NCSU Diversity Panel

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1. How are you engaging with new audiences in your work?
   * + Establishing leadership for diversity equity and inclusion by hiring an assistant director to lead this work. This position reports to the director and sits on the executive team.
     + Growing prospective faculty through creation of diversity internships throughout the organization.
     + Providing resources to enhance programming that accommodates a diversity dimension with the following audiences:

"Inclusive 4-H"

Cultural competency via 4 on-campus cultural centers and a unique research and engagement center addressing Latino issues.

Persons with disabilities: "Looking at the Stars" for visual impairments.

LGBTQ

Mental Health: Suicide prevention/intervention

Tech Wizards mentoring after school

* + - In cooperation with College of Education, providing support to pre-service teachers enhancing their abilities to work with diverse audiences.
    - As part of a commitment to community foods and small farms, focused support to new Hispanic farmers and their business practices.
    - FCS initiative to address conversion of ethnic recipes to healthy versions for SNAP-Ed audiences.
* All of these initiatives are built by passionate faculty and partners. Thus, each is not uniformly available across the state. Missing is a systematic, inclusive strategy. I feel like we're taking some care of marquee issues, but missing the "minority" minorities e.g.) Russian and Asian communities.

2. What do we need to do differently?

* First we need to learn objective and inclusive data about our community demographics. Oregon State created a position of Extension Demographer, recognizing that some characteristics are missed in demographic data i.e. LGBTQ, disabilities, undocumented people, etc.
* Adopt contemporary principles of community engagement. Universities tend to be driven by the historic Expert Model-driven by what we know without honoring other sources of knowledge. Universities must learn to listen as much as we speak and learn as much as we teach. Important is evolution of reciprocal relationships with those served, leading to co-created solutions to wicked problems.
* Evolve the Extension program development model from delivery to access. One example is that large meetings do not work for some audiences-leading to the importance of our willingness to adapt to what works for them such as going into homes.
* Beware of paternalistic logic models that are driven by pre-established outcomes created by thinking of the dominant class.
* Deliberately work across generations, i.e. integrative family programming, a lesson from Juntos.
* Regarding technology supported education, recognition that in some audiences groups, technology skipped a generation and may not have home computers, but only mobile technology.
* Train and utilize search advocates on every search committee to help watch for and guard against implicit biases.
* Recruit from backgrounds other than Extension, Oregon has had good hires from the Peace Corps and NGO community.

3. How do we make all Extension programming more inclusive?

* Begin by acknowledging that this is hard work; changing institutional culture is challenged by more than 100 years of established patterns.
* Seek pivotal opportunities to affect people with new realization/ “Aha Moment” learning. Scott’s was stimulated by exposure to the NSF Advance grant driving change at OSU. Key concepts: UNEARNED PRIVILEGE, IMPLICIT BIAS, AND INTERSECTIONALITY.
* Rather than "muscle" change, provide multiple places for people to engage relevant conversations. Some examples from my office:
  + - Monthly video broadcasts on key concepts with associated blog interaction.
    - Regional social justice tours.
    - Organization-wide Diversity Catalyst Team.
    - Periodic climate assessments.
    - Visiting diversity executive.

4. What is needed to support this work?

* Leadership at all levels--especially an atmosphere of innovation where people have support to "do something, try anything". Stimulate innovation by encouraging principles associated with Clayton Christensen's work around disruptive innovation. <http://www.claytonchristensen.com/key-concepts/>
* Recruit new audiences to Extension's established programs.
* Recognize disruptive ideas and consider redesign of current product lines/ programs.
* Commit resources; if you value something, you should invest in it.
* Hold up exemplars with recognition and rewards.
* Consider peer to peer staff development i.e. Diversity Ambassadors
* Adjust expectations via position descriptions-basis for performance evaluation and merit salary adjustments
* Focused Diversity Equity and Inclusion (DEI) Leadership
  + Consciousness – Catalyze dialog and learning to promote “DEI Aha Moments”
  + Embodiment of equity practices across organizational structures and programs
  + Sustained (not episodic) action
    - Refined pedagogy – Adapt programs to audience
    - Work across missions
    - Recruit and retain diverse faculty and staff