



PURPLE EAGLE
POWERING INCLUSIVE
EXCELLENCE PLAN

September 2022

NIAGARA UNIVERSITY'S LAND ACKNOWLEDGEMENT

Niagara University acknowledges that we are privileged to gather on the lands of the Seneca and Tuscarora Nations and other Indigenous communities who have stewarded this land throughout generations. We honor their sovereignty, demonstrate respect and correct the stories and practices that have erased Indigenous peoples' history and culture by inviting and honoring truth.

As a university striving for inclusive excellence, we believe that truth and recognition are critical components to building connections across all barriers of heritage and differences. We offer land acknowledgment as part of the conscious effort to affirm our commitment to be better stewards of the land on which we stand and to pledge to work in partnership with a spirit of mutual respect and collaboration. Niagara University appreciates and regards the traditions of our community's diverse cultures.

INCLUSIVE EXCELLENCE COORDINATING COUNCIL VISION STATEMENT

Niagara University is a welcoming, supportive, national, interdependent, and unified community of lifelong learners who embrace diversity and exemplify excellence in walking out the Vincentian mission to welcome, serve, and edify negatively impacted communities based on an indiscriminate recognition and value of humanity, celebration of individuality, and stewardship of God's creation. This is achieved through:

- Professionalism
- Mentorship
- Stewardship
- Open communication
- Impactful community service
- Cutting edge curriculum
- Professional development, education, and training
- Active recruitment in underrepresented areas
- Increased opportunities for internal connection
- Recognition and reward of service
- Health of the whole person

INCLUSIVE EXCELLENCE COORDINATING COUNCIL

Averl Harbin - Dean of Students, Student Affairs - Co-Chair
Bridget Niland - Dean of Hospitality, Sport and Tourism Management - Co-Chair

Lisbet Arias - NUSGA
Simone McKinson-Beckford - Multicultural Affairs
Thomas Burns - Executive Vice President's Office
Youngsoo Choi - College of Hospitality, Sport and Tourism Management
Jeremy Colby - General University Counsel
Virginia Glazier - COAS, Biology
Kelly Engert - Student Affairs, Academic Success Center
Michael Freedman - Enrollment Management
Karl Hinterberger - Student Affairs, Veteran's Services
Ilan Jenkins - Multicultural Advisory Board (MAAB)
Michael Jeswald - Finance, Conferences and Events
Annette Johnson - CON
Eileen Klein - COAS, History
Karen Kwandrans - Levesque Institute for Civic Engagement
Nefantee Mayers - Multicultural Advisory Board (MAAB)
Roscoe Naguit - Global Tourism Institute
Virginia Pasceri - Student Affairs, Academic Success Center
Ru Ramjee - ONT, Education
David Reilly - COAS, Political Science
Aidan Rooney - University Mission and Ministry
Rachael Rossi - Library
Christopher Sheffield - Student Affairs
Elizabeth Smith - COAS, Biochemistry, Chemistry, Physics, Biology
Venessa Walker - University Planning and Assessment
David V. Whalen - ODEI
Kerri Winston - Student Affairs, Residence Life
Mark Wojnowski - Enrollment and Marketing
Searight, Tamara - ODEI- Professional Staff

INTRODUCTION

This plan represents work that started with Niagara University's 2020 Identifying and Dismantling Racial Injustice Task Force. In its June 2020 report, that task force called upon University leadership to take immediate and thoughtful actions that create meaningful change within the Niagara University community and lead to a more diverse, equitable, and inclusive (DEI) environment for all. One of the 22 recommendations was to "construct a new sector of DEI with resources and personnel, headed by a Vice President of Diversity, Equity, and Inclusion." Recognizing the immediacy and importance of the moment, University leaders acted upon the recommendation and set in motion the process that resulted in this document.

Under the leadership of our inaugural Vice President, Dr. Tamra Minor, a seasoned, skilled, and nationally recognized DEI expert, Niagara launched its Purple Eagle Inclusive Excellence initiative in February 2022. As noted during the launch ceremony, the goal is to infuse the Inclusive Excellence framework in all we do at Niagara University. Inclusive Excellence calls all campus entities and constituents within the fold by acknowledging that it will only be through a collective effort that meaningful and sustained change will occur. The work of inclusion truly belongs to all of us working together to create a community welcoming and understanding of all who occupy it. Indeed, the work aligns with our Vincentian mission to respect the dignity of each person within and beyond our community.

Our Vincentian tradition positions us to be leaders who make a better world. In that light, the Inclusive Excellence work will be carried out by faculty, students, and staff across our campus. The following plan presents a road map of where, when, how, and by whom the work will be done. Its specificity and directness are intentional and structure a path of action that is needed in these times. It addresses the core functions of our campus and calls on individuals and groups who will work together to build an environment that represents and enacts Inclusive Excellence.

Please note that this Inclusive Excellence Plan is focused on the Niagara University campus in Lewiston, NY. A subsequent Inclusive Excellence Plan will be completed for the Vaughn campus in the near future. Until an Inclusive Excellence Plan is completed for the Vaughan campus, it is expected that all students, faculty, and staff on the Vaughan campus incorporate diversity, equity, and inclusion in all campus experiences.

FRAMEWORK

Inclusive Excellence aims to embed diversity, equity, and inclusion into the organizational fabric to achieve organizational outcomes and realize diversity's benefits. It is designed as a comprehensive but flexible structure for engaged, intentional, and systemic self-study across all areas of organizational functioning. Once a functional area or an organization/school/department has studied its areas of strength and areas of strategic opportunity, specific priorities are named in each dimension that are accompanied by action plans with measurable results.

Niagara University will steer employees, board members, and collaborating partners through each framework dimension to achieve excellence. The framework comprises five scalable dimensions and consists of understanding and adopting the principles of community. The dimensions include:

Access and Success

This dimension refers to the compositional diversity among our constituent groups and their context-specific outcomes or benefits gained from their relationships with the organization. Processes like recruitment, retention, development, and long-term outcomes are the key focus of this dimension.

Climate and Intergroup Relations

This dimension refers to what it feels like for individuals to be here and the behavioral norms and experiences that are present. Effective and innovative cultures depend on individuals feeling comfortable taking interpersonal risks and bringing their whole selves to their work and learning. Measuring constituent perceptions related to feeling respected and belonging and the prevalence of affirming relationships with peers and organizational administration are among the concepts present in this dimension.

Education and Scholarship

This dimension relates to how education and scholarship for those in the organization contribute to community engagement, service, inclusion, equity, and social justice. Programs and processes in this dimension include intentionally designed courses, curricula, co-curricular learning programs, and targeted professional development activities that promote intercultural awareness and competence relevant to the organization's mission. This dimension also includes supporting research endeavors on diversity, equity, and inclusion issues.

Infrastructure and Investment

This dimension refers to the policies, resources, organizational and communication structures, and performance measures that inform and enable an intentionally inclusive, equitable, and innovative organization.

Community and Partnership

This dimension refers to how place-based organizations engage reciprocally and in a participatory way with their surrounding neighborhoods, counties, and state. Specifically, how the organization understands and tracks its impacts on the financial and social well-being of the communities and partners with which they are engaged.

DEFINITIONS

To move forward collectively, one must understand the meanings of some of the words and phrases commonly used in this space.

Diversity

Diversity is the various mix of **human differences** (e.g., personality, learning styles, and life experiences) and **group/social differences** (e.g., race/ethnicity, class, gender/gender identity, color, sexuality, national origin, citizenship or immigration status, (dis)ability, military status, educational level, or age), and cultural, political, religious or other **affiliations** that can be engaged in the service of learning, working, and living together.

The diversity of our Niagara community builds on our Vincentian history and allows us to continually explore and deepen our commitment to our shared humanity.

Equity

Equity is about **fairness**, ensuring everyone has access to what they need to succeed. It requires the intentional review and redesign of practices, policies, and systems. Equity **allocates and cultivates resources** to areas and populations with the greatest need to eliminate barriers and provide support.

As a Vincentian institution, Niagara University is **committed** to equity, particularly for those who historically have been or continue to be marginalized, excluded, and/or mistreated.

Inclusion and Belonging

Inclusion is the active, intentional, and ongoing engagement with diversity to create a sense of belonging. **Belonging** means that people feel respected and heard and can contribute to learning and working as their authentic selves.

Niagara University is **committed** to inclusion and belonging for people in the curriculum, co-curriculum, work, and scholarly environments and as part of the larger Niagara Falls community.

Social Justice

Social justice requires the acknowledgment and protection of the **inherent and equal worth** of all people. Because of this essential dignity, each person has the right to what is needed to live and work to their fulfillment.

As a Catholic institution, Niagara University is **committed** to creating a **just** community where we hold each other mutually accountable through just and inclusive practices.

Equality

Equality indicates a system where everyone has the same opportunities and resources – a “one size fits all” approach to human rights.

Equity-minded

Taking notice of inequities, their contexts, and the institution’s agency and responsibility in critically reassessing its practices.

Anchor Mission

A commitment to intentionally apply an institution's place-based economic power and human capital in partnership with the community defines this concept.

PROCESS

Inclusive Excellence Initiative Membership

The Inclusive Excellence (IE) initiative was driven by the Inclusive Excellence Coordinating Council (IECC) and Inclusive Excellence Subcommittees that represent the five dimensions for the Inclusive Excellence Framework: Access and Success, Education and Scholarship, Climate and Intergroup Relations, Community and Partnership, and Infrastructure and Investment. Co-chairs were assigned to the IECC and IE subcommittees to lead and direct the work. All members of the IE groups, including the co-chairs, were intentionally chosen. IE group members had diverse backgrounds and expertise in different higher education sectors to provide varying perspectives concerning diversity, equity, and inclusion (DEI). Through the collaborative efforts of the IECC and IE subcommittees, many areas of improvement regarding DEI were discovered. Review Attachment 1 for the complete IECC and IE Subcommittee member rosters.

Role of the Inclusive Excellence Coordinating Council

The IECC developed, implemented, and assessed the IE plan. In addition, this group developed a shared vision (Attachment 2) for efforts and established and monitored measurable goals and objectives. The IECC analyzed data to make evidence-based decisions regarding Niagara University's campus diversity, equity, and inclusion efforts.

Role of the Inclusive Excellence Subcommittees

The subcommittees performed self-studies concerning their respective dimension of the IE Framework. Subcommittee members received facilitation guidance, including suggestions for appropriate data and reflection questions regarding diversity, equity, and inclusion on Niagara University's campus. In addition, each subcommittee reviewed and incorporated relevant work and recommendations from the Identifying and Dismantling Racial Injustice Task Force report. As the subcommittees analyzed the collected data, each subcommittee identified areas of challenge and recommended strategies for improvement.

DATA SUMMARY

The primary outcome for any institution is for students to attain their degrees promptly. The average four-year graduation rate for the FA13-FA17 FTC cohorts is 66%. The six-year average graduation rate is 71%. Comparing BIPOC rates with non-BIPOC rates and Pell versus non-Pell rates for the same years shows the following equity gaps. On average, NU must graduate an additional 26 BIPOC students and 38 Pell-eligible students each year to eliminate equity gaps in graduation rates. (There is likely overlap between the two populations.)

Equity Gaps 5-Year Average - Graduation Rates (First Time College, Fall 13-Fall 17 cohorts)

	4-year average rate	6-year average rate	4-year average disparity	6-year average disparity	additional # of grads to reach 4-year parity	additional # of grads to reach 6-year parity
BIPOC	49%	57%	20%	18%	21	5
Not BIPOC	69%	74%				
Pell	57%	64%	14%	11%	29	9
Not Pell	71%	75%				

The table above depicts graduation rates, disparities in graduation rates between first-time college (FTC) students from dominant and non-dominant backgrounds entering between fall 2013 and fall 2017 and the number of students NU needs to graduate to close the equity gap in graduation rates for those populations. The first comparison is between BIPOC and not BIPOC first-time-college students' four- and six-year graduation rates. The average four-year graduation rate for BIPOC students was 49% compared to 69% for non-BIPOC students. That is an equity gap of 20%. Extended to six years, the equity gap closes slightly to 18%. To close the equity gap at the four-year point, Niagara would, on average, need to have an additional 21 BIPOC students graduate within four years. Niagara would need to graduate 26 additional BIPOC students to close the gap by six years.

The second comparison is for FTC undergraduates who are Pell or not Pell-eligible. The equity gap for this population is not as large as between BIPOC and non-BIPOC students but impacts a larger number of students. Niagara needs an additional 29 students to complete their degrees within four years to close the equity gap at the four-year point. To close the six-year gap, a total of 38 additional undergraduates need to complete their degrees within six years.

While there are many other relevant data to consider in constructing a university's Inclusive Excellence plan, degree completion is the primary outcome with which an institution focused on undergraduate education must concern itself.

GOALS

The IE framework is designed as a comprehensive but flexible structure for engaged, intentional, and systemic self-study across all areas of organizational functioning. Once a functional area of an organization or department has studied its areas of strength and areas of strategic opportunity, specific priorities or goals are named in each dimension and accompanied by action plans with measurable results. Niagara University has identified the goals within each of the dimensions as follows:

Access and Success

Vision: Modernize NU search and hiring practices to assist in the creation of a more diverse workforce. Create a diverse and supportive student environment that begins with admissions and extends beyond graduation.

- **Goal 1** – Increase BIPOC student enrollment in the freshman class from 20% to 25% by 2027.
- **Goal 2** – Continue efforts to build international student enrollment.
- **Goal 3** – Increase BIPOC student retention from 73% to 81% through increased academic and well-being support by 2027.
- **Goal 4** – Modernize NU search, hiring, and development practices to increase diversity among faculty and staff.

- **Goal 5-** Increase BIPOC faculty from 11 to 32 tenure track faculty by 2027.
- **Goal 6-** Increase BIPOC staff to 20% of NU staff by 2027.

Climate and Intergroup Relations

Vision: Value others for their individuality and as part of the community and honor different groups and their members.

- **Goal 1** – Develop and adopt a common language with which we speak about diversity, equity, and inclusion.
- **Goal 2-** Determine the state of inclusion at Niagara using the Ubuntu Inclusion Model.

Education and Professional Development

Vision: Support and serve our students from diverse backgrounds equitably and inclusively. We prioritize the meaningful alignment of the campus pedagogical culture with the core principles and practices of diversity, equity, inclusion, and social justice.

- **Goal 1** – Provide effective training and professional development programs for all university students, faculty, staff, and administration to enhance their knowledge and competency in diversity, equity, and inclusion.
- **Goal 2** – Establish institutional commitment and capacity to implement and support campus-wide diversity, equity, and inclusive teaching and learning.
- **Goal 3** – Intentionally promote and incentivize scholarly activities and community outreach programs in areas related to diversity, equity, and inclusion.

Infrastructure and Investment

Vision: Create a policy, planning, and reporting environment that places diversity, equity, and inclusion equally with efficiency and consistency.

- **Goal 1** – Ensure that a DEI lens is applied to all policy creation or revisions.
- **Goal 2** – Embed inclusion into planning processes.
- **Goal 3** – Create a reporting and accountability infrastructure to support the implementation and impact of the Inclusive Excellence plan.

Community and Partnership

Vision: Sustain mutually beneficial empowering relationships with internal and external clients designed to engage, educate, and foster an equitable and inclusive environment.

- **Goal 1** – Increase community dialogue by understanding current efforts and attitudes.
- **Goal 2** – Increase awareness of community assets and services.

Access and Success

Goal 1 – Increase BIPOC student enrollment in the freshman class from 20% to 25% by 2027.

Success Outcome: Increased number of BIPOC, first-time-in-college, and transfer students

Strategy	Actions	Success Indicators	Responsible	Timeframe
Review and redesign recruitment and admissions processes and practices.	<ol style="list-style-type: none"> 1. Create a task force to study: where and how recruitment is happening; what populations are being targeted. 2. Review and redesign materials for inclusivity. 3. Ensure application and process are inclusive and equity focused. 4. Package financial aid and social/academic programs to demonstrate Niagara is a great choice for students from diverse backgrounds. 5. Increase financial aid/scholarships for first-generation, BIPOC, and Pell students to address gaps in funding. 6. Build/mend relationships with the surrounding community. 7. Broaden efforts to recruit all levels of BIPOC students. 	<p>Outcome: Increased numbers of BIPOC students matriculating at NU.</p> <p>Process: Materials redesigned.</p> <p>Changes implemented from task force review.</p> <p>New practices related to financial aid packaging.</p> <p>Number of students entering without funding gaps.</p>	Executive VP office, Academic Affairs, Enrollment Management, and Council of Deans	2022-24

Goal 2 – Continue efforts to build international student enrollment.

Success Outcome: Increased number of BIPOC students representing countries outside North America.

Strategy	Actions	Success Indicators	Responsible	Timeframe
Review and report current international enrollment strategies to ensure alignment with Niagara’s mission and strength of academic programs.	<ol style="list-style-type: none"> 1. Report on programs and missions that align with all geographic regions, including South America, Africa, and the Caribbean. 2. Identify resources and relationships needed to successfully grow 	<p>Outcome: New strategies and relationships that broaden Niagara's international marketing footprint.</p> <p>Process: Gather data on geographic areas of alignment and</p>	Subcommittee with help the International Relations/Brennan Center, and Enrollment Management	2022-23

	Niagara University's reputation abroad.	relationship-building outreach.		
Develop a comprehensive recruitment plan for international student recruitment for undergraduate and graduate populations.	<ol style="list-style-type: none"> 1. Review findings and reports from research highlighting geographic regions that best align with Niagara University's offerings and mission. 2. Use report findings to bring together key stakeholders to develop a written and publicized plan of action to increase international enrollment. 	<p>Outcome: Well-known and well-respected recruitment plan for international students that is geared toward academic excellence.</p> <p>Process: Assign the development of a plan to working group with membership expertise.</p>	Subcommittee with help from International Relations/Brennan Center, and Enrollment Management	2023-24
Increase the quality and accessibility to learn or work abroad experiences.	<ol style="list-style-type: none"> 1. Inventory existing study and work abroad programs and the characteristics of students who can participate in such programs. 2. Survey student body to inquire about knowledge of and desire to participate in study abroad programs with a specific focus on values and barriers. 3. Increase number of multi-lingual students. 	<p>Outcome: Understand what NU students are interested in and participate in study abroad programs.</p> <p>Process: Working group meets to gather, assess, and report data.</p>	Subcommittee with help from International Relations/Brennan Center, and Enrollment Management	2022-24

Goal 3 –Increase BIPOC student retention from 73% to 81% through increased academic and well-being support by 2027.

Success Outcomes: Increased retention and six-year graduation rates.

Strategy	Actions	Success Indicators	Responsible	Timeframe
Develop comprehensive and campus-wide culturally	<ol style="list-style-type: none"> 1. Develop a strategic plan (including business plan) based on presidential initiative. 	<p>Process:</p> <ol style="list-style-type: none"> a. Implementation of working group to 	Academic Affairs, Academic Services, Financial Aid, Registrar, Faculty, Marketing	2022-24

Strategy	Actions	Success Indicators	Responsible	Timeframe
<p>competent and asset-based academic advising.</p>	<ol style="list-style-type: none"> 2. Collaboration across academic sectors on advising training, policies, procedures, culturally competent and asset-based advising practices (NACADA resources). 3. Develop step-by-step support to help students navigate college, including developing soft skills. 4. Develop workshops/speakers' series related to academic support, financial literacy, academic excellence, organizations, etc., that run throughout the semester. 5. Create a 24-hour student hotline and Gallagher Center kiosk for student questions. 6. Give parents a semester at-a-glance calendar and postcard prompts about important events or dates. 7. Ensure diversity in staffing reflects desired student population. 	<ul style="list-style-type: none"> identify best practices in mentoring, including peer mentoring. b. Number of peer mentoring sessions. c. Impact of peer mentoring on student outcomes. d. Use of hotline. e. Number of workshops/speakers. f. Event attendance. g. Parent feedback. 		
<p>Increase BIPOC student participation in High Impact Practices.</p>	<ol style="list-style-type: none"> 1. Increase outreach and support for BIPOC students to participate in study abroad and undergraduate research. 2. Reimagine study abroad and undergraduate research through a DEI lens. 	<p>Outcome: BIPOC participation in undergraduate research and study abroad.</p> <p>Process:</p> <ol style="list-style-type: none"> 1. Outreach events and engagement efforts. 2. Results of DEI review of undergraduate research and study abroad. 	<p>Council of Deans, Student Affairs, and International Relations and the Brennen Center</p>	

Strategy	Actions	Success Indicators	Responsible	Timeframe
Provide connections outside the classroom and expand support networks.	<ol style="list-style-type: none"> 1. Develop a process to identify students who would benefit from mentoring (e.g., mentoring referrals). 2. Develop peer and professional mentoring programs. 3. Employ a mentoring program coordinator to conduct student outreach and run the program. 4. Build the program to develop mentees into peer mentors for new students. 	<p>Outcome: A comprehensive mentoring program that includes pathways to peer and professional mentorship that highlights excellence at NU.</p> <p>Process: Calling offices together to collaborate and develop programs.</p>	Academic Services, Office of Career Services, Office of Alumni Engagement	<p>Development in 2022-23</p> <p>Launch in 2023-24</p>
Improve emotional and mental health support for students from diverse backgrounds.	<ol style="list-style-type: none"> 1. Increase diversity among counseling staff through on-campus hiring or outsourcing. 2. Provide private space for discussing sensitive issues such as financial aid, grades, and billing. 3. Collaborate with outside agencies to provide specific support to BIPOC students. 	<p>Outcome: Students report feeling supported and equipped to achieve academic excellence at NU.</p> <p>Process: Hiring additional counselors.</p> <p>Availability of spaces for private consultation.</p>	Student Affairs (Office of Multicultural Affairs and Director of Health and Wellness)	Fall 2022-23
Increase support for first-generation students.	<ol style="list-style-type: none"> 1. Create a first-generation student advisory panel. 2. Produce a “map of pathways” from matriculation through completion from the perspectives of all NU students, to identify supports that result in academic and professional excellence. 	<p>Outcome: Implementation of advisory panel recommendations based on pipeline report.</p> <p>Process: Creation of panel. Meetings and participation and development of enrollment and career placement data.</p>	Academic Affairs, Academic Services, and Council of Deans	Fall 2022-23

Goal 4 – Modernize NU search, hiring, and development practices to increase diversity among faculty and staff.

Success Outcome: Increased diversity (BIPOC, but across multiple dimensions) among faculty, staff, and administration.

Strategy	Actions	Success Indicators	Responsible	Timeframe
Implement inclusive search practices.	<ol style="list-style-type: none"> Engage in a 360-degree review of hiring procedures to ensure compliance with DEI best practices. Develop an Affirmative Action Plan to include specific numeric goals for diversifying faculty and staff. Develop a diversity statement that is documented on every job posting. Use publications committed to diversity for job postings in addition to the <i>Chronicle</i> and <i>Higher Ed Jobs</i>. Build relationships with potential applicants through conferences and professional associations. Ensure a uniform diversity policy is included in all job postings. Partner with ODEI to ensure proper media placement. Develop an HR handout that reviews relevant policies sent to each department when a job request is placed. Require HR to review job postings for inclusive language and consistency. Track applicants throughout the recruitment and hiring process. 	<p>Outcomes: Increased numbers of BIPOC applicants, faculty, staff, and administration.</p> <p>Process: Relationship-building efforts.</p> <p>Expanded job placement efforts.</p> <p>Job descriptions reviewed/ redesigned through DEI lens.</p> <p>Search team training.</p> <p>Creation of hiring dashboard.</p>	Human Resources, Academic Affairs, Student Affairs, and Council of Deans	2022-23
Ensure policies related to recruitment and	<ol style="list-style-type: none"> Develop uniform diversity policy and training. 	<p>Process: Policies reviewed and redesigned.</p>	Human Resources and	2022-23

Strategy	Actions	Success Indicators	Responsible	Timeframe
hiring are redesigned through an inclusion and equity lens.	<ol style="list-style-type: none"> 2. Partner with HBCUs. <ol style="list-style-type: none"> a. Virtual lectures. b. Visiting professor exchange. 		University General Counsel	
Provide competitive compensation packages.	<ol style="list-style-type: none"> 1. Determine where job openings will be coming from in the next 3-5 years and proactively work to create competitive packages. 2. Understand market position regionally and nationally. 3. Ensure transparency related to salary and benefits. 4. Develop diversity hiring plans in pilot departments. 	<p>Process: Creation of a proactive plan to recruit for potential position openings at the faculty and administrative level.</p>	Academic Affairs or Executive VP office	Fall 2022
Pursue fellowships for faculty, staff, and administrative positions.	<ol style="list-style-type: none"> 1. Strengthen GA program to help attract/cultivate talented and diverse candidates. 2. Review successful fellowship-type programs. 3. Provide university support for Ph.D. students at programs not at NU. 4. Decide which departments are the best fit for a fellowship model. 	<p>Outcome: Fellowships that transition into new hires.</p> <p>Process: Number of GAs hired.</p> <p>Development of plan in collaboration with departments.</p>	Academic Affairs or Executive VP office	Fall 2023

Goal 5- Increase BIPOC faculty from 11 to 32 on tenure track faculty by 2027.

Success Outcome: Increased BIPOC faculty hires on tenure track.

Strategy	Actions	Success Indicators	Responsible	Timeframe
Create and implement inclusive hiring processes.	<ol style="list-style-type: none"> 1. Support hiring departments in creating and implementing aggressive recruitment plans. 	<p>Process: a. Search plans created. b. Search teams completing training.</p>		2027

Strategy	Actions	Success Indicators	Responsible	Timeframe
	2. Identify funding sources to create competitive hiring packages. 3. Collaborate with HR and hiring departments to ensure inclusive search, interview, selection, and offer processes.	c. Development and implementation of training. d. Compensation packages developed and financed. e. Accountability check-ins/debriefs with search teams implemented.		

Goal 6- Increase BIPOC staff to 20% of NU staff by 2027.
Success Outcome: Increased BIPOC staff hires.

Strategy	Actions	Success Indicators	Responsible	Timeframe
Create and implement inclusive hiring processes.	4. Support hiring departments in creating and implementing aggressive recruitment plans. 5. Identify funding sources to create competitive hiring packages. 6. Collaborate with HR and hiring departments to ensure inclusive search, interview, selection, and offer processes.	Process: a. Search plans created. b. Search teams completing training. c. Development and implementation of training. d. Compensation packages developed and financed. e. Accountability check-ins/debriefs with search teams implemented.		2027

BIPOC Staff at Niagara University

Groups	BIPOC	% BIPOC	% Goal of future BIPOC
Admin 1	11	15%	20%
Admin 2	0	0%	20%
Clerical	2	9%	20%
Secretarial	2	7%	20%
Executive	1	9%	20%
Paraprofessional	1	11%	20%
Professional	29	15%	20%
Hourly	5	14%	20%
Total	51	13%	20%

Climate and Intergroup Relations

Goal 1– *Develop and adopt a common language with which we speak about diversity, equity, and inclusion.*

Success Outcome: *All sectors are aware of and consistently employ respectful language around issues of equity and inclusion.*

Strategy	Actions	Success Indicators	Responsible	Timeframe
Include common language and terms, the importance of adopting a common language, and commitment in all professional and development trainings.	<ol style="list-style-type: none"> 1. Establish definitions around DEI and social justice that are shared across the university. 2. Incorporate common language (vision/mission statement with DEI lens) into each sector, department, and office. 3. Incorporate pronouns in documentation on campus (email signatures, name tags, Zoom, etc.). 4. Implement land/labor acknowledgments throughout the university, in each sector and department, and within the curriculum. 	<p>Outcome: Widespread use of common language around DEI and strong buy-in across campus.</p> <p>Review of campus plans, statements, use of pronouns, acknowledgments.</p>	Office of Diversity, Equity, and Inclusion, Ostapenko Center, Mission Integration, Enrollment Management, University General Counsel, President’s Cabinet, and Student Affairs	2022-23
Ensure that university leadership becomes known as defenders of the dignity of the human person and advocates for inclusive excellence.	<ol style="list-style-type: none"> 1. Consistently address issues of injustice and disparities (globally and locally) and relate them to our Catholic and Vincentian identity and mission. 2. Expand definition of leadership to include deans, directors, department chairs, supervisors, and those serving in leadership positions on committees. 3. Advocate for equitable messaging from university and student leadership. 4. Develop safe and brave spaces for forums/opportunities to convene. 5. Provide financial support for external speakers and enhance current professional development for the campus community. 	<p>Outcomes: Regular reports for Title IX cases.</p> <p>Outcomes on climate survey items related to confidence in leadership and administration to provide fair and consistent treatment.</p> <p>Process: Review of marketing materials, websites, and social media.</p> <p>Number of events, forums, and other opportunities.</p>	Office of Diversity, Equity, and Inclusion, Ostapenko Center, Mission Integration, Enrollment Management and Marketing, University General Counsel, President’s Cabinet, Student Affairs (NUSGA, MAAB, Accessibility services)	2024-25

Strategy	Actions	Success Indicators	Responsible	Timeframe
	<ol style="list-style-type: none"> 6. Work with Marketing Team to put the IE Framework and plans on departmental websites. 7. Make websites more accessible. 8. Implement and maintain ongoing professional development addressing diversity, equity, and inclusion. 			
<p>Ensure that graduate students are an integral part of campus life.</p>	<ol style="list-style-type: none"> 1. Produce college graduate divisions and campus activities goals and objectives for the inclusion of graduate students. 2. Establish a graduate student union. 3. Incorporate graduate student programming. 4. Recruit graduate students intentionally. 	<p>Outcome: Graduate students report feeling included and an increased sense of belonging in climate surveys.</p> <p>Process: Changes to communication to include graduate students.</p> <p>Number of events and attendance.</p> <p>Graduate divisions, programs, and campus activities have published strategies for inclusion.</p>	<p>Directors of graduate programs in all colleges and Student Affairs</p>	<p>2022-23</p>
<p>Establish safe and brave spaces for our students, staff, faculty, administration, administrators, vendors, and community partners.</p>	<ol style="list-style-type: none"> 1. Offer workshops to all university sectors regarding creating, retaining, and sustaining safe and brave spaces across the NU community. 2. Provide professional development and support for faculty on how to engage students in creating inclusive classroom environments. 3. Re-distribute the community workplace survey to faculty, 	<p>Outcome: Increased sense of belonging, fairness, engagement, and comfort with differences in the climate survey.</p> <p>Increased retention across all NU roles.</p> <p>Process:</p>	<p>President's office, Executive VP office, Human Resources, Academic Affairs, NULTA, University leadership, and Student Affairs</p>	<p>2022-23</p>

Strategy	Actions	Success Indicators	Responsible	Timeframe
	<p>staff, vendors, admin, and community partners.</p> <ol style="list-style-type: none"> 4. Create an Ombudsman Office (see Rochester Institute of Technology). 5. Create staff union/council. 6. Develop a hybrid /remote schedule to retain staff, faculty, and admin. 7. Allow student space for diverse student groups and programs, including future building and capital projects (for instance, a space like the education faculty offices with a common area and small offices, could help bring academic and student groups together). 8. Recognize ODEI efforts such as performance appraisals, awards, etc. 	<p>All sectors, programs, departments, and Campus Activities have published strategies related to inclusive excellence.</p>		

Goal 2- Determine the state of inclusion at Niagara using the Ubuntu Inclusion Model.

Success Outcome: *Having an established baseline goal and action plan concerning inclusion.*

Strategy	Actions	Success Indicators	Responsible	Timeframe
<p>Identify questions from the climate survey conducted at Niagara University, Student Satisfaction Inventory (SSI), and National Survey on Student Engagement (NSSE) that speak to the Ubuntu Inclusion Model.</p> <p>Determine baseline information on how students perceive inclusion on campus pertaining to the five dimensions of inclusion.</p>	<ol style="list-style-type: none"> 1. Include any subject gaps regarding dimension not covered. 2. Identify appropriate interventions to improve inclusive excellence on campus. 	<p>Outcome: Fill in subject gaps.</p> <p>Identify interventions and establish a work plan</p>	<p>Office of Diversity, Equity, and Inclusion, Student Affairs, Human Resources, and Academic Affairs</p>	<p>July- October 2022</p>

Strategy	Actions	Success Indicators	Responsible	Timeframe
Use baseline information to create goals where intervention is necessary to improve students' perception of inclusion at Niagara University.				

To have a holistic view of the climate on Niagara University's campus, all students, faculty, staff, and vendors, were asked to complete a climate survey. See Attachment 4 for the Climate Survey report.

Education and Professional Development

Goal 1 – Provide effective training and professional development programs for all university students, faculty, staff, and administration to enhance their knowledge and competency in diversity, equity, and inclusion.

Success Outcome: Faculty, staff, students, and administrators participate in various training and professional development programs and report increased awareness and competency in DEI.

Strategy	Actions	Success Indicators	Responsible	Timeframe
Incentivize faculty, students, staff, and administration to participate in ODEI training and professional development to enhance their competency and empowerment.	<ol style="list-style-type: none"> 1. Form focus groups to: <ol style="list-style-type: none"> a. Analyze current issues and challenges to participation. b. Revisit and identify the list of impactful professional development aligned with faculty teaching and core workload. c. Explore extrinsic motivators (recognizing participation within faculty, staff, admin review process in consultation with NULTA; sponsored DEI certification, revision of job description). d. Develop a robust, searchable, and dynamic database of DEI program via university website, social media, and other 	<p>Outcome: Participants report increased awareness and competency in DEI.</p> <p>Process: Participation in professional development and training programs.</p> <p>Established processes for continuous evaluation of training and professional development programs (frequency, range, and effectiveness of the programs).</p>	Office of Diversity, Equity, and Inclusion, Academic, Senate, and Council of Deans	2023-2025

Strategy	Actions	Success Indicators	Responsible	Timeframe
	communication channels.			

Goal 2 – Establish institutional commitment and capacity to implement and support campus-wide diverse and equitable, and inclusive teaching and learning

Success Outcome: Institutional commitment exists when the list of promising practices has been developed and is being implemented, sectors and departments are actively reviewing curricula and courses and implementing changes, faculty are supported for and participating in inclusive teaching and course design professional development, and there is the hiring of faculty (full time and part-time) with a commitment to teaching inclusively.

Strategy	Actions	Success Indicators	Responsible	Timeframe
Develop and implement new employee (faculty and staff) orientation and annual professional development training that includes diversity, equity, and inclusion sessions and mission integration.	<ol style="list-style-type: none"> 1. Develop a new employee orientation program with educational sessions on policies, procedures, and strategic initiatives. 2. Include participation in orientation and professional development incorporating Inclusive Excellence in the Performance Management Program (PMP) and tenure process. 	<p>Outcome a: New hires can describe how DEI is essential to Niagara’s mission and understand how DEI relates to their job duties.</p> <p>Outcome b: All employees can describe how learning from DEI-related professional development is relevant to their daily work and relationships.</p> <p>Process: 100% of new hires participate in DEI integrated onboarding.</p> <p>100% of employees participate in one or more DEI professional development programs annually.</p>	Academic Affairs, NULTA, Human Resources, and Office of Equity of Inclusion	2022-23
Develop a list of best practices supporting DEI teaching and	<ol style="list-style-type: none"> 1. Form a faculty taskforce to: <ol style="list-style-type: none"> a. Inventory best and high-impact teaching and 	Outcome: Implementation of	Academic Affairs,	2022-2023

Strategy	Actions	Success Indicators	Responsible	Timeframe
learning (subject and pedagogy).	<p>learning practices of DEI in higher education (specific focus on the cases in comparable institutions).</p> <p>b. Communicate with the faculty and the community to develop a list of “NU-customized best DEI teaching practices” – discipline/college-specific and campus-wide practices).</p> <p>c. Create a faculty/staff survey to ensure DEI teaching practices are promoting inclusive excellence at NU.</p> <p>d. Incorporate student perspectives to make this effort as impactful as possible for our students’ learning.</p>	<p>taskforce recommendations.</p> <p>Process: Taskforce report.</p> <p>Number of communication events/training related to NU DEI teaching best practices.</p> <p>Documentation of student participation and incorporation of perspectives.</p>	Office of Diversity, Equity, and Inclusion, and Academic Senate	
Ensure the university has and implements policies and procedures; necessary resources – personnel, finance, contents, and programs - that systemically recognize and put the highest priorities on DEI teaching and learning efforts and initiatives.	<ol style="list-style-type: none"> Develop and incorporate the definition of DEI and social justice and its measurable learning outcomes into individual college/department/course objectives – collaboration between the ODEI and other related divisions, colleges, and departments. Hire BIPOC faculty and faculty with expertise in the DEI subjects that NU lacks faculty resources to teach. Renew efforts and diversification/reinvigoration of the Africana/Black Studies minor program and eventually turned into a major. Fund student enrichment activities/programs (curricular and co-curricular related to DEI). 	<p>Outcome: Student achievement of learning goals.</p> <p>BIPOC faculty hires with DEI expertise.</p> <p>Process: Development of DEI learning goals at the campus, college, department, and course level.</p> <p>Funding provided for student enrichment.</p> <p>Adding ODEI and inclusive teaching to hiring requirements for part-time faculty.</p>	Academic Affairs, Office of Diversity and Inclusion, Council of Deans, Department Chairs, Human Resources, and NUSGA/UPRC Academic Senate	2024-2025

Strategy	Actions	Success Indicators	Responsible	Timeframe
	<p>5. Hire and retain part-time faculty (both current and new) who are motivated to be inclusive educators and bring unique and significant contributions to NU’s DEI learning objectives by providing competitive compensation for their teaching and training participation.</p>			
<p>Establish a system that facilitates individual colleges and departments’ incorporation of the DEI principles and framework into their curriculum most effectively and efficiently to enhance academic excellence</p>	<ol style="list-style-type: none"> 1. Hire and retain part-time faculty (both current and new) who are motivated to be inclusive educators, and provide competitive compensation for their teaching and training participation. 2. Form a faculty taskforce to: <ol style="list-style-type: none"> a. Inventory the pedagogical resources and methods currently used in class and are highly effective in teaching the DEI issues in their disciplines – both FT/PT faculty and NU staff instructors included. b. Brainstorm the most effective methods to educate on these identified resources and methods for other disciplines and faculty [DEI certification program]. c. Develop best ways to provide faculty with extrinsic motivations to actively partake in the training and professional development opportunities [e.g., incorporating the DEI teaching with special recognition in the Promotion and Tenure review process for FT 	<p>Outcome a: Embed inclusive teaching skill/willingness into faculty hiring criteria.</p> <p>Outcome b: 85% of students meet DEI learning goals.</p> <p>Process: Formation and work of the faculty taskforce resulting in a report with specific recommendations.</p> <p>Creation of DEI learning goals for each program.</p> <p>Number of courses designated as social justice courses.</p>	<p>Council of Deans, Department chairs, Gen-Ed Committee, Office of Diversity, Equity, and Inclusion, and IDRI Task Force</p>	<p>2023-2025</p>

Strategy	Actions	Success Indicators	Responsible	Timeframe
	<p>tenure-track faculty; addressing personal circumstances that may prevent the faculty from being more actively involved; recognize the staff instructors' contributions to the achievement of NU's DEI educational goals by explicitly incorporating them in their job descriptions/performance appraisal].</p> <p>3. Assist individual colleges/departments in exploring the possibility of select major courses designated as "social justice" courses – one of the new Gen Ed designations in the Gen Ed curriculum revision proposal.</p> <p>4. Assist individual faculty, department, college, and administration in assessing the achievement of the DEI learning outcomes and goals.</p>			

Goal 3 – Intentionally promote and incentivize scholarly activities and community outreach programs in areas related to diversity, equity, and inclusion.

Success Outcome: Scholarly work related to DEI is recognized and supported.

Strategy	Actions	Success Indicators	Responsible	Timeframe
Provide significant funding to incentivize and promote academic scholarship on DEI initiatives (both academic field and pedagogy).	<ol style="list-style-type: none"> 1. Add a strand of the Academic Innovation Fund (or establish a separate fund with a DEI title) to support DEI initiatives in the classroom and course design strategies. 2. Replicate or enhance DePaul University grant program for course development using a DEI lens. 3. Establish a seed fund to motivate faculty to conduct 	<p>Outcome: Research output/grant dollars associated with DEI research.</p> <p>Process: Recognition of the DEI scholarly activities (both research outputs</p>	Office of Diversity, Equity, and Inclusion, Academic Affairs, UPRC, SPFR, Honors Program, and Academic Senate	2023-2025

Strategy	Actions	Success Indicators	Responsible	Timeframe
	<p>DEI-focused research and external grant applications (collaboration with Sponsored Programs and Foundations Relations).</p> <p>4. Develop a student research competition (guided by faculty advisors on DEI issues) and arrange to have winners showcase their findings to NU and community stakeholders through the annual Undergraduate Research Conference.</p>	<p>and DEI grants – internal and external) - systemic incorporation into the faculty P&T review and staff performance review.</p>		

Infrastructure and Investment

Goal 1 – *Ensure that a DEI lens is applied to all policy creation or revisions.*

Success Outcome: *Complete review and redesign of existing policies and create a structure moving forward for policy development and revision.*

Strategy	Actions	Success Indicators	Responsible	Timeline
<p>Build an infrastructure to create a process and rubric for reviewing and designing policy through a DEI lens.</p>	<ol style="list-style-type: none"> 1. Create a task force to develop strategies to review policies and policy implementation processes. 2. Establish a role or body that applies a DEI lens to new and existing policies. 3. Design a process to develop and review policies through a DEI lens using a mapping feature. 4. Create a rubric for DEI policy review to ensure inclusive excellence. 5. Train people to apply the rubric campus-wide, building on the Identifying and Dismantling Racial Injustice Task Force–REIA and RESJ tools. 	<p>Outcome: 100% of policies reviewed, updated, and/or redesigned.</p> <p>Process: 25% of policies reviewed, updated, and/or redesigned per year.</p> <p>Rubric developed and deployed across campus.</p>	<p>University General Counsel, Office of Diversity, Equity, and Inclusion, Student Affairs (Office of Multicultural Affairs)</p>	<p>2022-2027</p>

Goal 2 – Embed inclusion into planning processes.

Success Outcome: Spaces and services are reviewed and redesigned using Universal Design for Learning principles.

Strategy	Actions	Success Indicators	Responsible	Timeline
Embed equity and inclusion into planning processes.	<ol style="list-style-type: none"> 1. Incorporate Universal Design principles. 2. Train employees in UDL in spaces and services. 3. Audit existing spaces for accessibility and inclusivity. 4. Audit existing inclusive spaces for adequate use. 5. Require each department to designate a specific person to monitor the effectiveness of inclusion. 	<p>Outcome a: 100% of spaces and services reviewed using UDL.</p> <p>Outcome b: 50% of spaces and services have been redesigned using UDL.</p> <p>Process: Number of employees trained in UDL.</p> <p>Process: Number of spaces and services audited using UDL annually.</p>	Office of Diversity, Equity, and Inclusion, Facilities, Office of Disability Awareness Training, Accessibility and Disability Matters Committee, Student Affairs (Office of Multicultural Affairs)	2022-2027

Goal 3 – Create a reporting and accountability infrastructure to support the implementation and impact of the Inclusive Excellence plan.

Success Outcome: IE Councils have access to and biannually review data and other information to determine the impact of DEI initiatives. Councils recommend course corrections and help coordinate promising practices across campus.

Strategy	Actions	Success Indicators	Responsible	Timeline
Develop data and committee structures to enable regular tracking and innovation related to DEI campus-wide.	<ol style="list-style-type: none"> 1. Develop a dashboard to track outcomes. 2. Create sector-level Inclusive Excellence Councils. 3. Establish a process and calendar for planning and impact reporting. 4. Create a reward, compensation, and recognition program to support the work of Inclusive Excellence. 	<p>Outcome: IE Councils meet to review data and information related to the impact of campus and unit-level IE plans.</p> <p>Process: Creation of reward and compensation program to support DEI work.</p>	Office of Diversity, Equity, and Inclusion, Institutional Effectiveness, Council of Deans, Department Chairs, and Human Resources	2022-2024

Community and Partnership

Goal 1– Increase dialogue with the community by understanding current efforts and attitudes.

Success Outcome: Community stakeholders report satisfaction with community partnerships with Niagara University

Strategy	Actions	Success Indicators	Responsible	Timeline
Develop infrastructure and reporting to facilitate.	<ol style="list-style-type: none"> 1. Ensure annual reports include community partnerships (service, PBL, research, and academic efforts). 2. Create an information sheet (Admissions, Orientation, IMPACT) to increase awareness of service hours database. 3. Develop a community-based community survey and NU review to ensure inclusive excellence is reflected in community partnerships. 	<p>Outcome: Community stakeholders report increased satisfaction and impact of community partnerships with Niagara.</p> <p>Process: Initial participation and reporting of requested information with adoption to annual standard.</p> <p>Creation and continuous updates to the tracking database and integration into student and campus events.</p> <p>Creation, implementation, and participation from the local community</p>	Effectiveness and Assessment departments and Office of Diversity, Equity, and Inclusion	June/Fall 2022

Goal 2– Increase awareness of community assets and services.

Success Outcome: Students, faculty, and staff spend more hours volunteering as part of community partnerships. Additionally, faculty and staff build partnerships with local business owners from diverse backgrounds.

Strategy	Actions	Success Indicators	Responsible	Timeline
Engage faculty and students in the community.	<ol style="list-style-type: none"> 1. Create an opportunity during new student orientation and SUMO to visit TReC, CBOs, and other area organizations (Academic Innovation Hub). 2. Establish allowable service hours for faculty and staff to complement student impact service hours. 	<p>Outcome: Increase the hours spent in the community by faculty, staff, and students.</p> <p>Process: Implementation and adoption into predetermined events.</p>	Student Affairs (Campus Activities, SUMO committee, and Residential Life), Levesque Institution, NGTI, and Human Resources	Fall 2022

Strategy	Actions	Success Indicators	Responsible	Timeline
	3. Establish a database of scheduled community events and university programs open to the community.	Surveying of student participants and organizations visited. Approved time outside of PTO from senior administration for service work, faculty, and staff participation. Engagement with community organizations to promote inclusive excellence in the community.		
Use best practices for supplier selection as it relates to DEI.	1. Develop a process to identify diverse suppliers. 2. Develop a standard list of sources that will be used when the supplier selection process is necessary.	Outcome: A comprehensive process that includes quality, service, price, and diverse company/individual ownership. Process: Once the suppliers are identified, the quoting, bidding, or RFP process will commence.	Controller's Office (Purchasing) and Office of Equity and Inclusion	Development in 2022-23 Launch in January 2023

Attachments

Attachment 1- Committee Membership

Inclusive Excellence Council Membership

* Co-chairs are bolded

Coordinating Council

Averl Harbin - Student Affairs

Bridget Niland - Hospitality, Sport and Tourism Management

Lisbet Arias - NUSGA

Simone McKinson-Beckford - Multicultural Affairs

Thomas Burns- Executive Vice President's Office

Youngsoo Choi - College of Hospitality, Sport and Tourism Management

Jeremy Colby- General University Counsel

Virginia Glazier - COAS, Biology

Kelly Engert - Student Affairs, Academic Success Center

Michael Freedman - Enrollment Management

Karl Hinterberger - Student Affairs, Veteran's Services

Ilan Jenkins - Multicultural Advisory Board (MAAB)

Michael Jeswald - Finance, Conferences and Events

Annette Johnson - CON

Eileen Klein - COAS, History

Karen Kwandrans - Levesque Institute for Civic Engagement

Nefantee Mayers - Multicultural Advisory Board (MAAB)

Roscoe Naguit - Global Tourism Institute

Virginia Pasceri - Student Affairs, Academic Success Center

Ru Ramjee - ONT, Education

David Reilly - COAS, Political Science

Aidan Rooney - University Mission and Ministry

Rachael Rossi - Library

Christopher Sheffield - Student Affairs

Elizabeth Smith - COAS, Biochemistry, Chemistry, Physics, Biology

Vennessa Walker - University Planning and Assessment

David V. Whalen- ODEI

Kerri Winston - Student Affairs, Residence Life

Mark Wojnowski - Enrollment and Marketing

Searight, Tamara- ODEI- Professional Staff

Access & Success

Virginia Pasceri - Student Affairs, Academic Success Center - Co-chair

Mark Wojnowski - Enrollment Management - Co-chair

Kushal Bhardwaj - COE
Batista, John Pena- Student, Undergrad
Bernadette Brennen - Academic Exploration
Taylor Chaney - COE
Kelly Engert - Student Affairs, Academic Success Center
Harry Gong - Enrollment Management
Shannon Hodges - Professional Studies, Education
Eileen Klein- Academic Assistant, History- COAS
Katie Kocsis - Financial Aid
Theodore Lee - International Relations
Austin Marshall - BSU President
Susan Mason - COAS, Psychology
Monica Navascues - ONT, Administration
Alan Richards - Facility Services
James Schleer- Human Resources
Joseph Sirianni - COAS, Communication Studies
Maureen Stevens - COAS, Theatre
Diane Stoelting - Student Affairs, Academic Success Center
David Taylor - COAS, Criminology and Criminal Justice

Climate & Intergroup Relations

Aidan Rooney - University Mission and Ministry - Co-chair

Kerri Winston - Residence Life- SA - Co-chair

Maritza Branker - COAS, Mathematics
Nathan Eitler - Student, Undergrad
Simon Gray - Athletics Office
Joel Louwsma - COAS, Mathematics
Anna McNab - COB, Management
Meghan Macguire - Student, Undergrad
Ajitpaul Mangat - COAS, English
Ravdeep Minhas - NUSGA
Eann Robinson - COAS, NU Opportunity Program
Hope Russell - COAS, Women's Studies Program
John Sauter Jr. - COAS
Todd Schoepflin - COAS, Sociology
Katie Schul - Human Resources
Lisa Williams - COB, Management

Education & Scholarship

Youngsoo Choi - College of Hospitality, Sport and Tourism Management - Co-chair

Rachael Rossi - Library - Interim co-chair

Zuhra Abawi- COE

Simone McKinson-Beckford – Student Affairs, Multicultural Affairs

Jennifer Beebe - COE

Shannon Dowd – COAS, Modern and Classical Languages

Michael Durfee - COAS, History

Robin Erwin- COE

Christopher Lee – COAS, Political Sciences

Abigail Levin – COAS, Philosophy

Cassandra Marnocha – COAS, Biology

James McCutcheon – COAS, Modern and Classical Languages

Raquan Pride, Jr. – Student, Undergrad

Kristine Principe- COB, Finance and Economics

Yasmeen Shubber – ONT, Administration

Douglas Tewksbury – COAS, Communication Studies

Jessica Young - SAGE Club President

Infrastructure & Investment

Thomas Burns – Executive Vice President’s Office – Co-chair

Jeremy Colby – University General Counsel- Co-chair

Michael Carr-Johnson – Finance, Facility Services

Robin Cheeley - Consultant

Michael Freedman - Enrollment Management

Rawda Hamadneh – Student, Graduate

Kimberly Heffler – Human Resources

Christina Hoven – Finance, Controller’s Office

Tracia McKissic- COE

Lisa McMahon – Executive Vice President’s Office

Bridget Moriarty – COAS, Theatre

Arianna Musialowski - NUSGA

Cheryl Rode – College of Hospitality, Sport and Tourism Management

Keith Sargent – Finance, Facility Services

David Schoen - Library

Christopher Sheffield - Student Affairs

Vennessa Walker - University Planning and Assessment

Tara Warne- Griggs - Consultant

David V. Whalen – ODEI

Community & Partnership

Karen Kwandrans - Institute for Civic Engagement - Co-chair

Roscoe Naguit - Global Tourism Institute - Co-chair

Rhonda Bivins-Talley - Institute for Civic Engagement

Sevsem Cicek-Okay - COAS, Sociology

Matthew Cosmai - Bente Lee Ostapenko Center for Race, Equity, and Mission

Chandra Foote - COE

Amelia Gallagher - COAS, Religious Studies

Mark Gallo- COAS, Biology

Maren Geiger - NUSGA

Donald Hathaway - Finance, Facility Services

Edward Millar - Castellani Museum

Stephanie Morris - Student Affairs, Career Services

Emily Olczak - Enrollment and Marketing

Jillian Onesi- Executive Vice President's Office

Jill Shuey - Sponsored Programs and Foundation Relations

Patrick Whalen - Niagara Global Tourism Institute

Attachment 2- Vision Statement

DRAFT VISION STATEMENT

Niagara University is a welcoming, supportive, national, interdependent, and unified community of lifelong learners who embrace diversity and exemplify excellence in walking out the Vincentian mission to welcome, serve, and edify negatively impacted communities based on an indiscriminate recognition and value of humanity, celebration of individuality, and stewardship of God's creation. This is achieved through:

- Professionalism
- Mentorship
- Stewardship
- Open communication
- Impactful community service
- Cutting edge curriculum
- Professional development, education, and training
- Active recruitment in underrepresented areas
- Increased opportunities for internal connection
- Recognition and reward of service
- Health of the whole person

Attachment 3 – Sub-committee Reports

Access & Success: Student

Vision: Creating a diverse and supportive student environment that begins with admissions and extends beyond graduation

Goal 1: A dedicated Advisement Center with its own Graduate Assistant (GA) position. This will help create an office on campus that is regularly checking in with students for more than just advisement on courses, but also building and maintaining relationships.

Strategic Directions:

A. Use the Academic Exploration Program as an example of excellent academic advisement to train other departments.

B. Step by step assistance for students learning how to navigate college. This begins with the application and financial aid process and moves to advisement and registration. Additional focus on the availability of academic support, such as tutoring, academic coaching, accessibility services and academic policies, (Leave of Absence), withdrawing from a class, Satisfactory Academic Progress, etc.

C. Develop GA position with the sole focus of consistently reaching out to students (possibly a peer-to-peer mentorship program, see Syracuse University for a comparable plan). Connecting with students without micro-management.

D. Develop a 24-hour student hotline for questions (track questions to determine where information is lacking or unclear). The hotline would have the option to leave a message that a staff member can return if their inquiry was unable to be answered or further explanation is needed.

E. Do what we can to legally involve parents. The Advisement Center could even send the *Semester-at-a-Glance* calendar and postcards to parents at key points throughout the semester, prompting students to make appointments with an advisor.

Success Indicators:

A. Construction of a system that helps students (specifically first-gen) navigate the university system. With the pausing of NUB this, along with a central advising point, becomes vital to the success of students.

B. Development of workshops or a speaker series that are run throughout the semester/year which include presentations on academic support and other life skills such as time management, organization, and financial literacy. Additional topics could include how to complete/update the FAFSA, file for taxes or balance a checkbook.

Timeframe: ASAP

Responsible Office/ Position: Executive VP or Provost

Goal 2: Increase diverse student recruitment and retention **Strategic Directions:**

A. Providing connections outside of the classroom and expanding support networks to traditionally underserved students by strengthening their engagement and commitment to Niagara.

B. Consider where recruitment is happening and the targeted population.

C. Consider the language used in materials given to students (recruitment, classroom).

D. Development of financial, social, and academic programs giving the student a sense of belonging.

Success Indicators:

A. The university's application. Does it reflect DEI?

1. Example - If a student has only one name, that should be accommodated Often Native

Americans do not have surnames.

B. Increase financial aid/scholarships for first generation, BIPOC and Pell students to address gaps in funding that sometimes occur.

C. Re-imagine undergraduate research and study abroad through the lens of diversity and inclusion.

D. Incorporate diversity training for faculty, administration and staff as recruitment and retention is not limited to one department.

E. Develop a first-generation college student panel, reviewing lessons learned. Look for areas of improvement through a student lens.

F. Identify people around campus that are known to have good relationships with students. Train those individuals so their offices become designated as safe spaces. These areas, identified by stickers, would allow students from the LGBTQ+ community and students from the African diaspora to communicate and share concerns with those chosen members.

G. Include more diverse counseling staff (even if this has to be subcontracted), male students may feel more comfortable with a male counselor, possibly identifying counselors who specialize in working with LGBTQ+ students.

H. Having a male liaison in the Title IX office, helping male students to feel more comfortable reporting Title IX issues.

I. Development of a Land Acknowledgment statement to be used at events and on recruitment materials.

J. Encourage faculty to change the language in their syllabi to have greater representation related to gender and personal pronouns.

K. Employ private rooms when discussing sensitive issues related to FA, grades, and billing. **Timeframe:** Rolling throughout the next calendar year

Responsible Office/ Position: Provost/EVP/Enrollment Management

Climate & Intergroup Relations

Definitions:

Climate & Intergroup Relations refers to the perceptions about which behaviors are expected, supported, and rewarded in an organization. Expectations and perceptions occur through workplace or programmatic events, practices, and processes (Schneider, Wheeler, & Cox, 1992).

Groups:

Staff, Faculty, Administration, Students, Adjuncts, Vendors/Contracted (Metz), Board of Trustees/Advisors, Other Personnel

Demographic Groups/Identified Communities:

Gender, Race, Age, Religion, Sexual Orientation, Nationality, Military Status, Socio-economic status, Family status, Tenure (length of service at NU), (Dis)ability Status, Career development, Mentorship, Campus Access, Schedule, Class Status

We are always evolving, learning, and growing!

Members:

Dr. Anna McNab, Nathan Eitler, Katie Schul, Dr. Lisa Williams, Dr. Joel Louwsma, *Father Aidan Rooney, Simon Gray, Ravdeep Minhas, Dr. Hope Russell, Dr. John Sauter, Rawda Hamadneh, Todd Shoepflin, *Kerri Winston, Meghan Macguire, Eann Robinson, Dr. Maritza Branker, Dr. Ajitpaul Mangat.

**indicate co-chairs*

Recommendations:

*Change group name to Climate & Belonging

*Add more intentional focuses on retention efforts

Vision:

Everyone valuing others for their individuality and as a part of the community and honoring different groups and their members.

What are must haves?

1. Respect the dignity of every person.
2. A true sense of belonging for all groups of our community.
3. Each individual and group feeling safe to be and express themselves on campus.
4. Culture of learning that includes questioning the status quo, constructive criticism and respectful dialogue in efforts to improve the university

Current State:

Data Analyzed: Community of the workplace, IDRI, NSSE, IPEDS, Student Satisfactory Inventory, Campus Climate Survey on Diversity, Ongoing Data; Consultant focus groups and Campus Climate Survey

Gap Analysis:

We currently have limited data available that evaluates all of the intergroup relations (one could argue that all have never been addressed) and in some cases where data exist, we do not clearly understand how it is analyzed and what follow-up initiatives and policies are created and how those are further evaluated.

Mission:

Climate & Belonging strives for individuals to feel comfortable and bring their whole selves to work and their educational spaces.

Strategic Goals:

Climate & Belonging				
Goals	Strategic Directions	Success Indicators	Timeframe	Responsible Office/ Position
A COMMON LANGUAGE TO SPEAK ABOUT DIVERSITY, EQUITY, AND INCLUSION IS ADOPTED	<p>Offer workshops to all sectors of the university regarding the common language terms and the importance of adopting a common language in our work. Embed common language throughout the university.</p> <ul style="list-style-type: none"> Establishing definitions around Diversity, equity, inclusion and social justice that are shared throughout the campus community. Incorporate common language (vision/mission statement with a DEI lens) into each sector, department and office. Incorporate pronouns into the campus culture (i.e., they/ them, insert into email signatures/name tags, zoom use etc.) Utilize land/labor acknowledgments throughout the university as whole, each sector, department and curriculum. <ul style="list-style-type: none"> (labor - utilized from NASPA current practices) 	<p>All university sectors are aware of and employ consistent, respectful language around issues of equity and inclusion.</p> <p>Annual Campus Climate Survey</p>	<p>Beginning February 2022; Ongoing</p>	<p>Vice President for Diversity, Equity, & Inclusion; Ostapenko Center for Race, Equity & Mission; Marketing, Advertising, & Communications; General Counsel; University leadership; NUSGA; MAAB</p>
UNIVERSITY LEADERSHIP BECOMES KNOWN AS DEFENDERS OF THE DIGNITY OF THE HUMAN PERSON AND	<p>Consistently address issues of injustice and disparities (globally and locally) in inclusive practice in various communications and relate it to our Catholic and Vincentian identity and mission (University, MAAB and NUSGA leadership). We suggest an expanded definition of “university leadership,” to</p>	<p>The Campus community is satisfied with the communications of leaders on these topics, especially as measured in</p>	<p>Ongoing. Semesterly/Y early survey/focus groups to measure success.</p>	<p>President; Executive Vice President; Provost and Vice President for Academic Affairs;</p>

<p>ADVOCATES FOR INCLUSION</p>	<p>include deans, directors, supervisors, and anyone in a position to speak on behalf of a university entity or committee.</p> <ul style="list-style-type: none"> • Equitable Messaging from University and student leadership • Forums/opportunities to convene (facilitate safe and brave spaces) • Financial support for external speakers and enhance current professional development for campus community 	<p>the student satisfaction measures and regular campus climate surveys. Annual Campus Climate Survey</p>		<p>University leadership; NUSGA; MAAB; Vice President for Diversity, Equity & Inclusion; Public Relations; Office of Mission Integration; Operations and Facilities; Finance & Innovation; Student Affairs</p>
<p>UNIVERSITY POLICIES CLEARLY REFLECT INDUSTRY STANDARD INCLUSIVE AND EQUITABLE PRACTICES APPROPRIATE TO A CATHOLIC UNIVERSITY</p>	<p>Thoroughly review policies with General Counsel, The Office of Equity and Inclusion, Accessibility Services and Human Resources, with a specific focus on areas such as Admissions/Retention, Financial Aid, Employment, Curriculum, and Student Affairs.</p> <ul style="list-style-type: none"> • Establish University standards that reflect higher education, DEI and our Vincentian Heritage. • Focus on Retention as it relates to DEI and above focus areas. • Adopt policies that are restorative rather than punitive 	<p>University policies reflect inclusive practice based on Catholic principles of human dignity. Annual Campus Climate Survey/Satisfaction.</p>	<p>Ongoing</p>	<p>General Counsel; Human Resources; Vice President for Diversity, Equity & Inclusion; Student Affairs; OEI; Accessibility Services.</p>
<p>EVERY ACADEMIC AND ADMINISTRATIVE DEPARTMENT HAS A PUBLISHED DEI PLAN</p>	<p>Work with departments to identify department-specific objectives that support the embedding of an inclusion framework in departmental outcomes.</p> <ul style="list-style-type: none"> • Establish sector/department outcomes/objectives • Develop basic framework/template to share with sectors/departments 	<p>Departments post their inclusion plan on their departmental web pages. Annual Campus Climate Survey</p>	<p>Ongoing</p>	<p>Faculty Liaison of the Office of Diversity, Equity, and Inclusion (ODEI); Education and Professional Development Director; HR; Student</p>

	<ul style="list-style-type: none"> • Work with Marketing Team to post DEI framework on departmental websites <ul style="list-style-type: none"> ◦ Make websites more accessible (i.e, auditory and visual) 			Affairs; Accessibility Services
GRADUATE STUDENTS ARE AFFORDED OPPORTUNITY TO BECOME AN INTEGRAL PART OF CAMPUS LIFE	<p>College graduate divisions and Campus Activities produce particular goals and objectives for inclusion of graduate students.</p> <ul style="list-style-type: none"> • Establish a Graduate Student Union • Incorporate Graduate Student Programming • Intentional recruitment for Graduate students • Developed additional Graduate Assistantships and Alternative types of funding (in conjunction with Access & Success) 	Graduate divisions/programs and Campus Activities have a published strategy for inclusion of graduate students in the life of the university. Annual Campus Climate Survey	Ongoing	Directors of Graduate programs in all colleges; Director of Campus Activities; Student Affairs
ESTABLISH SAFE AND BRAVE SPACES FOR OUR STAFF, FACULTY, ADMINISTRATION, VENDORS, COMMUNITY PARTNERS, ETC.	<p>Offer workshops to all sectors of the university regarding the creation, retention, and sustainability of safe and brave spaces across the NU Community.</p> <ul style="list-style-type: none"> • Re-distribute the community of the workplace survey to faculty, staff, vendors, admin, community partners, etc. • Creation of Ombudsman Office <ul style="list-style-type: none"> ◦ (Rochester Institute of Technology, https://ombud.msu.edu/meet-the-staff, offers similar model) ◦ • Creation of Staff Union/Council • Hybrid/Remote Scheduling to retain staff, faculty, administration, etc. 	Retain staff, faculty, administration, vendors, community partners across all campus sectors. Prevention of burnout and compassion fatigue. Increase respect in the workplace. Annual Campus Climate Survey	Ongoing	President; Executive Vice President; HR; Academic Affairs; NULTA; University leadership; Student Affairs;

	<ul style="list-style-type: none"> • For students - Space allocation for inclusive student groups and programs for future building and capital projects (for instance a space like the education faculty offices with a common area and small offices which could help bring groups together (academic and student groups). • Recognition of efforts (supervisors, deans, chairs, etc.) such as performance appraisals, awards, etc. 			

Education & Scholarship



**NIAGARA UNIVERSITY
INCLUSIVE EXCELLENCE
PLANNING WORKBOOK:
EDUCATION &
SCHOLARSHIP**

Tara Warne-Griggs, PhD

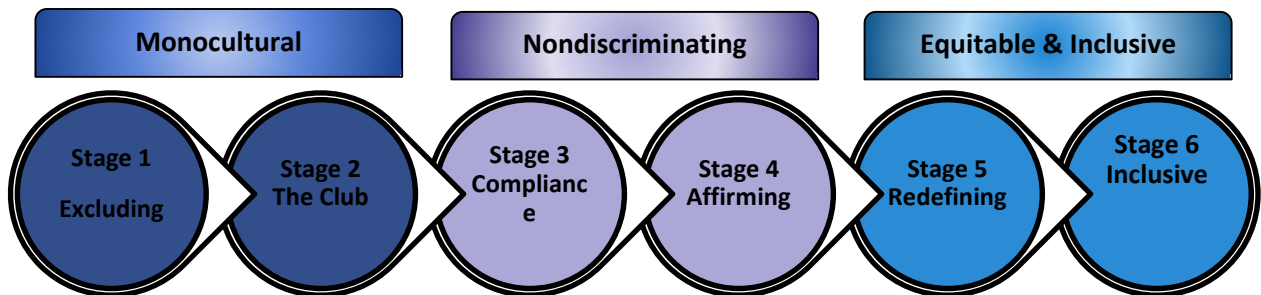


INCLUSIVE EXCELLENCE Workbook: Introduction

This workbook is designed to help Niagara University prepare to write an Inclusive Excellence plan. It is intended to help you sequence and organize your planning team's thinking and initial planning. Once you make your way through each dimension, the next step will be to prioritize and sequence the goals and strategies outlined below. The final step will be to complete your Inclusive Excellence plan.

Work team composition should be broadly reflective of the demographics of your leadership, faculty, staff, and students. There should also be a cross-section of roles or functions within the university where possible.

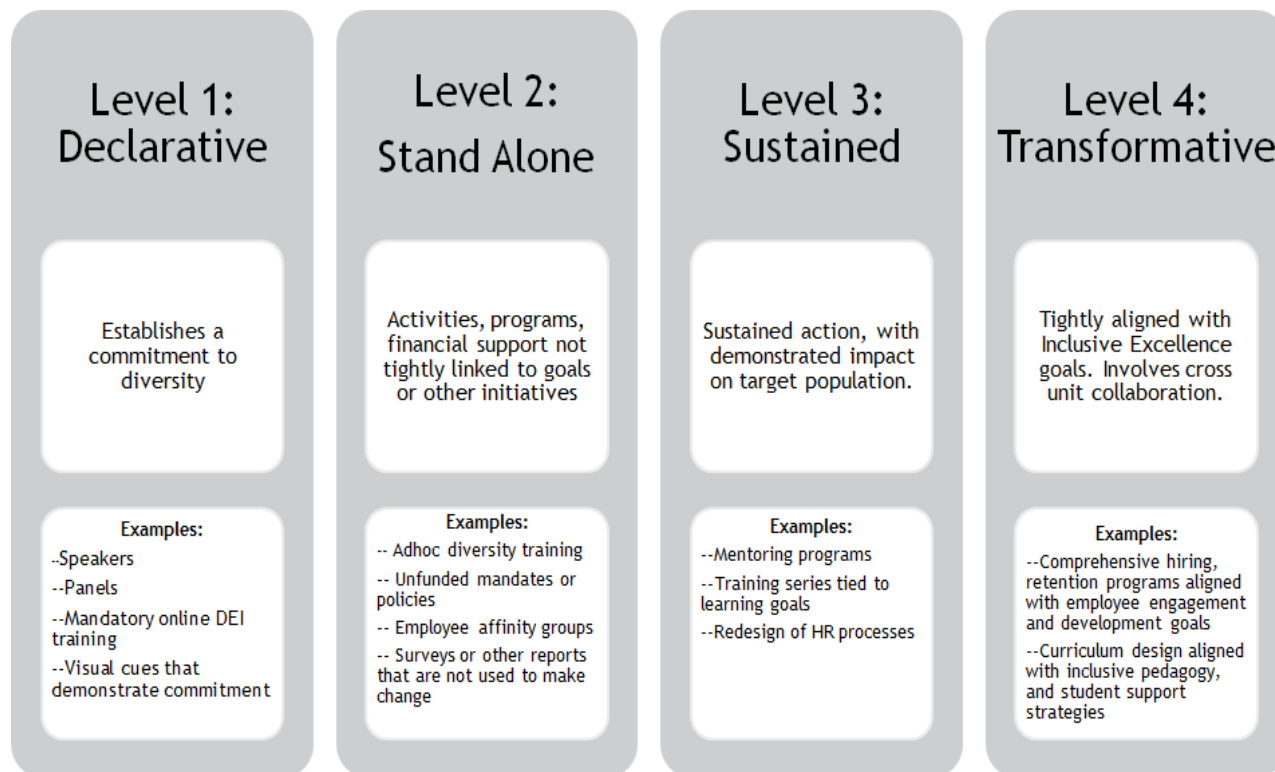
As you consider your process for developing and then implementing Niagara's Inclusive Excellence plan, keep in mind how the elements of your plan will move the University along the organizational development continuum (Jackson, 2014) that underpins the Inclusive Excellence Framework.



Will your plan--the way it is developed and how you intend to implement it move Niagara University closer to becoming an inclusive organization? Use the guide below to gauge how your IE plan will impact the University's **overall capacity** around diversity, equity, and inclusion (Kezar & Fries-Britt, 2018).



Examine **existing and proposed strategies and accompanying action steps** through the Effort Level tool below to gauge how effective a given strategy or action is or might be. A level 0 can be assigned to an area where no action is being taken (Halualani & Hurtado, 2014).



The workbook below is organized by dimensions, with the exercises repeated for each dimension.

Education & Scholarship refers to the learning opportunities related to community, service, inclusion, equity, and social justice as well as targeted professional development activities that promote intercultural awareness and competencies.

1. VISION

Key question: When you think about Education & Scholarship at your organization, what do you hope to see and experience in the next year, in 3-5 years?

What is your **ideal**:

Faculty/staff training and discussion cohorts that meet regularly and tap faculty and other on campus experts relative to DEA to lead each cohort. This might also include classroom observations provided faculty were willing.

BIPOC Post-Doc hire in DEI related scholarship/teaching (Africana Studies, PolSci, Sociology, Indigenous Studies, Latinx Studies, Women’s Studies, etc.). This was promised to students in 2016 as a

bridge to an endowed chair position to lead Africana Studies. Neither have come to fruition. Ideally this would also allow for the possibility of permanently hiring Post-Doc **or at the very least, rotating new hires on two-year appointments**. Post-Doc could and should be integrally involved in cohorts mentioned above.

Comprehensive strategy to **retain BIPOC faculty, staff and students**. Our track record suggests there is much work to be done here.

Required Freshmen Seminar that is **more specific than VSJ and more comprehensive and targeted with respect to DEI** and has specific parameters that targets expert faculty to teach the seminar.

Allocate/earmark specific % of AIF funding for DEI related initiatives.

Locate **special topics courses that address DEI** and encourage faculty to **institutionalize courses through curriculum committee**.

What are **must haves**?

Organized cohorts with buy-in from faculty and staff. This might also include **reading lists and a centralized database for additional resources** that can be shared not only within cohorts, but campus-wide.

BIPOC Post-Doc Hire on two-year appointments as listed above.

Commitment/clear strategy for retaining BIPOC faculty, staff, and students.

Required Freshmen Seminar that is more targeted and rigorous than current VSJ designation.

Boost funding for existing Diversity Grants.

Allocate/earmark specific % of AIF funding for DEI related initiatives.

Desired outcome	Ideal	Must
<p>A more competent faculty well-versed and invested in DEI and prepared to incorporate what they learn from cohorts in the classroom and for on campus events/discussions for faculty, staff, students and community stakeholders.</p> <p>This will also speak to improving retention for BIPOC faculty, staff, and students.</p>		<p>A faculty more aware and comfortable navigating DEI in the classroom, on campus, and interpersonally with students, faculty and staff.</p> <p>A campus environment that is inclusive, equitable, and acknowledges the need for prioritized growth with respect to DEI.</p>
BIPOC POST DOC – 2 year appointments with opportunity	Broaden this concept for multiple disciplines and interdisciplinary	BIPOC POST DOC – 2 year appointments.

for permanent hire.	hires.	
Required Freshmen Seminar that is more targeted and rigorous than current VSJ designation. Perhaps, continuing Freshmen Seminar over four years for extracurricular DEI related conversations as student cohorts lead by instructors teaching Freshmen seminar.		Required Freshmen Seminar that is more targeted and rigorous than current VSJ designation.

Others:

- **Department/College-level efforts in embedding DEI-related student learning outcomes in Department/College curriculum**
- **Individual Course Learning Outcomes in alignment with the Department/College’s ‘selected’ DEI-related Learning Outcomes**
- **Systemic support for faculty to develop new DEI-Introducing/Emphasizing/Reinforcing courses or to revise existing courses to incorporate the DEI-related learning outcomes**
- **Recognition of the faculty/staff’s contributions through the development of extracurricular activities for the students (e.g., community outreach/service opportunities); application for external grants as a significant achievement in their annual performance evaluation or promotion & tenure process.**

Write a vision statement for Education & Scholarship based on the desired outcomes you outlined:

Niagara University intentionally supports and promotes diversity, equity, inclusion, and social justice in its teaching, scholarship, training, and professional development for the campus stakeholders. In order to support and serve our students who are from diverse backgrounds in the most equitable and inclusive way, we put the highest priority on the meaningful alignment of pedagogical culture on campus with the core principles and practices of diversity, equity, inclusion, and social justice.

2. CURRENT STATE

LIST the Education & Scholarship efforts currently underway. For each initiative or action that has been or is currently being taken, ask the following questions?
What was/is the need or priority the action or initiative is addressing?
Why was this strategy selected? What are the assumptions about change or the nature of the need that underlie this strategy?
What data support the existence of the need and the selection of the strategy?
What is the inclusion effort level the workgroup would assign to the strategy?

Strategy	Need	Rationale	Supporting Data	Effort Level
Faculty Book Club: <i>So You Want to Talk About Race</i> by Ijeoma Oluo	Book clubs can serve as conversation openers for difficult topics	Our faculty is predominately white	Surveyed faculty and staff who participated afterwards for their feedback Attendance: 33	Moderate
Antiracist Pedagogy presented by Dr. Angel Jones (George Washington University)	Teaching strategies to enrich curriculum with antiracist pedagogy	Our faculty is predominately white	Workshop recording: https://youtu.be/RwppHUa9WKw Attendance: 23	Low- contracted expert
Faculty Book Club: <i>How To Be An Antiracist</i> by Ibram X. Kendi	Book clubs can serve as conversation openers for difficult topics	Our faculty is predominately white	Attendance: 44	Moderate
Anti-Racist Teaching Practices in Action presented by Dr. Angel Jones	Teaching strategies to enrich curriculum with antiracist pedagogy	Our faculty is predominately white	Workshop recording: https://youtu.be/RwppHUa9WKw Attendance: 22	Low- contracted expert
NU Disability Awareness and UDL Training 3-Part Series	Teaching strategies to improve access and equity	Many of our students have unmet learning needs	Attendance: 19	High- required coordination across 3 offices

<p>Using Inclusive Language When Constructing A Syllabus Presented by Rita Margarida Almeida Magalhaes, Ph.D., Rochester Institute of Technology</p>	<p>Syllabi template language often reflects a white settler perspective</p>	<p>Our students are diverse and syllabi serve as a means of introduction to faculty and the course</p>	<p>https://niagara-edu.zoom.us/rec/share/SZ4WT1__QAZZzIS6yCj1_rVTApkH4ExYVhqsFj8t-y9OUQNB-aNeyqKpXIPsLkjo.X8uBwC-Bxhelm7WW</p>	<p>Moderate</p>
<p>Reducing the Impact of Unconscious Bias Virginia Glazier, Ph.D.</p>	<p>There is a need on campus for more training about recognizing macroaggressions and unconscious biases</p>		<p>https://niagara-edu.zoom.us/rec/share/SZ4WT1__QAZZzIS6yCj1_rVTApkH4ExYVhqsFj8t-y9OUQNB-aNeyqKpXIPsLkjo.X8uBwC-Bxhelm7WW</p>	<p>Moderate</p>
<p>4 Part Critical Conversation Series #1: Dismantling Islamophobia #2: Anti Black Racism #3: LGBTQ2+ #4: Minoritized Parents in Education</p>	<p>Led by Dr. Patricia Briscoe in the College of Education; open to students, faculty and staff</p>		<p>Attendance: 61 registrants in total</p>	<p>High</p>
<p>Orange Shirt Day – Moving Towards Truth</p>	<p>Presented by Niagara University in Ontario in recognition of the legacy of the Canadian Indian residential school system</p>	<p>Promote awareness and recognition of the impact of the residential school system</p>	<p>Attendance: 15 https://niagara-edu.zoom.us/rec/share/96B8qUIq3gbaF5TdILAzjJPQF3RqJEWCFXhBoxs4UB9EQWVLde4sLwSOR4kmBdVn.qdwBAfwepb3b7Fig</p>	<p>High</p>
<p>The Impact of Implicit Bias and Microaggressions (2020) Kara Oliver</p>	<p>Understand the concept of implicit bias. Identify macroaggressions and understand why they are harmful. Challenge unconscious</p>		<p>Attendance: unknown</p>	<p>Moderate</p>

	biases.			
Teaching Diversity and Difference—Pedagogy and Practice (2019) Dr. Rolanda Ward	engage in conversations about race/racism, explore methods to engage students through dialogue and deliberation techniques, and learn ways to promote racial equity through course materials and teaching practices.		Attendance: unknown	Moderate
The Theory and Practice of Culturally Responsive Teaching (2019) Dr. Rolanda Ward	Theoretical underpinning of culturally responsive teaching. Topics such as bias, privilege, cultural destruction, cultural competence, and cultural proficiency will be covered.		Attendance: unknown	Moderate

3. DATA INVENTORY

Key question: What data is available to assess the effectiveness/impact of current strategies in place around Education & Scholarship?
How often is this data collected?
Is the data qualitative or quantitative?
Has the data been analyzed? Key findings or results?
Do the available data help you understand the root cause of the needs related to Education & Scholarship at your organization?

Data	Frequency	Data Type	Findings	Understanding
Faculty Development Attendance Reports	2-3 times per month	All Faculty Development events require advance registration; actual attendance is confirmed by sign-in sheets or Zoom reports	The same faculty members typically attend DEI sessions; there is not much variability among who attends	

4. GAP ANALYSIS

Key question: Are there gaps between current strategies and the vision for where you want to see for Education & Scholarship at your organization in one year, in 3-5 years?
Which current strategies will help your organization achieve the vision?
How will current strategies accomplish this?
What is missing?
Do you have enough information to know?

Strategy	Meet desired outcome?	What data supports this conclusion?	What additional data or information is needed?	Other notes
Compensation for Adjunct Faculty Members to attend Professional Development training.	Increase the number of PT faculty members who attend DEI professional development sessions.	As a pilot, we offered \$150 stipends to PT faculty members who attended half-day training on our Canvas LMS. These sessions were so popular, we had to offer a second night of training. This suggests that PT faculty want additional training but they also want to be paid for their time.	Will FT faculty resent that PT faculty are paid to attend while they are not?	Currently, adjunct faculty members who attend professional development sessions or seek additional training do so on their own time without compensation.
Encourage greater FT faculty participation in DEI training and professional development opportunities	Increase the number of FT faculty members who attend DEI professional development sessions.	Whenever a DEI workshop or event is planned, we see the same individuals attend. Many, <i>many</i> FT faculty members NEVER attend workshops or training on DEI initiatives because they have zero incentive or obligation to do so.	Information on how to encourage a unionized faculty body to attend additional training. Exploring ideas to incorporate faculty's willingness to participate in the DEI trainings and professional development opportunities to faculty review	Students state that they would like to see more DEI strategies "at work" in the classroom. Yet there is no requirement or expectation that faculty do this.

			process (pre-tenure, tenure, post-tenure)	
Retain PT faculty members who are motivated to be inclusive educators.	Adjuncts return to teach year after year.	Our average pay for P/T faculty members is way below the national average. We pay new P/T faculty an average of ~\$870/credit hour. According to the 19-20 CUPA-HR report, Adjunct faculty earn the most pay per credit hour at doctoral institutions (\$1,288/credit hour) and the least at associate's institutions (\$917/credit hour).	We have a Ph.D. program. Why are we paying adjuncts \$418/credit hour LESS than the national average?	Our compensation for PT faculty members must be competitive to retain quality instructors who are passionate about DEI initiatives.
Funding for academic scholarship on DEI initiatives	Add a strand of the Academic Innovation Fund that specifically addresses DEI initiatives in the classroom; course design strategies	St. John's University	Connect with Dr. Elizabeth Ortiz to replicate DEI grant for course development	
Strengthen first year seminar course and social justice designation in the General Education curriculum currently being revised	Expand the 13 "Social Justice" sections of NUB to all incoming freshmen; develop additional sections of the 3rd year course			
Develop a Gender Pronouns Faculty Guide	Produce a document similar to this created by St. John's University	Anecdotal evidence from faculty members sharing their confusion with the pronouns movement		
Make publicizing of	More robust,	Page views; social media interaction	Well, we need a Web Developer	Interviewing the Deans

on-campus, DEI-focused events more visible	searchable, and dynamic event advertising on the University's website and social media outlets		for one thing...	and Provost revealed that we do have a lot of quality DEI-focused events and initiatives taking place but the campus community usually hears about them after the fact.
Institute Restorative Justice practices	This is likely more of Climate subcommittee initiative but many faculty teach restorative justice in their College of Ed or Social Work courses.	Restorative practices are increasingly common in K-12 education settings so our students are likely more familiar with resolving issues in this manner.	Expert faculty or staff who know how to lead restorative justice initiatives on campus	
A need for intentional hiring of BIPOC faculty, staff, and administrators; and faculty with explicit and implicit expertise in DEI subjects	Expansion of the Africana/Black Studies minor and renewed efforts and diversification/reinvigoration of the program – eventually turning into a major. Successful implementation of curricular development and revision to incorporate diverse, equitable and inclusive teaching	While some of the NU courses have DEI learning outcomes and course contents, there is a dire need in expanding this across the Colleges, departments, and programs. Students can benefit from engaging with the faculty, staff, and administrators of diversity in and outside the classroom.		

<p>Establishing campus “culture”</p>	<p>Faculty, staff, and administrators recognize the importance of DEI culture and climate on campus that is a critical factor in student learning experiences and outcomes</p> <p>Every stakeholder group on campus plays avid and active supporter’s role to achieve their professional goals and competency that are related to DEI</p>	<p>Very diverse level of understandings and attitudes towards DEI among the faculty</p> <ul style="list-style-type: none"> - Those who need to learn the most may have the least motivation to do so, which affect the students’ learning and growth. 	<p>Findings from the Climate Survey from every Campus stakeholder group (students, faculty, staff, and administrators)</p>	<p>Explore the possibility of incorporating the DEI aspects to faculty review process (pre-tenure, tenure, post-tenure) and staff performance evaluation in a systemic and structured manner</p>
<p>A need to provide necessary assistance to the faculty for successful incorporation of DEI into courses</p>	<p>Expanded and well-balanced offerings of courses across all Colleges and Departments that have strong emphasis on the variety of subjects related to diversity, equity, inclusion</p>	<p>Little evidence of intentional curricular enhancements in the classrooms to address DEI in certain colleges and departments</p> <p>Challenges in revising/creating DEI-emphasized courses or in incorporating DEI into the existing courses</p> <ul style="list-style-type: none"> - Difficulty in making time commitment due to family obligations, financial needs - Little or no extrinsic motivation factors - Curricular difficulty in certain disciplines perceived by faculty (e.g., STEM faculty may have more difficulty than those in humanities/social sciences) - Lack of faculty’s understanding, 	<p>Development and implementation of the shared definitions of diversity, equity, inclusion, and social justice across the Campus</p> <p>Development and incorporation of DEI learning outcomes into individual College/Department/Course’s mission and objectives</p>	<p>Faculty needs to shift how they consider aptitude, recognizing different types of aptitude in order to diversify the voices in the classroom.</p>

		knowledge, or willingness.		
Existence of an entity (ODEI) that plays an instrumental role in review of course/program learning outcomes and contents; and assists in identifying meaningful opportunities to increase DEI in the programs	<p>Consistent and effective implementation of DEI learning outcomes, course contents, teaching practices, and learning environment across the Campus.</p> <p>Each College and department has at least one outcome and relevant assessment measure related to DEI.</p>	Need for timely and efficient coordination among different sectors to implement a DEI initiative (curricular development, research, and/or professional development) that requires inter-departmental collaboration and coordination for its success.	Collaboration between the ODEI and individual colleges and/or departments in every aspect of DEI incorporation into the curriculum and professional development programs.	Office of Diversity, Equity, and Inclusion has already begun its role to coordinate the University-wide efforts through the Inclusive Excellence initiative.
Funding for student enrichment activities/programs related to DEI	Students can take advantage of these high-impact opportunities without too big a concern of financial matters. (e.g., global experiences, domestic educational site visits, distinguished guest speech programs)		<p>Students' perception on the impacts from the activities/programs related to DEI (via survey)</p> <p>Student retention/graduation/job placement data and its correlation with the survey response results</p>	

	<p>finance, contents, and programs - that systemically recognize and put highest priorities on DEI teaching and learning efforts and initiatives</p>	<p>other related divisions, colleges, and departments.</p> <p>Intentional hire of BIPOC faculty and faculty with expertise in the DEI subjects that NU lacks faculty resources to teach. – Renewed efforts and diversification/reinvigoration of the Africana/Black Studies minor program, and eventually turning into a major</p> <p>Fund student enrichment activities/programs (both curricular and co-curricular) related to DEI -</p> <p>Hire and retain part-time faculty (both current and new) who are motivated to be inclusive educators and bring unique and significant contributions to NU’s DEI learning objectives, by providing competitive compensation for their teaching and training participation.</p> <p>Form a faculty task force; 1) to inventory the pedagogical resources and methods that are currently utilized in class and are highly effective in teaching the DEI issues in their own disciplines – both FT/PT faculty and NU staff instructors included 2) to brainstorm the most effective methods to educate these identified resources and methods for other</p>	<p>learning outcomes and components</p> <p>Participation in co-curricular opportunities focused on DEI</p> <p>Amount of funding for student enrichment activities/programs related to DEI.</p>	<p>Academic Affairs/HR/College Deans</p> <p>NUSGA/UPRC</p> <p>College Deans/Academic Affairs</p> <p>ODEI/Academic Senate/College Deans</p>
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	<p>To establish a system to facilitate individual Colleges and departments' incorporation of the DEI principles and framework into their curriculum in the most effective and efficient manner</p>	<p>disciplines and faculty [DEI certification program]</p> <p>3) to develop best ways to provide faculty with extrinsic motivations to actively partake in the training and professional development opportunities [e.g. Incorporating the DEI teaching with special recognition in the Promotion and Tenure review process for FT tenure-track faculty; addressing personal circumstances that may prevent the faculty from being more actively involved; recognizing the staff instructors' contributions to the achievement of NU's DEI educational goals by explicitly incorporating them in the their job descriptions/ performance appraisal]</p> <p>Assist individual Colleges/departments to explore the possibility of their certain major courses to be designated as "Social Justice" course – one of the new Gen Ed designation in the Gen Ed curriculum revision proposal</p> <p>Assist individual faculty, department, college, and administration in assessing the achievement of the DEI learning outcomes and goals.</p>			<p>College Deans/Department Chairs/Gen Ed Committee/ODEI/IDRI Task Force</p> <p>ODEI</p>
	Objectives	Actions			

<p>Provide effective training and professional development programs for all university students, faculty, staff, and administration to enhance the knowledge and competency in DEI</p>	<p>To incentivize Faculty/Students/Staff/Administration participation in DEI training and professional development opportunities in order to enhance their competency and empowerment</p>	<p>Form focus groups; 1) to analyze the current issues and challenges with regards to participations in training/ professional development opportunities 2) to revisit and identify the list of impactful professional development opportunities and trainings that are closely aligned with the teaching practices (faculty) and core workload (staff/administration) 3) to explore potential extrinsic motivators (recognizing the participation within the faculty/staff/Admin review process – consultation with NULTA; Sponsored DEI certification; revision of job description) 4) to develop robust, searchable, and dynamic DEI-emphasized events and programs via University website, social media, and various communication channels.</p>	<p>Participation in professional development and training programs</p> <p>Systemic and continuous evaluation of training and professional development programs (frequency, range, and effectiveness of the programs)</p>		<p>ODEI/Academic Senate/College Deans</p>
<p>Intentionally promote and incentivize scholarly activities and community outreach programs in areas related to diversity, equity and inclusion.</p>	<p>Objectives</p> <p>To provide significant amount of funding to incentivize and promote academic scholarship on DEI initiatives (both academic field and pedagogy)</p>	<p>Actions</p> <p>Add a strand of the Academic Innovation Fund (or establish a separate fund with DEI title) that specifically addresses DEI initiatives in the classroom and course design strategies – Benchmarking Dr. Elizabeth Ortiz’s grant for course development.</p> <p>Establish a seed fund to motivate faculty to conduct DEI-focused research (within a discipline and/or inter-disciplinarily),</p>	<p>Research output/grant dollars associated with DEI research</p> <p>Recognition of the DEI scholarly activities (both research outputs and DEI grants – internal and external) – systemic incorporation into the faculty P&T review and</p>		<p>ODEI/Academic Affairs</p> <p>Academic Affairs/UPRC/SPFR</p>

		<p>and potentially apply for external grants (collaboration with Sponsored Programs and Foundation Relations)</p> <p>Develop a student research competition (guided by faculty advisor(s)) on DEI issues and arrange the winners to showcase their findings to the NU and outside community stakeholders through the annual Undergraduate Research Conference.</p>	<p>staff performance review</p>		<p>Honors Program/Academic Senate</p>
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Selecting Priorities

Which goal(s) are priorities for your organization? Which goals will create the most impact related to equity, diversity, and inclusion for your organization?

Step 1: Rank the goals within each dimension. You may have fewer or more goals in each dimension.
Access & Success: 1. 2. 3.
Climate & Intergroup Relations: 1. 2. 3.
Education & Scholarship 1. Plan for recruiting and retaining BIPOC faculty members, staff, and students. 2. Strengthen first year seminar course and social justice designation. 3. Fund DEI-related scholarship and training.
Infrastructure & Investments: 1. 2. 3.
Community & Partnerships: 1. 2. 3.

Step 2: Select the 3 to 5 goals across all 5 dimensions that your organization needs to accomplish with the most urgency or those that need to be accomplished for work on other goals to begin.

Goal 1: Establish institutional commitment and capacity to implement and support campus-wide diverse, equitable and inclusive teaching and learning.

Goal 2: Provide effective training and professional development programs for all university students, faculty, staff, and administration to enhance the knowledge and competency in DEI.

Goal 3: Intentionally promote and incentivize scholarly activities and community outreach programs in areas related to diversity, equity and inclusion.

Goal 4:

Goal 5:

Conclusion

Once initial goals, strategies, and indicators are developed transfer that information to the Inclusive Excellence plan template or place it in a format that you tailor for your specific organizational needs or culture. We will work through that phase once we get closer.

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Infrastructure & Investment

Subcommittee Template – Infrastructure & Investment

Infrastructure & Investments	Vision:			
Goals	Strategic Directions	Success Indicators	Timeframe	Responsible Office/ Position
1: policy environment that applies DEI on equal footing with efficiency and consistency	Establish person or body that applies DEI lens to new (and existing) policies. VPDEI? Consultant? Consultant working with a committee (who gets trained in the DEI review process by consultant and then takes over the process in year 2)? [for now, “DEI Committee”]	Process / DEI application body established. Multiple populations incorporated (i.e., students, including grad and international; as well as sector diversity)	Fall 2023	GCO / VPDEI
#1	DEI review of all new & existing policies to incorporate DEI lens	25% completed per year	Fall 2027	GCO / VPDEI [and/or DEI Committee]
#1	Universal accessibility & design			DEI committee
2: a process that efficiently permits policies to be developed and revised as needed to address DEI needs	DEI Committee to review the policy process and propose needed changes, if any	100% complete; proposals addressed by following Fall	Fall 2024	VPDEI
3: Develop a tool through which new and existing policies are created through a DEI lens	Build off of momentum from Identifying and Dismantling Racial Injustice Taskforce, utilizing REIA (racial equity impact assessment) and RESJ (racial equity and social justice) tools as a template for a university inclusive tool	All current policies are reviewed with the EIA tool. The EIA tool is utilized in all future policy development	Fall 2023	ODEI
#3: train people using DEI tool, people to serve on campus-wide DEI structure and people in various sectors who will be tasked with doing “initial review” or	Training video? Annual training?		Fall 2023	ODEI

“first cut review” of policies when GCO sends list of policies to each sector to be updated (for DEI and other purposes)				
#3:	develop a dashboard to track outcomes			
4: Celebrate Diversity and Inclusion	<p>Form a Task Force in the Fall of 2022 led by the ODEI to:</p> <ul style="list-style-type: none"> • Research models that exist at other colleges. • Identify already existing programming at NU and new opportunities. • Create a coherent framework and branding. 	<p>Event attendance</p> <p>Campus Climate Surveys</p>	<p>Programming starts Spring 2023</p>	<p>Office of Diversity, Equity, and Inclusion in collaboration with other offices, for example, the Office of Multicultural Affairs, The Office of Faculty Development, etc.</p>
#4	Review existing inclusive spaces and services to ensure adequate use (i.e., Muslim prayer room, but how well is it made known?)	Multiple populations receive communication (i.e., students, including grad and international; as well as sector diversity)		
5: Embed Inclusion into Planning Processes	<ul style="list-style-type: none"> • Research models that exist at other colleges. • Audit existing spaces for inclusivity. • When relevant, incorporate Universal Design principles into existing policies. 	<p>Policies include Universal Design principles.</p> <p>Physical spaces embody inclusive planning.</p>	<p>Starts Fall 2022</p>	<p>Faculty Services</p> <p>Each department.</p> <p>University Counsel because it manages policies.</p> <p>For training: HR, Office of Faculty Development. and Office of Office of</p>

	<ul style="list-style-type: none"> • Train employees about Universal Design of spaces and services. • Each department could assign a specific person to monitor the effectiveness of inclusion and be a resource to address issues that may arise from students or fellow employees. Analogous to departmental safety officers. 			Diversity, Equity, and Inclusion
#5	Audit existing spaces for inclusivity		Starts June 2022; goal for completion by Dec. 2025	ADA Coordinator; Director of Facilities; NU Accessibility and Disability Matters Committee; ODEI

Transformational Concepts Report

Updated on March 23, 2022

Two Recommendations

Embed inclusion into Planning Processes

Celebrate Diversity and Inclusion

Specific Areas in Need of Exploration

Members

Rawda Ahmad Yousef Hamadneh
Kimberly Heffler
Arianna Musialowski
David Schoen (Chair)

Charge

The transformational concepts group will identify issues that need to be addressed to realize transformational change. This group will answer the question, "once our policy review process is in place, what issues/concepts need to be addressed by NU.

Two Recommendations

1. Embed inclusion into Planning Processes

In architectural settings, this often is referred to as a universal design philosophy.

The intent is to "to make all aspects of design completely inclusive and without the need for individual accommodations. It's meant to make all users of a particular space feel welcomed regardless of ability, race, ethnicity, gender identity, or sexual orientation."

[\(https://www.insightintodiversity.com/inclusive-design-can-change-the-face-of-campus-architecture/\)](https://www.insightintodiversity.com/inclusive-design-can-change-the-face-of-campus-architecture/)

It is not limited to physical space, however. This philosophy can extend to the way NU designs forms, the way Food services creates menus (including Hallal food and Kosher Food, for example) by considering grad students in the design of campus activities, and the design of

student services in general. For example, see the guidance the University of Washington provides regarding student services: <https://www.washington.edu/doit/programs/center-universal-design-education/postsecondary/universal-design-student-services/applying>

2. Celebrate Diversity and Inclusion

- Celebrate, in public ways, Niagara University's commitment to diversity and inclusion. For example, a University "Pride Day" or a "Coming Out Day" like at Nazareth College: <https://www-pub.naz.edu/~webfiles/CODBrochure2.pdf>.

Or more generally a diversity and inclusion week or month. For example:

<https://diversity.uark.edu/get-involved/diversitymonth.php>

<https://www.stlawu.edu/events/diversity-and-inclusion-week-2022>

- Make it easy for the campus community to discover and engage the diversity of campus activities and clubs. For example, Case Western University's Groups Portal: <https://community.case.edu/>.

Specific Areas in Need of Exploration

- NU embraces the concept of universal accessibility, which brings campus to being ADA compliant. Consider the needs of international and graduate students more inclusively (affordable housing and transportation, for example)
- International students in particular may need assistance with affordable health and dental insurance plans.
- Consider the needs of BIPOC students inclusively (affordable housing and transportation, for example)
- Consider offering transportation options to church services for students of various religions.
- Make it easier for graduate students to engage in campus activities.
- Explore the expansion of non-gendered restrooms and unisex restrooms that also serve as family restrooms.
- Offer more training for employees regarding diversity, equity and inclusion.

Community & Partnership

“Together, campus and community partners sustain mutually beneficial empowering relationships intentionally designed to engage, educate, and foster an equitable and inclusive environment.”

Community & Partnerships	Vision:			
Goals	Strategic Directions	Success Indicators	Timeframe	Responsible Office/ Position
Increase dialogue with the community by understanding current efforts and attitudes	Annual reports will include section to include community partnerships (service, PBL, research, and academic efforts)	Initial participation & reporting of requested information, with adoption to annual standard	June 2022 (due date for annual reports)	Effectiveness & Assessment, with a department identified to organize, store, and share the information
	Create an information sheet (Admissions, Orientation, IMPACT) to increase awareness of service hour database	Creation and continues updates to sheet; integration into student and campus events	Fall 2022 (after initial data gathering exercise)	T.B.D.
	Develop a community-based survey and NU review	Creation, implementation, and participation from the local community. The survey should be part of our annual campus review.	Fall 2022 (w/implementation, review, and adjustments on an annual basis)	Equity and Inclusion w/ collaboration from various departments for survey design and outreach into the community
Increase awareness of community assets and services	Create an opportunity during new student orientation and SUMO to visit TReC, CBO's, and other area organizations.	Initial implementation and adoption into pre-determined events; surveying of student participants and organizations visited.	Implementation can start as soon as the summer of 2022.	Collaboration between multiple departments. (Campus activities; SUMO committee; Res. Life; Levesque Inst.; NGTI, etc.)

	(Academic Innovation Hub)			
	Establish allowable service hours for faculty and staff to complement student impact service hours	Approved time outside of PTO from senior administration for service work; faculty, admin., & staff participation; engagement with community organizations.	Allowable service hours can be implemented by summer of 2022; Available community projects can be identified from existing partnerships.	Human Resources (tracking of service hours outside of PTO); Coordination from individual departments to manage staff time outside of the office; Department identified to manage list of available service opportunities/database
	Establish database of scheduled community events and university programs open to the community	Department identified to collect and share information; adoption of process for colleges/departments; identification of multiple community partners to share information; participation from community members; Sustained operation	Fall of 2022 through pre-scheduled campus programs/events	T.B.D. – Department identified for database creation & management can also serve as clearing house to share on-campus programs and events.;

Attachment 4 – Climate Survey Report



NiagaraClimateRep
ort.pdf