

Diversity and Inclusion Tech Forward Proposal

Prepared by the Diversity and Inclusion Task Force

Membership:

Kellie Raffaelli: Chair, Diversity and Inclusion Task Force

Apurva Baruah: President, Graduate Student Government & Mechanical Engineering, PhD Student

Angie Carter: Faculty, Social Sciences

Lisa Gordillo: Faculty, Visual and Performing Arts

Valoree Gagnon: Director, University-Indigenous Community Partnerships, GLRC

Dany Jacob: Faculty, Humanities

Rachel Jones: Assistant Director, Housing & Residential Life

Jarrold Karau: Deputy Chief Information Officer

Susan Liebau: Assistant Dean and Director at the Waino Wahtera Center Student Success

Harley Merkaj: Representative, Undergraduate Student Government

Faith Morrison: Faculty, Chemical Engineering

Gilbert Ramirez: Regional Admissions Specialist

Dana Van Kooy: Faculty, Humanities

Crystal Verran; Director of Operations, University Marketing & Communication

Executive Summary

This proposal outlines specific initiatives supporting the promotion of equity, inclusion, and collegiality; increasing diversity; and providing a rich cultural and welcoming environment. We can only begin to achieve these goals through targeted recruitment efforts utilizing out-of-the-box thinking and retention programs designed to impact sense of belonging and campus climate. To move the needle forward we also need to increase the number of diversity-related trainings and workshops and execute a plan for institutional commitment that will ensure these strategies are implemented, supported, and maintained. Diversity and inclusion are a shared responsibility and institutional leaders must have accountability regarding achieving diversity goals.

Introduction

The University must actively work to create and maintain learning, working, and living environments where students, faculty, and staff from diverse backgrounds feel they can thrive. Census projections confirm the importance of racial minorities as the primary demographic engine of the nation's future growth. The new statistics project that the nation will become "minority white" in 2045 when whites will comprise 49.7 percent of the population in contrast to 24.6 percent for Hispanics, 13.1 percent for blacks, 7.9 percent for Asians, and 3.8 percent for multiracial populations (Frey, 2018). Currently Michigan Tech's racial and ethnic demographics are 77 percent white and 8 percent domestic racial and ethnic minority. At Michigan Tech we define underrepresented minorities (URM) as women, members of the LGBTQIA+ community, ethnic and racial minorities, and individuals with disabilities. Michigan Tech must actively incorporate diversity, inclusion, and global understanding in our strategic plan to be successful moving forward. This proposal is the path to reach those goals.

Objective and Vision

Improve campus culture and the student experience by developing a diverse community that ensures equitable access, opportunity, participation, and representation. We will do this through developing four strategic goals and implementing strategies to reach these goals.

Scope

In order to make an impactful change in the culture and climate of Michigan Tech, we need to increase the number of underrepresented minority students, faculty, and staff while also improving the culture and climate ensuring a supportive environment for all. Therefore, we cannot choose one strategy over another to implement first; we must address all of them simultaneously.. This requires a sustained infrastructure that can successfully implement and support these changes. Without strong executive leadership and buy-in we will not be able to make much progress on any of these initiatives.

Impact

The proposed initiatives will influence not only the Michigan Tech student body, faculty, and staff, but will also benefit the larger Houghton-Hancock communities. By creating a more welcoming environment and diversifying our campus, we have the potential to attract new companies to the area. By improving our campus climate, we also prepare a more well-rounded pool of candidates for our industry partners

Goals and Strategies

Goal 1: Make an institutional commitment for sustained support of diversity, equity and inclusion.

Strategy for institutional change

We propose the University hire a senior diversity officer who will establish impactful campus and community partnerships and who will effectively integrate diversity initiatives, programs, and processes. The Vice President for Inclusion (VPI) will work directly with the student, staff, and faculty diversity officers, serve as a member of the President's Leadership Team, and work closely with Dean's Council. The VPI would have a budget to support and enhance campus diversity efforts. The VPI would assist units across campus with strategic diversity goals and plans. This person cannot do the job alone; Williams and Wade Golden (2013) argue that diversity cannot be assigned to just a single leader, therefore we propose the VPI work closely with a team of diversity officers. This team will comprise of the director of the Center for Diversity and Inclusion, the special assistant to the provost for faculty diversity, and a reimagined position in human resources focused on staff diversity issues. These three diversity officers will work closely with their constituency to bring issues to the Vice President and impact real change.

Metrics

Success of the proposed institutional change will be measured by the successful implementation and execution of the strategies identified below.

Goal 2: Implement a cross-campus education initiative for all members of the Michigan Tech community.

Strategy for cross-campus training initiative

Develop, fund, and coordinate diversity programming for faculty, staff, and students focused on cultural competency, recognizing bias, bystander training, ally training, and more. Providing meaningful incentives to individuals to participate in extensive diversity-related training as well as providing compensation to those who facilitate these trainings is imperative to the success of this goal. We will collaborate with Human Resources to reimagine the Training and Employment Specialist position to include coordinating diversity and inclusion resources for employees; to track and manage trainings; and to administer recognitions such as the designation of Diversity Champion for those faculty and staff who complete six on campus/online training opportunities.

Metrics

We will measure the success of this initiative by the increased number of Diversity Champions on campus each year, and the number of faculty and staff who become facilitators of these trainings. This will demonstrate to the campus that we value diversity, equity, and inclusion and that we appreciate and recognize those who participate.

Goal 3: Increase diverse faculty, staff, and student body through targeted and well-supported recruitment strategies

Strategy for recruitment

In order to be a university with a diverse and inclusive campus community, recruiting and retaining underrepresented minority (URM) students and faculty must be made a priority. We propose to begin this through implementation of the following programs:

Alumni Recruitment Specialist

Michigan Tech has a large network of alumni, many who identify as underrepresented minorities (URM), with successful careers and deep community connections. We propose creating a network of Alumni Recruitment Specialists (ARS). We would contract with these alumni in targeted metro markets such as Minneapolis, Chicago, Milwaukee, and Grand Rapids with large populations of URM students that haven't been exposed to Michigan Tech. Alumni would work closely with our Regional Admission Management (RAM) Specialist who focuses on recruiting URM students and with other RAM's to identify targeted students, networking and building relationships resulting in an increase number of students attending Tech. Training would be an essential component of this initiative as well as inviting these alumni to campus for welcoming events. The ARS staff would be directly impacting the future of a URM student that may not have seen themselves at Michigan Tech before developing that relationship with the alumni. The ARS staff would be compensated fairly and recognized for their knowledge of the industry they are in and their overall ability to encourage students to attend Michigan Tech.

Husky Pathways Program

In order to build relationships and assist URM prospective students in finding their future path, we suggest a progressive outreach plan for recruitment in targeted metro areas. We propose to create *Husky Clubs* after-school programs that will provide academic support, motivation, exposure to career options, and information regarding access to higher education in a progressive nature. Students who participate in the Husky Clubs would be given the opportunity to earn a scholarship to attend a Summer Youth Program (SYP). Each scholarship would be sponsored by industry partners or Michigan Tech. Students who have participated in the Husky Clubs and attended an SYP program at Michigan Tech would be invited to participate in a summer bridge/earn and learn program between their junior and senior year of high school or between their senior and first-year of college.

Faculty Cluster Hiring

Faculty cluster hiring is an initiative that hires multiple scholars into departments or colleges based on shared research interests or topics. Cluster hiring initiatives prioritize campus-wide faculty diversity or other goals of improving university excellence such as community engagement, interdisciplinary collaboration, and/or retention of women or faculty of color in STEM (APLU N.d.; Muñoz et. al. 2017; Sgoutas-Emch et. al. 2016; UUH 2015). Faculty are often at different points of their careers, are hired within the same time period, and may share appointments across programs (Flaherty 2015). Cluster hiring differs from traditional hiring procedures, and so it is especially important to make goals explicit, gain support from administrative leaders, and establish supportive infrastructure to foster interdisciplinary collaboration in addition to communicating value to stakeholders and developing plans to transcend leadership changes, such as embedding the program within strategic plans (APLU N.d.; McMurtie 2016; Muñoz et. al. 201; UUH 2015).

We propose a shared cost model, over the next five years, with funding from this initiative, the provost's office, and the collaborative college/school. This initiative would phase out the funding allocation over the five years with the eventual share funding coming from the provost and the collaborating colleges/schools. Year one would begin with a 35/35/30 % cost share, with year adjustments until sustained by the partners demonstrating an ongoing commitment to diversity.

Metrics

We will measure the success of these programs by the increased number of URM yields and the number of URM faculty hired and retained.

Goal 4: Collaborate and support retention programs and initiatives designed to educate and support a diverse campus community.

Strategy for retention

General Education Requirements

We propose the integration of an additional academic requirement for undergraduate students to gain knowledge of other cultures, and gain an understanding of how respect and inclusion will be necessary for success in their future career paths. In addition to the current core General Education requirement of Global Issues, we recommend that an additional course be added to these requirements. One option could be to change the HASS course requirement that can be taken from the any HASS or HASS Restricted Lists to be taken from a newly created list tentatively titled Global Literacy/Social Issues. Another option would be to require a course from this list to fulfill one of the Humanities/Fine Arts, Social/Behavioral Science or aforementioned flexible HASS course (Appendix 1).

A review of enrollment in the courses indicates there are an average of 844 seats available in these classes over the past three years (not including summer semester). There has been about 20% capacity in these classes overall (individual classes may be at or over capacity). Budget would depend on the flexibility of course scheduling. An additional lecturer that could teach 3 courses per semester could add a minimum of 75 seats per semester. Costs for that opportunity could vary but for the purpose of this discussion would be estimated at \$69,500 (\$50,000 starting salary + \$19,500 fringe benefits).

Campus Diversity Initiative Grant

As part of the university's efforts to create an educational and work environment that is inclusive, supportive, and rich in diversity, we propose a Campus Diversity Initiative Grant Program. This internal grant program is an opportunity for students, faculty, staff, and units to apply for funding to support innovative ideas that advance Michigan Tech's commitment to diversity and inclusion.

The purpose of this grant is to support proposals from faculty, staff, and students for scholarly, cultural, and artistic events that will have an impact on our mission, curriculum, faculty and staff development, students, and the teaching and learning environment. Grants will support intellectual

activities engaging our communities in conversations about diversity, prepare our students for leadership in a diverse world, and increase respect and understanding for differences based on knowledge and shared experiences.

Support and collaborate with on-going initiatives.

This task force recognizes that many efforts are underway and well established across campus. We fully support these programs and recommend further support from the university including but not limited to the ADVANCE Allies and Advocates Program, faculty and staff Affinity Groups, the Task Force for Innovation recommendations to fund and support Tribal College Engagement initiatives and further develop and increase two-year college partnerships, Husky Connect URM Mentoring Program, the ExSEL Program, and efforts from various offices such as the University-Indigenous Community Partnerships department.

Metrics

We will measure the success of these strategies by the increase in cross campus diversity initiatives and number of students enrolled in the proposed courses.

Proposed Budget Breakdown

Below is an annual summary budget, this is a projected budget that we will adjust over time as external funding is secured. The success of this proposal is built on the hiring of a Vice President for Inclusion, who will be responsible for managing this initiative with the designated committees over time. External funding from industry partners and completeive grants will be used to supplement these programs.

Initiative	Year 1	Year 2	Year 3	Year 4	Year 5
Student Recruitment	\$30,000.00	\$45,000.00	\$60,000.00	\$70,000.00	\$70,000.00
Campus D&I Grants	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00
Faculty Recruitment	\$70,000.00	\$60,000.00	\$50,000.00	\$40,000.00	\$40,000.00
Training	\$30,000.00	\$25,000.00	\$20,000.000	\$20,000.00	\$20,000.00
Grad Student	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
Total	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00

Potential External Funding Opportunities

Currently multiple external partners are providing support for diversity related programming across campus. We will continue to build on relationships already established with Dow Chemical Co, John Deere, Black and Veatch, Ford Motor Company, and General Motors and many others. We will also explore applying for a NSF Inclusion across the Nation of Communities of Learners of

Underrepresented Discoverers in Engineering and Science (INCLUDES) Grant to contribute to the broader impacts of diversity work across campus.

Diversity must be approached like any other valued aspect of an academic community – with an intentional plan to achieve our goals. While focusing on recruitment, retention and development of a welcoming, supportive environment, our future curricula transformation must also reflect the view of a multicultural campus community.