Walter Scott, Jr. College of Engineering Diversity Strategic Plan (2020-2022)
updated November 2019 for ASEE Diversity Recognition Program

The Walter Scott, Jr. College of Engineering (WSCOE) is an integral part of Colorado State University (CSU), a comprehensive land-grant university. The WSCOE is dedicated to providing a transformative education that equips our graduates to become leaders and innovators. We conduct research that provides solutions to not just the grand challenges of today, but those of tomorrow. We provide service to society that translates ideas into reality and spurs economic development. The goals and values embodied in the land-grant act are the foundation for what we do.

Our mission is to educate, innovate, cultivate, and engage in order to generate new knowledge, improve quality of life, and positively impact society.

Creativity and innovation are fostered in environments where diversity and inclusion exist. Incorporation of these values into our teaching and research programs is essential to ensure that the knowledge created and the students we graduate are connected to our global society. We embrace Colorado State University's Principles of Community of Inclusion, Integrity, Respect, Service, and Social Justice as our core values.

College Infrastructure
The WSCOE consists of six academic departments: Atmospheric Science (ATS); Chemical and Biological Engineering (CBE); Civil and Environmental Engineering (CEE); Electrical and Computer Engineering (ECE); Mechanical Engineering (ME); and Systems Engineering (SE). Other organizational units include the Cooperative Institute for Research in the Atmosphere (CIRA). The College also shares administrative oversight of various special academic units and other interdisciplinary programs, including the School of Biomedical Engineering (SBME) and the School of Advanced Materials Discovery (SAMD).

The WSCOE Executive Leadership team includes the Dean, the Associate Dean for Research, the Associate Dean for Academic and Student Affairs, the Assistant Dean for Diversity and Inclusion, and the Department Heads. The mission of the Office of the Associate Dean for Academic and Student Affairs and the Engineering Success Center's (ESC) is to facilitate and support the recruitment, retention, and graduation of engineering students, in particular students from historically excluded or under-represented populations. The position of Assistant Dean for Diversity and Inclusion was created in September 2018. The Office of the Assistant Dean for Diversity and Inclusion

leads the strategic planning and implementation efforts for diversity, inclusion, and equity goals across the College, and has an active role in university-wide diversity and inclusion initiatives. In particular, the office works with College faculty, staff, and students to foster an inclusive climate for diversity in the college. Dr. Melissa Burt was appointed as Assistant Dean for Diversity and Inclusion after a decade of experience leading diversity and inclusion initiatives with an NSF Science and Technology Center, headquartered in the Department of Atmospheric Science in WSCOE. Dr. Burt also holds an appointment as a non-tenure track faculty member.

Strategic Planning Process

In 2015, the College embarked on a strategic planning process to continue our pursuit of excellence. The process included input from key stakeholders, including faculty, staff, students, alumni, industry leaders, and the Dean's External Advisory Board. Within our strategic plan were initiatives focused around diversity, equity, and inclusion. Those strategic initiatives were expanded in 2017, when the Vice President for Diversity at Colorado State University charged all colleges with developing their own Diversity Strategic Plan that aligns with the university's diversity goals. As part of this process, our actions, targets, and measures of accountability are continually assessed and refined.

Diversity Strategic Plan

The WSCOE Diversity Plan supports the realization of the campus vision that "CSU will be the best place to learn, work, and discover." This plan is intended to give renewed impetus to diversity and inclusion efforts in the College by focusing on specific goals and identifying a set of tangible actions the College and departments will undertake.

The WSCOE diversity plan focuses on taking tangible actions that support advancing the following goals from the university strategic plan: increase recruitment of marginalized and excluded faculty, staff, and students; improve retention and promotion of marginalized and excluded faculty, staff and students; and develop cultural competency of all faculty, staff and students.

Overarching Initiative: Enhance the diversity of WSCOE students, staff, and faculty, and promote a culture of inclusiveness.

Goal 1: Nurture a culture of respect for different views, personal backgrounds, and life experiences among our students, staff, and faculty.

Goal 2: Develop cultural competency of all students, staff, and faculty to promote and support an inclusive College climate.

Goal 3: Grow our numbers of undergraduate students from under-represented groups to reflect the demographics of Colorado and our largest recruitment areas.

Goal 4: Grow our populations of graduate students from under-repesented groups (domestic).

Goal 5: Increase recruitment, retention and promotion of faculty from under-represented groups.

In the following section, we identify the specific actions needed to achieve success and the metrics to help meet our goals. Highlights of some outcomes to date are included within parentheses.

Goal 1: Nurture a culture of respect for different views, personal backgrounds, and life experiences among our students, staff, and faculty.

Actions:

- Develop and conduct a college climate assessment with the help of the Vice President of Diversity and Institutional Research (Outcomes: campus climate assessments conducted in 2016 and 2018)
- Establish expectations for faculty and staff for contributions to an inclusive college climate (Outcomes: Diversity activities tracking is now included in faculty annual evaluations)
- Identify activities to encourage community building within the college based on the Principles of Community (Outcomes: Celebrate Global Engineering Fall 2019)

Metrics:

- Successes and areas for improvement identified in campus climate audit
- Diversity and inclusion criteria in annual evaluations for faculty and staff

- Number of students, staff, and faculty participating in diversity-related professional development

Goal 2: Develop cultural competency of all students, staff, and faculty to promote and support an inclusive College climate.

Actions:
- Utilize Campus Climate surveys (e.g., University Climate Survey, Standing Committee for Women Faculty, Graduate Climate Survey, and the Dean's re-appointment survey) results to provide information on the experiences relative to inclusion of all stakeholders in the College
- Establish Diversity, Equity, and Inclusion committees within all departments with representation of faculty, staff, and students (both undergraduate and graduate) (Outcome: completed Fall 2019)
- Develop college and department level diversity plans that provides a level of transparency and accountability (Outcome: completed Fall 2019)
- Increase faculty representation at diversity conferences (ongoing)
- Increase awareness about WSCOE climate for students, faculty, and staff from under-represented groups (Outcomes: report out at All College Meetings)
- Increase access to resources to learn and apply effective pedagogies for teaching diverse students (Outcomes: Three-part workshop series on Professional Development on Increasing Inclusivity in the Engineering Classroom, Fall 2019)
- Acknowledge and recognize value of diversity efforts (Outcomes: inclusive language added to WSCOE Staff and Faculty Awards criteria)
- Create a professional development series for undergraduate and graduate students with specific sessions on diversity, equity, and inclusion (Outcomes: Professional Development workshop series offered in Fall 2019. Development of Spring 2020 series is underway)

Metrics:
- Increase number of participants completing campus climate survey
- Improve results of campus climate survey
- Intiatives that focus on improving department climate for all students, staff, and faculty

Goal 3: Grow our numbers of undergraduate students from under-represented groups to reflect the demographics of Colorado and our largest recruitment areas.

Actions:

- Establish a national and local recruitment plan with quantifiable metrics for recruited and retained students (Outcomes: Manager of Strategic Recruitment hired in January 2017)
- Coordinate and leverage undergraduate recruiting efforts at the departmental, college, and university levels
- Increase the number and total amount of funding for undergraduate scholarships, both need-based and merit-based
- Expand summer and academic year programs and initiatives to engage prospective students
- Establish student mentoring programs supporting students from under-represented groups (first generation, low income, racial/ethnic minorities), but open to everyone
- Enhance support for student organizations, in particular those that support students from under-represented groups
- Collect and analyze data on students choosing to leave engineering, including demographic information, academic performance, reasons for leaving, and where the students go after leaving (Outcomes: Collection and analysis of data is currently underway)

Metrics:

- $1M/year in additional funding for undergraduate scholarships, including both need-based and merit-based scholarships
- One or more new undergraduate engineering degrees or concentration areas in engineering science
- Number of students participating in our summer programs (e.g., ENvision program)
- Retention and degree-completion rates of at-risk students equal to those of entire WSCOE student body

Goal 4: Grow our populations of under-represented graduate students (domestic).

Actions:

- Increase the number and total funding available for graduate assistantships and fellowships to support doctoral students
- Work with CSU administration to secure additional funding to support growth of Ph.D. programs
- Provide support for the development and success of federally funded doctoral training grants
- Create incentives to reward faculty and departments growing the number of GRAs supporting Ph.D. students
- Provide strong mentoring and advising along with expanded professional development opportunities for graduate students (Outcomes: Professional Development workshop series offered in Fall 2019. Development of Spring 2020 series is underway)
- Encourage the formation of research partnerships with other universities that have more diverse undergraduate and graduate student populations
- Provide incentives to encourage development of REU site proposals that can be used to bring diverse domestic students to CSU as undergrads
- Attract diverse applicants through summer undergraduate research programs
- Engage faculty though recruitment activities at national conferences

Metrics:
- $500K/year in additional funding for graduate fellowships
- One or more new doctoral training awards
- Applications for graduate school, post docs, and faculty positions received from partner schools
- Number of diverse undergraduates participating in summer REU programs

Goal 5: Increase recruitment, retention and promotion of faculty from under-represented groups.

Actions:
- Job postings should be advertised to a variety of nationwide job boards, including those whose memberships target people from under-represented groups (e.g., InsideHigherEd.com, ASEE job board, and identify-based professional societies (National Society of Black Engineers), etc.)
- Encourage all search committee members and search chairs to go through unconscious bias training workshops led by Talent Development or the Office of the Vice President for Diversity
- Examine and revise policies, practices, and structures to include the goals of inclusion and cultural competencies expected of administrators, faculty, and staff (i.e., job descriptions, department/division mission statements, decision-making processes, performance evaluations, reward structures, marketing materials, recruiting practices, hiring practices, promotional processes, career development processes, etc.)
- Survey departmental recruitment and retention efforts in place in WSCOE to identify strengths and gaps
- Support new faculty through mentoring circles, academic support, and professional development
- Identify thematic areas for potential "cluster hires"

Metrics:
- 35% of new faculty hires from under-represented groups
- Implement new procedures and/or policies within the academic departments that support success and inclusivity
- Survey effectiveness of mentoring programs and professional development opportunities
- Track increase in the number of new faculty and promotion of faculty from under-represented groups