Supporting an Inclusive and Diverse Community Task Force Recommendations

Table 1: Host: Naomi Waters

Question 1: Diversify faculty, staff, and administrators. The university must work to diversify faculty, staff, and administrators through support of current efforts and new initiatives, as well as policies, procedures, and resources to recruit and retain diverse* faculty, staff, and administrators.

Likes:

• Acknowledging the need
• Being able to “openly” discuss
• Stressing resources to positively cultivate diversity/success
• Diversity of faculty, staff, administrators supports diversity of larger community
• Faculty recruitment process

Concerns:

• Vague, slightly superficial
• Lacks obvious purpose – developing procedures, pro per
• What are the current efforts? Where? Too swiftly, more flexibility in hire time line, recognizing family cultural issues
• Are the means thorough/adequate?
• Does it develop the awareness and consciousness of faculty and staff currently?
• Implies if you are in the category of diversity are you truly diverse (representative of dominate culture)
• Lack of underlying efforts, support, advising
• Low pay for faculty, staff
• Admission simply enough

Strategies for Implementation:

• Local schools cultivate diversity
• Consider higher level of pay use of current efforts
• Outline specific policy for hiring diverse faculty, staff, administrators
• Change upward administration “term out”
• Creating pathway for mobility/promotion

“BIG” Themes – Takeaway Insights:

None

Table 2: Host: Randi Darnall Burke

Question 1: Diversify faculty, staff, and administrators. The university must work to diversify faculty, staff, and administrators through support of current efforts and new initiatives, as
well as policies, procedures, and resources to recruit and retain diverse* faculty, staff, and administrators.

Likes:

• Great to diversify staff for students to have someone with whom to identify, have shared experiences – support mechanism

Concerns:

• Need to know what the university’s motivation is! For this (know our reasons) – keeping #’s or people?
• Need to know what current efforts are, what are the current initiatives?
• Who will oversee? One person? How much of a “weight” will it give you? How will you evaluate?
• Will it compartmentalize people?
• Who gets to define what is diverse? Can that change over time, especially as populations change?
• Does diversity mean are some people valued over others?
• Are we going to look at it as more important?
• Need to expand diversity definition beyond gender binary
• Why do we not have more diverse faculty?
• Why have efforts fallen short?
• Let’s start with what we have – see strategy
• Don’t want to use faculty and staff as token representatives of our diversity – don’t assume that they connect or own
• How will you know if you are making diverse hirings?

Strategies for Implementation:

• Address concerns – have “blind” interviews so you do not know identity
• Advertise in areas of country where more diversity and diverse organizations
• Understand and know what applicant pools look like so we can identify gaps and adjust recruiting strategies
• Utilize diversity we have to identify strategies to recruit and train
• (anonymous) See if people willing to share identities so we can determine how diverse we are or are not. Census style – snapshot every 5 years – or confidential demographics stored (IRP/HR)
• Analyze applications for what they’ve done, interests, acknowledgement of support for diverse communities, reflection of inclusivity – follow up questions
• Need to reframe what diversity is – instead of having diverse XYZ have it attached to their work and approach – not just about how they look
• Training for faculty/staff/administrators who care about this – allies – need bridge of understanding to lessen burden for faculty/staff of color, including curriculum development and teaching methods
• Align values with support and resources, recognition
  o How to incentivize those departments that do diversify, and inclusive student success (link to resources, etc.)
How to align recognition, support excellence already here (faculty, staff) with respect to inclusivity
Add to MPP and other evaluation forms

“BIG” Themes – Takeaway Insights:
• Skepticism regarding commitment – are we serious about this? If so, need to:
  o Incentivize those departments that do diversify and demonstrate inclusive student success
  o Align recognition, support for excellence already here
  o Add this to evaluation process for MPP, faculty, staff
• Reframe what diversity is – not just about diverse population/individual identity) – attached to all faculty/staff/administrator’s work regardless of identity

Table 3: Host: Mary Glen

Question 1: Diversify faculty, staff, and administrators. The university must work to diversify faculty, staff, and administrators through support of current efforts and new initiatives, as well as policies, procedures, and resources to recruit and retain diverse* faculty, staff, and administrators.

Likes:
• It is good that a top recommendation/recognition is that we are not where we should be
• To diversify and educate for new staff; especially with hiring practices. Set aside “best fit”.

Concerns:
• How to recruit staff from urban areas; get support from CSU
• There are so many white females on staff.
• HR’s/ODI’s bias training is not sufficient.
• Staff work stressful, complicated, underpaid so not easy to recruit broadly; too much work delegation, not enough people
• If staff are totally overwhelmed, not likely to stay
• Very lax at HSU in terms of taking care of staff and supporting staff.
• Student body diversifying; staff and faculty not much. Students need to see that representation. They need mentors.
• Need to encourage job stability and tenure track lines to attract people and show value for positions. All agree that it is a main recommendation and needs to be addressed.
• *Same people (of color) always asked to do things (cultural taxation-see CFA link/article); serve on committees, mentor students and there is no support/recognition or compensation.
• When we come up with an implementation plan, when and how will it actually happen?
• Creation of inclusive community on campus needs enhancement and needs to include all, not just the usual folks.
• Need to maintain humanity, emotion, empathy and compassion around issue & realize how important diversity is for all.(need to start now)
• Training—not enough, support needed
• Discrimination on and off campus; if we build anti-discrimination for campus and not community, support won’t be there for students, faculty, staff of color.
• We move forward without procedures/process; not good for retention
• Lack of honesty about Humboldt County; not setting expectations to interviewees/people of color coming to campus. (Racism & discrimination in community—kids literally called the N word weekly in schools. Huge problem for retention.)

Strategies for Implementation:
• Next step for implementation=?
  o How can we deepen/enhance what’s in place.
  o How to define roles? Administration = “buck stops here”
  o Hire administrators with capacity.
  o What about accountability? What units are responsible & how will that work? Each unit should participate and be held accountable. (Check it system could help.
• Training—Empathy/sensitivity/importance of diversity and benefit for all. Expand unconscious bias training to all people (MPP) and not just people serving on committee. Admins need more training.
• “Presumed Incompetent” should be mandatory reading for all; a required book circle for faculty, staff, admin.
• Use current expertise on campus to help with training, implementation.
• Develop better relationship and education with community including communities of color that are off campus.
• Build specific professional development programs with a head P.D. that requires real action; Staff of Color Retention Program, Faculty of Color Retention Program
  o Procedures and processes need to be in place to move forward with implementation
  o Put strategy in place to support diverse candidates and families. Be honest with applicants about expectations and racism in community.
  o HSU must be prepared to address racism and issues with plans etc...
• CSU support for recruitment for staff—raises and wages for staff to attract and recruit diverse staff.
• Make sure hiring committees have representation of trained individuals who have a deeper understanding of issues.
• Training should be monthly/ongoing and mandatory for everyone, Make time for staff and support staff to do training.
• Pay for staff to move, moving cities, and locations.
• Could streamline. Get rid of stovepipes, support staff. Make positions more attractive for diversity, retention & recruitment (is universal design). Start bottom up
• Students of color support = jobs. Not enough work study provided.
• Train staff to support 1st gen students.
• 10 outcomes of diversity—backward mapping it.
“BIG” Themes – Takeaway Insights:

- Recruiting-Welcoming, supporting, honest environment
  - Need diverse faculty and staff to encourage, support, mentor and relate to students
- Hiring-Consider outcomes first; support transition to campus, better training for hiring committees
  - Do not tap same people for everything and support diversity faculty and staff with recognition and compensation
- Training- Roles and responsibility, accountability in all units and across faculty, staff and students
  - Every unit has to play a role in support of diversity.
- Implementation-need process in place
- Community-address discrimination on campus and in community
- Support for faculty and staff-housing, community, campus

Table 4: Host: B. Shaeffer

**Question 2: Accountability for progress on diversity measures.** The reporting measures, such as PREP (Program Review Evaluation & Planning), RTP (Retention, Tenure & Promotion), performance evaluations, etc. that are used to assess commitment to and success in diversity measures should come with true accountability and be linked to resources and incentives. Linking performance with consequences will help encourage and support increased inclusive student success and support an inclusive* campus environment.

**Likes:**

- The recommendation makes it explicit that diversity is part of RTP. Creates a top down focus; the supervisors will make it a priority for staff etc...
- Campus wide perspective at every level, not just RTP: requires whole campus conversation
- Measurement demonstrates and makes it clear that we are attempting to make progress
- Allow students to recognize that it is part of campus culture

**Concerns:**

- How do we promote this in all departments, not just CRGS for instance?
- Appropriate education and faculty development; faculty have experiences in their field but not in teaching issues of diversity. Make sure they do have experience and skill. Don’t just put it on individual faculty, but the campus culture, e.g., for administrators and those in student services.
- New faculty have enormous teaching load. Need to do denote a segment of teacher and staff training devoted to diversity. Need more focus on diversity training.
- RTP committees must be trained to assess progress in diversity.
• Do we have resources to train faculty and staff? How much will it cost?
• What is the rubric? What are the consequences of failure. The language of consequences is charged-need clarity on what counts as success and not simply quotas.
• Reframe the language more positively. How do we get people who do not usually participate to be involved? Consequence is a stick; need incentives as well.
• Which specific diversity issues will be measured? Should be broad as possible.
• “Old dog, new tricks”-How to change the institutional culture?
• Forcing people to look at their own privilege is hard work. Difficulty of white persons to understand racism; we get to choose whether or not to think about it.
• Need to start with a campus wide understanding of the issues. Not just people as usual. People not feeling included are less likely to participate.
• PREP numbers are not accurate. It felt like busy work and there was no specific outcome, e.g. Year x-y: categories for what counts as underrepresented changed. How people self-identified changed and doesn’t mean anything; top down busy work that just got filed away.
• How do we make accountability real and formulate the goal?

Strategies for Implementation:
• All campus; People on campus introduce themselves and give their preferred pronouns, in the context of meetings etc. Gives rise to conversations about the issues. See policy at UC Davis.
• Possible reassigned time for faculty to redevelop courses with low URM success rates.
• Let us know that fewer 5 URM in a course is not a meaningful sample
• Student evaluations specifically ask about the faculty’s efforts on micro aggression and diversity in curriculum.
• Faculty regularly attend mandatory workshops on micro aggressions.
• Better student evaluation forms
• Faculty do need to be accountable for poor evaluations. Poor evaluations need to be addressed. (punishment? Consequences?)
• Incentive to attend I.S.S workshops. Make it mandatory for faculty.
• Transparent Bios for faculty, staff, and administrators-have bio with badges, icons representing workshops or programs attended.

“BIG” Themes – Takeaway Insights:
• There should be accountability.
• Incentive rather than punishment, but consequences for consistently negative evals.
• Better faculty training in diversity; mandatory for admin, staff, faculty.
Table 5: Host: Ricky

**Question 2: Accountability for progress on diversity measures.** The reporting measures, such as PREP (Program Review Evaluation & Planning), RTP (Retention, Tenure & Promotion), performance evaluations, etc. that are used to assess commitment to and success in diversity measures should come with true accountability and be linked to resources and incentives. Linking performance with consequences will help encourage and support increased inclusive student success and support an inclusive* campus environment.

**Likes:**
- Accountability
- Opportunity to recognize and reward successful programs/practices.
- Weaves a thread through everything we do, supports campus wide responsibility.
- Link to resources(on-campus/off-campus resources/people)
- Genuine-ness of the recommendation
- Opportunity/need for student input by encouraging recommendations
- Increases opportunity for communication from students about programs
- Formal part of PREP
- Cross-divisional accountability-no way to opt out by saying “it doesn’t concern my discipline/program”.
- Acknowledgement of need for training.

**Concerns:**
- Sufficient time allotted to get results before assessment (PREP recommendations are not given time), including solid methodology (apples to apples comparison). Not enough qualitative data with appropriate weight.
- Adequate resources to reach accountability(converting syllabi to ADA)
- Clear understanding and awareness of individuals/department’s role and expectations. Include PREP & RTP.
- Consequences are not punitive; learning.
- Don’t like consequences “no sticks” but “carrots”
- Not create and administrative burden to collect and assess data while neglecting student needs
- Attainable yet challenging goals, small steps
- Define who is accountable.
- Concerns about funding tied to results.
- No correlation with input on PREP and results and no feedback from department response. Need quality feedback.
- No mention of recruitment.

**Strategies for Implementation:**
- Departments responsible, yet peers influence individuals
- Input from department staff AND student, re:PREP
• Include relevant measures and metrics relative to the size of program
• Tie program metrics to Federal, State, CSU, University requirements. Similar metrics across all levels.
• Tying professional development with RTP.
• Using on-campus resources to educate; student volunteers (with caveats & concerns to not overtax certain students repeatedly), specialists, professionals from the Centers for Academic Excellence.
• Coordination across campus (no silos) for faculty/RTP – where intersections of individuals lives and professional growth & disciplinary studies.

“BIG” Themes – Takeaway Insights:
• Accountability= acknowledgement of importance/lack
• Text changes for positive- no “consequences” instead “opportunities”
• Establishing relevant, useful, measureable metrics from fair and various sources.

Table 6: Host: empty

Table 7: Host: Noah

**Question 3:** Develop, maintain, and fund programs that support underrepresented students. Fully develop, support and coordinate programs (including, and using as models, programs such as EOP, TRIO, INRSP, ITEPP, etc.) that support students who are historically underrepresented in higher education.

***Likes:***
• none

***Concerns:***
• Larger community off-campus not welcoming
• Not living up to recruitment message; misleading students.
• Not just race diversity but gender & other identities, single parent transfers
• Shame = hides
• Guilt-acknowledges fixes
• Center for International Programs should be added to the list, but separate from diversity. International Students need support too. Where do they fit in the definition of diversity.
• Connect programming to housing. Meet students where they are, where they live.
• Frustration with lack of awareness and transparency; communication over RISS restructure makes students feel vulnerable
• Faculty need to diversify, empathize curriculum. Build bridges between faculty and RISS, Centers. Broaden with professional development.
• Empathy gap-lack of empathy is a major problem
  • Promote understanding
  • Need honest discussions
  • Lack of empathy leads to feelings of being disrespected
Not dualistic; Good to have multiple programs but coordinated.

Professional development

• Must have student feedback in process. Must be meaningful and honest. Don’t downplay.
• Stop spreading people so thinly. Institutionalize.
• Shouldn’t be reliant on student leaders; need institutional support.
• As long as we have an achievement gap, we need to fix it. Question is how and how to do it best.
• Need to be more forward thinking. Planning, not reactive.

Strategies for Implementation:

• Professional development of faculty and staff, mentoring. Reach the people who are not the usual suspects
  o Include in performance evaluation for staff, RTP for faculty
  o Education on programs like AB540, DACA – a culture that promotes training & development on diversity and inclusion.
• Faculty and staff as a campus culture must have buy-in.
• Need empowerment of students and build/rebuild trust with students.
• FIGS + TRIGS
• Greater follow through in support of diversity.
• More efficiency in decision making. Greater transparency.
• Money question, Advancement, SPF/Grants and institutional commitment for grants
• Opportunities for paid student engagement, Support for student leaders also supports retention.
• Living/learning communities
• Faculty office hours in Centers.
• Value and support with resources in existing Centers-EOP, MCC, ITEPP, INRSEP
• Acknowledge fears, threats of change, new initiatives. And these fears are valid and ok; do not dismiss.
• Deep mistrust built over years of cuts, neglect.
• Break down silos.

“BIG” Themes – Takeaway Insights:

• Institutional commitment for grant seeking to support programs, not individuals.
• Faculty, RTP, Staff evaluations tied to professional development in support of diversity and inclusion, cultural competency.
Table 8: Host: Dave Nakamura

**Question 3:** Develop, maintain, and fund programs that support underrepresented students. Fully develop, support and coordinate programs (including, and using as models, programs such as EOP, TRIO, INRSP, ITEPP, etc.) that support students who are historically underrepresented in higher education.

**Likes:**
- Stated priority
- Recognizes existing programs success
- Visible resources from student perspective
- Programs have own space and provides safe space for students
- Existing programs have good assessment plans

**Concerns:**
- Recent reorganization of programs
  - Loss of visibility
  - Concern about organization structure
  - Better inclusion of stakeholders; reorganization
- Level of funding and support:
  - Stability of funding
  - As pertains to reorganization
- Lack of programs for non-traditional students such as age, transfers, parents, re-entry and 1st generation.
- Student concerns that current restructuring was done inappropriately to the detriment of existing communities.
- Funding and program changes consistently over time can disrupt service delivery and assessment.
- Perception that these programs relieve others from the responsibility to address issues.
- Elimination of Latino, EOP peer mentoring as discrete programs.
- Student cultural needs and connections may not exist with disciplines(self-determined culturally relevant programs)
- Adequate staffing concern about loss of historical knowledge; not relying on a single person.

**Strategies for Implementation:**
- Potential for enhanced grant opportunities for new and existing programs(release time for faculty support)
- Better communication with Philanthropy potentially targeting donors for these programs
- Need to communicate access programs to ensure appropriate support for clients and that no one is missed.
- 3 college based centers for focused advising for underrepresented students
  - Best practice for mentors within discipline
o Could be further divided by inclusive and diversity categories.
o Best practices in disciplines and faculty buy-in

• Improving diversity of staff and faculty-see #1

“BIG” Themes – Takeaway Insights:
• Consistency and commitment
• Funding, staffing, programming, assessment, program goals

Table 9: Host: Sarah Fay Philips

**Question 3:** Develop, maintain, and fund programs that support underrepresented students. Fully develop, support and coordinate programs (including, and using as models, programs such as EOP, TRIO, INRSP, ITEPP, etc.) that support students who are historically underrepresented in higher education.

Likes:
• Programs existing with funding – makes campus feel more open
• Inclusive working definition of diversity – invisible should be changed to non-apparent
• EOP – looks at lots of factors from list of diversity into account with what students are accepted into EOP
• Maybe TRiO
• S.I. classes funded for EOP students
• Allow students to explore their identity – where they are in their development of their identity – fundamental piece of these programs
  o Honored aspect of these programs – possibilities for broadening – DEVELOPING
• Access and equity is HUGE issue in higher ed – empowerment, teaching students about the amour/how to be successful in the “dominant” world
• The experts should be designing – students and those hired with expertise
• Under-represented students are the subject-matter experts – standpoint, epistemology

Concerns:
• INRSP should be INRSEP
• 465+ students with disabilities, 400 veterans and dependents – Federally recognized – need to be included in campus conversation about diversity – develop
• Established programs, EOP, etc. all talking about race/ethnic
• Terms like “majority students” are prejudicial (see campus FAQ re: N.A. Forum)
• These programs need to support faculty and staff, funding generating initiatives such as G.A. assistantships for H.S.I. in the sciences, USDA—NIFA—HSI Edu Grant, Multicultural Scholars Grant, Higher Education Challenge Grant
• Supporting students post-graduation
• Need assessment of impact/success of students who participate in these programs – just focused on compliance. Better tracking post-graduation
• Graduation rate not enough – professional success as it impacts social fabric of nation
• Exclusivity
• Allocation of money seems bureaucratic, inequitable – needs to be associated with assessment/outcomes, transparent
• Opportunities for going beyond your “diversity” is – bringing people together (i.e.: Chicano Studies class) everyone should be welcome/feel welcome
• Need to understand why it is good to “get out of your group”
• Under-represented students need to not be isolated – but those students need to be included in larger group
• Q: Can any student regardless of background participate in INRSEP and ITEPP? If that is where their identity is
• “Low income” = resources
• 0 Under-represented = still need resources, but aren’t directed to resources
• Educators/Allies – empower under-represented, teach campus community
• Program/office, leadership of programs responsible for changing role – campus needs to be learning from these groups
• More fully develop intent and explanation for why these programs are necessary

**Strategies for Implementation:**
• Support programs include all students from diverse backgrounds – not just one “type”
• Bigger picture that supports everyone/larger audience
• STEM, Professional Studies – discipline, specific instead of group specific (C.A.E.) People
• People don’t feel comfortable
  o Don’t identify as being part of one group, or
  o Identify as both
  o Not appear to be part of a “group”
• Double Services – both
  o Focused on major as service
  o Organized by background
  o 0 always redundant
• Classes ex. “Chicano Studies” – mostly Latinos enrolled – need to be more inviting – some students feel uncomfortable. Non-Latinos did not speak up in class
• Funding – based on assessment, outcomes – transparent for other campus organizations to see
• INRSEP a model which is both identity (indigenous) and discipline – expanded to include Chicano – welcoming and supportive
• Not cookie-cutter!
• Let students help define for new centers – based on their experience/history
• Unit cap – cultural investigation classes shouldn’t count against unit cap
• How to include these themes/conversations in majors? New theories, pedagogy, mentors
• Fierce conversation about comfort, safety vs. comfort -- safety must be protected, discomfort must be embraced
“BIG” Themes – Takeaway Insights:

- Designing of programs = experts (students and those on campus and hired with expertise)
- Funding – minimize barriers, transparency
- Exclusivity/inclusivity of programs based on “diversity/identity”

Table 10: Host: Julie Alderson

Question 4: Repair relationships with local tribal nations and communities. Repair relationships with local tribal nations and Native American communities through authentic actions, specific planning, accountability, and true collaboration.

Likes:

- It should be a priority
- It’s in our mission statement!
- We’re on Native land
- We’re surrounded by tribal communities
- HSU occupies traditional native land – part of what makes us unique
- We have opportunities for research education with our access/proximity to local tribal groups
- The firing of Dr. Bolman created a hole in the university and tribal community that HSU needs to repair (this recommendation acknowledges that damage)

Concerns:

- Centennial celebration didn’t include reference to local tribal groups and history
- Lack of history of the university and tribal land
- University doesn’t seem to be listening to local tribal groups supporting HSU student movements (i.e. Native Forum residency)
- NAS budget cuts – shows lack of respect
- Lack of communication around existing and current efforts and transparency
- Disconnect between admin “line” and student on-the-ground (emotional) experience
- Students feel fac/staff/admin don’t care about them. Empathy gap

Strategies for Implementation:

- Listening to those engaged in support and those residing in the Bolman forum and creating an authentic action in response
- More internships and programs/activities connected to the local tribes
- Increase funding for NA studies (dedicated funding) *Upper management needs to learn from the Trial Nations – what it means to be in “Right Relationship” with people
- Find out what local tribes need and want from HSU
- Long term relationship built on trust and equality that takes TIME
• Faculty/staff/Admin development w.r.t. cultural context (on campus) and in classroom curriculum
• Institutionalized into new employee orientation and mandatory training for current staff, faculty and admin
• Creating faculty fellowship in summer as incentive
• Introduce at HOOP orientations the local tribes – the outreaching seminars and online HOOP
• Broader awareness into more GE by making multiple requirements like NAS 200
• More web info – visuals, historical notes

“BIG” Themes – Takeaway Insights:
• Require local history of Tribal Nations and interactions with settlers since 1850 in orientation for all members of university (students, faculty, staff, admin)
• Provide a platform to bridge HSU with local Tribal Nations by encouraging them to utilize university resources and facilities to learn, share culture and heal relations

Table 11: Host: Vincent Feliz

**Question 4: Repair relationships with local tribal nations and communities.** Repair relationships with local tribal nations and Native American communities through authentic actions, specific planning, accountability, and true collaboration.

**Likes:**
• Community energy creating dialogue (the need for)
• HSU’s natural resource, forestry, sciences, etc. – strong need/connection with local/regional tribes – science related departments
• Enhance the development of student’s “employability” – deeper cultural understanding for all students (and programs, depts.) – professional development
• “It needs to happen” – pain, history, etc.
• Totally intertwined HSU’s “Mission” is
• Traditional Ecol. Knowledge (TEK)
• Opportunity to collaborate with studies, departments
• Local community can be welcoming/warm/offers a closeness for Native as well non-Indian
• More/more recent conversations speaking to this need/task

**Concerns:**
• History/context not widely known to campus-wide/regional community
• The current state of NA programs/services on campus
• Need for more cross-cultural/curriculum perspective (guest speakers, materials, etc.)
• HSU not viewed as a resource for Tribal communities (−) perception
• Include current NA students/current losses (staffing)
• Current curriculum needs more NA perspective/context/content (environ.) – “Multicultural Ed”
• # of NA students we are not reaching
• The discussion and work to discuss explore NA history in America is not an easy task – will be difficult
• Strong feeling that there is an instit.-wide insensitivity towards people of color
• Courses I-- earning opportunities are limited – class full, no other classes offered

Strategies for Implementation:
• Tribal liaison + bridge the communication divide (learning from all/different aspects/perspectives)
• Community partnerships/physical locations in Tribal communities
• Professional development for history, pedagogy, etc. – campus-wide
• Campus-wide for students, staff, faculty, admin, orientation/re: history perspective (good/bad)
• Ask the Tribal communities what they see as strategies
• Responsibility for offering professional development for students as well as professional – faculty, staff, administrators
• Recognize the difficulty in discussing this history and context – attempt to have “these conversations” differently (new approaches as opposed to older, traditional approach.)

“BIG” Themes – Takeaway Insights:
• The courage, willingness, recognition that the discussion/dialogue re: Tribal history is not easy to address. . . but will lead to healing/ . .
• Knowledge needs to be heard (meaningfully) with Tribes and Tribal communities
• Orientation knowledge/mandated trainings, workshops, etc. for staff, faculty, admin (students too)
• Utilizing the role of HSU’s campus American Indian Faculty Staff Council (CAIFS) (close to 20 years in existence)

Table 12: Host: Kris Patzlaff

Question 4: Repair relationships with local tribal nations and communities. Repair relationships with local tribal nations and Native American communities through authentic actions, specific planning, accountability, and true collaboration.

Likes:
• Yes, history of not following through
  o Where we are geographically
  o Tribes and community collaborate not conflict
  o Over Due

Concerns:
• Historically
  o Don’t listen to Tribal Nations
  o Don’t follow through (long history) – feeds lack of trust
• Going to get worse before better
• Image of HSU is getting tarnished from this (NY Times) – Nationally
• Budget considerations will, have and do trump stated intentions
  o Is this an institutional strategy?
  o Put money where mouth is

**Strategies for Implementation:**
• Meeting with tribes together and one/one – need to do both
• Solution that will work for everyone
• Identify campus Tribal liaison for long-term relationships – protect them
• Acknowledge and respecting (past, present and future) the Tribal way – let the Native American tell us how to organize
  o Native American perspectives in curriculum
  o Re-examine Native American reform, design Native American space
  o Give them a space
  o Communication between Native American community, HSU and community at large about initiatives, relationships, strategies
  o Awareness of history, colonialism, collective awareness of place
  o Workshops – orientation
  o Identify other institutions that have developed positive relations with Native American tribes
  o Identify non-grant funding sources to address Native American student retention (not demand tribal support for students)
  o Potowah model for CAE’s

**“BIG” Themes – Takeaway Insights:**
• Meeting and talking cont. . . .
• Acknowledge and respect Tribal ways
• ? Budget considerations (will, have and do) trump stated intentions

Table 13: Host: Melissa Meiris

**Question 5: Spearhead collaborative process with local and regional communities,** The University should spearhead the development of a multi-year process with local and regional communities to transform the culture surrounding diversity and inclusion, with a goal of helping to create a safer, more welcoming community.

**Likes:**
• University ought to be a leader in these challenging conversations. If not doing so, not living up to mission. Start yesterday
• Encourage broadness/more opportunities for our students
• Directly related to student/staff/faculty negative experiences in community
• Reputation: “HSU” is on its own/separate
Concerns:

• Difficult to get people to come, participate, participate in conversation
• Campus is difficult to access, especially for elderly and people with disabilities
  o We need to work on this!
  o Limited parking, long walks, difficult access
• Don’t set up “us vs. them” mentality (challenge)
  o We need to go out into community
• Need to emphasize long term process
• How do we define “communities” who are part of this
• How do we engage, not force, people . . . what’s working in other places?
• People who are in the community already doing this work – we don’t want to have a “I’m HSU, let me help you” approach – culture/impression that we are here to tell you what you’re doing wrong – extreme need to be thoughtful
• Some folks have to think about this, some get to choose whether to think about it – we all need to be invested in this issue (small changes can make a big difference in increasing awareness – need coordinated effort/decisions/community) buy-in
• Needs – strategy; need to develop and communicate reporting mechanism for incidents in the community

Strategies for Implementation:

• Collaboration with other community venues to increase access (Arkley Center) – especially cultural events
• Look at/talk to/learn from communities/universities who have done this work successfully
• Humboldt County is unique – need to find models that mirror our unique needs (culture, demographics, location, etc.)
• Connect with schools as route to connect with kids and especially parents/community members
• We can’t change “world out there” until we change climate on campus – support development and change relative to these issues on campus! In addition to community work (and how do we do this?)
  o Stop thinking of it as “us/them”
• Reach out to community/communities in different ways (i.e. KHSU) – make sure this programming is inclusive beyond Arcata (not just appealing to “progressive” issues)
  o OLLI can also be model for this and can help extend programming to community
• Strengthen alumni association; consider structuring people by interest groups; esp. for regional groups (i.e. Forestry Alum Association is doing this well – expand/strengthen this model)
• Figure out who our community partners can/should be (i.e. HCOE) and Humboldt Area Foundation, NORCAN, Environmental groups
• Ask people in community who are doing this work what we can do to support them – emphasis on collaborative nature of this work
• Need to convene feedback mechanisms to gather information/needs from stakeholders – large group discussions, facilitated forums, structured conversations
• Understand/assess how we are perceived in the community (survey?)
• Making sure our students/staff/faculty are aware of diverse local communities/events/alumni/organizations/community of color – communication about local existing communities resources
• Get our students out into the community to increase exposure/visibility of HSU – volunteerism – look at/expand service learning model (i.e. YES House) and connect student to positive experiences in community
• Consider doing HSU programming off-campus and invite community

“BIG” Themes – Takeaway Insights:
• Collaboration with local schools is a key opportunity to expose community to diversity of HSU and engage in challenging conversations with intention to create a more inclusive community
• Connecting work with local community to the experiences of our students – this work can/should enrich both student and community (reciprocity)
• Expand programming in local community (off campus) to increase engagement and build trust and collaboration
• Need to recognize people/organizations doing this work and ask what we can do to support them – collaborative process
• Need to develop and communicate reporting and response mechanism (collaborative with community) for incidents of bias and discrimination in the community

Table 14: Host: Joyce Lopes

Question 5: **Spearhead collaborative process with local and regional communities.** The University should spearhead the development of a multi-year process with local and regional communities to transform the culture surrounding diversity and inclusion, with a goal of helping to create a safer, more welcoming community.

Likes:
• Environmental studies can provide opportunities for relationships around community service internships through curriculum and clubs
• Service learning – adding this component to educational programs
• YES House is a good program for community resource
• MCC does a great job connecting everyone

Concerns:
• Make sure the office of research focuses on the **full** list of responsibilities
• Students experiencing diversity in the community may be very different than on campus
• Don’t feel like you connect and relate to other people on campus
• No “bridge” between the community and the university
• Service learning is not encouraged
• YES House doesn’t have enough funding and student volunteers don’t get paid and are overworked
• Not acknowledging the presence of undocumented students. Can’t disregard this population
• Town/Gown relations are difficult
• Students afraid because of hate crimes in the community. How do we change that? How do we create a ‘safe’ environment?
• MCC needs increased funding and space and resources
• Students have to work and the local hiring practices are discriminatory towards students of color
• Initial HSU culture shock

**Strategies for Implementation:**
• AB540 task force work from 2013 – need to implement the report recommendations
• HSU can be a shining image in the community
• Need resources for students that provide help, protection and safe places for students
• Create a community/student/alumni network to build relationships and create mentor opportunities
• The attitudes concerning research so the local communities don’t feel like they are the subject of research but rather an integral part of the planning and development process – use ‘participant action research’
• List of student and community resources that focus on linking research opportunities
• Open a door for the community to be able to work with the university, ex: local farms and produce
• A way to help faculty and students with paperwork and admin tasks that support service learning
• HSU work with City of Arcata and County to develop job opportunities for students of color closer to the campus
• Community engagement initiative to address and raise awareness about unconscious bias in hiring practice
• Professional development for HSU and local community around bias and diversity, including the K-12 community

**“BIG” Themes – Takeaway Insights:**
• Develop a community research assistance office – a process for students to get connected to community opportunities and community defined research
• Interface with community on professional development and identify key leaders to address inadvertent bias and develop mentors for students (including interacting with community families)
  o Multicultural community summit

**Table 15: Host: Lauren Hennes**

**Question 5: Spearhead collaborative process with local and regional communities.** The University should spearhead the development of a multi-year process with local and regional communities to transform the culture surrounding diversity and inclusion, with a goal of helping to create a safer, more welcoming community.

**Likes:**
• Developing Multi-year plan – Strive for long-term program
• Recommendation as a whole – students are community members
• Opportunity to enrich and improve community
• Integrating students
• Need to be working with international students and communities – already very visible because of host families

Concerns:
• Use of “spearhead” and “collaborate” together – spearhead individuals, we have individual reasons to spearhead diversity on campus – communities don’t
• Want it to lead to something
• Have outcomes, assessment, accountability
• Communities? Which ones? Which ones align? Where investing our time?
• Be aware that communities may have conflicting goals
• How our international partners represented in this recommendation
• More about need than numbers
• What do we mean by collaborative? Is everyone bringing something to the table?
• Recognize we too can learn from communities
• Are we being up front on why trying to diversify? There ae suspicions about motivation
• Doesn’t include international communities

Strategies for Implementation:
• Go where energy is – start by identifying which communities willing to partner, align with our mission, values and goals
• Constant communication – no lost interest
• Continued assessment
• What is already working – students working with community – internships – utilize hands-on-learning
• Host families for international students – events (e.g., cultural festival)
• Describe what needs to be improved to make students feel more welcome – multiple issues – what are the larger/smaller problems that make students/faculty/staff feel welcomed and safe
• Way to find connections with different communities
• Promote events inside campus community
• Host events on campus for the entire community, different off campus communities
• More outreach for events – social media, way to engage students
• Partner with Arcata City Council for safety concerns -- cultural issue, neighborhood watch, creating safer environment for all!
• Independent university group – different voices – advertising both for students and communities – away from “us” vs. “them.”
• More community conversation
• More bridge b/w business of campus and town (C-points)
• There is responsibility that comes with owning private businesses – students provide influx of business
• We offer services for community, they offer services for us
• Make internationalization of campus a strategic planning priority!!
• General interest to do so – think beyond redwood curtain
• Recognize place in international community!!
• Host families for international students, events
• Make connections with pre-existing groups (i.e. NAACP, LatinoNet)
• Focus on development – how integrate into communities
• Learning from other groups – start having conversation with communities that people may not be ready to have yet
• Food – community education – cultural diversity, training
• Orientation (HOP) – more community involvement – business community – opportunities that exist with diverse communities
• Invite community to workshops training on what it means to create diverse world

“BIG” Themes – Takeaway Insights:
• Communication is key
• What is already working?
• Ways to promote events more effectively
• Expand campus boarder to involve entire community
• Invite community to learn with us (there or here) – back and forth

Table #16: Host: Kristen Gould

Question 6: Coordinated professional development for staff, faculty, and administrators.
With an aim of increasing and developing high-impact, diversity-related pedagogical and intercultural communication skills among staff, faculty, and administrators, the university should create a coordinated and funded professional development plan & office.

Likes:
• Intercultural communication skills! Like that it’s a goal – we need work on this. Emphasizes that HSU feels this is important.
• Coordinated/funded professional development plan and office! Make sure it gets to administrators.

Concerns:
• Could be positives too. Do we have sufficient resources to support the training of faculty and staff?
• Need to address “decolonizing” of HSU – have more education and understanding – serious deep conversation about what it means and how it translates to classroom experience.
• Conversations involving race need to be handled delicately – not everyone knows how to do this. Need training and understanding of the cultural lens everyone comes with.
• Intercultural communication skills need training, so funding needs to be allocated to professional development to support the student support initiatives.
• Not all MPPs will allow staff to take advantage of professional development.
• Consider – do we have enough support services or the right ones?
• Make sure HSU doesn’t always chose the same administrators that are associated with diversity. Cultural taxation.
• Program/office doesn’t generate FTES which takes resources and money away from student learning/academics. Would help with retention of students of color, not just take away $$.
• Bias training for hiring committee isn’t strong enough or successful – find a more successful way to implement.
• Institute for student success doesn’t encourage enough participation by staff – supervisors need to be more supportive.
• Worried implementation of new office won’t work.
• Definition of diversity doesn’t always include persons with disabilities and veterans.

Strategies for Implementation:
• Everyone has a role with diversity – need action items.
• Communication skills – includes communication across silos.
• Consistent, mandated communication training like Fierce Conversations (needs to be an expectation).
• Diversity and social justice are part of professional competencies
• Once objectives have been identified, make sure people stay positive about goals and bring it back to student experience.
• Training to help people relate to different groups – need tools to do that and understand that people want to help.
• Cultivate environment that all students are welcome.
• Be able to sit down and discuss/process when something happens, so MPPs need that training.
• Giving opportunities for diversity and inclusion programs.
• Talk to the coalition (emerging group of people who have ideas about diversity and inclusion). Tracy Smith will help put you in touch.
• MANDATE professional development – should be able to set aside a whole day dedicated to professional development.
• Elicit viable topics that people are interested in talking about.
• Office needs to include a faculty and staff of color retention and recruitment program because issues are different.
• Faculty development/professional development around training for students whose primary language is not English.
• Make sure that the recognition opportunities (supports/incentives) are aligned with values statements and acknowledge/create metrics for success and include diversity.
• Encourage and support more student staff professional development as well.
• Make use of students as a resource – have an intercultural communication class. Emphasize hands on learning experience. Could be part of freshman seminar or first year experience program.
• Recognize value and contribution that student staff provide.
• Managers also need to be able to bring professional development back to their staff too. Manager training and post-professional development.
• Sustained, on-going training and some means for follow through and follow up meetings to institutes that happen on campus. Certificate program.
• Bring more inter/national experts to campus.
• Make sure those consultants are aware of outcomes/goals. Be clear about our objectives.
• Identify actionable items for everyone on campus.
• Make sure marketing visually aligns with strategies.

“BIG” Themes – Takeaway Insights:
• Ongoing, incentivized (including incentives relevant to RTP), empathy-based training with clearly defined objectives before-hand.
• Be able to translate to daily life to be meaningful – here’s how to apply their issues, actions, outcomes, knowledge, awareness, skills.
• Training needs to be on the management level – collaborative and reflective. Be able to guide staff follow ups to training for further professional development.

Table #17: Host: Josh Smith

Question 6: Coordinated professional development for staff, faculty, and administrators.
With an aim of increasing and developing high-impact, diversity-related pedagogical and intercultural communication skills among staff, faculty, and administrators, the university should create a coordinated and funded professional development plan & office.

Likes:
• That it is being talked about, that it is important.
• The idea of being coordinated in the context of accountability and with an “empathy gap.”
• That it is coordinated and funded.

Concerns:
• If the focus is on culture instead of attention to power and privilege it will not be effective and could result in perpetuating stereotypes...
• Alone will not – only a single component
• That it will become a “hurdle or burden” – it needs to be genuine.
• What type of training, if any, for cross-cultural understanding and communication for faculty, staff and administrators one time.
• Ongoing, sustained conversations – commitment to improving communications.
• A mandate or requirement is needed – always welded on top of regular duties.
• Siloed; inside departments lack of development for communication with mutual responsibility.
• No professional development center that is comprehensive. All the exercises “sit there” without accountability – what happens to survey results?

**Strategies for Implementation:**
• Required professional development on a **regular** and reasonable basis; build into orientations; biweekly meetings; incentives (barrier – contract).
• Interdisciplinary support system
• Increase awareness of other groups and people
• Confidentiality
• Increase level of self awareness; provide time for reflection ((ex. Journal write)
• A dedicated comprehensive center for professional development
• Professional development is coordinated against **accountable measures** that are based on my work.
• With training in relation to people’s jobs. Catered to disciplines.
• Coordination coming from management and everywhere needs to be coordinated across all levels.
• Go somewhere, get educated.
• Staff to feel safe
• Multi-faceted approach
• Training for managers on how to implement
• Opportunity for people to change their view on the world and how they see – improving outcomes.
• Tying to tenure as an incentive and ongoing evaluations.
• Peer pressure: faculty who are surrounded by others that view this as important – sense of community – who are the people who do this work and inspire us and bring them to campus. Rather than bureaucratic “budget line” – come and work with the math department – distribute.
• Identify faculty each year to identify appropriate development for their discipline ("reassign time") with accountability – same for staff.
• Leadership has to identify this as a priority.
• Training needs to focus on making students comfortable and safe – inclusive of different perspectives (ex. Gender spectrum).
• Ex: Moodle name changes/registrar – no space for “preferred name” or real identity.
• Mandate VP/admin buy-in as part of the curriculum development.

**“BIG” Themes – Takeaway Insights:**
• Utilize existing resources (people, center, etc.) to drive training.
• Job specific, related not only about culture but power/privilege to permeate all levels and aspects of college.
• Must be ongoing, committed to all levels, funded as a priority to the university – genuine (institutionalized).
Table #18: Host: Steve St. Onge

Question 6: Coordinated professional development for staff, faculty, and administrators.
With an aim of increasing and developing high-impact, diversity-related pedagogical and intercultural communication skills among staff, faculty, and administrators, the university should create a coordinated and funded professional development plan & office.

Likes:
- Vital that this be discussed openly
- Helps limit current distrust on campus
- Includes administration
- Formalized recommendation that gives it more “weight”
- It allows for transparency – everyone is in the same room and on the same page.
- It legitimizes the topic – helps us to adopt a framework for helping us learn
- Implies we would all be doing self-reflection (and we need to!)
- When issues come up – we don’t all have comfort addressing comments and facilitating dialogue.
- Need to learn appropriate language/terminology
- Need strategies to even ask questions about diversity
- Emphasis on learning
- Advocating for coordination
- Everyone trained together
- A lot of cultural sensitivity needed in dealing with international students
- Designated as ‘high impact’ learning
- Reduces silo effect

Concerns:
- Is there a different ‘training’ for all areas of diversity?
- Does this include students? It should to fully represent diversity.
- Would professional development be required for everyone, not just for people who care about diversity and inclusion?
- How do you make this required?
- What are the rewards and incentives for participation?
- Who is selecting the curriculum? Process? Who is teaching?
- Everyone is so busy – how can we fit this in? Is there time?
- Make sure you bring in a diverse professional to do the training.
- Are we considering the scope of professional development? Are there other areas that we need training on?
- How can we keep up with trends and use of appropriate language?
- How do we facilitate a culture of professional development?
- Never required training on campus before.

Strategies for Implementation:
• A lot of concerns were about implementation
• Define the professional development plan and timeline
• Can this include an online component?
• How do we afford this? Who pays?
• Need to answer: “Who, what, where, when, why?”
• What local resources can we tap?
• Can we make content and delivery available to faculty to make training available in classes?
• Is this university coordinated? Department? Division?
• Provide resources for faculty
• Hire people interested in learning and training.
• How do you narrow this to be individually focused?
• How do you mandate for specific populations?
• How do you feedback information?
• How do you gauge how much training is needed?
• How do you evaluate?
• How do you determine future funding?
• How can we utilize current campus resources?
• How does this connect with current training opportunities?
• Include lecturers.
• Mandatory for new hires.
• Can we use a “train the trainer” model?
• Would have to come from the President’s Office – not currently part of the culture.
• Like bias training – have to be trained to do search – must undergo training to access other university resources.
• Have a renewal schedule for training.
• Is this a collective bargaining issue?
• Part of HR’s on-going training program – tap into that model.
• Provide formal recognition for those that complete training.
• Incorporate short trainings into other meetings
• Allow faculty an opportunity to present locally/on campus

“BIG” Themes – Takeaway Insights:
• Increase campus culture and comfort talking about diversity.
• Need to harness current resources to support implementation – coordinate the people are already doing pieces.
• Need to make this training required for all faculty, staff and administration. How do you structure this relative to collective bargaining agreements? Ensure training is utilized by all, not just the same group that always shows up.
• Need to ensure rewards and recognition (but recognize this is what we should be doing). How do we change attitudes on campus to make this training important to all faculty, staff and administration?
• Need to make “space” to allow time for this on campus.

Table #19: Host: Jayne McGuire

**Question 7: Open Tables.** Share your thoughts about how to support an inclusive and diverse community at HSU.

- Inclusive – not so much, need more training.
- Diverse – yes – in/action
- Scaffold support for ELL, writing support, international programs support
- Is there adequate/appropriate support for international students? International students coming to HSU and students going out of HSU. In definition as “national origin,” but not elsewhere in recommendation – addressing diversification that international students bring to campus.
- Students involved at higher level
- Need to support students to transition beyond HSU – career center – bring relevancy and strategies into the classroom. Help students build skills to assess and critically analyze next steps.
- Syllabus – diversity and inclusion embedded in all curriculum.
- Foster community! Start now! How we talk with people. How we treat people.
- Outreach and first contact. How are we doing? Evaluate and check system.
- Conversations and daily contact
- Social justice.
- Students need to feel safe in a broader context.
- How? Get more involvement. Time issue? Reach out to faculty/staff who aren’t involved.
- Understanding broader context of social justice
- Embed social justice into RTP and evaluation – authentic way.
- Here at HSU, we value... give examples. We don’t tolerate ...
- Lifelong learning – it’s a journey – understand history
- Honest about who we are individually and as an institution. Let that drive momentum.
- Deliberate leadership – values driven.

“BIG” Themes – Takeaway Insights:
- What next? I need a job!
- Start now! – first contacts – how we treat people – checks and balances
- Embed diversity across all curriculum and services
- Social justice proclamation. Define diversity and inclusion.
- Internationalizing campus. 1. Bring students in. 2. Sending students out. Need support for language and writing for all students who need it.

Table #20: Host: Jennifer Eichstedt

**Question 7: Open Tables.** Share your thoughts about how to support an inclusive and diverse community at HSU.
• Lack of queer community support – mentioned as an aside but not in recommendations. Recommendation #3 – include queer student support – feels excluding.
• Issues with buildings – tear down on MCC? What’s planning for building? Don’t move forward on new plans because they say we don’t have space or buildings are too old – needs retrofitting but no money. What gets painted? Jenkins Bldg – old, not accessible.
• Moving into different places – different treatment based on who groups are.
• Recommendation #1 is very important – including admissions staff – hard for admissions staff to be honest with recruitees about lack of diversity without negative light on university. So if have more POC on staff and faculty, admissions can do better job recruiting and being honest and supporting students when they get here.
• Students feel like bait and switch – only students are diverse, not faculty and staff.
• Recommendation #5 – collaborate with community – good orgs in community. Can make great connections with community.
• Multicultural leadership conference – one day to drive/strengthen leadership and college.
• African American leadership council
• Vet’s center – stand down
• Latino empowerment day
• LatinoNet reached out for lots of stuff – no time or staffing
• Focus on families of color
• Need to be more active than nature museum.
• Diversity should include rural, vets, LGBT, lots of different things. Socio-economic diversity (non-low income), weight stigma – shorter height germene – now might play into acceptance, hiring of students on campus. Desks that accommodate, height/weight – Rudd center at Yale
• Definition of inclusion – isn’t a tolerance of diverse philosophical standpoints – content needs to be diverse. What is taught/not taught.
• Built in assumptions of people’s realities, veracity of pedagogy and belief. What’s open for discussion?
• Vision of university values - Not focus on individual so much, but community.
• In relation to sovereign peoples/nations feel have opportunity, but no framing of “responsibility” of university. Don’t just capitalize, but develop and take seriously. Responsibility to be effortful, conscientious.
• Need to incorporate indigenous perspectives – part of respecting land and peoples (Wiyot). Do students even know we are on Wiyot land?
• Don’t be dismissive of students who speak up in class.
• Vet’s Center – told house not available, but then international students moved to that house.
• Make sure integrity of diversity is maintained and comes through with the decisions that are made.
• Unique community – “inclusion” versus integrating – fine line.
• Space for support as well as responsibility to help larger population understand issues.
• Desire for hybrid – both unique communities and integration with educational process. Positive self identify (comfort and association) without unique community can’t get to integration.

“BIG” Themes – Takeaway Insights:
• Make sure that serving diverse students is at center of design – everything – physical spaces, curriculum, orientations, admissions, event planning, community engaging, language – professional interpreters.
• Recruitment and retention of faculty, staff and administrations. African American registers, etc.

Table #21: Host: ?

**Question 7: Open Tables.** Share your thoughts about how to support an inclusive and diverse community at HSU.

• Physical space for veterans
• Education about URMs for faculty staff and students. What can’t professors see vet status?
• Separate service and politics.
• Definition of “culture” implications on grants.
• More sensibility towards undocumented students and their status. A lot of university resources unaware of programs for these students – dream act, DACA, AB540 – need education.
• Faculty and offices need education – perhaps a point person in Financial Aid, because student in vulnerable situation.
• Cultural competency – being inclusive and not separating groups (yet having awareness of individual cultures).
• Lack of cultural competency – self-identified Arab students cannot identify their culture, have to identify as “white”
• More faculty and staff at events as allies, not tokenism
• Understanding power and privilege

“BIG” Themes – Takeaway Insights

• Why, what, how, who?