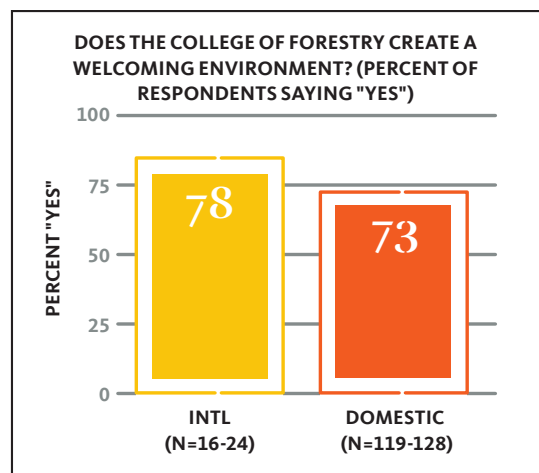**DOES THE COLLEGE OF FORESTRY CREATE A WELCOMING ENVIRONMENT? (PERCENT OF RESPONDENTS SAYING "YES")**

Women were slightly less likely to say the CoF creates a welcoming environment than men, and those who preferred not to identify with the traditional gender binary or who chose not to reveal their gender were much less likely to feel welcome in the college (Figure 5). Respondents with a sexual orientation other than "straight" were especially likely not to feel welcome in the college (Figure 6).

Survey respondents were asked about whether people of different roles and identities are treated equitably in the college. Figure 8 displays the percentage of people who marked 1 (definitely yes) or 2 (probably yes) on the scale; those who marked "don't know" are excluded from the Ns for these questions. Results show that, across all respondents, approximately 80% believe that people of different ethnicities, religions, ages, income levels, and sexual orientations are treated equitably. However, less than 70% believe this is the case for people with different political views, genders, abilities, environmental views, and roles/positions within the college.

ARE PEOPLE OF ALL _____ TREATED EQUITABLY?

PERCENT "DEFINITELY" / "PROBABLY YES"

60 — POSITIONS (N=200)
62 — ENVIRONMENTAL VIEWS (N=192)
67 — ABILITY (N=162)
68 — GENDER (N=186)
69 — POLITICAL VIEWS (N=176)
79 — SEXUAL ORIENTATION (N=163)
79 — INCOME LEVELS (N=177)
80 — AGES (N=194)
80 — RELIGIONS (N=165)
80 — ETHNICITIES (N=197)

FIGURE 9. COF MEMBERS' OPINIONS ABOUT EQUITABLE TREATMENT AND EXPERIENCE OF DISCRIMINATION.

PERCENT "DEFINITELY" / "PROBABLY YES"

27 — HAVE YOU WITNESSED OR RECEIVED DISCRIMINATION IN THE COLLEGE OF FORESTRY? (N=228)

45 — DO YOU THINK SOME IDENTITIES ARE NOT TREATED EQUITABLY IN THE COF? (N=159)
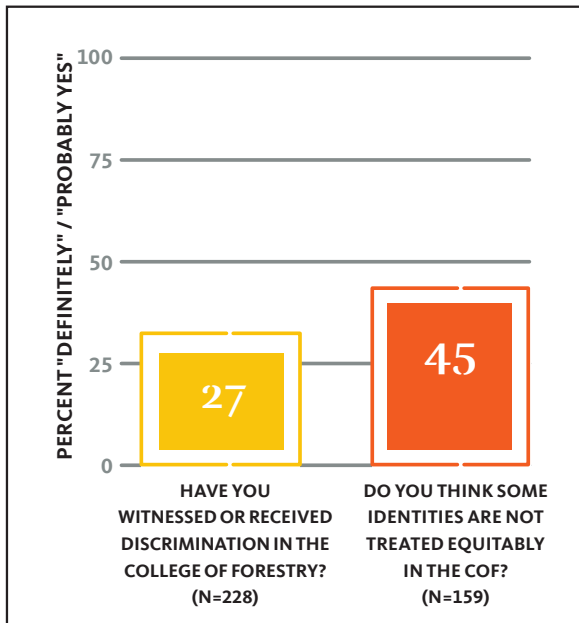
Given the results in Figure 8, it is not surprising that a general question about equitable treatment revealed that 45% of respondents think that there are some identities that are definitely or probably not treated equitably in the college (Figure 9). In response to another question about direct experience (taken from the 2007 survey), approximately 27% of respondents said that they personally had witnessed or received discrimination in the college.

NUMBER OF PEOPLE REPORTING EACH TYPE OF WITNESSED/EXPERIENCED DISCRIMINATION
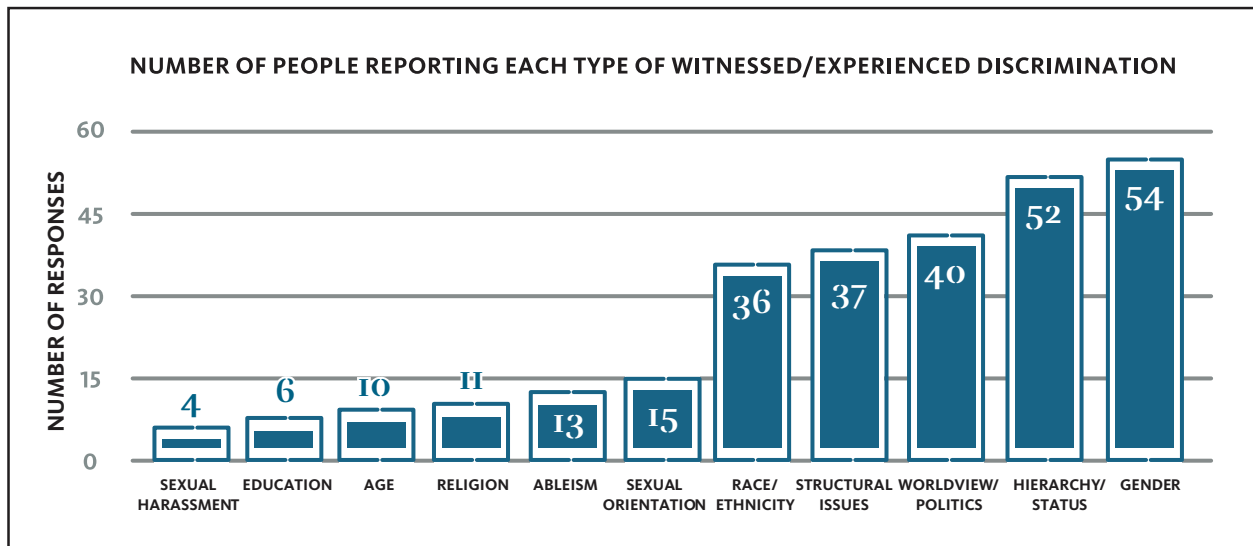
Respondents who said they had witnessed or experienced discrimination were asked to write a narrative description of the events. These were classified into different types (Figure 10). If individuals reported more than one event or situation, it was assigned to each appropriate category. The largest categories were incidents related to gender (e.g., female students feeling they were not given equal opportunities in field courses as male students) or hierarchy/status (e.g., tenured faculty not treating staff with respect). The next largest categories related to political worldview, structural issues (this included physical aspects of structures, like artwork, but more often to the cultural and administrative structure of the college), and race/ethnicity.