

2020 Diversity, Equity, and Inclusion (DEI)

Task Force Recommendations

May 2020



Message from the Provost



We are and always have been proud of the diversity of our campus. With so many cultures present on our campus, we have the perfect opportunity to learn from each one of them. Our students, faculty, and staff learn how to be more compassionate, to value the traditions and the cultures of others as we all learn about our own humanity in the process.

However, we all need to continue working to ensure that every one of us feels

included on our campus...we all come from different backgrounds, from our own culture, from the environment that we grew up in, and developed behaviors that were accepted but are not accepted now. We must educate ourselves and work harder to accept and understand one another.... our community at large as well as each one of us will benefit as we become better human beings and better leaders. Diverse opinions and perspectives help us to make better decisions.

A Task Force on Diversity, Equality and Inclusion studied how Lawrence Tech can encourage an inclusive environment in which each one of us in our community feels welcomed and valued. We are putting forward recommendations to enhance the Strategic Plan of the University and we are proud to help Lawrence Tech to become even a more inclusive community.

Maria Vaz, Ph.D.

Vice President for Academic Affairs and Provost

About Lawrence Technological University

Theory and Practice has been integral to Lawrence Technological University for nearly 90 years. **Innovation** and the use of **technology** have historically distinguished the University.

University Mission Statement

To develop innovative and agile leaders through a student-centric learning environment and applied research embracing theory and practice.

Lawrence Technological University

Lawrence Technological University (LTU) is a private university, founded in 1932, that offers more than 100 programs through the doctoral level in its Colleges of Architecture and Design, Arts and Sciences, Engineering, and Business and Information Technology. PayScale lists LTU among the nation's top 100 universities for the salaries of its graduates, and U.S. News and World Report lists it in the top tier of best Midwestern universities. Students benefit from small class sizes and a real-world, hands-on, "theory and practice" education with an emphasis on leadership.

LTU specializes in applied science, engineering and design-based curriculum through the use of Project-Based Learning (PBL),¹ Active-Collaborative Learning (ACL) and Course-based Undergraduate Research Experiences (CURE),² which are focused on the foundation of "theory and practice."

Through advancements in curricula, research, services, and programs, the university community is striving, together, to achieve the vision it set forth in the LTU's Strategic Plan: to be a preeminent, private university producing leaders with an entrepreneurial spirit and a global view. LTU is a student-centered, comprehensive, teaching university with technologically-oriented academic and professional programs. LTU is one of Michigan's premier private universities and is recognized as a leader in sustainability education, research, and practice. Through applied research partnerships with industry and government, co-op, part-time work, internships, and student projects, students gain hands-on experience solving real-world problems.

Message from the Task Force

In 1932, Russell and George Lawrence established LTU on the premise of “Theory and Practice,” which provides students the opportunity to actually practice and apply the knowledge and skills learned in the classroom to solve challenges facing our society.³ Russell Lawrence’s goal was to establish a new educational institution with key connections to the City of Detroit. “My conviction is that Detroit, the great industrial metropolis that it is, deserves to have one of the foremost colleges of engineering in the world,” stated Russell Lawrence.⁴ Furthermore, the admission to the institution was open to everyone. “This institute shall be non-sectarian, non-political, and nonpartisan with all races and creeds welcome.”

The first women students were on the LTU campus in the fall of 1935. The first female faculty member was likely English professor Byrona Allison Meyers (1943). As early as 1935, African American students were on the campus of LTU. The first African American to graduate from LTU was Wilfred Clement (BSChE’1943). Although LTU was open to all students, we do recognize that we have more work to do to create a more inclusive campus that supports all faculty, staff, and students. LTU’s “Theory and Practice” methodology to develop each new generation of leaders, fosters creativity and innovation. Research indicates that inclusive teams lead to greater creativity

and innovation, which is an important goal for Lawrence Technological University.⁵

LTU’s Diversity and Equity Task Force was established by Provost Maria Vaz in the fall of 2019, to provide key recommendations to senior leadership to create a more inclusive campus that supports all students, staff and faculty. These recommendations are discussed later in this report. We recognize that these recommendations are only the beginning of diversity and inclusion efforts on our campus and we look forward to engaging in crucial conversations to move the needle regarding diversity, inclusion and equity.

Who is on the Diversity and Equity Task Force?

In the fall of 2019, Dr. Maria Vaz, Vice President for Academic Affairs and Provost established LTU's Diversity and Inclusion Task Force, which includes representatives of faculty, students, and staff.⁶

The members of the Diversity and Inclusion Task Force include:

- Dr. Sibrina Collins - Executive Director, The Marburger STEM Center - Co-Chair
- Amar Dabaja - Student, President of the Society of Women Engineers
- Evelyn Ehgotz - Student, Secretary of National Organization of Minority Architecture Students
- Ty Faulkner - Faculty, College of Arts and Sciences
- Amy Figot - Staff, Library, Chair of the Staff Senate - Co-Chair
- Dr. Nabil Grace - Dean, College of Engineering
- Kim Jerdine - Staff, Director of Housing
- Deshawn Johnson - Associate Vice President and Chief Human Resources Officer
- Bram Ligon - Student, President of Student Government
- Edward Orłowski - Faculty, College of Architecture and Design
- Dr. Valentina Tobos - Faculty, College of Arts and Sciences Acting Director of the Center for Teaching and Learning
- Dr. Maria Vaz - Vice President of Academic Affairs and Provost
- Dr. Swati Verma - Faculty, College of Business and Information Technology



Not pictured (Dr. Nabil Grace, Deshawn Johnson, Bram Ligon)

The mission of Lawrence Technological University's Diversity, Equity, and Inclusion Task Force is to bring together key recommendations that will continue to create and foster a culture of inclusion and equity among faculty, staff, students, and leadership by celebrating our differences and recognizing our commonalities. Implementation of the recommendations will promote respect for and value of diversity on and off campus so that it provides opportunities for educational and professional growth.



LTU Homecoming Events Fall 2019



LTU Homecoming Events Fall 2019



LTU Homecoming Events Fall 2019

Demographics and Projections

Data

As part of our effort to focus on diversity and inclusion initiatives on the campus of LTU, it is imperative to examine the demographic data regarding faculty, student and staff populations. The data collected comes from current enrollment statistics (2020) and comparisons to national and state demographics.

So where are we today? Where we want to be in 2022.

STUDENTS

Currently (Total enrollment at LTU is approximately 3,000 students)

Students Gender Profile	Actual (Dec. 2019)*	Goals (Dec. 2022)
Male	73%	70%
Female	27%	30%

Students Representation	Actual (Dec. 2019)*	Goals (Dec. 2022)
African American/Black	10%	12% (+60)
Asian	6%	7% (+30)
Caucasian	57%	52.5%
Hispanic	1%	2% (+30) or 2.5% (+45)
Native American	1%	1.5% (+15)
Unknown	25%	% (+)
* Undergraduate: 2,172	Graduate: 743	

EMPLOYEES

Faculty, Staff, and Leadership (778 staff made up of 104 Faculty, 648 staff, and 36 Leadership)

Faculty Gender Profile	Actual	Goals (Dec. 2022)
Male	75%	70% (-5)
Female	25%	30% (+5)

Faculty	Actual	Goals (Dec. 2022)
African American/Black	2.8% (3)	5% (+2)
Asian	5.7% (6)	7% (+1)
Caucasian	50.9% (53)	45% (47)
Hispanic Native American Unknown	3.8% (0+1+4)	2%+2%+4% (+2+1+0)

Staff Gender Profile	Actual	Goals (Dec. 2022)
Male	53% (181)	51% (-8)
Female	47% (158)	49% (+8)

Staff	Actual	Goals (Dec. 2022)
African American/Black	9% (31)	11% (+5)
Asian	3.5% (12)	4% (+2)
Caucasian	63.4% (215)	61% (-10)
Hispanic Native American Unknown	9.4% (1.8%+0.3%+7.4%) (6+1+25)	(3%+1%+7%)(10+2+25) (+4+1+0)

Leadership** Gender Profile	Actual	Goals (Dec. 2022)
Male	64%	60% (-2)
Female	36%	40% (+2)
** President, Vice Presidents, Deans, Directors, Associate Deans, and Department Chairs		

Employees Representation	Actual	Goals (Dec. 2022)
African American/Black	5.5% (2)	8% (+1)
Asian	8.3%	8.3%
Caucasian	66%	
Hispanic Native American Unknown	8.3% (2.8% + 0% + 5.6%) (1 + 0 + 2))	11.2 % (5.6% 0%+5.6%) (2 + 0 +2) (+1+0+0)

Recommendations

These recommendations were developed through a series of meetings and conversations of the DEI Task Force. Much of our recommendations stemmed from the themes in *Bandwidth Recovery* authored by Cia Verschelden,⁷ with the assistance and recommendations from Nikki Pardo, and other resources and from Nikki Pardo.

Recommendation #1

Create a website dedicated to DEI on the LTU Website that explains its purpose, actions and includes campus activities that show our commitment to diversity and inclusion.

Examples: Phenomenal Women's Brunch, International Week, and activities throughout black history month and others.

Recommendation #2

Appoint a full-time director of DEI who reports to the President or the Provost, who will coordinate with the Office of Human Resources, Student Affairs, Center for Teaching and Learning, Deans of the Colleges, and Enrollment Management to achieve the goals set forth in the strategic plan. The strategic plan goals are to align the goals of the DEI.

Recommendation #3

Update our hiring practices to promote diversity and inclusion:

1. Prepare a search committee toolkit to aid in identifying diverse candidates.
2. Require a statement of inclusion from candidates for every search.
3. Require a statement of inclusion for tenure and promotion

Recommendation #4

Develop a campaign to educate faculty, staff, and students on DEI through:

4. The Center for Teaching and Learning events that will include teaching inclusive practices.
5. DEI training during new faculty orientation.
6. Staff and Faculty Senate focusing on dedicated D, E, and I training
7. Student Government and Student Affairs will form a student-led Diversity, Equity and Inclusion subcommittee that reports to the DEI Task Force and/or Dean of Students.
8. Annual speaker series dedicated to DEI.
9. Training and orientation for student organization leaders.

Recommendation #5

Develop and maintain a process for students and employees to report inequity at the University.

Recommendation #6

Find opportunities to integrate inclusive

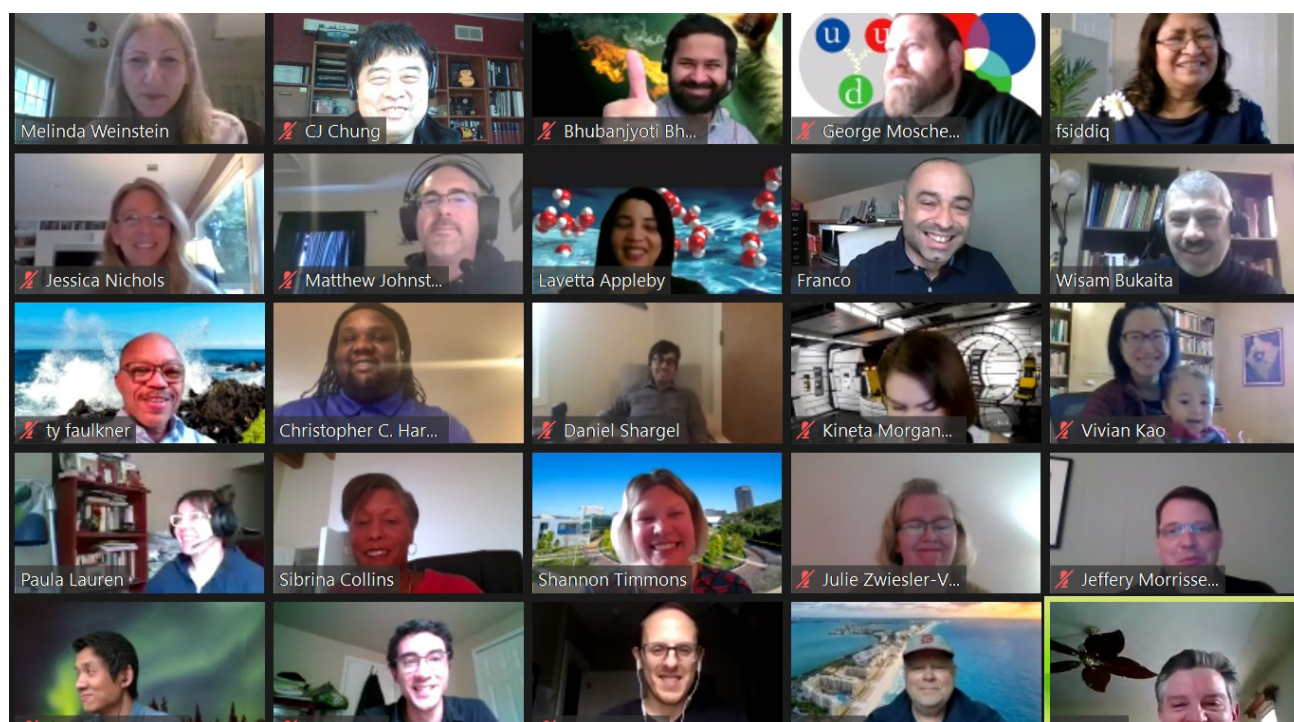
physical spaces on campus such as the Prayer, Reflection, and Meditation Room (https://www.ltu.edu/international/meditation_room.asp).

Recommendation #7

Identify metrics for all processes related to DEI.

Recommendation #8

Faculty will be required to include diversity, equity and inclusion statements in research proposals. Provided in the appendix of this report are DEI statement guidelines that can be used by LTU faculty for potential proposals focused on their research efforts. The photo below represents CURE (Course-based Undergraduate Research Experience) faculty for the HHMI grant focused on inclusive excellence in STEM. (Some examples of DEI initiatives on campus are referenced in the Appendix.)



LTU HHMI CURE Faculty Retreat held May 19, 2020. (Image courtesy of Dr. Chan-Jin Chung.)

Focus Groups

In order to guide the task force's recommendations, a plan to include input from the student body was designed. Twelve women students were invited to participate; however, only six women were able to participate. Due to COVID-19, we were unable to convene additional focus groups with under-represented populations and international students.

Question One:

How well do you feel the institution is in support of diversity?

There are minority groups...like CoAD; problem with coming together is due to many commuters. If we were a larger school with more students in housing it would be easier for groups to come together. Commuter students tend not to be as involved.

International students have separate associations so they have people their comfortable with. Harder for them to communicate because English is not their first language. Because of this they have their own groups. It is their comfort area. I do not feel it is diversity but more of a comfort zone.

I don't see anything specific from LTU that LTU is inclusive, nothing around campus or happens that shows diversity.

University tries to make it diverse, tough since so underrepresented, not really involvement.

Minor groups, black union, Indian association, separate, not really bringing together. It is separate and not glued together.

Very diverse campus but separate in its own groups. Feels the University tries to make it diverse but friends group together by their like interests and involvement. The individual groups are not trying to make it more of a diverse group.

Question Two:

If you could change any one thing of the main campus to improve diversity, what would it be and why?

Groups come together instead of separate groups. Do more of not being separate groups but each different group comes together as one to discuss issues/concerns. This will give all opportunity to talk and to see things from a view outside of your group.

School has gotten better, enrollment... who comes to the school, first year to now, I definitely see more diversity. Professors could make announcement.

Making groups more public so students are aware of the groups, encourage groups to be more diverse instead of pockets.

Question Three:

Describe your ideal mentor, counselor, or advisor and how important racial diversity would be in your selection of such role models?

Athletes, commuters, nontraditional all in other groups, no intermingling:/ everyone feels alone outside of those groups... uncomfortable/awkward out of place. Especially coming in as a freshman. Classes that are mixed majors you feel more alone as you do not know others.

Color doesn't matter to me, want someone to provide know/info & know who to refer to; returning student...just finding out about tuition discount after 6 semesters that I could have gotten discount and was available; faced challenges different than traditional student (age)...nursing cohort sticks together, but no integration in other courses. In the non-nursing classes there is no connection and you are all on your own. These were things I had to find out on my own. If I had an advisor/mentor to help me I would have found out sooner.

Race doesn't matter but field does; gaining more knowledge

Everyone I talk to sees me as a person not a color (sees me for me), different in major courses, or live vs not live on campus

Question Four:

Describe an experience, or one you may have witnessed while attending Lawrence Tech, where you perceived unjust treatment or you were treated differently than others.

I am a dual major, same students in my first year and a half. A disconnect in year 3 due to new class cohort. Now I feel like an outsider in class. I feel very separate from this new group of kids. I feel like an outsider because the group of kids are close knit.

Failed but unsure why...retook then passed...did not see point of following up as no solution could had not made it unjust ...sent email to director, not confident that there would have been a solution that I approved of. But I shouldn't have failed in the first place.

Over break working on campus... security guard questioned me by vending machine...felt race thing since did not talk to other student in engineering lounge. Security guard told me I shouldn't be in here because the building are locked. However, there was another student sitting in the lounge that was not questioned. I felt it was more of a race issue.

I was in a higher position but guys were getting more scholarships than me in lower position, sex discrimination, not same repercussions, unjust, not addressed properly. I missed a practice and got more punishment then when the guys missed a

practice. I had to do five hours community service. I feel it is unjust.

As an athlete my professor told me I couldn't miss class for games. I felt ridiculed by the professor especially CoAD with studio, very predigest towards athletes. Very frustrating at times.

Question Five:

Please identify any ways or processes where the institutional culture perpetuates racism, bias, or prejudice.

Not by individuals, not as a whole, isolated individuals, not LTU as a whole but should be addressing situations, not standard across the board.

Question Six:

To what extent are you challenged on campus to think about diversity or to learn about others' differences or cultures?

Greek like does right, sororities and fraternities comingle (from outsider looking in). They occasional get together and it seems more intertwined.

School doesn't promote enough, flyers for school events. Not have mandatory events for athletes. There are cliques with athletes (or commuters, etc), not involved with other associations. We do different events within athletes but not involved with other groups.

Nice to have community of intermingling. No encouraging from school for people

to attend. School should advertise events more. We tend to stay with our group.

Athletes forced to go, intention is not there, it is uncomfortable. Since people are forced to go they all stick together and does not always want to be there. It is not always a positive.

Question Seven:

How supportive is the institution of your own differences?

Department helps with situation, if you hit a brick wall, your (academic) department will try to get you solution, and you don't get anywhere directly. It is more of your own department that helps you. They will give you the right direction to go for your need. If you are trying to rectify it on our own you do not get anywhere.

Since we are private, we can get better results (finances) to get a solution compared to public, institution puts you with advisor or FA counselor or same race to help relate. More one on one help. Helps when institution puts you with an advisor of the same race as they can better relate with me.

No help from Athletic Department with issue. I reached out to several within the Athletic Department. I then reached out to my advisor in CoAD and they really helped me with my issue and guided me. It helps because in the CoAD we are all close. If there is an issue within another college class it is more difficult.

Question Eight:

What would you like the campus community to know about your differences? Do you feel those differences are understood and respected by others?

Groups coming together more and celebrating as a whole.

We are a very diverse campus looking from the outside. It is how we respond to it and how we use it in a positive way.

Be proactive.

Question Nine

How knowledgeable do you feel you are about other students' differences? (what would be beneficial for us to know? Are they understood and respected?)

I'm probably unaware...males are unaware about female prospective...women need to take certain precautions; more of a shift lately...shirts with "consent" is an example of the right direction. It is different for a woman then a man on certain things they do. When you explain it to them you see in their face they never thought of it that way. I would have thought they would have realized certain things when they do not. I don't think diversity is an issue here it is more inclusion. The ages, commuters separates everyone to some extent. 5 We need to be more open in discussions. based on individual, can relate to int'l roommate...looked up info to make things easier...educating themselves, more open discussion would help, we have these in

case but not otherwise. People educating themselves helps.

Question Ten:

How safe, comfortable, and welcome do you feel here at Lawrence Tech?

Generally I feel pretty safe (guy hiding in girls bathroom FR year) since then there are a lot more security cameras...problem with actual security officers (safety is kinda useless and 20 min wait if they come at all)

I don't feel unsafe, but I feel more security presence in parking lot...could not find security within 15 min of finding someone's car keys after driving around parking lots. I went to the nursing office and we called security. Security didn't want to come get the keys. I had to write a note and put it on the car as to where the keys were. This was a nonemergency situation but would if was an emergency.

Long wait time to get into Arch after hours by security.

Question Eleven:

While attending Lawrence Tech, can you describe an experience in an environment where you felt unwelcome, shamed, or disliked? What did you do about it?

I missed one practice the coach made my whole team run even though he knew the circumstances. My team did not talk to me for a week. I literally don't know why, it wasn't my fault. I didn't do anything about it and there was no one to talk to about it.

Student Organizations (as of May 2020)

To build active and engaged student leaders on the campus of Lawrence Technological University.

Executive Board

Bram Ligon, President
Emily Gandolfi, Vice President
John Bowen, Parliamentarian
Kyle Illenden, VP of Finance
Haley Fenn, VP of Public Relations
Ian Lamphear, VP of External Affairs
London Varalli, VP of Programming

Student Associations

ASSOCIATION OF INDIAN STUDENTS

Advisor: Cynthia Simpson
President: Rohan Luthra
District: Student Interests

BLACK STUDENTS UNION (BSU)

Advisor: Ty Faulkner
President: Curleshea Daniels
District: Student Interests

LTU VETERANS GROUP (SVA)

Advisor: Richard Johnston
President: Kevin Stinnette
District: Student Interests

MUSLIM STUDENT ASSOCIATION (MSA)

Advisor: Cynthia Simpson
President: Faisal Mohammed Akbar
District: Student Interests

NATIONAL ORGANIZATION OF MINORITY ARCHITECTURE STUDENTS (NOMAS)

Advisor: Edward Orlowski
President: Andreas Tsenis
District: CoAD

OUT! AT LTU WITH FRIENDS

Advisor: Scott Schneider
President: London Varalli
District: Student Interests

ROCK (REACHING OUT TO CHRIST OUR KING)

Advisor: Vernon Fernandez
President: Daniel Piotrowski
District: Student Interests

SOCIETY OF WOMEN ENGINEERS (SWE)

Advisor: Lisa Anneberg
President: Carrieann Towne
District: CoE

For a complete list of student organizations, visit:

<https://www.ltu.edu/studentactivities/organizations/index.asp>
<https://www.ltu.edu/studentactivities/multicultural-orgs.asp>

Events and Programs

Lawrence Tech hosts many ongoing programs and events to engage diverse audiences during the academic year and summer.

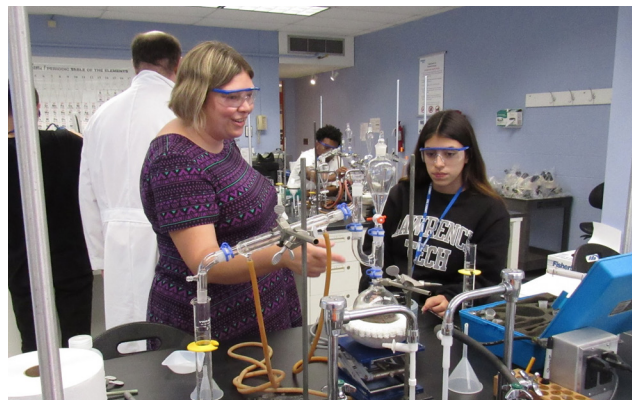
John G. Petty Community Champion Award⁸

Lawrence Tech celebrates the remarkable contributions of outstanding individuals in the community. The 2019 John G. Petty Community Champion Award honoree was Monique Lake, a chemistry and physics teacher at Harper Woods High School.



LTU's Summer Camps⁹

Lawrence Tech's Marburger STEM Center offers stimulating academic camps for students interested in engineering, technology, design, and science. Expert professors will introduce you to the latest innovations in modern labs and studios on Lawrence Tech's Southfield campus.



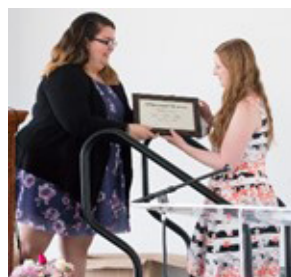
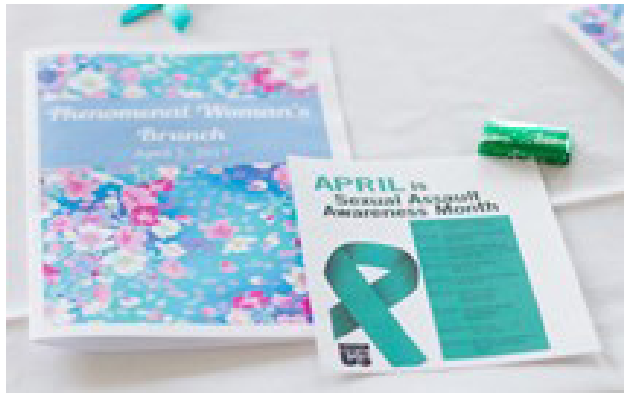
International Festival

The purpose of the International Festival is to provide our international students with a programming opportunity to celebrate the cultures of their countries. We invite our students to participate by hosting a table for their country and showcase their country's culture, food, music, and traditions. Most students use food since food tends to be an important part of most cultures worldwide. Some students wear clothing from their country, particularly traditional garments, play music, have written or audio examples of different languages, and display of either pictures or items are also ways that students demonstrate their culture to the attendees.



Phenomenal Women's Brunch

The University Housing organizes a brunch to honor the women affiliated with LTU. The event celebrates the contributions and leadership of women. Each year, a woman is nominated by her peers to receive an award recognizing her status as a phenomenal woman.



Closing Statement

We recognize that this document is only a first step in moving the needle towards diversity, equity, and inclusion on the Lawrence Tech campus. We look forward to the challenges of accomplishing all these goals.

Acknowledgements

The LTU Diversity, Equity and Inclusion Taskforce graciously acknowledged Cia Verschelden, Nikki Pardo, Noreen Ferguson, Bruce Annett and Lilian Crum for their contributions to this DEI Report.

Appendix

Proposal Statement DEI Examples for Faculty Proposals

DEI on the Campus of LTU

LTU's Diversity, Equity and Inclusion Taskforce was established in the fall 2019 by Dr. Maria Vaz, Vice President of Academic Affairs and Provost. A critical goal of the Taskforce is to provide key recommendations to senior leadership to create a more inclusive campus that supports all students, staff and faculty. Members of the Taskforce include representation from students, staff and faculty. The LTU community has engaged in many efforts to create a more inclusive campus, but the DEI efforts were decentralized. The establishment of the Taskforce is an important step to provide a more targeted and cohesive approach to DEI efforts on the campus of Lawrence Technological University.

Examples of DEI efforts include the establishment of LTU's Detroit Center for Design and Technology (DCDT) in downtown Detroit in 2016; a partnership with the Detroit Public Schools Community District (DPSCD) entitled the Blue Devil Promise, which provides a pathway to college for DPSCD students; LTU's Phenomenal Women's Week, which includes the Phenomenal Women's Brunch to celebrate women on the campus of LTU; Diverse student organizations and the International Festival, which provides international students with programming to celebrate their cultures from their countries.

In 2017, LTU was selected as one of 24 institutions for a new program from the Howard Hughes Medical Institute (HHMI) entitled the Inclusive Excellence Initiative to engage historically underrepresented students in the STEM fields and careers. Most recently, LTU was awarded a grant from the Michigan College/University Partnership (MiCUP) Program to engage community college students in STEM career pathways. Furthermore, LTU is a proud partner with the state of Michigan's King Chavez Parks

(KCP) Initiative to expand support for students who are financially or academically at risk, non-traditional or first-generation, or from traditionally underserved populations. The program is named in honor of civil rights pioneers Dr. Martin Luther King, Jr., Cesar Chavez and Rosa Parks. These DEI efforts are just an example of strategies and approaches to move the needle with diversity and inclusion on the campus of Lawrence Technological University. Moreover, LTU was approved in 2019 as a National Academy of Engineering Grand Challenges of the 21st Century approved Scholars Program School. <http://www.engineeringchallenges.org/GrandChallengeScholarsProgram/32764.aspx>

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