

## CEIAS Diversity Strategic Plan Roadmap

### **Visibility & Advertisement:**

1.  Create a CEIAS Diversity, Equity, and Inclusion (DEI) Committee
2.  Establish a Diversity Strategic Plan [Adapted from NAU DSP]
  - a.  Compose CEIAS Diversity Statement

*The College of Engineering, Informatics, and Applied Sciences (CEIAS) at Northern Arizona University is committed to cultivating an environment where people of all backgrounds and identities are welcomed and treated with equity and respect. In CEIAS, we value diversity in race, color, ancestry, ethnicity, citizenship, and national origin; gender identity, expression, and sexual orientation; socio-economic and cultural background; religious beliefs; physical abilities; veteran status; age and life experiences. We celebrate the unique identities and perspectives in our community and continually strive to increase diversity and inclusivity in our college. [nau.edu/ceias-diversity]*

- b.  Include CEIAS Diversity Statement on applications, recruitment, advertising, and new hire documents
  - c.  Review DSP annually
3.  Develop a CEIAS diversity and Inclusion web portal
  - a.  Establish CEIAS diversity and inclusion web portal
  - b.  Link to DEI web portal permanently on CEIAS main page
  - c.  Update CEIAS DEI web portal annually

**Performance Measurements:**

4.  Develop/Assess Climate of Diversity within CEIAS/NAU
- a.  Implement annual climate survey
    - i.  Obtain demographic information through [Institutional Research and Analysis](#)
    - ii.  Advertise climate results annually
  - b.  Develop mechanisms for students/employees to self-identify/be welcomed
    - i.  *LGBTQ community*
      - 1.  change preferred name
      - 2.  as gender non-binary/change pronouns
      - 3.  [Out and proud list](#)
    - ii.  *Disability community*
      - 1.  Inventory inaccessible/accessible environments
      - 2.  Accessible environments campus map
      - 3.  Train creation of accessible documents and electronic content
    - iii.  Identify new areas of diversity recognition
  - c.  Develop mechanisms of assessment for DEI initiatives
    - i.  Communicate with NAU Diversity fellows  
*[Diversity fellow on DEI committee]*
    - ii.  DEI committee reports to CEIAS Dean
    - iii.  Contribute to the [University Diversity Dashboard](#)
      - 1. Communicate CEIAS DSP and progress towards goals
      - 2. Provide a mechanism for feedback and suggestions for continuous improvement
      - 3. Publish yearly reports and updates for NAU community
    - iv.  Maintain open dialogue with NAU Diversity Centers
    - v.  Engagement with University marketing *[through web development]*
5.  Institutionalize Diversity Centered Work
- a.  Apply for the American Society for Engineering Education (ASEE) Diversity Recognition Program (ADRP)
  - b.  Develop/Grow Diversity-Centered Learning Opportunities  
*[with help of resource centers]*
    - i.  Construct online diversity and inclusion module [Fac. Prof. Dev.]
    - ii.  Construct implicit and unconscious bias awareness training [HR]
    - iii.  Expand access to Safe Zone, Inclusion Zone, DREAM Zone, Disability Zone, and other Zone trainings [IMQ]
    - iv.  Encourage use of human libraries/personal stories [Library/College]
    - v.  Educate inclusive and universally designed pedagogical methodology and classroom spaces
  - c.  Incorporate diversity-centered work, professional development, service, and research/scholarship *in evaluation and promotion and tenure criteria in substantive and meaningful ways*

- i.  Include diversity-centered work, professional development, service, and research/scholarship in all employee expectation documents, appraisals, and evaluations
  1. Step 1: Agree to set DEI criteria for promotion/tenure review
  2. Step 2: Agree to set a goal of developing promotion criteria (for non-tenure track) within the one year
  3. Step 3: Include diversity-centered evaluation criteria on Outstanding Teacher selections.
- ii.  Diversity in planning and budgeting decisions
  1. Endowed Professorship
  2. Provide specific graduate student opportunities (assistantships, research, and commission work)
  3. Increase funding for *institutional initiatives*
- iii.  Diversity-related certificate or badging program  
*See above learning opportunities*
- d.  Inventory courses with diversity components and outcomes and begin to consider diversity-centered learning outcomes for remaining courses  
Areas of diversity: 1. Indigenous, 2. Gender, 3. Global, 4. Ethnic/Racial
  - i. Recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world;
  - ii. Understand the history of issues related to diversity, social and economic inequities, and political power in the United States and across the world;
  - iii. Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in the United States and across the world;
  - iv. Analyze the various institutions and structures that create and maintain social, economic, and political inequality in the United States and across the world; and, identify those that offer redress for these issues;
  - v. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines;
  - vi. Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and cultures in the United States and across the world.
- e.  Participate in University Diversity Celebrations [currently done through EPIC]

**Improving Recruitment, Retention, & Success of Individuals:**

6.  Student Recruitment
- a.  Expand/collaborate with 2+2/4+1 programs with minority serving institutions  
*[Find NAU near you]*
- i. B.S./M.S.
  - ii. NAU Yavapai
  - iii. Northland Pioneer College – Show Low
  - iv. Yavapai College Prescott Campus
  - v. Central Arizona College – Signal Peak
  - vi. Chandler-Gilbert Community College
  - vii. Estrella Mountain Community College
  - viii. Glendale Community College
  - ix. Mesa Community College
  - x. Paradise Valley Community College
  - xi. Phoenix College
  - xii. Scottsdale Community College
  - xiii. South Mountain Community College
  - xiv. Eastern Arizona College – Thatcher
  - xv. Pima Community College – Tucson
  - xvi. Mohave Community College – Kingman
- b.  Establish NAU as a Hispanic service institution
7.  Student Retention (Choose 2 during 1<sup>st</sup> year)
- Ideas:
1. Academic support (from the start) (e.g. calc./math) [First year initiatives]
  2. Belonging/self-identification
  3. Diversity Speaker Series
  4. Peer Mentorship
  5. Increase faculty rapport w/ students
  6. Expanded faculty/student academic advisement
  7. Department inventory (DLO & Planning) of key courses offered each semester
8.  Transfer to *best practices* to strategic enrollment plan
9.  Staff and Faculty Recruitment
- a.  Establish uniform language in job postings *[see diversity statement above]*
- b.  Establish training on diversity and inclusion for selection committees
- i. Require all search committee members to have completed:
    1.  Harassment and discrimination prevention training
    2.  Unconscious bias training
    3.  Diversity and inclusion training *[See above, learning opportunities]*

- 4.  Selection committee training
  - ii. 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**
  - iii. Introduce mechanisms for reevaluation of current rubrics used by search committees
  - iv. Employ *cluster hiring* opportunities
  - v. Explore maintaining *applicant pools* for certain positions
- c.  Develop mechanisms to reach diverse applicants
  - a. Create *college faculty recruitment teams* consisting of specially trained [See training above] faculty and staff who serve for at least a full academic year
  - b. Research and target venues, conferences, professional organizations, schools, and publications that reach diverse applicants who possess the education and skills relevant to a particular discipline or position being recruited
  - c. Establish employment pipelines with community colleges, apprentice programs, and community organizations to mentor and attract future applicants for staff positions
- d.  Partner with the Office of Alumni Engagement to develop and promote alumni affinity groups

#### 10. Support/Retain Faculty and Staff

- a. Expand faculty and staff mentoring program
  - i. Institute college wide faculty and staff mentoring program for new hires
  - ii. Establish mentor/mentee contract and individual development plan
  - iii. Collect feedback/review mentorship outcomes
  - iv. Maintain an (internal) database of individuals considered to be excellent mentors
- b. Provide method of recognition for diversity-centered work [See above]