

Diversity Initiatives for the College of Liberal Arts and Sciences

2017-2020

The following proposed initiatives will contribute to the university's efforts to create an inclusive excellence framework, one that responds to the need to enact diversity in intentional ways that enhance faculty, staff and students' intercultural competency, cognitive complexity and ability to work in diverse groups. These initiatives also serve to address and promote equity in the academic achievement for all students with specific attention paid to groups historically underrepresented in higher education; and to engage the entire university in acknowledging and appreciating the value of diversity, equity and inclusion in all our intentions and interactions in preparing our students to meet the challenges of the workforce and in becoming productive citizens impacting society in positive ways. This must necessarily involve students, faculty, staff and administrators' multiple identities: race and ethnicity intersecting with gender, class, sexual orientation, international/national/regional origin, ability, and religion. Our recruitment and retention efforts, classroom pedagogy, research, programming and interactions must be catalysts for educational excellence.

Diversity Initiatives	Potential for Student Success	Research	Engagement
Achievement Gap Task force – working to create a model or strategic plan to close the achievement gap between students of color and white students.	The efforts of this committee will impact minority students' academic success leading to higher graduation rates.	Task force's recommendations are always based on varied research.	High potential for faculty, student and community engagement.
Cultural Competency Training for Graduate Teaching Associates and faculty – based on research, the college now has annual mandatory cultural competency training for all in-coming GTAs. Faculty will engage in roundtable discussions about various diversity topics beginning fall 2018.	An inclusive pedagogy focus will greatly impact student success by transforming classroom culture. Having better relationships with faculty and advisors has the strong potential to impact student success. Better relationships between advisors and students; faculty and students can impact enrollment and retention.	Workshops have the potential to create applied and scholarly research opportunities.	Incorporating an inclusive style of teaching and/or incorporating a multicultural curriculum facilitates engaged learning. Strong potential for faculty and staff engagement that would impact student engagement.
Preparing Future Faculty Program (PFF) for Diversifying Faculty Initiative Fellows (DFI) – CLAS will continue to host DFI Fellows from across the state to NIU for a full day workshop about the professoriate as a career goal.	Graduate Student Fellows who attend the DFI conference receive information and incentive to complete their degree, learn how to prepare for the academic job search.	DFI Fellows receive further training in research skills especially as it related to faculty job search preparation. Faculty/staff presenters engage in research in preparing presentations for the conferences.	Varied opportunities for graduate student/ DFI program engagement.
Diversity Advisory Committee – extending on the	The efforts of this committee will help to increase diversity,	Researching the progress units are	Committee will have varied opportunities for outreach and engagement beyond the college. University and into

existing Achievement Gap Committee, a Diversity Advisory Committee, consisting of chairs, faculty, staff, UG and G students who will advise the diversity director and discuss diversity issues and initiatives for the college.	equity and equity via faculty, students, staff, curriculum and programming initiatives. Most importantly, the committee will annually assess the college's progress in increasing and expanding diversity initiatives.	making in the area of diversity will be an ongoing task of the committee.	the community.
Emerging Diversity Teacher/Scholars Fellowship Program - Creation of a Diversity Fellowship Program for which all units could compete. The successful diversity fellow would be Ph.D. candidate of color who would join CLAS while completing his/her dissertation, teaching one undergraduate or graduate course per semester. If successful, the fellow could be considered for a faculty position (opportunity hire).	Students would be exposed to the expertise this person would bring to the discipline.	The successful applicant would be someone whose research is different in subject and methodology than the faculty. This diverse research would contribute to the college's critical mass as well as contributing to students' knowledge.	Fellow would teach a special topics course focusing on some area of his/her focus of study; might also give presentations to both the UG and G student associations in the fellows' unit.
Diversity Research - Developing and identifying a Critical Mass among faculty who conduct research focusing on diversity.	Faculty incorporating their research into their teaching and including students in their research efforts and/or nurturing and supervising students' diversity research strengths student retention and success.	Promoting faculty research and opportunities for student-faculty partnership and supervision can lead to enrollment potential.	Strong potential for faculty-student engagement both internal and outreach in the communities NIU serves and in national outlets (conferences and publications).
Women, Gender and Sexuality Research Center - Support for extending the	With appropriate marketing, this change has an excellent opportunity to increase	Diversity research in this program is already impressive	As a major, there will be greater opportunities for increased engagement, both internally and in outreach, both locally, nationally and globally.

interdisciplinary minor to an interdisciplinary major	enrollment.	but can certainly increase in quantity and content	
Black Studies Interdisciplinary Minor – CLAS would welcome the Black Studies minor. To have the Black Studies minor positioned in a college was a recommendation made by the academic task force for program prioritization. The Director would be a part of the college senate, interacting with other interdisciplinary minor directors as well as unit chairs where opportunities for collaboration would be possible.	Excellent opportunity to improve the course offerings and curriculum. Enrollment in Black studies courses would increase due to courses being promoted via the advising staff and faculty in the college.	Opportunities for students in the minor to become more involved in activities sponsored by OSEEL.	Excellent opportunities for students to engage in research ventures with faculty or to be supervised in individual projects.
Diversity Lecture Series In light of the dearth of faculty of color in the college and the dismal possibility of changing this state of affairs, a diverse lecture series would be a welcome effort (in addition to the fellowship program noted earlier but perhaps less expensive. It, too could lead to opportunity hires) if the dept./college was interested.	Visiting lecturers would afford students an opportunity to interact with diverse faculty especially in departments that lack diversity. Length of stay for lecturers could range from 2 days to a week or longer.	Opportunities for wide-ranging types of research.	Depending on the length of the visiting lecturer's stay in a unit, various opportunities for community outreach.
Acknowledgement and/or Awards to units for Diversity Efforts and Accomplishments - Efforts to publicly acknowledge	Students would potentially benefit from the diversity Initiatives of units and programs, especially when such initiatives are appropriately	Committee will need to develop an assessment tool for evaluating unit's diversity efforts as	Acknowledgement of unit's diversity efforts has the potential to contribute to the university's outreach efforts community's

units who have made successful efforts to diversify their faculty, students (UG/G), curriculum, and programming.	promoted.	well as decide on the various categories diversity efforts will be sought.	
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