

Warner College Diversity, Inclusion, and Equity Strategic Plan

May 2018 – May 2019

Introduction

Warner College of Natural Resources is committed to exemplifying and embodying Colorado State University's Principles of Community—inclusion, integrity, respect, service, and social justice – and working diligently toward inclusive excellence. Warner College and other campus units have been directed by the University President's Office to develop a Diversity, Inclusion, and Equity Strategic Plan.

Warner College joins the University in defining diversity in the broadest possible sense, inclusive of age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs (or lack thereof), national origin, race, sex, sexual orientation, socioeconomic status, and veteran status.

Warner College recognizes the importance of increasing and maintaining the diversity of its student body, faculty, and staff to achieve CSU's land grant access mission and to support long-term, sustainable, success of natural resources fields. Creating an inclusive environment and striving for inclusive excellence will foster success for the College, its programs, and its members, both academically and professionally. These efforts support the basic right of all members of the College to feel included in the community.

The College seeks to apply thoughtful, intentional, consistent effort to mitigate historic social disparities and fulfill Warner College's overall strategic goals, which include creating a diverse and inclusive organization. Moreover, as CSU and Warner College objectively lack the representative breadth of diversity reflected in local, statewide, and national demographics, the College must commit to this responsibility to enhance diversity and ensure a more inclusive environment for all students, faculty, and staff.

Warner College operates from the premise that creating inclusive environments facilitates organizational success in a number of ways and is a responsibility of every member of our community. Achieving these goals does not rest with one person, group, or office. To that end, the College also emphasizes an understanding that inclusion pertains to the success of each and every community member.

Initiatives in this plan reflect investments that the College believes will move it toward being a more diverse, equitable, inclusive, and impactful organization over the next year (May 2018 – May 2019). The College acknowledges that becoming a more inclusive and diverse organization is not rooted in a single idea, program, initiative, or plan, but that a suite of evidence-based actions, thoughtfully developed and operationalized, with consistent effort and evaluation are required for substantive, long-term progress in these areas.

Warner College Diversity, Inclusion, and Equity Strategic Plan

As a consequence, the initiatives described in detail here are one step in a much longer-term effort. The College intends this document to evolve through regular review, evaluation, and revision.

The College also recognizes that this plan comprises a subset of activities related to diversity and inclusion taking place throughout units in the College, and the efforts listed here are those undertaken through “college-level” resources or are being coordinated primarily at the college-level. A more inclusive list of existing efforts in departments and units can be found at the end of this document, and we intend to routinely update that listing with future updates of this plan to keep track of efforts and search for potential synergies and partnerships.

Additionally, as a piece of the effort to integrate efforts taking place throughout the College, each academic unit in Warner College has been charged with producing a plan to address these same issues in ways that make sense for their individual communities (See initiative 3.2).

Plan Goals

The Warner College seeks to align directly with the goals in the University’s strategic initiatives, call to action, and directive for units to create specific plans for addressing diversity, inclusion, and equity across the University. Therefore, the College-level goals are identical to the University-level goals. Warner College initiatives during Year 1 (5/2018 – 5/2019) may not directly address all aspects or populations identified within these goals. However, over time, the College intends to consistently make progress toward having a more diverse community reflective of inclusive excellence overall.

1. Increase recruitment of marginalized and excluded faculty, staff, and students;
2. Improve retention and promotion of marginalized and excluded faculty, staff, and students;
3. Develop cultural competency of all faculty, staff, and students;
4. Cultivate an inclusive institutional climate;
5. Embed diversity and inclusion in curriculum, educational programs, and research across all campus units; and
6. Increase outreach and engagement with marginalized and excluded external communities

Plan Timeframe

The current version of this plan sets forth details on specific initiatives that the College expects to complete or make significant progress toward completing during Year 1, the period from May 2018 through May 2019. A mid-year progress assessment and adjustment will take place in December 2018. Future ideas are being tracked through this plan and will be brought to implementation in future plan years.

From May 2018 – May 2019, we intend to focus effort on analyses, projects, and initiatives and to coordinate ongoing efforts. We intend to center analysis on identifying gaps in student

Warner College Diversity, Inclusion, and Equity Strategic Plan

success and Warner College climate related to inclusivity. We also intend to identify means for supporting building capacity, both among individuals (students/faculty/staff) and units, around cultural competency. This will allow for consistent action while identifying gaps or potential links among efforts throughout the College.

2018-2019 Implementation Initiative Summary

Goal 1: Increase recruitment of marginalized and excluded faculty, staff, and students

Initiative #	Initiative Name	Resources	Responsible Party	Timeframe	Evaluation Criteria or Mechanisms
1.1	Diversity and Inclusion Capacity Cluster Hire	<ul style="list-style-type: none"> • Dean • HR Office • Funding from College 	<ul style="list-style-type: none"> • Dean 	<ul style="list-style-type: none"> • Director of Diversity and Inclusion and 2 new faculty members hired by May, 2019 	<ul style="list-style-type: none"> • Were staff and faculty hired?
1.2	Natural Resources Pipeline Project <i>(existing effort; currently in fundraising stage)</i>	<ul style="list-style-type: none"> • Dean • Director of Diversity and Inclusion • Communications team • Development team • Environmental Learning Center Director • Student Success Team 	<ul style="list-style-type: none"> • Director of Diversity and Inclusion 	<ul style="list-style-type: none"> • Establish formal partnerships with cooperating organizations by December, 2019 • First cohort matriculates in Fall 2021 	<ul style="list-style-type: none"> • Were partnerships formalized? • Was funding secured? • Were students enrolled?
1.3	Engagement with CSU Admissions programing for traditionally marginalized demographics	<ul style="list-style-type: none"> • Communications team • ELC • Student Success Team 	<ul style="list-style-type: none"> • Recruitment and Engagement Coordinator 	<ul style="list-style-type: none"> • Ongoing as opportunities arise 	<ul style="list-style-type: none"> • Number of events participated in • Yield from those events

Goal 2: Improve retention and promotion of marginalized and excluded faculty, staff, and students

Initiative #	Initiative Name	Resources	Responsible Party	Timeframe	Evaluation Criteria or Mechanisms
2.1	Inclusive Warner College Student Success Center	<ul style="list-style-type: none"> • Communications team • Warner College Student Ambassadors • Career services team 	<ul style="list-style-type: none"> • Outreach and Engagement Manager 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Climate surveys • Feedback on Center services
2.2	Student success gap analysis	<ul style="list-style-type: none"> • Associate Dean for Academic Affairs • College Coordinator for Student Success • Director of Diversity and Inclusion 	<ul style="list-style-type: none"> • Director of Diversity and Inclusion 	<ul style="list-style-type: none"> • Spring Semester 2019 	<ul style="list-style-type: none"> • Report detailing gaps is produced
2.3	Proposal for peer-to-peer mentoring program	<ul style="list-style-type: none"> • Warner College Diversity and Inclusion Committee 	<ul style="list-style-type: none"> • Warner College Diversity and Inclusion Committee Co-Chairs 	<ul style="list-style-type: none"> • May 2018-May 2019 	<ul style="list-style-type: none"> • Proposal produced and submitted to Dean Hayes

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

Initiative #	Initiative Name	Resources	Responsible Party	Timeframe	Evaluation Criteria or Mechanisms
3.1	Support capacity building in cultural competencies in individual faculty and staff	<ul style="list-style-type: none"> • Diversity and Inclusion Director • Warner College Diversity and Inclusion Committee • Dean • Dean’s Office staff 	<ul style="list-style-type: none"> • Diversity and Inclusion Director 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Proposal developed and submitted to Dean Hayes
3.2	Individual Unit Diversity, Equity, and Inclusion Plans	<ul style="list-style-type: none"> • Unit heads • Diversity and Inclusion Director • Unit Staff 	<ul style="list-style-type: none"> • Unit heads 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Individual Unit plans produced and submitted to Dean Hayes
3.3	Warner College Diversity and Inclusion Committee workshops	<ul style="list-style-type: none"> • Warner College Diversity and Inclusion Committee 	<ul style="list-style-type: none"> • Warner College Diversity and Inclusion Committee Co-Chairs 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Number of workshops held • Attendance at workshops

Goal 4: Cultivate an inclusive institutional climate

Initiative #	Initiative Name	Resources	Responsible Party	Timeframe	Evaluation Criteria or Mechanisms
4.1	Comprehensive inclusivity analysis	<ul style="list-style-type: none"> • Director of Diversity and Inclusion • Dean’s Office • Warner College Diversity and Inclusion Committee 	<ul style="list-style-type: none"> • Director of Diversity and Inclusion 	<ul style="list-style-type: none"> • April 2019 – ongoing 	<ul style="list-style-type: none"> • Multi-model analysis conducted and report generated with clear action steps
4.2	Community-building opportunities	<ul style="list-style-type: none"> • Communications team • Warner College Diversity and Inclusion Committee • College Council and student organizations 	<ul style="list-style-type: none"> • Outreach and Engagement Manager 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Number of events • Attendance • Individual evaluation of events

Goal 5: Embed diversity and inclusion in curriculum, educational programs, and research across all campus units

Initiative #	Initiative Name	Resources	Responsible Party	Timeframe	Evaluation Criteria or Mechanisms
5.1	Hold a College-wide workshop on inclusive pedagogies	<ul style="list-style-type: none"> Office of the Vice President for Diversity Communication Team Associate Dean for Academic Affairs 	<ul style="list-style-type: none"> Warner College Diversity and Inclusion Committee Co-Chairs 	<ul style="list-style-type: none"> Between May 2018 and May 2019 and ongoing 	<ul style="list-style-type: none"> Workshop was held Involvement and attendance at workshop Event evaluation forms
5.2	Examine potential to include diversity and inclusion in annual evaluations throughout College	<ul style="list-style-type: none"> Warner College Diversity and Inclusion Committee 	<ul style="list-style-type: none"> Warner College Diversity and Inclusion Committee co-chairs 	<ul style="list-style-type: none"> Between May 2018 and May 2019 	<ul style="list-style-type: none"> Assessment completed Proposal generated and submitted

Goal 6: Increase outreach and engagement with marginalized and excluded external communities

Initiative #	Initiative Name	Resources	Responsible Party	Timeframe	Evaluation Criteria or Mechanisms
Goal 6: Increase outreach and engagement with marginalized and excluded external communities					
6.1	Select recruitment materials offered in Spanish	<ul style="list-style-type: none"> Warner College Communications Team Creative Services Office of Admissions 	<ul style="list-style-type: none"> Warner College Director of Communications 	<ul style="list-style-type: none"> Following overhaul of recruitment materials (between January and May 2019) 	<ul style="list-style-type: none"> Materials translated, produced and distributed

Goal 1: Increase recruitment of marginalized and excluded faculty, staff, and students

Goal Summary

Analysis	<ul style="list-style-type: none"> • Assess racial and ethnic diversity of Warner College faculty and staff • Assess first generation status among Warner College faculty and staff • Assess gender diversity of Warner College faculty and staff • Data from CSU Institutional Research indicate that collectively, 16% of Warner College undergraduates identify as racially and ethnically diverse • Data from CSU Institutional Research indicate 25% of Warner College undergraduates are first generation students • Data from CSU Institutional Research indicate 20% of Warner College undergraduates are eligible for Pell Grants • Data from CSU Institutional Research indicate 47% of Warner College undergraduates identify as female and 53% identify as male • Data from CSU Institutional Research indicate 13% of Warner College graduate students are racially and ethnically diverse • Data from CSU Institutional Research indicate 54% of Warner College graduate students identify as female and 46% identify as male • Identify sources of data for demographics of professionals in natural resources fields
Design	<ul style="list-style-type: none"> • Propose cluster hire targeted to address diversity and inclusion issues in the College and field of natural resources • Assess funding needs for Natural Resource Pipeline Project • Identify and approach potential donors for Natural Resources Pipeline Project • Assess current engagements and efforts with Admissions from throughout the College and identify areas where efficiencies can be created
Implementation	<ul style="list-style-type: none"> • 1.1 Cluster Hire • 1.2 Natural Resources Pipeline <ul style="list-style-type: none"> ○ Current emphasis on fundraising and formalization of partnerships ○ Future emphasis on design of cohort-based model for students supported through the pipeline • 1.3 CSU Admissions Engagement
Evaluation	<ul style="list-style-type: none"> • Track changes in racial and ethnic diversity among faculty and staff • Track changes in gender-identity split among faculty and staff • Track changes in percentage of undergraduates that collectively are racially and ethnically diverse, first generation, and Pell Grant-eligible (review in annual Institutional Profile)

	<ul style="list-style-type: none"> • Track changes in percentage of first-generation undergraduate students • Track changes in racial and ethnic diversity and gender identity of undergraduate and graduate students • Track availability of funding to implement Natural Resources Pipeline Project • Track engagements with Admissions and time spent on outreach at high schools and community colleges of interest
--	---

Goal 1 Implementation Initiatives

Initiative 1.1. Capacity for Diversity and Inclusion Cluster Hire

Hire a College Director of Diversity and Inclusion as well as two to three tenure-track faculty members with competencies and interests in multicultural perspectives in natural resources or expertise in natural resources issues of particular importance to underserved populations.

These faculty will support the creation of an interdisciplinary minor, Multicultural Perspectives in Natural Resources (*supporting goal area #5*), and assist with diversity and inclusion initiatives in Warner College. The Director will have a college-level administrative role as a College lead for inclusion and diversity. Faculty will hold appointments in whichever academic department is most appropriate to their specific fields of study.

Evaluation of Success

- Hire Director of Diversity and Inclusion
- Two to three new tenure-track faculty are hired

Initiative 1.2. Natural Resources Pipeline Project

The Natural Resources Pipeline Project is a concerted effort to address common barriers impacting ability of students from traditionally marginalized communities to be successful in collegiate natural resources programs. Each cohort of students will receive access to specific summer work opportunities and internships in partner natural resource agencies and scholarships specific to the program. More experienced, upper-class students in the program may serve as peer mentors to more junior students in the program.

This initiative exists at the initial stages of fundraising and partner identification. Funding will support scholarships, internships and work experiences for students in the program and program administration. Partners, including federal, state, and municipal natural resources agencies and non-profit groups, will provide work and internship experiences specific to students participating in the program.

After funding is identified, the program will enter a design phase, in which specific aspects of the cohort-based model will be defined in greater detail to maximize the program's ability to provide an academic experience that meets the needs of the target audience.

This initiative overlaps with goal 2.

Evaluation of Success

- Funding secured to implement pipeline proposal
- Partnerships are finalized with organizations that can provide adequate numbers of internships and job experiences for students
- Students are recruited into the program, succeed academically in the Warner College, and secure careers in natural resources fields

Initiative 1.3. Engagement with CSU Admissions programing for traditionally marginalized demographics

This initiative will entail participation in CSU Admissions visits and engagements focused on traditionally marginalized demographics. We will visit high schools identified by CSU Admissions to conduct targeted recruitment. As opportunities arise, we will reach out to community colleges where populations of interest have potential to become transfer students. Identification of other similar, potentially overlapping efforts throughout the College will increase efficiencies and potentially identify department-level initiatives that can become College-level initiatives.

These activities are initially intended to be opportunistic and low-cost. They are not meant to substitute for a broader, more strategic means of recruiting members of traditionally marginalized communities. These efforts will garner important information about target audiences and develop and strengthen key relationships. Later, as the College moves toward a more integrated recruiting strategy for these populations, that information and those relationships will be valuable.

Evaluation of Success

- Identification of existing, similar efforts creating efficiencies and ideation for College-level adoption of department-level initiatives
- Relationships are developed that later can be leveraged to enhance strategic recruitment of undergraduate students
- Additional information gained by working directly with potential students in these communities informs future efforts
- Racial and ethnic composition of the Warner College undergraduate student body continues to diversify

Future Goal 1 initiatives and ideas

- Develop additional strategies to increase recruitment of female faculty members and faculty members from underrepresented ethnic groups
- Develop strategies for recruitment of graduate and undergraduate students from underserved and traditionally marginalized populations

Goal 2: Improve retention and promotion of marginalized and excluded faculty, staff, and students

Goal Summary

Analysis	<ul style="list-style-type: none"> • Obtain and compile data regarding retention and promotion of faculty and staff from underrepresented and traditionally marginalized populations • Visit and compile information on functions of Student Success Centers and Career Centers throughout University • Analyze measures of the success of graduate and undergraduate students from underrepresented, underserved, and traditionally marginalized populations
Design	<ul style="list-style-type: none"> • Develop training modules for Student Ambassadors working in Warner College Student Success Center that address diversity and inclusion • Evaluate means of distributing content related to student success and highlights via the Student Success Center • Establish standards for ensuring that the breadth of diversity in the College is apparent in this content • Ensure staffing in the Student Success Center is roughly reflective of the breadth of diversity in the College undergraduate population • Identify opportunities to partner with CSU Institutional Research on meaningful gap analyses of success among students from traditionally marginalized populations
Implementation	<ul style="list-style-type: none"> • 2.1 Inclusive Warner College Success Center • 2.2 Student Success Gap Analysis • 2.3 Peer Mentoring Proposal
Evaluation	<ul style="list-style-type: none"> • Track changes in the success of students from underrepresented and traditionally marginalized populations • Evaluate feedback about the Warner College Student Success Center’s services and atmosphere • Include questions related to the Warner College Student Success Center in the student climate survey (see Goal 4, initiative 4.1) • Engage Academic Success Coordinators throughout the College in soliciting direct feedback from students regarding their use of and experiences with the Warner College Student Success Center

Goal 2 2018-2019 Implementation Initiatives

Initiative 2.1: Inclusive Warner College Student Success Center

This initiative aims to approach the management and customer service in the Student Success Center with a holistic attitude toward inclusive excellence. We will ensure Student Ambassador staffing roughly reflects the breadth of diversity within the College's student body. We will ensure that highlights and messages delivered by the center are inclusive of the diversity of the College's students. We will create an atmosphere wherein all students feel welcome to access Center resources and services.

Evaluation of Success

- Track comments and other means of feedback related to Center use and services
- Incorporate questions about center function into student climate survey, following one year of center operation
- Demographic makeup of Student Success Center staff roughly reflects of the diversity of the College's undergraduate population
- Standards for highlighting traditionally marginalized students are met or exceeded

Initiative 2.2: Student success gap analysis

We will compare the success of majority-identifying students with those of minority, first-generation, and low-income students. Special attention will be paid to intersections among target populations. Following development of an initial report, regular updates will track progress. With data from the last 3-5 years compiled from CSU Institutional Research, we will partner with CSU Institutional Research to conduct a deeper analysis of trends.

Evaluation of Success

- Gap analysis report generated and disseminated
- Activities to address gaps identified

Initiative 2.3: Peer-to-peer mentoring program proposal

The Warner College Diversity and Inclusion Committee will be asked to develop a proposal for establishing a formal, college-sponsored, peer-to-peer mentoring program targeting students from traditionally marginalized backgrounds. The proposal will include explicit criteria for measuring success.

Evaluation of Success

- Proposal developed, submitted, and accepted

- Resources provided for proposed activities
- Longer-term - outcomes of proposal evaluated
- Over time, student climate survey data demonstrate trend toward inclusive excellence

Future Goal 2 initiatives and ideas

- Analyze data related to retention and promotion of female faculty and staff
- Analyze data related to retention and promotion of faculty and staff from underrepresented populations
- Analyze data related to retention and success of graduate students in populations of interest

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

Goal summary

Analysis	<ul style="list-style-type: none"> • Obtain and compile data related to individual faculty, staff, and graduate student participation in cultural competency training offered through CSU and elsewhere in the past 3-5 years; quantify as a percentage of faculty and staff • Identify and compile efforts related to cultural competency training offered to students both inside and outside the classroom • Evaluate success and impact of existing efforts to build cultural competency among faculty and staff within College units • Identify units within Warner College and throughout campus that have high levels of participation in cultural competency training or workshops • Compile literature related to success in organizations that have high levels of inclusive excellence
Design	<ul style="list-style-type: none"> • Identify meaningful support to offer faculty and staff who participate in cultural competency development • Identify characteristics of units within Warner College or throughout campus associated with success in building cultural competency among faculty and staff • Inventory resources available to units and individual faculty, staff, and students to build cultural competence • Identify topics and resources to support WCDIC-led workshops and training programs
Implementation	<ul style="list-style-type: none"> • 3.1 Support for cultural competency training by individual faculty and staff members and graduate students • 3.2 Identify steps for capacity-building and action by individual units

	<ul style="list-style-type: none"> • 3.3 Warner College Diversity and Inclusion Committee-led workshops and training programs
Evaluation	<ul style="list-style-type: none"> • Track number of individual faculty and staff participating in cultural competency-related training opportunities • Track unit engagement in cultural competency capacity-building and identification of actions to enhance inclusive excellence with in the unit • Track attendance and topics offered through Warner College Diversity and Inclusion Committee-led workshops, training programs, and engagements

Goal 3 2018-2019 Implementation Initiatives

Initiative 3.1: Support for cultural competency capacity-building by individuals

This initiative will provide support to individual faculty, staff, and graduate students to maximize participation in training offered by CSU or other entities related to diversity and inclusion, and provide support to continued efforts to advance inclusive excellence in the College.

The Dean will request ideas and proposals from the Warner College Diversity and Inclusion Committee for mechanisms that can be achieved at either the College or departmental level, and the feasibility and trade-offs associated with each. The Committee will also be asked for recommendations for formally recognizing individual faculty and staff who have engaged in quantifiable, sustained effort in diversity and inclusion (*see also, Initiative 5.2*). Training and workshops that are mandatory will be considered differently than voluntary activities.

The College will also develop a new, annual College-level award to recognize consistent effort to increase inclusive excellence in the College.

Evaluation of Success

- Track increases in staff and faculty participation in individual cultural competency building
- Action on recommendations for supporting building of cultural competencies among individual faculty and staff
- Collect nominations for inclusive excellence award

Initiative 3.2: Individual Unit Diversity, Equity, and Inclusion Plans

In order to generate additional strategic actions (beyond and inclusive of existing efforts) in academic units throughout Warner College, Dean Hayes has asked department heads to develop individual plans to tier up to the College and University Plans. These plans are intended to identify actions units will take to ensure their unit culture is steadily moving toward inclusive excellence along with the College.

Evaluation of Success

- Unit-level plans produced and submitted to Dean Hayes
- Unit-level plan evaluation of success/implementation of initiatives

Initiative 3.3: Warner College Diversity and Inclusion Committee Workshops

The Warner College Diversity and Inclusion Committee will lead college-wide engagements (typically two or three per semester) to increase cultural competencies.

Evaluation of Success

- Committee able to consistently produce workshops and training programs
- Attendance at workshops and training programs
- Track results of climate surveys over time
- Number of adjustments or augmentations in programs that result from discussions and workshops
- Diversity, social justice, and inclusion-related content is included in department-wide courses, including freshman seminars and graduate student seminars, as a means of increasing cultural competency of all students

Future Goal 3 initiatives and ideas

- Additional training opportunities for graduate students
- Integration of cultural competencies in curriculum for undergraduate students
- Creation of minor in multi-cultural perspectives in natural resources

Goal 4: Cultivate an inclusive institutional climate

Goal Summary

Analysis	<ul style="list-style-type: none"> • Finalize inventory of existing efforts and evaluate data points • Consider climate survey questions from existing surveys that have shown a high level of reliability and validity over time • Consider focus group styles to develop a program aimed at identifying issues and potential solutions • Identify means of performing College-environment scan • Research web-standards to enhance digital accessibility
Design	<ul style="list-style-type: none"> • Determine unit-level community building efforts that may be applicable at the College level and means for implementing at the latter level • Create Warner College-specific survey battery of questions for University Climate Survey • Design student climate-survey instrument and distribution methods to ensure representative sample of College population

	<ul style="list-style-type: none"> • Design focus groups aimed at faculty, staff, and students • Design College-environment scan focused on inclusive excellence • Perform gap analysis and efficiency analysis of existing diversity and inclusion efforts in the College
Implementation	<ul style="list-style-type: none"> • 4.1 Comprehensive Inclusivity Analysis • 4.2 Community Building Opportunities • 4.3 Warner College Digital Accessibility
Evaluation	<ul style="list-style-type: none"> • University Climate Survey • Track development of and participation in community building efforts • Evaluate Warner College digital landscape for issues related to inclusive excellence (bring up to WGAC 2.0 standard per University guidelines)

Initiative 4.1: Comprehensive Inclusivity Analysis

We will use a suite of quantitative and qualitative analyses to characterize the current Warner College climate, with an emphasis on determining action steps to address identified problems and to reinforce positive actions.

These analyses will include a climate survey aimed at students; focus groups with targeted populations in the College; a college-environmental scan to identify potential improvements in student engagement activities; and a gap analysis and evaluation of existing efforts related to diversity and inclusion.

Evaluation of Success

- Production of comprehensive report detailing the current climate of inclusive excellence in College that includes actionable tactics for improving inclusive excellence in the College
- Survey response rates
- Focus-group participation
- Repetition of climate surveys on a regular basis to track progress

Initiative 4.2: Community-building opportunities

Create opportunities for members of underserved populations and traditionally marginalized groups to engage with the broader college community. Create opportunities for the College community to network with University level-resources for creating inclusive environments such as the Office of the Vice President for Diversity and the Student Diversity Program Offices and Cultural Centers.

Evaluation of Success:

- Number of intentional engagements directed toward this effort
- Attendance and participation at engagements
- Evaluation forms at engagements

- Track any partnerships, programs, or ideas for improvement that arise as result of engagements

Initiative 4.3: Warner College Digital Accessibility

This initiative is a systematic review of the Warner College digital landscape to ensure compatibility with web accessibility standards per University standards. We will ensure that digital content on Warner College’s websites, including all video content, is accessible to users of all abilities. Special attention will be paid to ensuring the facilitation of third-party tools that allow for widespread accessibility.

Evaluation of Success

- Track metrics from online and paid tools to ensure digital accessibility standards are met
- All videos on public facing Warner College digital platforms are accessible to users of all abilities
- Adherence across Warner College digital landscape with federal standard xx, per University standards

Goal 4 Future Ideas

- Evaluation of College policies and practices to identify areas where inclusive excellence could be created or improved on
- College participation in framework for inclusive organizational development
- Systematic review of college print and digital media to ensure breadth of diversity (or beyond) is well represented in content related to the College’s brand and educational programming
- Act on items identified as issues or opportunities in analyses listed above

Goal 5: Embed diversity and inclusion in curriculum, educational programs, and research across all campus units

Goal Summary

Analysis	<ul style="list-style-type: none"> • Review what is measured in annual evaluations by units throughout the College • Identify units across campus and at other institutions that include diversity and inclusion in annual reviews • Build a new minor in multicultural perspectives in natural resources, engage partners across campus, and assess programs and curricular opportunities for the minor (<i>relates to goal 1, initiative 1.1 Faculty Cluster hire</i>)
Design	<ul style="list-style-type: none"> • Explore opportunities for adjustments to annual evaluations in College units to align with expectations for diversity and inclusion • Work with OVPD to identify workshops and training programs that can be offered to meet this goal

Implementation	<ul style="list-style-type: none"> • 5.1 College-wide workshop on inclusive pedagogies • 5.2 Examine potential to formally include diversity and inclusion in annual evaluations across the College
Evaluation	<ul style="list-style-type: none"> • Track attendance at College workshops related to diversity and inclusion in the classroom • Track units throughout the College that adopt diversity and inclusion as a part of annual evaluations

Initiative 5.1: Hold a college-wide workshop on inclusive pedagogies

We will partner with Office of Vice President for Diversity to hold a workshop for College-wide audience in 2019. We will follow up with additional periodic College-wide workshops or training programs on diversity and inclusion in the classroom.

This initiative intersects with two College strategic goals: 1. Perform high impact teaching, research, outreach, and service and 4. Increase diversity across the college and foster an inclusive College culture

Evaluation of Success:

- Attendance at workshop
- Evaluation of workshop by participants
- Over time, quantify any adjustments made in courses on the basis of engagement in training
- Continuation of college-wide training programs in subsequent years

Initiative 5.2: Examine potential to include diversity and inclusion in annual evaluations throughout College

The Warner College Diversity and Inclusion Committee will be asked to examine the potential for annual evaluations throughout the College to include a section on how staff or faculty members have contributed to advancing departmental or college goals in this area.

Evaluation of Success

- Development of proposal with feasible, actionable steps to integrate diversity and inclusion into annual evaluations throughout College
- Implementation of proposal

Future Ideas Goal 5

- Additional annual workshops for College community regarding inclusive excellence in the classroom; mentoring students; other student services/academic activities;
- Systematic review of course syllabi to evaluate assignments and readings to determine whether diverse viewpoints are being represented in the classroom

- Ensure course materials distributed digitally are accessible to users of all abilities

Goal 6: Increase outreach and engagement with marginalized and excluded external communities

Goal Summary:

Analysis	<ul style="list-style-type: none"> • Identify and inventory outreach and engagement work by the College with underserved, marginalized, and excluded external communities • Conduct analysis of the needs of identified stakeholders
Design	<ul style="list-style-type: none"> • Identify new engagements to address the needs of marginalized and excluded external communities • Prioritize potential new engagements to address the needs of marginalized and excluded external communities
Implementation	<ul style="list-style-type: none"> • 6.1 Bilingual recruitment materials
Evaluation	<ul style="list-style-type: none"> • Specific metrics to evaluate engagements implemented to meet the needs of marginalized and excluded external communities • Feedback from collateral users

Initiative 6.1 Bilingual recruitment materials

A common target audience for undergraduate recruitment is a potential student’s support network, which commonly includes but is not limited to parents or guardians, non-family adult mentors, teachers, grandparents, siblings, aunts and uncles, and cousins. The Latinx community is a special interest in undergraduate recruitment in the College. In order to better address this traditionally marginalized community and ensure good, transparent, communications, during the upcoming revision of undergraduate recruitment materials, some materials will be produced in both English and Spanish. This effort is also meant to support initiative 1.2, the Natural Resources Pipeline Project.

Evaluation:

- Feedback from collateral users is positive
- Anecdotal evidence suggesting bilingual materials aided in the involvement of support networks in College choice decisions

Future Ideas Goal 6:

- Define College stakeholders and outreach-facing communities or audiences and examine whether they include marginalized and excluded external communities

Current Diversity and Inclusion Efforts in Warner College

Existing efforts throughout the College are listed here. The Warner College Diversity and Inclusion Committee maintains an inventory of current and past efforts but given the dynamic and evolving nature of efforts this list is likely not comprehensive. These efforts will be further considered and evaluated as initiatives specified in the plan are implemented. Over time this list will evolve to reflect current effort throughout the College.

Recruiting

- Alliance/Warner College STEM Institute: Earth System Science and Sustainability
- FWCB targeted outreach in local and regional community colleges
- FRS/USFS student ambassadors

Retention Efforts

- NSF ESS Scholarships in STEM
- FRS/USFS student ambassadors

High impact academic experiences targeting traditionally marginalized groups

- National Science Foundation East African International Research Experience for Students (EA-IRES)
- USDA National Institute of Food and Agriculture Research and Extension Experience for Undergraduates (REEU)

Pertinent Student Clubs

- Minorities in Agriculture, Natural Resources, and Related Sciences (MANNRs)
- Strategies for Ecology Education, Diversity, and Sustainability (SEEDS)
- Graduate women in STEM (?)
- Society of Women Environmental Professionals

Committees

- Warner College Diversity and Inclusion Committee
- Forest and Rangeland Stewardship Diversity and Inclusion Committee
- Human Dimensions of Natural Resources Diversity and Inclusion Committee
- Natural Resource Ecology Lab Diversity and Inclusion Committee
- Center for Environmental Management of Military Lands Climate Action Group

Events and community-building efforts

- Geosciences First Generation pizza lunch
- FRS Student ambassadors