

Diversity and Equity Workshops (DEW) Proposal

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A proposal for systematically organizing and providing Diversity and Equity Workshops to the Mines community in coordination with the Colorado School of Mines Strategic Plan for Diversity, Inclusion and Access. The proposal is informed by and designed around several of the priority focus areas identified in the Strategic Plan and is intentionally formatted to be expandable and adaptable to the changing Mines community. The plan not only coordinates current diversity and inclusion trainings, but also incentivizes additional Mines-specific trainings be developed. The proposed trainings are expected to help inform promotion and tenure committees of faculty and staff members' commitment to Diversity, Inclusion and Access on campus. This proposal is intended to be a living document, adapted and improved as more groups and organizations provide feedback, however, this initial framework provides a measurable, practical roadmap to increase awareness of Diversity, Inclusion and Access at Colorado School of Mines.

1. Introduction and Purpose

The purpose of this proposal is to outline a systematic training program as described in the Colorado School of Mines Strategic Plan for Diversity, Inclusion, and Access (CSMSP). Specifically, this proposal addresses the requirements for Diversity, Inclusion, and Access (DI&A) trainings for promotion and tenure (P&T) of faculty and staff. The present proposal describes how Diversity and Equity Workshops (DEW) will adapt successful trainings already offered on campus (*e.g.*, Bystander Intervention, QPR, SAFEzone, *etc.*) into a comprehensive, cohesive training program that will improve faculty and staff understanding of their role in developing an inclusive culture at Mines. In addition, the training program is designed to be adaptable and modular. In other words, the present proposal encourages additional trainings be developed by individuals and organizations on campus to improve the overall training program scope. The training program is designed to be measurable, yet adaptable, so that each community member will understand their progress in their DEW for P&T, but members can also pick and choose the trainings that are most applicable to their Mines experience.

Diversity and Equity Workshops seek to address the overall DI&A goal to “cultivate a campus culture that promotes and celebrates inclusion and achievement” by offering informative, community driven, and Mines-specific education opportunities for faculty and staff on campus. The DEW program will put emphasis on the “Priority Focus Areas” as identified in the CSMSP. Specifically, the program is intended to “establish standards for effective teamwork and inclusion in the classroom” (*cf.*, pg. 23 in CSMSP), “create and implement a communication plan that informs the community of DI&A resources and fosters dialogue” (*cf.*, pg. 22 in CSMSP), and most specifically increase the “shared responsibility” of community members in DI&A efforts on campus.

Currently, Mines offers a variety of trainings aimed at improving the Mines experience. For example, the SAFEzone

trainings offered through oSTEM at Mines have specific goals of informing community members about the LGBTQ+ experience in STEM, while simultaneously fostering ally development. Other similarly successful programs are Question, Persuade, and Refer (QPR) trainings, Bystander Intervention trainings, and the newly developed Implicit Bias trainings. While all these trainings are effective in educating Mines community members, they are not coordinated between groups, have no cohesive elements among themselves, and their attendance is not incentivized. Therefore, it is proposed that these individual trainings be incorporated into an umbrella-like, comprehensive training structure that addresses several of the DI&A priority focus areas.

1.1 DEW Program Overall Structure

DEW is specifically designed to increase campus shared responsibility in DI&A efforts, while at the same time provide a metric for faculty and staff members' P&T evaluations. The DEW program is a list of trainings offered by school/community organizations aimed at improving DI&A understanding, informing community members of Mines-specific DI&A topics, and improving the overall campus climate. The list of trainings offered in the DEW program is not expected to be stagnant; instead the trainings offered are expected to adapt to community needs, improve in scope as different communities develop program materials, and be lead by the community members best informed by issues covered by a course. In addition, these courses are not expected to be a significantly time consuming to community members. For example, the current trainings already mentioned range from 2-3 hours and are offered many times during the academic year.

A community member's progress in taking DEW courses will be used in evaluating their efforts in DI&A initiatives on campus for P&T. Each “unit” at Mines (here “unit” is used instead of department/division/offices similar to the CSMSP) is expected to set the standard for the number of DEW courses required for an individual's P&T proposal. While this number may be low initially, as more courses are added to the DEW

program it is expected that each unit will increase their expectation for courses taken. While each of the courses will offer important information for a given DI&A topic, it is understood that certain trainings may be un-interesting or controversial for a particular individual. To address these concerns and ensure that every member retains their autonomy in their DI&A education, the required courses imposed by each unit should always be less than the number of DEW courses offered.

Because the DEW program is new for current faculty and staff, and because Mines is continually hiring new community members, all faculty and staff will initially be required to take the “Cultural Competency” course. This course is intended to inform community members of the DI&A efforts on campus and introduce them to the DEW program, its purpose, and the courses offered throughout the year. In addition, the “Cultural Competency” is intended to benefit all marginalized groups on campus through developing awareness of how different experiences (due to racial identity, disability, gender identity, etc.) affect a person’s life. Section 4 outlines additional information for the “Cultural Competency” course and additional courses that are at various stages of development.

1.2 Shared Responsibility

A novel aspect to the DEW program is that, while it is designed to engage Mines community members in taking DI&A courses, it also welcomes collaborative development and community buy-in through feedback channels and independent course creation. The DEW program will incorporate current trainings offered by several organizations on campus, while increasing coordination efforts between these groups. The program also incentivizes other Mines organizations to develop course material that is relevant to their group. For example, once the DEW program is initiated, the program itself will provide a platform for other groups and individuals to develop DEW courses that are relevant to the Mines community. Additional trainings such as “Imposter Syndrome”, “De-escalation”, “First generation students and their needs”, and “Gender Politics” are examples of courses that could be developed by relevant organizations on campus as organizational leaders will see the value in providing these course materials to well-intended faculty and staff members (cf., Section 4 for additional potential trainings).

The DEW program, while being a centralized coordinating body, is not expected to be run by any single office or organization at Mines. Instead, each course is offered by the unit that is most familiar with the subject matter. In this way, the DEW program is designed to promote shared responsibility of DI&A efforts on the Mines campus. In addition, the modular aspects of the DEW program promote expansion and adaptation for future DI&A courses to be offered at Mines.

1.3 Intent for Expansion and Adaptation

The DEW program is designed to incentivize units on campus to develop Mines-relevant course material on a variety

of DI&A subjects. The courses offered in the program will be community led and thus will expand and adapt to the changing Mines culture. In addition, the platform, in itself, will encourage various advocates across campus to develop course material to address missing information for the expanding definitions of diversity at Mines.

1.4 Expected outcomes

After several refinements and after publicizing the DEW program initiative, the trainings that have already been successful at Mines will be incorporated. It is expected that these programs, after receiving an influx of community member feedback, will adapt and improve their material to increase their effectiveness at Mines. In conjunction, additional programs will be developed by Mines organizations to expand the DEW program scope. It is the intent of the DEW program to encourage these various course materials as to expand the relevance and impact of the DI&A initiatives on campus. After introduction, refinement, and expansion of the DEW program, each Mines unit will specify their expectations for the DEW course load expected of their employees for P&T. It is important to reiterate that each of these courses is expected to continually evolve its resources and information in alignment with the contemporary standards used by experts in a particular field. In addition, the DEW program encourages the development of new courses as the Mines community grows.

2. Participating Groups

This section outlines the attendees, trainers, monitors, and how the progress through the DEW program is tracked.

2.1 Prospective Attendees

The intended attendees of the DEW training program would be faculty and staff. These trainings will better equip them to understand and support the DI&A initiatives outlined in the Strategic Plan. Additionally, the DEW program will assist in promoting and celebrating inclusion and achievement through the incentives of promotion and tenure as outlined above.

2.2 Prospective Trainers

The DEW training program will be run by faculty, staff, and student volunteers who are passionate about this education and awareness. Those who volunteer to run these trainings would be able to decide which program within the DEW framework they are most comfortable with contributing to. Anyone can choose to become involved with delivering training at any point, however sufficient onboarding would be required. Acknowledging that the use of a volunteer pool may limit the availability for when the trainings would be offered, with the further development of this program, it is recommended to hire staff that could devote more time to initiatives such as this.

2.3 Prospective Monitors

Someone from the DI&A Council will sit in on each of the trainings offered through the DEW program to ensure the topics are presented in a constructive and empowering manner. This would also help to moderate any discussion that could potentially get out of hand and ensure the topics presented are also aligned with the DI&A Strategic Plan.

2.4 Prospective Progress Tracking

Progress through the DEW program is tracked on an individual basis for display using the placard (cf., Fig. 1) and internally by the DI&A Council. Each of the trainings would have an associated sticker to place on the placard upon completion to allow faculty and staff to display their commitment to DI&A to the Mines community. During the P&T process, the committee assembled to determine the candidate's qualifications for P&T, would use the internal records of attendance to evaluate the trainings completed through the DEW program and compare those to the requirements set out by the unit.



Figure 1: Draft Additive Placard for DEW Trainings

2.5 Prospective Content Designers

The DEW courses will be developed primarily by Mines community members in conjunction with the DI&A Council. Any individual or group will be able to propose a potential training to the DI&A Council. Upon initial approval, they will then be able to develop course content with assistance, if needed. All presentation material must be approved by the DI&A Council before inclusion into the program.

3. Paperwork

Participation in the DEW program and current course offerings needs to be continually tracked and available to the Mines community. The current course offerings (dates, times, courses, etc.) will be hosted online through the Mines DI&A website. In this way, the DEW program will have a central

location to advertise upcoming courses. In addition, community member's participation in DEW courses will need to be tracked in a similar fashion.

Aside from a centralized location to advertise upcoming DEW courses and track participation, it is also necessary to provide faculty and staff physical acknowledgment showing visibility of their support. In other words, physical placards are a useful mechanism to visually show faculty and staff's progress in the DEW program. The physical placard also advertises to students if faculty members are informed and supportive on specific subject matters. Examples of such physical placards that are successfully propagating through Mines are the by-standard intervention training ("I believe you") and the SAFEzone training placards. In a similar fashion, a placard will be developed for the DEW program.

The DEW program placard is envisioned to be an additive placard (cf., Fig. 1). The additive placard is given to each faculty and staff member after they take their first DEW course (i.e., "Cultural Competency"). Each course after "Cultural

Competency" will provide stickers to be added to the additive placard that indicate the course taken. The stickers for each course will be designed by the course administrator. In this way, the faculty or staff member will have a physical representation of their DEW course progress, and the placard can serve as an advertisement to students on the members' understanding of DI&A efforts on campus.

4. Structure of Trainings

Understanding that each faculty and staff member already has significant responsibilities on the Mines campus, each training is expected to last 2-3 hours. It is also recognized that these trainings can be opened up to online courses. An example of a course that already has a significant online component is the Implicit Bias training used in faculty hiring search committees. By offering both in-person and online trainings, the intent of the DEW program is to make relevant material as accessible as possible to faculty and staff, while still assisting in the cultural change required to improve Colorado School of Mines.

The DEW program is intended to incorporate and coordinate current, successful DI&A trainings already available at Mines. These courses include, but are not limited to:

1. SAFEzone training (LGBTQ+ advocacy)
2. QPR training (Suicide prevention)
3. Bystander Intervention (Sexual assault prevention)
4. Implicit Bias trainings (Best hiring practices)
5. Sexual Assault and Harassment trainings

These trainings are expected to be readily incorporated into the DEW program structure without significant changes to program material.

A key advantage to the DEW program design is that it provides a platform for incorporation of new trainings that are essential to understanding diverse groups and different points of view on the Mines campus. A list of trainings that could be developed, or are in the process of being developed, that would be incorporated into the DEW courses include:

1. Cultural competency (Introductory course)
2. Introduction to implicit bias
3. SAFEzone 2.0
4. De-escalation
5. Sexual assault prevention
6. Imposter syndrome (I'm not smart enough)
7. Veterans Affairs
8. Physical ability and associated stigmas
9. Neuro-divergency and associated stigmas
10. Test anxiety 101
11. Cultural barriers -- A white perspective
12. Cultural barriers -- A black perspective
13. Cultural barriers -- A hispanic perspective
14. Cultural barriers -- An asian perspective
15. Cultural barriers -- A native american perspective
16. Cultural barriers -- An international perspective
17. Understanding Islam
18. People of faith and how we relate to science
19. Understanding first generation students
20. Gender politics
21. Substance abuse
22. Understanding the needs of nontraditional students
23. Financial accessibility and competency

This list, while not nearly comprehensive, is provided to show how the DEW program is intended and designed to encourage training development on a range of DI&A topics relevant to the Mines community members. The increased faculty, staff, and student involvement on any of these topical areas will improve cultural competency, increase respect for diversity, and create a measurable way to evaluate a community member's involvement in the DI&A efforts at Mines.

5. Implementation Plan

For effective implementation and to ensure the accessibility of the DEW programming to the faculty and staff, a coordinator should work as a liaison between the faculty and staff attendees and trainers. This will allow multiple sessions of the same

trainings to be offered throughout the semester, while ensuring that trainers are not overwhelmed with the frequent scheduling.

The trainings that do not yet exist on campus, must be developed. This can be done collaboratively between students, faculty, and staff who are invested in these topics and have experiences to contribute. Additionally, the resources and training content will be housed in a centralized location (physical or electronic) for review by interested parties.

The adaptability of this structure also allows for the content of these trainings to be altered from year to year. Feedback forms will be provided to the attendees to better incorporate the needs of faculty and staff through the development of this programming. The feedback will be reviewed and the content of the trainings altered as seen fit.

6. Conclusion

The draft Diversity Equity Workshop proposal outlines a program structure to (1) inform the Mines community of a diverse range of human experiences, (2) assimilate current diversity trainings into one comprehensive program, (3) encourage development of Mines signature trainings for trainings not yet available, (4) encourage shared responsibility to change the campus culture, and (4) provide a measurable means to evaluate faculty and staff involvement of DI&A on campus for promotion and tenure. It should be noted that many additional cross-unit collaboration is required to adopt and adapt the proposed program. However, the general structure introduced in the present proposal will ensure a more apt acceptance and involvement of DI&A initiatives on Mines campus.

7. Acknowledgements

This proposal is a culminating effort between a multitude of student organizations, staff leaders, and administration. A special thanks is given to the Multicultural Engineering Program (MEP), Society of Women Engineers (SWE), Women in Science, Engineering, and Mathematics (WISEM), Title IX for their constructive feedback. In addition CSM Out in Science, Technology, Engineering, and Mathematics (oSTEM), CSM National Society of Black Engineers (NSBE), CSM Society of Asian Scientists and Engineers (SASE), CSM Society of Hispanic Professional Engineers (SHPE), and CSM American Indian Society of Engineers and Scientists (AISES), were instrumental in developing this proposal.