

FWCB Diversity, Equity, Inclusion, and Justice 5-Year Strategic Plan

Initial Draft: 13 April 2021

Last Revised: 31 May 2023

Overview: We are committed to providing an environment in which our diverse community of students, staff and faculty can thrive. We plan to invest efforts into fostering a more equitable and inclusive climate and culture, as well as improving diversity, equity, and inclusion in recruiting and admissions. We are following the framework provided by the Warner College of Natural Resources strategic plan, which includes the six broad goals outlined below. Although the first goal focuses on recruitment, we believe creating a more inclusive and equitable climate must come first.

This plan is not designed to be comprehensive. Instead, we have deliberately selected several action steps under each goal that are of high priority and feasible to achieve within 5 years. This strategic plan is designed to be a living document that will change over time to reflect best practices and the goals and values of the department.

Each action item below has a “Status” label identifying if the item is completed (**green highlight**), ongoing (**blue highlight**), or pending (**yellow highlight**). Status will be updated during the 5-year life of the plan.

1. **Goal 1: Increase recruitment of traditionally marginalized and excluded faculty, staff, and students**
 - 1.1. A subset of FWCB faculty submit at least one internal or external proposal to support recruitment and retention of marginalized graduate and undergraduate students every year (5+ proposals submitted between 2021-2026). Funding is encouraged to include cluster hires of students and provide full support for salary (including summer), tuition, fees, moving costs, and professional development (e.g. conference attendance). **Status:** Ongoing
 - 1.1.1. AY21-22: successful Bohemian Grant proposal for Poudre School District high school BIPOC outreach program; submitted NSF proposal to increase diverse representation and retention of post-graduate students in ecology.
 - 1.1.2. AY22-23: resubmission of NSF proposal to increase diverse student engagement in ecology; successful proposal to the WCNR Dean’s Fund for Transdisciplinary Approaches to Environmental Wicked Problems on the role of informal green spaces in supporting biodiversity and advancing equity in urban areas.
 - 1.2. Pursue additional funding mechanisms to recruit and support marginalized students, including funding graduate student DEI lines, working in partnership

- with the WCNR Diversity and Inclusion and WCNR Development teams. Incorporate such efforts in the FWCB Development Plan. **Status: Pending**
- 1.3. Collect data on recruitment and hiring best practices from WCNR Diversity and Inclusion Office, CSU Office of Inclusive Excellence, peer units (e.g., other WCNR departments, Biology, Graduate Degree Program in Ecology, similar programs at other institutions), and scientific literature. Adapt as warranted for implementation within FWCB. **Status: Pending**
 - 1.4. Provide faculty and search committees with a list of hashtags and job boards to reach a broader applicant pool when advertising graduate student and faculty positions. **Status: Completed in AY21-22 (hiring toolkit available and used in recent faculty searches)**
 - 1.5. Share model language with faculty to include in research proposals for recruitment of marginalized students (e.g., budget includes cost of advertising on job boards that reach marginalized groups, funding for moving costs, student fees). **Status: Pending**
 - 1.6. Include link to fellowship opportunities for marginalized students on department website. **Status: Completed (resources posted on FWCB DEI website)**
 - 1.7. No longer require GRE for graduate student admission to FWCB. GRE scores are poorly correlated with success in graduate school and are biased towards high-income students. **Status: Completed in 2021**
2. **Goal 2: Improve retention and promotion of traditionally marginalized and excluded faculty, staff, and students**
- 2.1. Improve student retention through faculty training in mentorship of diverse students. Ensure that all faculty receive invitations to attend. **Status: Ongoing**
 - 2.1.1. AY21-22: All dept meeting regarding field safety for at-risk individuals
 - 2.1.2. AY22-23: All dept meeting regarding graduate student climate; Field Experience Training from Assistant Dean Rickey Frierson at faculty meeting; Safe Zone Workshop from CSU Pride Resource Center at faculty meeting
 - 2.2. Explore mechanisms for soliciting feedback from graduate and undergraduate students on mentoring effectiveness. Use these data to target unaddressed mentorship needs and patterns of implicit/explicit bias to focus future trainings. **Status: Ongoing**
 - 2.3. Improve faculty retention by being mindful of “minority tax”. Avoid disproportionately burdening BIPOC faculty with service assignments. Department Head and Mentoring & Reappointment Committee actively provide mentorship to adjust service annually as needed. **Status: Ongoing**
 - 2.4. Collect data on retention best practices from WCNR Diversity and Inclusion Office, CSU Office of Inclusive Excellence, peer units (e.g., other WCNR departments, Biology, Graduate Degree Program in Ecology, similar programs at other institutions), and scientific literature. Adapt as warranted for implementation within FWCB. **Status: Pending**

- 2.5. Improve student and faculty retention by compiling a list of mentorship opportunities available through CSU and encouraging students and faculty to get involved. **Status: Pending**
 - 2.6. Post DEI resources on FWCB website. **Status: Completed in AY21-22**
 - 2.7. Publicize CSU's bias reporting system. **Status: Completed in AY21-22 (posted on DEI website)**
3. **Goal 3: Develop cultural competency of all faculty, staff, and students**
- 3.1. Draft and update FWCB DEI Plan as a living document maintained by the FWCB DEI committee.
 - 3.1.1. Initial version of the plan drafted in Spring 2021.
 - 3.1.2. Progress assessed and plan revised annually by the FWCB DEI Committee.
 - 3.2. Devote one faculty meeting/year to increasing cultural competency training. **Status: Ongoing (see 2.1 above)**
 - 3.3. Annual evaluations demonstrate that FWCB faculty have engaged in at least one DEI focused training offered by FWCB, WCNR, the Office of Vice President for Inclusive Excellence, and/or other CSU units each year (2021-2026). **Status: Ongoing**
 - 3.4. Agenda item at faculty retreat each fall to discuss key DEI progress and priorities. Suggestions: inclusive pedagogy to benefit our increasingly diverse student body; best practices for recruitment and hiring; implicit bias training. **Status: Ongoing**
 - 3.5. Strongly encourage graduate students and faculty to engage in self-learning by enrolling in at least one other training offered by WCNR, Vice President for Inclusive Excellence, or an external professional organization (e.g. professional societies) each year. Examples include: 1) joint faculty-grad student trainings; 2) individual labs read and discuss papers that advance understanding of DEI; 3) invite DEI professional (e.g. WCNR Diversity and Inclusion Office) to join these conversations; 4) FWCB seminars on DEI; 5) FWCB DEI Committee members engage in self and group learning as part of monthly meetings. **Status: Ongoing**
 - 3.6. Initiate graduate student Individual Development Plans (IDPs) to foster inclusive mentoring for FWCB. **Status: Ongoing**
 - 3.6.1. AY22-23: Discussed IDP in all-dept mtg; voted to implement IDP
 - 3.6.2. AY23-24: Implement IDPs
4. **Goal 4: Cultivate an inclusive institutional climate**
- 4.1. Communicate Principles of Community and CSU and unit-level discrimination reporting mechanisms on FWCB website and via department-wide email at the start of each academic year. Modify FWCB website to provide this information, including FWCB DEI values, priorities, accomplishments, and progress. Update annually. **Status: Ongoing**
 - 4.2. Clarify financial system (salary, health insurance, fees, etc.) for graduate students, student hourly, and work study students. Create centralized resource

for information on graduate student financial responsibilities and what to expect from CSU financial system. Have graduate students vet this document and incorporate into graduate student orientation course. **Status: Completed in AY21-22, AY22-23**

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

- 5.1. Draft language for DEI to be explicitly incorporated into annual reviews. Approve by Department Head and implement for faculty annual evaluations, following format required in CSU Tenure and Promotion packets for research, education, and outreach activities. **Status: Completed in AY21-22**
- 5.2. Provide resources to enrich curriculum: compile slides that provide a more diverse and inclusive perspective towards fish, wildlife, and conservation biology. Secure TA support to assemble these materials. Faculty incorporate these materials into their course curriculum. **Status: Completed in AY20-21**

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

- 6.1. Encourage faculty and students to participate in events with K-12 schools and/or undergraduate institutions with students traditionally marginalized and excluded from STEM fields. These events could include but are not limited to: lecture series; field demonstrations; community science; or information sessions for students to learn about fish, wildlife, and conservation opportunities and available resources in our program. Explore ways to communicate these opportunities to the department to ensure advance notice and good participation. **Status: Ongoing**
- 6.2. Quantify outreach and engagement events, including number of faculty and students and the number and location of events. **Status: Pending**