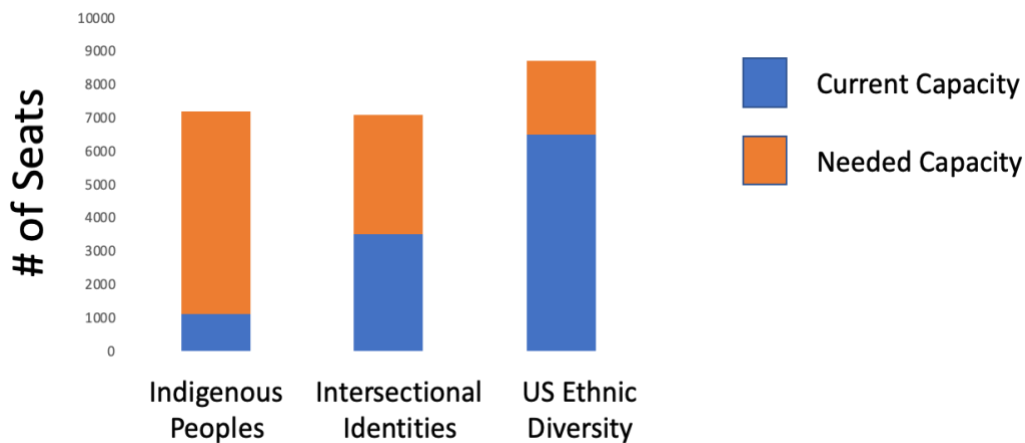


To: Faculty Senate Executive Committee
From: Diversity Curriculum Committee
Subject: Diversity Initiatives for 2021-22

Overview: This fall the regents approved an ambitious General Studies Program for NAU which includes Diversity Requirements in four areas: US Ethnic Diversity, Global Diversity, Indigenous Peoples and Intersectionality. Students will be required to take 3 credits in each area. Diversity requirements will be embedded in the three knowledge areas described in the General Studies program (Arts and Humanities, Scientific Literacy & Methods, Social and Political Worlds). The program will have a “soft launch” in academic year 2022/23 and a “hard launch” in Academic year 2024/25. Students who enter prior to fall 2024 can matriculate using the former diversity requirements and liberal studies requirements, whereas students who begin in Fall 2024 must meet the new requirements. ***General Studies knowledge areas are in good stead, but we are critically lacking the capacity to meet the diversity requirements.*** A feasibility study indicated that NAU currently has insufficient capacity to deliver the courses required. Shortfalls are most pronounced in Indigenous Peoples, Intersectionality and U.S. Ethnic Diversity (Figure 1). Specifically, current course offerings will meet only 15 percent of Indigenous Studies requirements, 50% percent of Intersectionality requirements, and 75% of U.S. Ethnic Studies requirements. ***This proposal will support building the capacity required to deliver a quality diversity program for our students.***



The Diversity Curriculum Committee is charged by the Faculty Senate with managing the undergraduate diversity requirements and ensuring that these requirements are consistent with Northern Arizona University’s mission. We maintain that to be successful NAU needs to devote resources to provide administrative support and strengthen faculty expertise.

Developing capacity to teach the new Diversity curricula requires commitments in three areas: 1) Faculty cohorts skilled in designing and delivering Diversity education; 2) New faculty hires who can contribute to teaching Diversity education and help with training other faculty; Integration of the diversity curriculum with co-curricular and student and faculty and staff support programs.

Below we outline six priority areas for advancing this program. Our recommendations are comprehensive and include 1) creating a strong administrative and faculty structure for supporting the Diversity requirements, 2) retaining faculty who are contributing to Diversity

education and training, 3) hiring new faculty experienced in Diversity education and 4) supporting curriculum development to help faculty teach effectively in this program.

We ask that the Faculty Senate Executive Committee approve this request and bring it to the full faculty senate for a vote.

- 1) **Create a position for the Director of Diversity Curriculum Program.** We recommend a 50% position faculty-appointment equal to Director of Liberal Studies. This position would be in the Provost's office and would be responsible for building the capacity to deliver the Diversity curriculum initiatives including oversight of cluster hires, implementing a Diversity Education Learning Community described below and retaining faculty.
- 2) **Build faculty capacity in diversity through increased faculty hires, retention mechanisms, and support systems.** Specific actions may include:
 - a) **Cluster hires** (for selected academic units that meet incentive goals for creating diversity classes under General Studies)
 - b) Create a **faculty learning community** focused on diversity
 - c) Create a **faculty professional development program** that includes training workshops for creating diversity curriculum
 - d) **Full or partial appointments** in Ethnic Studies, Applied Indigenous Studies and Women's and Gender Studies.
 - e) **Retention mechanisms** specifically for faculty most engaged in diversity objectives - such as converting NTT to TT and providing multi-year contracts
- 3) **Chief Diversity Officer** - Cabinet level VP of DEI who has responsibilities in multiple areas including: Academic Affairs, Enrollment Management, Student Affairs, Facilities (e.g., vendor contracts), Athletics, Foundation, etc. – would lead University's Diversity Strategic Plan (DSP). This position is comprehensive in purpose and function. This individual would coordinate the diversity and strategic plan across the university. They would have a team of people that connects to academics and co-curricular offices.
- 4) **Recognition in workload documents for diversity champions.** Work in diversity is primarily led by women and people of color and is treated as "volunteer" work. Faculty do diversity work in addition to typical service and academic training commitments. Faculty who play strong leadership roles need course releases or other compensation. For example, some faculty serve on multiple University committees (e.g. Commission on Ethnic Diversity, Diversity Curriculum Committee) and advise student groups (e.g. Black Student Union, Out in Stem, SACNAS) while maintaining typical allocations to departmental and professional service. This would require changes to annual review and P and T documents. In cases where course releases are not feasible allocation of new faculty lines should aim to address this problem.
- 5) **Encouragement for all faculty to commit to advancing diversity initiatives as part of their SOE.** We maintain that to meet the new diversity curricular objectives many more faculty need to engage in diversity work. We encourage programs that broaden participation of faculty in meeting diversity challenges.
- 6) **Resources for each college to develop a Diversity, Equity and Inclusion program tailored to their college.** Resources could be used to support associate or assistant

Dean's in diversity or faculty and staff that are leading initiatives. Each college should have targets and a plan for increasing course offerings that meet diversity requirements.

These are initial suggestions that have been discussed and expanded upon by the Diversity Curriculum Committee, Faculty Senate representatives, Liberal Studies and General Studies practitioners, as well as Commission members, academic units and professional development personnel over several months. We were encouraged to present a robust challenge to ourselves and the current administration—as the time is right for launching a Strategic Diversity Initiative as part of the NAU's strategic planning, operations and vision for the future.

Please direct any questions to the Diversity Co-Chairs, Gretchen McAllister, and Chris Paige.