

President's Task Force on Campus Climate Implementation Steering Committee Closing Report

October 2023

Section 1: Executive Summary

On August 22, 2018, President Farnam Jahanian announced the creation of the Task Force on Campus Climate (the Task Force), charged with making specific recommendations to support a climate that is more diverse, inclusive, fair and respectful across the university and to build and sustain a community that exemplifies our core values. In the academic year 2018-2019, led by three co-chairs, the [33-member Task Force](#) established four subcommittees: Research and Discovery; Empowerment and Structures; Respect and Relationships; and Inclusion, Diversity and Equity — as well as a distinct subcommittee at CMU-Qatar.

In June 2019, the Task Force presented a full report with eight overarching recommendations. To implement these recommendations across the university, they suggested the formation of a [Campus Climate Implementation Steering Committee](#) (the Steering Committee). The Steering Committee was tasked with developing implementation plans, assessment timelines and a sustainable structure to operationalize the recommendations across the university.

The Campus Climate Implementation Steering Committee began their work in 2019. This report summarizes the progress made on each of the eight focus areas and is a final report of their work.

Section 2: Summary of Progress

Focus Area 1: Form an Implementation Steering Committee to Prioritize and Oversee Execution of the Action Items

As outlined in the [Executive Summary](#), the Campus Climate Implementation Steering Committee was formed in 2019 to prioritize and implement the action items in the Task Force's report. It consisted of the three task force co-chairs, as well as the provost, the vice president for student affairs, and the vice president for marketing and communications. As of fall 2023, the Steering Committee's work is officially institutionalized and operationalized across the university and considers the work they were initially charged with complete.

Focus Area 2: Create An Office Under the Provost Dedicated to Diversity, Equity and Inclusion

On April 1, 2021, Dr. Wanda Heading-Grant joined CMU as its inaugural vice provost for diversity, equity and inclusion and chief diversity officer. Upon her appointment, Dr. Heading-Grant built a university-wide office with experienced diversity, equity, inclusion and belonging (DEIB) thought leaders, including an associate vice provost for DEIB and a learning and development consultant and trainer.

Dr. Heading-Grant's team was charged with developing a unifying strategic vision for DEIB, as well as guiding the university in crafting and implementing an overarching strategic plan. The Office of the Vice Provost for Diversity, Equity and Inclusion and Chief Diversity Officer serves a critical role to the university to enact real and lasting changes through long-range planning and implementation of initiatives that advance DEIB. This team

coordinates with each of the university's academic and administrative units to oversee their five-year strategic plans and college-based commitments (see [Focus Area 4](#)).

The Office of the Vice Provost for Diversity, Equity and Inclusion and Chief Diversity Officer developed and socialized Bridging to Inclusive Excellence: A Carnegie Mellon Framework for Inclusive Excellence (see [Focus Area 4](#)). In partnership with the academic diversity officers and DEI administrative leads, the creation of this Framework serves as a foundation for unit DEI strategic plans and connects them to the broader university goals. The Framework has three core concepts: Building a Diverse Community, Cultivating an Inclusive Culture, and Promoting Values and Accountability. The Framework will serve as a guide to our community for years to come.

Focus Area 3: Create a Target of Opportunity Fund to Support Recruitment and Retention

This fund seeks to increase the capacity of mid-career and senior faculty to significantly contribute to CMU's strategic DEIB initiatives by providing substantial resources to recruit senior faculty. In 2020, Provost Garrett launched the Strategic Faculty Opportunity Fund to support recruitment, retention and development of outstanding scholars to contribute to the university's DEIB goals. The fund is managed by the Office of the Vice Provost for Diversity, Equity and Inclusion and Chief Diversity Officer. To date, \$7.5 million has been awarded, resulting in 13 confirmed hires.

Focus Area 4: Develop Five-Year Strategic Diversity, Equity and Inclusion Plans for Academic and Administrative Units

In 2019, university leadership charged all academic and administrative units to develop and implement five-year strategic DEI plans, including short- and long-term goals. As of December 2020, the academic five-year plans are officially in the implementation stage, and a number of colleges and schools have published their plans on their websites. All colleges and units continue to implement and assess their plans while also mapping back to the Framework for Inclusive Excellence (see [Focus Area 4](#)). To launch this endeavor, the expertise of external consultants, Damon A. Williams and PricewaterhouseCoopers, were enlisted. The target date for full implementation of these plans was the 2020-2021 academic year.

In the summer of 2021, the inaugural vice provost for diversity, equity and inclusion and chief diversity officer, Dr. Wanda Heading-Grant, introduced Bridging to Inclusive Excellence: A Carnegie Mellon University Framework (the Framework). The Framework is an institutional process aimed at prioritizing, aligning and evaluating DEIB efforts across the entire university. It serves as CMU's foundational philosophy for a comprehensive and well-coordinated series of systemic actions dedicated to fostering DEIB success and accountability. The Framework plays a central role in the intentional integration of DEIB efforts throughout the institution, providing support, oversight and assessment, while promoting a shared sense of responsibility and accountability.

This Framework adheres to higher education best practice by building upon the university's substantial historical work and concurrently advancing efforts for greater progress. It identifies areas where disparities and gaps exist and offers guidance on effectively addressing and bridging these gaps within the institutional system. The Framework is firmly rooted in three core values and structured around five pillars of excellence, serving as guiding principles for its implementation.

Core Values of Bridging to Inclusive Excellence: A Carnegie Mellon University Framework

- **Building a Diverse Community:** The intentional act of reconstituting our community norms to ensure access and support to all identities, especially those that are historically marginalized.
- **Cultivating an Inclusive Culture:** Growing an inclusive community through equitable practices that create and maintain an environment where a diverse group of faculty, staff, students, and leaders can fully participate as equals.
- **Promoting Values and Accountability:** By reimagining excellence, as inclusive excellence, holding our community accountable to our strong DEIB values and commitment by assessing diverse participation in social and intellectual development and adhering to the mission while navigating institutional or external forces.

Pillars of Inclusive Excellence

- Institutional and Societal Leadership
- Access, Equity and Success
- Campus, Climate and Environment
- Diversity in Curriculum, Scholars and Scholarship
- Compliance, Assessment and Accountability

Every academic diversity officer and administrative DEI lead with responsibilities for DEIB actively participated in training sessions to align their respective college and division's strategic DEI plans with the Framework. Concurrently, the Office of the Vice Provost for Diversity, Equity and Inclusion and Chief Diversity Officer is in the process of developing a monitoring tool, with input from key stakeholders. This assessment tool will evaluate the progress of DEI strategic plans. This represents the final step in the full embedding and implementation of the Framework.

Focus Area 5: Develop and Improve Policies and Processes for Faculty, Staff and Leadership Searches, Service, Awards and Recognitions

STAFF RECRUITMENT AND HIRING

Human Resources partnered across the university to lead efforts to improve the staff recruiting and hiring process, including implementing a motivational interviewing tool, a skill survey for references, and providing interview guidance and training. Additionally, the university-level onboarding and orientation program was expanded to foster a welcoming and inclusive experience for new staff.

STAFF PERFORMANCE AND COMPENSATION

Human Resources developed and implemented a new staff performance management system to better keep employees and supervisors accountable to creating space for professional development and assessment of work.

FACULTY RECOGNITION

In 2019, Provost Garrett announced guidance developed by the Faculty Committee on Diversity, Inclusion and Development (FCDID): Guidelines for INcreasing Diverse CandidATes for OppoRtunities (INDICATOR) and Guidelines for More Equitable Service Loads. These guidelines are known as To Serve and to Shine and were designed to ensure that women and underrepresented faculty members are not overly burdened with expected participation in committees and other service activities. At the same time, they seek to provide increased opportunities for participation in prestigious events and activities at CMU. Under the leadership of

the 2023-24 Faculty Senate Chair, Laurie Weingart, the Senate convened the Faculty Affairs Council (FAC) to review university policies and practices related to service work at the university. The FAC's charge is to review how service is tracked, recognized and rewarded at the faculty level.

The university continues to refer to the To Serve and Shine guidance for faculty service and recognitions. Deans are asked to document the professorship nominations processes in close coordination with this guidance.

FACULTY RECRUITMENT AND HIRING

Bias Mitigation Training

The Office of the Vice Provost for Faculty (OVPF) offers bias mitigation training for all faculty and leadership searches at the university. The sessions delve into how to design decision making environments that mitigate bias. This training is also available for university-level committees. Each Reappointment, Promotion and Tenure committee member participates in the training.

In addition, the OVPF offers support for developing faculty and leadership position advertisements to help ensure ads are written in a way that encourages a diverse applicant pool. The OVPF offers faculty search committees assistance in reviewing their applicant pools to ensure diversity, and consults on additional outreach options to increase pool diversity.

Dual Career Program

The recruitment process often takes into consideration the needs and interests of candidates' partners and family. The OVPF works closely with faculty, deans and administrators at CMU and the region to provide dual career assistance to faculty partners. Guidance is provided to assist faculty partners in identifying career development opportunities and in making meaningful connections in the region. In some cases, the provost may provide up to one-third salary support for as many as three years for dual career hires. Recently, CMU's dual career program expanded to include support for staff members through a partnership between Human Resources and the OVPF.

Presidential Postdoctoral Fellowship Opportunities

In 2017, CMU joined in a collaborative partnership with the University of California to offer Presidential Postdoctoral Fellowship opportunities. Sponsored by the provost, the OVPF, the Office for Graduate and Postdoctoral Affairs, and the Office of the Vice Provost for Diversity, Equity and Inclusion and Chief Diversity Officer, these are potential for postdoctoral research fellowships in all fields represented at the university, coupled with faculty mentoring, professional development and academic networking opportunities. These postdoctoral fellowships are an opportunity to recruit potential new faculty to the university by offering a postdoctoral fellowship with the prospect of a succeeding faculty position. Since the program started, CMU has engaged with over 13 fellows and has hired seven fellows into tenure track faculty positions.

POLICIES AND PROCEDURES

Human Resources implemented new policies and guidelines to be more inclusive to the various needs of staff and faculty.

Lactation Support Policy (2019)

This policy promotes a family-friendly work environment for employees and students as they transition back to work or studies after the birth of a child.

Staff Parental and Maternity Leave Program (2019)

Created to provide a paid parental leave for new parents, this program allows eligible staff members four consecutive weeks of 100% paid leave to be used immediately following the birth of a child. The paid parental leave allows for two consecutive weeks of 100% paid leave that can be used within 12 months of the birth or placement of a child for adoption, foster care or legal guardianship.

Policy to Provide Phased Retirement Option for Teaching Track Faculty (2022)

This policy was updated to provide an option by which eligible teaching track faculty can voluntarily enter a period of phased retirement, increasing equity with the tenure track faculty, who previously had a phased retirement policy in place.

Workplace Flexibility Guidelines for Qualifying Staff (2023)

These guidelines were implemented to reflect the collective feedback and other lessons learned throughout the pandemic about intention, flexibility and in-person connection in the workplace while keeping the mission of the university front and center.

Gender Inclusive Language

The Faculty Reappointment, Promotion and Tenure (RPT) Policy was revised to reflect gender inclusive language and now has a diversity statement. The university continues its process of removing gendered language from the University Appointment and Tenure Policy (UATP) and the Committee on University Policy Development will begin to advise all policy owners to remove gendered language from their policies.

Ad Hoc Committee on Innovations in Faculty Appointments

Provost Garrett formed this committee in 2021 to develop a policy, procedure or process that enables faculty to have non-traditional appointments to allow for flexibility in our engagement of the best and the brightest to support our integrated research and education mission. Handled through the university faculty leaves process, innovative faculty appointments are cases where faculty are simultaneously engaged in both industry and in education.

FACULTY RETENTION

Faculty Retention and Exit Survey

The COACHE Faculty Retention and Exit Survey is the only multi-institutional survey of faculty retention and departure in higher education. It represents a systematic, coordinated effort for like-minded universities to collaborate in research design or data analysis to develop a common understanding of faculty mobility. Partner institutions like CMU are poised to make significant improvements in faculty exit management through a sustained commitment to this applied research. The survey ties data to important aspects of the exit and retention process, including the factors influencing faculty decisions to stay or to accept external offers.

Salary Equity Study

In 2020, Reed Smith LLP conducted an internal study in which they examined the degree of gender and race/ethnicity-based equity in the salaries of the U.S.-based CMU tenure track and teaching track faculty. This is a continuation of our 2016 study, which also sought to determine if our compensation is equitable with respect to gender and race or ethnicity. The 2021 Tenure Track Faculty Salary Equity Study focused on gender and race/ethnicity which revealed no statistically significant disparity between the salaries of men, women and

underrepresented minorities. The results show and support that our commitment to administering pay in a fair and equitable manner is evident as demonstrated by the multiple regression models included in the study.

EMPLOYEE RESOURCE GROUPS

Employee Resource Groups (ERGs) were established to promote DEIB as a strategic tool to encourage cultural awareness and community engagement. ERGs influence a non-bias culture and encourage inclusive collaboration, equity and awareness, while understanding the thoughts and ideas of the various racial, ethnic and generational members of our community. CMU provides guidance and support for the development of internal ERGs, which unite individuals to a common cause, such as race or sexual orientation, and act as a conduit for outreach efforts for the local community.

In 2021, Human Resources hired a staff ombudsperson who, in addition to serving as a neutral representative and advocate for fairness, provides support and oversight for the ERGs. As of October 2023, CMU has established five ERGs, which are open to all faculty and staff.

STAFF AWARDS AND RECOGNITION

Andy Awards

This annual employee recognition event recognizes the legacy that staff members forge through their hard work. In recent years, the categories were updated to reflect the DEIB initiatives across the university. Individual staff members and teams of colleagues whose work has had a significant impact on the university are recognized in six categories: Commitment to Excellence, Commitment to Diversity, Equity and Inclusion, Commitment to Students, Innovative and Creative Contributions, Spirit, and Teamwork and Collaboration.

CMU=You

Human Resources implemented CMU=You as the university's go-to location for celebrating our culture and helping all staff members feel more connected to each other, our values and our mission. Through this platform, departments are encouraged to capture nominations and manage their own award programs. The tool works with social recognition through customizable eCards that can be designed for departments and programs.

Focus Area 6: Improve Awareness Programming, Training and Communication

Human Resources implemented several new DEIB-specific on-demand training courses that all staff are encouraged to complete. Topics include subjects like managing bias, civil treatment and exploring the benefits of diversity in the workplace. Additionally, they offer training curated for supervisors and leaders to encourage dialogue and understanding (see [Focus Area 7](#)). Many of these opportunities are available through FocusU or LinkedIn Learning.

Focus Area 7: Expand Faculty and Staff Leadership Development

The Staff Supervisory Awareness Program

This program enables supervisors to build a foundation of core human resources knowledge, infuse DEIB into day-to-day activities and facilitate a work environment in which employees are treated with dignity and respect.

Tepper Executive Education Partnership

In partnership with the Tepper School of Business's Executive Education Programs, the university expanded opportunities for staff to engage in professional development, such as the Leadership and Negotiation

Academy, a program designed for senior leaders of all genders who are interested in advancing women in business.

Mentorship and Scholarship Programs

The Offices of the Vice Provost for Education and Vice Provost for Faculty brought a series of mentoring programs to faculty from the National Center for Faculty Development and Diversity (NCFDD). These sessions help participants navigate professional development and build a supportive mentoring network. Over 200 faculty attended the sessions. CMU also developed a Mentoring Advisory Board, composed of faculty, staff and graduate students, to codify our commitment to mentor faculty at all career levels.

CMU provides faculty members at all stages in their careers with the tools and opportunities needed to succeed and flourish. We offer workshops, boot camps and webinars for faculty development through the NCFDD and Academic Impressions. In 2022, The OVPF developed a scholarship program for the NCFDD's "Faculty Success Program" that offers faculty for whom funding would be a challenge full or partial program funding. Over 25 faculty have participated in the past two years.

Professional Development Opportunities

Opportunities available to faculty and staff include the Leadership and Negotiation Academy: Advancing Women, our partnership with The Advanced Leadership Initiative (TALI) focused on increasing the diversity of leadership, ELATE (Executive Leadership in Academic Technology and Engineering), faculty orientation and summer leadership workshops, and CMULead, a staff leadership development program. CMU has partnered with Vibrant Pittsburgh to provide resources to faculty and staff to help elevate a diversity of talent.

Focus Area 8: Increase and Sustain Investment in Student Success and Experience

The implementation team focused on initiatives that would improve the holistic student experience, while also targeting resources that would ensure success for students during their time at CMU.

INTERCULTURAL AND GLOBAL LEARNING (IGL) + DIVERSITY, EQUITY AND INCLUSION (DEI) CORE COMPETENCY GROUP

In 2021, a Core Competency Working Group was formed to establish two new university-wide competencies: (1) intercultural and global learning (IGL); and (2) diversity, equity and inclusion. This group was tasked with identifying key attitudes, skills and behaviors associated with IGL and DEI that all CMU students should learn and practice with a specific emphasis on local, regional, national and international communities.

A landscape scan of current IGL + DEI learning experiences in the curriculum and meta-curriculum was performed to inform the working group's recommendations about future needs. Building on these recommendations, faculty and academic leaders across the university are working to integrate IGL + DEI topics into existing courses, developing new curricular elements and updating core education requirements.

STUDENT SURVEY ENGAGEMENT

The Tartan Voices 2023 survey was distributed as an opportunity for students to share their voice to help leadership more comprehensively understand students' experiences related to individual sense of belonging as well as the diversity and inclusion of the campus environment. The results will inform educational initiatives and planning in continued efforts toward creating an environment that engages and supports students across all backgrounds and experiences.

EXPANSION OF THE TARTAN SCHOLARS PROGRAM

The Tartan Scholars program is specifically designed to meet the unique needs of high-achieving student leaders with limited resource backgrounds. Since its inception in 2019, the program has grown from 46 undergraduate scholars to over 400 scholars today. In 2021, the Posner Foundation made a gift to establish a \$10 million endowment for the Tartan Scholars program. Tartan Scholars continue to make significant impacts on our campus and are leaders in our community.

PEER ADVOCATES PROGRAM AND GRADUATE STUDENT MENTORING OPPORTUNITIES

In 2021, CMU adjusted organizational structures and invested in professional development to advance Peer Education programming specific to intergroup dialogue and building student preparedness to be agents of social change. The first phase of this work has been the development of the Center Ambassadors position and incorporating these student leaders into existing programs.

OFFICE FOR GRADUATE AND POSTDOCTORAL AFFAIRS

In 2023, the Office of Graduate and Postdoctoral Affairs (OGPA) was re-envisioned to holistically support and enhance the graduate student and postdoctoral experiences. The OGPA works to meet these objectives through myriad initiatives that include: offering a variety of programming and events (e.g., orientation and professional development opportunities); reviewing, developing and implementing procedures and policies; and working directly with graduate students, postdoctoral colleagues and partners to collaborate and obtain feedback.

Section 3: Looking Forward

Carnegie Mellon is excited and proud of the work that went into furthering these important institutional initiatives over the past few years and we look forward to sharing our continued action and commitment to diversity, equity, inclusion and belonging. Visit cmu.edu/diversity for ongoing updates, resources and stories about our progress toward a more diverse, inclusive and equitable future for Carnegie Mellon.

Section 4: Appendix

Campus Climate Steering Implementation Committee (2019)

CO-CHAIRS

- James H. Garrett Jr., Provost and Chief Academic Officer
- Linda Babcock, Head of the Social and Decision Sciences Department, Dietrich College of Humanities and Social Sciences and the James M. Walton Professor of Economic

MEMBERS

- Shawn Blanton, Associate Department Head for Research and Trustee Professor in Electrical and Computer Engineering in the College of Engineering
- Gina Casalegno, Vice President for Student Affairs and Dean of Students
- Wanda Heading-Grant, Vice Provost for Diversity, Equity and Inclusion and Chief Diversity Officer
- Ayana Ledford, Executive Director of PROGRESS and Director of Diversity and Inclusion, Dietrich College of Humanities and Social Sciences
- Michelle Piekutowski, Associate Vice President and Chief Human Resources Officer

- Jeanne VanBriesen, Vice Provost for Faculty, the Duquesne Light Company Professor of Civil and Environmental Engineering and Engineering and Public Policy, and director of the Center for Water Quality in Urban Environmental Systems (Water QUEST)
- Daryl Weinert, Vice President for Operations

Task Force on Campus Climate Original Membership (2019)

CO-CHAIRS

- David Danks, L.L. Thurstone Professor of Philosophy and Psychology and Department Head in Philosophy
- Jodi Forlizzi, Professor and Geschke Director of the Human-Computer Interaction Institute
- Michelle Piekutowski, Associate Vice President and Chief Human Resources Officer

MEMBERS

- Jeffrey Bigham, Associate Professor, Human-Computer Interaction Institute, School of Computer Science
- Alissa Burger (Ex Officio), Project Coordinator, Office of Human Resources
- Sarah College (Ex Officio), Special Projects Manager
- Tomé Cousin, Associate Professor of Dance, College of Fine Arts
- Lorrie Cranor, FORE Systems Professor of Computer Science, Institute for Software Research, School of Computer Science; and Associate Department Head, Engineering & Public Policy, College of Engineering
- Mark Delos Reyes Davis, Associate Vice President and Campaign Director, University Advancement
- Shreya Desikan, Undergraduate Student, Mellon College of Science
- Scott Dodelson, Department Head and Professor of Physics, Mellon College of Science
- Jackie Godinez, Undergraduate Student, College of Engineering
- Veronica Hinman, Professor of Biological Sciences, Mellon College of Science
- Holly Hippensteel, Associate Vice President for Community Standards and Diversity Initiatives, Division of Student Affairs
- Elizabeth Holm, Professor of Materials Science and Engineering, College of Engineering
- Ken Hovis, Associate Teaching Professor and Assistant Dean for Educational Initiatives, Mellon College of Science
- Rishav Khemka, Masters Student, Tepper School of Business
- Roberta Klatzky, Charles J. Queenan Jr. University Professor of Psychology, Dietrich College of Humanities and Social Sciences
- Kristen Kurland, Teaching Professor of Architecture, Information Systems, and Public Policy, Heinz College of Information Systems and Public Policy and College of Fine Arts
- Cathy Light, Secretary of the Corporation and Advisor to the President (Ex Officio)
- Jennifer McDowell, Director of Design and Construction, Campus Design and Facilities Development
- Colleen McMullen, Executive Director, Community and Inclusion, Tepper School of Business
- Nichole Merritt, Executive Administrator, Dean's Office, School of Computer Science
- Octavio Mesner, Doctoral Student, College of Engineering and School of Computer Science
- Jon Nehlson, Associate Dean of Partnerships and Communication Strategy, Heinz College of Information Systems and Public Policy
- Carrie Nelson, Associate Vice President for Finance and Controller, Division of Finance
- Shannon Riffe, Director of Marketing and Communications, University Libraries

- Andreea Ritivoi, Department Head and Professor of English, Dietrich College of Humanities and Social Sciences
 - Stacie Rohrbach, Associate Professor of Design, College of Fine Arts
 - Elizabeth Rosemeyer, Director and Title IX Coordinator, Office of Title IX Initiatives
 - Denise Rousseau, H.J. Heinz II University Professor of Organizational Behavior and Public Policy, Heinz College of Information Systems and Public Policy and Tepper School of Business
 - Willem-Jan van Hoeve, Carnegie Bosch Associate Professor of Operations Research, Tepper School of Business
 - Anita Woolley, Associate Professor of Organizational Behavior and Theory, Tepper School of Business
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