Introduction

This report, issued by Humboldt State University's Diversity Plan Action Council (DPAC), presents our candid assessment of the significant achievements and challenges related to the implementation of the University's Diversity Action Plan during the 2005–2006 academic year.

The report provides answers to several questions:

• What progress—if any—has occurred on campus this year as the University makes efforts to serve effectively a student body that reflects the diversity of race, ethnicity, nationality, gender, age, socio-economic class, sexual orientation, and ability among California's college student population?

• Where are the barriers to authentic cultural change at HSU, and what specific areas of concern are emerging as the University takes initial steps toward cultural transformation and diversification of its faculty, staff, and students?

• What goals and objectives related to diversity are realistic and achievable at HSU during the 2006–2007 school year, and on what priorities should the campus focus its resources and energies?

We intend this report to be the first of several annual reports capturing HSU's year-to-year progress toward developing and nurturing a multicultural campus. While DPAC has no formal authority, no staff, and no budget, we have been charged by the President of the University with shepherding forward the action items in HSU's Diversity Action Plan. Instead of holding a traditional kind of authority related to direct supervision of key administrators or staff members, we see ourselves as a body invested with an important kind of moral authority—and valuable expertise—that motivate us to monitor closely and report candidly what is and is not happening regarding diversity at our University. In this way, we see DPAC as a change agent or moral instigator at HSU.

Toward the end of each school year, DPAC intends to provide the campus community with a probing and far-reaching report that reflects our best thinking about the state of diversity at our University. We intend to share publicly what we have discovered through the investigative processes of DPAC's task forces. We seek to uncover successes and failings, as well as commendations and concerns, related to the University's academic and administrative activities.
HSU’s Diversity Action Plan includes hundreds of recommendations and action steps. DPAC is committed to working with senior administrators and academic leaders to determine which of those recommendations should be prioritized at this particular point in time. Our overarching goal is forward movement on campus efforts to attract and retain a broad diversity of students, and to move HSU toward a campus climate that welcomes students, faculty, and staff who collectively reflect the rich and diverse populations and cultures of California.

The Council had two significant realizations as we conducted our work, which seem important to state up-front in this document. First, while the Diversity Action Plan looks broadly at issues of diversity—including those related to race, ethnicity, gender, age, sexual orientation, ability, socio-economic class, nationality, and religious preference—the vast majority of recommendations are focused on issues of race and ethnicity. As a result, this report also focuses primarily on race and ethnicity. At the same time, our report recommends that HSU begin work immediately on progressive actions for welcoming people with disabilities. We expect future reports to address the barriers and challenges faced by additional HSU populations, as well.

Second, it is important to recognize that our University repeatedly has experienced budget cuts and that financial resources remain quite limited at HSU. While some might cite this as a reason not to go forward with new initiatives focused on campus diversification, DPAC believes that HSU’s financial future is very much tied to its ability to attract and retain a diverse body of students, faculty, staff, and administrators. Throughout our deliberations we have recognized that funding is limited and key elements of these initiatives might have to wait for an infusion of financing. At the same time, we believe that the cultural transformation of our University and the action items in the Diversity Action Plan need to be prioritized regardless of the ebb and flow of economic resources. In short, we are committed to moving ahead in both good and bad financial times.

Our overarching goal is forward movement on campus efforts to attract and retain a broad diversity of students.
Executive Summary

In the six-month period since President Richmond appointed 33 students, faculty, staff, and administrators to serve on DPAC, we have engaged in energetic activity focused on uncovering evidence of actions that diversify our campus, as well as identifying obstacles and barriers to cultural change at HSU.

Among the hard-won achievements cited in this report as occurring over the past year are:

- President Richmond created the Diversity Plan Action Council to move forward the concrete action steps enumerated in HSU’s Diversity Action Plan.
- The Academic Senate and Associated Students accepted and affirmed the spirit of HSU’s Diversity Action Plan.
- The University increased recruitment, admission, and enrollment of students of color.
- With assistance from Enrollment Management, HSU’s Director of International Programs increased recruitment, admission, and enrollment of international students.
- A new Interdisciplinary Studies major option was developed in Ethnic Studies, which offers students a rigorous academic discipline through which to both study and act upon diversity and social justice issues.
- Native American Studies, Ethnic Studies, and Women's Studies held joint meetings for the first time and collaborated on a campus-wide one-day conference in the fall of 2005.
- At the request of the President’s Native American Advisory Council, HSU’s Center for Indian Community Development and Office of Diversity and Compliance Services created a new “Native Americans 101” training program for HSU administrators.

The report also highlights a number of key concerns and challenges in our efforts to transform the campus, including:

- Retention of Students of Color: HSU’s ability to retain and graduate students of color—both undergraduate and graduate students—is our greatest concern emerging at this moment.
- Confusion About and Commitment to the Diversity Action Plan: Our investigative work revealed that, at all levels of the University, administrators and faculty members maintain varied, and often contradictory and inaccurate, understandings of the purpose of the Diversity Action Plan.
- Unclear or Ambivalent Leadership: To many people at HSU, it is unclear who—if anyone—is leading efforts to diversify the campus in a far-reaching and meaningful way. A significant number of University leaders seem unclear or ambivalent about their assigned roles and responsibilities in leading cultural change on our campus.
- Inadequate Recruitment, Hiring, and Retention of Faculty and Staff of Color: The limited number and repeated departures of faculty and staff of color profoundly impact our ability to enroll and retain students of color.
- Uneven Buy-in on Curriculum Reform: While the President, his cabinet, and the Academic Senate have affirmed their commitment to the action items in the Diversity Action Plan, we do not see a uniform, campus-wide commitment by administrators, faculty, staff, and students, especially in the area of curriculum reform.

After considerable investigation, analysis, and discussion, DPAC has identified a dozen high-priority areas for action during the next academic year (see page 10). Among these items, DPAC strongly recommends that:

- The Director of Admissions and the Associate Vice President for Enrollment Management continue to build on early successes in recruiting and enrolling students of color and international students—with full campus support.
- HSU’s senior administration fully support and resource the work of the Director of Student Life and the Vice Provost for Academic Programs and Undergraduate Studies as they create a strong plan and take aggressive steps to increase the retention of diverse students on our campus.
- President Richmond direct senior administrators and encourage academic leaders to create unit-based diversity plans with meaningful action items, or take steps to fully integrate diversity action items into already existing unit plans.
- Provost Vrem and the Academic Senate take whatever steps are necessary to initiate an annual diversity training day that is required for all HSU faculty beginning with the 2007–2008 term, and develop a diversity training plan for key University units for 2006–2007.
- Provost Vrem, working with the Vice President for Academic Personnel Services, the Director of Human Resources, and the Director of Diversity and Compliance Services, take immediate steps to strengthen the recruitment, hiring, and retention of faculty, administrators, and staff of color, and set annual goals for this effort.
- President Richmond create a three-year plan to diversify his council and cabinet and take the lead with senior administrators as together they increase their knowledge, skills, and experience in promoting diversity.
Highlights of 2005–2006: Important Achievements and Areas of Notable Progress

While in many ways progress on implementing the Diversity Action Plan has been slow, DPAC also has found several areas of accomplishment. We feel it is important to cite examples of these accomplishments and credit those campus leaders who have succeeded in making significant progress.

① HSU has successfully increased recruitment and admission of students of color.¹

Initial efforts to recruit a larger pool of students of color to HSU are succeeding. While some numbers decreased between fall 2004 and 2005 (including Native American students, down from 176 to 163), we also saw significant increases in the numbers of Latino students (from 588 to 703) and African American students (from 209 to 231) enrolling in the University. The early statistics for fall 2006 indicate an 8% increase of Native American applicants over 2005.

DPAC credits this increase in admissions to many individuals and units who work all year to recruit students to our campus—in particular, Phil Zastrow and the Indian Teacher & Educational Personnel Program (ITEPP); R.W. Hicks and the Educational Talent Search and Student Academic Services Outreach Program (SASOP); Jacquelyn Bolman and the Indian Natural Resource, Science and Engineering Program (INRSEP); Director Scott Hagg and staff in the Office of Admissions, particularly Keion Morgan; staff of the Athletics Department; and staff of the Educational Opportunity Program (EOP). In addition to these efforts, a restructuring of the search process for Admissions staff members now requires candidates to demonstrate an ability to work with diverse populations.

② With assistance from Enrollment Management, HSU’s Director of International Programs has increased recruitment, admission, and enrollment of international students.

Targeted recruitment of international students resulted in a 30% increase (from 17 to 22) in the number of enrolled international students this year compared to 2004–2005. The newly created position of Director of International Programs, currently held by Professor Guy-Alain Amoussou, has been instrumental in stepping up recruitment strategies. These strategies have included visits to, and articulation and transfer agreements with, community colleges with large numbers of international students; director and faculty ambassador recruitment trips to six countries; and increased coordination and collaboration with the Office of Enrollment Management. Provost Vrem is credited with creating this directorship in 2005, and we are excited to see the enrollment begin to increase this year.

③ During fall 2005, President Richmond appointed several new people to the President’s Advisory Board, including Santiago Cruz and Lyle Marshall (Hoopa), thereby strengthening the oversight and advisory input of diverse communities.

DPAC believes it is very important that people of color be well represented at all leadership levels of the University. The Humboldt State University Advisory Board is comprised of community members who advise and consult with the President on matters concerning the University and the community, and we are hopeful that these appointments demonstrate a substantive commitment to di-

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¹. It is important to note that successful admission, as well as persistence and retention, are dependent on a number of factors, particularly for traditionally under-represented students. These factors include financial aid; a campus climate that is welcoming to all students; the perception by students that they "matter" to the faculty; and the availability of programs that provide a supportive context for curricular and co-curricular success.
versity. We understand that it will take time for this shift to occur, and we are aware of barriers to be overcome as we move toward such inclusive practices. We are committed to monitoring this transition closely and want to identify areas where progress is occurring, as well as areas where progress is not apparent.

Faculty, staff and students joined together to produce a rich mix of cultural diversity programming on campus this year—programming that supports students of color; lesbian, gay, bisexual, and transgender (LGBT) students; students with disabilities; women; and international students, many of whom continue to pursue their studies at HSU despite the University’s limited cultural diversity.

We have become aware of the critical importance of cultural programming in institutions that have difficulty attracting a large and stable population of diverse students, staff, and faculty. Such programs often serve as a lifeline, providing a momentary experience of home community or a yearlong experience of friendship and collegiality with people who share common cultural backgrounds. While some people might see the Diversity Conference, Dialogue on Race, or Multicultural Center as opportunities to become educated about diverse populations, they also serve to provide much needed shelter and support for people of color and members of other underrepresented groups. Hence we applaud the many individuals and units who put forward diverse cultural programming this year, and especially want to recognize the work of organizers who initiated International Education Week (November 2005), the Qross Qultural Queer Film Festival (March 2006), and More than Meets the Eye: The First Annual Disability Awareness Day (April 2006).

DPAC’s Task Force on Diversifying Faculty and Staff crafted language for all faculty, staff, and administrator vacancy announcements, along with questions to be used in the search process, focused on eliciting candidates’ commitment to—and experience with—enhancing and promoting diversity.

This DPAC task force believes including diversity-related language in vacancy announcements is so urgent that they spent considerable time researching and crafting such language (see Attachment #4). As a Council, we urge the immediate inclusion of this language in all job announcements, as well as training of all search committees in effectively identifying candidates' strengths and weaknesses in the area of diversity.

At the request of the President’s Native American Advisory Council, HSU’s Center for Indian Community Development and Office of Diversity and Compliance Services have created a new “Native Americans 101” training program for HSU administrators.

The President’s Native American Advisory Council requested that the University develop a training program designed to begin to establish administrators’ cultural competency in Native American issues. The Center for Indian Community Development worked with members of the community to develop a training program that incorporates education about historical and contemporary issues that affect the government-to-government relationship, as well as the education of Native American students. The training can be provided by a number of methods, including visits to local Tribal communities. Elements of the training also will be provided to all new employees. The program will be implemented in 2006–2007.

DPAC’s Training and Accountability Task Force conducted a survey of academic units about diversity training and diversity-related professional development needs, and organized professional development programs for faculty and staff members.

The survey was intended to begin a conversation about diversity training and professional development needs within each of the academic departments. With input from the Council of Deans, the task force received responses from 25 departments out of 39, representing all three colleges and the library. The analysis of the survey (see Attachment #3) provides the first campus-wide academic data
about departmental perceptions of training and professional development needs related to teaching diverse students. The task group had follow-up conversations with several department chairs concerning their departmental diversity plans, as a means of clarifying their training goals and encouraging development of initial diversity plans.

③ The President, in his convocation address in August 2005, pledged to work with the Academic Senate to make diversity competency a component of the Retention, Tenure, and Promotion (RTP) process.

This important statement at the start of the 2005–2006 term inspired many of us to feel hopeful. We urge the President to consider devoting a portion of his convocation address each year to the progress made—and the work ahead—regarding issues of diversity at HSU. We encourage faculty leaders to consider ways that Appendix J, the section dealing with the RTP process and requirements in the HSU Faculty Handbook, could be revised to acknowledge the contributions that many faculty from underrepresented groups make by taking on a particularly heavy load of advising and educating, not only students, but also other faculty, staff, and administrators, about the groups they are asked to represent. Research indicates that this added workload often means that these faculty members are performing double and triple duty for the University, reducing the amount of time they have to devote to other scholarly and creative activities, and for which they receive little or no credit.

④ Native American Studies, Ethnic Studies, and Women’s Studies held joint meetings for the first time and collaborated on a campus-wide one-day conference in Fall 2005.

Faculty and students from Native American Studies (NAS), Ethnic Studies (ES), and Women's Studies (WS) began meeting in September 2005 and collaborated on a one-day conference on “Race and Racism at HSU” on November 4, 2005, for faculty, staff, and administrators as part of the Campus Dialogue on Race. Faculty and students across the three disciplines teamed up to develop and present workshops on “Redefining Diversity at HSU,” “Decolonizing Academic Institutional Spaces,” and “Transformative Knowledges in the University.” NAS, ES, and WS intend to continue joint meetings and collaborative work.

⑤ President Richmond created DPAC and appointed 33 administrators, faculty, staff, and students to move forward the concrete action steps enumerated in HSU’s Diversity Action Plan. The Academic Senate and Associated Students accepted and affirmed the spirit of the Plan.

The Diversity Action Plan was completed in 2003-2004, but in the following year few people seemed clear about what to do with it. Many of us view the 2004–2005 year as a time when the Plan languished in an uncertain state. This led Helen Jones, the Director of the Office of Diversity and Compliance Services, to suggest to President Richmond that a leadership body be created to move the Plan’s action items forward. This year DPAC was created to be such a body. With support from DPAC members and the President, this was also a year when the Academic Senate and the Associated Students accepted and affirmed the spirit of the Plan.

⑥ President Richmond was appointed chair of the CSU Native American Recruitment and Retention Working Group.

The President was asked by the Chancellor to chair this group, which was one of the initiatives the CSU undertook to reach out to underrepresented groups. Nationwide, Native American students are underrepresented in the academy and only about 2,800 Native American students are enrolled in the CSU System. If a bill proposing the California American Indian Commission is enacted by the State, significant additional resources could be devoted to Native American education. The initial meeting of the President’s working group focused on what it means
to have a government-to-government relationship with Tribal nations, and on the specific needs of Native American students both regionally and nationally.

② A new Interdisciplinary Studies major option was developed in Ethnic Studies, which offers students a rigorous academic discipline through which to both study and act upon diversity and social justice issues.

The Ethnic Studies Program reports increasing numbers of students are choosing the new Interdisciplinary Studies major option in Ethnic Studies. The number of ES majors increased from five in spring 2005 (the first semester with the new major option) to twenty in spring 2006, including four graduating seniors. This Interdisciplinary Studies major option is an important step toward a freestanding major in Ethnic Studies.

Emerging Concerns from 2005–2006

While we are happy to highlight significant accomplishments on campus during 2005–2006, we need to raise important concerns about the state of diversity work at our University. These concerns emerge out of our investigative work this term and lengthy discussions we have had about barriers to progress on cultural transformation, obstacles to change, and resource limitations that will impact significantly our ability to create change over the coming years.

We believe that identifying these challenges is important, even when it feels uncomfortable, because our collective efforts to make progress will be assisted by a thorough understanding of the context of our work. Part of that context is the fact that this work usually occurs in struggle, sometimes only to be appropriated (or tokenized) by the University after coming to fruition with little or no institutional backing in the first place. Our primary concerns are:

① Retention of Students of Color

HSU’s ability to retain and graduate students of color—both undergraduate and graduate students—is our greatest concern emerging at this moment. Our investigative efforts this year revealed that a large number of students—including a disproportionate number of students of color—either do not complete their first year at HSU, or do not return to our campus after their initial year. While improved recruitment efforts will continue to be critical, the costs associated with our loss of significant numbers of students of color raise very real questions of priorities for resource allocation. The ability to create a campus climate, University culture, and academic curriculum that welcome and support diverse students must be at the top of the agenda for University administrators at this time.

② Confusion about and Commitment to the Diversity Action Plan

Our investigative work revealed that at all levels of the University, administrators, faculty, and staff maintain varied and often contradictory and inaccurate understandings of the purpose of the Diversity Action Plan. Many do not know about the Plan or understand what its function is intended to be. The President has called for its implementation, and the Plan has been included in key University documents, such as funding proposals and the Western Association of Schools and Colleges (WASC) accreditation study report. Even so, some senior administrators have told us that they understand the Diversity Action Plan to be simply one vision for the future and that action items are concepts or ideas, rather than enforceable directives. This ambiguity results in confusion about the Plan’s purpose and uneven commitment to its implementation. Perhaps even more problematic is the fact that many administrators, whose job descriptions clearly focus on areas related to Diversity Action Plan items, did not know their units were responsible for these items.
Unclear or Ambivalent Leadership

To many people at HSU, it is unclear who—if anyone—is leading efforts to diversify the campus in a far-reaching and meaningful way. The complex nature of making change in a University setting presents formidable obstacles to taking action to transform campus culture. At the same time, a significant number of University leaders with whom we spoke seem unclear or ambivalent about their roles and responsibilities in leading cultural change. While some administrators already are taking the lead and crafting planning documents that include diversity goals, others believe that other HSU units are responsible for doing this kind of work. DPAC strongly believes that campus leaders must shift away from seeing diversity as a problem or highly charged issue that leads to paralysis and defensiveness, and instead see it as an opportunity to strengthen our academic mission and campus community.

Many of the achievements cited above have come about through efforts of individuals who took on tasks above and beyond their job descriptions, in order to create valuable programming or important initiatives that otherwise would not have been initiated. We see a gap between the contributions of these individuals and the efforts made by many people in formal leadership positions on campus. The bulk of diversity programming at HSU continues to be initiated and organized by students. Nonetheless, the University often takes credit for these initiatives whenever diversity is "showcased," such as in WASC reports. Although these diversity programs appear to be institutionalized, they receive little ongoing financial support. By advocating that cultural change be institutionalized at HSU, we are hoping to make these efforts less dependent upon a single individual, or the comings and goings of students, and more a part of the ongoing operation of the University.

Inadequate Recruitment, Hiring, and Retention of Faculty and Staff of Color

Increasing the number of faculty and staff of color is an essential component of creating an institutional culture that welcomes and retains students of diverse backgrounds. We know that this may present specific challenges and barriers to be overcome at the present time, but we nevertheless feel that progress in this area will impact greatly our ability to enroll and retain students of color. The repeated departure of many faculty and staff of color has had a profound effect on our ability to create a critical mass of people of color and make even greater headway in transforming our campus community (See Attachment #1 for data regarding faculty recruitment).

Limited Financial Resources

The limited financial resources of the University—and tensions surrounding the distribution of such resources—affect our ability to make changes in several ways. First, limited funding is available to support projects helpful to diversifying our campus, such as creating scholarships for underserved student populations, creating academic positions for faculty with expertise in diversity issues, and providing diversity training to campus units. Second, within the climate of scarce financial resources, many people believe doing anything new is impossible. Hence some believe that aggressive work on diversity issues should wait for a better fiscal moment for the University. Third, in a competitive marketplace, where HSU may be competing with other universities for faculty and staff of color, we often are unable to provide comparable incentives.

Uneven Commitment to Meaningful Curriculum Reform

While the President, his Cabinet, and the Academic Senate have affirmed their commitments to the spirit of the Diversity Action Plan, we do not have a uniform, campus-wide commitment from administrators, faculty, staff, and students, especially in the area of curriculum reform. While some inconsistency might be anticipated, significant ambivalence, disagreement, and pockets of outright resis-
tance easily can be found on campus. Despite the central position of curriculum and instruction in the Diversity Action Plan, all members of HSU’s faculty and administration do not acknowledge the need for meaningful curriculum transformation and the central role of the curriculum in creating a welcoming campus for all students.

7 The Homogeneity of Campus Leadership

What does it mean that the Diversity Action Plan calls on us to create a diverse campus of faculty, staff, and students, while HSU’s administration, including administrators at the highest level, are almost entirely white and male? What messages does this send about the University’s ability to attract women leaders and leaders of color? What barriers does this create to drawing diverse faculty, staff and students to HSU? Can our campus truly attract the diversity we seek, when power continues to be vested primarily in white men?

8 Burnout and Hopelessness

This year we again have witnessed an exodus of talented people of color from our campus, including leading African American staff members, some of whom have felt disheartened at the lack of progress toward meaningful diversity change at HSU. Many people have a sense that HSU forever will remain a primarily white campus with a culture that is not welcoming to students of color and international students. For some people and communities, the exodus of people of color encourages a sense of hopelessness about changing the culture of the University.

9 Administrative Ambivalence About Student Voice

Ambivalence is apparent in the gap between the rhetoric of inviting student input into campus policymaking and the several reported incidents of administrative silencing or punishing when such voices advocate for aggressive diversification efforts or step outside a narrow range of status-quo options. We have learned of faculty and staff who were reprimanded for bringing students into policymaking processes, students who were aggressive advocates for actions that are included in the Diversity Action Plan. We want to be clear here: we are less concerned with administrators disagreeing with students or not sharing their viewpoint or vision than we are about silencing diverse student voices and disciplining the supporters of such students.

10 The Ghettoization of Diversity and Inability to Speak Directly About Power and Privilege

Many administrators believe the work of diversification is limited to key offices, such as Admissions, Enrollment Management, and Student Affairs. Many faculty members believe that programs such as Ethnic Studies, Women’s Studies, and Native American Studies—along with departments such as Sociology—are the primary academic units that should provide meaningful curricular offerings focused on diversity. If the controversy surrounding the construction of entrance gates last summer (often referenced simply as “The Gates”) teaches us anything, it should be that even work that might not seem to involve race, class, nationality, gender, age, ability, or sexual orientation, often has profound cultural ramifications. All campus leaders must understand their responsibilities as managers and leaders in our efforts to diversify the campus. Making deep and meaningful change on this campus will require a collective examination of issues of power and privilege, including the ability to speak directly about contemporary manifestations of whiteness, patriarchy, and systems of oppression that operate throughout our culture, as well as on our campus.
Limited Tools for Gathering Reliable Statistical Information

Campus systems for tracking diversification of staff, students, administrators, and faculty members are not centralized, uniform, or always effective in providing meaningful data over time. We are able to answer some of our questions about diversity, but not others. It is critically important that effective tools and systems be put in place so that we can gauge our successes as well as our shortcomings.

A Local and Global Context Unprepared for Diversity and Hostile to Particular Cultures

Like much of rural America, Humboldt County is undergoing its own process of diversification; and it has become clear to us that the local community may not yet be fully prepared to welcome large numbers of students of color and international students into our area. Exacerbating the matter is a well-documented national trend toward xenophobia, hostility toward specific cultural groups, and the inability to coexist peacefully with other cultures, all of which surely affect our campus and community.

Areas of Priority for Action in 2006–2007

DPAC had many long discussions about changes that might be necessary to transform our University from a monocultural to a multicultural environment, and to restore many people’s faith that such change is possible. On the one hand, we do not want to present a list of dozens of action steps that should be taken by University leaders over the next year. We fear an overly long list—or a list of items with unrealistic timelines—would simply encourage paralysis. On the other hand, we feel that urgent action is necessary and that the path ahead is filled with formidable challenges.

This leads us to target priority action items very carefully and to focus on items that we believe are critical, foundational steps to take at this early stage in the change process, and that are achievable over the next academic year.

Therefore, DPAC strongly recommends that:

1. The Director of Admissions and the Associate Vice President for Enrollment Management, with full campus support, continue to build aggressively on early successes in recruiting and enrolling students of color and international students, with the objective of increasing the numbers of these students by at least 10% between fall 2006 and fall 2007.

We need to make sure that early progress in this area is deepened and broadened over the next few years. We believe our University’s ability to enroll increasing numbers of students of color would be strengthened by completing three action items over the next year. We recommend that: (1) the Vice President for Advancement prioritize resource development efforts focused on reinvigorating scholarships and other support programs targeting underrepresented students, including the Educational Opportunity Program; (2) the Director of Admissions ensure that the entire admissions process is accessible to Spanish language speakers, and that Spanish versions of all materials be created and widely distributed; and (3) the Provost create a permanent budget allocation for the Director of International Programs position.

2. HSU’s senior administration support the work of the Director of Student Life and the Vice Provost for Academic Programs and Undergraduate Studies to create a strong plan for the retention of diverse students.

HSU’s Diversity Action Plan includes a strong focus on recruitment but less focus on retention. Initial efforts to strengthen recruitment and admission now must be supplemented with important discussions and action on welcoming and ac-
commodating an increasingly diverse student body on campus. In the course of creating this retention plan, several key questions need to be addressed. How do the culture and curriculum of HSU need to shift in order to truly welcome diverse students? How might we accommodate the growing needs for alternative academic curriculum, support services, and language support? How might we create and support a successful educational experience for all students? We hope to see a formal plan focused on retention in place by May 2007.

President Richmond work with both senior administrators and academic leaders to create unit-based diversity plans, or take steps to fully integrate diversity action items into existing unit plans.

By the end of 2006–2007, 40% of HSU’s academic and administrative units should either have created unit-based diversity action plans, or fully integrated diversity action activities into existing plans. These plans should contain specific action items and measurable goals. By the end of 2007–2008, we hope to see this figure increase to 80% of all academic and administrative units; and by 2008–2009, we aim for 100%.

President Richmond, Provost Vrem, and other senior administrators increase University-level support for academic programs centrally organized around diversity and social justice (including the Native American Studies Department, Ethnic Studies Program, and Women’s Studies Program).

While new projects and new coursework are an important part of transforming the University, we also must identify and support academic programs and courses already engaged in diversity and social justice work as their central purpose. University-level funding for historically successful social justice courses (e.g., NAS 104, NAS 306, NAS 332, ES 105, ES/WS 108, ES/WS 360, and WS 106) can help these programs increase offerings and guarantee staffing. We encourage the Provost, the Office of Academic Affairs, the Academic Senate, and the Vice President of Student Affairs to develop creative ways to address workload issues on an institutional level for faculty and staff engaged in diversity and social justice work. While workload is an issue for all faculty and staff members, faculty and staff of color often take on additional responsibilities, by assuming not only the workload described in their job descriptions, but added duties related to diversity on our campus, such as mentoring and “representation.”

Diversity training become a priority for the University and appropriate fiscal support and staffing be provided. Provost Vrem and the Academic Senate should take whatever steps are necessary to initiate an annual diversity training day that is required for all HSU faculty and staff beginning with the 2007–2008 term, and might take steps now to develop a training plan for key units in the University for 2006–2007.

The Diversity Action Plan calls for the eventual creation of a diversity training and advocacy institute on campus that could serve the needs of all campus units, as well as the broader community. At this point in time, it is important that all senior administrators recognize the need to place training on issues of diversity—including those related to race, ethnicity, gender, age, sexual orientation, ability, socio-economic class, nationality, and religious preference—into a higher priority position in University life. This conversation must include discussion about contemporary power and privilege and must be fearless and searching in its approach. The focus of such training must be transformative, moving beyond “managing diversity” to fundamentally altering institutional and personal perceptions and values.

During 2006–2007, at least three key steps should be taken: (1) resources for diversity training must be developed swiftly, and plans for targeted trainings must be initiated immediately for key units within the University; (2) planning now must take place to remove barriers to a required annual training day for all HSU faculty and staff during 2007–2008; (3) Provost Vrem and the Academic Senate,
working with the Office of Diversity and Compliance, must take the lead in building a day of dialogue into the campus schedule for the Campus Dialogue on Race. For the 2006–2007 term, we urge the conversion of one current instructional day into a day where all faculty members are required to incorporate Dialogue on Race events into the curriculum.

President Richmond create a plan to formally separate the tasks of diversity compliance from diversity programming, and create separate senior staff positions and offices for those functions.

Universities employ many different models to accomplish the work of compliance and diversity. Our recommendation comes from thoughtful discussions and investigations of the intricate elements involved in both parts of this work. Compliance function requires that this office, by enforcing all federal/state laws and regulations, as well as University policies and procedures, related to civil rights, affirmative action, and nondiscrimination, assists and monitors the University to ensure fair and equal treatment of all individuals in the processes that affect education and employment. This piece requires the immediate response to complaints, and timely investigations and mediation. On the other hand, policy oversight in the area of diversity works to transform the campus environment by designing policies and educational experiences that achieve and maintain positive cross-cultural relations. This responsibility requires gradual, intense, and continuous community-building actions.

When both of these valuable services are assigned to a single office, or more specifically one staff position, two kinds of conflict result. First, the individual in this position is forced to prioritize and allocate resources to one service or the other. Second, the individual is forced to choose between two essential roles, that is, the compliance role, which is that of an advocate for the University who guides the University's behaviors so that laws are not broken; and the diversity role, which is that of a leader and advocate for various campus communities, especially underrepresented communities.

In our situation, it is obvious that where one person must fulfill both the compliance and diversity roles, the compliance role must take precedence, as it requires rapid response to situations that could put the University in legal jeopardy. This circumstance risks marginalizing the work that needs to be done on our campus to enhance interaction and learning across various groups, and to create sound policies promoting greater diversity. We must not jeopardize our opportunities to create trust and healthy relations among cultural communities at HSU, where we are working to nurture and grow the diversity of our campus. Separating the tasks of compliance and diversity supports our efforts to both ensure equitable treatment through University processes and create a multicultural campus.

The President, Vice President of Administrative Affairs, and Associate Vice President for Facilities Management, working with the President’s Native American Advisory Council and HSU students, conceptualize and create a monument on campus to acknowledge the land on which the University sits as originally tribal land, the genocide of Native peoples in northern California, and the continuing roles that tribes serve in our local communities.

DPAC did not have time this year to consider in detail the controversies surrounding “The Gates,” or to decide what steps might be taken to balance the architecture and structures on our campus. According to Humboldt State University's mission statement, “We will be exemplary partners with our communities, including tribal nations." A monument to local tribal communities, featuring an interactive and educational component, would help to teach present and future HSU community members about the history and contemporary status of local tribal communities.
Provost Vrem, working with the Academic Senate, the Director of Human Resources, and the Director of Diversity and Compliance Services, take immediate steps to strengthen the recruitment, hiring, retention and promotion of faculty, administrators, and staff of color at HSU.

We understand that further diversifying the faculty, administration, and staff of HSU will be an ongoing process. We applaud units where progress occurred during the 2005–2006 term. Because this diversification is linked to the successful enrollment, retention, and graduation of students of color, we intend to offer specific action items each year. During 2006–2007, we recommend the following actions be completed: (1) all appropriate University offices add new language in all hiring announcements and include new questions in the protocol for all interviews of candidates for faculty, staff, and administrative positions (see Attachment #4); (2) the President assign to a key administrator the task of creating and supporting specific “survival” programs that will serve as a lifeline for faculty, administrators and staff of color until HSU has established a stable, critical mass of personnel of color; (3) the academic deans consider the creation of specific positions (e.g., endowed chairs, visiting professors, postdocs, lectureships, etc.) that may attract faculty of color to the campus; (4) the Academic Senate include diversity competency as a component of the RTP process and work with DPAC to create a training certificate program for faculty members to include in their file; and (5) faculty leaders seriously consider how Appendix J of the HSU Faculty Handbook can be revised to acknowledge the ways that faculty from underrepresented groups take on a particularly heavy load of advising and educating, not only students, but also administrators and other faculty, about the groups they are asked to represent.

The President and his designates, working with DPAC, ensure that the University has the measurement tools and systems in place to provide the baseline data needed to track diversity concerns over time for all departments and units.

In April 2006, a time-limited task force was formed consisting of several members of the President’s Council and DPAC members to investigate this matter and make recommendations for any necessary systemic changes. Such tools are critically important to ensure that all parties have accurate and appropriate data on diversity shifts and trends emerging at the University over the next decade.

President Richmond create a three-year plan to diversify his executive committee and the President’s Council and lead senior administrators, as they increase their knowledge, skills, and experience in issues of diversity and social justice.

It is critically important that HSU diversify its staff at the highest administrative levels. The current level of racial, ethnic, and gender diversity in HSU’s senior administration fails to model the standards and vision set forth in the Diversity Action Plan. We strongly suggest that aggressive action be taken to create a more diverse campus leadership team, and, therefore, put forward four action items. We recommend that: (1) the President craft a three-year recruitment and hiring plan that will lead to a more diverse leadership team at HSU; (2) the President attend NCORE 2007, the 20th Annual National Conference On Race & Ethnicity in American Higher Education, leading a team of at least five senior administrators, who will participate in conference workshops and activities in their specific areas of responsibility; (3) the President plan formal meetings with students of diverse backgrounds to probe issues of diversity; and (4) the President actively promote cultural competency within his areas of responsibility.

2. One example of progress occurred in the School of Business where two tenure-track positions were filled by women of color. Deans and department chairs interested in learning how the School succeeded in recruiting, interviewing, and successfully hiring new faculty who will increase the School’s diversity should contact Saeed Mortazavi at sm5@humboldt.edu.
President Richmond charge DPAC with amending the Diversity Action Plan during 2006–2007 to fully integrate students, staff, and faculty with disabilities into the life of the University.

The current Diversity Action Plan mentions people with disabilities, but does not offer significant action items related to improving HSU's ability to welcome students, staff, and faculty with disabilities and to removing barriers to equitable treatment. President Richmond should send a letter to DPAC co-chairs during the summer of 2006 specifically charging the Council to engage in thoughtful and targeted planning regarding the needs of people with disabilities on campus.

President Richmond, working with DPAC, call for the establishment of a community-wide plan examining issues of diversity throughout Humboldt County.

As Humboldt attracts a greater number of students of color, the residents of Arcata and beyond need to consider how our communities can be more welcoming and supportive of all peoples. We encourage the development of a planning/visioning process that brings the leaders of various ethnic communities, other diverse communities, and city and county governments, together with members of both HSU and the College of the Redwoods campus communities to develop strategies for creating a more supportive environment for all people.

We believe that another word on financial resources is in order here. The very limited staffing for resource development and advancement at HSU has serious ramifications for diversity and many other issues on our campus. We look toward to the day when the Office of University Advancement is staffed adequately to cultivate and capture the financial resources needed in so many areas of our University. As this unit begins to grow, we call on the President and Vice President of Advancement to give priority to seeking funding which will support equal access to higher education, transformation of campus cultures, and retention of diverse students.

Looking to the Future

Research has shown that creating change in large bureaucratized organizations, such as universities, is a long-term process that requires far-reaching efforts, strong leadership from the top, and sustained efforts over time to transform the academic culture. Rather than an immediate, dramatic transformation, we expect to see step-by-step, incremental changes occurring year after year, even with eventual changes in University leadership, shifts in fiscal position and political climate, and the waxing and waning of public support for such changes.

DPAC urges all members of the HSU community to read this report closely and to share it with colleagues and community members. We sincerely hope this report will be taken seriously and acted upon expeditiously by appropriate campus leaders. We encourage the President and his senior administrators to consider strongly our recommendations and include them as priority items in University work plans for the coming term. All of us hope that our report is widely read, discussed, and debated within all sectors of our campus community and beyond.

While we believe that truly diversifying Humboldt State University will take ten years or more, we are committed to working with University leaders to make whatever immediate changes are possible, in order to create an improved campus climate that will attract and retain diverse students, staff, faculty, and administrators; reduce inequitable learning environments; and preserve and nurture the diversity that already exists on our campus.

During the 2002–2003 academic year, a committee of five people was appointed by HSU's new president, Rollin Richmond, to create an action plan that focused on transforming HSU from a monocultural to a multicultural campus, with the aim of successfully recruiting and retaining a faculty, staff, and student body, in line with the diversity of the State of California and the North Coast region. While the plan itself was finalized in 2003, efforts toward implementation were immediately slowed as various bodies within the University—including the Academic Senate, the President's Executive Committee, and the Associated Students—reviewed and debated approval of the plan.

Almost two years later, in September 2005, President Richmond called for the creation of a new council charged with overseeing the successful implementation of the action items in the plan. Responding both to the vision presented in the plan, which articulates the need for an oversight council during implementation, and to Helen Jones, the University's chief diversity and compliance officer, the President recognized that University administrators and policymakers, facing budget cuts and multiple demands on their time, might benefit from the creation of an independent council charged with providing the oversight to move the Diversity Action Plan forward. During September and October 2005, various individuals from across the campus community were recruited to serve on the council. The President made the formal appointments to the Council in November, after which DPAC began its work in earnest.

Since that time, DPAC's work has been focused in three key areas:

1. Creating Council processes, structures, and administrative mechanisms for investigation, deliberation, consensus-based decision-making, and prioritization of action items.

2. Constituting five key task forces charged with developing expertise in critical areas and crafting task force reports highlighting achievements, concerns, and priority areas for action.

3. Initiating efforts to ensure that HSU has in place statistical record-keeping structures that allow us to accurately track baseline data and chart changes over time.

This report represents the final effort of DPAC's 2005–2006 term. It is a document that was written by Co-chairs Jyoti Rawal and Eric Rofes, along with the other 31 Council members. Consensus writing projects are always difficult, and we are proud that, after lengthy deliberations, we are presenting a report that represents our best thinking about the next steps to take as the University implements its Diversity Action Plan.

DPAC members receive no direct financial remuneration for their service on the Council. All members fulfill their responsibilities as DPAC members alongside pre-existing workloads. Because of this, DPAC must work strategically on key areas of concern and defer for a later time other critical areas. We see our work as taking place over many years and aim to be a balanced voice charting progress, identifying barriers, and providing expertise as the University’s transformation takes place.

Attachments referenced in this report are available at www.humboldt.edu/~dpac
Humboldt State University’s Diversity Plan Action Council

Humboldt State University’s Diversity Plan Action Council was appointed by President Rollin Richmond during fall 2006 and began meeting in November of that year. The Council is charged with overseeing progress toward the successful fulfillment of action items in the campus Diversity Action Plan. DPAC is comprised of 33 students, faculty, staff, and administrators from across the campus, and operates through the efforts of five task forces focused on: (1) Student Access, Recruitment and Retention; (2) Diversity Training and Accountability; (3) Inclusive Excellence in Curriculum Transformation; (4) Cultural Transformation; and (5) Diversifying Faculty and Staff.

The formal purpose of DPAC is to advise the President and the Executive Council regarding the implementation of the Humboldt State University Diversity Action Plan and the Strategic Plan of the International Resource Committee. The Diversity Plan Action Council:

- Guides implementation of the Diversity Action Plan;
- Functions as a leadership body that gives hope to the campus regarding changes related to diversity;
- Acts as a resource for dealing with new matters related to diversity that surface in the course of its work; and
- Takes a stand against manifestations of racism, sexism and other forms of oppression at HSU.

Please note that there are documents attached to this report that are also located on the DPAC website at www.humboldt.edu/~dpac. If you would like additional copies of this report, they may be downloaded from the site, or you may contact the Office of Diversity and Compliance Services at (707) 826-4501. If you want to send any formal response to this report, or contact DPAC, please contact Co-chairs Jyoti Rawal at jvr2@humboldt.edu and Eric Rofes at er7@humboldt.edu.