

WCNR Diversity & Inclusion Overall Progression AY 2022-23



2022-23 Goals
Accomplished:

1	
3	4
5	6

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- The CC Fellows program recruits participants that will increase the diversity and representation of our Fellows to provide deeper cultural learning among the cohort, and increase collaborative research, education, and practice opportunities for underserved communities, encouraging applications from individuals who identify as belonging to an underrepresented group, and/or projects that focus on underserved or marginalized communities.
- Developed the Fellows Intern position, who will work with Collaborative Conservation Fellows (Fellows) to support their projects. This position will recruit marginalized and excluded students and community members to the program. Timeline: Recruitment during spring 2023.
- Work with the WCNR Office of Diversity and Inclusion Program to explore innovative pathway mechanisms that address systemic issues for students underrepresented in conservation fields.

Goal 3

Develop cultural competency of all faculty, staff, and students

- Will continue to update, refine, and distribute “How To” resources for diversity, equity and inclusion in collaborative conservation.
- Will continue to utilize communication channels to share resources and information about events that are happening within and outside CSU to learn about other cultures, perspectives, stewardship methods, and other ways of knowing.
- Work with partners to develop and deliver JEDI professional development. Opportunities include Fellows training; webinars and a speaker series; and a Community of Practice (in planning phase). Timeline: Spring 2023

Goal 4

Cultivate an inclusive institutional climate

- Coordinated the development of a mentoring program for emerging leaders and others (Western Collaborative Conservation Network, an initiative of the CCC). Implemented at Confluence 2022 in September 2022.
- Maintain diversity on advisory board, and keep AB regularly engaged (full board meeting 3x per year).
- Utilize facilitation strategies and create a work climate that values and welcomes diverse perspectives and experiences – everyone has expertise and experiences to contribute. All meetings, invited speakers, panel discussions, etc. will prioritize inclusiveness and diverse perspectives. We will actively nurture relationships and encourage inclusivity through the different networks we manage or participate in.
- Facilitate and lead WCCN steering committee in action-oriented discussions of how to improve inclusivity across WCCN and the resources that the network provides. Timeline: Ongoing.
- Support the WCCN steering committee in recruiting for more inclusivity in WCCN leadership. Timeline: Ongoing.

Goal 5

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

- Collaborative conservation training modules being developed. Throughout, different dynamics and dimensions of equity and inclusion are addressed through strategies for stakeholder engagement, consensus-building, and decision-making structures, and co-productive agility. Timeline: Spring and Summer 2023.

Goal 6

Increase outreach and engagement with marginalized and excluded external communities

- Working with partners to create a Toolkit for Meaningful Engagement with Indigenous and Marginalized Communities in Collaborative Conservation. Toolkit will include tools and strategies that support, amplify, and center the priorities of Indigenous and marginalized communities whom have typically been excluded from conservation efforts. Timeline: Spring 2023.

WCNR Diversity & Inclusion Overall Progression 2022-23



Center for
Environmental
Management
MILITARY LANDS
COLORADO STATE UNIVERSITY

2022-23 Goals
Accomplished:

1	
	4
	6

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- CEMML is currently in the process of developing a “Student/Recent Grad” page on our website where we intend to highlight job opportunities relevant to students and recent graduates, promote CEMML’s Sustainable Military Lands Management certificate program, and share interviews and other stories about the wide range of CEMML’s work and its diverse staff. We’ve also expanded our presence on LinkedIn, regularly highlighting job opportunities and showcasing CEMML stories and achievements. As a result, CEMML’s LinkedIn has grown to over 330 followers, and continues to add roughly 30 new followers a month.

Goal 4

Cultivate an inclusive institutional climate

- In 2022, CEMML has bolstered its storytelling capabilities, highlighting 29 CEMML-related articles on its website. The story topics varied in their geographic location, and provided a sample of the diverse expertise of CEMML and its staff. CEMML also improved its internally-facing SharePoint site, providing a platform for regular center updates, and sharing stories and resources with all CEMML staff. As part of that effort, CEMML communications also implemented the release of a monthly internal communiqué. The communiqué provides timely organizational updates and stories to all CEMML staff on or around the first of every month.

Goal 6

Increase outreach and engagement with marginalized and excluded external communities

- As CEMML continues to expand its storytelling efforts, it intends to use those stories as a tool to engage with a variety of communities both on-campus and off. Highlighting CEMML work through storytelling will serve as both an educational tool (both internally to employees, and externally to students and partners), and a recruitment tool, to help promote CEMML's career opportunities to as diverse a candidate pool as possible. In 2022, CEMML participated in CSU events, speaking with students about CEMML's work and sharing employment and other learning opportunities. CEMML intends to expand its event engagement in 2023, both on campus and off.

WCNR Diversity & Inclusion Overall Progression 2022-23



2022-23 Goals Accomplished:

1	2
3	4
5	6

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- Carried out 7th year of the Siegele internship program, supporting and training students with interest in being conservation professionals without required experience in this field. This program has focused and successful outreach to marginalized and excluded student groups in conservation, uses DEI-focused hiring practices, and has trained new conservation professionals to go onto the next level of positions in their field.
- CNHP works with WCNR diversity director to recruit student interns and work studies from HBCUs.
- The CNHP DEI team promotes inclusive practices to hiring staff such as review of job posts for inclusive language, sending interview questions in advance, and interview questions that address DEI factors in the work to positions.
- The DEI team is working on standardizing inclusive hiring practices at CNHP by creating a hiring for DEI checklist (in draft).
- CNHP is working with other WCNR units to develop Opportunities for Underrepresented Researchers and Scientists.
- Goal for 2022-2023: to implement tracking of diversity in our hiring pools, and identify roadblocks in successful diverse recruitment, especially in more advanced positions.

Goal 2

Improve retention and promotion of marginalized and excluded faculty, staff, and students

- Siegele interns have continued to work with CNHP as work study students, temporary field and office staff, as well as Administrative Professionals. marginalized/excluded group members leaving CNHP employment.

Goal 3

Develop cultural competency of all faculty, staff, and students

- CNHP staff are encouraged to take WCNR's diversity trainings. Various staff have already utilized these trainings with their CNHP-funded professional development day.
- DEI Team drafted a CNHP DEI plan that incorporates WCNR goals but is tailored to our non-academic unit status, and is currently working on identifying ways to adopt this plan into programmatic use
- Goal for 2022-23: Use a survey to evaluate staff perspectives on DEI at work to identify a baseline for measuring improvement of cultural competency, inclusion, and equity.

Goal 4

Cultivate an inclusive institutional climate

- CNHP is working to bring discussion of DEI at the institutional level: at our Partner's meeting CNHP included a DEI outbreak session, and at our annual NatureServe network conference, our director led a DEI session highlighting the Siegele Internship program.
- · CNHP is working towards standardizing inclusive hiring practices.
- · CNHP staff are encouraged to attend conferences in or adjacent to our work where diversity and conservation issues intersect.
- CNHP-led meetings and presentations should include land acknowledgement whenever possible

Goal 5

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

- Maintain a standing DEI committee whose chairperson serves as liaison to WCNR unit DEI committees and DEI coordinator.
 - CNHP's DEI team and leadership advocate for ways to embed diversity and inclusion into the research work cycle as opportunities arise, using staff meeting updates and email outreach.
- CNHP Field staff are encouraged to take trainings in supporting their crews in a variety of situations where underrepresented minority individuals may be at risk.

Goal 6

Increase outreach and engagement with marginalized and excluded external communities

- Working with partners at the SPUR campus and NREL at CSU to apply for funding to provide educational programs targeted to Denver community and expand CNHP's role (ongoing involvement since 2019) and public involvement in BioBlitz at SPUR campus

- CNHP's online conservation mapping and environmental review tool, CODEX, is free and open to the public, increasing the equitability of our data sharing. Data from the CDPHE's enviroscreen tool has recently been added to the tool to share resources for mapping for environmental justice.

WCNR Diversity & Inclusion Overall Progression 2022-23



2022-23 Goals Accomplished:

1	
3	4
	6

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- Created internship opportunities that will align/merge with WCNR pipeline efforts.

Goal 3

Develop cultural competency of all faculty, staff, and students

- The Western Collaborative Conservation Network (a CCC initiative) has created a DEI working group to identify actions we can take to improve equity and inclusion within the network.
- CCC Fellows Program for 2020

Goal 4

Cultivate an inclusive institutional climate

- The CCC has created an advisory board

Goal 6

Increase outreach and engagement with marginalized and excluded external communities

- CCC Fellows Program funded two projects that focus on underserved communities.
 - Project 1: Engaging five under-represented minority students in a water quality project on the South Platte in Denver and Adams Counties
 - Project 2: Developing best practices for providing protected area use and access for disabled individuals and other under-represented communities.

WCNR Diversity & Inclusion Overall Progression 2022-23



Environmental
Learning Center

2022-23 Goals
Accomplished:

1	2
3	4
5	6

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- Revised position announcements for inclusivity, focusing on inclusive language and adding a DEI commitment statement.
- Broadened our recruitment efforts through student clubs and organizations, especially those focused on people with diverse identities.
- Worked to remove other potential barriers to entry including offering optional virtual or in-person interviews.

Goal 2

Improve retention and promotion of marginalized and excluded faculty, staff, and students

- Added two questions related to DEI to student exit survey.

Goal 3

Develop cultural competency of all faculty, staff, and students

- Included DEI commitment statement in training handbook and in staff-developed seasonal goal statements.
- Developed DEI in Environmental Education workshop for seasonal staff training.
- Worked with student staff to develop training module on best practices for working with children who have been diagnosed with ADD or ADHD

Goal 4

Cultivate an inclusive institutional climate

- Continuing to work on DEI audit for internal and external communications.

Goal 5

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

- Adjusting program development checklist to include system for planning for DEI in programs (e.g., reviewing program plan for physical accessibility)
- Revised NRRT505 readings, class activities, and lectures to reflect diversity and challenge current and historical assumptions in the field of environmental education.
- Added two units specific to DEI in environmental education to NRRT505.

Goal 6

Increase outreach and engagement with marginalized and excluded external communities

- Free programs for Title I schools with bussing included.
- Partnered with several other CSU departments and local organizations to design and print bilingual activity guides to the Poudre River. Held free in-person activities related to the guide.

WCNR Diversity & Inclusion Overall Progression 2022-23



+



2022-23 Goals Accomplished:

1	2
3	
5	6

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- Hired diverse faculty in a tenure-track ESS Faculty position as part of the D&I Cluster Hire initiative.
- Obtained \$600K NSF S-STEM grant to recruit and provide \$10K scholarships/year for 1st Gen, Low-Income & Historically Underrepresented Undergraduates to ESS & Watershed Science Majors, 2015-2019.
- Developed Alliance/WCNR STEM Institute in collaboration with CSU Access Center and Alliance Partnership to recruit Alliance HS students to WCNR & CSU, 2016 – present.
- Collaborated with CSU Alliance Partnership and CSU Admissions to provide college admissions workshops to Alliance/WCNR STEM Institute participants.

Goal 2

Improve retention and promotion of marginalized and excluded faculty, staff, and students

- Established and continued to provide ongoing collaboration with WCNR Student Success Center, through our ESS ASC participation in WASC, to ensure WCNR student retention-related needs are addressed (e.g., drop-in financial aid counseling, drop-in course withdrawal & mid-semester advising, and other similar activities).
- Conduct annual student success gap analysis as part of ESS ASC annual report and work to strategize reduction of gaps identified.
- Obtained \$250K USDA NIFA REEU grant to provide undergraduate summer research fellowships in agroecology and sustainability, 2017-2020.
- Obtained \$140K USDA MSP grant to provide undergraduate fellowships in microbiome-related studies, 2020-present. NREL - Obtained \$200K USDA NNF grant to provide graduate student fellowships of \$24.5K/year, 2020-present.

- Supported WASC efforts in peer mentoring/tutoring in Chemistry in AY 19-20 and Pandemic Peer Support network in FA20.
- Established peer-mentoring program for junior scientists.

Goal 3

Develop cultural competency of all faculty, staff, and students

- Hosted CSU Health Network staff in SP20 department workshop on CSU Notice & Respond Policies, Guidelines, and Crisis Intervention for students and any member of the CSU community.
- Invited guest speakers to Soup & Science Lunch Seminars to cover such topics as a.) Perspectives of Color in the Ivory Tower and b.) Indigenous Science Leadership.
- Participated in unit-level strategic planning that included identification of planning for diversity, equity, and inclusion, AY 18-19 and 19-20.
- ESS/NREL Diversity & Inclusion Committee - identified AY 20-21 as the year to renew commitments to planning and engagement to include: a.) expanded/opened committee membership to ensure better representation of students, staff, and faculty, b.) leading efforts for the crafting of separate unit Anti-Racism Statements, and c.) commitment to engaging in various WCNR initiatives being led by WCNR D&I Director.
 - Led and organized efforts to create an Environmental Justice Seminar Series for SP21 for WCNR in collaboration with other EJ leaders in WCNR and CSU.

Goal 5

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

- Co-leading, through WCNR Diversity Cluster Hire, the creation of the new WCNR D&I Minor Program.
- Seeking to address changes in ESS graduate student recruitment and funding allocations to better support diversity and inclusion efforts in our graduate student population.

Goal 6

Increase outreach and engagement with marginalized and excluded external communities

- ESS & NREL - Worked with CSU Alliance Partnership to provide Spanish-translated recruitment materials to Alliance HS students. ESS - Worked with CSU Education Abroad to provide Mandarin Chinese-translated recruitment materials to CSU China Programs students

WCNR Diversity & Inclusion Overall Progression 2022-23



FOREST AND RANGELAND
STEWARDSHIP
COLORADO STATE UNIVERSITY

2022-23 Goals
Accomplished:

1	2
3	4
5	6

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- The FRS department continues to work with the Black Issues Forum and in the past collaborated on a few events with TRiO support services (Upward Bound). Our Undergraduate Program Coordinator participates on BIF panels and has conducted department tours and interactive events with Upward Bound students. The FRS department also participated in the fall 2020 Tuskegee University visit hosted by WCNR.

Goal 2

Improve retention and promotion of marginalized and excluded faculty, staff, and students

- Academic Success Coordinator has completed several year-end reports for the FRS department highlighting the student populations that are considered gap populations (first gen, Pell recipients, racially minoritized, and non-resident).
- FRS hired their first Indigenous scholar of natural resource stewardship to join the department faculty in Fall 2021.

Goal 3

Develop cultural competency of all faculty, staff, and students

- Completed workshops on inclusive pedagogy with the VPD office, as well as completing the Multicultural Organization Development Model (MCOD) facilitated by VPD.
- Six faculty and staff have also completed the Faculty Institute for Inclusive Excellence (FIEE) and Creating Inclusive Excellence Program (CIEP) programs housed out of the VPD office.
- Continue to work toward the goals and objectives of our DEI strategic plan created in 2016, and formalized in 2018.

- Incorporation of CSU's Principles of Community and the Land Acknowledgement statement in the FRS syllabus template.
- Completed department training:
 - Implicit bias (10/16)
 - Best practices for inclusive classrooms (9/17)
 - Multicultural organizational development and change framework (3/18)
 - Inclusive pedagogy and teaching practices (11/18)
 - Notice and respond (12/18)
 - FRS D&I Plan engagement and faculty mentoring (3/19)
 - Hosted Dr. Greg Cajete Seminar: The Philosophy of Native Science (2/19)
 - Inclusive Pedagogy and Praxis Workshop (3/20; 3.5 hr)
- The FRS department has representation on the WCNR college DEI committee, as well as the action teams for Indigenous and Tribal colleges, HBCUs, bilingual/Spanish speakers, and grant opportunities. FRS is also represented on the Discrimination and Harassment training development team.

Goal 4 Cultivate an inclusive institutional climate

- Held space during an extended faculty/staff meeting to analyze and review the department-specific results from the university-wide 2018 Campus Climate Survey, facilitated by the WCNR's Director of Diversity and Inclusion and FRS's Undergraduate Program Coordinator.
- Initiated a department book read to build community, as well as virtual coffee socials. Our awards committee, faculty/staff mentoring program also help build community in our department.

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

- Completed the majority VPD training offered on their website, including a 3-4 hours inclusive pedagogy workshop that was created specifically for the FRS department facilitated by Ria Vigil and Flo King.
- Funds were allocated to graduate students to review syllabi for FRS classes to compile resources to capture more diverse perspectives in natural resources. A database of teaching resources was created from this effort.
- The FRS department has included a DEI question on the annual evaluations since 2015. The question is:
 - Please describe the diversity and inclusion activities you participated in this past year and how they impacted you. Were you able to make a difference in your work environment as a result of your participation? Indicate the types of activities you would like to participate in next year.

Goal 6

Increase outreach and engagement with marginalized and excluded external communities

- The Spring 2021 FRS department seminar focused specifically on connecting with historically underrepresented communities who have always protected, defended and cared for our lands. A variety of scholars, professionals and leaders shared long-held generational knowledge in harmony with land stewardship.

WCNR Diversity & Inclusion Overall Progression 2022-23



FISH, WILDLIFE AND
CONSERVATION BIOLOGY
COLORADO STATE UNIVERSITY

2022-23 Goals
Accomplished:

1	2
3	4
5	→

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- Develop model language to include in research proposals
- Pursue creative funding mechanisms to recruit and support BIPOC students, including funding Graduate Student DEI lines and facilitating International Students, working in partnership with the WCNR DEI Director and WCNR Development Teams. Incorporate such efforts in the FWCB development plan.
- Subset of FWCB faculty submit at least one external proposal to support recruitment and retention of BIPOC graduate and undergraduate students every year (5+ proposal submitted between 2021-2026)

Goal 2

Improve retention and promotion of marginalized and excluded faculty, staff, and students

- Explore mechanisms for soliciting feedback on mentoring effectiveness from graduate and undergraduate students. Advisor accountability and evaluation.
- Compile DEI plans from other units (e.g., other WCNR departments, Biology, GDPE, similar programs at other institutions)
- Improve faculty retention by being mindful of “minority tax” – avoid disproportionately burdening BIPOC faculty with service assignments.

Goal 3

Develop cultural competency of all faculty, staff, and students

- Devote one faculty meeting/year to (useful) DEI training.
- Introduce faculty to the graduate student Individual Development Plans (IDPs) and suggest they should include expectations for annual DEI trainings and engagement.

- Faculty have a discussion at faculty retreats each fall to identify key needs. Suggestions: inclusive pedagogy to benefit our increasingly diverse student body, best practices for recruitment and hiring, implicit bias training.
- Graduate and undergraduate students enrolled in the FWCB seminar course will be required to take at least one DEI-related training that semester.

Goal 4

Cultivate an inclusive institutional climate

- Communicate Principles of Community and CSU and unit-level discrimination reporting mechanisms via email at the start of each academic year.
- Incorporate Graduate Student Guide (on FWCB DEI website) into graduate student orientation class

Goal 5

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

- Use resources (slides) that have been developed to enrich DEI curriculum in FWCB courses

WCNR Diversity & Inclusion Overall Progression 2022-23



GEOSCIENCES
COLORADO STATE UNIVERSITY

2022-23 Goals
Accomplished:

1	2
3	4
5	6

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- Department representatives are engaged with WCNR partnership committees.
- Department members visited Navajo Technical Institute for graduate student recruitment and participation in field research
- Smith Scholar recruitment - Sent the Smith Scholarship information to campus partners who work directly with underrepresented student populations including the pre-collegiate TRIO programs, the Student Diversity Programs and Services Offices, and Community for Excellence. Shared the information with community college colleagues at Front Range Community College.
- GRE scores are optional for AY 22-23 graduate admissions and will not be included in future years. Department is working towards a more holistic evaluation framework that brings greater equity to the admissions process.
- Department is investigating the potential for college-level engagement with the AGU Bridge program, which seeks to advance Earth sciences through increase participation of underrepresented students in geoscience graduate programs.

Goal 2

Improve retention and promotion of marginalized and excluded faculty, staff, and students

- Rejuvenate the peer mentoring (graduate/undergraduate) program in the department and incorporate D&I principles in this mentoring program.
- Developed a department database to broaden exposure/access for high-impact practice involvement to students across the department. Since the implementation of the database, we've seen an increase in the number of students with underserved identities (first-generation, racially minoritized) who are now engaged in some type of department position.
- ASC updated communications to students to be more reflective of identity and utilize psychosocial messaging techniques.

- First-generation outreach - Academic Success Coordinator (ASC) sent outreach letters to first-generation students in the department and included them in orientation materials.

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

- URGE - Participation of faculty and graduate students in nationwide Unlearning Racism in the Geosciences (URGE) initiative
- Participation of graduate students and faculty in CSU D&I Field Training
- Faculty, staff and student engagement in DEI trainings offered by WCNR and Office of Inclusive Excellence.
- Faculty Institute for Inclusive Excellence training
- Developing DEI Action Plan to identify specific activities and objectives of the department, with support from the URGE cohort and newly formed Geo Graduate Student Organization.
- Created new funding for graduate student travel/professional development related to DEI activities (launching Spring 2022)

Goal 4 Cultivate an inclusive institutional climate

- URGE - Participation of faculty and graduate students in the nationwide Unlearning Racism in the Geosciences (URGE) initiative; considering how to offer in future semesters.
- New Graduate Student Organization (Geo GSO) aimed at fostering community and communication between graduate students. The GSO is prioritizing student DE&I efforts as one of the key goals for the upcoming year.
- Faculty participation in NSF-funded GeoAllies program to attract and retain underrepresented minorities in the geosciences
- Faculty participation in NSF-funded PROGRESS mentorship program to support female STEM students

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

- Introduction of GEOL 692: Teaching in the Geosciences incorporates inclusive learning principles.
- Current (CY 20-21) and future annual faculty evaluations include a section on individual faculty DEI activities
- Faculty development of interview series with Latinx seismologists to develop a sense of belonging for underrepresented minorities (<https://www.iris.edu/hq/inclass/video/795>)

Goal 6

Increase outreach and engagement with marginalized and excluded external communities

- Smith Scholar recruitment - Sent the Smith Scholarship information to campus partners who work directly with underrepresented student populations including the pre-collegiate TRIO programs, the Student Diversity Programs and Services Offices, and Community for Excellence. Shared the information with community college colleagues at Front Range.

WCNR Diversity & Inclusion Overall Progression 2022-23



HUMAN DIMENSIONS
OF NATURAL RESOURCES
COLORADO STATE UNIVERSITY

2022-23 Goals
Accomplished:

1	2
3	4
5	

Goal 1

Increase recruitment of marginalized and excluded faculty, staff, and students

- Diversity and Inclusion Capacity Cluster hire in August 2019

Goal 2

Improve retention and promotion of marginalized and excluded faculty, staff, and students

- Annual D&I Award recognizes those who made outstanding efforts to promote diversity and inclusion in research, teaching, outreach, administration, and day-to-day acts that foster an inclusive community on our campus. Certificates awarded to 1 faculty, 1 graduate student and 1 undergraduate student in 2020.

Goal 3

Develop cultural competency of all faculty, staff, and students

- Faculty attendance at D&I workshops/training. These include:
 - World Café Sept 2019; Inclusive Excellence Part 1: Diversity and Inclusion at CSU (Oct.2019); The Faculty Institute for Inclusive Excellence (Fall 2020); Managing Conflict in the Classroom (Fall 2020), and four D&I-related workshops and webinars related to class environments and inclusive outdoor spaces. Faculty attendance at subconscious bias workshop held by WCNR D&I Director (Spring 2020).
- HDNR D&I committee is actively working on our D&I strategic plan. The main goals for 2019-2020, and 2020-2021 have been to improve course content, student and faculty experience/climate, and recruitment and retention of under-represented individuals.

Goal 4

Cultivate an inclusive institutional climate

- Organized a virtual student listening session in Fall 2020.
- The committee implemented a short survey in some courses requesting student feedback on D&I in the Department.

Goal 5

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

- Gathered and organized D&I content that faculty can implement in courses. NRRT 330 has been revised to incorporate D&I into course content.
- NRRT 402 Cultural and Political Ecology has been added to the HDNR undergraduate curriculum. Developed the D&I Minor.
- Fall 2020 field trip to an urban Denver-based environmental center to learn about building relationships with diverse communities and neighborhoods, and managing facilities for diverse motivations and uses.
- HDNR annual evaluation process includes a section about individual faculty D&I activities