Western Washington University

HUXLEY
COLLEGE OF THE ENVIRONMENT

Diversity and Inclusion Plan

Prepared by the Huxley College Ad Hoc Diversity Committee

May 2016

TABLE OF CONTENTS

1. Huxley College Ad Hoc Diversity Committee Members

in alphabetical order

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Bonnie Drewes, Secretary Senior, Environmental Sciences

Nabil Kamel (chair), Environmental Studies Assistant Professor

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2. Acknowledgments

The Huxley Ad Hoc Diversity Committee wishes to sincerely thank the following individuals and groups for their input and support (alphabetically):

3. Executive Summary

In Fall 2015, Dean Hollenhorst formed the "Huxley College Ad Hoc Diversity Committee" and charged it to review college climate and develop a comprehensive diversity plan by May 2016. The Committee conducted research and sought input from college faculty, staff, students, and administration as well as from other colleges and university leaders.

The Committee finds that there is a general consensus on the following:

- Huxley can and should do more to promote diversity.
- Diversity is a difficult topic to address.
- Substantial changes require substantial resources.

The Committee research has also shown that there is a sincere commitment to create a more diverse college and that a number of faculty, staff, and students carry out meaningful activities to promote diversity and outreach individually. Findings also indicate that Huxley College faculty and staff struggle around issues of diversity while at the same time recognizing that gains are being made through directed funding and leadership. This suggests that Huxley is moving in the right direction and that sustaining progress requires increasing awareness and expanding and institutionalizing support for diversity efforts. The proposed plan is structured along three main sets of actions:

- providing a solid institutional infrastructure to sustain progress on diversity and inclusion,
- embracing and promoting a culture of inclusion, and
- reinforcing recruitment and retention strategies.

The plan is designed to be implemented over a 3-year period with periodic and regular feedback, reviews, and adjustments throughout the implementation process.

4. Introduction

4.1. Background

Prior to a college-wide retreat in September 2015, Dean Hollenhorst circulated a Diversity Planning Roadmap for discussion at the retreat. The retreat concluded with strong support for a college diversity planning effort. The following month, Dean Hollenhorst formed the "Huxley College Ad Hoc Diversity Committee" (the Committee thereafter). Dean Hollenhorst charged the Committee to "rigorously review our college climate, recruitment and retention systems (including scholarship distributions), curriculum, and hiring and professional development practices, in order to develop a comprehensive diversity plan that will increase equity and inclusion, ultimately leading to a Huxley College community that reflects the diverse society of which we are a part." (Hollenhorst 2015). The charge also specifies engaging college faculty, students, and staff and set a completion date of May 2016. The full charge letter contains additional guidelines and is included below.

The Committee consisted of faculty from both departments, departmental and college staff, and one student. In Winter 2016, two additional students and two additional staff members joined the committee, and one staff person resigned. The full list of committee members is shown on page 3.

4.2. Dean Hollenhorst Charge to the Ad Hoc Diversity Committee

Date: October 8, 2015

To: Huxley College Ad Hoc Diversity Committee

From: Steve Hollenhorst

RE: Ad Hoc Diversity Committee Charge

Commitment to diversity and inclusion is a core value of Western Washington University. It is fundamental aspect of our Mission and Strategic Planning Goals, and infuses every aspect of our culture. As a public university, it is essential that Western reflect the diverse culture in which we are embedded, and embrace our responsibility to provide access for those who have historically and structurally been excluded from higher education opportunities. Doing so will makes us stronger and better.

We have made good progress over the past several decades. For instance, students of color now represent close to 30% of our enrollment, closely mirroring the growing diversity of Washington State's population. Yet we still have a long way to go to build an inclusive and supportive culture that reflects our increasingly multi-cultural identity. We also lag with respect to the diversity of our faculty and staff, as evidenced by the fact that people of color constitute only 17% of our workforce.

This is particularly a challenge in Huxley. Reflecting a national problem faced by environmental science and studies programs, enrollment by students of color in Huxley is close to half that of Western, and our faculty/staff representation is less than 4%.

This is why it critical that we make diversity and inclusion a top priority of the college in the coming years. While prominent in our college strategic plan, we've yet to identify and implement a cohesive set of actions aimed at increasing our diversity and creating a culture of inclusion.

The charge to the Huxley College Ad Hoc Diversity Committee is to rigorously review our college climate, recruitment and retention systems (including scholarship distributions), curriculum, and hiring and professional development practices, in order to develop a comprehensive diversity plan that will increase equity and inclusion, ultimately leading to a Huxley College community that reflects the diverse society of which we are a part.

Specifically, the Huxley Diversity Committee (HDC) will:
- Appoint a Chair from among its membership.
- Coordinate your work with the President's Task Force on Equity, Inclusion and Diversity, along with the efforts of the Huxley College Academic Department and the Dean's office.

- Develop a work plan and schedule that makes use of the Department of Environmental Science diversity plan roadmap and resources identified therein.
- Inventory and review current diversity efforts, programs, and initiatives in Huxley, with an eye toward building on these points of pride.
- Consider best practices elsewhere, particularly among other environmental academic programs
- While looking at best practices, do not hesitate to consider the experimental and innovative.
- Engage the Huxley Community (students, faculty, staff, alums, supporters) in your processes and gather input in ways that encourages frank discussion and identification of innovative solutions.
- Maintain a website that documents the committee's work and for gathering input.
- Provide information, if called upon, at a all-college and/or Policy Committee meeting.
- By May 15, 2016, submit a draft Diversity Plan to the Dean, along with ancillary documentation.

Deliverable: Draft Huxley College Diversity Plan submitted to the Dean. The dean will then submit the draft plan to the Huxley Policy Committee and eventually the entire college community for approval and implementation.

Duration: Spring 2016. The Committee's recommendations may include extension or the establishment of a permanent diversity implementation committee.

The dean's office will provide administrative support for the committee's work via Kara Franklin's membership on the committee. The dean's office will also assist with web pages and other communication needs.

If you have any questions or concerns along the way, please feel free to involve me in any way I can be helpful to the process.

5. Methodology

5.1. Rationale and Approach

As a College of the Environment, we are well-positioned to understand the value of diversity, interdependence, and balance for growth, adaptation, and sustained development. This Diversity and Inclusion Plan (Plan) draws on these principles to advance Huxley's commitment to excellence in education and research and to offer educational opportunities for all students.

In developing this Plan, the Ad hoc Diversity Committee used two criteria:

1. the Plan must support existing, as well as emerging trends in diversity and inclusion, using adaptive strategies and actions, with critical consideration of the causes and effects of current practices, and
2. the Plan's implementation is a shared duty and responsibility of each individual in the College (administrator, faculty, staff, and student) and of the College as a whole, including its intra- and extra-mural affiliates.

5.2. Definitions

This Plan was developed to provide the goals and strategies by which Huxley College can increase and maintain greater diversity in its workforce, pedagogy, and student body. It also reflects our commitment to ensure that all individuals are welcomed, accepted, and celebrated for who they are and what they bring to their workplace and/or classroom, as well as treated with respect at all times.

The Committee reviewed several definitions of diversity and inclusion. One that was particularly compelling was from the American Association of Medical Colleges (2016), an institution that represents a field similar to Huxley's in that it combines scientific and social values. We adopted and adapted their definitions as follows:[1]

<u>Diversity</u> as a core value embodies inclusiveness, mutual respect, and multiple perspectives. It serves as a catalyst for change resulting in environmental equity and a reduction/elimination in environmental degradation and disparities. In this context, we are mindful of all aspects of

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[1] Association of American Medical Colleges (2016). Group on Diversity and Inclusion (GDI). https://www.aamc.org/members/gdi/about (last accessed 4/20/2016).

human experiences such as: socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation and expression, spiritual practice, geography, mental and physical disability and age.

Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the College through professional development, education, policy, and practice. The objective is to create a climate that fosters belonging, respect, and value for all, and encourages engagement and connection throughout the institution.

More broadly, the Committee also adheres to a definition of a multicultural organization as "*an organization that not only supports social justice within the organization; it advocates these values in interactions within the local, regional, national and global communities* […]"[2].

5.3. Methodology

The Committee adopted a multi-pronged approach to inform the plan through a series of investigations, data collection, and stakeholder input. Specifically, the Committee conducted the following research activities:

- With support from the Office of Institutional Research and Huxley advising office, collected baseline data on student composition and compared it to Western, local, regional, and state demographics. We also compared Huxley students' academic performance to Western.
- Conducted a college-wide reflection session.
- Inventoried existing diversity resources and institutional support within Huxley and Western.
- Reviewed diversity, inclusion, and multicultural definitions, diversity-related research, publications, plans, and best practices in peer institutions and related disciplines.
- Analyzed data from student responses to the Climate Survey that Western conducted in 2010 and compared Huxley responses to the rest of the campus.

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[2]   Jackson, Bailey W. (2006). Theory and practice of multicultural organization development. In Brenda Jones BB and Michael Brazzel (Eds.), *The NTL Handbook of Organization Development and Change: Principles, Practices, and Perspectives*, San Francisco, CA: Pfeiffer.

- Conducted a survey of faculty and staff diversity and outreach activities on- and off-campus.
- Reviewed insights and recommendations from the Huxley Alumni Advisory Board.
- Conducted separate focus group sessions with students, staff, faculty, and college leadership.
- Conducted a self-assessment awareness and climate survey for faculty and staff.

The research aimed at identifying:

- An overall self-assessment on the state of diversity at Huxley.
- Areas of strengths and opportunities within Huxley and Western.
- Common concerns and areas that require further investment and attention.
- Best practices compatible with Huxley programs, students, staff, and faculty.

In addition to the above activities, the Committee met with several diversity leaders at Western, such as: Dr. Sue Guenter-Schlesinger, Vice Provost for Equal Opportunity & Employment Diversity, Woodring College of Education Associate Dean Karen Dade, Laura K. Langley, J.D., Manager, Equal Opportunity Programs, Brent Bode, Western Washington University Senior Admissions Counselor. Individual committee members also attended several diversity meetings in departments and colleges outside Huxley. A draft of the plan was circulated among peers and experts in the field of diversity for feedback.

The following sections describe in further detail methods and findings for each of the activities listed above. Expanded summaries of these activities are included in the Appendices section.

6. Research and Findings

This section covers the committee research findings and includes the following:

1. Baseline Data
2. Student Climate Survey
3. Faculty and Staff Diversity Activity Survey
4. Faculty and Staff Diversity Activity Survey
5. Focus Group Sessions
6. Huxley College Advisory Board Recommendations
7. State of Diversity Self-Assessment
8. Conclusions and Summary of Findings

Detailed results, methods, and additional findings for each section are included in the Appendices section.

6.1. Baseline Data

The Office of Institutional Research and Huxley advising office provided baseline data on student composition with ethnic, racial, gender, veteran, and Pell Grant eligibility counts for Western, Huxley, Environmental Sciences, and Environmental Studies for the Spring quarters of 2011 to 2015. Huxley counts include students with an interest, pre-major, or major in Huxley College. As Table 1 shows, Huxley lags behind Western, Washington State, Bellingham, and to a lesser extent Whatcom County in all categories except female students and students of two or more races. Racial minorities were particularly underrepresented in Huxley, with the percent Hispanic and percent American Indian half that of the state, Asians one third, and percent Black/African American less than one quarter that of the state.

The committee also examined the population between the ages of 10 to 14, which is the population that Huxley will serve in the next 5 to 10 years. Within this cohort, the State of Washington percent of Hispanics is 19%, almost double that of the current percentage for all Hispanics. It is important that Huxley pay close attention to imminent demographic changes in the population it serves.

| | Total Enrolled/ Total Population | Not Hispanic | | | | | | Hispanic or Latino | Female | Pell Grant Eligible / Below Poverty Level | Veterans |
		White	African American / Black	American Indian / Alaska Native	Asian	Native Hawaiian / Other Pacific Islander	Two or more races / Other				
Huxley students	932	80.6%	0.8%	0.6%	2.6%	<0.5%	8.5%	6.4%	54.2%	23.6%	1.4%
WWU students	12,908	74.0%	1.5%	0.3%	6.5%	0.2%	8.7%	7.7%	55.1%	27.1%	1.1%
WA State pop.	**6,899,123**	**71.3%**	**3.5%**	**1.2%**	**7.4%**	**0.6%**	**4.2%**	**11.7%**	**50.1%**	**13.5%**	**8.3%**
Whatcom County pop.	204,855	80.8%	0.9%	2.5%	3.9%	0.2%	3.3%	8.4%	50.5%	16.2%	6.9%
Bellingham pop.	82,080	79.8%	1.1%	1.6%	5.2%	0.1%	3.8%	8.3%	50.5%	23.20%	6.0%

Table 1: Comparison of select demographic characteristics of Huxley, Western, State of Washington, Whatcom County, and Bellingham.

Source: IR-WWU, Huxley College, US Census 2010-2014 American Community Survey.[3]

6.2. Student Climate Survey

In 2010, the Office of Sponsored Research conducted a "Student Climate Survey" on a sample of 1,685 Western students. The Committee obtained from Office of Sponsored Research at Western a breakdown of the responses by Huxley vs. Non-Huxley students (n=96 and n=1589 respectively).[4] Table 2 shows the percent by race/ethnicity characteristics of the respondents in each of the two groups, which differ somewhat from their respective current total populations shown in Table 1.

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[3]   Totals may not add to 100% due to data suppression, rounding, and combining categories.
[4]   Total responses for questions may vary.

	Total	Female	Male	Asian/Pacific Islander	Black/African-American	Latino(a)/Hispanic	Middle Eastern	Indigenous/Native American	White	Multiracial	Prefer not to respond
Huxley	96	67.7%	32.3%	2.2%	0.0%	2.2%	0.5%	2.2%	70.0%	7.8%	15.6%
Not-Huxley	1589	63.4%	36.6%	5.9%	2.0%	2.8%	0.0%	1.0%	70.3%	7.2%	10.3%

Table 2: Responses for Huxley and Not Huxley by Gender and Race/Ethnicity.

Source: Student Climate Survey 2010. Data extracted by the Office of Sponsored Research.

The survey assessed two broad categories. The first has to do with students' perception of campus climate with regard to issues of diversity which include campus actions, underrepresented groups on campus, reporting discrimination, and experiencing discrimination. The second category deals with students self-connection to issues of diversity which include self-comfort with underrepresented groups, self-awareness of underrepresented groups, and self-connection to campus.

Overall, there were few differences between Huxley and the rest of Western students. The most pronounced differences include a higher percentage among Huxley students, compared to the rest of Western, that felt that they were treated fairly on their campus and that felt comfortable reporting discrimination they witnessed or experienced. The majority of students agreed that Western was supportive of diverse student groups on campus. Disability seemed to be what students were least comfortable with and what students identified as areas that need improvement with regard to campus accessibility. The classroom is where most students learned about diversity issues – regardless of whether or not they were Huxley students. Huxley students learned about diversity in higher percentages than the rest of Western from studying abroad (29% vs. 9%) and travelling (49% vs 29%). Also, Huxley students learned more about diversity than their counterparts as it relates to sexual orientation, political views, and social justice.

In terms of discrimination, slightly over half the students felt that the campus is responsive to reports of discrimination and Huxley students were more comfortable reporting discrimination that they experienced or witnessed. There was however a relatively high percent of Huxley

students who reported witnessing racial/ethnic discrimination (20%), witnessing harassment (8%), experiencing it (7%), and being singled out in class because of their identity (9%). The highest count for the cause of being singled out in class was attributed to the student's political views and socio-economic status.

6.3. Reflection Session

Following the November 2015 hate speech incident against Associated Students (AS) representatives of color on social media, the committee worked with the Dean's office to organize an all-college reflection session. Approximately 170 students, faculty, and staff attended the December 3, 2015 reflection session. It was facilitated by Sheri Russell.

Attendants were upset that the AS representatives had been targeted and felt unsafe because of it. A number of attendants expressed their surprise to racism on campus, while others, mostly minority students, argued that racist and derogatory language was common, especially on social media. Several people reiterated that the fear pre-dated the November event. Some were upset with the ad hoc "feel" of the response, and the lack of unified protest; others saw response to this event as much greater than responses to gender-based safety issues. Several people brought up the need for more diverse faculty and staff within Huxley college; a few students articulated the difficulty of approaching faculty with whom they had trouble finding affinity. The current low levels of ethnic diversity in the faculty put extra burden on faculty of color to support minority students.

The discussion also brought to light two misconceptions or areas where people, especially students, were unclear: 1) the line between free speech and hate speech, and 2) whether hiring underrepresented minorities amounted to hiring lesser qualified candidates. Both foci of conversation suggest the need for further conversation and education.

6.4. Faculty and Staff Diversity Activity Survey

In the fall of 2015, the Committee created and distributed an online Huxley Diversity Questionnaire. The questionnaire was sent to all Huxley faculty, including NTT faculty, and staff. Forty responded – 12 staff and 28 faculty. Respondents were from ENVS (45%), ESCI (39%) and college administration (16%). The questionnaire asked respondents to identify

activities they engaged in, both on- and off-campus, and that they deemed as increasing diversity or supporting an inclusive college environment.

Most respondents (74%) stated that they did engage in one or more such on-campus activity. The most common activities were creating an inclusive classroom, participating in campus diversity events, and mentoring. Fewer, but still a substantial number, of faculty (38%) stated they engaged in off-campus activities. These off-campus activities included attending community events, volunteering through religious or non-profit organizations, serving on boards or as members of organizations focused on issues relevant to underrepresented and/or marginalized groups, and public speaking. Of all the diversity activities, one of the least frequently mentioned was recruitment of underrepresented students, staff and faculty. In the additional comments, respondents expressed interest in more training and information, and a continued college dialogue on these issues.

6.5. Focus Group Sessions

Winter 2016, the Committee held five focus groups to gage college concerns and perspectives. Email invitations were sent out to the various groups at least two weeks in advance of the event. Reminders were also sent via email, list-servers, staff meeting and word of mouth. Lunch was provided to entice on-campus students. All focus groups lasted about an hour. Attendees were promised that their comments would remain confidential.

Focus Group	Attendees
Huxley College leadership	Huxley Dean, Department Chairs, and Institute Directors
Huxley Bellingham Campus students	15, mixed ENVS and ESCI, undergrad and graduate
Huxley on the Peninsulas students	14 students present across three campuses (Everett, Poulsbo, and Port Angeles), junior and seniors in ESCI and ENVS
Staff	13 staff, mix of professional and classified staff
Faculty	12 faculty, mix of ESCI and ENVS, including several faculty from committee

Table 3: List of focus group sessions

The focus groups discussed their understanding of diversity and its value, along with the challenges of enhancing creating an inclusive environment. Across most of the focus group

conversations, people saw an inclusive environment as valuable – it promoted deeper conversations and meta-thinking. For students, lack of diversity meant missing on valuable educational opportunities as most of their peers shared similar opinions and worldviews. Staff and students saw opportunities to diversify curriculum and classroom – supporting diverse learning styles, more emphasis on non-dominant knowledge traditions and experiences, better supporting non-traditional students. On the other hand, it was noted that faculty and staff had a designated workload and little incentive to make these changes.

The sessions also highlighted a certain level of discomfort with discussions on diversity and fear of "saying the wrong thing." Another concern that was expressed was about whether efforts to enhance diversity would simply become checking boxes that matched census categories or reifying social constructs of categories like race, gender, class. They felt such an approach would undermine any true shift towards an inclusive environment where all perspectives and people are seen as contributing to diverse and complex environmental challenges.

Similar and additional concerns were also expressed by faculty at various levels. The discussion of integrating diversity and inclusion in all aspects of teaching and curricula showed a range of opinions across disciplines. Issues of concern had to do with who is responsible for enacting change, the lack of resources to support such changes, and the merit of including diversity in some specialized curricula.

Other comments that cut across the various focus groups were about the demographics of the nearby region Western serves and the need to expand the reach of Huxley recruitment. This concern invariably triggers one about the image of Huxley as a college with programs that have limited connection to problems in urban communities and without obvious career options for urban youth.

During focus groups, people suggested several strategies for improving diversity and inclusion. The most prominent and common suggestion had to do with:

- training of faculty, staff, teaching assistant, and college leadership,
- improving recruitment and retention of students, faculty, and staff from underrepresented minorities,

- working on the college image to reflect the aspirations and career choices in urban communities, and
- providing resources for recruitment and retention of underrepresented students, faculty, and staff.

A more detailed report of concerns and strategies can be found in the focus group summaries in the Appendices section.

6.6. Huxley College Advisory Board Recommendations

The Board met in January 2016 and provided several insights on diversity and inclusion. The board discussed the importance of diversity, challenges that Huxley faces in its efforts towards reaching underrepresented students, and possible strategies. These challenges consisted of:

- The demographics of the area from which Huxley recruits its students.
- The image of Huxley, environmental education, and careers do not attract students from underrepresented communities.
- The environmental field in general lacks diversity.
- Insufficient efforts in outreach, recruitment, retention, marketing of the program, and dissemination of curriculum information.
- Lack of clarity on diversity definitions and that typical approaches that focus exclusively on "racial classifications" are inadequate.
- A need for strong leadership commitment to diversity.

The Board discussed the following strategies for improving diversity and inclusion at Huxley:

- Expand recruitment and outreach through targeted and long-term relationships with high-schools, Native American tribes, alumni, community colleges, underrepresented communities, as well as improving recruitment from within Western.
- Provide financial support for low-income students.
- Improve mentoring and academic support for retention of underprivileged and first generation students.
- Address the image of Huxley, focus on questions of "Environmental Justice" and not just "Environmental Protection".

- Orient research towards "Environmental Justice" and advocacy (e.g. site contamination) to engage and reach underrepresented and minority populations.

- Streamline program structure and review curricula to reflect the needs of communities from all backgrounds and cultures.

- Address questions of equity and diversity in Planet Magazine.

- Develop a fundraising strategy to support diversity efforts and to tap into existing support from funders and NGOs.

6.7. State of Diversity Self-Assessment

The Committee adopted the 2006 Self-Assessment Tool developed by Dr. Susan Drange Lee, the Faculty Diversity Director at UCLA at that time.[5] This tool was developed to provide a baseline assessment of diversity awareness and leadership within the University of California system and has been used at various academic and non-academic institutions since then. The tool is based on responses from faculty and staff along six dimensions of diversity at Huxley in Table 4 below.[6] Responses provide an assessment along a continuum with at one end is a "Pre-Awareness" state and at the other end of the continuum is a "Culture of Inclusion" as described in the table. The survey also included optional questions about the respondent affiliation (faculty/staff), gender, and self-identified minority status.

The Self-Awareness tool describes "**Diversity Awareness**" as a state where "there is a growing awareness that bias exists and that diverse groups are negatively impacted by it. There is intellectual struggle around what is "fair" and how to "fix" the problem." The "**Transition State**" is when "institutional culture change gains progress through special programs, funding and leadership focused on issues of diversity."[7]

The committee sent the survey to all faculty and staff on the list provided by the Dean's Office. Twenty-eight of the 53 invited responded (53%), of which 63% faculty and 33% staff. Gender of

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[5] Currently Dr. Drange, is the Director for Faculty Development & Diversity, Arts & Sciences, Columbia University, City of New York, NY.

[6] Adapted from "Achieving a Culture of Inclusion – Self-Assessment Tool" developed by Susan Drange Lee, Director, Faculty Diversity, University of California, Los Angeles, 2006.

[7] Ibid.

respondents were 10 males, 10 females, and 8 blank or neutral. Six respondent self-identified as belonging to an underrepresented minority.

As Table 4 shows, responses indicate a level of awareness that is at the mid-level "Transition State" for four dimensions and two dimensions at the lower state of "Diversity Awareness". While the overall ranking of did not vary by underrepresented minority or faculty/staff, staff had more responses in the lower "Diversity Awareness" state. More pronounced differences were by gender where female and gender neutral respondents consistently reported a lower assessment of the diversity climate. Female respondents assessed Leadership and Accountability lower than other respondents at the "Diversity Awareness" state. Finally, a close look at the results reveals a divergent assessment of the state of diversity at Huxley, whereby a third of the respondents consistently reported a lower assessment than their peers. This group was not different than the rest of the respondents in terms of its composition by gender, faculty/staff, and minority.

	Pre-Awareness	Diversity Awareness	Transition State	Intentional Inclusion	Culture of Inclusion
	Homogeneous groups are the norm and the general population is unaware bias is an issue for diverse groups	There is a growing awareness that bias exists & that diverse groups are negatively impacted by it. There is intellectual struggle around what is "fair" and how to "fix" the problem.	Institutional culture change gains progress through special programs, funding & leadership focused on issues of diversity.	Institutional culture change is embraced. Most groups accepting and articulating how and why diversity is integral to the institution's success.	Diverse groups are the norm and diversity is naturally woven into decision making, resource allocation, and social interactions
Leadership			48.5%		
Academic Planning			43.8%		
Resource Allocation And Faculty Rewards		44.1%			
Faculty Recruitment and Retention		45.9%			
Accountability			36.7%		
Typical Behaviors and Beliefs			50.0%		

Table 4: Results of 2016 Self-Assessment Survey of Huxley College Faculty and Staff.

Leadership	• Leadership includes the importance of diversity in all major communications and links it to the institution's mission **(Transition State)**. ○ Leadership makes occasional statements supporting the importance of inclusion and diversity *(Diversity Awareness)*.
Academic Planning	• Efforts are made to link inclusion and diversity with their value to the institution and increasing diversity is part of academic planning **(Transition State)**. ○ Inclusion and diversity elements are retrofitted into planning documents as an afterthought, and/or diversity elements are represented by counting heads, and not as an integral value-added component *(Diversity Awareness)*.
Resource Allocation and Faculty and Staff Rewards	• Policy language is drafted to specifically include recognition of contributions to inclusion and diversity and some resource allocation is devoted to increasing inclusion and diversity in the Academy **(Diversity Awareness)**. ○ Extra funding is used to jump start efforts to increase numbers of diverse faculty and staff or to retain diverse faculty and staff *(Transition State)*.
Faculty and Staff Recruitment and Retention	• Compliance with mandated Affirmative Action policies is achieved, however buy-in to the value of faculty and staff diversity is not present. Most diverse faculty and staff reside in a small number of departments **(Diversity Awareness)**. ○ Special programs are used to boost diversity in the graduate pipeline and lots of "how-to" training is needed (how to recruit and retain a diverse faculty and staff, how to work in a diverse environment, how to overcome bias, etc.) *(Transition State)*.
Accountability	• Individual performance evaluation for promotion and compensation includes recognition of diversity-related efforts. Climate studies are undertaken to provide a baseline for institutional change **(Transition State)**. ○ Internal measures include counting heads and increasing numbers or doing numerically "better" than competitor institutions. Internal rewards or sanctions for meeting/ not meeting goals don't exist *(Diversity Awareness)*.
Typical Behaviors and Beliefs	• People struggle with how to be inclusive and value differences **(Transition State)**. ○ Diversity issues and diversity-related service are delegated to underrepresented minorities and women as "their" task *(Diversity Awareness)*.

Table 5: First and second highest assessments for the six dimension of diversity climate reported in the 2016 Self-Assessment Survey of Huxley College Faculty and Staff.

6.8.   Conclusions and Summary of Findings

Based on the evidence presented above, the Committee research found that Huxley lags behind Western and the Washington State in terms of representation of racial and ethnic minorities and lags behind Western for Pell Grant eligible students. Findings also suggest there is a general consensus on the following:

- Huxley can and should do more to promote diversity.
- Diversity is a difficult topic to address.
- Substantial changes require substantial resources.

The Committee research has also shown that there is a sincere commitment to create a more diverse college and that a number of faculty, staff, and students carry out meaningful activities to promote diversity and outreach individually. An important observation emerged from the analysis of the Self-Assessment results, which shows that Huxley College faculty and staff struggle around issues of diversity while at the same time recognizing that gains are being made through funding and leadership.

This along with previous findings suggests that Huxley is moving in the right direction and that sustaining progress requires increasing awareness and expanding and institutionalizing support for diversity efforts. The plan proposed in the following pages is structured to:

- provide a solid institutional infrastructure to sustain progress on diversity and inclusion,
- embrace and promote a culture of inclusion, and
- reinforce recruitment and retention strategies.

7. Huxley College Level Diversity and Inclusion Action Plan

The Plan consideration and capitalizes on the existing characteristics of Huxley College and its programs. It is designed to be:

- Scalar: actions start with a limited scope that can be expanded

- Catalytic: actions trigger other actions

- Inter-dependent: actions connect with and are mutually supportive of other actions

- Adaptive: actions are designed to be implemented over a three-year period during which monitoring and feedback will allow the plan and individual actions to be regularly evaluated and future actions modified or added as needed.

As mentioned above, research findings and input from faculty, staff, and students as well as from Huxley College Administration and Board of Advisors, suggest that progress on diversity requires:

- a solid institutional infrastructure to sustain progress on diversity and inclusion,

- embracing and promoting a culture of inclusion, and

- reinforcing recruitment and retention strategies.

As such, this plan addresses the following main areas: 1) institutional infrastructure, 2) college climate, and 3) faculty, staff, and student recruitment, retention, and excellence. The action plan is spread over a three-year period with second and third year actions reviewing and complementing first year's. A template for guiding individual unit plans is included in the Appendices section and is designed to connect with and complement college-level actions.

7.1. Institutional Infrastructure

The first component of the plan deals with the development of an institutional infrastructure that includes the formation of a standing Huxley College Diversity and Inclusion Committee (HCDIC) that will develop and oversee the implementation of the plan. The implementation entails identifying and prioritizing actions listed in this plan and connecting with other initiatives within the College as well as in other colleges and at the university level.

Year 1:

- **Establish a Diversity and Inclusion Standing Committee (HCDIC).** Prioritize plan actions, develop implementation strategies, mobilize support and resources, and adopt metrics for measuring accomplishments. Connect with university level councils and activities.

- **Revise College Mission Statement and Website.** Review and adopt the proposed diversity and inclusion definitions and revise the college mission statement to reflect diversity and inclusion values. Create a Huxley Diversity and Inclusion website with links to other units, institutes, student groups, intra- and extra-mural communities, and diversity resources.

- **Develop Diversity and Inclusion Support Infrastructure.** Integrate diversity and inclusion into College strategic planning and budgeting. Allocate resources for professional staff for diversity support. Expand support to advising faculty and staff. Integrate diversity objectives in the work of committees and sub-committees. Designate and expand financial resources directed to diversity and inclusion efforts. Support the departments by developing a template for measuring and tracking diversity outcomes and monitor diversity and inclusion data at the college level.

Years 2-3:

- **Create an Administrative "Diversity Officer."** Create a "diversity officer" professional staff position within the college administration to engage in strategic recruitment, retention, and to support standing committee activities.

- **Audit of Current Climate.** Hire an external consultant to perform an audit of the current climate and provide recommendations.

- **Monitor, Report, and Evaluate Implementation.** Collect, evaluate, and disseminate progress on year 1 actions. Revise and continue year-1 action items as necessary.

7.2. College Climate

Findings suggest that college climate has a strong influence on all aspects of inclusion and diversity. College climate actions build on the above institutional infrastructure actions and support recruitment, retention, and excellence actions below.

Year 1

- **Mandatory Cultural Sensitivity-Awareness Training.** Require people in leadership positions –deans, chairs, institute directors, program leads, and others – to attend cultural sensitivity and awareness training available within the university.

- **Celebrate Annual Events and Diversity Achievements.** Expand annual events to celebrate important dates and the history of underrepresented minorities and to recognize their contributions to environmental fields. Recognize and publicize achievements of all students, staff, and faculty, especially for multicultural and diversity issues.

- **Quarterly All-College Social Events.** Harness existing and new all-college social events to strengthen relationships between departments, students, staff, and faculty.

Years 2-3:

- **Recognize Custodians and Service Worker Leadership.** Recognize both the important support custodial and service workers provide to the college and the leadership they show in environmental stewardship and social justice.

- **Rename Existing Centers.** The names of institutes are highly visible symbols of the college. Centers can elect to amend their names in ways that emphasize equity, inclusion, and diversity, such as by including the themes or names that recognize diversity in the environmental field (e.g. The Bill Anderson Resilience Institute or The Resilience and Justice Institute).

- **Monitor, Report, and Evaluate Implementation.** Collect, evaluate, and disseminate progress on year 1 actions. Revise and continue year-1 action items as necessary.

7.3. Student, Staff, and Faculty Recruitment, Retention, and Excellence

A diverse and inclusive environment is sustained with ongoing support for recruitment, retention, and excellence of students, faculty, and staff. Additional actions address diversity and inclusion in training, curricula, and monitoring.

Year 1

Students

- **Develop Pipeline and Pathway Programs.** Expand outreach to feeder institutions for high-performing underrepresented minorities. Strengthen cohorts of transfer students. Provide adequate scholarships to ensure underrepresented minorities students success. Monitor and prepare for demographic shifts in high-school graduation trends.
- **Support and Ensure Student Excellence.** Use Provost Office SSC "Early Warning System" for identifying students at risk. Require chairs and program leads and directors to attend University educational opportunities on diversity and minority student recruitment. Expand support for student advising. Develop a program for connecting students with alumni.

Faculty and Staff

- **Curricula Development.** Work with University to strengthen GUR to cover diversity and inclusion. Work with Departments Curriculum Committees to integrate diversity and inclusion themes in required courses, as applicable. Work with Departments Curriculum Committees to include in Student Learning Objectives an understanding of the needs of, ability to engage with, communicate with diverse and multicultural publics and to incorporate diversity and multicultural targets in program objectives.
- **Training.** Require systematic training for instructors and TAs on diversity on classroom, climate, and student assessment. Require student evaluation of TAs.
- **Recruitment and Retention.** Whenever possible, require search committees to contact underrepresented minorities caucus representatives in profession to promote open positions. Whenever possible, ensure that search committees include members from underrepresented groups and their advocates. Support clusters of junior faculty in mentoring and networking activities.

Years 2-3:

- **Support and Ensure Student Excellence.** Create a student exchange program with colleges with high concentration of minorities. Support an out-of-state-tuition waiver policy for students as a recognized and necessary means for recruitment of excellent applicants. Develop a Young Scholars Program for talented first generation students. Develop a Community Scholar Program for student leaders in their communities.
- **Monitor, Report, and Evaluate Implementation.** Collect, evaluate, and disseminate progress on Year 1 actions. Revise and continue Year 1 action items as necessary.

8. Appendices

See appendix files in P:\Huxley\PUBLIC\Committees\Ad Hoc Diversity Committee\Appendices