**NORTHERN ARIZONA UNIVERSITY**

University Diversity Strategic Plan - Revised Draft #4

## Introductory Statement

The NAU Diversity Strategic Plan (DSP) is a fluid document designed to focus and prioritize the university’s resources and attention towards an increasingly diverse, inclusive, and successful environment for all, with particular attention to those groups that have been historically underrepresented, marginalized, or underserved in higher education. The NAU DSP will align with the University Strategic Plan (USP) that, in turn, aligns with the Arizona Board of Regents Strategic Plan, “Impact Arizona.”

The NAU DSP identifies major goals and strategies and will require each VP area, and ultimately each college and unit, to prepare and implement a DSP that aligns with the university’s DSP, but is also uniquely relevant and meaningful to the area/unit (unit plans). Some of the strategies contained in this draft will be university wide, but the majority of the detailed work will be considered and adopted by individual college and unit plans depending on what is relevant to the area. Goals and strategies will include items that will be both short-term achievements (1-5 years) and long-term aspirational visions for achieving a more diverse, accessible, and inclusive NAU.

The NAU DSP provides the high-level assessment process and criteria and places accountability on leadership positions at each level of the university structure.

The NAU DSP acknowledges and leverages the university’s existing strengths and the work of individuals, groups, and programs towards a diverse and inclusive working and learning environment.

The planning process is occurring through the NAU Center for University Access and Inclusion (CUAI).

This version is a preliminary draft that will be reviewed, edited, and revised during AY 17-18. No part of this plan has been formally adopted at this point. The goal is to adopt a final version by the end of AY 17-18. You may submit comments to the Center for University Access and Inclusion at [CUAI@nau.edu](mailto:CUAI@nau.edu) and/or participate in forums that will be held during the year. You may comment on any portion of the plan. This plan will cover both short and long term strategies. Please comment on strategies that you think are most appropriate for the NAU DSP (more aspirational) and those which would more appropriately appear in a unit plan. It is suggested that you review the entire draft before commenting. Thank you.

**Vision:** **A broadly diverse, inclusive, and culturally competent university community in which all can thrive**

**Values:**

* Shared responsibility for access and inclusion
* Fair and equitable division of resources and support
* Respect for and celebration of differences
* Civil engagement

## Goal 1: Maintain a culturally competent community and accessible environment (Aligns with draft USP Goal 4 Section 1)

## Goal 2: Increase, support, retain and graduate historically underrepresented students (Aligns with draft USP Goal 1 Section 3)

**Goal 3:** **Increase, support, and retain historically underrepresented faculty, staff, and administrators** (Aligns with draft USP Goal 5 Section 4)

**Goal 4:** **Adopt accurate and reliable assessment methods and metrics for all diversity strategies and initiatives**

**Goal 5:** **Establish clear accountability and communication surrounding diversity strategies at every level of the university**

## Definitions

* **Access:** The removal of barriers to enter, communicate, and make full use of facilities, programs, services, and opportunities.
* **Cultural competency:** The institutional and personal commitment to obtain and demonstrate knowledge, and skills that allow us to learn, work, and engage effectively in a diverse environment.
* **Diversity:** The complexity of personal experiences, values, and worldviews that arise from differences and intersections of culture and circumstance. Such differences and intersections include race, sex, ethnicity, age, religion, language, ability/disability, sexual orientation, gender identity and expression, socioeconomic, veteran or other status, or geographic region.
* **Historically underrepresented groups (HUG)**: Those diverse groups, identities, and communities which historically lack access to, are underrepresented or underserved, or are marginalized at institutions of higher education.
* **Inclusion**: An environment where all people engage in creating a community where all groups have equal access and are welcomed and valued.
* **Inclusive:** The measure of the institution’s expanding access, participation, and resources to historically underrepresented individuals, groups, and communities.

**Themes**

* Embed diversity initiatives in campus culture, structure, and budget planning and decisions
* Incentivize and reward action
* Build on existing strengths
* Inclusive excellence (Aligns with USP Excellence “We commit to the highest quality in all endeavors”)

## Implementation

* The NAU DSP provides definitions and major goals for diversity at NAU
* Within each goal the plan suggests strategies for consideration and adoption by divisional and unit plans
* The NAU DSP requires each VP area and ultimately each unit to prepare and implement a diversity strategic plan. These plans will align with university and VP area plans, but reflect the unique, relevant, and meaningful role their diversity initiatives serve the area/unit

#### Goal 1

#### Maintain a culturally competent community and accessible environment

**1.1 Cultural Competence**:

* Establish a common understanding of resources, rights and responsibilities
* Review and update non-discrimination and harassment policies
* Ensure that processes for reporting of emergency and non-emergency incidents of suspected bias, discrimination, or harassment are transparent and accessible to students, faculty, staff and the public
* Reference university values in orientation and recruitment materials
* Establish one or more multicultural campus community centers – places of belonging and learning
* Develop and implement a required online course for all admitted students to complete before beginning classes that will explain:
  + University values around diversity and shared responsibility for access and inclusion
  + The importance of cultural competence in the marketplace of ideas
  + Our hopes for their university experience during their time at NAU
  + Tips for civil engagement and proper scholarly discourse surrounding contentious issues
  + Related policies and resources for a safe working and learning environment
* Expand the online course for students over time to include in-person teaching and engagement
* Expand New Employee Orientation to include:
  + University values around diversity and shared responsibility for access and inclusion
  + The importance of cultural competence in the marketplace of ideas
  + Our hopes for the university experiences of students, faculty, and staff
  + Tips for civil engagement and proper scholarly discourse surrounding contentious issues
  + Related policies and resources for a safe working and learning environment
* Increase learning opportunities
  + Implement Diversity Zone or similar training
  + Expand Safe Zone Training
  + Develop a series of workshops for employees that will provide the information they need to successfully engage as members of NAU’s diverse community, as well as model the values of the university. Subjects might include:
    - Productive dialog
    - Free speech and hate speech
    - Implicit bias
    - Micro and macro aggressions
    - De-escalation
    - Others as later identified
* Encourage the use of live and recorded personal stories as “testimony as teaching” tools to allow the voices of NAU’s community to be heard, and to provide historical context and qualitative understanding of the lived experiences of students, staff, and faculty at NAU
* Embed value for diversity-centered work through performance appraisals (behaviors for success), statements of expectations, promotion and tenure requirements, and adoption of departments’ standards and goals
* Implement voluntary diversity-related certificate or badging programs for students, faculty, and staff tied to professional development and job readiness; offer opportunities to earn distinctions for taking or providing diversity related training
* Explore creating a diversity leadership program similar to the University Leadership Program

**1.2 Access**

* Continue to require and expand accessible and universally designed physical, technological, and academic infrastructure
* Build, expand, and educate the campus community about inclusive and universally designed pedagogical methodology and classroom spaces

**1.3 Research, Teaching Excellence, and Learning Outcomes around Diversity**

* Fund an institutional membership with the National Center for Faculty Development and Diversity to provide mentoring and scholarship for graduate students and tenure-track faculty <https://www.facultydiversity.org/home>
* Expand current faculty mentoring program to offer targeted mentoring for diverse faculty
* Include rewards for diversity engagement at the faculty awards event
* Support global experiences and engagement for historically underrepresented groups
* Increase diversity-centered scholarship and institutionalize its value
* Build capacity for and reward demonstrated and effective diversity related teaching, research, and publication in all disciplines
* Provide incentives to partner with the Center for University Access and Inclusion on research around diversity, inclusion, access, and best practices
* Publish findings in scholarly journals that disseminate best practices and promote research into diversity and inclusion initiatives at NAU and beyond
* Expand the Faculty Professional Development Diversity Symposium series to include staff and students
* Use the Council of Graduate Schools (CGS) as a resource for nationally-recognized diversity initiatives and trends in graduate education
* Expand and promote diversity-related academic offerings to include multiple areas of diversity (ethnicity, race, disability, age, gender, religion, etc.)
* Create a diversity fellows program

**1.4 Community Engagement around Diversity**

* Identify diversity ambassadors to participate in community events and commissions
* Promote combined public and NAU events
* Hold an Inclusive Excellence speaker series
* Partner with Flagstaff and Coconino officials and diversity commissions
* Identify partnership opportunities with campus communities throughout Arizona
* Expand opportunities for HUG, international, and majority students, faculty, and staff, and community to engage socially and academically
* Support relationships between campuses, Flagstaff and all off-campus sites, tribal communities, other universities and beyond

**GOAL 2**

**Increase, support, retain, and graduate historically underrepresented students**

**2.1 Enroll, support, retain, and graduate HUG students in increasing numbers per metrics identified in Section 5**

2.1.1 Undergraduate and Transfer Strategies (TBD with EMSA input)

* Expand and support academic services that resonate with HUG populations
* Partner with the NAU Foundation and University Advancement to increase diversity related student scholarships, travel, conference attendance, and study abroad opportunities
* Expand 2 + 2 programs with minority serving institutions (MSIs)

2.1.2 Graduate Student Strategies (TBD with student leaders and GC/GSA input)

* Provide specific graduate student opportunities (assistantships, research, and commission work) to assist in diversity issues within areas that need help with their diversity initiatives
* Ask each program to identify one or two external funding/ fellowship/ post-doc/career placement services available to underrepresented groups in their discipline (e.g. APA’s Minority Fellowship Program)
* Fund an institutional membership with the National Center for Faculty Development and Diversity which serves graduate students and junior faculty

**Goal 3**

**Increase, support, and retain historically underrepresented faculty, staff, and administrators**

**3.1 General Search and Recruitment Strategies**

* Utilize the services of a vendor which will automatically place all NAU job postings with each state’s job board and multiple electronic publications that target historically underrepresented individuals, including women, minorities, individuals with disabilities, and veterans
* At the division, college, or department level, supplement vendor services with targeted efforts to reach diverse applicants through other organizations and publications relevant to the particular discipline or position being recruited (e.g. AABHE - American Association of Blacks in Higher Education; the Society of Hispanic Professional Engineers)
* Post NAU diversity-related values and expectations on the Human Resources applicant website and require applicants for all administrator and faculty positions and designated professional and staff positions to provide a statement (similar to a statement of teaching philosophy) about how they will support diversity at NAU
* Craft job postings with language that will resonate with underrepresented populations
* Make search committee trainings for all members more robust and comprehensive, using a variety of learning methods and including topics of diversity best practices, implicit and unconscious bias, effective postings, targeted advertising, support services and community resources for applicants
* Provide enhanced opportunities for professional development and training for those who will be representing diversity interests on search committees
* Provide relief and incentive to those who sit on search committees as diversity representatives through such mechanisms as credit for service, reassigned workload, acknowledgment in performance appraisals, awards and recognition, or other meaningful measures

**3.2 Staff and Professional, and Administrator Search and Recruitment Strategies**

* Establish employment pipelines with community colleges, apprentice programs, and community organizations to mentor and attract future applicants for staff positions
* Create a recruitment committee participant pool made up of members from the diversity commissions to represent the commissions in all administrative searches beginning at the dean level

**3.3 Faculty Search and Recruitment Strategies**

* Create college faculty recruitment committees consisting of specially trained faculty and staff who serve for at least a full academic year to strategize on efficient college-wide faculty recruitment opportunities and represent diversity issues, as needed, on departmental search committees
* Provide enhanced opportunities for professional development and training, and relief and incentives for those representing diversity interests on search committees
* Where feasible, create applicant pools for certain faculty positions and regularly do combined advertising for the college
* Establish and maintain a faculty recruiting relationship with minority graduate students nationally through participation in the annual Compact for Faculty Diversity Institute for Teaching and Mentoring <http://www.instituteonteachingandmentoring.org/>, the Association of Hispanic Colleges and Universities, and similar organizations
* Partner with the Office of Alumni Engagement to develop and promote alumni affinity groups with whom to partner for diversity recruitment
* Partner with the NAU Foundation and University Advancement to increase opportunities for diversity related travel, conference attendance, endowed positions, research funding, and visiting practitioners and scholars
* Explore cluster hiring opportunities

**3.4 Employee Retention Strategies**

* Cross-reference strategies for cultural competence
* Partner with the Office of Alumni Engagement to develop and promote alumni affinity groups with whom to partner for diversity recruitment
* Support development of pathways for promotion

**Goal 4**

**Adopt accurate and reliable assessment methods and metrics for all diversity strategies and initiatives**

#### 4.1 Surveys and Data Gathering

* + - Implement one or more diversity climate survey(s) to be administered periodically to all students, faculty, staff, and administrators to establish a baseline and measure progress towards goals
    - Select and implement a mechanism for students and employees to privately self-identify as members of the LGBTQIA community to help the university better track recruitment, retention, and programming efforts
    - Select and implement a mechanism for students to privately self-identify to the university as members of the disability community to better track recruitment, retention, and programming efforts

#### 4.2 Assessment

* + - Establish task force(s) on assessment and measurement to design appropriate tools (with attention to both qualitative and quantitative data) to measure the effectiveness of strategies implemented as a result of this plan and provide guidance to the professional staff and researchers working in the Center for University Access and Inclusion
    - Designate accountable offices and individuals for data collection and assessment
    - Develop effective assessment and evaluation, with careful evaluation of qualitative and quantitative data collection

#### 4.3 Metrics

4.3.1 Establish goals

* + - * Students ABOR Performance Measures
        + ABOR 2025 Metrics –Educate

Undergraduate Enrollment

Graduate Enrollment

Freshman Retention Rate

Total Enrollment

6-year Graduation rate

* + - * + ABOR 2025 Metrics – Achieve

Bachelor’s Degrees Awarded

Graduate Degrees Awarded

Arizona Community College Transfers Awarded Bachelor’s Degrees

* + - * + NAU Performance Measures – to be determined

For comparison

HUG demographics for qualified Arizona residents

Relevant national demographics and statistics

* + - * Employees
        + Affirmative action plan data by job group
        + Census
        + Labor market
        + IPEDS
        + CUPA
        + Survey of Earned Doctorates (SED)

**Goal 5**

**Confirm clear accountability and correct communication surrounding diversity strategies**

**at all levels of the university**

#### 5.1 Accountability

* + - Designate accountable positions at all levels of the university:
      * University President
      * Academic
        + Provost
        + Deans
        + Chairs and directors
        + Faculty
      * Administrative
        + Vice presidents
        + Assistant/associate vice presidents
        + Directors and managers
        + Staff

#### 5.2 Communication

* + - Establish a web-based Diversity Dashboard to
      * communicate statistics and progress toward strategic plan and affirmative action goals
      * provide a mechanism for feedback and suggestions for continuous improvement
      * post division and department diversity strategic plans
    - Publish reports for the administration and general NAU community based on data collected

**Existing** **Strengths**

The university plan acknowledges and leverages the university’s existing strengths and efforts of individuals, groups, and programs for their work towards a diverse and inclusive working and learning environment. These include but are not limited to the following:

* ASNAU Diversity Representative
* Center for International Education
* Center for University Access and Inclusion
* Dept. of Applied Indigenous Studies
* Dept. of Global Languages and Cultures
* Disability Resources
* Disability Studies Program
* Diversity Commissions – Office of the President
  + Commission on Disability Access and Design
  + Commission on Ethnic Diversity
  + Commission for Native Americans
  + Commission on the Status of Women
  + LGBTQIA Commission
* Diversity Curriculum
* EMSA Student Services
* Equity and Access
* Ethnic Studies Program
* Faculty Professional Development
* Faculty Senate Diversity Committee
* Graduate Student Government Diversity Representative
* Inclusion and Multicultural Student Services
* Institute for Human Development
* University Leadership Program
* Native American Cultural Center
* Native American Student Services
* NAU 4 All
* President’s Diversity and Equity Awards
* PRISM
* Supervisors Academy
* United Diversity Council
* Veteran Success Center
* Women's & Gender Studies Program