

**COLLEGE OF AGRICULTURAL SCIENCES
DIVERSITY BLUEPRINT (FY 18-19)
STUDENT SUCCESS AND DIVERSITY STRATEGIC PLAN (2018-2025)**

As a Land Grant institution, Colorado State University is committed to inclusive excellence. The success of the College of Agricultural Sciences (CAS) and the fulfillment of the Land Grant mission depends on welcoming, respecting and affirming all members of the Colorado State University community. Only through the inclusion of the rich diversity of students, staff, faculty, administrators, and alumni can we truly be excellent in our pursuits.

This document describes our commitment to inclusive excellence and is the culmination of two initiatives. The first initiative began as a strategic planning process for student success and diversity eighteen months ago. An extensive plan was written and revised with extensive feedback received from many groups including the CAS Student Affairs committee, the CAS Academic Affairs committee, the CAS leadership team, the CAS student success team, the CAS Diversity Catalyst Team were synthesized into a set of goals and objectives to be achieved over the next seven years. These goals and objectives are found at the end of the document. Special thanks go to Dr. Ken Barbarick (now retired and emeritus professor), Shannon Archibeque-Engle and Malia Michel for their hard work in stewarding this initiative.

The second effort is aligned with the Office of Diversity that is leading a tactical planning document known as Diversity Blueprint. The CAS portion of the Diversity Blueprint is a tactical plan that aligns with the CAS strategic plan for student success and diversity and CSU's goals for inclusive excellence. The CAS Diversity Blueprint outlines goals for the next fiscal year, and is found at the beginning of this document. Special thanks go to the CAS leadership team and the Diversity Catalyst Team for their thoughtful comments.

Questions about this document may be directed to the Dean of the College of Agricultural Sciences.

COLLEGE OF AGRICULTURAL SCIENCES

DIVERSITY BLUEPRINT

FY 2018-2019

The success of the College of Agricultural Sciences (CAS) and the fulfillment of the Land Grant Mission relies fundamentally on valuing, respecting and affirming all members of the Colorado State University community. The following text outlines how CAS will implement tactical practices enabling a contribution to CSU's goals for inclusive excellence. These tactical plans are also fundamental in achieving the CAS Plan for Student Success and Diversity.

CAS Objective 1. Engage the CAS faculty and staff in initiatives that increase the recruitment, retention and promotion of traditionally underrepresented and minority faculty and staff.

Relates to CSU Goal 1 and Goal 2: Increase the recruitment, retention and promotion of marginalized and excluded faculty, staff and students.

Analysis

- Benchmark demographic data of faculty and staff in CAS as it relates to a context of the CSU population, population of Colorado and peer institutions.
- Document current recruitment strategies, hiring practices and recent hires in CAS.
- Identify progress to completion rate of supervisors in CSU supervisor training.

Design

- Direct the IT unit to assist in benchmarking demographic information.
- Direct the Student Success team to identify gaps in high impact practices in advising and teaching.
- Network with diversity officers from peer institutions to learn of successful high impact practices and identify comparator demographics.
- Identify and aggregate CSU resources for support of inclusive excellence including on-demand assistance and training.

Implementation

- Require all supervisors to attend the CSU supervisor training which has two modules on diversity.
- Require search committee members to update their search training before serving on search processes in FY 18-19.
- To the extent allowable by federal regulation and CSU policy, release CAS demographic and hiring data for the last three years. Present this information in unit level meetings.
- As needed, coordinate and facilitate workshops for CAS personnel around high impact practices recruitment, mentoring and leadership development.

Evaluation

- Ask training participants to rate trainings with follow-up impact questions in the next quarter.
- Track the demographics of searches and hiring in FY 18-19.

CAS Objective 2. Assess the climate of CAS faculty, staff and students.

In Spring 2016, CAS completed an extensive culture and climate survey using an external firm specializing in organizational management. The initial survey created a benchmark of information, and with some modification, the survey can assess the changes since the initial effort. It may be the case that CAS can obtain similar information from the CSU climate survey.

Relates to CSU Goal 4: Cultivate an inclusive institutional climate.

Analysis

- Review the 2016 CAS faculty and staff climate questionnaire and data to determine areas of emphasis or adaption, if any, for a Fall 2018 effort.
- Review the CSU climate survey process to determine the potential alignment available to CAS.

Design

- Engage the CAS Diversity Catalyst Team in reviewing the culture and climate questionnaire in order to develop a section of 8 or 10 questions about inclusive excellence and equity. Ask for DCT volunteers to work with contract vendor on survey implementation.
- Partner and contract with a third party vendor for design of a confidential climate and culture survey effort.

Implementation

- Implement the survey methodology.
- Incentivize unit level participation (Participation in the last effort was greater than 80% in all units).
- To the extent that confidentiality is maintained, report aggregate responses to survey questions and compare to the previous effort. Reporting efforts should include public presentations and Q&A.

Evaluation

- Benchmarking and evaluation of survey response data.
- Alongside CAS leadership and the CAS Diversity Catalyst Team, identify opportunities to improve culture and climate.

CAS Objective 3. Implement high impact practices in teaching and advising to improve retention of students from minority, first generation and underrepresented populations.

CAS has persistent opportunity gaps in achievement from historically marginalized and underrepresented populations. The purpose of this objective is to begin to build a portfolio of practices to improve retention rates.

Relates to CSU Goal 2: Improve the retention and promotion of marginalized and exclude faculty, staff and students.

Relates to CSU Goal 3: Develop cultural competency of all faculty staff, and students

Analysis

- Review IR research to review the retention and persistence rates of CAS students
- Survey instructors to learn more about high impact teach practice prevalence in the classroom.
- Review CSU student success initiative information to better catalogue available high impact practices.

Design

- Create a Student Team to identify and prioritize high impact practices in teaching and advising.
- Designate a member of the Student Success team to compile appropriate demographic and achievement data from Institutional Research.
- Create a CAS advising work team to discuss and share high impact practices in advising.
- Engage with external industry representatives and education professionals to identify high impact practices.
- Engage the Master Teacher Initiative in CAS around high impact practices in teaching and advising.

Implementation

- Create a communication plan that describes the current benchmark of student success (including retention) and implement this plan to the CAS community.
- Support faculty in the survey of existing teach practices to understand where opportunity gaps may align. Communicate results to CAS instructors and college leadership.
- Initiate the process to form a CAS Key Academic community and begin the foundational work around learning community support and infrastructure.
- From the survey information and review, identify workshops for instructors and leadership to build cultural competency and inclusiveness into teaching practice and curriculum.

Evaluation

- Monitor the completion of the communication plan and student data.
- Track increased awareness and adoption of inclusive teaching practices.
- Track initial retention of underrepresented students.

College of Agricultural Sciences

Strategic Plan for Student Success and Diversity Enhancement

As a Land Grant institution, Colorado State University is committed to [inclusive excellence](#). The success of the College of Agricultural Sciences and the fulfillment of the Land Grant mission depends on how well we welcome, value, and respect all members of the Colorado State University community. Only through the inclusion of the rich [diversity](#) of students, staff, faculty, administrators, and alumni can we truly be excellent in our pursuits.

Vision: The College of Agricultural Sciences will be the best place to learn, work and discover in the area of agricultural sciences.

Overarching Goal: To increase the recruitment, retention, graduation, and placement of qualified, ethnically diverse students who represent the population demographics in the State of Colorado, while also eliminating opportunity gaps based on first generation, minority, Pell grant eligible, residency, and/or gender status.

We will achieve our goal by strategically focusing on four areas:

1. Embrace an environment of shared **Inclusive Excellence** through processes, policies and training
2. Cultivate an enriching and inclusive **Culture and Climate** by developing cultural competency of all members of the College of Agricultural Sciences
3. Develop a thriving **Diverse and Inclusive Community** of scholars and learners through recruitment, retention and progression of all members of the College of Agricultural Sciences
4. Establish and Implement **Transparent and Objective Accomplishment Metrics**

What we need to do all of the time - Communicate with transparency progress towards success metrics for each of our goals within CAS, across CSU campus and with external partners.

Objectives: Each of these are Specific, Measurable, Action-Oriented, Realistic, & Time-bound (SMART)

1. **Inclusive Excellence:**
 - i. The College of Agricultural Sciences will develop a shared definition, with dimensions and metrics, of Inclusive Excellence to be utilized across all academic and administrative units by summer of 2018.
 - ii. Each academic and administrative unit within the College of Agricultural Sciences will have the shared definition, dimensions and metrics of Inclusive Excellence approved as part of the unit's governance and performance evaluation process by December 2018
2. **Culture and Climate:**
 - i. Ninety-five percent of **Students** within the College of Agricultural Sciences will identify the College Learning Environment as inclusive by the year 2024.

- ii. Ninety-five percent of **Faculty** within the College of Agricultural Sciences will identify the College Environment as inclusive by the year 2024.
 - iii. Ninety-five percent of **Staff** within the College of Agricultural Sciences will identify the College Learning Environment as inclusive by the year 2024.
3. **Diverse Community:**
- i. Increase the proportion of under-represented minority students in the College of Agricultural Sciences programs to 20 percent of all CAS students by the year 2022
 - ii. Increase the number of students from rural communities from 37 percent to 50 percent of all students by the year 2022
 - iii. Increase the number of ethnic minority students to represent 20 percent of the graduating undergraduate class by the year 2022
 - iv. Increase the number of underrepresented and traditionally marginalized graduate students to represent at least 30 percent of graduate students within the College of Agricultural Sciences by the year 2022
 - v. Increase international student enrollment in the undergraduate and graduate programs to 10 percent of total enrollment in Fall 2022
 - vi. Increase the number of marginalized and traditionally excluded faculty in the College of Agricultural Sciences to 25 percent of the total faculty body by the year 2025
 - vii. Increase the number of women faculty in tenured/tenure-track positions within the College of Agricultural Sciences to 45 percent of all positions by the year 2025
 - viii. Eliminate opportunity gaps across all underrepresented student groups by 2025
 - ix. Reduce the sophomore to junior student dropout rate from (approximately) 33 percent to 15 percent by Fall 2020
4. **Transparent Accountability/Accomplishment Metrics:**
- i. The College will develop and implement specific dimensions-based metrics to evaluate individual contributions to Inclusive Excellence by December 2018
 - ii. The College will design and launch a public dashboard to communicate unit-level progress on Inclusive Excellence dimensions by Spring 2019
 - iii. The College will include Inclusive Excellence dimensions and metrics in performance evaluations of academic faculty and staff beginning in January 2020
 - iv. The College of Agricultural Sciences will eliminate all differences in climate perceptions by gender and ethnicity as measured by nationally recognized assessment tools and metrics by the year 2025.

Strategies/Tactics

INCLUSIVE EXCELLENCE

1. Each administrative and programmatic unit will develop a base knowledge level in Inclusive Excellence through working groups, workshops and other professional development models
2. Ensuring appropriate governance principles, measures of Inclusive Excellence will be incorporated as formal metrics of performance for individuals within the College of Agricultural Sciences.
3. The College of Agricultural Sciences will design and implement programs to develop leadership dimensions and skills across all groups of faculty, staff and students with particular attention given to ensuring Inclusive Excellence in participant and content selection
4. The College of Agricultural Sciences will foster and nurture the work of the Diversity Catalyst

group and all grassroots efforts within the College aimed at enhancing the collective inclusive excellence goals.

5. The College of Agricultural Sciences will establish an Inclusive Excellence Advisory Board comprised of faculty, staff, students, and industry representatives with the express purpose of guiding the design of strategies and programming of Inclusive Excellence within the College.
6. Working with Industry partners, develop and implement new concepts for diversity strategies to recruit and retain a larger pool of diverse students, faculty and staff within the College of Agricultural Sciences
7. Develop and implement a cooperative, diversity improvement partnership program with at least six (6) agribusiness corporations by the year 2020
8. Develop and implement a cooperative, diversity improvement partnership program with at least two (2) Commodity Groups by the year 2020
9. Establish a Center for Diversity and Inclusion in Agriculture focused on industry partnerships to enhance knowledge creation and training in Inclusive excellence for Agriculture by 2020

Culture and Climate Environment

1. Design and implement an educational climate survey, initially completed in fall 2018 and repeated and reviewed annually by departments, faculty, staff, and students
2. Design and implement a diversity and inclusion assessment of departments and the college in Spring 2018 and repeat and review data and trends annually
3. Develop and implement college and unit level plans to retain and support diversity and inclusion programs by 2020
4. Design and implement sponsorship (mentoring/pairing) programs aimed at elevating women and underrepresented minorities to leadership and critical positions within the College of Agricultural Sciences. Establish a Women's Initiative Networking Group – a Center of Expertise for issues faced by professional women (Note: Idea originated from Bayer)
5. Research, design and implement flexible working arrangement faculty and staff, as appropriate.
6. Provide specific training, information events, opportunities for active dialog with senior college leadership to develop creative and effective inclusive culture and climate in CAS
7. Enhance faculty development and leadership development initiatives for developing future College administrators.
8. Provide college and departmental level funding opportunities to invite appropriate leading academic scholars, practitioners and policy leaders to participate in an annual Inclusive Excellence Distinguished Speaker series beginning in 2019.
9. Create environment/climate within the CAS by visual reminders highlighting diversity and inclusion in agriculture research and practice activities.
10. Increase the number of faculty, staff and students with global experience and knowledge by 70 percent beginning by the year 2022.
11. CAS will create an operating fund in support of the aforementioned activities to be distributed from the CAS Dean's office. The operating funds will be part of the base budget. Individual departments will be encouraged to develop similar operating funds in support of the same.

Diverse Community

Recruitment

1. Design and implement a targeted ethnic student recruiting program to identify and recruit

- high school graduates from Colorado schools by the year 2020
2. Design and implement a targeted ethnic student recruiting program to identify and recruit qualified high school graduates from high ethnic population high schools outside the state of Colorado (e.g., New Mexico, Texas, Michigan, and Oklahoma) by the year 2020
 3. Design and implement a targeted student recruiting program with Alliance Schools to host on-campus and off-campus visit days with high school students by the year 2020
 - a. Establish annual weeklong high school student summer immersion experience for Alliance high school students to start the summer of 2019
 4. Design and implement a targeted student recruiting program with the Colorado FFA Association to increase the number of rural Colorado students applying to the College of Agricultural Sciences
 5. Develop and deliver at least eight off-campus presentations each year to high school graduating seniors and high school career counselors in the state of Colorado starting in the fall of 2018
 6. Develop and execute 3 (spring/summer/fall) on-campus visitation programs with a College of Agricultural Sciences focus for prospective minority students starting spring 2019
 7. Develop and implement joint programs aimed at recruiting University admitted, ethnic minority freshman students to minority student organizations starting in the fall semester of 2018
 8. Design and deliver corporate affiliation program presentations to at least 10 Colorado-based corporations during the 2018 academic year
 9. Design and deliver minority Commodity Groups affiliation program presentations to at least 4 Commodity Groups in the Front Range during the 2018 academic year
 10. Design and implement a targeted recruiting program to identify and recruit qualified faculty and research faculty and staff from marginalized backgrounds
 11. Establish and implement search process policies for all open positions within the College of Agricultural Sciences that encourage and require a focus on identifying and recruiting qualified candidates from marginalized and traditionally excluded demographics.
 12. Encourage and incentivize hiring faculty and staff from marginalized and traditionally excluded communities
 13. Create a CAS global network of partner academic/research institutions
 - a. Sign IMOU agreements with select foreign academic institutions that represent Asian, European, South American and Latin American agricultural practices to promote faculty and student exchange opportunities by Fall 2020.
 14. Concentrate efforts in hosting guest faculty from international partner schools to teach in the undergraduate and graduate classes once a year.
 15. Collaborate with the Offices of Diversity & Inclusion, and International Programs to seek funding to increase opportunities for faculty, students and staff beginning Spring 2018.
 16. Add twenty five (25) new academic scholarships to recruit high achieving Colorado high school students from rural geographic communities and first generation background
 17. Design and produce new marketing and recruiting materials suitable for digital and print media by Spring 2019.

Retention → Graduation

1. Design and institute a tutorial lab program with at least 3 teaching assistantships for all Agricultural Sciences students, aimed at improving student retention rates by the year 2020
2. Design and institute scholastic counseling programs aimed at increasing the number of minority students qualifying for College-wide academic scholarships by the year 2020
3. Establish ten (10) new summer internship positions for first-generation students by Fall 2019
4. Develop career counseling program (e.g., minority executive-on-campus dates) to assist unique recruiting needs for ethnic minority students by the year 2019
5. Increase the overall number of internships for CAS students from 95% to 100% of graduating seniors by 2022
6. Develop, monitor and manage academic progress among students from first generation, minority, Pell eligible, gender, geographic backgrounds
7. Design and establish a CAS based Key Academic Community within Colorado State University by 2020
8. Design and institutionalize competency based best practices for advising and mentoring by Fall 2019. The NCADA practices will serve as a guide for the practices adopted by CAS.

Transparent Accountability/Accomplishment Metrics:

1. Create a CAS annual report on student recruitment, retention, graduation, placement, and demographic data and trends by summer 2018
2. Communicate via print, digital and electronic dashboard, among other media), success evidences in Final/current GPA; retention to second year of study; opportunity gaps; four-year graduation rate; five and six year graduation rates; placement rates by first-generation, minority, gender, Pell eligible, and residency status.
3. Measure and communicate recruitment, retention and career progression statistics for underrepresented faculty members
4. Utilize inclusive excellence progress metrics in performance and reappointment evaluations of College Administration.
5. Establish "Leadership in Inclusive Excellence" award and a "Global Agriculture Educator of the Year" (working titles to be refined) with monetary awards for the College.