Carnegie Mellon University

HeinzCollege

INFORMATION SYSTEMS • PUBLIC POLICY • MANAGEMENT

STRATEGIC DIVERSITY, EQUITY AND INCLUSION PLAN

Always a Work
in Progress...

STRATEGIC DIVERSITY, EQUITY AND INCLUSION PLAN

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Message from the Dean

Ramayya Krishnan
Dean, Heinz College of Information Systems and Public Policy
William W. and Ruth F. Cooper Professor of
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Dear Community Members:

Heinz College was founded to create solutions to the world's most pressing problems through policy, quantitative analysis, and technology. Today we arrive at just such a problem. As we reckon with the idea that the "American Dream" has long been inaccessible to millions of us, we are reminded of our founder Bill Cooper's insistence that we take *intelligent action*. These prescient, guiding words light the path on which we must proceed.

Carnegie Mellon's institutional commitment to diversity, equity, and inclusion is unambiguous. As Dean, I am committed to investing in structural supports at the college that ensure this commitment. While we work to improve the state of diversity, equity and inclusion in our own community, I also ask you to commit yourselves to applying your best skills and your most fervent energies to the righteous fight for racial equality and justice in the world. While that path will not be perfect, I am optimistic that we will hurdle every obstacle that confronts us in this transformative journey towards a diverse, equitable, and inclusive community.

It is important to note that this plan is a "living" document that will be reviewed and revised as our knowledge builds and as conditions demand. I believe this plan provides the roadmap to guide our college to a fair future, and I hope that it inspires each and every one of you to take *intelligent action*.

Sincerely,

Ramayya Krishnan,
Dean, Heinz College of Information Systems and Public Policy

EXECUTIVE SUMMARY

Charged by our Provost in 2019, Dean Krishnan convened a team of faculty, staff and students to develop a strategic plan that commits to upholding our values, in which Heinz College strives to foster an open, equitable, and inclusive environment where people of all identities and experiences are welcome; all are encouraged to participate in the energetic exchange of ideas; there is a shared focus on ensuring the success of our students, faculty, and staff; and where, as a community, we unlock innovations that will improve the human condition. This plan is a guiding document that presents the current state of our diversity and inclusion efforts, so that we may embark on the work ahead, clear-eyed, with a shared set of facts and outlines our path forward.

We are at a critical point in our diversity, equity, and inclusion journey that requires intelligent and bold action that is enduring. The progress we have made is not enough, and we are not where we strive to be as a college that is fully inclusive and equitable in all that we do. To know where we want to be, we had to discover where we are as a community. A committee of faculty, staff, and students, led by four co-chairs, embarked on creating this strategic plan. First, we reviewed existing programmatic initiatives, curricular, and co-curricular activities we pursue as a college. Next, we sought to analyze existing data to map our community composition for staff, faculty, and students. Finally, through focus group sessions, community dialogues, and ongoing student feedback, we identified areas to improve and actions to take to improve our college's ability to be diverse, equitable, and inclusive. In doing so, we identified these three overarching goals.

Improve Diversity and Retention:
We will develop and follow best practices for the recruitment and retention of faculty students, and staff who contribute to the diversity goals of the College. We aim to create and maintain a "critical mass" of graduate students from historically underrepresented groups to obtain the educational benefits that flow from a diverse student body and to develop a pipeline of diverse scholars for future opportunities.

We strive to meet or exceed any placement goals for faculty and staff job groups specific to Heinz College – identified in the University's affirmative action program under Executive Order 11246.

Create a Multicultural and Inclusive Climate:
We will invest in practices that cultivate a sense of belonging for all community members by providing support which leads to retention and success.

Foster Transparency:
We will create a culture of accountability and increased intentionality around diversity initiatives, practice, and policies to reflect the institutional commitment.

This plan serves to operationalize concrete steps so that we are able to work toward our goals and contribute to transformative change. While slow, measured steps are expected, we are listening and are holding ourselves accountable for fast-tracking this journey.

PROGRESS AS OF DECEMBER 2020

STRATEGIC AREA	PROGRESS AS OF DECEMBER 2020
Improve diversity in all aspects of the Heinz College community	The implementation of the Dean's post-doctoral fellowship program has been successful in bringing high quality post-docs to the college. In order to reach a more diverse applicant pool for adjunct faculty and staff, we developed a community-based program to advertise opportunities and educate diverse professionals about adjunct faculty and staff openings at the Heinz College.
Build a multicultural and inclusive climate by investing in practices to support and retain under-represented students, faculty, and staff	We have hired three students to develop programming in this space through our newly created positions within the office of DEI. We aim to build the capacity of our DEI office by increasing its human capital: the search for an Assistant Director for Diversity, Equity, and Inclusion was launched in Fall 2020. We hope to identify an individual for this position by April 2021 despite the financial impact of the pandemic. We saw a 50% increase in participation among faculty enrolling in the Eberly Center's newly launched seminar: Centering Diversity, Equity, and Inclusion in Your Classroom. Since Fall 2019, we launched five mini courses focused on DEI. Heinz College funded three research assistantship positions in partnership with The Center for African American Urban Studies and Economy (CAUSE) at Dietrich College. The Block Center for Technology and Society committed $250,000 to fund projects focused on Racial Equity through Technology, Research, and Community Partnerships. The college committed to funding and supporting 2-3 fellows in The Pittsburgh Schweitzer Fellows Program (PSFP) for the 2021-2022 Fellowship Class. The college is currently funding three research assistantships for students working with faculty member Rayid Ghani on a project focused on issues of fairness and equity related to COVID-19. The college provides funding for diversity-related events on campus including the MOSAic Conference, the University Lecture Series, and the Intersect Conference.
Foster transparency by creating a culture of accountability and increased intentionality around diversity initiatives, practice, and policies to reflect the institutional commitment	We are in the process of creating a data dashboard to publish on our DEI website. We plan to launch the site in early Spring 2021. We convened the Heinz College Social Justice Committee on health, policing, and mass incarceration in Fall 2020, assembling speakers from different perspectives. We are currently requesting nominations (faculty, student, and staff) for the new Community Advisory Council for DEI.

Diversity, Equity and Inclusion at the Heinz College of Information Systems and Public Policy

ALWAYS A WORK IN PROGRESS...

INTRODUCTION

Before we look ahead in this plan, it is important to first look back at the foundation of this College to understand that our commitment to diversity and inclusion is in our DNA. From the beginning, Heinz College, then called the School of Urban and Public Affairs (SUPA), was committed to creating an inclusive environment that welcomed a diverse student body, teaching a unique pedagogy rooted in diversity of thought, and facilitating a research agenda that focused on those that were most underserved – all with the goal of bringing about positive social change, the goal that still guides us 50 years later. William Cooper founded the School of Urban and Public Affairs (SUPA) in 1968 with the mission to "educate men and women for intelligent action." During this time of social unrest, the founding faculty had a vision to educate graduate students to apply quantitative analysis and evidence-based practices to address the complex public affairs problems affecting the country's urban centers.

This vision birthed a new pedagogical philosophy: a systems analytic approach to challenging and interconnected problems of public interest, taught at a school that draws from political, social and decision sciences, information systems, operations research, and engineering. Otto "Toby" Davis, who succeeded Cooper as dean of SUPA, believed that racial equality could be fostered through public policy. True to that ideal, SUPA showed gains in minority representation from the outset. In 1976, Ebony Magazine featured SUPA, remarking on the school's proportion of African American students (40%) and mission to train "inner-city problem solvers." To this day, the college continues that commitment and each year, in honor of Davis, we recognize and award an individual who exemplifies deep commitment to racial and social justice. In 1992, SUPA was renamed the H. John Heinz III School of Public Policy and Management in honor of the Pennsylvania Senator H. John Heinz III. He was an inspiring public servant who was committed to positive change and sought sensible, bipartisan solutions to problems that affected Americans most in need.

Then and still today, Heinz College strives to be an empathetic and open environment inspiring continuous learning, conversation, and intelligent action that will impact society for the better. There is an ongoing effort to foster diversity, equity, and inclusion, as these ideals are fundamental to the success of the college.

Carnegie Mellon University's 40 percent black School of Urban and Public Affairs (now Heinz College) trains inner-city problem solvers.

Ebony Magazine - December 1976

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

STRATEGIC PLANNING PROCESS

Diversity, equity, and inclusion are not radical concepts. Rather, the ongoing pursuit of these ideals is fundamental to the energetic exchange of ideas; the success of our students, faculty, and staff; and the unlocking of innovations that will improve the human condition.

In early 2019, Dean Krishnan convened a committee of faculty, staff, and students, led by four co-chairs, and tasked them with creating a five-year plan to improve the diversity of the community, to assess the current "climate" in the College, and to develop metrics with which to evaluate our success. The first task was to create a working definition of diversity that could merit the support of the entire community. Though there are many strong opinions on how to define diversity, it became clear that the only definition that works for Heinz College is one that values everyone and includes people of different citizenship status, race, ethnicity, gender identity, sexual orientation, socioeconomic status, age, political views, and many more. With support from faculty, staff, and students on several sub-committees, the co-chairs of the diversity committee drafted an overarching value statement to guide the process.

VALUE STATEMENT

Heinz College strives to foster an open, equitable and inclusive environment where people of all identities and experiences are welcome; all are encouraged to participate in the energetic exchange of ideas; there is a shared focus on ensuring the success of our students, faculty, and staff; and where, as a community, we unlock innovations that will improve the human condition.

We do so through explicit recruitment, engagement, and retention processes and practices and by elevating the value of our diverse community, which represents more than 50 nations and 40 U.S. states. We define diversity very broadly to include people of all identities, experiences and ideas, and we seek to increase diversity on all dimensions, including, gender and under-represented minorities (URM). (For purposes of this plan, URM is defined to include American Indian or Alaskan Native, Black or African American, Hispanic, Native Hawaiian or Pacific Islander). In the following pages, we will detail our plan to improve DEI at Heinz College through better recruitment of faculty, staff, and students; and to begin a meaningful dialogue about the environment in which our community learns, works, shares, creates, and engages with one another.

GOALS FOR OUR PLAN INCLUDE:

1. **Improve Diversity and Retention** in all aspects of the Heinz College and intentionally seek to sustainably increase the representation of underrepresented minorities.

2. **Multicultural & Inclusive Climate**: Invest in practices that cultivate a sense of belonging for all community members by providing support which leads to retention and success.

3. **Foster Transparency:** Create a culture of accountability and increased intentionality around diversity initiatives, practice, and policies to reflect the institutional commitment

We conducted small focus groups in 2019 to solicit participants' suggestions for the draft plan. In Spring 2021 we plan to hold a series of town hall meetings with larger groups to continue the conversation.

Throughout the plan, we will detail the "current state" and identify new strategies in pursuit of our strategic objectives. We expect that those named as the "leads" for each strategy will prioritize the efforts immediately. We will reevaluate and refine our strategies and timeline moving forward. We view this as a continual work in progress. The more we learn and change, the more we will adapt and refine the plan.

IMPROVING STUDENT DIVERSITY

The unique co-location of our two schools, the School of Public Policy and Management and the School of Information Systems and Management, in addition to joint degree programs with CMU's College of Fine Arts, create opportunities for collaboration that simply cannot be duplicated elsewhere. Our faculty and students know that exciting things happen when disciplines intersect—when differing perspectives come into contact with one another.

Our success as an institution is dependent upon our commitment to building an environment that is diverse, providing opportunities for civil discourse, continually revisiting and reviewing current programmatic initiatives, developing strategies that uphold the principle of academic freedom, and fostering a culture of dignity and respect. Heinz College's history is imbedded in the principle of embracing and contributing to a culture where we can learn from one another to advance the work of equity and inclusive excellence. We've pursued these efforts through initiatives that increase the number of qualified applicants from historically underrepresented groups, identifying opportunities to support our students regardless of background, and creating a sense of belonging where everyone can meet their full academic potential. Heinz College proactively seeks ways to pursue inclusive excellence through programs that provide access, advance opportunities for meaningful student engagement, and prepare learners to work and contribute to our global society. We strive to train students to become leaders who will function effectively in diverse groups and operate in an increasingly connected world.

STUDENT RECRUITMENT

Current State

In addition to the diversity of thought that is inherent in the degree programs we offer, the Heinz College student body is diverse – representing more than 50 nations and more than 40 U.S. states, which further increases our ability to foster a community with greater variation in perspectives and approaches to our work. We've done well on some dimensions of diversity but need to be more intentional in others.

Heinz College Domestic students,
Degree-granting program, Pittsburgh campus
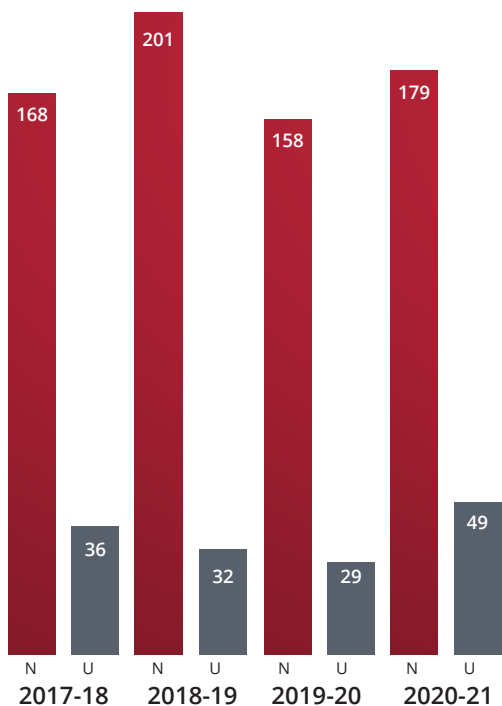
The master's student body that matriculated in fall 2020 was balanced when it comes to gender (52% identified as female, 46% identified as male, 2% chose not to answer). There were more international students (52%) than domestic students (48%) in the cohort. Of those domestic students, underrepresented minorities (URMs) made up 27% (2% Indigenous, 7% Hispanic, 9% Black).

* IPEDS methodology for reporting ethnicity and race were used in this data reporting. This table represents all domestic students in Schools of ISM, PPM as well as the joint CFA programs and Ph.D. Under-represented populations are defined as American Indian or Alaskan Native, Black or African American, Hispanic, Native Hawaiian or Pacific Islander, or if two or more races were identified but one of the races contained any characteristic of an underrepresented population (i.e. Asian/Black or African American, Black or African American/White, American Indian or Alaska Native/Asian/White, etc.).

	N	U	N	U	N	U	N	U
Value	168	36	201	32	158	29	179	49
	2017-18		**2018-19**		**2019-20**		**2020-21**	

■ N - Not Underrepresented minority population
■ U - Underrepresented minority population

Over time, our URM enrollment numbers remain relatively consistent with a marked increase in the current academic year; but we always strive to do better. While the data displays URM student enrollment, we are also working to ensure that our students are diverse in terms of sexual orientation, gender and gender identity, national origin, veteran status, and persons with disabilities.

Current Recruitment Efforts

Attracting and retaining students with diverse experiences and backgrounds is an ongoing effort. The College has made several investments through a variety of partnerships and initiatives to targeting recruitment of a diverse range of students, including women, under-represented minorities, and domestic students to aid in its ability to recruit world-class students.

The Admissions team attends a variety of events to conduct outreach and build awareness of our programs with URM populations. Some of these activities are:

- Attend grad fairs and planned visits at Hispanic Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs)
- Attend Public Policy and International Affairs (PPIA) Expos
- Attend the Hispanic Association of Colleges and Universities (HACU) Conference
- Attend graduate school fairs at universities throughout California
- Attend the Annual California Forum for Diversity in Graduate Education
- Present information about Heinz College graduate degrees to Congressional Hispanic Caucus Institute Fellows in Washington, D.C.

In addition to traditional recruitment methods like presenting at graduate school fairs and direct marketing campaigns, Heinz College has made a consistent and concerted effort to increase the pipeline of well-qualified URM and female student applicants to our graduate programs.

Undergraduate Academic Programs – Improving the Pipeline

Heinz College has invested in programs that help build a pipeline of diverse potential applicants to our graduate degrees. Through these programs we focus on deepening knowledge, skills, and abilities that are key to success in graduate school, while simultaneously providing participants with a better understanding of the Heinz degrees through, in most cases, an immersion into our curriculum, and/or the ability to interact with our alumni, staff, and faculty.

Public Policy and International Affairs Program (PPIA)
Junior Summer Institute (JSI)

PPIA has been a meaningful and longstanding partner for more than 15 years. PPIA is a national fellowship program that prepares students for an advanced degree and, ultimately, for careers and influential roles serving the public good. The PPIA-JSI is a rigorous, seven-week training program offered each summer for rising College seniors, with coursework focused on quantitative, analytical, and policy analysis skills as well as leadership development, site visits, and guest speakers. PPIA's mission and overall focus is to increase the participation and inclusion of traditionally under-represented groups at the highest level of public sector leadership.

The composition of the PPIA class reflects academic, ethnic, regional, sexual orientation, socioeconomic, and gender diversity. Heinz College has hosted the traditional policy-focused JSI track for 15 consecutive years, and is one of five schools to do so. In 2019, we expanded our commitment by offering a first-of-its-kind Data Analytics JSI track for students who are passionate about using big data and analytics to address societal problems. In order to launch this track, Heinz increased the cohort size from 20 to 30 students.

Our commitment to this program requires an investment of $275,000 per year. Heinz covers the cost of airfare, lodging, courses, and books, and provides each student with a $2,000 summer stipend. Students who successfully complete any PPIA-JSI and are admitted to any of Heinz College's full-time master's programs receive a full-tuition scholarship and a stipend of $6,000 per year. We are quite successful in converting JSI alumni into graduate students, matriculating 27 PPIS JSI graduates into our master's programs since 2015.

Public Service Weekend (PSW)

In collaboration with PPIA and the Network of Schools of Public Affairs and Adminis-tration (NASPAA), Heinz College has hosted an annual Public Service Weekend each summer since 2016 at our campus in Washington, D.C.. This mini-conference provides opportunities for us to target the large number of undergraduate interns in D.C. and expose them to career and educational opportunities in public policy and international affairs. Recent conferences have focused on topics such as "Public Interest Technology and the Promise of Greater Equity" and "Leadership in the Age of Smart Cities: How Technology can Advance Sustainability, Efficiency, and Equity in Urban Communities." In July of 2020, we held our fifth Public Service Weekend. This year, 200 undergradu-ate interns applied which was up from 133 applications in 2018. From this group, 70 students were selected and attended the weekend.

We believe the Public Service Weekend is an effective way for us to expand the pool of undergraduate candidates from diverse backgrounds and undergraduate institutions that are not initially aware of Heinz College. The weekend experience provides them with an immersion into our curriculum and highlights our Washington, D.C. presence. It also provides undergraduates with substantial opportunities for interactions with our alumni, current students, staff, and faculty. The program enables us to strategically partner with D.C.-based organizations such as Code for America, the Congressional Hispanic Caucus Institute, the Congressional Black Caucus, GAO, Deloitte, and many others on developing the pipeline of well-qualified diverse applicants to our programs who are interested in public service. To date, we have had 15 applicants for admission to our master's programs drawing from the first four public service weekend events, with four enrolling as master's students.

iSchool Inclusion Institute (i3)

The iSchool Inclusion Institute (i3) is an undergraduate research and leadership de-velopment program that prepares students for graduate study and careers in the in-formation sciences. It is hosted by the University of Pittsburgh, and Heinz College has been an active partner since its inception in 2011. We offer a minimum scholarship of 50% of tuition to alumni of this program. Since 2011, the partnership has yielded 10 applicants to our master's programs, and of those, five matriculated.

IT Lab Summer Security Intensive (IT Lab)

The IT Lab is a seven-week summer fellowship for 20 students, hosted by Heinz College, that exposes undergraduate students to CMU's world-renowned information technol-ogy, cybersecurity, public policy, and data analytics faculty in classroom-based and ex-periential learning settings. During this program, we ask our students to apply what they learn in our classrooms to make a difference in our region. Specifically, the IT Lab Fellows are tasked with improving the cybersecurity posture for a Pittsburgh-based lo-cal government, education, healthcare, or nonprofit organization. Through this unique program, Heinz is both impacting the lives and careers of students and fulfilling the societal need to address cybersecurity threats. Our commitment to this program re-quires a $180,000 investment per year. The demographics of the students in the pro-gram are diverse. We are quite successful in converting IT Lab alumni into graduate students, matriculating 20 graduates into our master's programs since 2015.

Strategic Partnerships

One way that we reach promising students from under-represented populations is through our network of partner organizations. The Admissions team works with partner organizations to raise awareness of their members, including creating and distributing marketing materials, designing a web presence, attending graduate school fairs, etc. Since 2015, we received 1,102 applications listing one or more strategic partners, and from this group, 452 students matriculated, of which 25% (112 students) were URM. Below is a sampling of our strategic partners.

Strategic Partner	Minimum Scholarship	Year Established
American Medical Women's Association	10% of tuition	2019
AnitaB.org	30% of tuition	2013
Center for Native American Youth at The Aspen Institute	30% of tuition	2012
Chicano Latino Youth Leadership Project (CLYLP)*	30% of tuition	2014
Choctaw Nation of Oklahoma	30% of tuition	2011
Colfuturo, Guatefuturo, and Hondufuturo	30% of tuition	2010
CONACYT + FUNED	30% of tuition	2010
Congressional Hispanic Caucus (CHCI)	30% of tuition	2018
Congressional Hunger Center (CHC)	50% of tuition	2007
Drum Major Institute	30% of tuition	2011
Greenling Institute	30% of tuition	2011
Hispanic Association of Colleges and Universities (HACU)	30% of tuition	2011
HACU, Hispanic Serving Institutions Alumni	30% of tuition	2011
Interdisciplinary Program on Education Policy & Practice (PIPE)	50% of tuition	2018
Center for Economic Research and Teaching (CIDE)	50% of tuition	2018
Intl Consortium of Minority Cybersecurity Professionals (ICMCP)	30% of tuition	2017
McNair Scholars	30% of tuition	2003
New Leaders Council	30% of tuition	2017
Posse Foundation	30% of tuition	2010
Public Policy and International Affairs (PPIA) Alumni	100% of tuition	1975
SACNAS: Science and Technology Focus	30% of tuition	2013
Texas Legislative Scholars Program (TLIP)	30% of tuition	2017
UTSA's Legislative Scholars Program	30% of tuition	2010
Women in CyberSecurity (WiCys)	30% of tuition	2019
Women's Society of Cyberjutsu	30% of tuition	2016

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Student Fellowship/Scholarship Support

We also offer a number of merit-based scholarships to help offset the cost of tuition, as well as to celebrate students' passions and encourage their continued pursuit. Many of these scholarships come with additional support for students who participate in projects that take place within the Pittsburgh community.

Dean's Diversity Fellowships	Multiple scholarships ranging from one-half tuition to full tuition and a $6,000 per year assistantship to students who exemplify a strong commitment to the improvement of race-related issues in the United States.
Fellowships in Economic Development	Up to two fellowships awarded annually at the time of enrollment. Awards include a full tuition scholarship and $1,000 in conference or workshop support. The fellows also intern with a Pittsburgh-based organization with an economic development mission.
Pittsburgh Regional Leaders Scholarships	A limited number of Regional Leaders Scholarships to incoming full- and part-time students who have a demonstrated a commitment to the Pittsburgh community.
Stephen M. Lauble Community Fellowship	Up to three awarded per year to receive $1,500 per semester during their second year of classes for work done to promote awareness of policy issues related to the Heinz College community. The awards are limited to MSPPM students who choose a career that contributes to the economy and environment of Pittsburgh's neighborhoods.
Tribal Affairs Fellowship	Multiple scholarships ranging from one-half tuition to full tuition and a $6,000 per year research assistantship to students committed to promoting the advancement of the American Indian population and tribal affairs.
Women in Transportation Fellowships	A full-tuition scholarship and a $6,000 per year research assistantship with Traffic21 is awarded each year to an incoming students who is entering either the MSPPM or MISM degree program that support the advancement of women in transportation.
David Lingren Fellowship for Social Innovation	Awarded annually to one incoming MSPPM student who demonstrates an interest and a commitment to social entrepreneurship and innovation. The fellowship includes a 100% tuition scholarship, and a paid academic year (part-time) position with the Institute for Social Innovation.

Marketing

In addition to our partnerships, programs, and fellowships, we also pursue marketing strategies to increase the diversity of applicants to our programs. Such marketing initiatives include:

- Purchase GRE/GMAT names and conduct outreach to PPIA and IT Lab applicants based on ethnicity, state/region, College major, etc. to send targeted messages about specific degrees at Heinz College
- Online Advertising – Facebook ads targeting specific audiences
- Print and Digital Advertising – "USA Today," "Hispanic Living," "Foreign Affairs," IEEE, "Pittsburgh Business Times," and a full-page ad in the program for HACU's Annual Conference; as well as Peace Corps and Teach for America magazine and online ads
- Provide financial support based on socio-economic status to partner organization members to attend campus events (Fall Visitation and Admitted Student Weekend)
- Host Undergraduate Advisor Open Houses for both CMU (May 2019) and a national audience (November 2019) to promote Heinz College and build relationships with staff and faculty to counsel prospective graduate students
- Alumni and Current Student Ambassador outreach

Quantitative Bridging Program

For otherwise strong applicants who have limited mathematics and/or statistics coursework (or a lower GRE Quant score), we offer admission contingent upon successful completion of the Quantitative Skills Summer Program (QSSP). The QSSP was developed at Heinz College in the 1970s (shortly after the College's inception) to provide training to strong applicants who lack the quantitative background needed to be successful in our master's programs. This four-week, intensive program has proven to be a successful mechanism in bridging gaps in quantitative ability and experience, resulting in successful master's students. We typically have anywhere from 30-60 students participate in the QSSP bridging course.

Admissions Support

The Council for Diversity, Richness, and Inclusion (CDRI), a student-led organization, offers a Diversity and Policy Mentor Program (DPMP) to assist candidates who will enrich the college. CDRI recruits current policy students to serve as DPMP mentors to guide prospective applicants through the application process. DPMP mentors provide feedback on final drafts of the re-quired admissions essay, give advice on the application process, and answer general questions about Heinz College and living in Pittsburgh.

For the fall 2020 admissions cycle, mentors worked with 27 students, of which 23 applied for admission. Of these, 20 were admitted, and 9 accepted the offer. To further engage with pro-spective students, mentors hosted a reception during Fall Visitation (prospective student open house) and a mixer during Admitted Student Weekend in the Spring. This has proven to be a successful support mechanism and one that we will continue to support in collaboration with CDRI.

New Student Recruitment Strategies

Our student body reflects the richness of domestic and international diversity in thought and perspective. We seek to build upon this foundation of diversity by strengthening our recruitment efforts and increasing our overall pool of potential applicants to the College.

Strategic Objectives

We aim to build upon current efforts described above and will support new initiatives. As we do so, we have the following goal:

- o To increase, in measurable ways, the diversity of our student body, with a specific focus on recruiting more students from under-represented racial and ethnic backgrounds.

Strategy 1: Deepen relationships with HSIs and HBCUs

Diversity and Inclusion and Admissions staff will focus a significant amount of time developing relationships with professors, administrators, and advisors at HSIs and HBCUs to further cultivate interest in Heinz College programs. We will utilize the US Department of Education's list of institutions cited here: https://www2.ed.gov/about/offices/list/ocr/edlite-minorityinst.html
Leads: Director of Diversity and Inclusion and Executive Director of Admissions

Strategy 2: Tap into alumni and executive education "influencers" to aid in student recruitment

We plan to target alumni and executive education influencers to encourage more Heinz College graduates to assist with the recruitment of URMs and women. We will provide each volunteer with a "Tool Kit" that provides them with marketing materials, talking points, and suggestions for how to engage with prospective students.
Leads: Executive Director of Admissions and Director of Alumni Relations

Strategy 3: Increase financial support for pipeline and partnership programs

To yield more high quality students to attend Heinz College for graduate school, we will increase our scholarships and stipends to be more competitive with peer institutions and continue to build relationships with strategic partners.
Leads: Associate Dean for Finance and Operations, Executive Director of Admissions

Strategy 4: Provide greater clarity for DACA and undocumented applicants

We will work with the CMU Office of International Education to provide information and clarity for both DACA and undocumented applicants trying to navigate the application and financial aid processes. We will be clear with these applicants that CMU does not discriminate based on immigration status and will detail the support that we offer.
Leads: Executive Director of Admissions in consultation with CMU's Office of International Education

Strategy 5: Expand the Dean's Diversity Fellowship for Diversity and Inclusion

Dedicate at least one of these fellowships to diversity, equity, and inclusion at the College and create an opportunity for the Fellow to work with the Director of Diversity and Inclusion and assist with the planning and implementation of diversity and inclusion activities. Selection will be based on a student whose scholarship demonstrates a commitment to the advancement of DEI.
Leads: Director of Diversity and Inclusion and Executive Director of Admissions

STUDENTS

Metrics

1. Inventory current partnerships and the number of students applying and enrolling as a result of these relationships, and evaluate after each admissions cycle.
2. Improve reporting to better understand how applicants heard about Heinz College programs (alumni referral, partnership program, advisor, social media, etc.) to track the success of recruitment and marketing efforts.
3. Improve tracking of applications and student enrollment from pipeline program like PPIA and IT Lab and review annually.
4. Include information about the support for undocumented and DACA applicants on the Heinz College Admissions website.

CLIMATE: THE STUDENT EXPERIENCE

The student experience is essential to creating a multicultural and inclusive climate. To do this effectively, we must create a culture of accountability and increased intentionality around diversity initiatives, as well as enact practices and policies to reflect the institutional commitment. We strive to cultivate an environment in which everyone feels recognized, welcomed, and respected in the classroom and in all other venues supported by the College.

Current State

Enhancing the experience with extracurricular opportunities—including professional development, support of student organizations, networking, and social activities that celebrate the diversity of our community—is constant. What we need better understand is the student perception of our programming and if is both *culturally relevant* and *culturally responsive*.

Culturally Relevant: the degree to which students believe their culture is known, considered, and valued in how the campus operates and educates

Culturally Responsive: opportunities to develop meaningful relationships with faculty and staff, to receive proactive and holistic support for well-being, and, on the whole, being interested in students' success

Understanding Student Perception

In fall 2018, the University conducted a student-specific survey, "CMU Voices," which, unfortunately, had a very low graduate student participation rate. Although it provides some context concerning student climate – the need for it to be both culturally relevant and culturally responsive – it did not provide us with enough of a foundation to build strategies specific to Heinz. Therefore, to glean this insight, we commissioned Intuitional Research to conduct focus groups with Heinz College students in fall 2019 and we plan to continue to engage with students via focus groups to gain insight into their experience and the climate at Heinz.

Retention Rates

Heinz College's success is dependent upon our commitment to building an inclusive environment that is welcoming, diverse, and intellectually stimulating — providing opportunities for civil discourse, upholding the principle of academic freedom, and fostering a culture of dignity and respect. We believe that at many of our efforts have been successful in keeping students engaged and helping them along if they are struggling academically. The majority of our students graduate on time with no difference for URM and female students.

College-wide Assessment of Students' Implicit Beliefs about Intelligence and Sense of Academic and Social Fit

It is our aim to continue to support and enhance students' sense of academic and social fit (belonging) and implicit beliefs about intelligence (mindset) through its programs, services, and engagement with students. In collaboration with the Eberly Center, Heinz is developing a college-wide process to iteratively assess these constructs* and use results to inform which programs, services work best and should be maintained, which may warrant refinement, and whether new programs, services, or initiatives should be developed to further support students.

Why do belonging and mindset matter? Belonging, a desire to be connected to others and to be part of something larger than ourselves, is an inherent human need. In academic and professional settings, members of socially stigmatized groups are likely to be more uncertain of the quality of their social bonds, which can affect not only their subjective well-being, but also intellectual achievement (Walton and Cohen, 2007). One's mindset, or belief that one's intelligence is a *fixed* (static, unchangeable) or a malleable trait (capable of being increased through effort, strategies, and support) has the potential to affect students' academic engagement, achievement and resilience (Dweck & Leggett, 1986; Chiu et al., 1997; Nussbaum & Dweck, 2008; Moser et al. 2011; Dweck & Yeager, 2019). In addition, marginalized groups may experience added challenges like stereotype threat in which conscious or unconscious fear of confirming a stereotype about oneself and/or one's group, creates a high cognitive load for the individual and may affect one's academic performance, health, and general well-being (Steele, C., 2010).

Next Steps

1. Continue belonging strategies that help students to:
    a. productively construct belonging in the environment
    b. conceptualize belonging as a process that develops over time
2. Continue diversity and equity work that helps to:
    a. diminish social stigma and cognitive load on students who may be managing stereotype threat and belonging uncertainty.
3. Continue further work with Eberly to further study these constructs and to continue fostering a culture of belonging and growth mindset

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*The college's initial administration to gather pre-post survey data was affected by the Covid19 pandemic.

Current Activities

Students who attend Heinz College are a part of an environment where there are opportunities to grow and thrive academically, personally, and professionally.

University-wide Initiatives

Carnegie Mellon University has many campus-wide initiatives centered on Diversity and Inclusion. In addition to speakers, clubs, organizations, and many other campus activities, Carnegie Mellon offers awareness and training programs, such as the Racism is Real Speakers Series, Cultural Competency training, SafeZone, and Title IX trainings and other such programming hosted by the Center for Diversity and Inclusion. In addition, the University has committed to hiring a Vice Provost of Diversity, Equity, and Inclusivity that reports into the Provost.

Heinz College-Specific Initiatives

The Heinz College Office of Student Affairs provides and sponsors a number of diversity-related events. Over the past year, we hosted programming that ranges from speakers such as Ijeoma Oluo, Dr. Alondra Nelson, Dr. William Frey, and Eduardo Chavez to events including our annual cultural festival, frequent language lunches, and celebrations of multicultural holidays. We invested approximately $30,000 in programming to support student-driven social and multicultural efforts. Heinz College and our student organizations plan and host speaker series and panels to expose students to a wide range of personal perspectives and professional experiences. According to our 2019 annual exit survey, 71% of our graduating students report that diversity and cultural events are "somewhat to very important" to their student experience (out of 130 respondents).

Social Justice Committee: In summer 2020, Dean Krishnan appointed a Social Justice Committee comprised of students, faculty, and staff representatives to envision and design programs, utilizing the College's relevant scholarship to shape national discourse and policy action. The Committee's work is ongoing, though in fall 2020, we hosted a two-part series on "Reimagining Public Safety." This series convened experts including prominent national journalists, organizers, activists, scholars, and officials from government and law enforcement for conversations about challenging historical and current problems pertaining to police reform. The discussions were open to the CMU community as well as the public. In addition, we hosted follow-up student-led discussion sessions that provided a space for students to reflect on key topics that were discussed, point out issues or points of view that may not have been discussed, and participate in an open, safe, and inclusive conversation.

CAUSE/Heinz Speaker Series: In the spring 2021 semester, Heinz College will be hosting a social justice speaker series in collaborating with Center for African American Urban Studies and the Economy (CAUSE) and Professor Joe Trotter, Giant Eagle Professor of History and Social Justice at CMU and the founder and director of the CAUSE. This series of collaborative programs is designed to deepen our understanding of the historical and contemporary policy dimensions of persistent class and racial inequality in American society. This collaborative speakers' series, "African Americans, Health, and Policing during the Age of the Corona Virus," will include five public lectures (three on health disparities and two on discriminatory and violent policing) and two public forums. Designed to "take stock of lessons learned" through attendance and engagement with the speakers in the lecture series, there will be public forums interspersed between speakers.

Incoming Student Orientation

We start orientation with an interactive theatre session focused on diversity and inclusion, to help students learn how to provoke thought and conversation about having empathy for others, reducing bias, being open, and understanding how to navigate diverse teams. We offer students the option to complete the intercultural development inventory (IDI), an instrument designed to help people understand their unique cultural perspectives and reaction to cultural differences. We also provide all incoming students with an opportunity to practice what they have learned via the "C-squad." We place all students into diverse teams, or "C-squads," made up of students from different programs, genders, races, and ethnicities. These teams collaborate through a variety of experiences – social, intellectual, and physical – with the goal for each student of building deep connections with fellow students from different backgrounds. We continue to hear about C-squad friendships and relationships that endure throughout and beyond students' studies at the College.

Student-Led Organizations

The culture of a University is created in large part by an active student body. CMU students lead a number of multicultural organizations focused on a variety of affinity groups that allow students to engage one another on important issues and also provide opportunities for the CMU community to foster rich dialogue and deepen understanding. Such groups include:

- African Graduate Student Association
- Arab Student Organization
- Asian Student Association
- Chabad of CMU
- Chinese Students and Scholars
- Hong Kong Student Association
- Indian Graduate Student Association
- Indonesian Students at CMU
- Iranian Student Association
- Japanese Student Association

- Jewish Graduate Student Association
- Korean Graduate Student Association
- Latino/a Graduate Student Association
- Muslim Student Association
- Romanian Students Association
- Singapore Students' Association
- Spanish and Latin Student Association
- Taiwanese Scholar Society
- Taiwanese Student Association
- Turkish Student Society

Council for Diversity, Richness and Inclusion (CDRI)

The Heinz College Council for Diversity, Richness, and Inclusion (CDRI) is a student organization that was started in 2016 and is dedicated to making sure the Heinz College community lives up to its potential for diversity and inclusion. Recent CDRI initiatives include:

- Workshop series on "Unconscious Bias"
- Workshop on "Tackling Impostor Syndrome"
- Wellness Hour Sessions with short guided meditation
- A Discussion about "Responsible Community Engagement"
- Dinner & Documentary Series (co-sponsored by the Graduate Student Assembly)
- CDRI Community Newsletter [sent out weekly newsletters to inform members about ways to make a local impact and engage with the Pittsburgh community, particularly around issues of social justice].

Heinz College Conference Fund

The College allocates $30,000 annually to distribute to students to attend professional conferences. Attending conferences has a positive impact on students in the areas of professional networking as well as intellectual growth and professional development. Examples of conferences related to diversity, equity, and inclusion that were recently funded include:

- Congressional Hispanic Caucus Institute: Health Summit and Tech Summit
- Data for Black Lives II @ MIT Media Lab
- Data Science for Social Good Conference
- Grace Hopper Celebration (Women in Computing)
- Inclusion, Diversity, Equity, Accessibility, and Social Justice Summit
- International Conference on Sustainable Development

- National Muslim Women's Summit at Harvard University
- National Women's Leadership Summit
- Rural Health Policy Institute
- Society of Women Engineers Conference
- Summit on the Human Right to Water
- True Colors Fund's Impact Summit (LGBTQ Focus)
- Women Leading Government

Experiential Learning Opportunities

Practical experience is a cornerstone of the Heinz College education; thus, we support a number of opportunities to promote student engagement in the community such as capstone projects (120 projects per academic year), internships, client-based coursework, site visits, and various service projects.

Public Service Fair

Each fall, the Heinz College Career Services Office invites numerous community nonprofit organizations and local government representatives to campus for a student recruitment fair. Domestic students that can work off-campus are encouraged to attend. Students that engage in these off-campus opportunities can apply the skills they are learning at Heinz College to benefit the community and gain real world experience. Eligible students can seek Federal Community Work-Study funding to offset their compensation for the organization or agency.

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Technology Consulting in the Global Community (TCinGC)
This 10-week summer internship sends students to work in underserved communities around the globe, bringing computing and information systems consulting expertise to governments, schools, and nonprofit organizations in developing countries. Students learn valuable leadership, intercultural communication, and project management skills while helping to sustainably develop technology capacity and overcome development disparities. Each summer, Heinz College contributes $40,000 annually to send five to eight students to take part in this experience. Students in the TCinGC program have worked in over 14 countries, including Peru, Chile, Ghana, and Rwanda.

Academic Progress Review and Advising
Each student is assigned an academic advisor that offers guidance about course selection and serves as a point of contact during the student's time at Heinz College. However, in recent surveys and feedback loops, it has been called to our attention that there is some dissatisfaction with the current advising structure. This is definitely an area for improvement that we will discuss further in the "new strategies" section below. In addition to individual academic advisors, each semester, our program directors and faculty committees review each student's academic progress. Any student who is struggling academically is notified and invited to meet with their program director, academic advisor, and/or associate dean to review course selections and assist in planning a path forward. When possible, the College will recommend on-campus resources and/or provide academic assistance in the form of a tutor. Last year, over 40 students have sought and received tutorial assistance. We will continue to invest in these tutorial resources and proactively identify students in need of additional support.

Counseling, Disability, and Other Support Services
The University has recently made significant investments in the area of student support services. Heinz College students can take advantage of University Health, Counseling, and Psychological Services, Disability Resources, and International Student Services. The CMU Food Pantry provides free, nutritious food for students facing food insecurity. Free legal advice is available from local attorneys working pro bono. The University and College also provide students with writing and communication assistance, as well as time management and other study skills.

This annual series of events gives students an opportunity to provide feedback directly to the Dean.

Feedback Loop
In 2009, we created a forum called "Lunch with the Dean" as a direct response to the 2008 Student Satisfaction Survey. This annual series of events gives students an opportunity to provide feedback directly to the Dean. In addition to Faculty Course Evaluations (FCES), "Lunch with the Dean" is the main mechanism for students to provide feedback to the administration. This academic year, the Dean has established open office hours each week for all students to provide feedback.

Fostering Inclusion in the Classroom
Heinz College provides a multitude of opportunities for our students to learn from faculty and other experts with diverse perspectives through traditional coursework, faculty research talks, and visiting speakers from a variety of industries and professions. Leslie Donaldson from the Masters of Arts Management, was selected as one of the 2020-2021 Provost's Inclusive Teaching Fellows at the Eberly Center for Teaching Excellence and Educational Innovation. The program is designed to create and support a small cohort of faculty in adopting inclusive teaching practices in their classes with a specific focus on diversifying course materials, which encompasses including various marginalized voices in the content, diversifying the kinds of source materials and examples students interact with, and more.

Faculty Research:

Heinz College has a rich tradition of faculty scholarship on topics related to social inequity. Here are a few recent examples:

- Fair prediction with disparate impact: A study of bias in recidivism prediction instruments - Alexandra Chouldechova
- Does mitigating ML's impact disparity require treatment disparity? - Alexandra Chouldechova
- Reinventing American Policing - Daniel S. Nagin
- The Role of Location in Evaluating Racial Wage Disparity - Lowell Taylor
- Gender Wage Disparities among the Highly Educated - Lowell Taylor
- Asking for It: How Women Can Use the Power of Negotiation to Get What They Really Want - Linda Babcock
- Hiring Discrimination Via Online Social Networks - Alessandro Acquisti

Recent Courses Related to Diversity, Equity, and Inclusion include:

90-703	Gender, Politics and Policies in the US and Across the World, Silvia Borzutzky
90-704	Poverty, Inequality and Social Policies: An International Comparison, Silvia Borzutzky
90-712	Quantitative Analysis of Income Inequality, Felix Koenig (New Fall 2020)
90-750	Civic Engagement as a Community Process, Stephen Quick (New Fall 2019)
90-763	Human Rights Conflicts & Development, Silvia Borzutzky
90-769	Critical AI Studies for Public Policy, Hong Shen
90-784	Affordable Housing and Finance, Jessica Perry (New Fall 2019)
90-810	Social Movements (micro), Silvia Borzutzky (New Fall 2020)
90-871	Policy and Gender Workshop (DC), Susan Markham (New Spring 2019)
93-832	Art and Community Development, Leslie Donaldson (newly revised)
94-836	Ethics & Policy of Data Analytics, David Danks (New Spring 2020)
94-883	Applied Ethical Analysis, Rebekah Apple (New Spring 2019)
94-890	Race, Politics and Policies in the US, Silvia Borzutzky (New Spring 2020)

In addition to the great faculty research and courses offered in this space, we must also ensure that the classroom environment for all courses is inclusive, culturally relevant, and culturally responsive. This is one area that will require us to first better understand the current classroom climate and then work with the Eberly Center to recommend improvements and trainings. Our goal is to ensure that courses both sufficiently cover topics of social equity and represent a diversity of perspectives.

[New Strategies]

Strategic Objectives

We aim to build upon current efforts described above and support new initiatives. As we do so, we have the following goals:

- o Provide an environment for students to grow and thrive academically, personally, and professionally
- o Train students to become leaders who will function effectively in diverse groups and operate in an increasingly connected world
- o Equip faculty with the necessary training and tools to foster an inclusive classroom environment

Strategy 1: Improve student mentor program

Conduct a comprehensive review of the utilization and effectiveness of the alumni/student mentor program. Improve student-to-student mentoring. Survey participants – both students and alumni – each year to evaluate the program.
Lead: Associate Director of Student Affairs and Director of Alumni Relations

Strategy 2: Review and improve academic advising model

Students have expressed dissatisfaction with the current academic advising model. We plan to review the current model, research best practices, and design a new model. We will also survey students periodically to evaluate advisor effectiveness.
Lead: Academic Associate Deans

Strategy 3: Improve and close feedback loops with students

Though we try to provide students with both formal and informal mechanisms for providing feedback, this is an area for improvement. We have added a note-taker to all formal student feedback meetings and are assigning a responsible party to follow up, as appropriate, with individual students or groups with answers and/or solutions. We also created an online feed-back form. The Associate Director of Student Affairs reads the submissions and refers them to appropriate staff members for follow-up.
Lead: Associate Director of Student Affairs, Associate Deans

Strategy 4: Understand sense of belonging and growth mindset

We commissioned a study with the Eberly Center to better understand students' implicit beliefs about intelligence (growth mindset) and sense of academic and social fit (belongingness) for all students in the college. We will continue to administer this assessment with a regular cadence and use the results to inform strategies and approaches.
Leads: MSPPM Program Director, Director of Diversity & Inclusion, Associate Deans

Strategy 5: Conduct focus groups with current students to better understand the climate

Partner with Institutional Research to host a series of student focus group sessions to complement the university-wide campus climate survey.
Leads: Director of Diversity and Inclusion

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Strategy 6: Conduct trainings for faculty on the "inclusive classroom"

We will request that the Eberly Center for Teaching Excellence & Educational Innovation provide four trainings per academic year on practices for creating an inclusive classroom environment. Such trainings could include:

- Anticipate and respond to cultural differences in the classroom
- Create a productive and inclusive learning environment

Leads: Director of Diversity & Inclusion, Associate Deans

Strategy 7: Explore adding a question to the faculty course evaluation on classroom climate

Currently the question states, "Does the faculty show respect for all students?" We will work with the university to review this question and if it could be revised to be more explicit to better gauge the classroom climate.

Leads: Heinz Student Representatives on the GSA, Associate Deans

Strategy 8: Host annual Town Hall Meeting

We plan to hold an annual Town Hall Meeting each spring in which the Dean will present their vision for the College and students. Faculty and staff will be given the opportunity to share feedback and discuss new ideas for the College.

Leads: Dean

Strategy 9: Create opportunities for civil discourse

Create opportunities for students to hear different perspectives and engage in civil discourse. One such example is the two-part series entitled "Reimagining Public Safety" and the student-led discussion sessions that provided a space for students to reflect on key topics that were discussed, point out issues or points of view that may not have been discussed, and participate in an open, safe, and inclusive dialog. We will continue this model of providing spaces for discourse.

Leads: Associate Deans, Director of Diversity & Inclusion, Associate Director of Student Affairs

Strategy 10: Create a standard event assessment process

We plan to create and implement a standard assessment based on Dr. Elling Hamso's ROI Methodology to determine the effectiveness of key events in terms of diversity, equity and inclusion, satisfaction, learning, and impact.

Leads: Executive Director of Computing and Information Services

Metrics

1. Conduct surveys and focus groups to better understand student perception and areas for improvemnt as it relates to climate

2. Annually review student retention and graduation rates

3. Annually review list of visiting speakers to ensure diversity of race, citizenship, gender identity, ethnicity, area of expertise, etc.

4. Review workshop and training session participation

5. Review Growth Mindset and Sense of Belonging survey that is offered once every three years

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IMPROVING THE DIVERSITY OF HEINZ COLLEGE FACULTY

The Heinz College faculty is composed of four distinct groups: tenure track faculty, teaching track faculty, special faculty, and adjunct faculty. Our tenure and teaching track faculty are all full-time university employees, as are most special faculty, whereas adjunct faculty are part-time and contracted to teach specific courses.

FACULTY RECRUITMENT AND RETENTION

Current State

Achieving Heinz's core educational and research missions requires us to recruit faculty, largely from disciplines where women and minorities are under-represented. Notwithstanding, successfully achieving these core missions, particularly as they relate to education, requires faculty expertise outside of our core disciplinary domains. Examples of such expertise include real-world experience with the policy process, and core institutional knowledge in domains such as the arts and information security. We routinely use special and adjunct faculty to fill these requirements.

Strategic targeting of special and adjunct faculty hiring is a promising approach for increasing the diversity of faculty presence in the classroom. Heretofore, Heinz has not taken sufficient advantage of this approach for increasing faculty diversity. With this plan, we hope to change that.

There are opportunities for improving diversity in each of these groups, which we intend to diligently pursue. But in the short term, for reasons to we will further discuss, opportunities for improving diversity in terms of student classroom contact time with faculty are greatest for special and adjunct faculty.
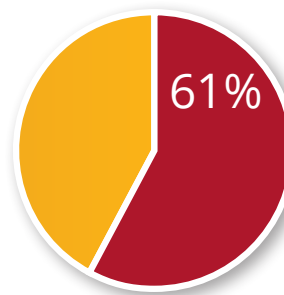
FEMALE FACULTY TENURE TRACK
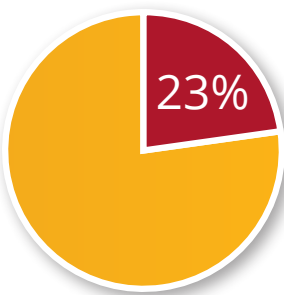
FEMALE FACULTY
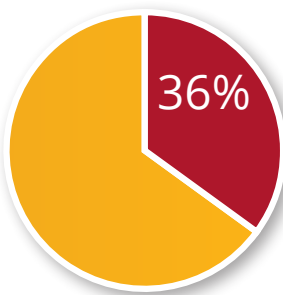
FEMALE FACULTY TEACHING TRACK

23%

36%

61%

Tenure and Teaching Track Faculty

Presently, Heinz College has 30 tenure track faculty whose primary appointment is in Heinz College. Of these, six (23%) are women, none are African American, and only one man is Hispanic. Of the 31 teaching-track faculty, 61% are women, none are African American, and three are Hispanic. Of the 14 special faculty, 7% are women and there are no underrepresented minorities. We need to do better on these dimensions of diversity, but we can also take satisfaction in other important dimensions of diversity in which we are currently doing well. These include county of origin, religion, and sexual orientation, all of which are reflective of the wider world from which Heinz attracts students and, more generally, in which our faculty interact.

The under-representation of women and under-represented minorities in the tenure track faculty at Heinz relative to their representation in the U.S. resident population is due to many factors, but in the case of the tenure track faculty, one of the most important is the under-representation of these groups in the disciplines from which we primarily draw our faculty. The following statistics are drawn from reviews of job-candidate and Ph.D. student directory websites of Ph.D. programs in economics, operations research, and information systems, from which we routinely recruit. Among 11 leading economics departments, 71% of job market candidates in 2019 were men, and only one of 83 candidates was African American. Across nine leading sources of operations research Ph.D. candidates in 2019, 65% of Ph.D. students were men, and less than 2% were African American. Women have somewhat higher representation in our leading sources of information systems Ph.D. students; 42% are women, but again African Americans are scarce – only one of 52 Ph.D. students. It is harder to classify Hispanic students from program websites.

The comparative scarcity of women and under-represented minorities is reflected in the demographics of individuals applying for our tenure track job postings. For our most recent 2018-19 job searches, of the 393 applicants to the Future of Work search who identified their gender, 35% were women. African American and Hispanic applicants, however, were more plentiful than in the above cited disciplinary Ph.D. programs with, respectively, seven and 46 applying. For the operations research search, 32% of 160 applicants identifying their gender were women, one of 154 identifying their race was African American, and only four of 159 responding to the Hispanic ethnicity questions responded affirmatively. The companion statistics for the IS/Information Security application pool were 35% women, 2% Hispanic, and 5% African American.

Special Faculty

Heretofore, our hiring of special faculty has been largely opportunistic. Examples of such opportunistic hires are Sarah Mendelson, former U.S. Ambassador to the United Nations; Anthony Foxx, former Secretary of Transportation; and Rick Stafford, former CEO of the Allegheny Conference on Community Development. As attested by each of these examples, such opportunistic hires have paid large dividends for Heinz and the University at-large, but we have not consciously set out to use special faculty hires as a mechanism for improving diversity. While Ambassador Mendelson is a woman and Secretary Foxx is an African American, these characteristics are a happy accident of our opportunism. In the future, we will engage in good faith efforts to reach and attract diverse applicant pools for our special faculty openings.

Adjunct Faculty

Due to the faster rotation and higher frequency of adjunct faculty hiring compared to other types of faculty, in the short-term, enhanced diversity in the applicant pools for adjunct positions is a potential strategy for improving diversity in terms of student classroom contact time. Most of our adjunct hiring is directed at filling specific teaching needs that cannot be effectively provided by our full-time faculty, whether on the special, teaching, or tenure-tracks. Most commonly, adjunct faculty have specific types of institutional or technical knowledge that we deem important for the students in our various professional master's programs to have access to. For example, we hire data scientists, entrepreneurs, and information security experts to teach classes in their respective domains.

We are often under time pressure and have a limited set of contacts that we rely on to identify potential candidates. It is this combination of time pressures and limited outreach that sometimes results in suboptimal hiring practices. In the next section, we'll define our plan to improve these hiring practices.

New Strategies: Faculty Recruitment and Retention

It is clear that Heinz College faces a challenge in diversifying its faculty – especially on the tenure and teaching tracks, and particularly on URM and gender dimensions. The plan laid out below is designed to improve upon our current practices for recruiting a diverse faculty, and will be implemented immediately without phase-in. But because faculty turnover is low— which is good—progress will necessarily be gradual.

Our strategy for recruitment and retention of faculty who can assist the College in meeting applicable Placement Goals and who contribute to the College's diversity goals will include engaging other institutions, postdoctoral programs, and a broader local, national, and global network. The College will work to ensure that applicant pools include a diverse range of candidates. Retention efforts are equally important to our success, including mentorship, development opportunities, and social interactions.

Strategy 1: Improve the faculty pipeline through Post-Doctoral Fellowship Programs

As the demographic statistics on the disciplines from which we recruit attest, potential candidates from under-represented minorities and, to a lesser extent, female candidates are scarce. The University-level Presidential Post-Doctoral Fellows Program and the Heinz counterpart—Dean's Post-Doctoral Fellows Program—aim to expand the pipeline by identifying individuals committed to diversity but not yet ready to assume faculty positions. The aim is to give them the opportunity to develop that potential. We will be proactive in encouraging faculty to recruit and sponsor promising applicants for these two post-doctoral programs. Since the start of our DEI strategic planning exercise, we've had five Dean's Post-Doctoral Fellows and have made a tenure track faculty hire to one – an African American male. The offer was accepted and he will start at Heinz College in Fall 2021.

Lead: Dean, Associate Dean for Faculty

We are also exploring instituting a variant of the Dean's Post-Doctoral Fellows Program for graduates of CMU Ph.D. programs. Heinz currently has several faculty members who are CMU Ph.D. graduates, but it has not been our practice to hire CMU Ph.D. students immediately upon their graduation. Time away from CMU and their advisors is important to graduates establishing their professional identity. Under this variant of the Dean's Postdoctoral Fellowship Program, we would support a two-year post-doctoral fellowship away from Heinz, but with a commitment to bring the individual back to our faculty upon completion of the fellowship. Among the issues that would need to be resolved are the potential financial consequences for the individual were they not to return to our faculty, and monitoring satisfactory completion of the post-doc.

Lead: Associate Dean for Faculty, Associate Dean for Finance and Operations

Strategy 2: Implement hiring checklist

What follows is a checklist of actions that we will undertake to help to ensure that faculty searches are conducted in a manner that proactively advances the goals of equity, diversity, and inclusion. The checklist draws heavily from that set forth by the Vice Provost for Faculty. Recognizing that many Heinz searches already use many of the practices described below, we will adopt this checklist for all searches.

- Work with the Heinz Dean to define the position broadly. Searches are conducted to meet various strategic needs of the College. In some instances, this requires a targeted search to fulfill a specific, well-defined need. Such targeted searches, however, should be the exception, not the rule, because they tend to limit the diversity of the candidate pool and also forego consideration of otherwise high potential candidates. Note that defining a search in broad terms should not be construed as limiting the use of disciplinary searches.
- Form a committee that includes people who value diversity.
- Committee members are required to gain an understanding of implicit bias by either reviewing at least two of the resources about implicit bias and/or by attending implicit bias training session. A discussion of implicit bias should be part of the first search committee meeting.
- Write an advertisement to attract excellent candidates from a variety of backgrounds. The ad should include inclusive messaging, and should require an applicant diversity statement.
- Create a search plan for broadening and diversifying the applicant pool through emails, calls, listservs, and ads to encourage people to apply. The goal here is to recognize that outreach to advisors, new Ph.D. applicants, and assistant professors at other institutions can increase the number of qualified candidates who can contribute to diversity.

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- Appropriate personnel at the University will review all materials used to announce and advertise the search to ensure that they properly emphasize the importance of diversity, equity and inclusion. Diversity in the pools will be expected If such diversity is not achieved, the committee should be prepared to explain why.
- Develop written evaluation criteria for reviewing applicants selected for an initial face-to-face or telephone interview. Evaluation criteria helps individuals and the committee focus on the key criteria of importance to the search and make systematic comparisons across candidates. It also helps ensure that the voices of all faculty members involved in the search are heard.

Lead: Associate Dean for Faculty, Senior Manager for Faculty Support

Strategy 3: Explore cluster hires
Cluster hires in which units across several Colleges collectively recruit for joint appointment candidates whose research and teaching interests fill needs in each unit are also promising strategies for increasing diversity. Given Heinz's broad research and teaching mandate, we see many opportunities for cluster hires with units across campus seeking faculty with interests in policy, management, information systems, and societal level impacts of technology.
Lead: Dean, Associate Dean for Faculty

Strategy 4: Formalize faculty mentoring
Heinz College places great emphasis on mentoring its faculty, particularly untenured faculty. On the dimension of diversity, this emphasis has paid some dividends—four of our 11 Full Professors are women. Much of what we do, however, is informal, and we should institutionalize this in the form of a mentoring policy. That policy will delineate a checklist of action items, including an annual meeting with the Dean to discuss research, teaching objectives, and how we might assist in the facilitation of those objectives. Facilitation might come in the form of financial assistance or provision of a post-doc if appropriate, or help in contacting senior scholars both inside and outside CMU who might be helpful in advancing those objectives. Another important dimension is facilitating opportunities for professional exposure by, for example, recommending faculty for prestigious committee assignments or career enhancing speaking/writing opportunities. Such mentoring support is particularly important for untenured faculty in helping them to build a research and teaching portfolio, and a network of professional contacts that is required for advancement at CMU.
Lead: Dean, Associate Dean for Faculty

Strategy 5. Increase Equity in Service and Representation for CMU-related Opportunities
Utilize the guidelines developed by the University's Faculty Committee on Diversity, Inclusion, and Development (FCDID) to provide a equitable distribution of service work and expand the pool of candidates serving on committees by applying the *INDICATOR* guidelines established by the university. A few of the actions suggested by the guidelines include:
- Maintain a record of service assignments for faculty utilizing the Elements software system supported by the university
- Increase the visibility of resources for faculty to share concerns about the equity of their service obligations
- Incentivize high-quality services efforts and encourage broad participation

Leads: Dean, Associate Dean for Faculty

Strategy 6: Improve adjunct faculty hiring process

In July 2019, Heinz College began to consistently post all open adjunct faculty positions using the University's faculty hiring system, Interfolio. Posting of these positions will allow us to reach a broader and more diverse candidate pool. In addition to public postings on Interfolio and the University website, we will also implement the following strategies to increase the diversity of our applicant pools for adjunct faculty openings:

- Improve course planning cycle to identify courses where a full-time instructor is not available
- Improve postings to include more inclusive messaging
- Increase awareness of adjunct job postings by advertising adjunct openings to
  - Local alumni
  - Local networks of professional contacts
  - Local and national organizations that serve under-represented minorities, LGBTQ, and women such as Vibrant Pittsburgh, The Journal of Blacks in Higher Education, HBCU Connect, Black Career Women's Network, Hispanic-Today, LatPro.com, and Diversity Inc.com
- Train adjunct hiring team to assure they understand the importance of diversity to the Heinz College
- Provide early mentoring of new adjuncts for future teaching needs

Since July 2019 we've significantly improved our hiring process for adjunct faculty. In addition to inclusion on the Vice Provost for Faculty's Faculty Careers Page job listing (https://www.cmu.edu/faculty-office/faculty-recruitment/faculty-careers.html), all adjunct faculty positions posted through Interfolio are also aggregated and posted to our, federally required, Employment Service Delivery System (ESDS), PA CareerLink, as well as the Local Job Network (LJN), and the Higher Education Recruitment Consortium (HERC). Positions posted on Interfolio are also shared with local jobsites such as those on The New Pittsburgh Courier and the City Paper.

In addition, in an effort to educate local professionals about opportunities to teach students in Master's programs at Heinz College, the college's Director of DEI is using local networks of working professionals and the organizations to which they belong, to "spread the word" about adjunct faculty teaching opportunities. During the Fall 2019 semester, the Director of Diversity and Inclusion held the first "So You Want to Be and Adjunct Instructor at the Heinz College at Carnegie Mellon University" sessions. The session was co-hosted by the local chapter of the National Black MBA Association and PNC Corp. and was attended by 25 professionals representing close to 20 organizations spanning healthcare finance, technology, manufacturing and higher education. The Director of DEI has conducted two more of these sessions – one in Spring 2020 and another in Fall 2020.

Since July 2019, we've attracted more diverse applicant pools that have allowed us to increase the diversity of our adjunct hires.
Lead: Associate Deans, Senior Manager of Faculty Support

Metrics

Data will be assembled on the diversity of the candidates who apply for the position, who are invited for the initial interview and for on-campus interviews, and are made offers. A record of conformance with the process checklist will also be maintained. In addition, we will begin collection of data measuring student contact time in the classroom with faculty by their gender, under-represented minority status, and ethnicity.

IMPROVING THE DIVERSITY OF HEINZ COLLEGE STAFF

The high quality of the academic and administrative staff at Heinz College makes it one of the top Colleges in the nation. Staff focused on student recruitment, admissions, degree program management, student activities, academic affairs, and career services play a critical role in shaping the student experience. Computing, information systems, analytics, and instructional technology staff expertly support the master's and doctoral students, faculty, and staff to ensure a high quality of cutting-edge technology in the classroom, in the research environment, and generally at the College. Alumni relations, employer development, corporate relations, and marketing staff engage external communities to bring the Heinz College message to prospective students, alumni, donors, potential research partners, organizational/corporate clients, and the general public. Diversity, equity and inclusion are particularly important for the staff because they are essential in cultivating an open and collegial learning and working environment at the College.

STAFF RECRUITMENT AND RETENTION

In order to improve staff diversity, Heinz College has a "semi-blind" recruitment process in place. Central Human Resources is responsible for the initial posting and advertising for any open staff position. All position descriptions are reviewed and updated by Human Resources specialists to ensure that the language is not biased toward any protected category. Once the position is posted publicly on the University website, the posting/advertisement is also posted on several job search websites, such as the Education Sector Job Database, Local Job Network, and our regional Higher Education Recruitment Consortium. Heinz College also targets publications and job search sites geared toward women and URMs and spends up to $2,000 per job vacancy to advertise in such locations. The intent is to maximize the number of diverse candidates applying for any open position. Job applicants are screened by Human Resources staff, who then create a "short-list" of about eight to 10 candidates. Heinz College has requested that Human Resources to assure that there is diversity in the pool.

Current State

Heinz College employs approximately 90 full-time staff members. 13% identified as persons of color, but only 9% are underrepresented minorities (URM). 60% of Heinz College staff are women; 40% are men. According to the U.S. Census Bureau, in 2010, the Commonwealth of Pennsylvania was 20% URM and the Pittsburgh Metropolitan Statistical Area was 12% URM. Sixty percent of Heinz College staff are women; 40% are men.

Since we began the DEI strategic planning process in summer 2019, 29% of new staff hires have self-reported as URM, a marked improvement over prior years.

Other types of diversity are also important when creating a vibrant, inclusive environment. We are also working to ensure that our staff are diverse in terms of sexual orientation, gender and gender identity, national origin, veteran status, and persons with disabilities.

STAFF

[New Staff Recruitment and Retention Strategies]

Strategic Objectives

We aim to build upon the efforts outlined above. As we do so, we have the following goals:

- o To hire, develop, and retain a diverse staff that values working in a diverse environment of faculty, staff, and students. In this effort, we aim to continue to increase the diversity of our staff across multiple dimensions in order to ensure diversity of thought and experience in our workforce.

- o To foster and enhance an equitable and inclusive staff climate, where all staff feel valued and respected by their peers, faculty, and students.

- o To continue to improve on the College's history of strong staff/faculty interactions and address the challenges that growth has had on these relationships.

Strategy 1: Require diverse candidate pools

We will assess the adequacy of diversity in the pools for staff openings. If pools are not sufficiently diverse, we will consider reopening the search.
Leads: Human Resources, Hiring Managers

Strategy 2: Invest in targeted advertising

Working with Human Resources and the Director of Diversity and Inclusion, we will create an extensive list of staff recruitment publications and sites focused on minorities and women. For example, we will advertise with an organization called Vibrant Pittsburgh, a local organization dedicated to attracting URM talent to the city.
Leads: Human Resources, Hiring Managers

Strategy 3: Require Cultural Competency training for hiring managers and committees

We will require hiring managers and committees to complete Cultural Competency training prior to beginning a staff search process.
Leads: Associate Dean for Finance and Operations, Director of Diversity and Inclusion

Strategy 4: Conduct annual staff satisfaction survey

We will develop and conduct an annual staff satisfaction survey to identify areas for improving the climate, professional development, and opportunities for advancement for staff.
Leads: Associate Dean for Finance and Operations

Strategy 5: Offer diversity, equity and inclusion training for staff

We plan to offer multiple training sessions for staff focused on timely issues in diversity and inclusion. Some seminar topics could include "Gender Identities and the Use of Pronouns," "What is Emotional Intelligence," "Microaggressions and the Power Dynamic."
Leads: Associate Dean for Finance and Operations, Director of Diversity and Inclusion

Strategy 6: Increase funding for professional development for staff

We will increase the number of training and professional development seminars available to staff – especially in departments where the staff meet regularly with students. We plan to offer one staff session per semester on subjects like unconscious bias, microaggressions, and cultural sensitivity. We will also set aside $20,000 per year for individual professional development courses, especially in the area of diversity and inclusion.
Leads: Associate Dean for Finance and Operations

Strategy 7: Implement staff onboarding

Separate from similar efforts in central human resources, Heinz College plans to formalize the staff on-boarding process, which will include explicit attention to diversity, equity and inclusion.
Leads: Associate Dean for Finance and Operations, Director of Fiscal Management, Human Resources

Strategy 8: Implement exit Interviews for staff

Starting in January of 2020, we will begin conducting exit interviews with all departing staff to solicit ideas for improving the atmosphere and climate for staff.
Leads: Associate Dean for Finance and Operations, Director of Fiscal Management, Human Resources

Metrics

1. Annually review staff hiring statistics to ensure that the pools of candidates are diverse
2. Annually review staff satisfaction survey results and track year-over-year progress
3. Maintain records on the annual number of staff professional development sessions focused on diversity and inclusion
4. Annually review the effectiveness of dollars spent on staff professional development – including attendance at conferences, off-site training, etc.

CONCLUSION

This plan has allowed us the opportunity to step back and take stock of our current strategies, processes, and resources devoted to improving diversity, equity, and inclusion at Heinz College. It has also created the opportunity for the community to come together and strive for a shared understanding and commitment to the ultimate goal of creating a college that is more diverse, equitable, and inclusive. To achieve this goal, it will not be the work of one or two, but rather the work of the collective community to take actions both big and small to have a tremendous impact on the vision for a Heinz College that is even more dynamic and rich than what we have today.

We know that this work will never be "done," and it will be through annual reviews and feedback sessions that we continually revise this plan with new goals, strategies, and metrics. Herein this plan, we have a path forward that incorporates both short-term and long-term strategies that will hopefully move us closer to our vision of a College more diverse, equitable, and inclusive across multiple dimensions — specifically who we are and the climate that we foster.

This Strategic plan is rooted in Carnegie Mellon's longstanding commitment to equal opportunity, diversity, and affirmative action. As an institution Carnegie Mellon has long been committed to the principle of equal opportunity that is free of unlawful discrimination and where employment decisions are made in an unbiased manner. As an institution, Carnegie Mellon has been equally committed to, and has embraced, diversity as a core value and one of utmost importance to it, and to its continued growth and vitality. The diversity of its faculty, staff, and students is a major focus in Carnegie Mellon's Strategic Plan 2023, which identifies as part of the core mission of the University "attracting and retaining diverse, world-class talent".

Nothing in this Strategic Plan should be construed as a preference, quota, set-aside, or as a floor or ceiling for any group, and nothing in this Plan supersedes Carnegie Mellon's commitment to equal opportunity employment and merit principles.

SUMMARY OF THE PROPOSED STRATEGIES

Student Recruitment	• Deepen relationships with HSIs and HBCUs • Tap into alumni "influencers" to aid in student recruitment • Increase funding for summer programs • Provide greater clarity for DACA and undocumented applicants • Create Dean's Diversity Fellowship for DEI
Improve Student Experience and Retention	• Improve student mentor program • Review and improve academic advising model • Improve and close feedback loops with students • Understand sense of belonging and growth mindset • Conduct annual focus groups with current students to better understand the climate • Conduct trainings for faculty on the "inclusive classroom" • Expand opportunities for community engagement • Explore adding a question to the faculty course evaluation on classroom climate • Host annual Town Hall Meeting to discuss DEI • Create opportunities for civil discourse • Create a standard event assesment
Faculty Recruitment and Retention	• Improve the faculty pipeline through Post-Doctoral Fellowship Programs • Implement hiring checklist and recruiting best practices • Explore cluster hires • Formalize faculty mentoring • Improve adjunct faculty hiring process
Staff Recruitment and Retention	• Require diverse candidate pools • Invest in targeted advertising • Require Cultural Competency training for hiring managers and committees • Conduct annual staff satisfaction survey • Offer diversity, equity and inclusion training for staff • Increase funding for professional development for staff • Implement staff onboarding • Implement exit Interviews for staff

ANNUAL FINANCIAL INVESTMENT IN

	Fiscal Year 2020
PPIA, IT Lab, i3, TCinGC	495,000
Diversity Fellowships and Scholarships	1,859,869
Partner Program Scholarships	786,606
PPIA, IT Lab Alumni Scholarships	1,140,000
Student-led Multicultural Events	30,000
Public Service Weekend	20,000
Diversity Conference Funding for Students	30,000
Diversity Clubs and Organizations	13,000
URM Student Recruiting	56,107
Block Center Commitment to Racial Equity	250,000
Dean's Post-Doctoral Fellowship	170,000
URM Staff Recruiting	10,000
DEI Professional Development for Staff	20,000
TOTAL	**$4,880,582**

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