

College of Engineering, Informatics, and Applied Sciences Diversity Strategic Plan

Executive Summary

The purpose of the Northern Arizona University (NAU) College of Engineering Informatics and Applied Sciences (CEIAS) Diversity Strategic Plan (DSP) is to create a framework of action to enhance Diversity and Inclusion throughout the fabric of NAU. The goal of the DSP is to create a community that exhibits true diversity and inclusion. This means that, diversity and inclusion are recognized as institutional strengths and exhibited through a reflection of ideals and participation by all members of the diverse NAU community.

Northern Arizona University is an institution of higher education built on a student-first foundation. NAU has an enrollment of over 30,000 (fall 2019) with over 60% female and increasing numbers of underrepresented and diverse student populations. Two-thirds of NAU students are from the state of Arizona; a state that likewise is seeing an increase in the diversity of state demographics.

The Diversity Strategic Plan focuses and prioritizes the college's attention and resources around diversity, inclusion, and a culturally competent environment for all, with particular attention to underrepresented, marginalized, or underserved groups in higher education. The DSP aligns with the University Diversity Strategic Plan (DSP) that, in turn, aligns with the Arizona Board of Regents Strategic Plan, "Impact Arizona."

Key Strategic Priorities:

Priority 1: Accelerate toward a culturally competent community and accessible environment

Priority 2: Increase, support, retain and graduate underrepresented students

Priority 3: Increase, support, retain and advance underrepresented faculty, staff and administrators

Priority 4: Adopt accurate and reliable evaluation and assessment methods and metrics for all diversity and inclusion strategies and initiatives

Priority 5: Establish transparent and universal paths of communication and responsibility for diversity and inclusion.

Priority 1: Accelerate Toward a culturally competent community and accessible environment

Across NAU, pursue opportunities to increase diversity and inclusion initiatives. Embed diversity in learning outcomes, professional development, performance expectations, evaluations and increase opportunities for the NAU community to participate in and advance diversity and inclusion.

Objective 1: Widely acknowledge, disseminate, and promote NAU's commitment to diversity, inclusion and cultural competency	Objective 2: Institutionalize the value of diversity-centered learning, service, scholarship and work	Objective 3: Incentivize diversity-centered learning, service, scholarship, and work	Objective 4: Increase mandatory and optional learning opportunities in multiple formats	Objective 5: Remove barriers to access for individuals with disabilities	Objective 6: Increase community engagement around diversity
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Priority 2: Increase, support retain, and graduate underrepresented students

Continue to assess, develop and implement strategies focused on generating purposeful support of underrepresented students

Objective 1: Recruitment and enrollment of underrepresented students	Objective 2: Student support, retention, and graduation from underrepresented populations
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Priority 3: Increase, support, retain and advance underrepresented faculty, staff, and administrators

Continue to assess, develop and implement strategies focused on generating purposeful support of underrepresented faculty, staff, and administrators

Objective 1: Recruit underrepresented faculty, staff, and administrators	Objective 2: Support, advance, and retain underrepresented faculty, staff, and administrators
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Priority 4: Adopt accurate and reliable evaluation and assessment methods and metrics for all diversity and inclusion strategies and initiatives

Establish and refine tools and mechanisms upon which an accurate and continual assessment of progress within diversity and inclusion can be rendered

Objective 1: Determine how metrics will be collected and managed

Priority 5: Establish transparent and universal paths of communication and responsibility for diversity and inclusion

At institutional, College, and Unit levels, create an understanding and appreciation of how diversity and inclusion are implemented at NAU

Note: [1., 2., 3.] annotations refer to CEIAS DSP Roadmap

Priority 1: Accelerate toward a culturally competent community and accessible environment

Objective 1: Widely acknowledge, disseminate, and promote NAU's commitment to diversity, inclusion and cultural competency

Focus Areas:

- [1.] Establish a Diversity Equity and Inclusion committee to consist of college wide representatives to serve as liaisons to CEIAS Dean, the NAU Diversity Fellows Program and community, and serve as an advisory board.
- [2.] Communicate the college's definition of and commitment to diversity and inclusion through the Diversity Strategic Plan.
- [2. b.] Construct a **CEIAS Diversity Statement** for use on applications, recruitment and advertising materials, and syllabi statements
- [3.] Establish a web-based CEIAS Diversity and Inclusion web portal
 - [3. a.] *CEIAS Diversity* web portal will provide one-stop access to diversity and inclusion information, events, statistics, and resources
 - [3. b.] Include link to *CEIAS Diversity* prominently on the main page of the CEIAS website
 - [4. c. iii.] Contribute to the University Diversity and Inclusion Dashboard
- Increase the NAU commitment to Diversity and Inclusion
 - [4. a.] Implement one or more nationally benchmarked campus diversity climate survey(s) to be administered periodically every three years to all students, faculty, staff, and administrators to establish a baseline and measure progress towards goals
 - [4. b. i.] Develop mechanisms for students and employees to self-identify privately to the university as members of the LGBTQIA community to better track recruitment, retention, and programming efforts.
 - [4. b. ii.] Improve mechanisms for students to self-identify privately to the university as members of the disability community to better track recruitment, retention, and programming efforts
 - [4. b. i.] Create self-identification selection options beyond the male/female gender binary in university student and employment processes

Objective 2: Institutionalize the value of diversity-centered learning, service, scholarship, and work by embedding diversity as an important component of learning outcomes, professional development, performance expectations, and performance evaluations at all levels

Focus Areas:

- [5.] Incorporate diversity-centered work, professional development, service, and research/scholarship in evaluation and promotion and tenure criteria in substantive and meaningful ways such that it is valued on par with other activities
 - [5. c. i.] Include diversity-centered work, professional development, service, and research/scholarship in all employee expectation documents, appraisals and evaluations
 - [5. c. ii.] Demonstrate commitment to diversity in planning and budgeting decisions
- [5. d.] Inventory courses with diversity components and outcomes and begin to consider diversity-centered learning outcomes for remaining courses

Objective 3: Incentivize diversity-centered learning, service, scholarship, and work

Focus Areas:

- [5. c. i.] Reward effective diversity-centered teaching in all disciplines
- [5. c. ii.] Implement financial and/or time-release support mechanisms for diversity-centered activities
- [4. c.] Implement strategies for increased involvement with university diversity commissions
- [3.] Increase visibility and support to Native American programs and initiatives
- [5. b.] Offer opportunities to earn distinctions for taking or providing diversity-centered training and expanding curricular and co-curricular activities
- [5. b.] Work with office of inclusion to implement voluntary diversity-related certificate or badging programs for students and all classes of employees tied to job-readiness and professional development
- [5. e.] Participate in University diversity celebrations

Objective 4: Increase mandatory and optional learning opportunities in multiple formats

Focus Areas:

- [5. b. i.] Require an introductory online diversity and inclusion module for incoming enrolled students
- [5. b. iii.] Implement and/or expand access to in-person Safe Zone, Inclusion Zone, DREAM Zone, Disability Zone, and other Zone trainings
- [5. b. ii.] Require education on implicit and unconscious bias awareness for students, staff and faculty
- [5. b.] Develop workshops for the NAU community that will provide the information individuals need to successfully engage as members of NAU's diverse community
- [5. b. iv.] Encourage the use of human libraries and personal stories and incorporate technology as a tool for expanding the reach of diverse experiences and perspectives of

students, staff, and faculty.

Objective 5: Remove barriers to access for individuals with disabilities

Focus Areas:

- [3.] Expand awareness of university accessibility policies
- [4. b. ii.] Inventory inaccessible environments and university processes
- [4. b. ii.] Train students, staff, and faculty to create accessible documents and electronic content
- [5. b. v.] Build, expand, and educate the campus community about inclusive and universally designed pedagogical methodology and classroom spaces
- [4. b. ii.] Create an accessible campus map

Objective 6: Increase community engagement around diversity

Focus Areas:

- [1.; 4. c. i.] Identify diversity ambassadors to participate in community events and commissions, and partner with officials in tribal communities, Flagstaff, Coconino County, and community campus locations
- [6. a.] Identify partnership opportunities with campus communities throughout Arizona

Priority 2: Increase, Support, retain, and graduate underrepresented students

Objective 1: Recruitment and enrollment of underrepresented students

Focus Areas:

- Increased efforts to recruit and enroll underrepresented students
 - [3.; 4. c. iv.; 5. b.] Collaborate with diversity centers
 - [5. c. ii.] Establish/grow diversity fellowships/grants
 - Pipeline activity to highlight in next 3 years
 - [5. c. ii.] Hire an endowed professorship (w/ focus on recruitment and retention)
- [8.] Ensure that diversity recruitment best practices are incorporated and implemented within the university's adopted Strategic Enrollment Management Plan
- [6. a.] Expand 2 + 2 and 4+1 programs with minority serving institutions (MSIs)
- [2. b.] Emphasize diversity, inclusion, and opportunities for engagement at NAU in recruitment material and presentations
- [3. a/b.] Direct potential applicants to the *CEIAS Diversity web portal & Diversity at NAU* webpage
- [6. b.] Establish/support NAU as a hispanic serving institution (HIS)

Objective 2: Student support, retention, and graduation from underrepresented populations

Focus Areas:

- [8.] Ensure that diversity retention best practices are incorporated and implemented within the university's adopted Strategic Enrollment Management Plan
- [3.; 4. c. iv.; 5. b.] Expand support for diversity resource centers and any other diversity-centered student engagement opportunities/resources
- Increase opportunities to interact with supportive Flagstaff communities
- [3.] Expand visibility of existing programs and services for diverse students
- [4. b.] Increase programs and services for diverse student populations.
- [5. a. ii. 2.] Provide specific graduate student opportunities (assistantships, research, and commission work) to assist in diversity issues within areas that need help with their diversity initiatives
- [5. c. ii.] Identify and fund institutional initiatives that serve student development and success
- Use the Council of Graduate Schools (CGS) as a resource for nationally-recognized diversity initiatives and trends in graduate education
- [4. b.; 7.] Implementation of strategies to enhance the university experience for underrepresented students
- [7.] Increased institutional support for underrepresented students

Priority 3: Increase, support, advance and retain underrepresented faculty, staff, and administrators.

Objective 1: Recruit underrepresented faculty, staff, and administrators

Focus Areas:

- Job Postings
 - [9. a.] Develop uniform language in job postings that emphasizes the value placed on diversity, equity and inclusion, in addition to the support and resources available at CEIAS & NAU.
 - [3.] Create and maintain a diversity equity inclusion-related webpage containing information about CEIAS's DSP and commitment to diversity and a link to the *Diversity Equity and Inclusion at NAU* page that job applicants will view when applying for positions.
 - [2. b.; 9.] Require a statement on diversity, equity, and inclusion for applicants for all administrator, faculty, and designated professional and staff positions.
- Search Committees and Procedures
 - [9.] Merge diversity best practices between faculty, staff, and administrator search processes
 - [9. b.] Require all search committee members to have completed:
 - Mandatory employee harassment and discrimination prevention training
 - Search process training
 - Unconscious bias training

- Diversity training
 - [5. c.] 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
 - [9. b. iii.] Introduce mechanisms for reevaluation of current rubrics used by search committees with an emphasis on criteria that recognize “the paths” of applicants.
- Recruitment and Advertising
 - [9. c.] Develop a mechanism to inform college-wide faculty recruitment processes to reach diverse applicants
 - [2. b.; 9.] Coordinate and combine ongoing targeted diversity advertising and recruitment in addition to recruiting and advertising for specific job postings
 - [9. b. iv.] Employ cluster-hiring opportunities
 - [9. d.] Partner with the Office of Alumni Engagement to develop and promote alumni affinity groups with whom to partner for diversity recruitment
 - [9. b. v.] Explore maintaining applicant pools for certain positions

Objective 2: Support, retain, and advance underrepresented faculty, staff, and administrators

Focus Areas:

- [5. b.] Expand new employee orientation to include and emphasize the following:
 - University values around diversity and shared responsibility for access and inclusion
 - Related policies and resources for a safe working and learning environment
 - Information about civil engagement and proper discourse surrounding contentious issues
- [10. a.] Expand current faculty mentoring program to offer targeted mentoring for diverse faculty, to provide healthy relationship geared towards establishing strategic career planning, expanding scholarly productivity, and propel a work-life balance.
- [5. b.] Expand and incentivize opportunities for staff and faculty to participate in diversity-centered activities and professional development
- [3.] Increase awareness for opportunities for staff, faculty and administrators to engage with supportive communities in Flagstaff
- [5. c.] Include rewards for diversity engagement and inclusion at the faculty and staff awards events
- [5. c.] Build capacity for and reward demonstrated and effective diversity related teaching, research, and publication in all disciplines

Priority 4: Adopt accurate and reliable evaluation and assessment methods and metrics for all diversity and inclusion strategies and initiatives

Objective 1: Determine how metrics will be collected and managed

Focus Areas:

- Continue CEIAS DEI committee work to design appropriate tools (with attention to both qualitative and quantitative data) to measure the effectiveness of strategies implemented as a result of the DSP
 - [4. a.] Characteristics of students in the program via Institutional Research
 - Student engagement (events, student orgs)
 - Recruitment/Retention/Pipeline
 - Mentoring/tutoring
- [3.] Implement CEIAS DEI web portal maintenance
- [3. c.; 4.] Evaluate DSP annually to inform further iterations.
- [4.; 5. d.; 8.] Develop best practices for dissemination of data obtained through DSP initiatives

Priority 5: Establish transparent and universal paths of communication and responsibility for diversity and inclusion

- [5.] Establish policy to institutionalize responsibility of diversity and inclusion at all levels of leadership within the CEIAS
 - Policies to recognize diversity and inclusion as institutional service of equal value to any departmental or unit activity
 - Establish diversity and policy initiatives across all academic departments
- [4. C.] Establish mechanisms for communication to and from all NAU/CEIAS units
 - Communicate with Diversity fellows
 - Communicate regularly with CEIAS Dean
 - Communicate with Faculty, Staff, & Students through website, emails, and yearly reports

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
- Applied Indigenous Studies
- Center for International Education
- Center for University Access and Inclusion
- 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 Office
- Ethnic Studies
- Faculty Professional Development
- Faculty Senate Diversity Committee
- Global Languages and Cultures
- Global Learning Initiative
- Graduate Student Government Diversity Representative
- Institute for Human Development
- Institute for Tribal Environmental Professionals
- Native American Cultural Center
- Office of Indigenous Student Success
- Office of Native American Initiatives (ONAI)
- NAU 4 All
- Office of Inclusion: Multicultural & LGBTQIA Student Services
- President's Diversity and Equity Awards
- President's Diversity Fellow
- Student affinity groups
- Supervisors Academy
- United Diversity Council
- University Leadership Program
- Veteran Success Center
- Women's & Gender Studies