Examples of Diversity, Equity and Inclusion sections for CAS P&T Dossiers

The college would like to see a statement regarding each candidate’s contribution to Diversity, Equity and Inclusion (DEI) in the P&T dossiers. We appear to be the first college requiring these statements so it is a work in progress. We welcome other examples or suggestions. These were pulled from the 2020 P&T and mid-term dossiers. Note that many of the Digital Measures (DM) fields provide the opportunity to designate an activity as a contribution to DEI. When a faculty member uses that option in creating their DM profile a DEI superscript is placed at the end of the activity when the CV is exported and all the items receiving that superscript are listed at the end of the CV in Section F. Diversity Equity and Inclusion. The candidate could then add context to these lists if helpful to highlight their importance. Candidates may also wish to highlight their DEI efforts in their candidate statements, but these statements should be short (perhaps a paragraph) unless their position descriptions designate a significant amount of time dedicated to these efforts.

**Example 1. Simple list of DEI efforts at end of CV. From a dossier for promotion to Courtesy Professor and no mention of DEI in position descriptions.**

F. DIVERITY, EQUITY and INCLUSION

2018. Attended “Lunch and Learn” presentation organized by Fisheries and Wildlife Diversity

Committee.

2017. Participated in a diversity and bias exercise presented by the American Ornithologists Society (AOS) Diversity Committee, at the annual Council meeting in associated with the annual meeting in Lansing, MI, August 2017.

2016. College Assistant Migrant Program (CAMP) Oregon Migrant Leadership Institute. Assisted with workshop on careers in Fisheries and Wildlife including a telemetry demonstration. 60 Latino high school students.

2015. Invited to attend and present at the Society for the Advancement of Native American and Chicano students (SACNAS) diversity in STEM annual conference in Washington, D.C., October 29-31, 2015. Presented talk titled: Penguin Science in Antarctica: Adélie penguins coping with environmental change at the Antarctic Science session.

2015. Served on the judging Committee for graduate and undergraduate poster session at Society for the Advancement of Native American and Chicano students (SACNAS) diversity in STEM annual conference in Washington, D.C., October 29-31, 2015.

**Example 2. Narrative statement regarding DEI at end of dossier from promotion to Associate Professor with indefinite tenure. Position description has a brief commitment to DEI, but no specific time associated with those expectations.**

E. DIVERSITY, EQUITY, and INCLUSION

I believe that diversity increases our capacity to tackle hard scientific and conservation questions. Therefore, I aim for a lab the unites diverse cultures, perspectives, and backgrounds in an open and supportive environment so we can advance each other’s work. We learn about each other’s culture and history, and gain from each person’s contribution toward creative and critical science. The GEMM Lab has hosted students, post-docs and technicians from various regions of the USA, France, Brazil, Argentina, New Zealand, Spain, Ivory Coast, Germany, Australia, and New Caledonia. I also recruited an openly gay, African American graduate student into my lab by obtaining an OSU Diversity Pipeline Fellowship for him, and I continue to promote women in science. I also received funding from the NOAA Living Marine Resources Cooperative Science Center to host two African American women undergraduate students from Savanah State University in my lab to expose and integrate them into scientific research and communication. Additionally, I have attended the OSU Social justice training, and encourage others in our OSU community to do the same. My goal is for students, colleagues and the public to see that science and conservation can be accomplished by anyone, and needs diverse perspectives.

For all my students, I try lead by example regarding how I navigate academia, collaboration, media and work-life balance with open, equal and transparent behavior. At lab

meetings I encourage expression of diverse opinions and ideas. The GEMM Lab also highlights our diversity of cultures, backgrounds and perspectives through outreach including our active

blog, social media, seminars, engagement in classrooms and field work, and the Skype a scientist program. My outreach and engagement activities with stakeholders and the community includes many cultural and economic groups, in order to make our science, conservation and opportunities equally accessible.

**Example 3. Enhanced list of DEI accomplishments output from DM in order they appear in dossier. This is from a mid-term review dossier and some of the “accomplishments” represent planned activities—a dossier for formal review would typically only include items that had been accomplished.**

F. DIVERSITY, EQUITY, and INCLUSION

2. Scholarship and creative Activity

c. Grants and Contracts

ii. Other

Grant

January 2020, Sponsored by National Science Foundation, Federal, Total: $606,251.00

If this grant is funded, we pledge to provide hands-on experience and training to historically underrepresented high school and undergraduate students through existing collaborations with College Hill High School and the NSF funded Louis Stokes Alliances for Minority Participation program. If this proposal is funded, these efforts would give STEM research opportunities to at-risk, underrepresented, and/or minority students that likely would not otherwise receive these experiences. This could increase diversity within STEM field.

August 2019, Sponsored by National Science Foundation, Federal, Total: $330,000.00

If funded, we pledge to develop four seminars that augment ongoing curricula focusing on salmon in the Pacific Northwest. These hands-on seminars will center on 1) environmental chemistry and ecosystem health, 2) stormwater BMP design, 3) water quality testing, and 4) artificial intelligence programming using Experiments with Google. This content will be converted into digital media content and made available to all on a new YouTube channel. The proposed STEM curriculum is entirely unique at CCHS and could generate STEM interest in youth worldwide. If this proposal is funded, these efforts would give STEM research opportunities to at-risk, underrepresented, and/or minority students that likely would not otherwise receive these experiences. This could increase diversity within STEM field.

March 2020, Sponsored by National Science Foundation, Federal, Total: $3,000,000.00

If this project is funded, we pledge to recruit 20-25 at-risk and/or underrepresented

undergraduate and high school students to participate in innovative science and engineering concepts in the microbiology. If this proposal is funded, these efforts would give STEM research opportunities to at-risk, underrepresented, and/or minority students that likely would not otherwise receive these experiences. This could increase diversity within STEM field.

December 2019, Sponsored by US Environmental Protection Agency Columbia River Basin

Restoration Funding Assistance Program, Federal, Total: $195,976.00 If funded, we pledge a variety of activities aimed at increasing diversity, equity, and inclusion. We will develop hands-on STEM curricula and multimedia content on the links between ecosystem health and water quality in both Spanish and English. This will occur in conjunction with students at College Hill High School. Additionally, we will establish an advisory consisting of regional Native American Tribes to solicit input on research activities and share fish survey results. These efforts would give STEM research opportunities to at-risk, underrepresented, and/or minority students that likely would not otherwise receive these experiences. Furthermore, these efforts will continue to give native peoples the tools necessary to effectively manage their waterways and preserve

their rights to eat first foods.

e. Other information appropriate to the discipline

i. Membership in professional societies

January 2019 - Present, American Indian Science and Engineering Society AISES supports and advances Native American students in stem fields. At OSU, an AISES student chapter is being established starting in 2020, and I am slated to be the faculty advisor. When this occurs, I will have a direct role in increasing retention and success of Native American students at OSU and will have the opportunity to take students to research conferences to gain presentation and networking skills.

3. Service

a. University Service

BEE Graduate Curriculum Committee--Identify strategies for increasing representation of underrepresented minorities within the BEE Graduate Program. January 2018 - Present

Native American Longhouse Advisory Board--Through my participation in this committee, the community has agreed to create an OSU Chapter of the American Indian Science and Engineering Society. September 19, 2019

TRIO SSS Summer Bridge Faculty Panel--TRIO SSS is a selective program open to undergraduate OSU students who are 1) first-generation college students (neither parent has a 4 year college degree); low-Income (Please see U.S. Department of Education guidelines), and/or have documented disabilities. I was selected to provide my perspective as a minority/low income student going through matriculation. This event gave individuals from the various underrepresented groups present the opportunity to ask questions and receive information about being successful at OSU. Without this event, many of these students may not have received an opportunity to receive this information.

c. Service to the Public

i. Professionally-related

College Hill High School--College Hill High School is an alternative school serving students in the Corvallis School District that are unable to make adequate progress toward a high school diploma at their larger, traditional schools. Many of these students are underrepresented, disadvantaged, and/or low income. I gave a presentation (The Case of the Inner City Salmon: a Whodunit Murder Mystery) and Q&A session to College Hill High School students on water quality and STEM careers. I provided technical assistance on the College Hill High School rain garden project. By sharing my experiences as a minority student from an economically disadvantaged background, students of similar background can see that it is possible to achieve their goals. Thus, I was able to serve as a potential role model for at risk, underrepresented, and/or disadvantaged students. November 15, 2018