

# **Climate Survey Report and Recommendations**

**June 2007**

## **Climate Study Steering Committee**

Mike Abbott – staff  
Chris Anderson (chair) – staff  
Jill Arola – staff  
Les Cook – staff  
Willie Melton – faculty  
Donna Michalek – faculty  
Akshay Patil – student  
Bill Predebon – faculty  
Kassia Prystalski – student  
Suzanne Sanregret – staff  
Christa Walck – faculty  
Tim Wong – student

## **Overview**

The University's first Climate Study was initiated with the implementation of a campus-wide survey (December, 2005). Climate is defined as how the campus community perceives and experiences life and work. The Climate Survey also focused on the recognition, understanding, and involvement by individual University community members in Michigan Tech's goal of being an inclusive, diverse community.

The Climate Survey, and twenty-three related focus groups that followed, collected a significant amount of data from students, faculty, and staff. Reports derived from the Survey focus group respondents are candid and provide realistic perceptions of the University. The Climate Study Steering Committee and consultants from the University of Michigan spent many hours assessing Survey responses and focus group summaries. For this report, both sources of feedback were studied to determine similarities and differences in responses by specific demographic groups.

The enthusiastic response to the Survey (see below) called for immediate action. The preliminary report was released in April 2006. The preliminary report provided initial recommendations for implementation which are currently being addressed. This report expands on the preliminary report and provides additional recommendations that address broad critical issues identified by each group surveyed –students, faculty, and staff. Continued analysis of subgroup responses to the Survey and of the focus groups will encourage a variety of forums for discussion and result in additional actions. Finally, following the release of this report, regular updates will be provided to the University community.

The implementation of the recommendations resulting from this Survey is critical to accomplishing our goal of being an inclusive institution. It is also necessary to sustain the campus-wide interest in addressing Michigan Tech's climate issues and ensuring that the Climate Study results in fundamental beneficial changes in our culture.

### **Survey and Focus Group Participants**

A total of 260 faculty, 3077 students, 288 professional staff, and 143 hourly staff completed the Climate Survey. The overall response rate for each group was greater than 40 percent. An analysis of the composition of each group of respondents indicated they were demographically representative of the target populations within the University community.

In addition, the response rates for various subsets of each group were compared to their percentages in each group. For example, the percentage of male and female engineering students who responded was compared to their actual percentages in the student population. The percentage of respondents from each college or school was compared to the student population in each, and so on. In all cases examined, the response rates were representative of the subset population for students, faculty, and staff on gender, ethnicity, national origin, Michigan resident, and other characteristics.

Based on the issues and topics that emerged from the Survey responses, twenty-three focus groups were convened to explore these matters more fully. A standard protocol was used with each focus group; more than 150 individuals represented the following constituencies:

- Male tenured and tenure track faculty
- Female tenured and tenure track faculty
- Non-engineering faculty
- Domestic minority faculty and staff
- International faculty
- Non-tenure track faculty
- Male professional staff
- Female professional staff
- United Auto Workers (UAW) represented hourly employees
- Non-UAW represented hourly employees
- White male undergraduate students
- Female undergraduate students
- Domestic minority undergraduate students
- International undergraduate students
- Undergraduate students living in residence halls
- Undergraduate students involved in Greek life
- Domestic graduate students
- Female graduate students
- Students from Lower Michigan
- Students from Upper Michigan
- Gay, Lesbian, Bisexual and Transgender (GLBT) students

The remainder of the report will refer to the Climate Survey and Focus Group participants as “respondents.”

### **Categories of Recommendations**

The issues most frequently identified by respondents as concerns or areas for improvement to the campus climate were initially categorized into five general areas:

- I. Definition of Diversity**
- II. University Communications**
- III. Recruitment and Retention**
- IV. Training to Improve Campus Climate**
- V. Work Environment and Space**

After a comprehensive review of the Climate Survey and focus group responses by the Climate Study Steering Committee, no additional categories were added, and specific recommendations were developed. This second Report presents a more complete set of recommendations. The *Addendum* lists the recommendations in terms of the financial commitment required to ensure their implementation and identifies the recommendations, as of April 2006, that are already being addressed. As the responses of various subgroups are examined more closely, and additional focus groups are conducted, other actions will be recommended in follow-up reports.

#### ***I. Definition of Diversity***

The Climate Survey results challenge us to define our various perspectives of diversity, which can broadly apply to a range of human differences, including race, sex, age, sexual orientation,

physical and cognitive ability, social class, religion, and culture. The University's strategic plan commits to attracting and supporting a world-class and diverse faculty, staff, and student population, and to providing an outstanding work environment and support opportunities for all members of the Michigan Tech community. This will require a sustained commitment to increasing the racial and ethnic diversity of the University's domestic students, faculty, and staff and the percentage of females in disciplines in which they are underrepresented. We must also recruit a healthy mix of international students and faculty.

Concurrently, as the composition of the University community becomes more diverse, other aspects of diversity must be addressed. For example, the Climate Survey results point to the necessity for ensuring a safe and welcoming campus and community for gay, lesbian, bisexual and transgender (GLBT) students, faculty, and staff; meeting the needs of first generation, nontraditional, and economically disadvantaged students; increasing the numbers of students enrolled across a wide range of disciplines; addressing issues related to the many different religious or spiritual practices on our campus; and focusing on strategies to retain our diverse students, faculty, and staff. Such elements of diversity will require attention if we continue to build a truly inclusive culture at Michigan Tech that offers students the full benefits of diversity and opportunities to gain critical multicultural skills for the global workforce.

A commitment to diversity must remain part of the Institution's strategic plan. A climate of diversity requires that each individual contribute to this vision. As we encourage an active involvement in the life of the University, it is especially important that we:

- integrate diversity across the curriculum;
- foster a culture that values multiple perspectives; and
- create an environment in which all members can be successful.

While the University desires more ethnic, racial, and gender diversity in its student, staff, and faculty, it also sees the diversity initiative as a learning imperative that includes people with a variety of perspectives contributing to our education mission. Michigan Tech must ensure that all University students, faculty, and staff are valued, experience a safe environment, and are engaged in teaching and learning that recognize our diversity as a powerful resource. The president, executive team, special assistant to the president, deans, department chairs, and directors must clearly and consistently call attention to our efforts to achieve short- and long-term goals for diversity and communicate that these efforts are essential to Michigan Tech's vision of being a premier research university of international stature.

### **Recommendations:**

- Develop a University diversity policy (often referred to as a diversity mission) that drives the accomplishment of the University mission, strategic plan, Diversity Framework, and the recommendations drawn from the ongoing climate analysis.
- Integrate diversity in all University functions, from fundraising efforts to faculty research, program curricula, and even to landscaping and physical plant design.
- Regularly assess all academic and administrative units' progress in meeting unit and University diversity-related goals and report results to the University community.

- Utilize resources, *e.g.* books, training, or conferences that address such issues as affirmative action, strategies for recruitment and retention of diverse faculty, curricular development, and legal issues to help campus leaders engage their units in this initiative.
- Ensure that professional development programs and University policies and procedures address issues related to students, faculty, and staff who are not in the majority, such as persons who are nontraditional, international, GLBT, or part of a religious or ideological minority.
- Regularly publicize and educate the University community about the Michigan Tech Harassment and Discrimination Policy and provide multiple ways to report and address related issues.
- Continue to carefully expand the degree programs and interdisciplinary collaborations to increase the diversity of thought and the diversity of faculty and students.
- Support diversity-related curricular reform through workshops and other professional development opportunities for faculty.

## ***II. University Communications***

Respondents believe that the University's commitment to diversity needs to be frequently and publicly articulated. Critical to achieving this goal is the role played by staff and administrators who generate Michigan Tech's internal and external communications. All communications must reflect the importance and seriousness of the initiative, and provide clear, consistent statements about the changes the University undertakes to achieve diversity, the value of diversity for all constituents, and how this commitment helps fulfill Michigan Tech's mission. The University's websites, brochures, magazines, and other communications should be used to describe and demonstrate integration of diverse perspectives into the University culture. *Tech Today*, the *Lode*, the *Alumnus*, and the *Michigan Tech Magazine*, as well as local, regional, and national press releases, should subtly and sometimes boldly illustrate our increasingly diverse and inclusive campus. Our expectations that these efforts will significantly improve the education provided to all students and will enhance the creativity, opportunity, and productivity of the University's research environment must be clearly articulated.

University Marketing and Communications staff, working closely with the president, executive team, special assistant for institutional diversity, the deans and chairs, the *Lode*, and external media will lead this endeavor.

### **Recommendations:**

- Use inclusive language in all University communications, including applications and forms.
- Include a set of strategies in the University Marketing and Communication's strategic plan that addresses its role in the University's diversity initiative. Staff members assigned to this effort will be expected to actively seek out related story lines.
- Continue to schedule regular participation in diversity workshops and other professional development by Marketing and Communications staff to support their ability to successfully lead this effort.

### ***III. Recruitment and Retention***

Respondents are emphatic about the critical need for greater numbers of female and domestic minority students, faculty, and staff. A majority of Survey respondents agree that it is appropriate and necessary for Michigan Tech to actively recruit women and racial and ethnic minorities, and to provide personal and program support for students, faculty, and staff.

#### **Recommendations:**

##### Hiring Faculty and Staff

- Develop a process in which faculty and administrative hiring is coordinated: search teams are trained, hiring pools are diverse, and issues such as dual hires are addressed. (Nondiverse pools should not be permitted to proceed unless the search committee can demonstrate that it has made significant efforts to attract a broad pool of candidates.)
- Place a priority on hiring diverse individuals in critical, non-academic areas such as advising, student life, counseling, and public safety.
- Take advantage of the large turnover due to upcoming faculty retirements to develop and implement strong recruitment and search process plans for faculty diversity.
- Grow our own faculty by partnering with other universities to provide a post doc exchange program for potential Michigan Tech faculty.
- Develop and implement dual career strategies such as a job pool with other local employers (hospitals, Finlandia University, etc.) to assist with partner hires and relocation efforts.
- Carefully review all recruitment, screening, and selection processes for potential faculty and graduate student positions to ensure a holistic review of each candidate.

##### Recruitment and Retention of Students

- Continue to identify barriers to, and take advantage of opportunities for, recruitment and retention of underrepresented students, faculty, and staff.
- Continue to develop and refine recruitment strategies that attract diverse students who bring unique perspectives to Michigan Tech. Encourage a holistic view of admissions; add a short essay question to both the graduate and undergraduate applications, such as: *Through your life experiences and background, what unique perspectives and contributions will you bring to the University community?*
- Use the Admissions selection process to build a broadly diverse student body that will contribute to the intellectual development of all.
- Ensure that all new programs (*e.g.* Enterprises and Institutes) establish a process to recruit diverse participants.
- Ensure that professional support organizations like the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE), American Indian Science and Engineering Society (AISES), Society of Women in Engineering (SWE), and others that serve as anchors for underrepresented students, maintain an adequate level of staff mentorship, funding, and programming.
- Build strong “Cass Tech”-like relationships with additional target high schools by using a multi-pronged approach (*e.g.* Riverside in Milwaukee; and Architecture, Construction, and Engineering [ACE] Charter School in Chicago) to recruit students.
- Aggressively recruit precollege Youth Program alumni.

## Financial and Institutional Support

- Ensure that the diversity initiative is one of the categories in Michigan Tech's capital campaign.
- Provide appropriate financial support and rewards to those who are successful in building on the University's current outreach partnerships and academic support programs.
- Provide appropriate financial support for student success programs that meet the personal, professional, and academic assistance needs of all students.
- Provide financial incentives for academic departments that require a diverse candidate pool for all of its open positions, and who actively seek out potential diverse faculty candidates. When exceptional candidates are identified, it is imperative that an academic unit, with the assistance of the dean and provost, has opportunities to hire even if no positions are currently open in that unit.
- Budget adequate funds for recruitment of diverse undergraduates.
- Budget adequate funds for recruitment of graduate students from institutions with a large percentage of female and/or domestic minority undergraduate students.
- Provide a pool of money for visits and scholarships to ensure sustained recruitment of graduate students at through professional organizations like NSBE, SHPE, AISES, and Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) as well as Historically Black Universities and Colleges (HBCU), Hispanic Association of Colleges and Universities (HACU), and Puerto Rican and Mexican universities.
- Identify and hire a GLBT staff advocate and provide an appropriate SS&E budget.
- Budget adequate funds to help address dual career partner issues as effectively and efficiently as possible.
- Identify individuals in every department/unit who will have diversity responsibilities, and specifically add this to job descriptions. Convene these individuals as an internal advisory and implementation group or diversity council for the special assistant and president.

## *IV. Dialog and Training to Improve Campus Climate*

The Climate Survey and focus group results indicate that a significant number of staff feel undervalued by their supervisors and by faculty. The manner in which staff members interact with students plays a major role in the way our students feel about Michigan Tech and in student retention. It is important that the University include all staff in our mission, valuing their knowledge and skills to improve our campus climate. Creating an environment of respect and inclusion will improve the climate for both staff and students.

Hourly employees indicate that they often feel removed from the University's diversity initiatives. Faculty and professional staff responses show that they support a diversity initiative, however, a large percentage were not certain how they could contribute.

Students, faculty, and staff indicate that the University's diversity initiative is not shared or taught consistently.

## Recommendations:

### Building an Inclusive Environment

- Require training for middle managers, directors, and department chairs regarding diversity awareness, sensitivity topics, and improved communication.
- Establish specific expectations for middle managers, directors, and department chairs related to supervision, mentoring, communication, harassment and discrimination, and other human development responsibilities for position performance reviews.
- Include *diversity awareness, intercultural skills, and/or the value of diverse life experiences* in all job descriptions at Michigan Tech.
- Formulate and implement a plan to provide opportunities for more frequent communication with, and training related to diversity for, hourly employees.
- Work with Human Resources and union representatives to identify ways to use attendance at campus diversity events and programs as part of a staff professional development plan.
- Cultivate the essential value and need of intercultural skills for all students through course work, campus speakers, communications pieces, and classroom management.
- Support underrepresented students, who do not experience a critical mass environment, by providing social and learning experiences through collaborative programs and functions with other institutions in the state or region.

### Orientations

- Ensure that all Orientation messages to new students, faculty, and staff include a diversity reference.
- Send a clear message from the president about the intellectual, professional, and personal benefits of building diversity and cultural competencies. Emphasize the University's expectations for student learning and behavior in regard to respect, tolerance, and diversity.
- Continue to integrate diversity-related topics into new student Orientation sessions and ongoing programming conducted by First Year Programs.

### Engaging Students

- Assign additional diversity-related responsibilities to resident assistants, and provide training to help them promote informal interaction and discussion on diversity topics.
- Provide a variety of structured formats through University administrative and academic departments in which students can positively engage in dialog about diversity issues.
- Identify additional opportunities to engage students in activities related to diversity.
- Encourage Martin Luther King, Jr. diversity activities to be initiated by academic and student affairs units, and by student clubs and organizations. Promote these activities campus wide.
- Encourage Undergraduate Student Government and Student Life to set aside student organization funds for events that would require inter-organizational involvement and/or sponsorship of cross-cultural or diversity programming.
- Create opportunities to build diversity elements into all events and programming for students, *e.g.* add a diversity-related question/s to the Summer Reading program discussion.

## Engaging the University

- Provide ally training for greater numbers of students, faculty, and staff in the University community and build a climate that demonstrates an appreciation for all groups and individuals.
- Create a President's Institutional Diversity Award.
- Add *contributions to the University diversity initiatives* as part of all employees' annual reviews.
- Add a section in the faculty vita update that includes efforts undertaken to support the University's diversity initiatives.
- As part of an effort to understand how to create a more inclusive environment, foster a closer examination of positions and identities of social privilege such as being white, male and/or a U.S. citizen through specific dialogs and programming.
- Ensure regular opportunities for faculty to be engaged in topics, such as creating and facilitating effective student teams, improving communication skills in the classroom, nurturing an inclusive classroom environment, and integrating international and domestic diversity issues across the curriculum. The provost and Center for Teaching, Learning, and Faculty Development should play a leadership role in this effort.
- Establish a competitive grant fund to support faculty who would like to address critical areas, such as integration of diversity components in curriculum, intercultural communication, team building, and reconfiguration of a more diverse classroom.

These actions will increase awareness, overcome misperceptions, enhance relevance, and provide a richer learning environment and higher level of excellence for all.

## ***V. Work Environment and Space***

The need for increased opportunities for dialog and interactions with others across campus is a clear message from each group of respondents. These kinds of informal gatherings often lead to more productive work relationships and the appreciation of diversity. Respondents indicate that there are too few welcoming places on campus where people can meet in an informal, social atmosphere to share their work and get to know others.

Students also indicated a need for space to socialize as well as undertake course work that requires collaboration. They stated a need for an environment that offers a variety of venues in which to exchange ideas about broad topics related to diversity and climate.

The majority of staff supports gender, racial, and ethnic diversity efforts, but a large percentage of respondents, especially from the hourly staff, focused on the more immediate work environment and their feelings of lack of respect and lack of empowerment to contribute.

Finally, the extent to which the local community accepts Michigan Tech's diversity initiative will impact our success. Businesses, religious organizations, schools, and civic groups that are welcoming of students, faculty, and staff from many different backgrounds will influence their decisions to come here and to stay.

## Recommendations:

- Form a committee on public art and spaces to examine the physical and symbolic representations of diversity across campus. Implement changes to highlight a diverse campus and plan gathering spaces to encourage informal interactions.
- Charge the Student Commission to work with the director of Campus Facilities Operations to identify campus spaces that invite informal interactions. Inform students and faculty about what is already available and work with Campus Facilities to develop new spaces to help address space concerns.
- Establish regular focus groups with staff to discuss specific issues in their work environment that are not currently being addressed.
- Encourage all faculty, staff, and graduate students to consider how their offices communicate about openness, sensitivity, and inclusivity for all visitors and colleagues through images, symbols, celebrations, magazines, etc.
- Consider diversity issues when planning construction and building projects. Those issues include facility design for auditory and visual impairments, restroom design (*e.g.* unisex restrooms), and other structural adaptations required to reasonably accommodate a diverse campus community.
- Although not specifically referenced in the Survey responses, the steering committee suggests that the administration consider the establishment of a multicultural center, a visible “place” that helps facilitate educational dialog, presentations, informal discussions, and meetings; displays or hosts art exhibits; and provides a gathering place for the University community.
- Invite the local community to participate in Michigan Tech’s diversity programs.
- Tap into existing resources, such as the Community Reads project with the Portage Lake District Library and/or a Study Circles community discussion project, to enhance the climate both on and off campus.
- Collaborate with the local community to engage them in efforts to enhance the local climate for students, faculty, and staff.
- Work with the community to provide a greater variety of entertainment and events that generate positive cultural learning experiences. Promote the local environment to students, faculty, and staff.

## Conclusion

The University's strategic plan reflects the institution's core values and encourages consistent and persistent attention to its critical interests and goals. Diversity, as a significant contributor to the vitality of University life and function, has to be an explicit and central component of the University's strategic plan.

Given the University's strategic plan, the climate study provides the opportunity to examine our collective and individual perspectives and behaviors, and identify problems and solutions consistent with achieving Michigan Tech's goals. We can and should take action to ensure that our students, faculty, and staff are diverse, and that the context in which they work is one that supports treating all members of the campus community with respect and equity. The Climate Survey and focus groups provide a baseline from which we can measure our progress toward these goals.

The Climate Study Steering Committee recommends that annual focus groups be conducted to assess progress in critical areas identified by the preliminary and summary reports. Annual review and modification of unit and University diversity plans must be required and should reflect ongoing analysis of the Survey and focus group data. In addition, our successes, challenges, and model efforts need to be communicated to the campus community.

Michigan Tech's vision to be a premier research university of international stature requires an open and inclusive climate, which is best achieved when its students, faculty, and staff reflect different races, ethnicities, genders, ages, scholarly pursuits, points of view, and ways of life. Such a university attracts the best and brightest, who come from all walks of life and seek environments where they will have the opportunity to thrive. Michigan Tech has many challenges with respect to recruiting diverse students, faculty and staff. Some of the solutions involve increased funding for hiring, scholarships, training, and space for engagement and interaction. Other solutions are as simple as opening our minds to the possibilities and opportunities to learn from others who are different from us, and taking the time to interact in meaningful ways. Such openness is a hallmark of an institution that is productive, vibrant, and caring as it welcomes future development with confidence.

The Climate Study Steering Committee urges all students, faculty, and staff to regularly dedicate some portion of their time to meeting and learning from others who offer new and different perspectives. Only in this way can the recommendations in this report enable us to achieve an open and inclusive climate which respects and fosters diversity.

## RECOMMENDATIONS, by Category and Required Financial Commitment (Recommendations that are already being addressed are marked with an \*)

### Low to No Financial Commitment

#### I. Definition of Diversity

- Develop a University diversity policy (often referred to as a diversity mission) that drives the accomplishment of the University mission, strategic plan, diversity framework, and the recommendations drawn from the ongoing climate analysis.\*
- Integrate diversity in all University functions, from fundraising efforts to faculty research, program curricula, and even to landscaping and physical plant design.
- Regularly assess all academic and administrative units' progress in meeting unit and University diversity-related goals and report results to the University community.\*
- Ensure that professional development programs and University policies and procedures address issues related to students, faculty, and staff who are not in the majority, such as persons who are nontraditional, international, GLBT, or part of a religious or ideological minority.\*
- Regularly publicize and educate the University community about the Michigan Tech Harassment and Discrimination Policy and provide multiple ways to report and address related issues.\*

#### II. University Communications

- Use inclusive language in all University communications, including applications and forms.
- Include a set of strategies in the University Marketing and Communications' strategic plan that addresses its role in the University's diversity initiative. Staff members assigned to this effort will be expected to actively seek out related story lines.
- Continue to schedule regular participation in diversity workshops and other professional development by Marketing and Communications staff to support their ability to successfully lead this effort.

#### III. Recruitment and Retention

##### Recruitment and Retention of Students

- Ensure that all new programs (*e.g.* Enterprises, institutes) establish a process to recruit diverse participants.
- Aggressively recruit precollege Youth Program alumni.\*
- Continue to develop and refine recruitment strategies that attract diverse students who bring unique perspectives to Michigan Tech. Encourage a holistic view of admissions; add a short essay question to both the graduate and undergraduate applications, such as: *Through your life experiences and background, what unique perspectives and contributions will you bring to the University community?\**

- Use the Admissions selection process to build a broadly diverse student body that will contribute to the intellectual development of all.

#### Financial and Institutional Support

- Ensure that the diversity initiative is one of the categories in Michigan Tech's capital campaign.

### **IV. Dialog and Training to Improve Campus Climate**

#### Building an Inclusive Environment

- Establish specific expectations for middle managers, directors, and department chairs related to supervision, mentoring, communication, harassment and discrimination, and other human development responsibilities for position performance reviews.
- Include *diversity awareness, intercultural skills, and/or the value of diverse life experiences* in all job descriptions at Michigan Tech.
- Work with Human Resources and union representatives to identify ways to use attendance at campus diversity events and programs as part of a staff development plan.

#### Orientations

- Ensure that all Orientation messages to new students, faculty, and staff include a diversity reference.\*
- Send a clear message from the president about the intellectual, professional, and personal benefits of building diversity and cultural competencies. Include the University's expectations for student learning and behavior in regard to respect, tolerance, and diversity.
- Continue to integrate diversity-related topics into new student Orientation sessions and ongoing programming conducted by First Year Programs.\*

#### Engaging Students

- Assign additional diversity-related responsibilities to resident assistants, and provide training to help them promote informal interaction and discussion on diversity topics.\*
- Encourage Martin Luther King, Jr. diversity activities to be initiated by academic and student affairs units, and by student clubs and organizations. Promote these activities campus wide.
- Create opportunities to build diversity elements into all events and programming for students, *e.g.* add a diversity-related question/s to the Summer Reading program discussion.
- Identify additional opportunities to engage students in activities related to diversity.

### Engaging the University

- Add a section in the faculty vita update that includes efforts undertaken to support the University's diversity initiatives.
- Add *contributions to the University diversity initiatives* as part of all employees' annual reviews.
- Provide ally training for greater numbers of students, faculty, and staff in the University community and build a climate that demonstrates an appreciation for all groups and individuals.\*
- Create a President's Institutional Diversity Award.

### V. Work Environment and Space

- Form a committee on public art and spaces to examine the physical and symbolic representations of diversity across campus. Implement changes to highlight a diverse campus and plan gathering spaces to encourage informal interactions.
- Charge the Student Commission to work with the director of Campus Facilities Operations to identify campus spaces that invite informal interactions. Inform students and faculty about what is already available and work with Campus Facilities to develop new spaces to help address space concerns.\*
- Establish regular focus groups with staff to discuss specific issues in their work environment that are not currently being addressed.
- Encourage all faculty, staff, and graduate students to consider how their offices communicate through images, symbols, celebrations, magazines, etc., about openness, sensitivity, and inclusivity for all visitors and colleagues.
- Invite the local community to participate in Michigan Tech's diversity programs.\*
- Tap into existing resources, such as the Community Reads project with the Portage Lake District Library and/or a Study Circles community discussion project, to enhance the climate both on and off campus.
- Collaborate with the local community to engage them in efforts to enhance the local climate for students, faculty, and staff.\*

## Some Financial Commitment

### I. Definition of Diversity

- Utilize resources, *e.g.* books, training, or conferences that address such issues as affirmative action, strategies for recruitment and retention of diverse faculty, curricular development, and legal issues to help campus leaders engage their units in this initiative.\*
- Support diversity-related curricular reform through workshops and other professional development opportunities for faculty.

### III. Recruitment and Retention

#### Hiring Faculty and Staff

- Develop a process in which faculty and administrative hiring is coordinated: search teams are trained, hiring pools are diverse, and issues such as dual hires are addressed. (Non-diverse pools should not be permitted to proceed unless the search committee can demonstrate that it has made significant efforts to attract a broad pool of candidates.)\*
- Place a priority on hiring diverse individuals in critical, non-academic areas such as advising, student life, counseling, and public safety.
- Carefully review all recruitment, screening, and selection processes for potential faculty and graduate student positions to ensure a holistic review of each candidate.
- Take advantage of the large turnover due to upcoming faculty retirements to develop and implement strong recruitment and search process plans for faculty diversity.

#### Recruitment and Retention of Students

- Continue to identify barriers to, and take advantage of opportunities for, recruitment and retention of underrepresented students, faculty, and staff.\*
- Ensure that professional support organizations like the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE), American Indian Science and Engineering Society (AISES), Society of Women in Engineering (SWE), and others that serve as anchors for underrepresented students, maintain an adequate level of staff mentorship, funding, and programming.
- Build strong “Cass Tech”-like relationships with additional target high schools by using a multi-pronged approach (*e.g.* Riverside in Milwaukee; and Architecture, Construction, and Engineering [ACE] Charter School in Chicago) to recruit students.

#### Financial and Institutional Support

- Identify individuals in every department/unit who will have diversity responsibilities and specifically add this to job descriptions. Convene these individuals as an internal advisory and implementation group or diversity council for the special assistant and president.
- Provide appropriate financial support for student success programs that meet the personal, professional, and academic assistance needs of all students.

- Budget adequate funds for recruitment of diverse undergraduates.
- Budget adequate funds for recruitment of graduate students from institutions with a large percentage of female and/or domestic minority undergraduate students.
- Identify and hire a GLBT staff advocate and provide an appropriate SS&E budget.
- Provide appropriate financial support and rewards to those who are successful in building on the University's current outreach partnerships and academic support programs.
- Provide a pool of money for visits and scholarships to ensure sustained recruitment of graduate students through professional organizations like NSBE, SHPE, AISES, and Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), as well as Historically Black Universities and Colleges (HBCU), Hispanic Association of Colleges and Universities (HACU), and Puerto Rican and Mexican universities.

#### **IV. Dialog and Training to Improve Campus Climate**

##### Building an Inclusive Environment

- Formulate and implement a plan to provide opportunities for more frequent communication with and training related to diversity for hourly employees.
- Require training for middle managers, directors, and department chairs regarding diversity awareness, sensitivity topics, and improved communication.
- Cultivate the essential value and need of intercultural skills for all students through course work, campus speakers, communications pieces, and classroom management.
- Support underrepresented students, who do not experience a critical mass environment, by providing social and learning experiences through collaborative programs and functions with other institutions in the state or region.

##### Engaging Students

- Encourage Undergraduate Student Government and Student Life to set aside student organization funds for events that would require inter-organizational involvement and/or sponsorship of cross-cultural or diversity programming.
- Provide a variety of structured formats through University administrative units and academic departments in which students can positively engage in dialog about diversity issues.

##### Engaging the University

- As part of an effort to understand how to create a more inclusive environment, foster a closer examination of positions and identities of social privilege such as being white, male, and/or a U.S. citizen through specific dialogs and programming.
- Ensure regular opportunities for faculty to be engaged in topics such as creating and facilitating effective student teams, improving communication skills in the classroom, nurturing an inclusive classroom environment, and integrating international and domestic diversity issues across the curriculum. The provost and Center for Teaching, Learning, and Faculty Development should play a leadership role in this effort.

- Establish a competitive grant fund to support faculty who would like to address critical areas, such as integration of diversity components in curriculum, intercultural communication, team building, and reconfiguration of a more diverse classroom.

## **V. Work Environment and Space**

- Consider diversity issues when planning construction and building projects. Those issues include facility design for auditory and visual impairments, restroom design (*e.g.* unisex restrooms), and other structural adaptations required to reasonably accommodate a diverse campus community.
- Work with the community to provide a greater variety of entertainment and events that generate positive cultural learning experiences. Promote the local environment to students and faculty.

## Significant Financial Commitment

### I. Definition of Diversity

- Continue to carefully expand the degree programs and interdisciplinary collaborations to increase the diversity of thought and the diversity of faculty and students.

### III. Recruitment and Retention

#### Hiring Faculty and Staff

- Grow our own faculty by partnering with other universities to provide a post doc exchange program for potential Michigan Tech faculty.
- Develop and implement dual career strategies such as a job pool with other local employers (hospitals, Finlandia University, etc.) to assist with partner hires and relocation efforts.

#### Financial and Institutional Support

- Budget adequate funds to help address dual career partner issues as effectively and efficiently as possible.
- Provide financial incentives for academic departments that require a diverse candidate pool for all of its open positions, and who actively seek out potential diverse faculty candidates. When exceptional candidates are identified, it is imperative that an academic unit, with the assistance of the dean and provost, has opportunities to hire even if no positions are currently open in that unit.

### V. Work Environment and Space

- Although not specifically referenced in the Survey responses, the steering committee suggests that the administration consider the establishment of a multicultural center, a visible “place” that helps facilitate educational dialog, presentations, informal discussions, and meetings; displays or hosts art exhibits; and provides a gathering place for the University community.