DIVERSITY, EQUITY & INCLUSION PLAN

Carnegie Mellon University
Dietrich College of Humanities
and Social Sciences

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MESSAGE FROM THE DEAN

RICHARD SCHEINES

Bess Family Dean, Dietrich College of Humanities and Social Sciences

> **Systemic racism in the world requires systemic solutions, and systemic change takes energy and resolve.**

We value diversity, equity and inclusion because creating truly equal opportunity for all is a moral imperative, and because diverse institutions are better institutions. Our leadership in the humanities and social sciences helps raise awareness of this problem as we work to identify new paths toward change. Creating a more diverse, equitable and inclusive college is not easy. It's hard and it's complicated, but we must find the collective will to make it happen. We can and must do better.

Systemic racism in the world requires systemic solutions, and systemic change takes energy and resolve. True transformation requires concrete actions, and the resources to sustain them. The strategic plan that follows is a collection of concrete actions and firm determination to fully implement them. It was produced by a group of 20 faculty, staff and students, with input from over 200, and I am enormously grateful for their collective effort in creating it. As dean, I commit to finding the resources to implement these strategies.

I ask all of you to help. We will not change the college or the world overnight, and we will not look up one day a few years from now and say "lo, the work here is done." The work is ongoing. But we will be a better place, in every way, for doing it.

EXECUTIVE SUMMARY
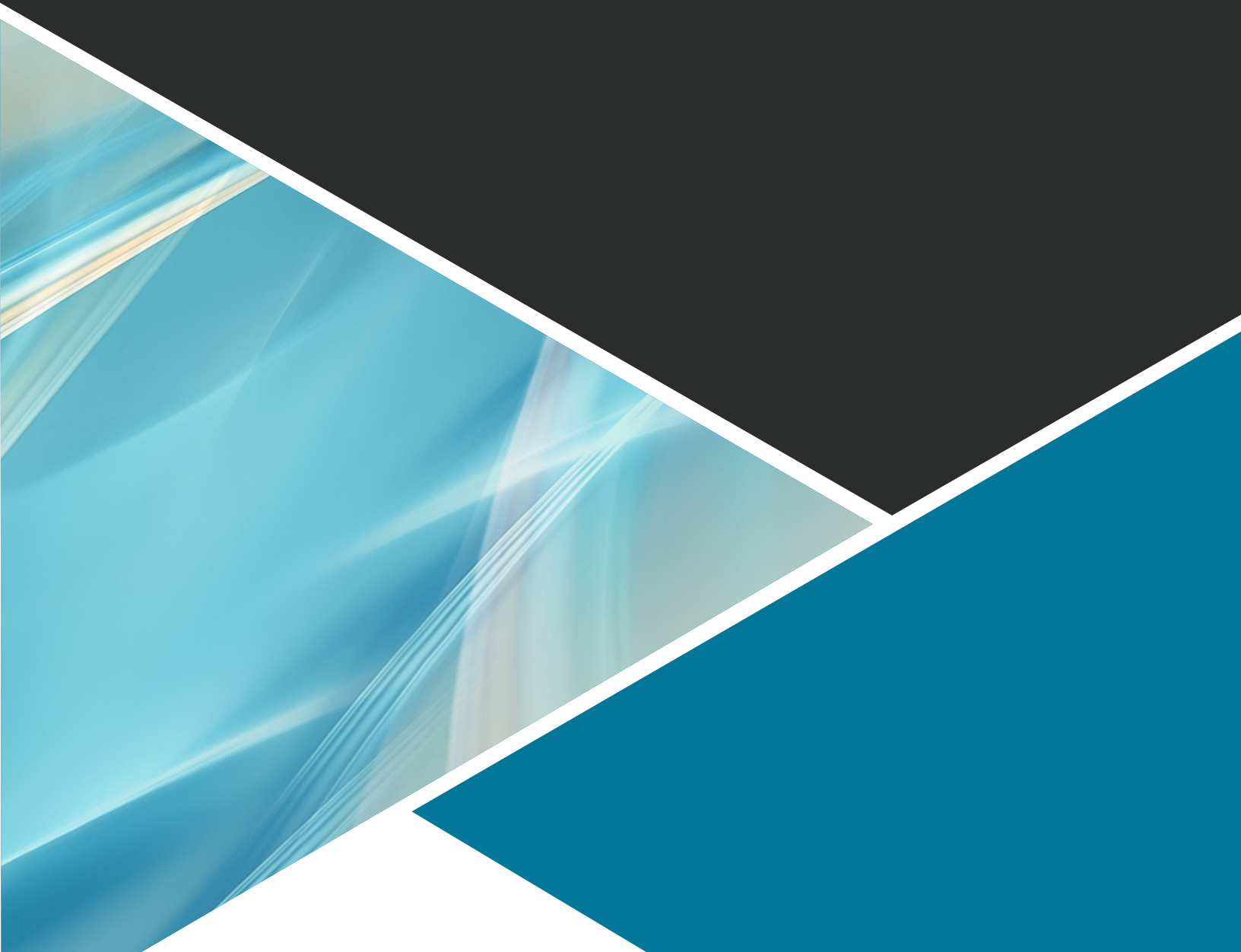
EXECUTIVE SUMMARY

INTRODUCTION

Inclusion is one of the core values of Carnegie Mellon University, "reflected in a culture and climate that seeks, welcomes and advances talented minds from diverse backgrounds."

In the Dietrich College of Humanities and Social Sciences, we are committed to recruiting, retaining and cultivating a diverse, equitable and inclusive community. We believe these values are key to the very heart of our college — that it is a moral imperative for us to provide equal opportunity and support to all, and that doing so makes us a better college. We strive to make Dietrich College a place where people of all identities, perspectives and experiences feel welcome, able to present their authentic selves and empowered to reach their full potential. Our diversity is one of our greatest strengths. However, it is clear that we have not always upheld these values and made these aspirations a reality. We must do better — and we will.

> **We strive to make Dietrich College a place where people of all identities, perspectives, and experiences feel welcome, able to present their authentic selves and empowered to reach their full potential.**

Guided by our shared understanding of diversity, equity and inclusion for the university, we developed this strategic plan to articulate actionable steps that Dietrich College can take both immediately and in the future.

DIVERSITY	EQUITY	INCLUSION
We understand and value that every individual is unique. We see this uniqueness shaped by race, ethnicity, national origin, gender, gender identity, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs and other life experiences and ideologies.	We are intentional about eliminating barriers that have prevented full participation and are working to increase access to resources and networks for underrepresented groups across our student, faculty and staff populations.	We believe that every person should feel as though they belong here. We are learning how to involve more unique perspectives and actively invite participation from historically underrepresented groups to make our community a better place for all.

Conversations with our faculty, staff, undergraduate and graduate students have identified serious problems facing underrepresented minorities[1] (URMs) and women. Demographic data indicates we have much work to do to attract and retain URM students, faculty and staff, and the environment has often been much less welcoming and inclusive than it should be.

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1   For the purposes of our strategic plan, URMs include individuals who identify as Black, Hispanic, American Indian and Native Hawaiian/Pacific Islander.

Real progress has been made in appointing more women into department head[2] and college leadership[3] roles, although much more work remains as we strive to hire, promote and retain more women in faculty and staff positions.

Members of the Dietrich College community have provided compelling anecdotal evidence of issues regarding climate; however, this strategic plan is the first time the college has made a commitment to systematically collect and analyze data on the environment in which our faculty, staff and students learn and work.

In 2017, Dietrich College hired Ayana Ledford as its first director of Diversity, Equity and Inclusion. Work began on a number of initiatives (see below) to make the college a more inclusive and welcoming environment for all. In spring 2019, the college began a year-long strategic effort in diversity, equity and inclusion in coordination with efforts at the provost's level. Ledford chaired a committee of over 20 faculty members, staff and students tasked to develop strategic plans for four sub-groups: faculty, staff, undergraduate students and graduate students.

Bess Family Dean Richard Scheines tasked each sub-group to research where we are now, formulate goals for where we want to be in 5 to 10 years and articulate concrete strategies for getting us there. Committee members formulated the goals and strategies included in this plan. Their recommendations reflect feedback garnered from over 200 members of the Dietrich College community through open listening sessions and discussion groups.

While the strategic planning effort took place, the college started to implement several efforts related to diversity, equity and inclusion. The chart below highlights these actions.

ONGOING COMMITMENTS

- Developed new appointment processes for assistant/associate deans and department heads
- Established new faculty hiring procedures
- Hosted faculty training on inclusive teaching practices with the Eberly Center for Teaching Excellence and Educational Innovation
- Increased funding for student-led programming
- Piloted a staff professional development series
- Reimagined orientation programming to include DEI topics for students and new faculty

As we introduce our strategic plan and lead or contribute to university-wide commitments to become more diverse, equitable and inclusive, we have created an initial list (subject to revision) of actions we intend to prioritize.

This list of actions builds on our on-going efforts to advance a climate that fosters inclusion within Dietrich College. These efforts include evaluation and monitoring of our climate through focus groups, third-party surveys, and on-going discussion groups with undergraduate and graduate students, staff, and faculty. Additionally, investing in the retention and success of all our members through messaging, curricular and co-curricular

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2   Over the last five years, six of eight new department head appointments were women.
3   Over the last five years, seven of eight new assistant or associate dean appointments were women.

activities, accessible resources, professional development as well as holding individuals accountable for fostering an environment where everyone feels responsible for advancing diversity and inclusion. These efforts have informed our early efforts with the diversity, equity, and inclusion strategic planning process, which we anticipate, as a living document, will evolve with greater input from all stakeholders.

NEW, PRIORITIZED COMMITMENTS

Scholarship and Research

• Cluster hires: We will dedicate funding to make cluster hires that build greater scholarly capacity and expertise in areas such as (but not limited to): Black and African American history and culture, critical race studies and social justice and the political economic underpinnings and psychology of discrimination.

• Strategic Opportunity Fund: This provost-supported fund will help departments create opportunities to diversify their faculty.

• Support for new and existing centers:

— We will play key roles in a university-wide committee of faculty and other stakeholders to study and recommend the creation of one or more cross-college research centers or institutes that are focused on issues germane to racism and social justice. The centers will leverage our strengths in interdisciplinary research in order to create knowledge as well as engage the community.

— We will increase funding for existing centers/initiatives like Arts Greenhouse, the Center for Africanamerican Urban Studies & the Economy (CAUSE) and the Data-Driven Diversity (D3) Lab, which bridge both community and institutional efforts to reach equity and build knowledge through partnerships and research.

Education

• Modular courses: We will join the university to develop a modular set of courses in cultural competencies, including topics related to bias, discrimination, anti-racism, anti-sexism and cultural sensitivity.

• Integration across the curriculum: We also will integrate the above topics into a wide array of existing courses to provide faculty and students with multiple pathways to engage with content germane to these topics.

Community

• High school program: We will launch a new CMU Humanities and Arts pipeline program, housed in Dietrich College and the College of Fine Arts, that will identify students in Pittsburgh high schools, with an emphasis on underserved communities, who are interested in the humanities, social sciences or the arts. We will provide year-round programming aimed at preparing these students for college, scholarships for those admitted and general support throughout their experience.

• Community activist fellows: We will invite activists from the Pittsburgh region to join the Dietrich College in short-term appointments as fellows to complement our curricular and co-curricular offerings.

• Arts Greenhouse: We will expand funding for the Arts Greenhouse program, which works with Pittsburgh-area educators and students to demonstrate and highlight the many connections humanistic and creative-thinking structures have to a variety of creative forms, including creative writing, performance, visual arts and technological arts.

Assessment and Accountability

- We strive to make the strategic planning and implementation process as transparent as possible. We will work with the D3 Lab to conduct periodic climate surveys, and we will track our progress toward our goals utilizing scorecards and demographic data for recruitment and retention.

- Exit interviews: We will work with the central administration to conduct third-party exit interviews for all faculty who leave the college. We are also partnering with Carnegie Mellon Human Resources to conduct exit interviews for staff

THE STRATEGIC PLAN

The DEI Strategic Plan identifies short-term, intermediate and long-term goals to achieve within the next 5 to 10 years. Although each of our sub-groups worked independently, their work yielded three shared priorities.

SHARED PRIORITIES		
1. Recruit, hire and retain talented **faculty and staff that contribute to our diversity and inclusion goals.**	**2.** Recruit, enroll, retain and graduate **talented undergraduate and graduate students that contribute to our diversity and inclusion goals.**	**3.** Expand an **inclusive college community environment.**

The subgroups also submitted many strategies to help Dietrich College achieve its goals. Below are common strategies proposed by the sub-groups, which can be used as overarching strategies for our work.

OVERARCHING STRATEGIES			
1. Recruit from the broadest possible pool of exceptional talent, while increasing resources, access and equity in the process.	**2.** Encourage all members of the college community to contribute to diversity, equity and inclusion efforts.	**3.** Develop academic and mentoring strategies that concurrently support the principle of academic freedom and advance a culture of mutual respect.	**4.** Convey, through its transparency, messaging, accountability and evaluation, how our diversity, equity and inclusion goals contribute to our pursuit of academic excellence.

PROCESS IMPLEMENTATION PLAN

The following charts provide a high-level summary of college-wide goals and strategies, as well as goals and strategies for faculty, staff, undergraduate students and graduate students. A Diversity, Equity and Inclusion Advisory Committee of faculty and staff has been formed to guide this work and hold the college accountable for making progress. A Student Advisory Group also will be formed to assist the Advisory Committee.

The color-coded implementation plan below will help the college to track the implementation process.

Because this is a living document, the DEI advisory committee will periodically review, update and reprioritize the goals based on feedback from key stakeholder groups.

INITIATE	IN PROGRESS	COMPLETE

COLLEGE-WIDE GOAL

Build a multicultural, inclusive and equitable college climate.

Create reporting mechanisms to communicate the status of the college's DEI initiatives

F21 - In Progress	F22	F23	F24	F25

Create a standing council to provide oversight, facilitate communication and accountability.

F21 - In Progress	F22	F23	F24	F25

Host departmental and college-wide events that center on diversity, equity and inclusion, as well as provide opportunities for administration and students to interface.

F21 - Initiate	F22	F23	F24	F25

Establish a request for proposal pool of funds for students, staff and faculty to receive support to provide programming, conduct outreach efforts or events for the community.

F20 - In Progress	F22	F23	F24	F25

Conduct a Dietrich College Climate Survey.

F21 - Initiate	F22	F23	F24	F25

Institute mentorship training to all faculty advisors that are specific to the needs of first-generation graduate students and those from URM populations.

F21 - Initiate	F22	F23	F24	F25

FACULTY GOALS

Improve access and equity for historically underrepresented minorities and women faculty.

Strategic Initiative: Create hiring practices to enhance the diversity of hiring

Each department should develop a departmental diversity recruitment plan to address its specific conditions and goals.

F21 - Initiate	F22	F23	F24	F25

Create a hiring procedures checklist at the college level.

F21 - In Progress	F22	F23	F24	F25

Develop aspiration goals and search approvals.

F21 - Initiate	F22	F23	F24	F25

Create search training.

F21 - Initiate	F22	F23	F24	F25

Develop hiring process accountability.

F21 - In Progress	F22	F23	F24	F25

Strategic Initiative: Leverage resources to improve the effectiveness of hiring

Identify resources to attract candidates.

F21 - In Progress	F22	F23	F24	F25

Expand the Dietrich Fellows program to parallel the President's Postdoctoral Fellowship Program.

F21 - Initiate	F22	F23	F24	F25

Create new full professor positions.

F21 - Initiate	F22	F23	F24	F25

Strategic Initiative: Improve the transparency and equity of reappointment, promotion and tenure (RPT) processes

Develop leadership training and usage of a Promotion and Tenure Checklist.

F21 - In Progress	F22	F23	F24	F25

Strategic Initiative: Help departments retain and develop faculty

Develop a mentorship program.

F21 - Initiate	F22	F23	F24	F25

Identify sponsorship opportunities.

F21 - Initiate	F22	F23	F24	F25

Strategic Initiative: Create equity in service

Track service and teaching activities.

F21 - Initiate	F22	F23	F24	F25

EXECUTIVE SUMMARY

FACULTY GOALS

Build an intellectual community that fosters, supports and
rewards excellence in teaching and scholarship in diversity.

Strategic Initiative: Provide resources for and encourage research on diversity, equity and inclusion

Prioritize fundraising for research on diversity, equity and inclusion.

F21 - In Progress	F22	F23	F24	F25

Create cluster hires that use interdisciplinary approach of hiring faculty from multiple departments.

F21 - In Progress	F22	F23	F24	F25

Strategic Initiative: Increase the importance of providing diversity content in courses

Provide training to create diversity content in courses.

F21 - Initiate	F22	F23	F24	F25

Strategic Initiative: Increase the use of inclusive classroom practices

Develop training on inclusive classroom.

F21 - Initiate	F22	F23	F24	F25

Include a measure of inclusivity in faculty course evaluations.

F21 - In Progress	F22	F23	F24	F25

STAFF GOALS

Build and foster a positive work environment for staff in Dietrich College

Strategic Initiative: Increase the visibility and recognition of staff contributions including efforts made by staff to foster a positive work environment

Host annual Dietrich Staff Awards to recognize their contributions.

F21 - Initiate	F22	F23	F24	F25

Strategic Initiative: Increase opportunities and funding for professional development

In partnership with Human Resources, identify and encourage training opportunities for staff to improve advancement and offer specific diversity, equity and inclusion training, as well as training for faculty and staff concerning civility.

F21 - In Progress	F22	F23	F24	F25

Recruit, hire, and retain staff members with diverse backgrounds.

Strategic Initiative: Review job descriptions, develop a repository of partners to market open positions and establish a clear onboarding practice for new staff

Identify data to determine the applicant pool, as well as gather information about staff departures during exit interviews.

F21 - Initiate	F22	F23	F24	F25

Learn and provide complete transparency concerning job grade-level decisions.

F21 - Initiate	F22	F23	F24	F25

Expand partnerships with Human Resources, to increase pool and visibility of college-level, employment opportunities, including Partnership with Vibrant Pittsburgh to help identify resources and community outside of the college.

F21 - In Progress	F22	F23	F24	F25

GRADUATE AND UNDERGRADUATE STUDENT GOALS				
Recruit and retain a diverse student body.				

Undergraduate Strategic Initiative: Create Diversity@Dietrich, A Series of DEI events and trainings

Establish a fall and spring semester colloquium focused on DEI. We envision the colloquia to be a pairing of speakers (faculty working in this space, notable speakers from other institutions or local leaders) and student-led panels/workshops.

F21 - Initiate	F22	F23	F24	F25

Host monthly/quarterly lunch workshops targeted at educational practices for educating students, centered around a specific issue/problem/challenge each session.

F21 - Initiate	F22	F23	F24	F25

Increase awareness and marketing for DEI events already occurring around campus, making it easier for our students, staff and faculty to find and attend these events.

F21 - In Progress	F22	F23	F24	F25

Undergraduate Strategic Initiative: Launch the Dietrich Academy, a summer pre-college program for low-income, first-generation and/or other historically underrepresented students

Develop LEAP - a high-quality, intensive summer program for low-income, first-generation and/or underrepresented students from the Pittsburgh region. We will aim to connect these students to each other fostering a strong cohort and to encourage them to identify with and apply to Dietrich College.

F21 - In Progress	F22	F23	F24	F25

Graduate Strategic Initiative: Provide equitable financial support to expand PhD Fellowships to support one program participant per year per department

Repurpose existing Dietrich College fellowships so that instead of each unit receiving a small sum annually, the college uses these funds to bootstrap college-wide fellowships for PhDs who contribute to the College's diversity.

F21 - Initiate	F22	F23	F24	F25

Graduate Strategic Initiative: Develop programs for improving the pipeline of the PhD students by building on existing undergraduate programs at the college level

Create a framework and build the infrastructure to centralize certain aspects of existing programs aimed at increrasing diversity in the college that would ensure the long-term sustainability of such programs.

F21 - Initiate	F22	F23	F24	F25

Graduate Strategic Initiative: Fifth-year Masters Bridge Program

Establish a one-year bridge-to-PhD post-baccalaureate or master's program for students who contiibute o the College's diversity.

F21 - Initiate	F22	F23	F24	F25

CONCLUSION

We must be intentional and systematic in our approach if we are to make meaningful progress on our diversity, equity and inclusion goals. Students, faculty, staff and alumni have spoken at town halls, submitted petitions, sent emails and shared concerns on social media. We hope this DEI Strategic Plan demonstrates that we have listened. We will continue to do so. We share your commitment to making Dietrich College an organization that values diversity and equity to build an inclusive community.

> We share your commitment to making Dietrich College an organization that values diversity, and actively works to assure equity and create an inclusive community.

The following pages provide a more in-depth look at our current state and provide detailed explanations for each goal and strategy. This is a living document that will be revisited and updated over time, and we invite you to provide feedback on this document and our ongoing work.

Our shared commitment and work are needed to make real, lasting change. We will continue to test new ideas and have difficult conversations about tough issues. We will listen and learn as we move forward as a community. We believe this plan provides the college with the ability to make incremental progress and focus on continual improvement. It offers strategies that challenge us to reinvent how we educate, work and celebrate as a community. We know that we will rise to this challenge by doing our part and thank all of those who have joined us to move Dietrich College forward.

DIVERSITY, EQUITY & INCLUSION PLAN

DIETRICH COLLEGE DIVERSITY, EQUITY AND INCLUSION PLAN

COLLEGE HISTORY

Dietrich College has been CMU's home for research and education focused on humanity since 1969. The very founding of the college was rooted in diversity in education. When Carnegie Institute of Technology and Mellon Institute merged in 1967, the proposal for the new university called for the establishment of a College of Humanities and Social Sciences (H&SS). Many of the original departments within H&SS had roots in Margaret Morrison Carnegie College, a women's college that closed in 1973, which included economics, English, history, modern languages and psychology. The opening of H&SS also marked the first time that men could earn a bachelor of arts degree at the university.

The college's academic programs and research reputation have continued to grow over past several decades. In 2011, businessman, scholar, philanthropist and longtime CMU trustee William S. Dietrich II announced a plan to provide a record-breaking gift of a $265 million fund to support CMU. The university renamed H&SS the Marianna Brown Dietrich College of Humanities and Social Sciences in honor of Dietrich's mother.

Today, Dietrich College students study under some of the world's leading scholars in fields that were pioneered at CMU, such as decision science, technical writing, history and policy and cognitive neuroscience. Students and faculty in our 11 departments and programs collaborate across disciplines to address complex societal problems. Through its curriculum and experiential learning opportunities, Dietrich College develops students and alumni as engaged citizens and professionals. Among our alumni are government and corporate leaders, distinguished academics and founders of nonprofit organizations and startups.

THE STRATEGIC PLANNING PROCESS

Carnegie Mellon University's Dietrich College of Humanities and Social Sciences is committed to recruiting, retaining and cultivating a diverse, equitable and inclusive community. We strive to make the college an institution where people of all identities, perspectives and experiences feel welcome, able to present their authentic selves and empowered to reach their full potential. However, it is evident through the data the college has collected that there is significant room for improvement in all areas of our work.

Charged by leadership to develop a plan focused on underrepresented groups and women, we are determined to elevate voices, positions and needs in order to meet our goal of academic excellence through fostering a diverse, inclusive and equitable community. In May 2019, a committee of more than 20 faculty, staff and students began the strategic planning process for diversity, equity and inclusion. This committee has formed four subcommittees — one each for faculty, staff, graduate students and undergraduates.

The overarching priorities that emerged from the committees' work are:

SHARED PRIORITIES		
1. Recruit, hire and retain talented **faculty and staff that contribute to our diversity and inclusion goals.**	**2.** Recruit, enroll, retain and graduate **talented undergraduate and graduate students that contribute to our diversity and inclusion goals.**	**3.** Expand an **inclusive college community environment.**

Our strategic plan reports on where we are now, describes where we want to be in 5–10 years and presents concrete strategies for how we can get there. It is intended to be a living document that will be revisited and updated.

VALUES STATEMENT

We value diversity, equity and inclusion because diverse institutions function better than homogenous ones and because providing equal opportunity for all is a moral imperative.

We will, therefore, strive to build a community that fosters and values equity, inclusion and dignity for all. We will strive to promote a culture of respect, scholarship, innovation and integrity, and we will strive to advance talented minds from diverse backgrounds.

We will work to achieve these goals by implementing concrete practices at the center of our daily work that minimize bias and support diversity, by holding ourselves accountable to show progress and by attending to and revising these practices relentlessly.

STATEMENT OF ASSURANCE, EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

Equal employment opportunity, non-discrimination and affirmative action are all fundamental components of diversity, equity and inclusion. Consistent with the University's Statement of Assurance and Equal Employment Opportunity / Affirmative Action Policy, Carnegie Mellon University's Dietrich College ofHumanities and Social Sciences does not discriminate in admission, employment, or administration of programs or activities on the basis of race, color, national origin, sex, handicap or disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information.

DIVERSITY, EQUITY AND INCLUSION DEFINED

The terminology used in plans for diversity, equity and inclusion can vary and be interchangeable. To insure the framework for this plan is understood by its readers, we have agreed to this shared understanding of its terminology that is guided by university leadership.

DIVERSITY, EQUITY AND INCLUSION PLAN

DIVERSITY	EQUITY	INCLUSION
We understand and value that every individual is unique. We see this uniqueness shaped by race, ethnicity, national origin, gender, genderr identity, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs and other life experiences and ideologies.	We are intentional about eliminating barriers that have prevented full participation and are working to increase access to resources and networks for underrepresented groups across our student, faculty and staff populations.	We believe that every person should feel as though they belong here. We are learning how to involve more unique perspectives and actively invite participation from historically underrepresented groups to make our community a better place for all.

CURRENT COLLEGE-WIDE EFFORTS

This plan is not the beginning of our DEI efforts — it is indicative of our ongoing work at Dietrich College. We have implemented many concrete changes over the last few years. For example, our director of diversity and inclusion has implemented training that all of our undergraduate students and faculty receive at their orientations. Faculty search committee chairs are now receiving training, and in the next round of hiring, we will require all committees to have a diversity advocate and to demonstrate good faith efforts toward a candidate pool that is diverse at every stage.

Another concrete practice we have changed was a recommendation from the Task Force on Campus Climate and members of our own faculty: improve the process by which we appoint leadership positions in the college. For example, we now fill part-time faculty associate dean positions by soliciting nominations widely and selecting finalists with a committee representing a wide array of stakeholders. We will review, revise and document the processes by which we appoint department heads, award chairs, ask for service on important committees and appoint a wide array of other positions.

Our community has been critically thinking about ways to provide access to immersive learning experiences involving different perspectives. Initiatives such as our Askwith Kenner Global Languages and Cultures Room bring the world to campus. The room offers students and the community an interactive language classroom and learning space. We also are transforming minds of our undergraduate students through a required idea-driven Grand Challenge Seminar in their first year. Faculty from a wide range of disciplines across CMU co-teach the seminars, which focus on issues affecting students' lives in the 21st century. The courses encourage students to recognize how multiple perspectives are essential to address complicated problems, and they build concrete skills — like collaboration, communication and data analysis — that can be used in other courses as the students successfully navigate their university experience and beyond.

Not only do we invest in our students, faculty and staff, but Dietrich College also seeks out meaningful ways to engage the broader community. Since 1999, high school and college students from across western Pennsylvania have addressed topics of difference and diversity during Carnegie Mellon's Martin Luther King, Jr. Day Writing Awards. Winners have touched on topics ranging from racial and sexual identity to the current political climate and more. In 2018, Dietrich College launched the Pittsburgh Summer Internship Program to connect our undergraduates students with internship opportunities at nonprofits, government organizations and startups throughout the region. We provide support to the students as they give back and learn from staff at a variety of organizations, including the Women's Law Project, FISA Foundation and 412 Food Rescue.

This is only a snapshot of our efforts. We seek to strengthen our efforts by embedding diversity, equity and inclusion in every part of our college's social and academic fabric.

FACULTY

CURRENT STATE

Faculty diversity, equity and inclusion are central to the mission of the Dietrich College. As scholars, it is central to our understanding of the world. As educators, it is a central piece of our educational mission. As community members, we thrive when we feel included, valued and equal. It is imperative for our excellence as scholars, educators and community members that we increase the diversity of faculty in the Dietrich College.

It is necessary to understand the baseline of the current distribution of faculty (tenure-track and teaching-track)[1] within Dietrich College, as well as the historical analysis of hiring, promotions and exits among tenure-track faculty.[2] This section provides an overview of the current state of faculty diversity within the College to identify opportunities to improve diversity in future hires.

The percent of female and underrepresented minority (URM) faculty for academic year 2019-2020 (1a) and 2018–2019 (1b) are shown in Table 1. The information separates tenure track and teaching faculty.

FACULTY SUBCOMMITTEE MEMBERS

Linda Babcock (chair)
Jennifer Keating
Ayana Ledford
Korryn Mozisek
Mame-Fatou Niang
Roshni Nischal
Jeria Quesenberry
Christopher Rosado
Joe Trotter

	Tenure Track		Teaching Track	
Assistant	3.8% URM	34.6% Female	10.0% URM	20.0% Female
Associate	8.9% URM	35.6% Female	9.1% URM	54.5% Female
Full	3.0% URM	32.8% Female	12.5% URM	56.3% Female
Overall	5.1% URM	34.1% Female	10.8% URM	45.9% Female

Table 1a. Dietrich College: Tenure track and teaching track, AY 2019–2020 by rank and demographic

	Tenure Track		Teaching Track	
Assistant	6.7% URM	30.0% Female	0.0% URM	25.0% Female
Associate	8.1% URM	35.1% Female	20.0% URM	60.0% Female
Full	1.5% URM	32.4% Female	5.6% URM	61.1% Female
Overall	4.4% URM	32.6% Female	8.8% URM	52.9% Female

Table 1b. Dietrich College: Tenure track and teaching track, AY 2018–2019 by rank and demographic

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1   We did not analyze research track as there is only one research track faculty member in Dietrich.
2   Data are not available historically for teaching track faculty.

FACULTY

Faculty advancement through tenure

The demographic gender and racial representation of our faculty changes slowly. This is driven in large part by the low turnover rates and the large number of years that faculty (especially at the full professor level) remain at CMU. While this is a desirable aspect of the faculty on many dimensions, it constrains the college's ability to change the diversity of our faculty.

FY14-FY17, DIETRICH COLLEGE

Figure 1 provides demographic information about the movement of tenure-track faculty from Fiscal Year (FY) 2014 to FY2017. It is a replication that follows the procedure of Babcock and Chow (December 2018) using Dietrich College tenure-track faculty.

NEW FACULTY   **EXITING FACULTY**

	FULL PROFESSORS	
N = 0.5	N = 69	N = 2
F = 50%	F = 33%	F = 25%
URM = 0%	URM = 3%	URM = 0%
	N = 2.25	
	F = 56%	
	URM = 11%	

	TENURED ASSOCIATE	
N = 0	N = 28	N = 0.75
	F = 43%	F = 67%
	URM = 11%	URM = 0%
	N = 3.75	
	F = 40%	
	URM = 0%	

CAREER PROGRESSION

	UNTENURED ASSOCIATE	
N = 0.25	N = 6	N = 0.25
F = 100%	F = 0%	F = 100%
URM = 0%	URM = 17%	URM = 100%
	N = 1.75	
	F = 14%	
	URM = 14%	

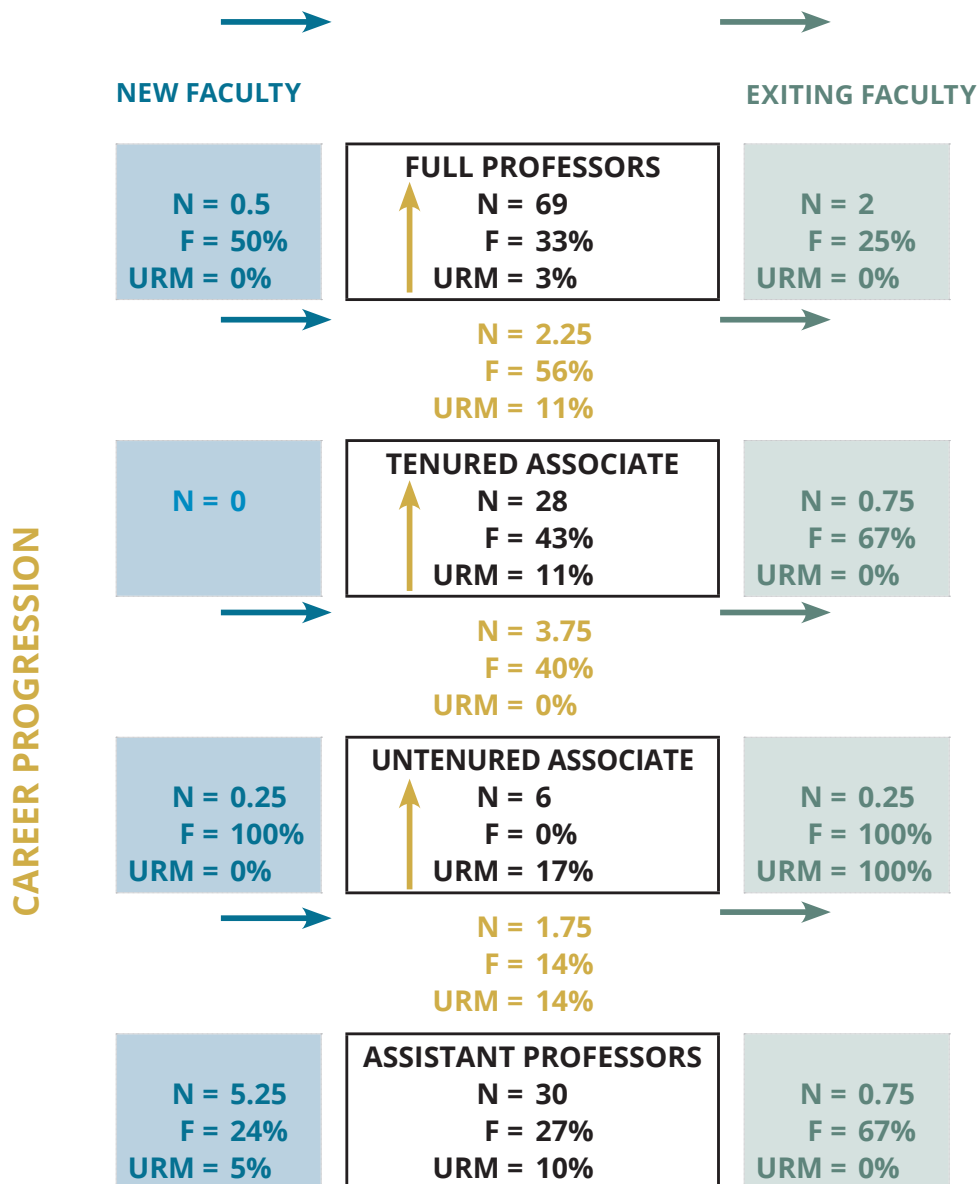| | **ASSISTANT PROFESSORS** | |
N = 5.25	N = 30	N = 0.75
F = 24%	F = 27%	F = 67%
URM = 5%	URM = 10%	URM = 0%

Figure 1. Dietrich tenure track faculty movement, FY2014 to FY2017, Averages

It is critical to analyze and focus our efforts on the *movement* of the faculty through tenure rather than the year-to-year changes in demographics. See Faculty Appendix C. There are three measures that should be the focus on our efforts to diversify the faculty:

- Hiring: Historically at Dietrich, 88% of hiring has taken place at the assistant professor level.
- Promotions: This is an important way to analyze the success of faculty within Dietrich.
- Exits: Departures from Dietrich are relatively infrequent with fewer than 3% of tenure-track faculty leaving the institution each year. Though small, this metric offers an opportunity to evaluate how Dietrich can improve.

The lowest panel provides statistics for assistant professors. Averaged over four years, Dietrich has 30 assistant professors, 27% of whom are female and 10% URM. During this time, 5.25 assistant professors were hired each year, 24% of whom were female and 5% were URM. This data implies that hiring at the assistant professor level **decreased** diversity at that level. In addition, less than one assistant professor (0.75) left their position per year, of which 67% were female and 0% URM.

It is worth comparing the Dietrich tenure-track faculty demographics to those of CMU tenure track[1] over the same period. While female representation for Dietrich at full professor (33%) and tenured associate (43%) is higher than CMU (19% and 32%), the untenured rank of female representation at Dietrich is on par with CMU (0% and 27% Dietrich versus 25% and 27% CMU). For URM faculty, Dietrich has higher representation for all levels except for full professor (10%, 17%, 11%, 3%) compared to CMU (9%, 6%, 7%, 4%).

This data informs our understanding of the current state of faculty at Dietrich College. It also offers opportunities to improve diversity in faculty by:
- focusing on creating opportunity by assuring diversity in applicant pools for hiring at the assistant professor positions,
- creating opportunity by assuring diversity in applicant pools for full professor positions, and
- examining ways to retain female faculty.

Using promotion and exit data in the Dietrich College for FY2014 to FY2017, it is possible to project tenure-track faculty representation for percent female (Figure 2) and percent URM (Figure 3) in 50 years.
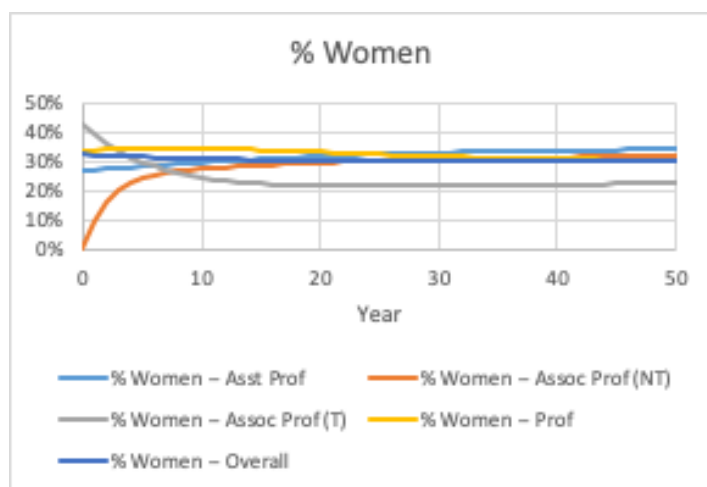

Figure 2. Projections for female tenure-track faculty in Dietrich

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1   See the Babcock/Chow report for the CMU statistics over the same time period.
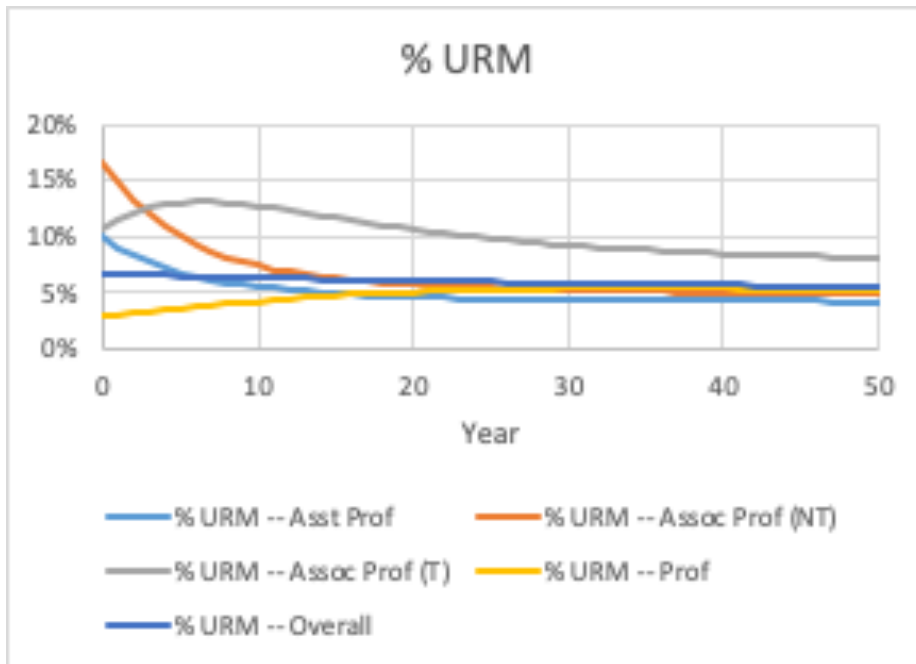
FACULTY

Figure 3. Projections for URM tenure-track faculty in Dietrich

In 50 years, Dietrich will have a smaller proportion of full professors who are female than present, and the overall percent of female professors at all levels will also decrease Conversely, the percent of full professors who are URM will increase from 3% to 5.5%, while the percent of URM professors at all levels will decrease From these analyses, the current results of hiring and promotion practices will not improve faculty diversity within the college.

DISPARITIES

This analysis shows that men attain tenured full professor in an average of 3.54 years compared to women, who take 5.8 years. There is insufficient data to report statistics for URM faculty. In terms of faculty leadership, there is good representation of women among department heads and leaders of academic institutes, while the representation of URM is low. Data on Dietrich-based research centers indicates that 25% are led by women and 5% are led by URM faculty members.

	Academic Year 2014	**Academic Year 2019**
% Female	44%	60%
% URM	0%	10%

Table 2. Dietrich Leadership

The President's Task Force on Campus Climate indicates that there is much work to do in the area of inclusive climate. Interactions between faculty and staff and faculty and graduate students were singled out as being particularly problematic.

GOALS

GOAL 1: Improve access and equity for historically underrepresented minorities and women faculty.			
DESIRED OUTCOMES:			
Increase diversity at assistant professor and post-doc level. The vast majority of hiring takes place at the assistant professor level. By targeting this level and post-doctoral hires, which could transition into faculty positions, diversity can be improved for both the tenure track and the teaching track positions. Progress can be measured by the outcomes of departmental faculty and post-doctoral searches.	**Increase racial diversity at full professor level to peers at CMU.** The five most diverse universities identified in the US News and World Report top 30 universities yields a benchmark of 9.3% URM faculty. We can measure our performance by tracking net new hires of URM full professors at the teaching and tenure-tracks.	**Increase retention of female and URM faculty.** Losing talented female and URM faculty works against our ability to diversify our faculty and undercuts any gains made through hiring. We aim to retain female and URM faculty. Each department will report exits of faculty by demographic group and rank each year.	**Maintain salary equity.** Each department will achieve salary parity for female and URM faculty relative to white male faculty. The Dean's Office will work with the University to conduct salary equity studies to assure equity for all faculty.

GOAL 2: Ensure a multicultural and inclusive faculty climate.
DESIRED OUTCOMES:
Create a more inclusive culture for faculty.
Once a climate survey is launched for CMU, we will begin tracking progress towards achieving a more inclusive climate for Dietrich faculty.

GOAL 3: Provide support for conducting diversity, equity and inclusion research.
DESIRED OUTCOMES:
Increase research on diversity, equity and inclusion.
Research on diversity, equity and inclusion can help to improve the college's climate by providing evidence-based interventions that can be implemented and focusing attention on these issues within our community. Using faculty annual reports, it will be possible to measure diversity, equity and inclusion research by department including: number of faculty involved, number of published papers, number of research events, number of presentations and amount of research dollars applied for and awarded.

GOAL 4: Enhance teaching and diversity.
DESIRED OUTCOMES:
Increase the emphasis on diversity equity and inclusion in education courses.
Dietrich College can promote diversity, equity and inclusion through educational coursework, programming and values. In addition, the college can update faculty course evaluations to include a question on inclusive classroom practices. The college can work with the student subcommittee to design a measure to include on faculty annual reports.

STRATEGIES

Hiring, retention and promotions are the mechanisms by which our faculty diversity improves. To accomplish these goals, we have identified strategies to achieve desired outcomes. The strategies have been prioritized by level of importance, 1 to 3, with a timeline. **Level 1 strategies should be prioritized immediately with the remaining implemented as part of the five-year plan.**

GOAL 1: Improve access and equity for historically underrepresented minorities and women faculty.
STRATEGY A: CREATE HIRING PRACTICES TO ENHANCE THE DIVERSITY OF HIRING
PRIORITY LEVEL 1
Each department should develop a departmental diversity recruitment plan to address its specific conditions and goals.
Plans should include a review of historical data about hiring pool composition and how it compares to candidates who were interviewed, invited for campus visits and made offers. This data can be used to identify opportunities to improve practices and develop plans and strategies to cultivate diversity in the applicant pool, ensuring procedures are free of explicit and implicit bias. This approach helps to promote intellectual diversity and contribute to the production of innovative and transformative knowledge.

Create a hiring procedures checklist at the college level.	**Develop aspiration goals and search approvals.**	**Create search training.**	**Develop hiring process accountability.**
All hiring will follow the Dietrich College Faculty Hiring Checklist, including procedures to diversify the applicant pool, set objective criteria for evaluation, interview and selection procedures.	For each search, the department will work with the associate dean of faculty and Dietrich College's director of diversity and inclusion to determine appropriate aspirational goals for what constitutes a diverse applicant pool and set of campus invitations. All searches will strive to have diversity in gender and race for both applicant pools and campus invitations. All searches must get approval from the dean to continue the search related to the diversity of the applicant pool and for the campus invitation list.	For every search, at least three faculty members (the department head, the search chair and a faculty member who is assigned the role of diversity advocate) will be trained on search best practices and how to use the Dietrich College Faculty Hiring Checklist. Training will take place every year and will be conducted by the Dean's Office.	Faculty search committee members can voice concerns to the dean, to training facilitators or to the faculty ombudsperson group (see below under climate) if practices are compromised. The dean's approval will be required for each of the following stages: • request for faculty search and hire; • approve applicant pool demographic diversity prior to contacting and scheduling interviews; • approve job offer packaging incentives based on robust interview pool; and • report search process for future lines.

STRATEGY B: LEVERAGE RESOURCES TO IMPROVE THE EFFECTIVENESS OF HIRING

PRIORITY LEVEL 1		
Identify resources to attract candidates	**Expand the Presidential Post-doctoral Fellows Program to Dietrich Fellows**	**Create new positions**
The new associate dean for faculty will coordinate efforts to secure resources such as space, start-up packages, daycare spots, etc. to maximize prospect of offer acceptance. The associate dean will also work with CMU alumni networks and the Office of Corporate Relations for help with spousal hiring. Where appropriate, the associate dean can work across departments where candidates are interdisciplinary and can contribute to the goals of multiple departments. The dean and associate dean will help departments applying for the newly created Faculty Target of Opportunity Fund to hire faculty that contribute to CMU's mission of diversity, equity and inclusion.	The dean will contribute resources to a general pool from which post-doctoral fellows can be partially subsidized. The fellows will participate in the programming for the President's Postdoctoral Fellowship Program and will be matched with internal and external faculty mentors. The Dean's Office will offer tailored supplemental programming to the President's Postdoctoral Fellowship Program to focus Dietrich College recruiting efforts.	By creating new full professor positions, Dietrich College can increase diversity, equity and inclusion in research and in education. The dean and associate dean will help departments to leverage the newly created Faculty Target of Opportunity Fund to accomplish this goal.

STRATEGY C: IMPROVE THE TRANSPARENCY AND EQUITY OF REAPPOINTMENT, PROMOTION AND TENURE (RPT) PROCESSES

PRIORITY LEVEL 1	PRIORITY LEVEL 2
Develop leadership training	**Create faculty workshops**
A Promotion and Tenure Checklist can be used by department chairs to ensure consistency in practices and timing of feedback. This approach may be of particular value to junior faculty regarding promotion and tenure processes. The checklist will establish clear guidelines regarding written feedback to faculty members after an evaluation. In addition, all department heads should meet with junior faculty in off-cycle years to learn about challenges that faculty are facing in order to develop timely solutions to achieve excellence.	Junior faculty going through the RPT process lack clarity about how to develop a compelling portfolio of research, service and teaching and ultimately evaluation. Departments should create periodic workshops that offer a mock evaluation of a fictitious candidate to educate junior faculty on the process.

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STRATEGY D: HELP DEPARTMENTS RETAIN AND DEVELOP FACULTY		
PRIORITY LEVEL 1	**PRIORITY LEVEL 1**	**PRIORITY LEVEL 2**
Develop a mentorship program By pairing untenured faculty with departmental mentors and mentors outside the university, junior faculty can obtain advice on strategic planning or research, as well as developing a teaching and professional portfolio.	**Identify sponsors** Faculty will receive training on the differences between mentoring and sponsoring female faculty. An exhaustive list of sponsorship opportunities could help faculty identify junior faculty to mentor. Faculty will report sponsorship efforts on the faculty annual report.	**Create grant writing mentorship program** Dietrich College will facilitate and support faculty mentorship on grant writing and grant identification. Junior faculty will be paired with successful senior faculty grant recipients in the departments or in closely aligned areas.
PRIORITY LEVEL 2	**PRIORITY LEVEL 2**	
Identify resources to retain faculty Dietrich often loses faculty to other institutions with greater resources. Department heads can use assistance in ensuring that CMU is competitive in responding to external offers. The associate dean for faculty will coordinate efforts to secure resources such as space, resources for research, daycare spots, etc. to retain faculty. The associate dean will also work with CMU's alumni networks and our Office of Corporate Relations for help with spousal hiring, as well as across departments where interdisciplinary research can contribute to multiple departments.	**Create an ombudsperson committee** We propose that the Faculty Senate develop a small ombudsperson committee (3–4 faculty) who can work with individual faculty who face problems in their departments. This committee would triage the situation and serve as intermediaries between a faculty member, their department and the dean.	

STRATEGY E: CREATE EQUITY IN SERVICE
PRIORITY LEVEL 1
Track service and teaching activities
Departments will track the service activities (major university committees, minor university committees, major departmental committees, minor departmental committees, undergraduate thesis students, undergraduate students mentored, external professional service activities, etc.) and teaching assignments (number of courses, students taught, new preps, etc.) to make sure that these activities are equitable across faculty. This information can be gathered through a Qualtrics survey or a set of questions added to annual activity reports. The Dean's Office will design metrics to translate this information to enable comparisons across faculty members.

STRATEGY F: CONTINUE TO MONITOR PAY EQUITY
PRIORITY LEVEL 2
Review pay parity
Coordinate with University on on-going policy development to ensure salary equity for faculty.

GOAL 2: Ensure a multicultural and inclusive faculty climate.		
STRATEGY A: COMMUNICATE AND RECOGNIZE THE VALUE OF DIVERSITY AND INCLUSION		
PRIORITY LEVEL 2	PRIORITY LEVEL 1	PRIORITY LEVEL 2
Standardize messaging and communications Dietrich leadership will reinforce the diversity, equity and inclusion agenda to stress the importance of this mission. Messaging may include discussions of diversity, equity and inclusion in communications to students, alumni, donors, faculty, staff and other constituents. Each department and the college should conduct a diversity audit of images and content in web materials, marketing materials and other communications.	**Create reporting mechanisms** Once a semester, the dean will report on the status of Dietrich College's DEI initiatives.	**Ensure diversity is visible in event and seminar series roles** Make sure that there is diversity in college and department-level events, such as conferences, seminar series, events, graduation and other community events.

PRIORITY LEVEL 2	PRIORITY LEVEL 1
Establish DEI Awards Establish awards and recognition for faculty involved in diversity, equity and inclusion activities. Awards will be given at graduation ceremonies or other Dietrich College events.	**Ensure transparency** Develop transparent search procedures for Dietrich leadership positions and faculty chairs.

STRATEGY B: INCREASE OPPORTUNITIES FOR LEARNING ABOUT AND VALUING DIVERSITY AND INCLUSION.	
PRIORITY LEVEL 1	PRIORITY LEVEL 2
Create events The Dietrich College and the departments will sponsor events that focus on diversity, equity and inclusion. This could be a series of talks or a conference that highlighted these issues.	**Develop training** Dietrich College should offer diversity and inclusion training modules for faculty that could be developed internally or acquired externally. The CMU steering implementation committee is pilot-testing staff training modules that could be delivered to faculty as well.

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GOAL 3: Provide support for conducting diversity, equity and inclusion research.		
STRATEGY A: PROVIDE RESOURCES FOR AND ENCOURAGE RESEARCH ON DIVERSITY, EQUITY AND INCLUSION As a research is a central piece of our mission, it is important to undertake steps to advance scholarship and research around domestic, international and intersectional issues of diversity, equity and inclusion.		
PRIORITY LEVEL 1	**PRIORITY LEVEL 3**	**PRIORITY LEVEL 1**
Prioritize fundraising for research on diversity, equity and inclusion As part of the capital campaign, Dietrich College should seek out resources that can provide funding for research initiatives, centers and labs.	**Create an initiative on diversity, equity and inclusion research** Dietrich should launch an initiative (potentially in coordination with cluster hires) or extend current initiatives (CAUSE and D3) to conduct research on diversity, equity and inclusion.	**Create cluster hires** Create a new Dietrich research thrust in the area of diversity, equity and inclusion to attract diverse faculty members.
PRIORITY LEVEL 3	**PRIORITY LEVEL 2**	**PRIORITY LEVEL 3**
Provide resources for research funding Start a fund to seed projects in the area of diversity, equity and inclusion, as well as provide money for diversity-related conferences, lectures and campus events.	**Create a visiting diversity scholars program** Provide support for visiting scholars, for initiatives such as CAUSE and D3 that support our diversity, equity and inclusion strategic efforts.	**Report on research activity in departments** Faculty annual reports should include information on research conducted on diversity, equity and inclusion. The report should include published papers, conference presentations, events, funding applied for and received and graduate/undergraduate students supported who are involved in the research. This information should be summarized at the department level.

GOAL 4: Enhance teaching and diversity.

STRATEGY A: INCREASE THE IMPORTANCE OF PROVIDING DIVERSITY CONTENT IN COURSES

Provide training and encourage to faculty to include diverse perspectives in their course materials and integrate DEI into the college. This approach ensures that students are educated for a diverse and global world.

PRIORITY LEVEL 1	PRIORITY LEVEL 2
Provide training to create diversity content in courses Develop a training guide for faculty on how to include diversity, equity and inclusion issues into courses. A guide could contain a list of approaches to accomplish this goal (diverse authors, data and perspectives). Workshops can be developed in collaboration with the Eberly Center.	**Develop Dietrich curriculum** Ensure that the some of the Grand Challenge Seminars are focused around DEI issues. In addition, courses on intercultural and global learning can focus on topics that attend directly to concepts and intellectual framing of issues pertaining to diversity and inclusion. Students can be guided through capstone projects that incorporate inclusivity and diversity.

PRIORITY LEVEL 2	PRIORITY LEVEL 3	PRIORITY LEVEL 3
Create diversity teaching awards Create two annual awards for Dietrich College faculty. One award will recognize an exceptional exemplar of infusing DEI into the curriculum. The other will recognize exceptional use of inclusive classroom practices.	**Annotate diversity perspectives in courses in annual reports** This information can be included in the faculty annual report.	**Incentivize course improvements** A small fund should be established for faculty who are re-vamping their courses to enhance the focus on DEI.

STRATEGY B: INCREASE THE USE OF INCLUSIVE CLASSROOM PRACTICES	
PRIORITY LEVEL 1	PRIORITY LEVEL 1
Develop training on inclusive classroom practices Eberly Center faculty and the Dietrich College director of diversity and inclusion can offer workshops on ways to increase inclusivity and a sense of belonging in the classroom.	**Include a measure of inclusivity in faculty course evaluations** We plan to add a question on faculty course evaluations to assess the instructor's ability to create an inclusive classroom environment. Possibilities include: "The instructor was sensitive to diversity issues in the classroom, on scale of 1–5" (from the Ford Public Policy School at the University of Michigan), "Does the faculty member include multiple voices, perspectives and scholarship in their course content?" or "Does the faculty member demonstrate practices to ensure that all students' voices are included?"

PRIMARY LEAD(S) AND TIMELINE

A standing committee will be charged to create and monitor faculty DEI initiatives. Ayana Ledford will lead this committee with assistance, as needed, from the entire diversity strategy subcommittees chairs (Linda Babcock, Kody Manke, Ana Maria Ulloa Shields, Nico Slate and Mike Tarr) and other Dietrich College leadership (Sharon Carver, David Creswell, Jeria Quesenberry, Liz Cooper and Abby Simmons). The committee will formally report to Dean Richard Scheines once a year to discuss the department and college-level scorecard measures and will provide informal updates several times per year. Department-level annual reports will include the information needed to create a college-wide scorecard. This should be an easy to fill out template, perhaps using Elements.

Implementation of our faculty DEI initiatives requires key oversight roles (D: dean; ADR: associate dean for research; ADE: associate dean for educational affairs; ADF: associate dean for faculty; DDI: director of diversity and inclusion; DH: department heads, ADA: associate dean for advancement, ADC: assistant dean of communications). A proposed timetable for each strategy is also included.

GOAL 1: Improve access and equity for historically underrepresented minorities and women faculty.	
STRATEGY A: IMPROVING HIRING PROCESSES **(OVERSEEN BY ADF)**	**Timeline: August 2020** • Collection of Diversity Recruitment Plans • Distribution of hiring procedures checklist • Setting of aspirational goals • Search training (with assistance from DDI, Babcock) • Hiring process accountability (D)
STRATEGY B: LEVERAGING RESOURCES TO IMPROVE THE EFFECTIVENESS OF HIRING **(OVERSEEN BY ADF)**	**Timeline: Spring 2021** • Identify resources to attract candidates (joint with ADD) • Commence Dietrich post-doctoral fellowship program (joint with DDI) to parallel the CMU President's Postdoctoral Fellowship Program • Create new slots at the full professor level (D and ADA)
STRATEGY C: IMPROVE THE TRANSPARENCY AND EQUITY OF THE RPT PROCESSES **(OVERSEEN BY ADF)**	**Timeline: Spring 2021** • Leadership training • Standards for feedback and review • Faculty workshops (developed by departments)
STRATEGY D: HELP DEPARTMENTS DEVELOP AND RETAIN FACULTY **(OVERSEEN BY ADF AND ADR)**	**Timeline: Fall 2020** • Identify resources to retain key faculty **Timeline: Spring 2021** • Mentorship program (DH) • Sponsorship guide (ADF) • Grant writing workshops (ADR) • Leadership pipeline plans (DH)
STRATEGY E: CREATING EQUITY IN SERVICE AND TEACHING **(OVERSEEN BY ADE AND ADF)**	**Timeline: Spring 2021** • Develop equity metrics for teaching and service
STRATEGY F: CONTINUE TO MONITOR EQUITY IN FACULTY SALARIES **(OVERSEEN BY ADF)**	**Timeline: Spring 2021** • Create a model of measuring pay equity

GOAL 2: Ensure a multicultural and inclusive faculty climate.	
STRATEGY A. COMMUNICATE THE VALUE OF DIVERSITY AND INCLUSION (OVERSEEN BY ADC AND DDI)	**Timeline: Spring 2021** **(but Fall 2021 for communications audit)** • Communications audit (DH, ADC, DDI) • Reporting on the status of DEI initiatives (DDI) • Report on diversity of speakers in department events and seminar series (DH) • Public lectures/events related to diversity, equity and inclusion (DDI, ADC, ADR, ADE) • Creation of diversity awards (DDI and ADC) • Transparency in searches (D, ADF and ADR)
STRATEGY B: INCREASE OPPORTUNITIES FOR LEARNING ABOUT DIVERSITY AND INCLUSION (OVERSEEN BY DDI)	**Timeline: Fall 2021** • Develop training seminars • Events highlighting diversity and inclusion

GOAL 3: Provide support for conducting diversity, equity and inclusion research.	
STRATEGY A. ENCOURAGING RESEARCH ON DIVERSITY, EQUITY AND INCLUSION (OVERSEEN BY ADR)	**Timeline: Fall 2021** • Prioritize fundraising for research (with ADA) • Launch research initiative • Cluster hires • Visiting diversity scholars program • Research seed fund • Report on research activity in departments (DH)

GOAL 4: Enhance teaching and diversity.	
STRATEGY A: INCREASE IMPORTANCE OF DIVERSITY CONTENT IN COURSES (OVERSEEN BY ADE)	**Timeline: Spring 2021** • Training modules for faculty on diversity content (DDI and Eberly Center) • Infusing in Dietrich curriculum • Add teaching metrics to annual reports (DH) • Create seed fund for course improvements • Diversity teaching awards (DDI)
STRATEGY B: INCREASE USE OF INCLUSIVE CLASSROOM PRACTICES (OVERSEEN BY DDI)	**Timeline: Spring 2021** • Training modules on inclusive classroom practices (with Eberly Center) • Include new inclusivity measures in FCEs (with ADE)

INDICATORS

Organizational scorecards offer one approach to assessment and accountability.
The purpose of our scorecard is to:

- Assist leaders and stakeholders on tactical initiatives that drive this agenda;
- Provide clarity and focus for this initiative;
- Communicate progress to stakeholders and
- Identify a rallying point to deepen commitment to change.

Each Dietrich department and program-level center or institute will have a scorecard that generates a Dietrich-wide scorecard. See Appendix A for both scorecards.

An initial scorecard will be produced for June 2020 for the Academic Year 2020 as a benchmark. Progress on implementation and outcomes will be assessed annually beginning in June 2021. Because most of the items on the scorecard measure processes rather than outcomes, progress is anticipated on outcomes in years 3–5.

The following are outcomes and process items on the scorecard that to be measured for Black, Hispanic, Native America, Native Hawaiian/Pacific Islander, Asian and White as well as Total Female every year:

MEASUREMENT OF DESIRED OUTCOMES:	
DEPARTMENTS	**DEAN'S OFFICE**
• Center directors • Full tenured professors and full teaching professors • Assistant tenure-track and teaching-track professors hired • Post-docs hired • Salary equity faculty score • Faculty cultural inclusivity score • Inclusive classroom score	• Dietrich Dean's Office leadership (dean, all associate and assistant deans) • Dietrich unit heads (department heads and unit heads) • Number of Dietrich post-doc awards • Summary across departments of other outcome metrics
DEPARTMENTS	**DEAN'S OFFICE**
• Hiring practices implemented (diversity plan, training of three members, checklist used) • Faculty RPT workshops held • Faculty mentorship program implemented (Y/N) • Faculty grant writing workshops held • Teaching and service metrics • Extent of faculty diversity in department events (seminars, other events) • Communication audit initiated and/or completed (Y/N) • Percent of courses that include content on diversity, equity and inclusion • Training modules for faculty on diversity content in courses (Y/N) • Teaching inclusivity score • Scholarship on diversity, equity and inclusion as measured by number of faculty, research grants, number of publications, number of presentations, number of events, etc.	• Leadership training for promotion and tenure • Revision of standards for promotion and tenure • Sponsorship guide developed • Equity metrics for teaching and service developed • Creation of diversity awards and number presented • Create seed fund for course improvements • Summary across departments of process metrics

At the first meeting of every academic year, Dietrich leadership (Dean's Office leadership staff and department heads) will discuss each department's scorecard and the overall Dietrich College scorecard. This will be a way to gather advice and hold the group accountable for the results. It will also be a time to consider new ideas and initiatives. The dean will retain a proportion of the yearly budget allocation to distribute across departments based upon the results of the scorecard.

Every May each department head will submit an objective narrative of the department's successes and challenges in implementing the diversity, equity and inclusion initiatives and progress towards goals. This document will be an input to the yearly raise that the department head receives.

RESOURCES

While many of initiatives and strategies proposed can be undertaken without resources, others require additional funds. We recommend that current resources be allocated towards this effort and that fundraising efforts prioritize obtaining additional funds to implement this plan. The following is a list that require resources, ordering in increasing level of funds needed:

- Diversity awards
- Developing/delivering training programs
- Seeding research initiatives
- Visiting positions
- Cluster hires/senior hires (new slots)
- Conferences/events
- Seed money for research
- Post-docs

All except the items involving hiring and visiting positions could be accomplished with modest resources. For example, the other items could be funded to a reasonable level with approximately $200,000 per year. A diversity, equity and inclusion incentive fund could be created, and faculty and departments could apply for funding for any of the articulated initiatives.

Several mechanisms are needed to raise money for these initiatives, particularly creating new faculty slots. We recommend the following initiatives:

- **Fundraising:** Include DEI as a central priority of Dietrich fundraising.

- **Taxes:** At this time, the dean does not tax master's programs and executive education programs. A small tax on these initiatives could go toward DEI projects.

- **Recycling:** Following a departmental retirement, the dean can take 20% of the allocation going to that faculty member and reserve it to fund these initiatives.
  This is how University of Massachusetts, Amherst, funds its diversity initiatives.

UNDERGRADUATE STUDENTS

CURRENT STATE

It is critical for Dietrich College to prepare our students to work and contribute to an increasingly diverse society. In the past five years, Dietrich College has grown, and the student body has become increasingly diverse. The following data was retrieved from Carnegie Mellon University's Factbook.

June 30 2020	Applicants, admitted and enrolled freshmen data for years prior to 2020 are as of fall; 2020 as of now				
	Concept	2017	2018	2019	2020	2019 from July 1, 2019 dashboard
Applicants	Count	2,046	2,577	3,188	3,063	3188
	Minority (%)	9.9	11.3	11.5	10.9	11.5
Admited Students	Count	851	774	768	783	768
	Yield - all populations	35.5	35.5	36.1	36.4	36.6
	Minority (%)	14.1	18.2	21.7	20.6	21.7
Enrolled Students	Count	302	275	277	285	281
	Minority (%)	10.3	14.2	14.4	12.3	14.2

GOALS

GOAL 1   Recruit and retain a diverse student body.

GOAL 2   Provide an equitable and inclusive environment for students.

UNDERGRADUATE SUB-COMMITTEE MEMBERS

Kevin Jarbo

Laura McCann

Lisa Oguike

Nico Slate (chair)

Catherine Taipe

Brandy Wilson

Jeremy Xue

STRATEGIES

GOAL 1: Recruit and retain a diverse student body.
STRATEGY A: CREATE DIVERSITY@DIETRICH, A SERIES OF DEI EVENTS AND TRAININGS

Convene a committee of students with a faculty representative to organize a DEI event for Fall 2020, and a series of events for the following academic year. The budget for Fall 2020 could be as low as $500, and for academic year 2020-2021 could be between $3,000 and $5,000.

To improve the reach of DEI programs and to directly address undergraduate student requests for more education and training resources to improve student, staff and faculty awareness and acceptance of our diverse student-base, we propose three initiatives:

• Establish a fall and spring semester colloquium focused on DEI. We envision the colloquia to be a pairing of speakers (faculty working in this space, notable speakers from other institutions or local leaders) and student-led panels/workshops.

• Host monthly/quarterly lunch workshops targeted at educational practices for educating students, centered around a specific issue/problem/challenge each session.

• Increase awareness and marketing for DEI events already occurring around campus, making it easier for our students, staff and faculty to find and attend these events. Toward that end, we recommend a central repository that draws together all the unique, culture-shaping events around campus.

Currently, there are no courses offered at Dietrich College that directly focus on sensitivity training in areas such as race, color, national origin, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, and veteran status, though there are new initiatives such as the Grand Challenges that are opening up these topics. Additionally, while Orientation provides incoming students with some resources and expectations about DEI on campus, we believe that these efforts must be expanded. As it stands, orientation primarily consists of new students gathering by their schools for a couple of hours and discussing their experiences after watching videos showing the effects of racism. The training first-year students receive during orientation does not capture, in its depth and intersectionality, the breadth of DEI.

We propose facilitating more specialized sessions in which diversity, equity and inclusion can be discussed in its complete complexity in a safe, respectful and productive space. We particularly want to target the first-year students in order to keep DEI efforts as their priorities, but these events will be designed for all students at Dietrich College to attend and participate. Ultimately, it is our hope that as students grow and develop during their years at CMU, more students will feel empowered to advocate for themselves and their fellow classmates. We hope that pairing academic genres, like a speaker series, with more participatory ventures, like student panels and workshops, will allow students to feel empowered to speak up about their experiences, advocate for the campus culture they envision and value and provide opportunities to meet and learn from other influential figures.

The main mantra of most, if not all, diversity, equity and inclusion training sessions is to listen to everyone. Listening to different perspectives and having discussions with fellow students are imperative life skills. We look to maintain this idea in our efforts in Dietrich College. However, we also propose to add another pillar to DEI training: student-to-student connections.

We believe that while discussions can be productive, they are not as impactful to students when used alone in training sessions. In the Carnegie Mellon context, these trainings often put students from marginalized groups in the position of having to talk about their trauma when they might not want to. We strongly believe that increasing efforts in DEI should not be placed on the shoulders of already marginalized students. It must become a campus-wide effort.

UNDERGRADUATE STUDENTS

With our version of DEI training, we hope to enforce more student-to-student relationships by having panels hosted and led by students of marginalized groups. We propose partnerships with SPIRIT, SALSA, ABLE CMU, YALA and PRISM to assemble panels of students that represent the intersection of multiple identities. In order to emphasize authentic student connections, we aim to host panel sessions to answer generated questions at first, but then engage students directly to ask questions and have meaningful discussions about experiences at CMU. We feel that an increased personal connection will emphasize the very basic idea that any prejudice hurts people and that having a diverse community is integral to a healthy, happy Carnegie Mellon. Given the small, close nature of the CMU campus, we are in a position to enact these kinds of person-to-person efforts.

Another pillar of the sessions we hope to host are issue-specific workshops that can produce more inclusive, contemplation of all identities. These workshops can be historically oriented, connecting how our past understandings of race, gender identity, sexuality orientation, belonging, community and other key discursively and culturally constructed concepts influence our colleagues and peers on campus. With the interpersonal connections fostered in panels, connecting current issues with the state of DEI to its larger societal, political and cultural contexts can encourage students to fully comprehend the importance of our efforts in the context of our own educational commitments.

Before students participate in these sessions, we propose a recommended reading list for first-year students. The books can change throughout the years and can represent perspectives from multiple marginalized groups. While readings such as Randy Pausch's renowned "Last Lecture" construct an ethos for Carnegie Mellon that is communicated to students before they step foot on campus, we encourage the administration to consider how this might be done by presenting influential readings from marginalized authors that co-construct another critical narrative about CMU's dedication to a campus that is diverse, equitable and inclusive for all.

STRATEGY B:	LAUNCH THE DIETRICH ACADEMY, A SUMMER PRE-COLLEGE PROGRAM FOR LOW-INCOME, FIRST-GENERATION AND OTHER STUDENTS WHO CONTRIBUTE TO DIVERSITY

CMU offers several pre-college summer programs that serve, in part, as recruitment tools for the university. The Summer Academy for Mathematics and Science (SAMS) focuses on low-income, first-generation and other students who contribute to diversity, but several other programs include scholarships that aim to increase diversity. For example, Summer Session (previously Advanced Placement Early Admission), offers dozens of full scholarships. The other pre-college programs also offer scholarships, as will the newly approved pre-college program run by the English Department. All of these programs offer outstanding opportunities for scholarship recipients. But as with our admissions efforts, many of these programs struggle to identify and recruit students from the Pittsburgh region.

Our goal is to provide a high-quality, intensive summer program for low-income, first-generation and other students who contribute to diversity from the Pittsburgh region. We will aim to connect these students to each other fostering a strong cohort and to encourage them to identify with and apply to Dietrich College. We will focus on encouraging the students to believe in their ability to thrive in college and to provide them with the skills necessary to navigate the college admissions process.

GOAL 2: Provide an equitable and inclusive environment for students.

STRATEGY A: CONDUCT A DIETRICH COLLEGE CULTURAL CLIMATE SURVEY FOR STUDENTS

Barriers to access and a lack of equitable and inclusive policies and pedagogical practices have undermined retention, academic and professional success and sense of belonging for people from historically underrepresented groups in higher education. Nationally, college-bound high school students are becoming increasingly diverse on multiple demographic dimensions (e.g., racially underrepresented groups, women, LGBTQIA+, low socioeconomic status and first-generation students).

In the last 5 years, as Dietrich has grown from roughly 1,100 to 1,300 undergraduates, the student body has become increasingly diverse; there has been a 40% increase in both Asian American and Hispanic students and a 14% increase in international students. During this period, the number of Black students has not increased (from CMU Institutional Research & Analysis). An evolving student body will have changing needs that must be proactively tracked along with regular assessments of the efficacy of resources, programming, curriculum and opportunities for professional development and advancement. Students' identities are strongly connected to demographics and often intersect (e.g., first-generation students may also be from low-income families or an underrepresented racial group), thus requiring universities to practice nuanced and culturally responsive forms of engagement that impact student sense of belonging and self-efficacy, as well as academic performance and success.

Delivering a Dietrich College climate survey, similar to the VOICES survey administered university-wide to students last year, will allow for a deeper focus on Dietrich students and the unique diversity, inclusion, equity and access (DIEA) needs. It also offers an opportunity to prioritize goals based on student input to improve college climate. By administering the survey regularly, Dietrich can track progress made toward strategic DIEA goals over time, while obtaining a "climate pulse check" that can signal where to allocate DIEA resources in a responsive way. Additionally, the survey can give a college-wide perspective on DIEA issues and compare views and experiences between subgroups within Dietrich College.

We propose to administer an established, widely-used climate survey to specifically assess DIEA issues that impact Dietrich undergraduate students The survey will provide insight to the undergraduate student experience within Dietrich as it pertains to issues of diversity, inclusion, equity and access. These measures can be used to benchmark progress and efficacy of DIEA initiatives against other colleges, CMU as a whole and peer institutions with published Culturally Engaging Campus Environments (CECE) Project survey data.

CMU currently has access to the CECE survey materials developed by the National Institute for Transformation and Equity (NITE), led by Sam Museus at Indiana University Aside from already being used here at CMU, the CECE survey is annually administered at over 500 colleges and universities across the country Critically, the CECE survey was developed to assess specific challenges to an institutions DIEA initiatives. We aim to tailor this survey to gauge climate and identify issues unique to Dietrich College.

UNDERGRADUATE STUDENTS

In particular, we can identify the issues that students view as high priorities for the college to address in order to improve climate in each of those four domains as follows:	
Diversity ☐ Does the Dietrich student body reflect national trends in changing demographics of high school graduates? ☐ How demographic diversity compare with other colleges at CMU? ☐ How does it compare with H&SS colleges at peer institutions?	**Equity** ☐ Is Dietrich providing opportunities for equitable outcomes across all subpopulations of gender, race, socioeconomic status, first-generation status, etc.? ☐ Are students taking advantage of these equity opportunities?
Inclusion ☐ How strong is student sense of belonging in Dietrich/CMU? ☐ Do students feel valued by majority in Dietrich/CMU? ☐ Do students feel that they can shift culture in Dietrich/CMU?	**Access** ☐ Does Dietrich have a "pipeline" that identifies qualified and interested underrepresented students in order to expose them to and help secure opportunities for personal and professional development? ☐ Are students taking advantage of access opportunities?

PRIMARY LEAD(S) AND TIMELINE

GOAL 1:   Recruit and retain a diverse student body.
STRATEGY A: CREATE DIVERSITY@DIETRICH, A SERIES OF DEI EVENTS AND TRAININGS
The head stewards of this program will be a student-led Dietrich College Diversity, Equity and Inclusion Committee. We hope to build partnerships and lines of communication in which the creation of sessions become highly collaborative with additional student groups on campus. To plan, coordinate and execute the level of events, we envision a subcommittee of students with a faculty representative(s) to manage particular events.
STRATEGY B: LAUNCH THE DIETRICH ACADEMY, A SUMMER PRE-COLLEGE PROGRAM FOR LOW-INCOME, FIRST-GENERATION AND OTHER STUDENTS WHO CONTRIBUTE TO DIVERSITY
In January and February 2021, we will collaborate with local partners (Pittsburgh Public Schools, Pittsburgh Promise, Breakthrough Pittsburgh, Crossroads Foundation, City Charter High, Propel Schools, etc.) to identify talented low-income, first-generation and other students who contribute to diversity who are high school juniors in the greater Pittsburgh area. March 2021, we will invite these students to apply for an intensive one-week program that will occur in the last week of July 2021. The program will require students to be on campus from 9 a.m. to 5 p.m. for five days. In that time, they will attend courses that provide an interdisciplinary introduction to the humanities and social sciences, as well as sessions focused on college readiness, financial aid and the college application process. Activities might also include short drama performances, a trip to the recording studio and other hands-on activities. Students who successfully complete the Dietrich Academy will participate in a year-long support program during their senior year in which they will be matched to a current Dietrich College student. Such a program would include a quarterly gathering that would create continuity and familiarity for students while providing support during the transition from high school to college. We envision the Dietrich Academy as a highly-impactful first-step toward a more comprehensive commitment to supporting low-income, first-generation and other students who contribute to diversity from the Pittsburgh region. This effort fits well within the Leadership Excellence Access Persistence (LEAP) program that was designed by the Dietrich College Pipeline Committee ([see appendix](#)).

GOAL 2: Provide an equitable and inclusive environment for students.
STRATEGY A: CONDUCT A DIETRICH COLLEGE CULTURAL CLIMATE SURVEY FOR STUDENTS

Within the Undergraduate Subcommittee, Kevin Jarbo and Jeremy Xue will drive the development of survey items, drafting promotional communications, logistics related to survey administration and data collection, analysis and reporting. To facilitate these efforts, we look to Dean Richard Scheines to communicate the purpose of the survey and invitation to complete it college-wide. In addition, Ayana Ledford will liaise with Kevin and Jeremy to oversee progress. Dietrich department heads will reinforce messaging from Dean Scheines. Faculty members, especially those who teach large course sections in Dietrich, will promote the survey. Finally, undergraduate program directors will further boost direct communication with students to complete the survey. We also hope to find support in those organizing Dietrich-wide events such as Dietrich Day, Dietrich Fall Fest, as well as any Dietrich-specific orientation events to use these events as a means to distribute the survey.

We propose utilizing an outside provider to conduct the climate survey to maintain confidentiality and build trust. However, partnering with the Office of Institutional Research & Analysis (IR&A) may be useful in terms of linking survey response data with academic records to evaluate how climate may impact academic performance. We may also be able to merge and/or compare Dietrich data with CMU-wide data, and we can consider outsourcing data analysis and reporting to IR&A. The Center for Student Diversity & Inclusion would also be a valuable partner in terms of developing experiential learning curriculum and delivering other DIEA programming tailored to Dietrich College.

Since we already have access to the CECE survey materials, with some adaptation to make the items Dietrich specific, we can realize an immediate short-term goal of administering the survey at the end of the Fall 2019 semester and the end of academic year 2020–2021 to yield responses at two time points for all Dietrich students. These data can be used to inform the development of any DIEA programming during the summer in preparation for Fall 2020. In the long-term, this survey can be administered at the end of every academic semester as 1) an ongoing assessment of the progress, efficacy and subsequent development of DIEA initiatives and 2) as a regular pulse check to track potential new DIEA issues and trends.

INDICATORS

GOAL 1: Recruit and retain a diverse student body.
STRATEGY A: CREATE DIVERSITY@DIETRICH, A SERIES OF DEI EVENTS AND TRAININGS
The success of the program can be measured through surveys administered at the end of each year to Dietrich College community members (see below). Additionally, we will consider attendance at events and feedback collected from event attendees as indicators for the program's success. First, we would like to clarify that while this program has the potential to positively impact the Carnegie Mellon community as a whole, it will only be successful with cooperation with the university as a whole. For example, a better campus culture comes with direct recruitment and enrollment of students from multiple backgrounds and resources created for them. We find it important to also note that change will not be immediate. Programs like these that aim to alter an entire campus culture will take time to show results.
STRATEGY B: LAUNCH THE DIETRICH ACADEMY, A SUMMER PRE-COLLEGE PROGRAM FOR LOW-INCOME, FIRST-GENERATION AND/OR OTHER STUDENTS WHO CONTRIBUTE TO DIVERSITY
Program participants will be surveyed at the beginning and end of the program. We will stay in close contact throughout their senior year and will track their success during the college admissions process and in the first few years of college. We will also stay in close contact with our partner organizations. While one main goal of the program will be to encourage the participants to apply to Dietrich College, our primary measure of success will be the program's impact on the participants and their approach to their future education.

GOAL 2: Provide an equitable and inclusive environment for students.
STRATEGY A: CONDUCT A DIETRICH COLLEGE CULTURAL CLIMATE SURVEY FOR STUDENTS
One primary indicator of success for this proposal is survey response rate. At best, university-wide surveys tend to garner a 40% response rate. Within the college, we expect inviting students to complete the survey to have a much stronger signal than university-wide requests that may get lost in communications to many students. A very conservative goal would be to get a 25% response rate that ideally captures 1) most, if not all, of our most underrepresented student group(s): Black (64 students) and Hispanic (35 students), 2) similar numbers of female and male respondents with some representation of students who identify as non-binary and 3) roughly equal distribution of racial representation. The second indicator of success is survey completion rate as we, of course, hope that all students who take the survey respond to all items.

RESOURCES

GOAL 1: Recruit and retain a diverse student body.	
STRATEGY A: CREATE DIVERSITY@DIETRICH, A SERIES OF DEI EVENTS AND TRAININGS	
Our first event in Spring 2020 could cost as little as $500. Assuming at least one outside speaker per year, a good annual budget for these events would be $3000 to $5000. For events that do not involve outside speakers, the only costs will be food and marketing.	
STRATEGY B: LAUNCH THE DIETRICH ACADEMY, A SUMMER PRE-COLLEGE PROGRAM FOR LOW-INCOME, FIRST-GENERATION AND OTHER STUDENTS WHO CONTRIBUTE TO DIVERSITY	
For our initial trial, we would aim to include 20 students. Since all of the students would be local and would live at home during the program, the main cost would be summer salary for the teachers as well as breakfast and lunch for the students. A full budget is available in the LEAP slide deck.	Three instructors at $7500 per instructor = $22,500 Breakfast and lunch for 20 students for five days = $2000 Miscellaneous = $500 Total budget = $25,000

GOAL 2: Provide an equitable and inclusive environment for students.	
STRATEGY A: CONDUCT A DIETRICH COLLEGE CULTURAL CLIMATE SURVEY FOR STUDENTS	
To maximize survey participation and completion, we propose several incentives with anticipated costs, if any:	• Dietrich Day off. One day when all Dietrich classes cancelled. Anticipated cost = $0 • Voucher for free food item or meal from a campus eatery. Anticipated cost = $5-10 per student; ~$6,500 - $13,000 for college • Dietrich apparel: screen-printed t-shirts. Anticipated cost = $5-10 per student; ~$6,500 - $13,000 for college • Dietrich celebration: off-campus food, entertainment (e.g., concert, special guest speaker). Anticipated cost = ~$20,000

GRADUATE STUDENTS

Students enrolled in Master's or Doctoral Programs at Dietrich College

CURRENT STATE

The admission process and climate for Masters programs has been difficult to track because the information is collected by each separate department. Efforts are currently underway to centralize this process to gather a more accurate assessment of the diversity of our graduate program. At this time, the number of URM doctoral programs is quite low relative to the potential pool (e.g., graduating undergraduates and master's students who could potentially enroll in a doctoral program). For example, in FY18, less than 1% of enrolled PhD students in Dietrich College identified as Black or Hispanic (but not international).

	PhD URM	PhD Total
Fall 16	8	205
Fall 17	8	205
Fall 18	7	204

More aggressive recruiting and support mechanisms are needed for all of our graduate programs. While the graduate student section focuses on doctoral students, future iterations will expand on the needs of graduate students pursuing a Master's degree. Additional input from graduate students in the Dietrich College is welcome to help shape and prioritize goals.

Race/Citizenship	2016	2017	2018	2019
Asian only	5	6	10	10
Black only		2	3	1
Hispanic only	1	1	2	2
International	26	24	24	28
Multiracial (majority)	2	1	2	
Multirracial (minority)	3	8	6	6
Race not reported	22	16	4	5
White only	38	49	38	31

Sum of Headcount broken down by Year vs. Race/Citizenship. Color shows sum of Headcount. The marks are labeled by sum of Headcount. The data is filtered on Department, which has multiple members selected. The view is filtered on Race/Citizenship, which has multiple members selected.

According to CMU's Factbook, URM students in Dietrich College are less than 5% (7/204) at the doctoral level and 12% (11/89) at the master's level.

GRADUATE STUDENT SUBCOMMITTEE MEMBERS

Robert Kass

Alex John London

Ryan Mitchell

Robyn Rowley

Kitty Shropshire

Michael Tarr (chair)

Kelly Wadsworth

Headcount

1 — 49

GOALS

GOAL 1:	Recruit and retain a diverse graduate student body.

GOAL 2:	Provide an equitable and inclusive environment for graduate students.

STRATEGIES

GOAL 1:   Recruit and retain a diverse graduate student body

STRATEGY A: PROVIDE EQUITABLE FINANCIAL SUPPORT TO EXPAND PhD FELLOWSHIPS TO SUPPORT ONE PROGRAM PARTICIPANT PER YEAR PER DEPARTMENT

We strongly encourage implementation of this program for FY22 to accommodate students entering the doctoral cohort for Fall of 2021. In terms of resources for realizing this goal, consider that, at present, the funding allocated to the units in Dietrich College for graduate student (PhD) support includes three Dietrich Presidential Fellowships. This dollar amount per unit comes to $18,500 annually, and the accounting across the departments and the college is complicated.

- We propose that these existing Dietrich College fellowships be repurposed so that instead of each unit receiving this small sum annually, the college use them to bootstrap a college-wide set of fellowships to improve diversity and equity for PhDs

- Moreover, in terms of current funding for PhDs, across all units, there is sufficient leeway to significantly add to the expanding the diversity of the fellowship pool, creating two to three more fellowships by recapturing about $10,000 per unit. With this commitment to supporting the fellowship on the annual basis, we then request that the provost commit to a $100,000 annual contribution to the fellowship pool (the $100,000 being about equivalent to what the dean through the Presidential fellowships and the departments through the recaptured funds each contribute).

This approach would result in a total annual pool of eight fellowships — one per unit in the college. We aspire to each department having at least one suitable candidate each year. Departments could decide if they want fellowship periods to be one year or include additional years and could implement accordingly. Critically, the program should stipulate that if a department does not have a suitable candidate in their program that demonstrates an interest in achieving the departments diversity-related goals in a given year, they lose the fellowship for that year and it goes to a candidate in a different program."

One note: although departments are contributing $10,000 plus their (recent) portion of the Dietrich College Presidential pool, each department actually comes out ahead in terms of total support flowing into each program. However, it is mandatory for them to be successful in URM recruitment for this to happen.

GRADUATE STUDENTS

STRATEGY B: **DEVELOP PROGRAMS FOR IMPROVING THE PIPELINE OF PhD STUDENTS BY BUILDING ON EXISTING UNDERGRADUATE PROGRAMS AT THE COLLEGE LEVEL**

Several units within Dietrich College have taken steps to improve the pipeline of students applying to their graduate programs. These programs provide initiatives that recruit undergraduates into summer programs that allow them to interact with CMU faculty and to learn about or engage in research with them.

These programs reflect individual departments' initiatives, but this work has not been cemented into an overarching infrastructure within the College. As such, common knowledge is not uniformly shared. These programs offer the College an opportunity to reduce the hurdles to mounting these initiatives and leverage economies of scale by centralizing some of the common, logistical aspects related to housing, meals and opportunities for social interaction and community building. Centralized logistical support also facilitates the coordination of different programs so that students attending programs from different departments or units might have the opportunity to meet and build relationships across disciplinary boundaries. Further, we recommend that existing programs be expanded through core, centralized funding—equally distributed across all participating units (at present some units receive support for such programs and other units do not). Finally, programs could partner with a list of Minority Serving Institutions maintained by the Department of Education as well as Historically Black Colleges and Universities.

Centralizing certain aspects of these programs might also create a focus for funding that would attract support from donors or sponsors. Institutional support for fundraising and financial support would ensure the long-run sustainability of such programs.

- Carnegie Mellon Neuroscience Institute: 10-week summer research and training experience for undergraduates in computational neuroscience.
- History: Joe Trotter and Nico Slate ran a week-long summer program in 2019 for eight students from Historically Black Colleges and Universities.
- Philosophy: Summer Logic and Formal Epistemology for undergraduate students. Previous support from NSF has helped fund this program for two years. Additional costs have been covered by the department ($20,000 each year) and the Provost's Office ($5,000).
- Psychology: Program in Interdisciplinary Education Research (PIER) and the Research Experience for Undergraduates (transitioning to non-PIER).
- Statistics & Data Science: Summer Undergraduate Research Experience in Statistics provides participants with hands-on experience working with data to solve real-world problems in a stimulating, collaborative and supportive environment.
- Social and Decision Sciences: The Center for Behavioral Decision Research runs an internship program where undergraduate students participate in research projects and attend lectures by faculty and PhD students in similar research areas.

STRATEGY C: **FIFTH-YEAR MASTERS BRIDGE PROGRAM**

There exists a pool of potential applicants to our PhD programs who are very talented but do not yet have sufficient background experience to succeed at CMU. Dietrich College (and the university) should work toward establishing a one-year bridge-to-PhD post-baccalaureate or master's program. This would be similar to the Hot Metal Bridge Program in the Dietrich School of Arts and Sciences at the University of Pittsburgh, which brings in nine to 11 students per year, depending on funding, and has a success rate of 80% of the participants continuing on to graduate school. Although not all participants go to Pitt for their doctoral work, we might assume the same numbers at CMU. The idea is that each department would help in recruiting students and be partners in ensuring their success. Dietrich (and, ideally, the university) would contribute substantially, both financially and administratively, throughout the process. Each department would design the most relevant curriculum for each student and would supply mentors as needed.

Crucial to the success of such a program is a support system that would provide mentoring both within and across departments and would also establish for these students a sense of community at CMU. Recruitment would target particular institutions, including both minority-serving institutions and majority-serving institutions. Connections could be made through faculty and advisor contacts at those institutions, many of whom may come from CMU's Fusion Forum Departments and could be involved on a rotating basis (subject to opting in), but it would be advisable to have at least two students join each department participating in any given year.

STRATEGY D: DEVELOP AN INVENTORY OF MASTERS PROGRAMS TO EVALUATE THE INDICATORS USED BY DEPARTMENTS TO ADMIT PROSPECTIVE STUDENTS

Masters programs within Dietrich College are decentralized. Departments will decide how they will admit prospective students to their programs. We plan to determine whether the current practice led by departments for admissions requirements and evaluation increase equity.

We will create standards and guidance for the admissions committees to consider during their review process.

GOAL 2: Provide an equitable and inclusive environment for graduate students.

STRATEGY A: DATA COLLECTION

Dietrich College hosts graduate students in eight departments as well as in the Institute for Politics and Strategy. The independent structure of departments in the college limits the opportunity for graduate peer-to-peer identification, obscures student body makeup and can increases isolation for members of URMs. While we can make some initial inferences about climate, more data collection is needed to ascertain the particularities of how graduate students in Dietrich College experience their education at CMU, institutional policies and resources and climate community. The following proposal is based on the limited resources available and includes recommendations to improve the climate among the graduate student body of the college.

Interventions directed towards increasing retention cannot be made until data about climate and college-wide retention rates have been collected to establish a baseline. Future data collection will provide a more accurate measure of our progress toward improving college climate. Utilizing the information from the President's Task Force on Campus Climate Survey, we can identify areas that were covered in the survey that we would like to explore further through a series of focus group sessions. According to Harper and Hurtado (2007), conducting and reporting campus climate research should serve as a foundation for institutional change.

STRATEGY B: INSTITUTE MENTORSHIP TRAINING TO ALL FACULTY ADVISORS THAT ARE SPECIFIC TO THE NEEDS OF FIRST-GENERATION GRADUATE STUDENTS AND THOSE FROM URM POPULATIONS

While current resources exist at the Eberly Center, Global Communication Center and Center for Diversity and Inclusion, primary advisors are best positioned to assess the needs of individual graduate students in Dietrich College.

STRATEGY C: ESTABLISH ANNUAL COLLEGE-WIDE EVENTS FOR INFORMATION AND INTERFACING BETWEEN STUDENTS AND ADMINISTRATION

To ensure the distribution of accurate, up-to-date information we suggest two annual events: 1) an orientation for incoming Dietrich graduate students and 2) a yearly town hall hosted by the Dean's Office. The orientation will provide all students with information about existing resources and support for first-generation, URM students, and any other students of need. The annual town hall offers an opportunity for Dietrich College students to raise graduate-specific concerns, acting as a mechanism for feedback and redress of grievances. These events should be organized by the Dean's Office, with representatives from existing campus groups and organizations.

PRIMARY LEAD(S) AND TIMELINE

GOAL 1:	Recruit and retain a diverse graduate student body.
STRATEGY A:	**PROVIDE EQUITABLE FINANCIAL SUPPORT TO EXPAND PhD FELLOWSHIPS TO SUPPORT ONE PROGRAM PARTICIPANT PER YEAR PER DEPARTMENT**
A college-level committee comprised of a representative from the Dean's Cabinet along with representatives from the social sciences and humanities will lead this effort in partnership with the university-wide Graduate Education Office. The program will welcome the first cohort in the Fall of 2021, with the goal of doubling the size by Fall of 2025.	
STRATEGY B:	**DEVELOP PROGRAMS FOR IMPROVING THE PIPELINE OF PhD STUDENTS BY BUILDING ON EXISTING UNDERGRADUATE PROGRAMS AT THE COLLEGE LEVEL**
STRATEGY C:	**FIFTH-YEAR MASTERS BRIDGE PROGRAM**
Dean's Office, Department Heads. Timeline: Infrastructure to improve the pipeline developed and supported by summer 2022, Fifth-year Master's Bridge program committee pilots program by Fall 2024.	
STRATEGY D:	**DEVELOP AN INVENTORY OF MASTERS PROGRAMS TO EVALUATE THE INDICATORS USED BY DEPARTMENTS TO ADMIT PROSPECTIVE STUDENTS**
Masters Program Inventory; Dean's Office, Department Heads. Timeline: Fall 2020 with an anticipated completion date by the Summer of 2021.	

GOAL 2:	Provide an equitable and inclusive environment for graduate students.
STRATEGY A:	**DATA COLLECTION**
Dean's Office, Data Driven Diversity Lab Partners: Institutional Research, President's Climate Task Force.	
STRATEGY B:	**INSTITUTE MENTORSHIP TRAINING TO ALL FACULTY ADVISORS THAT ARE SPECIFIC TO THE NEEDS OF FIRST-GENERATION GRADUATE STUDENTS AND THOSE FROM URM POPULATIONS**
Academic Advisors, Eberly Center, Diversity, Equity, & Inclusion Director, Associate Dean of Students.	
STRATEGY C:	**ESTABLISH ANNUAL COLLEGE-WIDE EVENTS FOR INFORMATION AND INTERFACING BETWEEN STUDENTS AND ADMINISTRATION**
Department heads, Dean's Office, campus groups and stakeholders.	

INDICATORS

GOAL 1: Recruit and retain a diverse graduate student body.
STRATEGY A: PROVIDE EQUITABLE FINANCIAL SUPPORT TO EXPAND PhD FELLOWSHIPS TO SUPPORT ONE PROGRAM PARTICIPANT PER YEAR PER DEPARTMENT
• Increased URM PhD applicant pool across all departments, • Increased success in recruiting and retaining URM PhD students across all departments, and • Increased fundraising
STRATEGY B: DEVELOP PROGRAMS FOR IMPROVING THE PIPELINE OF PH.D. STUDENTS BY BUILDING ON EXISTING UNDERGRADUATE PROGRAMS AT THE COLLEGE LEVEL
Increased admissions to PhD programs through summer programs; overall success on admission to PhD programs for summer participants.
STRATEGY C: FIFTH-YEAR MASTERS BRIDGE PROGRAM
Eighty-percent of the participants continue on to graduate school.
STRATEGY D: DEVELOP AN INVENTORY OF MASTERS PROGRAMS TO EVALUATE THE INDICATORS USED BY DEPARTMENTS TO ADMIT PROSPECTIVE STUDENTS
Complete inventory of Masters Program and their admissions process for all Dietrich College programs compiled; Guidelines developed and shared with all Department Masters Programs.

GOAL2: Provide an equitable and inclusive environment for graduate students.
STRATEGY A: DATA COLLECTION
• Long-term assessment of implemented strategies on a case-by-case basis • Completion of the focus group sessions • Completion of institutionalized pulse check for the college to monitor progress through data collection
STRATEGY B: INSTITUTE MENTORSHIP TRAINING TO ALL FACULTY ADVISORS THAT ARE SPECIFIC TO THE NEEDS OF FIRST-GENERATION GRADUATE STUDENTS AND THOSE FROM URM POPULATIONS
Integrated mentoring materials and training for faculty advisors through Associate Dean of Students.
STRATEGY C: ESTABLISH ANNUAL COLLEGE-WIDE EVENTS FOR INFORMATION AND INTERFACING BETWEEN STUDENTS AND ADMINISTRATION
Annual college-wide events per goals.

RESOURCES

GOAL 1: Recruit and retain a diverse graduate student body.
STRATEGY A: PROVIDE EQUITABLE FINANCIAL SUPPORT TO EXPAND PhD FELLOWSHIPS TO SUPPORT ONE PROGRAM PARTICIPANT PER YEAR PER DEPARTMENT
Departments' financial reports reflect equitable dispursement of support.
STRATEGY B: DEVELOP PROGRAMS FOR IMPROVING THE PIPELINE OF PhD STUDENTS BY BUILDING ON EXISTING UNDERGRADUATE PROGRAMS AT THE COLLEGE LEVEL
Infrastructure to support existing programs through funds and human capital is finalized.
STRATEGY C: FIFTH-YEAR MASTERS BRIDGE PROGRAM
The resources required for such a program are substantial, as every student would have to receive tuition waiver and a stipend. Anecdotal experience suggests that a bridge-to-PhD program could attract good students who would be successful here, but are otherwise are missed during recruitment. If successful, the endeavor could help increase diversity among the graduate population.
STRATEGY D: DEVELOP AN INVENTORY OF MASTERS PROGRAMS TO EVALUATE THE INDICATORS USED BY DEPARTMENTS TO ADMIT PROSPECTIVE STUDENTS
Departments' financial reports reflect equitable disbursement of support. See Appendix: Graduate Students for additional details.

GOAL2: Provide an equitable and inclusive environment for graduate students.
STRATEGY A: DATA COLLECTION
Human capital (i.e., time, labor, material goods and faculty time) for gathering and analyzing data toward the end of better understanding campus climate.
STRATEGY B: INSTITUTE MENTORSHIP TRAINING TO ALL FACULTY ADVISORS THAT ARE SPECIFIC TO THE NEEDS OF FIRST-GENERATION GRADUATE STUDENTS AND THOSE FROM URM POPULATIONS
While current resources exist at the Eberly Center, Global Communication Center and Center for Diversity and Inclusion, a graduate student's primary advisor is best positioned to assess the needs of each individual graduate student in Dietrich College.
STRATEGY C: ESTABLISH ANNUAL COLLEGE-WIDE EVENTS FOR INFORMATION AND INTERFACING BETWEEN STUDENTS AND ADMINISTRATION
To ensure the distribution of accurate, up-to-date information we suggest two annual events: 1) an orientation for incoming Dietrich graduate students and 2) a yearly town hall hosted by the Dean's Office. The orientation will provide all students with information about existing resources and support for first-generation URM students, and any of students of need. The annual town hall offers an opportunity for Dietrich College students to raise graduate-specific concerns, acting as a mechanism for feedback and redress of grievances. These events should be organized by the Dean's Office, with representatives from existing campus groups and organizations.

STAFF

CURRENT STATE

The recent release of the 2019 Climate Task Force report by the university makes plain that the college needs to provide sound strategies to foster a more inclusive campus for staff. While inclusion is one of CMU's core values, visibility or articulation of this value is not even across staff. As part of the community, it is critical for Dietrich College to rigorously begin to examine how it can provide clear pathways to access and success for all of its staff where respect, dignity and accountability is a part of its social and academic fabric.

For purposes of this report, we use the term staff to refer to non-instructional individuals working in Dietrich College. We recognize that there are individuals in the college currently coded as staff that teach students. There is an effort underway in Dietrich to move these individuals into a category that better represents their engagement with the college.

It is important to note that for this iteration of this report, we were asked to focus on diversity and inclusion issues related to: gender, under-represented minority status (Black, Latino, American Indian and Asian) and international employees. In the next phase, the committee would like to broaden the focus to include ableism, ageism, sexual orientation and religious affiliation.

As of Fall 2018, Dietrich College had 206 individuals coded as staff.

Female	Male	Asian	Black	Latino	American Indian	International
135	71	7	11	6	0	22
65.53%	34.47%	3.4%	5.34%	2.91%	0%	10.68%

This data is self-reported when employees complete their paperwork with Human Resources.

Looking at the staff data in these categories over four years, small improvements have been made to increase the number of black (7 to 11), Latino (1 to 6) and international (6 to 22) staff members in the college. The number of individuals identifying as American Indian has been zero for the last four years. The percentage of individuals identifying as Asian has fluctuated year-to-year reaching a high of 12 in FY2017 to a low of 7 in FY2018.

Human Resources assigns staff members a job profile and grade. While we are happy to see steady improvement in the underrepresented groups' numbers overall and a strong representation of women on staff in Dietrich College, the next phase requires a closer examination of job grade levels to ensure a diverse representation of individuals at all grade levels in the college.

GOALS

GOAL 1: **Build and foster a positive work environment for staff in Dietrich College.**

GOAL 2: **Recruit, retain and cultivate diversity with our staff.**

STRATEGIES

GOAL 1: **Build and foster a positive work environment for staff in Dietrich College.**

The following strategies align with recommendations made by Deloitte on how to drive engagement in your organization (See Figure 1 in Appendix: Staff).

STRATEGY A: **GATHER DATA TO CONTEXTUALIZE AND MAP THE ENVIRONMENT.**

Dietrich College strives to be a place where all members of the community feel valued and appreciated. Unfortunately, there is no information available on the experiences of staff in the Dietrich College. While we can make some general recommendations based on the information presented, we feel it is critical to develop a survey to ascertain the climate within Dietrich College. CMU Human Resources has developed new resources for on-boarding new employees to make the transition to the University seamless, easy and helpful. HR has also established a working group to develop training programs to expand new hires' understanding of diversity, equity and inclusion as well as racism and bias. In addition, we need to know how long staff members have been in their roles, their understanding of opportunities for advancement as well as their experiences with inclusivity and equity in their department and the college. We also want to know why staff members leave Dietrich College. For this reason, the University has developed a process to follow when an employee separates from Carnegie Mellon University. In addition, In addition, HR plans to establish a process of exit interviews that include a survey and guidance documents to better understand the reasons why employees separate from the university.

STRATEGY B: **INCREASE THE VISIBILITY AND RECOGNITION OF STAFF CONTRIBUTIONS INCLUDING EFFORTS MADE BY STAFF TO FOSTER A POSITIVE WORK ENVIRONMENT**

We would like to see an increase in recognizing the work staff members do in Dietrich College to support the mission of the college and university. Many staff members feel that they are not valued by the department and college and are often an afterthought. There are many occasions when we have heard speeches referencing the talented faculty and the increasingly brilliant student body. Quite often, the work of staff members in the college is never mentioned. There are also departmental meetings for faculty and not many for staff, or for faculty and staff. This creates a divide and a perceived lack of value for staff. We would encourage departments to have more opportunities where faculty and staff can come together and to find ways to recognize the role all members play in the success of the department (Brown, Jennifer. *Inclusion: Diversity, the New Workplace & the Will to Change.* Publish Your Purpose Press, 2017).

Our hope is to also establish the Dietrich Staff Awards and have a celebration to recognize the award recipients, which is attended by the college leadership and department heads. The college already has awards recognizing excellent graduate students and excellence in teaching. We suggest hosting one event at the end of each year that has awards recognizes both faculty and staff. Categories for the staff awards might include: Faculty & Staff Collaboration Award (American University), Excellence in Customer Service (American University), Dietrich Spirit Award, Leadership Award (Francis Marion University), Commitment to Service in the Pittsburgh Community and Commitment to Diversity, Equity and Inclusion.

We would also like to see staff figures represented on the websites for both the college and university. Currently, both of these pages omit staff data, which contributes to a perceived lack of value or importance (https://www.cmu.edu/dietrich/about/facts-figures.html and https://www.cmu.edu/about/index.html).

STRATEGY C: INCREASE OPPORTUNITIES AND FUNDING FOR PROFESSIONAL DEVELOPMENT THROUGH TRAINING AND COMPETENCE BUILDING

We would like to see clear and transparent information on the various roles staff members play in the department and college. With this information, we hope to establish clear pathways for advancement and growth. Once those pathways have been established, each department should be provided with funds that support the professional development of the staff members. Given the vast array of roles staff members have in the college, professional development can take many shapes, so it will be up to the staff member and his/her supervisor to determine how to use the professional development funds in a way that support the needs of the staff member, their specific role and the department.

We would also like to see increased training available to staff member in Dietrich College. Studies point to the value of creating a workplace environment that encourages continual learning and growth. These efforts lead to greater organizational effectiveness while boosting retention rates (Forbes.com 2019, see Appendix: Staff for URL).

- First, we would like to require training on how to be supervisor. There is a pilot program launched by Human Resources where we can encourage staff to participate. The current structure has many people reporting to individuals who do not have a clear understanding of their work therefore these supervisors cannot provide the professional development these employees need in order to grow. In addition, we could not find evidence of any training provided to new supervisors on how to be a supervisor. It is key for new supervisors to receive some training on this new role. All supervisors play a significant role in ensuring a positive environment for members of the department. CMU has established the Staff Supervisory Awareness Program to provide all supervisors at the Uinversity with a solid foundation of core human resources knowledge critical to their success.

- Second, we would suggest the creation of specific targeted workshops through Human Resources that address the work being done by staff. There is already a strong model of this with Gloria Lucini in Human Resources. She creates targeted workshops and webinars for Advancement staff across the university.

- Next, we would like to see the creation of specific training opportunities on issues related to diversity, equity and inclusion in the workplace.

- Carnegie Mellon University has launched a pilot CMULead program for staff aimed at fostering their development as leaders, expanding their networks and encouraging their stewardship of the university's mission, vision and strategic goals. The University has also partnered with Leadership Pittsburgh Inc., the foremost multi-disciplinary leadership identification, enrichment and networking organization in Southwestern Pennsylvania dedicated to developing a robust pipeline of diverse civic leaders to serve the region, and the Leadership and Negotiation Academy, which will help craft leadership brand at the university while leveraging the unique strengths and addressing the challenges specific to women business leaders.

- Lastly, we want to encourage staff to take advantage of opportunities available at CMU. Carnegie Mellon University hosts a number of executive education programs through our graduate schools and staff rarely take advantage. The college should create a fund that allows staff to participate in external conferences and executive education programs provided on campus at no additional cost. We would also suggest offering staff some flexibility with their work schedule to attend a university lecture once or twice a month. Staff members often have the strictest hours, working an 8:30 a.m. to 5 p.m. schedule. Our hope is that they can be encouraged to engage in the intellectual discussions going on around campus by being granted some flexibility to attend and participate.

STAFF

STRATEGY D:	DEVELOPMENT OF A STANDING COMMITTEE (OR COUNCIL) FOCUSED ON DIVERSITY, INCLUSION AND EQUITY IN DIETRICH COLLEGE

Very little data exists on the experiences of staff in Dietrich College. What we do have points to some areas where Dietrich College has made modest improvements, but there is a lot of work to be done. A key way to ensure a continued focus on diversity, inclusion and equity issues in Dietrich College is to establish a committee that will tackle these issues. It should have equal representation of faculty, staff, undergraduate and graduate students.

This committee (or council) should be involved in setting aspirational goals for the College, regarding advancing diverse workforce (Diversity best practices.com 2019, see Appendix for URL). This team will require a clear channel to leadership and the authority to troubleshoot challenges as they arise, while also communicating the progress (or limitations) in implementing the strategic plan. Individuals on the committee should commit to a two-year appointment to ensure continuity of work. To reflect the importance of maintaining a diverse staff workforce, it is important to elevate the participation on the committee/council by compensating attendees through flextime or additional Paid Time Off as allowed by Human Resources. Participation in this committee should be factored into tenure and promotion decisions for faculty and staff respectively.

GOAL 2: Recruit, retain and cultivate diversity with our staff.

The following strategies align with recommendations made by Deloitte on how to drive engagement in your organization (See Figure 1 in Appendix: Staff).

STRATEGY A:	REVIEW JOB DESCRIPTIONS, DEVELOP A REPOSITORY OF PARTNERS TO MARKET OPEN POSITIONS, AND ESTABLISH A CLEAR ONBOARDING PRACTICE FOR NEW STAFF

Our limited access to data does not provide us with enough insight on our applicant pool, hiring and job grade-level decisions. At this point in the process, it is not clear if there is equitable promotional and hiring practices. To support the goal of equity, we need to present a clear understanding of our efforts to attract, retain and promote diverse talent within the college.

For this reason, CMU has partnered with Vibrant Pittsburgh, an economic development nonprofit with the mission to build a thriving and inclusive region by attracting, retaining and elevating a diverse pool of talent.

The college does well in its efforts to have individuals who identify as women in key leadership roles, but how this correlates with other areas (and specifically with underrepresented groups) needs further exploration. In doing so, we hope to attract a wider pool of qualified candidates and promote a transparent hiring process.

PRIMARY LEAD(S) AND TIMELINE

GOAL 1:	**Build and foster a positive work environment for staff in Dietrich College.**

STRATEGY A:	**GATHER DATA TO CONTEXTUALIZE AND MAP THE ENVIRONMENT**

Dietrich College Committee for Diversity Equity and Inclusion, Data-Driven Diversity Lab, Institutional Research, Human Resources, External Organization (preferred) and Office of Diversity, Equity and Inclusion.

In summer 2020, we would like to hire an outside organization, post-doc or graduate student, whose focus is on issues of diversity and inclusion in the workplace to develop a survey to gain clarity on this topic in the college. After reviewing the survey, we would ask the Office of Institutional Research & Analysis to conduct focus groups with staff members in Dietrich College to address some trends that we garnered from the report. The Chronicle of Higher Education's "Best Place to Work" survey offers one opportunity to explore 12 categories: collaborative governance, compensation and benefits, confidence in senior leadership, diversity, facilities, workspace and security, job satisfaction, professional/career development programs, respect and appreciation, supervisor or department chair relationship, teaching environment, tenure clarity and process and work/life balance (The Chronicle of Higher Education, Annual Survey 2018 Bests Places to Work, July 20, 2018.)

- Summer 2020: Research and hire organization or individual who will prepare the summer survey.
- Fall 2020: Develop the framework for the survey
- Spring 2021: Implement the survey and analyze survey results
- Summer 2021: Develop new recommendations and formalize practice based on findings

STRATEGY B:	**INCREASE THE VISIBILITY AND RECOGNITION OF STAFF CONTRIBUTIONS INCLUDING EFFORTS MADE BY STAFF TO FOSTER A POSITIVE WORK ENVIRONMENT**

Dietrich College Committee for Diversity, Equity and Inclusion; Department Heads; Marketing for Dietrich College. Fall 2020: Launch new awards and update the website.

STRATEGY C:	**INCREASE OPPORTUNITIES AND FUNDING FOR PROFESSIONAL DEVELOPMENT THROUGH TRAINING AND COMPETENCE BUILDING**

Development Office, Human Resources, Business Managers, All individuals in supervisory roles for staff, Director of Diversity, Equity and Inclusion for Dietrich College, AIM, and Staff Council.
Timeline: Fall Academic Year 2020: Startup funds established (funding will be on-going).
Fall Academic Year 2021: Practice of annual review and career mapping for all staff.

STRATEGY D:	**DEVELOPMENT OF A STANDING COMMITTEE (OR COUNCIL) FOCUSED ON DIVERSITY, INCLUSION AND EQUITY IN DIETRICH COLLEGE**

Director of Diversity, Equity and Inclusion for Dietrich College; Diversity, Equity and Inclusion Strategic Plan Committee Members for Dietrich College. The initial committee will be established in fall 2020.

GOAL 2:	**Recruit, retain and cultivate diversity with our staff.**

STRATEGY A:	**REVIEW JOB DESCRIPTIONS, DEVELOP A REPOSITORY OF PARTNERS TO MARKET OPEN POSITIONS, AND ESTABLISH A CLEAR ONBOARDING PRACTICE FOR NEW STAFF.**

Human Resources and business managers. Work will begin in fall 2020.

INDICATORS

GOAL 1:	Build and foster a positive work environment for staff in Dietrich College.
STRATEGY A:	**GATHER DATA TO CONTEXTUALIZE AND MAP THE ENVIRONMENT**

• Annually document the demographics of the staff across multiple dimensions of diversity
• Identify where to build upon current dimensions
• Create strategies to address needs
• Revisit strategic plan to create recommendations based on findings
• Use the staff climate survey to assess progress in sense of belonging
• Survey the staff every 3 years to monitor current climate & the impact of efforts

STRATEGY B:	**INCREASE THE VISIBILITY AND RECOGNITION OF STAFF CONTRIBUTIONS INCLUDING EFFORTS MADE BY STAFF TO FOSTER A POSITIVE WORK ENVIRONMENT**

• Staff recognition awards are established
• Staff are represented on Dietrich College and CMU websites

STRATEGY C:	**INCREASE OPPORTUNITIES AND FUNDING FOR PROFESSIONAL DEVELOPMENT THROUGH TRAINING AND COMPETENCE BUILDING**

• Practice of annual review and career mapping established for all staff
• Require that every department report on the number and kind of professional development opportunities that were offered and completed by staff

STRATEGY D:	**DEVELOPMENT OF A STANDING COMMITTEE (OR COUNCIL) FOCUSED ON DIVERSITY, INCLUSION AND EQUITY IN DIETRICH COLLEGE**

• Establish the initial committee

GOAL 2:	Recruit, retain and cultivate diversity with our staff.
STRATEGY A:	**REVIEW JOB DESCRIPTIONS, DEVELOP A REPOSITORY OF PARTNERS TO MARKET OPEN POSITIONS, AND ESTABLISH A CLEAR ONBOARDING PRACTICE FOR NEW STAFF**

• Develop and require specific training for staff tied to issues of diversity, equity and inclusion, as well as supervision and other job skills

RESOURCES

GOAL 1:	Build and foster a positive work environment for staff in Dietrich College.
STRATEGY A:	**GATHER DATA TO CONTEXTUALIZE AND MAP THE ENVIRONMENT.**
Costs to secure an outside firm or internal resource for the college.	
STRATEGY B:	**INCREASE THE VISIBILITY AND RECOGNITION OF STAFF CONTRIBUTIONS INCLUDING EFFORTS MADE BY STAFF TO FOSTER A POSITIVE WORK ENVIRONMENT**
Comparable budget to Excellence in Teaching Awards.	
STRATEGY C:	**INCREASE OPPORTUNITIES AND FUNDING FOR PROFESSIONAL DEVELOPMENT THROUGH TRAINING AND COMPETENCE BUILDING**
Start-up capital of $25,000 for professional development.	
STRATEGY D:	**DEVELOPMENT OF A STANDING COMMITTEE (OR COUNCIL) FOCUSED ON DIVERSITY, INCLUSION AND EQUITY IN DIETRICH COLLEGE**
Budget to host meetings.	
GOAL 2:	Recruit, retain, and cultivate diversity with our staff.
STRATEGY A:	**REVIEW JOB DESCRIPTIONS, DEVELOP A REPOSITORY OF PARTNERS TO MARKET OPEN POSITIONS, AND ESTABLISH A CLEAR ONBOARDING PRACTICE FOR NEW STAFF**
Time for business managers to meet and consult with leads from Human Resources.	

APPENDIX

FACULTY
APPENDIX A. SCORECARDS

Dietrich Faculty Scorecard, FY20
Outcome & Process Metrics

Leadership and Faculty Representation

Department Heads	Xx% F xx% URM
	Time series graph
Senior Leadership	Xx% F xx% URM
	Time series graph
Full Professors	
Tenured	xx% F, xx% URM
Teaching	xx% F, xx% URM
	Time series graphs
Center Directors	32.6% F, 4.4% URM

Hiring at Assistant and Post-Docs

Tenure-track	xx% F, xx% URM
Teaching-track	xx% F, xx% URM
Post-Docs	xx% F, xx% URM
Dietrich Post-Docs	#N

Equity and Inclusion, Faculty

Inclusive Culture Faculty Score	xxxx
	Time series graph
Pay Equality faculty score	xx F, xx URM

Diversity, Equity, and Inclusion: Research and Teaching

Faculty involved: X; Time series graph
Research events: X; Time series graph
Research papers: X; Time series graph
Presentations: X; Time series graph
Grant funding: X; Time series graph
Resources distributed: X; Time series graph

Courses that include   #; Time series graph
Faculty trained   #; Time series graph
Classroom inclusivity metric #; Time series

Implementation of Strategies

Hiring practices implemented
Leadership training for P&T
Faculty RPT workshops   #
Faculty mentorship program
Sponsorship guide developed
Grant writing workshops   #
Design teaching equity metric
Design service equity metric
Diversity awards presented   #
Diverse representation in events
Transparent search procedures Y/N
Resources raised $$$
Communications audits

Dietrich Department Faculty Scorecard, FY20
Outcome & Process Metrics

Faculty Representation

Full Professors	
Tenured	xx% F, xx% URM
Teaching	xx% F, xx% URM
	Time series graphs

Hiring at Assistant and Post-Docs

Tenure-track	xx% F, xx% URM
Teaching-track	xx% F, xx% URM
Post-Docs	xx% F, xx% URM
Dietrich Post-Docs	#N

Equity and Inclusion, Faculty

Inclusive Culture Faculty Score	xxxx
	Time series graph
Pay Equality faculty score	xx F, xx URM

Diversity, Equity, and Inclusion: Research and Teaching

Faculty involved: X; Time series graph
Research events: X; Time series graph
Research papers: X; Time series graph
Presentations: X; Time series graph
Grant funding: X; Time series graph

Courses that include   #; Time series graph
Faculty trained   #; Time series graph
Classroom inclusivity metric #; Time series

Implementation of Strategies

Hiring practices implemented Y/N
Faculty RPT workshops   Y/N
Faculty mentorship program Y/N
Grant writing workshop Y/N
Teaching equity metric   #
Service equity metric   #
Diverse representation in events #s
Resources raised $$$
Communications audit Y/N

FACULTY
APPENDIX B

Requests of Provost's Office

There are a number of activities the Provost's Office can undertake to support these goals.

Community network

- The University's Vice Provost for Faculty could develop a robust Pittsburgh-based professional network (analogous to CMU Cares) for spousal hires outside of the academy. This approach can help with recruitment and retention of faculty.
- Implement recommendations made in the Babcock/Chow report.
- Many of the recommendations in that report pertain to university-wide initiatives, such as re-considering the parental-leave policy that we request the Provost's office consider undertaking.

Resources

We support the Provost implementing a revised funding model that would assist the college in achieving their diversity, equity and inclusion goals, perhaps similar to the model suggested for Dietrich internally.

CMU adoption of Dietrich scorecard

Measurement and accountability are central to driving the successful implementation of a diversity strategic plan. We propose that CMU adopt the Dietrich Scorecard to use as a model for all College.

FACULTY
APPENDIX C

Start → Department develops a Diversity Recruitment Plan → Department identifies need and develops an initial position description → Gateway: Faculty Search Request - Dean Approval

Appoint search chair, search committee and diversity advocate → Attend Dietrich College Search Training → Department develops a Search Plan (using the Dietrich checklist): → Gateway: Department Search Plan - ADF/ DDI Approval

The position announcement is posted to Interforlio → Search committee conducts recruitment as described in the Department Search Plan → Gateway: Initial Interviews - Dean Approval → Search committee holds initial interviews, evaluates and selects candidates for on-campus interviews → Gateway: On-Campus Interviews - Dean Approval

Search committee holds on-campus interviews → Search committee evaluates and selects candidate → Gateway: Faculty Hire Request - Dean Approval → Offer letter extended to candidate (consistent with CMU policies)

Candidate negotiates offer

Candidate accepts offer? — No → Department submits another hire request or ends the process

Yes

Debriefing reports are provided to VPF office, HR, and the Dean → A process debrief meeting is held with the ADF and DDI

HR enters position and faculty hire in Workday → End

Legend

Department Task

Dean Office Task

CMU Information System

Decision

Document

UNDERGRADUATE STUDENTS

PURPOSE

The **LEAP** (Leadership, Excellence, Access and Persistence) Program for Student Success works to increase the academic performance, sense of belonging and persistence of our admitted marginalized students so they can reach their full potential. In doing so, we hope to increase the college's retention rates and academic advancement of marginalized students on campus.

STRUCTURE

MODULE I:	What this program module offers:
Ignite interest The purpose of this program is to offer pre-college experiences that will ignite interest to pursue post-secondary education. This program identifies students with potential to excel academically but could benefit from enrichment, mentorship and tutoring to increase their GPA to become competitive to be admitted in an academic program. **Target:** Marginalized youth, rising sophomore high school students from Southwestern Pennsylvania as identified by community partners such as PPS, Crossroads Foundation, Propel School, etc.	• A full day of interactive edutainment workshops during their sophomore year (robots, drama, recording studio) • Panel of current Dietrich College students to discuss what to expect • Assigned college e-mentors to help encourage students throughout their academic year • Admissions to discuss program requirements, financial aid opportunities • Interactions with University faculty, staff and student leaders Students participating in Module I will be provided preferred access to Module II. **Start Date:** To be determined **Capacity:** To be determined
MODULE II:	**What this program module offers:**
Cultivate community & belonging This program is designed to assist students from underrepresented backgrounds make a successful transition to the college through resource connections, leadership development activities and academic support. This effort builds upon a cohort model that will create a sense of community as youth participate in the program during the tenure of their high school lives. **Target:** Marginalized youth, rising junior high school students from Southwestern Pennsylvania.	• Two Advanced Placement Early Admission (APEA) course during the summer between their junior and senior year • SAT preparation and study support • E-mentoring and on-campus invites to programs twice a year • Monthly program gathering with their program year cohort where they are provided an opportunity to engage in supporting a research project* Students admitted to Module II will be given conditional early admission consideration to Dietrich College. They would have to complete their senior year in high school and maintain a certain GPA throughout that year. If meeting admission guidelines and admitted to the college, they will be required to participate in Module III and be a recipient of a grant in the amount of $2,500* for living expenses. * The intention behind the grant is to free up time for students to participate in activities on campus that support their retention and development. In hopes of their ability to focus on their studies rather than worry about working to pay for basic living costs. **Start Date:** To be determined **Capacity:** To be determined

UNDERGRADUATE STUDENTS

MODULE III:	What this program module offers:
Bridge student achievement Building on the college's leadership in recruiting an increasingly talented and diverse student body, the college is intentional in its efforts to ensure continuing excellence for our students in the classroom by offering support to our admitted students. This program will provide admitted students with an accelerated learning opportunity prior to entering their academic year. **Target:** Admitted underrepresented groups Dietrich College students.	Modeled after Carnegie Mellon's re(CHARGE) Program and partnered with the APEA program, the LEAP Program will include: • Enrollment in Freshman courses (21120 and 36201) • Seminars to support student growth and preparation for the first year of college • Individualized assessments to create and reach goals • Optional on-campus housing to transition into the college-campus setting before the rest of the student body moves into campus • Mentoring • Research **Start Date:** July 2018 (duration: 6 weeks) **Capacity:** Ten rising first-year students (dependent on costs)
MODULE IV:	What this program offers:
Foster student success This program module focuses on peer mentoring as an opportunity to influence all aspects of our student's educational and personal development by aiding in the admitted students' ability to feel connected to the college.	Modeled after the universities COMPASS program, we hope to build upon this model by providing this level of engagement to our admitted students. • Mentoring • Academic enrichment • Community engagement through financially supported internships **Start Date:** August 2017 **Capacity:** Open

UNDERGRADUATE STUDENTS

LEAP

Pittsburgh High School Students Exploring the Arts, Humanities, and Social Sciences at Carnegie Mellon

Program Objectives

- 100% of our students will enroll in college and will complete a 4-year degree
- Students will gain:
  - skills and knowledge in the arts, humanities, and social sciences
  - self-confidence, critical thinking skills, leadership skills
  - a supportive network that includes other participants, as well as CMU students, staff, and faculty

Program Structure

- Summer programming combined with monthly gatherings during the academic year
- Hands-on workshops in the arts, humanities, and social sciences
- Mentoring and community building that continues through the end of college
- Opportunities for participants to work with community activists to understand and confront systemic racism and educational inequity

Models

- **The Princeton University Preparatory Program (PUPP)**

- **Northwestern Academy**

- **SCOPP Program (run at Carnegie Tech in the 1960s)**

Local Partners

- Pittsburgh Promise
- Pittsburgh Public Schools
- Crossroads Foundation
- Breakthrough Pittsburgh
- City Charter High School
- Propel Schools
- PCHE (Pittsburgh Council on Higher Education)
- The Urban League

CMU Partners

- Center for Diversity and Inclusion
- Tartan Scholars Program
- Arts Greenhouse
- Humanities Incubator
- Simon Initiative
- SLICE
- Gelfand Center
- Center for the Arts in Society
- Kai Roberts and Pre-College Staff
- William Alba and Summer Session
- Joe Trotter and CAUSE

Roadmap

- Summer 2021: Pilot program with 15 City Charter High Students, all rising 12th graders
- AY 2021-2022: work with City High students and recruit participants from other schools
- Summer 2022: Launch program for 25 rising 12th grade students from across Pittsburgh
- 2022-2026: Add one additional cohort per year until program reaches 75 total students

Roadmap
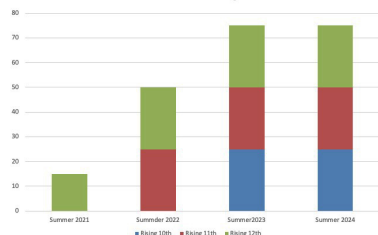
Participant Selection Process

- During the pilot phase, City High will select the participants
- As the program expands, the selection process will be jointly led by the program director, faculty adviser, and high school partners
- Criteria will be similar to those of SAMS
- Participants must show promise but not necessarily already have stellar grades

3 Year Budget
(Summer 2021 through Summer 2024)

- Student stipends = $158,400
- Full-time program director = $450,000
- Additional administrative staff = $150,000
- Food = $35,000
- CMU faculty director (summer support) = $ 45,000
- Undergraduate/graduate mentors / TAs = $ 25,000
- Honoraria for workshop leaders = $ 15,000

- Total cost: $878,400

GRADUATE STUDENTS

SUMMARIZED BEST PRACTICES FOR EQUITY IN GRADUATE ADMISSIONS

by Kelly Wadsworth
Graduate Program Manager
Institute for Politics and Strategy
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August 2020

INTRODUCTION

According to some key findings of a Council of Graduate Schools report on graduate admissions, "It is more important than ever for graduate schools to articulate their diversity objectives and tie them to the missions of their institutions. Doing so will make it easier for graduate schools to build a compelling case on campus for the need to review fairness and reliability of admissions practices."[i]

Below is a summarized list of best practices to increase equity in the admissions process based on a review of influential literature around this problem.

5 BEST PRACTICES

1 **Remove GRE requirement and state criteria of 3.0 GPA for at least half of undergraduate work (preferably total**)[ii]

Reasoning: Undergraduate GPA is a more consistent predictor of Graduate GPA and program standing than GRE scores[iii]

   a. Weigh quantitative admissions information differently for groups that, on average, score lower on the more quantitative admissions criteria[iv]

2 **Evaluate *qualitative* indicators of success as equally as quantitative**[v]

Reasoning: Dimensions related to socio-emotional skills demonstrate negligible differences when evaluated across genders, ethnicities, and socio-economic status[vi]

o **Socio-emotional skills highly correlated with graduate school success:** [1]
  ▪ Conscientiousness, or "personal willingness to perform."[vii]
  ▪ Plan commitment and goal commitment[viii]
  ▪ Curiosity, flexibility, independence, and problem-solving[ix]

3 **Provide standards, guidance and training to the admissions committee**[x]

Reasoning: Many schools employ a "holistic review process," but that means different things for different schools. Without training, committee members may be more prone to bring personal biases into their admissions decision-making.[xi] Training is also important from a legal perspective to demonstrate all applications were evaluated fairly, in the case a denied student ever contests.[xii]

o **Training:** Third-party training for committee members may help them broach difficult subjects like race and gender biases, or implicit biases. Virtual, live-hosted workshops are offered by Equity in Graduate Education.
o **Scoring rubrics:** A detailed rubric helps committee members to reliably score each portfolio using a 5-point scale on field relevant experience, degree expectations, general experience, graduate level writing, and analytical/conceptual ability.[xiii]

   a. Provide a structure for recommenders (speaking to student's drive, motivation, persistence, etc.), or even abandon letters and move a survey format such as the Personal Potential Index (ETS). **[xiv]**

4 **Require a *diversity essay* in addition to a personal statement, and provide the applicant some structure/guidance**.

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[1] Despite their importance, methods to capture these skills in the application process are rarely standardized; which is why best practices 3&4 are equally as important

1

GRADUATE STUDENTS

Reasoning: Diversity essays ask applicants to write about how life experiences contribute to the social, intellectual, or cultural diversity within a campus community and a chosen field or which professional skills, experiences and/or willingness to engage in activities would enhance campus diversity and equity efforts. These essay prompts ask about the applicant's commitment to diversity but not necessarily the diverse backgrounds from which the applicants may come. [xv]

- o **Applicants (and admissions committee) should have some guidance on expected content or structure of essays.** Applicants from traditionally underrepresented backgrounds might not have

the social capital to know what to write or how their statements should sound.[xvi]

Admissions committee members may also require training and guidance to internalize the value of these statements as a substantive part of the admissions processes. [xvii]

5 Provide and advertise application fee waivers.

Reasoning: Fees might be an equity issue – and not having fees or granting waivers to certain applicants, in addition to joining some consortium or efforts (e.g., McNair Scholars), will signal to applicants from traditionally underrepresented backgrounds that certain programs might be more welcoming than others. [xviii]

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STAFF

Figure 1. The simply irresistible organization®

What we have learned: Five elements drive engagement

Meaningful work	Hands-on management	Positive work environment	Growth opportunity	Trust in leadership
Autonomy	Clear, transparent goals	Flexible work environment	Training and support on the job	Mission and purpose
Select to fit	Coaching	Humanistic workplace	Facilitated talent mobility	Continuous investment in people
Small, empowered teams	Invest in management development	Culture of recognition	Self-directed, dynamic learning	Transparency and honesty
Time for slack	Modern performance management	Inclusive, diverse work environment	High-impact learning culture	Inspiration
A focus on simplicity				

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