

**Report to the Provost and Senior Vice President for
Academic Affairs on Priority Actions in Response to
Michigan Tech's 2017-18 Climate Survey**

Prepared by Michigan Tech's Diversity Council

January 25, 2019



**Michigan
Technological**
University

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CHARGE
Diversity Council
2018-19 Academic Year

Reporting Structure:

Reports to: Provost and Senior Vice President for Academic Affairs

Chaired by: Assistant to the Provost for Academic Equity and Inclusion

Charge:

1. Provide the provost (and the President's Council via the provost) with prioritized recommendations for efforts/actions that will improve campus diversity, inclusion, and climate based on data collected through various means.
 - a. Provide recommendations on timelines for implementation of actions.
 - b. Provide recommendations on metrics that can be used to gauge the effectiveness of activities.
 - c. Provide guidance regarding potential strategies for addressing issues needing attention based on acknowledged best practices, the results of prior interventions at Michigan Tech and elsewhere, and/or other relevant information.
2. Review information provided by units on diversity-related initiatives.
 - a. Provide information on a regular basis to the provost (and the President's Council via the provost).
 - b. Make information available to campus community as it becomes available.
 - c. Identify, based on the information provided, successful best practices around campus that help to create a culture of belonging.
3. Examine University policies through a diversity and inclusion lens.
 - a. Identify policies that promote equity and inclusion and provide the provost (and the President's Council via the provost) with information about why and how these policies support diversity.
 - b. Identify policies that should be modified to better support equity and inclusion and make recommendations to the provost (and the President's Council via the provost) for improvement as appropriate.
4. Produce quarterly updates about best practices around campus and disseminate to the campus community.

MEMBERS

Audrey Mayer – Chair – Provost’s Office and School of Forest Resources and Environmental Science

Rehab (Ruby) Alhajjar – Graduate Student

Carlos Amador – Humanities and Senate

Brent Burns – Corporate Partnerships

Jimmie Cannon – Undergraduate Student

Marina Choy – Graduate Student

Joe Cooper – Enrollment and University Relations

Lisa Cunard – UAW Representative

Abbi Halkola – Human Resources

Helen Halt – International Programs and Services

Gerald Jondreau – School of Forest Resources and Environmental Science

Ann Kitalong – University Senate

John Lehman – University Relations and Enrollment

Beth Lunde-Stockero – Institutional Equity

Logan McMillan – Undergraduate Student

Harley Merhaj – Undergraduate Student

Michael Meyer – Center for Teaching and Learning

Allison Mills – University Marketing and Communications

Adrienne Minerick – School of Technology

Brigitte Morin – Biological Sciences

Faith Morrison – Chemical Engineering

Amlan Mukherjee – Civil and Environmental Engineering

Kellie Raffaelli – Center for Diversity and Inclusion

Carrie Richards – Office of the Provost

Brenda Rudiger – Alumni Relations

Diane Shoos – Humanities

Shannon Vairo – Office of the Provost

EXECUTIVE SUMMARY

The Michigan Tech Diversity Council is comprised of faculty, staff, and students who are passionate about diversity and inclusion issues on campus. The Council is currently chaired by the Assistant to the Provost for Academic Equity and Inclusion (Audrey Mayer), and who submits quarterly reports to the Provost. Council meetings are open to the community, and meeting schedules and agenda are advertised on the Diversity Council webpage.

At the beginning of academic year 2018-2019, we were given a charge by President Koubek to review the results of the 2018 Work-Live-Learn campus climate survey and to identify priorities which would address the most significant campus needs and guide action items to improve campus climate. The Council met roughly every two weeks throughout the Fall 2018 semester to produce a report outlining three priorities. The Council provided this report to Provost Huntoon in December 2018.

The Diversity Council would like to acknowledge the voices of underrepresented minorities that are missing from the climate survey. Because their response numbers were so small, survey responses from these individuals had to be aggregated to protect confidentiality. Therefore, these priorities should be recognized as those which likely represent the majority voices on campus, although it is our intent that these recommendations would help everyone on campus.

Priorities in Brief

Priority #1: Programming for supervisors for equity-enhancing decisions

Priority #2: Affordable and available child care

Priority #3: Cultural competency programming and accommodations for faculty, staff, and students

Priority 1: Programming for Supervisors for Equity-Enhancing Decisions

Rationale

Based on the results of the climate survey, we recommend that there be increased programming for deans, chairs, and staff supervisors regarding leadership practices, personnel, resource management, and equity in hiring and promotion decisions with the goal to reduce subconscious bias based on nationality, gender, race/ethnicity, LGBTQ, or other affected identities, and to improve the climate for all.

Supervisors make personnel and resource distribution decisions that impact productivity and climate across campus. They set expectations for professional actions and respect in their units, and through their decisions, convey what is valued by the institution. A predominant theme in the quantitative and qualitative responses to the climate survey was the negative impact that supervisors can have if their decisions seem to be influenced by cronyism, nepotism, and if they seem to condone harassment, exclusion, and bullying in their units.

Recommended Strategies

1. We recommend that the President's Council support the ADVANCE activities to ensure the creation and implementation of a successful and effective program for supervisors across campus. The recent National Science Foundation ADVANCE award (PI: Adrienne Minerick) includes an adaptation of Iowa State University's "department enhancement" program focused on supervisor programming and support for gender equity. Other programs may be identified in the course of the project.
 - **Responsible Office:** We recommend that the ADVANCE team continue their work in support of recommendation.
 - **Timeline:** Develop program during spring 2019; pilot test program in fall 2019.
 - **Methods for Evaluation:** ADVANCE grants includes funding for evaluation which is being conducted as the project progresses.

2. We recommend that an additional supervisor training program be developed to address topics that include but are not necessarily limited to: personnel management, leadership skills, budgeting, strategic planning, fiduciary responsibility, FERPA, HIPAA, legal issues, policies and procedures. Other training needs could be identified by comparing programming available at Michigan Tech to supervisory programs elsewhere (e.g., Senior Executive Service "Candidate Development Program" for federal employees¹). Training should be mandatory for all in supervisory positions including members of President's Council, deans, chairs, center and institute directors, and staff with supervisory responsibility. The type of training required for any individual should align with their responsibilities in the organization.

¹ <https://www.opm.gov/policy-data-oversight/senior-executive-service/candidate-development-programs/>

- **Responsible Office:** Senior vice presidents should identify offices and/or personnel to develop or identify appropriate external program.
 - **Timeline:** Develop program structure by December 2020; pilot test program beginning spring semester 2021.
 - **Methods for Evaluation:** Each individual and/or office involved should articulate clear goals for the program and a method for evaluating whether those are achieved.
3. For faculty and staff hiring and faculty promotion/tenure/review (PTR), we recommend more frequent and robust anti-bias programming than is currently in place for these groups and allied departments. We recommend developing a system that will ensure that every faculty search and PTR committee includes at least one representative who has had specialized training that promotes diverse pools and equitable treatment, and also includes information about partner engagement opportunities and legal issues associated with committee-based personnel decisions. The training should ensure that each search/promotion committee are familiar with individuals across campus who can provide guidance and resources throughout the search or tenure/promotion processes.
- **Responsible Office:** Senior vice presidents should identify offices and/or personnel to develop or identify appropriate external program.
 - **Timeline:** Develop program structure by Spring 2021; pilot test program beginning Fall semester 2021.
 - **Methods for Evaluation:** Each individual and/or office involved should articulate clear goals for the program and a method for evaluating whether those are achieved.
4. We recommend that all faculty and staff supervisors require and promote routine training programs regarding best practices for inclusion, professional behavior, and respect in the workplace and lab/classroom. To support this work, we believe that campus training programs need to be visible and well organized. Training frequency should be determined and measures should be in place to ensure accountability.
- **Responsible Office:** Provost should create a “Programming Ad Hoc Committee” by May 2019 to identify current offerings (see Appendix A), collate information about offerings, and develop a web-based resource that makes information available to all.
 - **Timeline:** Inventory existing offerings by December 2019; Human Resources develops website and identify gaps in current offerings by May 2020; identify mechanisms to import participation in on-campus training into Activity Insight (for faculty) during fall semester 2020; begin to address gaps in training during fall semester 2020.
 - **Methods for Evaluation:** Steps identified in the timeline should be completed by the dates indicated.

5. We recommend addressing issues of unconscious bias in teaching evaluation. Teaching represents roughly 40 percent of the duties of tenure-track faculty (and more for non-tenure track positions), and thus a major element of promotions and tenure. We applaud the University Senate's efforts to ensure that units identify and articulate ways to measure teaching effectiveness in addition to the information provided by students. It is well recognized in the academic literature that there can be significant bias in students' evaluations of teaching. Supervisors must enforce existing policy and institute systems for routine assessments of teaching that include more components than the students' evaluations. To that end, we recommend that department chairs and school/college deans participate in a training program on best practices for evaluating teaching. This training should include how to interpret student evaluations and how to design bias-minimizing peer evaluations. We also recommend developing guidance for students on how to provide constructive feedback to instructors so that it will be the most useful in improving the quality of instruction at Michigan Tech.
- **Responsible Office:** University Senate committee should collaborate with the Center for Teaching and Learning to identify resources to be used in the training of chairs/deans and to provide guidance for students.
 - **Timeline:** Resources and guidance should be developed by December 2019; training for chairs/deans should be in place by May 2020; guidance for students should be implemented in fall semester 2020.
 - **Methods for Evaluation:** Steps identified in the timeline should be completed by the dates indicated.

Priority 2: Affordable and Available Child Care

Rationale

As highlighted in the 2018 Climate Study, the severe lack of child care in the area is likely impacting the university's ability to retain faculty and staff, sacrificing the productivity of all working parents and depriving the university of the full participation of many of our talented colleagues and students. The 2018 Climate Study and multiple recent working group studies have documented this issue and offered potential solutions, yet few of these solutions have been enacted (see 2018 Climate Study, and Appendices).

Retention and productivity issues likely represent a significant, ongoing cost to the university. Furthermore, working parents are less able to participate in the governance of the institution (e.g., serve in the University Senate), and less able to fully participate in after-hours university and cultural events (e.g., student meetings, candidate interviews, lectures at the Rozsa Center). Therefore, the lack of child care, including sick-child care and care associated with work travel, contributes to a campus climate in which some voices are heard (e.g., those with no unaddressed child care needs) and others are not.

Recommended Strategies

1. Promote a parent-friendly "Children in the Workplace" policy: this has been written but is currently under review by Risk Management. We recommend that this process be completed and the policy promoted across campus.
 - **Responsible Office:** Risk Management office should complete the approval process for the Children in the Workplace policy.
 - **Timeline:** Complete the approval process by May 2019.
 - **Methods for Evaluation:** The policy approval process should be completed by the date indicated.

2. Currently, many off-hours events occur which faculty and staff are expected to attend (e.g., University Senate meetings, guest lectures, campus conversations). The potential to hold these events during normal business hours or to provide free or subsidized child care should be investigated. See Appendix B for mechanisms to provide on-campus care.
 - **Responsible Office:** The provost should request that the University Senate conduct its meetings within normal business hours. The chief financial officer should either charge a campus-based working group or contract with an external entity to develop an estimate of costs and potential sources of revenue associated with after-hours child care for University employees attending University- and work-related events.
 - **Timeline:** University Senate should make a decision about the timing of their meetings by May 2019. Feasibility report should be due to the chief financial officer by December 2019.

- **Methods for Evaluation:** The actions should be completed by the dates indicated.
3. Develop a multi-pronged plan for addressing employee childcare needs, including solutions involving the private sector. A completed child care study by an internal working group that provides possible strategies, and other information is available² as is another report from a work-life balance committee that identified a number of issues related to child care³. This effort should begin with a cost-benefit analysis for various levels of subsidized child care (e.g., expansion of Little Huskies facilities, expansion of Michigan Tech preschool to full time). The goal of the cost-benefit analysis is to determine whether the university is subsidizing child care at a level equal to the losses in employee productivity incurred due to current unavailability of care. Consider including a child-care subsidy in employee benefits packages as a strategy to reduce loss of work time.
- **Responsible Office:** The chief financial officer should either charge a campus-based working group or contract with an external entity to conduct a cost-benefit analysis related to enhanced childcare for University employees. Based on the results of this analysis, the senior vice presidents should convene a task force to develop recommendations for a multi-pronged plan for addressing childcare needs.
 - **Timeline:** Cost-benefit analysis should be due to the chief financial officer by December 2019; committee charged with developing plan should be convened by January 2020; committee's recommendations for plan should be delivered to the provost and chief financial officer by October 2020; budget requests/allocations associated with approved components of the plan (if any) should be developed and submitted to the chief financial officer by November 2020 for inclusion in the 2021-22 budget.
 - **Methods for Evaluation:** The actions should be completed by the dates indicated. Metrics that can be used to gauge employees' satisfaction with the availability of childcare include, for example: time spent on waiting list by age categories, number of available full-time and part-time slots offered by institutional and home care providers. Employees' overall satisfaction with the services provided by childcare providers should be monitored by those providers.

² <https://www.mtu.edu/administration/pdf/childcare-final-report.pdf>

³ <http://www.mtu.edu/provost/reports/pdfs/work-life-balance-summer14report.pdf>

Priority 3: Cultural competency programming and accommodations for faculty, staff, and students

Rationale

The Climate Survey results suggest that increased and enhanced educational programming and workshops to improve cultural competency among all faculty, staff, and students, with the goal of improving the sense of belonging for all members of the university community, are needed.

When the 2018 Climate Survey asked why people were seriously considering leaving Michigan Tech, all cohorts (faculty, staff, and students) identified a lack of a sense of belonging; for graduate students, this was the top reason. Feeling isolated and separate from the community can be driven by many factors, some of which may be unavoidable. However, we believe that Michigan Tech has work to do to ensure that everyone who chooses to come here can find a place for themselves, and isn't pushed away by overt or covert messages of exclusion or hostility.

We recommend that the President's Council support and publicly reinforce the following recommendations throughout the proposed implementation period, including participation in compensation discussions for deans, chairs, and staff supervisors.

Suggested Strategies and Timelines

1. Develop, fund, and coordinate programming for faculty, staff, and students focused on cultural competency, bystander training, and ally training. Some training already exists on campus (see Appendix A), but is currently not coordinated into a comprehensive training suite available to all faculty, staff, and students. For example, the Center for Diversity and Inclusion (CDI) hosts a 16-hour course on cultural competency for students, and some staff in Student Affairs, Athletics, HR, and Enrollment, Marketing & Communications have completed the series. This programming, and others like it, should be funded, modified, and offered to faculty, staff, and students. CDI also offers Ally training, and Institutional Equity offers anti-harassment/discrimination and bystander intervention training. The Provost's office hosts a diversity literacy training for faculty which includes materials on unconscious bias. Other resources, such as the Foundation for International Understanding Through Students⁴ should be explored as well.
 - **Responsible Office:** Provost's Office "Programming Ad Hoc Committee" (see suggestion for Priority 1.4)
 - **Timeline:** In parallel with Priority 1.4: Inventory existing offerings by December 2019; Human Resources develops website and identify gaps in current offerings by May 2020; identify mechanisms to import participation in on-campus training into Activity Insight (for faculty) during fall semester 2020; begin to address gaps in training during fall semester 2020.

⁴ <https://www.fiuts.org/>

- **Methods for Evaluation:** Steps identified in the timeline should be completed by the dates indicated.
2. While we already offer programs that could be used towards these goals, expanding programming to new/wider populations needs to be supported by increased staff to offer, manage, and/or track it. The staff and resources in the CDI, Institutional Equity, and Provost's office are insufficient to roll out these existing programs to the entire campus. Furthermore, each program will need substantial modifications to adapt to different cohorts and power groups (e.g., higher administrators, supervisors, faculty, staff, students), which also requires more staff time and resources. There are external resource opportunities we can use, such as the new Project Coordinator for bystander intervention training in Institutional Equity funded through a CDC program (four-year position). For example, members of the President's Alumnae Council have discussed extending an online course for students, perhaps as a co-curricular option, which would be modified from the current Diversity Literacy program for faculty offered by the Provost's office. However, extending this program to thousands of students would require a great deal more oversight and resources than the current program for faculty.
 - **Responsible Office:** The proposed "Programming Ad Hoc Committee", could, as part of inventorying the currently offered programs, collect information on current staffing needs vs. populations served in order to predict the needs created by expanding programming.
 - **Timeline:** The proposed ad hoc committee will identify a timeline for action.
 - **Methods for Evaluation:** Monitor participation in, and satisfaction with, provided training.
 3. Provide meaningful incentives to individuals to participate in extensive cultural competency and bystander intervention training. Currently, most of these programs are voluntary, ensuring that only those who are most committed to inclusion benefit from them, or simply results in preaching to the choir. We believe that extending these programs beyond those who are already invested in them is critical. This commitment needs to be supported by all levels of the university, and to the extent feasible, extended to the community.
 - **Responsible Office:** President's Council and Deans Council should identify who should be in the first training cohort, and what, if any, incentives are needed.
 - **Timeline:** Determine the most effective way to roll out new programming, and to whom, by Spring 2020. Identify individuals for these additional programs by Spring 2020, with their training complete by Fall 2020.
 - **Methods for Evaluation:** Monitor participation in, and satisfaction with, provided training.
 4. Our institutional goals and mission rely upon students, faculty, and staff who are able to fully use their talents and skills. Physical and mental barriers often prevent members of our community from reaching their potential and fully contributing to our community.

Recognizing and emphasizing the value and importance of these accommodations in a cultural competency context will allow the university to continue to create a welcoming and accessible atmosphere for a diverse campus community with wide ranging needs.

While this committee believes this strategy has the same importance as a top-level priority relative to this report, we recognize that there are many new programs on campus aimed to address these issues. These include efforts to address mental health issues by the JED Foundation, and ongoing improvements identified by the ADA committee, Student Disability Services, and the Accessible Technology Working Group. We recommend that these efforts continue to be supported.

Furthermore, the Title IX Awareness Committee and the ADA committee are currently reviewing the Climate Survey results, and will be providing executive summaries to the Diversity Council of their recommended action items.

- **Responsible Office:** Institutional Equity, Student Disability Services, Accessible Technology Working Group, JED Campus Team
- **Timeline:** Ongoing support for initiatives with review each semester
- **Methods for Evaluation:** Availability of resources, satisfaction with offerings,

Appendices

Appendix A. Current Inventory of Available Employee Training

*Appendix B. On Site Childcare Policies & Procedures for TechTalks functions.
2017*

Appendix A

Current Inventory of Available Employee Training

Training opportunities for faculty, staff, and students are offered by a number of groups across campus. As such, there is no one-stop shop to see that available training, and no cohesive training suites tailored to meeting the priority needs outlined in this report. Consolidating training options onto a single webpage would make it easier to keep track of what is available. Greater visibility will allow units to request training, and will clarify what training is needed, by whom, and when, and how these trainings differ. These training resources include items directly relevant to the topics discussed in this report, such as:

- Center for Diversity and Inclusion
 - [Best Practices for Cultural Competency](#)
 - [Safe Space/Allies](#)
- Institutional Equity:
 - Institutional Equity/Title IX
 - [Equity Training](#)
 - [Title IX Training](#)
 - [Legal Aspects of Hiring](#)
 - [Bystander intervention](#)
- Human Resources
 - [Recruiting and Hiring](#)
- Provost's Office
 - [Diversity Literacy](#)

As well as additional training covering other topics that faculty, staff, and students may be required to know:

- Compliance, Integrity, and Safety
 - [CITI Training](#)
 - Human Subjects Research,
 - Responsible Conduct of Research,
 - Animal Research,
 - Biosafety / Biosecurity,
 - Conflicts of Interest / Export Control
 - [Environmental Health and Safety Training](#)
- Information Technology
 - No dedicated website, but offers annual security-related training to employees per the [Information Security Plan](#)

Appendix B

Attached as a separate document.