Recommendations and Implementation Plan to Address Racial Injustice at Hatfield Marine Science Center

Prepared for the HMSC Director by
the HMSC Working Group to Address Racial Injustice (WGARI):
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Charge

The charge of the HMSC Working Group to Address Racial Injustice, comprised of faculty, staff, students, and agency partners of the HMSC community, is to: i) explore structural biases leading to individual and institutional racial injustice, ii) research all manner of actions that could act to address and reduce/eliminate those biases, and iii) prioritize said actions into a set of recommendations and guidance for the HMSC community. Inherent in this charge is the realization that this effort is continual and not short term, such that research, recommendations, and actions will need to be periodically reviewed and updated.

Recognizing the Problem

Goal Statement: We, the WGARI, acknowledge the systematic and systemic exclusion of Black, Indigenous, and People of Color from marine study fields at the national, state, and HMSC community levels. This exclusion is racist and antithetical to HMSC's vision. We realize that the HMSC mission cannot be fully achieved without the explicit inclusion of diverse perspectives. We firmly believe that representation and inclusion of Black, Indigenous, and People of Color within the HMSC community is necessary in the pursuit of equitable and just science, and that our excellence as a research community is strengthened when all people are represented. Our ultimate goal is to facilitate a welcoming and supportive environment for Black, Indigenous, and People of Color, including students, staff, faculty, and agency partners at HMSC.

How to Use this Report

We provide 11 recommendations to address racial injustice at the HMSC campus, based on the collective effort of this working group over one year. We provide opinions from our group about the relative priority of each recommendation. We provide general implementation suggestions and a specific implementation plan for each recommendation to promote the overall sustainability and longevity in this effort. Taken together, it is our hope that this document will provide sufficient information for the Director's Office to select a portfolio of actions to address racial injustice. This is a living document and should be re-evaluated and updated regularly.

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Glossary of Important Terms

Anti-Bias Anti-Racism (ABAR). A reference to educational programs, apparently implemented in Montessori schools, that instruct young children about social justice and racial inequality. The acronym ABAR is gaining greater use and attention outside of education since the George Floyd protests.

Accountability: In the context of racial equity work, accountability refers to the ways in which individuals and communities hold themselves to their goals and actions and acknowledge the values and groups to which they are responsible.

Ally: Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. There are good discussions on how this term is used and the importance of non-optical or non-performative allyship.

Anti-racism: The work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.

Anti-racist: Someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes supporting policies that reduce racial inequity.

Call in: The act of checking your peers and getting them to change problematic behavior by explaining their misstep with compassion and patience.

Call out: To issue a direct challenge to something someone has said or done, usually in public and with the intent of exposing the person's wrongdoing to others.

Community of Practice: A community of practice is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals.

Culturally responsive mentorship: Defined by the National Academies of Sciences, Engineering, and Medicine as a "learned skill in which mentors, regardless of their race or gender, show interest in and value students' cultural backgrounds and social identities. It may help students navigate invalidating experiences in academia, affirm belonging in STEM contexts, and reinforce their belief in their own ability to be successful in STEM." Culturally responsive mentors should incorporate inclusive approaches to mentorship and consider how implicit and explicit biases and prejudices may affect mentoring relationships, especially of underrepresented students.

Decolonization: Active resistance against colonial powers, and a shifting of power towards political, economic, educational, cultural independence and power that originate from a

colonized nations' own indigenous culture. This process occurs politically and can also apply to personal and societal psychic, cultural, political, agricultural, and educational deconstruction of colonial oppression.

DEI: Diversity, equality, and inclusion.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Individual racism: The beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing.

Institutional racism: The ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Intersectionality: Exposing one's multiple identities to clarify they ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produce a qualitatively distinct life.

Mentor: Anyone advising, supervising, or otherwise involved with assisting in the training or teaching of people at HMSC. This includes any individuals serving in formal mentorship roles (faculty, staff, post-docs, graduate students, agency scientists, etc.) as well as staff that provide guidance and model positive behavior despite not having a formal supervisory role.

Microaggression: A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

Racist policy: Any measure that produces or sustains racial inequity between or among racial groups. Policies are written and unwritten laws, rules, procedures, processes, regulations, and guidelines that govern people. There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups. Racist policies are also expressed through other terms such as "structural racism" or "systemic racism", defined below. Racism itself is institutional, structural, and systemic.

Racist: One who is supporting a racist policy through their actions or interaction or expressing a racist idea.

Structural racism: the normalization and legitimization of an array of dynamics – historical, cultural, institutional, and interpersonal – that routinely advantage white people while producing cumulative and chronic adverse outcomes for people of color. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism.

Tokenism: the practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups in order to give the appearance of sexual or racial equality within a workforce.

Trauma-informed care: A means of working to ensure that all aspects of after care for an individual involved in adverse experiences aim to prevent and reduce the impact of those experiences. A trauma-informed lens of working with individuals rises from a study on adverse childhood experiences and recognizes that many of the behaviors of adults may stem from traumatic experiences spanning their entire lifetime or may be the result of one specific traumatic experience. It recognizes that trauma experiences and responses vary from person to person and emphasizes empathy on the part of the listener and personal autonomy moving forward on the part of the survivor.

WGARI: the HMSC Working Group to Address Racial Injustice.

White fragility: A state in which even a minimum amount of racial stress becomes intolerable [for white people], triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation. These behaviors, in turn, function to reinstate white racial equilibrium.

White privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

Acronyms and abbreviations

ABAR   Anti-bias anti-racism*

ABRCMS   Annual Biomedical Research Conference for Minority Students

AISES   American Indian Science and Engineering Society

BIPOC   Black, indigenous, and people of color

CARE   Community Agreements for Real Engagement

CoP   Community of Practice*

DEI   Diversity Equity Inclusion

FERPA   Family Education Rights and Privacy Act

FTE   Full time equivalent

FWCS   Fisheries, Wildlife, and Conservation Sciences

GRA   Graduate Research Assistant

GTA   Graduate Teaching Assistant

HMSC   Hatfield Marine Science Center

HR   Human Resources Department at Oregon State University

IRB   Institutional Review Board

MANRRS   Minorities in Agriculture Natural Resources and Related Sciences

MSI   Marine Studies Initiative

NAML   National Association of Marine Laboratories

OID   Oregon State University's Office of Institutional Diversity

OSU   Oregon State University

PD　　　　Position Description

PPP　　　　Policies, plans, and procedures

REU　　　　Research Experience for Undergraduates

SACNAS　　Society for Advancement of Chicanos/Hispanics and Native Americans in Science

STEM　　　Science, Technology, Engineering, Math

WGARI　　HMSC Working Group to Address Racial Injustice

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*See glossary for definition

Overview of Recommendations: Stoplight Chart

Each recommendation is assigned a priority (1 = highest priority) and an implementation difficulty rating (red = most difficult, yellow = moderate, green = least difficult).

When assessing the priority of each recommendation, we 1) identified well-documented barriers to justice for Black, Indigenous, and People of Color in academia and marine science, 2) considered the specific contexts (e.g., geographical, demographic, historic, organizational) that may affect the experiences of Black, Indigenous, and People of Color at HMSC, and 3) considered the short- and long-term impacts of each action on the Black, Indigenous, and People of Color within the HMSC community. When possible, we made decisions about the priority of actions by following the guidance of experts (e.g., OSU OID, peer-reviewed literature) and listening to the lived experiences of Black, Indigenous, and People of Color. We recognize that our working group and the HMSC community has few individuals who identify as People of Color. Therefore, we suggest that priorities be periodically re-evaluated as new information becomes available and the voices of more Black, Indigenous, and People of Color are included in the HMSC community.

When assessing implementation difficulty, we considered 1) projected monetary and time investment and 2) challenges related to the multi-organizational structure of HMSC. The final rankings for priority and implementation difficulty were determined via group discussion and subsequent voting by the WGARI members.

Each recommendation and its associated implementation plan are further described in the following pages of this report.

Recommendation	Brief description	Priority	Implementation difficulty
1. Adopt/Establish Agreements or Group Norms for Community Dialogue Around Racial Injustice	The WGARI recommends that HMSC adopt agreements, or group norms and participation strategies, to facilitate constructive, considerate, and social change-inducing dialogue on racism and other difficult topics.	1	🟩
2. Initiate and Provide Regular Culturally Responsive Mentorship Training	Training HMSC Mentors to be culturally responsive to their mentees is a critical step for building a more welcoming community for Black, Indigenous, and People of Color at HMSC.	2	🟨
3. Hire/Allocate Funds for a HMSC-based Diversity Advocate	An HMSC-based Diversity Advocate whose purpose is to provide committed holistic support/care for students, faculty, and staff at HMSC (including agency partners).	3	🟥

4. Establish and Implement a Bias Reporting Procedure at HMSC	It is important to have visible, effective, reporting pathways for students, staff, and faculty to believe there is a sincere desire to learn about safety concerns and impediments to success. The pathway could vary depending on the unit or agency of the person reporting.	4	🟧
5. Establish Regular Learning Opportunities Around Racial Injustice and Antiracism for Hatfield Community Members	These opportunities might include asynchronous reading and viewing opportunities, regular seminars, and small group discussions on specific topics. We propose working closely with OSU's OID to develop a curriculum specific to HMSC's unique community and needs, and we have already begun to have those conversations.	5	🟩
6. Create Culture or Pulse Survey to Guide Actions Addressing Racial Injustice at HMSC	We consider the development of a baseline an important aspect of holding ourselves accountable. A survey about organizational culture, climate, and communications can be used to assess progress with clear metrics. Additionally, we consider a survey of our community to be an important way to identify barriers to equity, justice, and inclusion.	6	🟥
7. Review HMSC Policies Using a Racial Equity Lens	Take a racial equity lens to all OSU HMSC policies, plans, and procedures (PPPs), both in the language used to convey them and in the substance behind them. A racial equity lens illuminates ways that individuals are disadvantaged or privileged and works to rebalance power, opportunities, and outcomes.	7	🟧
8. Develop and Implement HMSC-specific Land Acknowledgement	Develop a renewed connection with the Siletz tribal community allowing us to incorporate their thoughts and feedback into the language of the land acknowledgement.	8	🟥

9. Establish and Maintain a Community of Practice dedicated to antiracism and racial justice	We envision one or more small groups at HMSC that share a concern or passion for learning more about racial equity, social justice, or making structural changes within their spheres of influence. By interacting regularly, the members of the learning community will raise their consciousness about issues of race. This group (or groups) can host engagement activities centered on confronting racial injustice within their communities.	9	▨
10. Create a Website with Antiracism and Racial Justice Resources	To increase access to DEI resources, WGARI recommends creating and maintaining a centralized DEI-focused website. HMSC is seriously engaged in efforts to increase equity, justice, and inclusion. A highly visible, well-maintained website will help reflect this effort and increase its overall success.	10	▨
11. Reinstate Seminar Committee	To ensure the speakers invited to present at HMSC's seminar series are representative of the diverse perspectives, voices, and pathways of today's marine professionals.	11	▨

Recommendation #1: Adopt/Establish Agreements or Group Norms for Community Dialogue Around Racial Injustice

Description: The WGARI recommends that HMSC adopt agreements, or group norms and participation strategies, to facilitate constructive, considerate, and social change-inducing dialogue on racism and other difficult topics.

Justification: We recommend adopting a combination of OSU's Office of Institutional Diversity (OID) Ground Rules for Group Dialogue and Participation Strategies for all facilitation and dialogue surrounding diversity, equality, and inclusion (DEI) topics at HMSC. We recommend beginning with these documents for each DEI session.   The facilitator(s) will review these norms or agreements with each group prior to beginning any DEI-related group activity to allow participants to add their own norms or agreements to the list. This allows for participant ownership and buy-in, creating a space where difficult topics can be addressed with care and compassion. Revisiting these norms/agreements regularly also allows for a dynamic structure – as the group grows and changes, and as best practices evolve, this process can remain fluid and adapt. We also recommend that the facilitator(s) remind the group that their participation is vital to the success of the learning opportunity or dialogue, and that the Participation Strategies document can be used to guide participants if they're not sure how to engage with a topic or session.

An additional example of group norms/agreements is the *Community Agreements for Real Engagement (CARE) Commitment* (and Companion document for integration of concepts) (Appendix 1) recently implemented by the College of Agricultural Sciences for use in all communications. The intended use of this document is much broader, but the concept is the same.

We acknowledge that learning and dialogue surrounding issues of racism and other DEI areas will not always be comfortable for participants. We also acknowledge that these conversations may not feel "safe" to all participants. Instead of attempting to create "safe spaces" for these conversations and learning experiences, we recommend adoption of the term "brave space" (Landerman, 2013; Appendix 1) for our DEI work. This allows for necessary discomfort arising from learning challenging things, while encouraging personal and institutional growth toward a more equitable and inclusive HMSC community. The brave space concept is part of the OID Dialogue Facilitation Lab training structure.

It is our hope that by reinforcing these group norms/agreements in DEI-related work, they will become so ingrained in the participants that they become HMSC norms/agreements. Adoption of these ideas will promote listening to understand what is being said, thinking critically about one's own identity and positionality, and, hopefully, will lead to a commitment to dismantling systemic racism within our HMSC community.

What could this look like?

See attachments:

- Group Norms for Dialogue
- Participation Strategies
- CAS CARE & CARE Companion
- Landerman, 2013

Implementation Plan #1: Adopt/Establish Agreements or Group Norms for Community Dialogue Around Racial Injustice

Immediate Action:

- Adopt group norms/agreements for dialogue and learning around racial inequity and systemic racism
- Ensure that any participating facilitators are aware of and honor the group norms/agreements of the HMSC community.

Suggestions for long-term actions/promoting sustainability:

- Review group norms at the beginning of all learning opportunities, engagement activities, and other DEI work, allowing participants to add new agreements as needed. This process should remain dynamic, accounting for group change and growth, as well as evolving best practices.
- Ensure that the OID participation strategies document is readily available for participants, ensuring that they have tools available. This could be both on the HMSC DEI webpage (see Recommendation #10) and available on CANVAS/Google Drive through OID.
- Ensure that future DEI climate surveys contain sections addressing the efficacy of these group norms/agreements to assess need for strategic change, as well as impact on personal/community growth over time

Timeline:

Today	Adopt group norms/agreements/participation strategies for dialogue and learning around racial inequity and social justice.
	Ensure that facilitators are aware of and honor the group norms developed by the HMSC community.
Every DEI-related event	Review group norms/agreements/participation strategies and allow the group to add to the list as needed.
Every 5 years	Ensure that climate surveys include assessment of efficacy of group norms/agreements

Benchmarks (accountability metrics):

The biggest benchmark is that the community keep using group norms/agreements even when it feels uncomfortable to restate them. As a qualitative measure, we should be able to observe integration of these group norms/agreements into group interactions not associated with DEI.

Use website analytics to track page views for the group norms/agreements section of the recommended website, assessing engagement through length of time spent on page.

Recommendation #2: Initiate and Provide Regular Culturally Responsive Mentorship Training

(Listening, Education, Policy)

Introduction: Individual and group identity play an important role in academic and career development in STEM fields and thus are relevant and significant considerations for effective mentorship. Training HMSC Mentors to be culturally responsive to their mentees is therefore a critical step for building a more welcoming community for Black, Indigenous, and People of Color at HMSC. The recommendations should be thought about across units (Sea Grant, volunteers, etc.).

Culturally Responsive Mentorship is defined by the National Academies of Sciences, Engineering, and Medicine as a "learned skill in which mentors, regardless of their race or gender, show interest in and value students' cultural backgrounds and social identities. It may help students navigate invalidating experiences in academia, affirm belonging in STEM contexts, and reinforce their belief in their own ability to be successful in STEM." Culturally Responsive Mentors should incorporate inclusive approaches to mentorship and consider how implicit and explicit biases and prejudices may affect mentoring relationships, especially of underrepresented students.

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The HMSC Working Group to Address Racial Injustice recommends two actions to improve Culturally Responsive Mentorship practices at HMSC:

Action 1: Strongly recommend a multi-part course in mentorship and professional development for any individuals serving in mentorship roles at HMSC (faculty, staff, post-docs, graduate students, agency scientists, etc.).

- **Goal:** To expand existing mentorship training offered through HMSC's internship programs into a comprehensive course. We envision this course as a one-hour per week discussion-based course, focused on best mentoring practices, relevant literature, and culturally competent mentoring. The multi-week nature of this course would allow for continued discussion of mentoring and provide a support (and accountability) system for new mentors. By offering the course at HMSC, we hope to tailor the course to HMSC-specific mentoring needs.
- **Who would attend:** We would like to make this course available to all OSU and agency mentors. Ideally, this course would be required for all OSU mentors. The course should be suitable for faculty, staff, post-doc, agency, and graduate student mentors.
- **Who would facilitate:** A dedicated staff or faculty (preferred) (see Recommendation 3, Diversity Advocate) and an HMSC graduate student supported on a GTA.
- **Timing to be most effective:** Winter or Spring to prepare mentors for summer students, reduce potential conflicts with field schedules, and promote consistent discourse over the course of a term.

- **Resources:**
    - REU Handbook: https://ncar.ucar.edu/what-we-offer/education-outreach/faculty-resources/geo-reu-resource-center/geo-reu-handbook
    - OSU's Office of Institutional Diversity (OID) has pre-developed culturally competent mentorship guidelines and recommendations: https://diversity.oregonstate.edu/guidance-diversity-equity-and-inclusion-learning
    - OSU College-Specific Mentoring Opportunities: https://science.oregonstate.edu/our-college/enhancing-diversity-racial-justice-and-inclusion-in-science
    - Entering Mentoring program: https://cimerproject.org/entering-mentoring/

Action 2: Support HMSC faculty and staff involvement in organizations and conferences that explicitly support mentorship training for students from historically excluded backgrounds.

- **Goal 1:** To provide funding and support for HMSC mentors and mentees to attend conferences such as SACNAS, ABRCMS, MANRRS, or AISES.
- **Goal 2:** If conferences are local to Oregon, provide support for HMSC to staff a booth at the conference or to provide a fieldtrip to HMSC for conference attendees.
- SACNAS would be a particularly beneficial conference to target as there is a strong focus on culturally responsive mentoring at these conferences.
- **Resources**
    - Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS): https://www.sacnas.org/
    - Annual Biomedical Research Conference for Minority Students (ABRCMS): https://www.abrcms.org/index.php/education-training
    - Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS): https://www.manrrs.org/
    - American Indian Science and Engineering Society (AISES): https://www.aises.org/

Implementation Plan #2: Initiate and Provide Regular Culturally Responsive Mentorship Training

Immediate Action:

- **Action 1:** Begin planning to offer a comprehensive weeklong Culturally Responsive Mentorship Course in Winter 2022
    - o Develop Curriculum
    - o Locate Instructor(s) and guest speakers
    - o Determine relevant compensation for instructors and speakers
- **Action 2:** Investigate funding options to bring more HMSC mentors to conferences that serve or support people from historically excluded backgrounds such as SACNAS, AISES, ABRCMS, MANRRS.

Suggestions for long-term actions/promoting sustainability:

- **Action 1:** Provide long-term funding to offer a mentorship course annually
    - o Require this mentorship training for all OSU mentors of students, all mentors of OSU students, and highly encourage other agency member participation
    - o Review curriculum annually and update where needed in response to student experiences and feedback
- **Action 2:** Develop a committee of HMSC faculty/staff/students to develop conference-specific tabling and fieldtrip plans for conferences like SACNAS when they are held in Oregon

Timeline:

Today	Assess funding options and possible commitments from HMSC, OSU departments, agencies
Every year	Review number of mentors that have taken trainings to number of mentees
	Review funding sources/commitments to support staff/graduate student time, conference attendance
Every 5 years	Committee review to identify gaps in mentorship training and improve mentee's experiences

Benchmarks (accountability metrics):

Annual review number of mentors that have taken offered trainings to determine participation levels (by OSU, agency, faculty, student)

Have the flow chart for reporting processes for safety issues on the website and in visible building locations.

Recommendation #3: Hire/Allocate Funds for an HMSC-based Diversity Advocate

Description: An HMSC-based Diversity Advocate whose purpose is to provide committed holistic support/care for students, faculty, and staff at HMSC (including agency partners). The duties associated with this position may include but are not limited to serving as a HMSC contact for bias incident reporting, community building, providing opportunities for identity development, connecting the HMSC community with resources on main campus, facilitating the expansion of main campus resources to the HMSC community, building longevity and institutional knowledge in the HMSC WGARI, and assessing accountability metrics associated with this report.

Justification:

- Students, faculty, and staff with marginalized identities often self-select to participate in the unpaid labor associated with the duties listed above. It is more equitable and sustainable to compensate someone for the time and effort they devote to these important issues.
- There are important resources available on main campus that would be more readily accessible to HMSC if a Diversity Advocate served as a point of contact and had a detailed understanding of the variety of resources available.
- HMSC does not currently have a contact with the bias incident reporting process on main campus. It is unclear if the HMSC community is aware that they can report bias incidents and it is unclear how bias incidents are resolved at HMSC. This is a key resource for addressing inequity in our community that could be maximally utilized with a HMSC-based point of contact.

What could this look like?

Possible Option	Pros	Cons
Full-Time Diversity Advocate	- Could hire someone with specific expertise in diversity advocacy - Would have time to create in-depth programming - Could become a clear resource for students and employees	- Expensive - May not have expertise in all areas (training, HR, conflict resolution, conduct)
Adding diversity advocacy to existing employee(s) position description(s)	Potentially creates accountability for multiple people to learn and do this work	Can be overwhelming to add more work to already full positions

	• People with expertise in a specific content area can add diversity advocacy into their work.	• May need to provide diversity advocacy and trauma informed training.
Hire a graduate student in relevant program to support diversity advocacy work	• OSU has multiple graduate programs that have the education to do this work e.g., (a) College Student Services Administration, (b) Adult and Higher Education, (c) Master of Arts in Interdisciplinary Studies, (d) Counseling • Provides graduate-level educational opportunities and career experience • Helps build capacity at HMSC by building bridges with main campus, including potential links to MSI	• High turnover rate • May not have the authority or be perceived to have the authority to deal with bias incidents (esp. regarding staff) • Would still need a knowledgeable supervisor from the relevant department • The graduate student's classes would more likely be held in Corvallis

Implementation Plan #3: Hire/Allocate Funds for an HMSC-based Diversity Advocate

Immediate Action:

- Initiate conversations with the Budget Authorities and the Office of Institutional Diversity to determine the feasibility of each above option and the suitability for the HMSC campus
- Look into similar position descriptions/implementation processes in various departments across OSU

Suggestions for long-term actions/promoting sustainability:

- At least one HMSC staff member has diversity advocate work as a part of their position description
- Include explicit funding for diversity advocacy in Director's Office budget

Survey results:

- One poll respondent indicated that having someone to listen without fear of retaliation was important to feeling like they have a voice at HMSC
- Three poll respondents indicated that having bias incident reporting and response based in Newport was important to be able to listen to community members impacted by racial injustice at HMSC
- There was significant interest in various trainings and community groups, but a fear that implementation of these changes/actions will be lacking (at least 13)

Timeline:

Today	Determine funding source(s) and amount to support this position.
	Begin discussions with the OID about this position, what it might look like, and how it might work with them. Solicit feedback about possible directions listed below
2-3 months out	Determine initial direction for this position – new staff hire, GRA, re-allocation of duties for current staff.
	If GRA – Begin to build relationships with departments on main campus that might support such a thing as a required internship, or another experiential activity required for the degree.
	If new position – Determine FTE and write Position Description with input from OID. Submit to Class/Comp for review and approval. Allow at least a month – determine search-hiring timeline.
	If re-allocation of FTE – Determine how tasks will be re-allocated to allow time for current staff to take this on, and who will take on the re-allocated tasks. Re-write PD, and allow for at least a month to get it approved and back from HR. Be aware that a re-class is possible when the PD is reviewed, and that compensation may increase.

6-8 months out	Based on decisions made above, either work with department to get a GRA in place, begin the hiring process for a new staff person, implement reallocation of tasks to allow existing staff person to take this on.
Fall 2022	Have GRA, new staff person in place at HMSC, or staff person with reallocated duties in place.
Every year	Conduct an annual review with everyone involved in diversity advocacy work at HMSC to determine if implemented actions from this recommendation can meet the HMSC community needs. This is an opportunity to adapt to changing needs at HMSC.
Every 5 years	

Benchmarks (accountability metrics):

None listed

Recommendation #4: Establish and Implement a Bias Reporting Procedure at HMSC

Introduction: Currently OSU's OID has a bias reporting system centralized in Corvallis. There is no reporting system that collects data from across the entire HMSC community. Since much of our work is conducted collaboratively across agencies, it is essential to have a database of all bias-related incidents across the agencies to have a clear picture of the experiences of people of color on the HMSC campus. Hatfield will work to understand how we fit into a larger structure and provide options for reporting across agencies. If possible, compile baseline data using OID or other external sources for HMSC.

A clear bias reporting process for members of the HMSC community will allow Hatfield to tailor individual and group support to members of our community who are impacted by incidents of bias. It would also allow for Hatfield to potentially follow up with individuals who are perpetuating bias at HMSC and provide them with opportunities to learn more about the impacts that they are having on others. Who completes the follow up will be determined by who is tasked with it and the nature of the incident. HMSC will work to understand the reporting structure of our agency partners to determine what needs to be done internally, should there be a gap in the response structure.

It important to have visible, effective, reporting pathways for students, staff, and faculty to believe there is a sincere desire to learn about safety concerns and impediments to success. The pathway could vary depending on the unit or agency of the person reporting.

What could this look like?

Possible Option	Pros	Cons
Create a centralized, inter-agency bias reporting structure for the HMSC campus	• Will provide a clear picture of the experience community members are having at HMSC • Data to guide the actions of Director's office in response to bias events	• Agencies may already have their own bias reporting process that is dictated by their governing bodies • May require staff member time to establish or to collate reports across agencies
Create a procedure for someone physically on the HMSC campus to follow up	• Efficient response • Allows for a staff member familiar with	• Needs to be added to staff member(s) PD

on local bias reports submitted to OID	the reporting party to respond	• Funding commitment to support time to respond and training • May exclude bias reports from non-OSU agencies at HMSC
Create a HMSC-wide evaluation review committee for follow-up on bias reports	• Allows multiple perspectives to review bias reports • Identify trends in reports and notify Director's Office of common problems/potential solutions	• Commitment from leadership to create review framework • Requires coordination across agencies/OSU • Added, possibly uncompensated, workload to members
Advertise the existence of the bias reporting system and inform every one of their responsibilities related to reporting bias incidents.	• Removes barriers to reporting	• If using OID reporting system, may have reduced participation from agency personnel • Will need to be updates as process develops
Make information about what to expect after submitting a bias report clearer and include an example report.	• Removes barriers to reporting	• Small cost/time investment • Will need to be updates as process develops
Train HMSC staff on trauma-informed bias response	• Identifies and prepares staff designated to respond to bias reports appropriately	• Requires funding to support training cost and/or employee time

Implementation Plan #4: Establish and Implement a Bias Reporting Procedure at HMSC

Immediate Action:

- Advertise bias reporting process that is already in place through OID, including examples of effective bias reports.
- Work with OID to define a clear procedure for what happens after a report is made, including how it might impact power dynamics and hierarchical structure.
- Identify a person or people who can follow up on bias reports at HMSC.
- Provide training to anyone responsible for bias incident follow-up.
- Conduct a gap analysis to identify aspects of bias that are unique to the HMSC community (e.g., students/staff who might do work at the public docks in Newport; students/staff conducting fieldwork on ships or small boats); identify and address any safety concerns.

Suggestions for long-term actions/promoting sustainability:

- Make bias report follow-up an established responsibility in a staff member's position description, ensuring there is adequate dedicated time in their PD.
- Create an inter-agency bias reporting system or an inter-agency bias incident database.
- Establish a committee to conduct annual evaluations of bias reports incidents and to work towards improving bias reporting PPP at HMSC.
- Ensure that at least 75% of HMSC staff have completed training that informs them of their responsibilities in the bias incident reporting process.
- Ensure that at least 15% of HMSC staff have completed trauma-informed training.
- Include information on HMSC bias reporting procedures in employee onboarding

Timeline:

Today	Advertise OID's existing bias reporting process at HMSC
	Initiate work with OID to request their support and coordinate efforts toward the creation of policies and a bias reporting system at HMSC
	Identify how to implement bias response follow-up duties into someone's PD and move forward with this plan, including providing training
	Conduct a gap analysis to identify potential local incidences of bias
Every year	Conduct training for staff and students on bias incident reporting process at HMSC
	Committee to produce annual report on bias reports incidents at HMSC
Every 5 years	Ensure that at least 75% of HMSC staff have completed training that informs them of their responsibilities in the bias incident reporting process
	Ensure that at least 15% of HMSC staff have completed trauma-informed training

Benchmarks (accountability metrics):

1. Production of a gap analysis report on bias incident reporting at HMSC by the end of year one
2. Creation of dedicated sub-pages on HMSC's web pages on bias reporting procedures, including links to bias reporting system by the end of year one
3. Production of an annual report on bias incidents and bias reporting process at HMSC, including recommendations for improvement
4. Conduct annual training on bias incident reporting process and responsibilities
5. Conduct annual training on bias response from a trauma-informed perspective
6. Have the flow chart for reporting processes for safety issues on the website and in visible building locations

Recommendation #5: Establish Regular Learning Opportunities Around Racial Injustice and antiracism for Hatfield Community Members

Description: To address issues of systemic and institutionalized racism within OSU, HMSC, and our partner agencies, the WGARI recommends offering regular learning opportunities for all community members. These opportunities might include asynchronous reading and viewing opportunities, regular seminars, and small group discussions on specific topics. We propose working closely with OSU's OID to develop a curriculum specific to HMSC's unique community and needs, and we have already begun to have those conversations.

In alignment with OID's Guidance for Diversity, Equity, and Inclusion learning, we recommend focusing a cultural competence model, which will address key areas (such as antiracism) while creating a more mindful and supportive community for all at Hatfield.

Justification: Based on the results from the WGARI interest poll issued last winter, respondents requested and valued a variety of learning options.

- 73% of respondents favored a learning environment where small groups meeting simultaneously (e.g., dialogue groups based on common reading)
- 69% of respondents preferred a group learning mode that includes workshops/classes
- 88% or respondents preferred an individual learning mode that includes viewed materials (films, videos, etc.), though written materials (books, articles) was a close second
- 53% of respondents would prefer to attend simultaneous activities monthly
- 49% of respondents would prefer to work individually monthly
- Most respondents would like to stay engaged with this working group via an email (92%) sent monthly (76%)
- 72% and 62% of respondents listed the "length of training" as a major barrier to participation in simultaneous activities or individual work, respectively

To meet the needs of our community, we recommend offering a variety of types of educational experiences. We suggest that, as much as possible, content areas overlap between synchronous and asynchronous learning opportunities so that we reach as wide a community as possible.

What could this look like? Through conversations with Jeff Kenney in OID, we propose the following for the coming academic year:

[Note from Shannon: this timeline was created to allow for a Fall 2021 start. Due to my delay in edits and review, this timeline is outdated. Per Jessica Miller and her group, Jeff aligned this series to build to the arguably most needed component by Spring. Recommendation for 2022 would be to contact Jeff and determine feasibility for 2 quarter series and consider options for 2023.]

Training collaboration with the OID –

- Fall 2021   Racism in research: An ecological perspective for DEI leadership

  - Format: Hybrid
    - 60-minute asynchronous module (Google Drive)
    - 90-minute synchronous facilitation (Zoom)
  - Emphasis: learning to recognize how racism expresses in the higher education research at group, institutional, structural, and global levels. Further consideration of individual and collective spheres of influence and capacity for change.

- Winter 2022   Towards anti-racism: Shifting thoughts, feelings, and beliefs

  - Format: Hybrid
    - 60-minute asynchronous module (Google Drive)
    - 90-minute synchronous facilitation (Zoom)
  - Emphasis: Recognizing how anti-racist behavior requires sustained shifts in individual thoughts, feelings, and beliefs. Further, crafting a personal anti-racism learning agenda and growing enthusiasm for anti-racist learning and action.

- Spring 2022   Culturally competent leadership: Balancing advocacy and empowerment

  - Format: Hybrid
    - 60-minute asynchronous module (Google Drive)
    - 90-minute synchronous facilitation (Zoom)
  - Emphasis: Reconsidering leadership practices like supervision and mentorship and how to attend to race, gender, and class differences as supervisees and mentees navigate institutional inequity.

Possible Option	Pros	Cons
Three term OID sponsored series: Fall: Racism in Research Winter: Developing anti-racist Practices Spring: Culturally Competent Leadership (this is modification of the culturally competent mentorship to 1) broaden participation to include all relationships (student-mentor, supervisor-supervisee, peer-to-peer) as well to highlight that to	- OID ready to work with us. Appreciate the opportunity to better address off campus locations - Have the training and capacity - Year-long thread a good way to ensure some continuity - Need to start locally before soliciting funds	Release time to engage and participate in these options.

remain effective, leaders will need to develop greater competencies	(if needed) for outside programs	

Implementation Plan #5: Establish Regular Learning Opportunities around Racial Injustice and antiracism for Hatfield Community Members

Immediate Action:

Implement OID's curriculum, with the goal of launching learning opportunities beginning in Fall 2021.

- Ensure that opportunities are available to all segments of our community (agency partners, students, faculty, staff)

Suggestions for long-term actions/promoting sustainability:

- Continue to offer all levels of learning, including HMSC onboarding/orientation, to ensure that all members of our community are on the same page
- Use regular HMSC climate surveys to assess the effects that these learning opportunities are having on our community, and to tailor the future curriculum to its needs.
- Recommend the Diversity Advocate attend new learning opportunities to aggregate and make recommendations to the community.
- Interface with the Community of Practice for the development of future opportunities.

Timeline**:

Today	Begin working with OID on HMSC-based DEI, racial justice, and antiracism curriculum
Fall 2021	Begin to offer both asynchronous and synchronous learning opportunities for HMSC Community
Every year	Culture or Pulse Survey – assess growth and change over time. Annual assessments allow for regular shifts in content and delivery methods based on community needs.
Fall 2022	Re-evaluate curriculum and delivery (e.g., differentiate instruction and utilize Diversity Advocate and Community of Practice)
Every 3 years	Evaluate efficacy and approach

See note above regarding revision to timeline

Benchmarks (accountability metrics):

Tracking participation numbers

Recommendation #6: Create Culture or Pulse Survey to Guide Actions Addressing Racial Injustice at HMSC

Description: We consider the development of a baseline an important aspect of holding ourselves accountable. A survey about organizational culture, climate, and communications can be used to assess progress with clear metrics. Additionally, we consider a survey of our community to be an important way to identify barriers to equity, justice, and inclusion.

Considerations:

- Necessary to seek outside support. OID is a great within-OSU resource and conversations have already been started.
- The survey will need to be in alignment with FERPA, IRB, mandatory reporting, data management and storage
    - Might not need IRB if is not intended for publication/academics
    - If we collect demographics, could be personally identifiable. Or qualitative data (stories, experiences)
- Opportunity to coordinate with National Association of Marine Laboratories (NAML). Remote marine labs in general might be doing this work

Justification:

- A preliminary interest poll of the HMSC community indicated people are interested in better understanding of their community.
- Evaluate the state of cultural competency within the HMSC community.
    - This is especially important for those who do a lot of interpersonal work as part of their position responsibilities (e.g., mentors, outreach, and community engagement)
- Important to capture experiences in the greater Newport/Oregon Coast community
    - e.g., to tell recruited faculty/staff/students
    - Keep a tab on the community pulse and local events so that we can be proactive in response and support we can provide
- Including specific HMSC-related need
    - HMSC has never done a culture survey
    - OSU may have done department- or college-specific climate surveys, but these do not include our agency partners
    - Lots of students from all over the world come to HMSC (internship programs, summer courses)
    - Formative research experiences happen at HMSC: if negative, could lead to attrition (e.g., unnecessary obstacles in pathways)
    - Some have said that they wished they know more about the climate at HMSC before they accepted their position.

- Over time, climate survey results will help tailor learning experiences to the specific needs of the HMSC community.

Implementation Plan #6: Create Culture or Pulse Survey to Guide Actions Addressing Racial Injustice at HMSC

Immediate Action:

- Designate a representative group (e.g., faculty, staff, student, agency) to consult with OID to create a HMSC-specific climate survey
- Release initial climate survey in Fall 2021
- Use data to determine a baseline that will be used to assess change in the community over time
- Share results with the HMSC community
- Assess whether HMSC community members are currently reporting instances of bias – if not, what are the barriers?

Suggestions for long-term actions/promoting sustainability:

- Use data to inform/prioritize learning experiences
- Create a schedule for future surveys and assess need to update survey with OID
- Designate a person who will oversee maintaining this schedule
- Ensure survey integrity and interpret if results meet the goal of the survey

Benchmarks (accountability metrics):

- 50% of HMSC community members have participated in the initial climate survey

Recommendation #7: Review OSU HMSC Policies Using a Racial Equity Lens

Description: Take a racial equity lens to all OSU HMSC policies, plans, and procedures (PPPs), both in the language used to convey them and in the substance behind them. A racial equity lens illuminates ways that individuals are disadvantaged or privileged and works to rebalance power, opportunities, and outcomes. Applying a racial equity lens to OSU HMSC PPPs means paying disciplined attention to whether their effects are equitable in the context of race and ethnicity. It also analyzes any issues, looking for solutions, and anticipating future developments for more equitable outcomes. This will apply to short-term (e.g., review existing policies) and long-term (e.g., apply to new policies) needs, including policies that are needed to promote racial equity. Our hope is that this effort will encourage all Units* at HMSC to review their policies using a racial equity lens to develop a consistent welcoming experience for all races and ethnicities across the HMSC campus. [*Units in this context includes all HMSC co-located partners, institutes, and labs.]

Justification:

We recognize that racially biased systems are all around us. We acknowledge that existing OSU HMSC PPPs were not written with racial equity in mind and thus reflect bias toward some people, both in the language used to describe them and in their substance. The purpose of this effort is to evaluate the language, intent, and impact of OSU HMSC PPPs to remove any bias.

What could this look like? PPPs could be evaluated by:

Possible Options	Pros	Cons
Assign a reviewer from the HMSC Director's Office		• heavy workload • limited perspectives • potentially less objective
Create a HMSC-wide evaluation review committee	• multiple perspectives	• commitment needed from leadership of multiple Units • added uncompensated workload • coordination
Bring an external reviewer/expert	• expertise • shift workload out of house • potentially more objective	• upfront cost • external party may lack familiarity with HMSC and Newport culture

Implementation Plan #7: Review OSU HMSC Policies Using a Racial Equity Lens

The purpose of reviewing OSU HMSC PPPs using a racial equity lens is to evaluate the language, intent, and impact to remove any bias.

Language:

Remove ethnic or racial bias in language choice.

Intent:

Remove ethnic or racial bias that create barriers to the original intent of the PPPs.

Impact:

This will become clearer after the climate survey, but as a starting point consider the impact of existing and future PPPs on racial or ethnic groups.

- Who is most impacted by this PPP or decision?
- Does this PPP or decision ignore or worsen existing disparities or produce other unintended consequences?

Immediate Action:

- Review and update the Director's Office PPPs
- Reach out to main campus and other college groups working on policy review so that there is consistent effort

Suggestions for long-term actions/promoting sustainability:

- Integrate this mindset into all new or PPP updates
- This is a changing lens, which will require a periodic review of all PPP
- All units would also be encouraged to go through a concurrent exercise so that policies are more consistent across the HMSC campus

Timeline:

Today	Create a list of all Director's Office PPPs to review
	Implement one of the possible options
	Create "how to" evaluation guide and rubric
	Review what is missing from existing PPPs (create a gap analysis)
Every Year	Review any new or updated PPPs (and update online)
Every 5 Years	Provide training for individuals doing this work

Benchmarks (accountability metrics):

1. Review and update the Director's Office PPPs by the end of year 1, including but not limited to:
   - HMSC Mission Statement
   - Policies:
     - Space Allocation Plan
     - Housing Rules and Regulations
     - Meeting Room Use Policies
     - Animal Care Plan
     - Emergency Operations Plan
     - Continuity of Operations Plan
   - Procedures:
     - Space Use
     - Onboarding and Offboarding

2. Complete a "how to" evaluation guide by the end of year one that formulates guidelines for future PPPs with this lens in mind. The guidance should provide a common protocol for evaluating decisions and PPPs for racial equity.

3. Review what is missing from existing PPPs. Create a gap analysis to elevate what policies we do not have that are needed to support racial equality by the end of year two.

4. Provide training and encourage other Units to evaluate their own internal PPPs.

5. All new HMSC PPPs are evaluated before implantation.

Recommendation #8: Develop and Implement HMSC-specific Land Acknowledgement

Description: The HMSC Working Group to Address Racial Injustice believes it is important to acknowledge the people whose expropriated land makes up the current location of the HMSC campus. We recommend HMSC reestablish their connection with the Siletz tribal community to create a HMSC-specific land acknowledgement and foster an ongoing relationship with local tribal leadership.

Considerations: HMSC should work to prevent the tribal community contacts from feeling as though they are "doing our work". HMSC should work to ensure that they know we value their feedback on the land acknowledgement or any other educational materials that might be used or included at HMSC.

Implementation Plan #8: Develop and Implement HMSC-specific Land Acknowledgement

Immediate Action:

HMSC Director Bob Cowen to continue to reach out to renew a connection with the Siletz tribal community.

Identify new or alternative leadership in the Siletz tribal community who might be the more appropriate connection.

Identify people on main campus who might help to create relationships.

Suggestions for long-term actions/promoting sustainability:

Reach out for seminar speakers from within the Siletz tribal community in the future as we build the relationship.

Timeline:

Today	HMSC Director continue to reach out to renew a connection with the Siletz tribal community.
Every year	Maintain the relationship by regular check-ins
Every 5 years	

Benchmarks (accountability metrics):

**Recommendation #9: Establish a Community of Practice Dedicated to Antiracism
and Racial Justice**

Description: A community of practice is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals (e.g., HMSC's Green Team). We envision one or more small groups at HMSC that share a concern or passion for learning more about racial equity, social justice, or making structural changes within their spheres of influence. By interacting regularly, the members of the learning community will raise their consciousness about issues of race. This group (or groups) can host engagement activities centered on confronting racial injustice within their communities. For example, several Fisheries, Wildlife, and Conservation Sciences (FWCS) faculty participated in OSU's Confronting Systemic Whiteness, which was three facilitated discussions during which participants discussed videos and readings focused on racial justice issues.

Justification: The history of systemic racism is long and deep. Any effective disruption of racism requires commitment and raised awareness. Sustained interaction with others focused on such efforts builds community, which is particularly important at HMSC where people work for a range of organization with different missions.

What could this look like?

Possible Option	Pros	Cons
Host discussion of literature on the topic of racial equity	• Increase awareness • Initiate dialogue	• Potential few or the same participants (not necessarily a con)
Sponsor workshop, such as Jasmine Grahm's (Minorities in Shark Science) Allyship Training*	• External perspective • Specific to marine science fields	• Relatively small fee • Potentially need lead time
Host video screening, such as The Enduring Legacy of Slavery & Racism in the North, Birth of a White Nation	• Increase awareness • Initiate dialogue	• Potential few or the same participants (not necessarily a con)

*Options include (1) a 4-hour workshop or a 1.5-hour ally skills workshop. The short workshop involves a short crash course on micro allyship, active bystander training with 1-2 case studies for discussion and a group activity on privilege. The full-length workshop goes in depth into bias interrupting, advanced ally skills, mentoring early career scientists from underrepresented minority backgrounds, 3-4 case studies, role play activities, and a facilitated discussion on building an inclusive community within your institution. Prices vary based on length and number of participants. Short ally skills: up to 30 people ($1K); up to 50 ($2K): up to 100 ($5K). Four-hour workshop up to 30 people ($2K); up to 50 ($5K): up to 100 ($10K). There is the possibility to tailor a session to fit our needs.

Implementation Plan #9: Establish a Community of Practice Dedicated to Antiracism and Racial Justice

Immediate Action:

- Interested members of HMSC will form a Community of Practice. Depending on interest level, one or more groups will be formed.
- At least one group will plan 2-3 engagement activities for Fall 2021.

Suggestions for long-term actions/promoting sustainability:

Identify one or two group leaders, who will be responsible for initiating discussion and facilitating / assign action items to group members to ensure implementation.

Timeline:

By Fall 2021	Identify organizers. Plan one to two activities for Fall 2021.
Summer 2022	Plan additional activities for Winter and Spring terms. Solicit some feedback during these events.
Every year	Have each group (if more than one) prepare a summary of their activities, reflections, and recommendations every 6 months to 1 year for HMSC Director and DEI staff to review.

Benchmarks (accountability metrics):

Have each group (if more than one) prepare a summary of their activities, reflections, and recommendations every 6 months to 1 year for HMSC Director and DEI staff to review.

Document attendance (not necessarily who but how many). Consider some rubric for participants to contribute after activities.

Recommendation #10: Create a Website with Antiracism and Racial Justice Resources

Description: To increase access to DEI resources, WGARI recommends creating and maintaining a centralized DEI-focused website. HMSC is seriously engaged in efforts to increase equity, justice, and inclusion. A highly visible, well-maintained website will help reflect this effort and increase its overall success.

Justification:

- A website would increase transparency around DEI efforts at HMSC.
- For BIPOC individuals seeking resources, community, and/or support, a website would increase access by alleviating the burden to navigate various OSU/agency structures.
- A website with educational resources lower barriers for the HMSC community to engage in self-education.
- A website would serve as the launch pad for the HMSC community to learn and connect.
- A website would have WGARI/diversity advocate contact information or a place to leave feedback for HMSC community members to engage in DEI efforts.
- A highly visible, well maintained DEI website (in addition to strategic planning and action) may be an attractive factor for the recruitment of BIPOC students, staff, and faculty.

What could this look like?

Possible Option	Pros	Cons
Website maintained by HMSC diversity advocate	- Long-term consistency - Quick updates/changes - Can create, sources appropriate content & resources - Integral to the HMSC DEI effort (aware of goals and processes)	Identifying funding for the position.
Website maintained by Director's Office Staff	Team already manages the HMSC website and works with web developer to add/remove content, build pages, etc.	- Adding additional workload to staff PD - Staff person isn't likely a content expert and that would need to come from variety of sources. That

	• Temporary solution until the HMSC Diversity Advocate is hired	process would need to be managed. • Content would likely still need to be created by the HMSC WGARI (or a version of the group), adding additional workload • May create a "go between" situation where it is more difficult to communicate and upload new material
Website started by WGARI	• WGARI will have the most up-to-date knowledge of what they would like to see on the website	• Overburden students/faculty/staff • WGARI is temporary

Considerations:

- Will there be separate sections for students, faculty, staff, agency partners?
- What kind of content should be included?
- Who is responsible for generating content?
- Who gets to authorize content if website manager is not the diversity advocate (content expert)?
- How broadly do we advertise opportunities (internal/external including social media to HMSC)? Audience?

Implementation Plan #10: Create a Website with Antiracism and Racial Justice Resources

Immediate Action:

- Link website with resources addressing racial injustice, WGARI charge/effort, and a list of OSU/HMSC resources (including readings and learning opportunities) to Employee Resources & Student Services sections on HMSC website (https://hmsc.oregonstate.edu/).
- Appoint someone to start the website or temporarily delegate this task to a member(s) of the Director's Office staff
- We recommend that this report be shared publicly with the HMSC Community via the website to promote transparency and accountability regarding HMSC's commitment to racial justice and transforming our community.

Suggestions for long-term actions/promoting sustainability:

- (If we have a HMSC diversity advocate) make website maintenance a part of the HMSC diversity advocate's position
- (If we do not have a HMSC diversity advocate) create a schedule (e.g., once a month) for updating the website and delegate this task
- DEI webpage tab to be prominent/visible main HMSC website

Timeline:

Today	Implement website with resources and summary of WGARI charge/effort
	Delegate/appoint an interim webmaster
Every month	Update resources, broadcast learning/engagement opportunities (e.g., calendar)
Every year	Solicit feedback from HMSC community and WGARI about efficacy of website
	Use website analytics to determine which pages are getting the most traffic and assess engagement by time spent on site/page.
Every 5 years	Include site as part of the periodic HMSC website refresh

Benchmarks (accountability metrics):

- Is the website available by Fall 2021? (Yes/no)
- Does the HMSC community know how to find the website? Are they interacting with it? (Track website views and length of session)
  - If no, broadcast/advertise about the website (e.g., HMSC director's lunch, weekly seminar)
- Solicit feedback from the HMSC community about how the website could be more effective

Recommendation #11: Reinstate Seminar Committee

Description: The HMSC WGARI recommends a reinstatement of the HMSC Seminar Committee to ensure the speakers invited to present at HMSC's seminar series are representative of the diverse perspectives, voices, and pathways of today's marine professionals. We also recommend the formalization of a student-focused summer seminar series that highlights both the science and the personal journey of the speaker to their current role. By having a designated committee for seminar, we will be able to extend our reach to invite speakers that may have previously been outside the primarily white-dominated science circles at HMSC.

Justification:

Invited HMSC seminar speakers tend to reflect the demographic already present at HMSC. By developing a committee with the goal to invite a diverse pool of speakers, we broaden our reach to include research and conservation perspective's missing from the HMSC community. This can help HMSC foster collaboration among marine professionals.

What could this look like?

Possible Option	Pros	Cons
Reinstate the HMSC Seminar Committee by bringing together ~4-5 HMSC faculty/students/post-docs/agency scientists for a one-year term to nominate speakers from a diverse background.	• By designating a committee for this work, they can focus on bring voices to HMSC that may not be recommended otherwise • Would be beneficial for the entire HMSC community to hear about the science of diverse scientists • Could facilitate collaboration with scientists we may otherwise not have met	• Serving on a committee is a time commitment (we anticipate 1-3 hours per month). This may reduce the number of people willing to serve. • We would like to fund graduate students and post-docs for their work on this committee, but we would still need to determine where these funds would come from. • We may be able to attract diverse speakers by just asking the HMSC community at large

		for recommendations.
Bring diverse speakers to HMSC during the summer seminar series to speak about both their research and their personal journey to their current role. We would like to offer an honorarium or travel funds to diversify the pool of speakers. We request they stay around for additional conversation with students after the normal seminar, with the primary audience being summer undergraduate interns and HMSC graduate students and post-docs.	• These conversations would be held in summer, when we have a large number of interns and students • Offering an honorarium or travel funds for speakers to diversify the pool of speakers and requesting they stay around for additional conversation with students after the normal seminar. • Would be beneficial for the entire HMSC community to hear about the science and journey of diverse scientists.	• Difficult to ask speakers to talk about their journey. We are creating an email template to ease this concern. • An honorarium may be a financial issue for some speakers. We could address this by offering the honorarium to everyone and letting them decide if they would like to accept.
Cinamon continues to work with HsO to bring diverse speakers to HMSC throughout the academic year to speak about their research.	• Would be beneficial for the entire HMSC community to hear about the science of diverse scientists • Could facilitate collaboration with scientists we may otherwise not have met	• This status quo option puts the responsibility of this effort on small group of people
Establish a standing invitation with local tribal researchers to speak a few times a year.	•	•

Implementation Plan #11: Reinstate of Seminar Committee

Immediate Action:

- Create a seminar committee comprised of students, staff, and faculty at HMSC.

Suggestions for long-term actions/promoting sustainability:

Designate funding to pay invited seminar speakers that are not affiliated with HMSC/OSU

Designate funding to pay students for their role on the committee

Timeline:

Today	Reach out to a diverse group of speakers for summer 2021 virtual seminar and fall 2021 hybrid seminar.
	For summer speakers, reach out to speakers one month out to discuss the potential to speak to students about their journey after the main seminar.
Every year	Develop a HMSC seminar committee to serve for a one-year term, tasked to nominate diverse speakers to the HMSC seminar.
Every 5 years	Committee review to evaluate the effectiveness and reach of the new seminar format.

Benchmarks (accountability metrics):

Appendix

- Group Norms for Dialogue
- Participation Strategies
- CAS CARE & CARE Companion
- Landerman, 2013