

CAMPUS DIVERSITY AND CLIMATE COMMITTEE ANNUAL REPORT FOR 2008-2009

I. Functions of the Campus Diversity and Climate Committee (CDCC)

The functions of the committee, as outlined in *Faculty Policies and Procedures* 6.27., are as follows:

FUNCTIONS. This shared governance body is advisory to the administration, the faculty, the academic staff, the classified staff, and the recognized student governance organization on campus diversity and climate policy, which strives to create an environment where each individual feels respected, valued and supported, while respecting academic freedom and freedom of speech.

1. Provides for faculty, staff, and student participation in long-range planning.
2. Meets twice annually with the chancellor and provost to discuss policy and progress.
3. Hears reports from groups, units, programs, and administrators.
4. Holds the annual campus-wide policy and progress forum.
5. Assists the administration in the preparation of annual reports to the UW System, Faculty Senate, Academic Staff Assembly, the Council for Nonrepresented Classified Staff, represented labor groups, and student governance body.
6. Meets periodically with deans and directors to discuss policy and progress.
7. Collaborates with other groups, programs, and units on matters of diversity and climate.
8. Makes policy recommendations.

II. Current / Past Year's Activities

1. In 2008 the Campus Diversity Plan Oversight Committee was renamed the Campus Diversity and Climate Committee in order to reflect better the broad scope of diversity issues, policies and programs that the committee addresses. The addition of the word "climate" helps to focus on the importance of campus climate in achieving a diverse community.
2. The committee planned and implemented the 2008 Diversity Forum, which featured keynote speaker Eduardo Bonilla-Silva, who spoke about power and privilege in higher education.
3. The committee is in the process of conducting a CIC diversity committee benchmarking project which is discussed in section III of this report.

III. Current Issues or Concerns

The biggest challenge facing the CDCC is how to define its mission now that Plan 2008 has officially been closed out. The committee was originally organized as an oversight committee for the plan, and now that function is no longer required. It is apparent, however, that there are still benefits to a campus-level diversity committee. In order to help us assess how this group might be of the greatest service to the university, we have engaged in a benchmarking project that examines diversity committees at other CIC institutions. While UW-Madison has undoubtedly been a leader of its peer institutions when it comes to diversity efforts, it is still instructive to examine what is and is not working at other universities as we begin to redefine our own mission. The project is still underway, but a working draft reporting on the first phase, entitled *Benchmarking Diversity Committees in the "Academic Big Ten,"* is appended to this report.

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IV. Future Issues

Consistent with our efforts to align with UW System on Inclusive Excellence, we are engaged in strategic planning on how the CDCC can continue to add value to our institution. Some proposed activities include the following:

1. Bringing together minority and disadvantaged coordinators (MDCs) to touch base with the CDCC occasionally to ensure that our efforts are aligned.
2. Bringing together equity and diversity committee (EDC) chairs or individual EDCs to discuss their work.
3. Developing a regular schedule where deans and divisional leaders are invited to report on their school or division's diversity activities.
4. Developing a self-assessment tool that deans can use to track their diversity process and to ensure that they are aligned with the goals articulated in the Inclusive Excellence meta-frame and with campus-based strategic frameworks and initiatives (these are still in development).
5. Reframing the annual Diversity Forum to align better with Inclusive Excellence.

V. Summary / Recommendations

The Campus Diversity Plan and Oversight Committee was comprised of individuals who were very devoted to diversity efforts on this campus and served our institution well in marshalling through one of the most ambitious diversity plans ever undertaken by a university. The new CDCC, which consists of many of the same members, is equally enthusiastic about making significant contributions to helping to guide us through the next phase of diversity and climate efforts. We believe that activities outlined above will allow us to make significant progress in the next few years.

VI. Membership [Name (term); University Affiliation]

Admin Co-chair

Williams, Damon A.; Vice-Provost for Diversity and Climate

Faculty

Sellers, Sherrill (07-10); Social Work
Setaluri, Vijay (06-09); Dermatology
Shedd, Timothy (08-11); Mechanical Engineering
Teuton, Sean (07-10); American Indian Studies, English

Students

Honts, Frank 08-09, alternate
John, Jacklyn 08-09
Kim, Kate 08-09
Leon, Raul 07-09, co-chair
Park, Sung Won 08-09

Classified Staff

Czynszak-Lyne, Mary (08-09); L&S Honors Program
Marty, Nancy Shaker (03-10), co-chair; State Lab of Hygiene
Palau, Adin; Office of Human Resources
Thomas, Mark (08-09); Wisconsin Union

Academic Staff

Browning, Bruno (04-09); L&S Learning Support Services
Burton, Kelly (04-11); Engineering Diversity Affairs
Macaruso, Victor (06-09); L&S Student Academic Affairs
Muniagurria, Maria (08-11); Economics

Ex officio, non-voting

Berg, Joanne; Vice Provost for Enrollment Management, Registrar
Berquam, Lori; Dean of Students
Duval, Ruthi; Wisconsin Union
Dymond, Jane; Office of Human Resource Development
Gates, Paula; Office of the Provost
Kapani, Seema; Office for Equity and Diversity
Milner, Jocelyn; Academic Planning and Analysis
Paredes, Ruby; Assistant Vice Chancellor for Diversity and Climate
Piñero, Luis; Office for Equity and Diversity, Director

Community Member

Stitt, Linda (03-10)

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APPENDIX

Benchmarking Diversity Committees in the “Academic Big Ten”

Prepared by

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and

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**Campus Diversity and Climate Committee
April 2009**

Introduction

Diversity is one of the most critical issues facing higher education today (Hurtado & Dey, 1997; Tierney, 1999). As a response, several institutional leaders have attempted to address these concerns establishing mechanisms that deal with diversity on the terms of multicultural issues and campus climate. In particular, colleges and universities continue with their efforts towards transforming their campuses into welcoming environments, where all constituents can thrive socially, academically, and professionally.

As part of these mechanisms, it is noted that councils, task forces, commissions, and campus-wide groups have been appointed across the country as one of many initiatives that seek to facilitate a transformational process, where diversity is perceived as high institutional priority. However, it is argued that very few, if any, of these working groups has achieved any significant progress, and “multiculturalism remains the most unresolved issue on campus today” (Levine & Cureton, 1998, p. 91).

For that reason, our intent for this manuscript is to understand better the role, structure, and responsibilities of these working bodies as we move forward and examine the purpose and identity of our own Campus Diversity and Climate Committee (CDCC) at the University of Wisconsin-Madison. To fulfill this goal, this project was subdivided in two research stages. At the present time, Stage 1 was completed, and information on these campus working groups was collected from a group of institutions representing the “Academic” Big Ten.¹ Relevant information was gathered directly from each institution’s web-site. In addition, direct contact via email was made with the appointed chair of each working group to assure the integrity of the information collected and to enhance its completeness.

¹ Indiana University, University of Iowa, University of Minnesota, University of Wisconsin, Penn State University, The Ohio State University, University of Illinois, University of Michigan, Michigan State University, Northwestern University, Purdue University, and the University of Chicago

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The second part of this research project will further gather information from the chair of each committee through a short interview process. The purpose of this survey is to become familiar with the perspectives, responsibilities, perceptions of effectiveness, and other valuable parameters relevant to the work of each working group. The anticipated date for the completion of this stage is still to be determined.

Diversity Committees

A standing committee is defined as a “permanent interdepartmental grouping, one that meets regularly to discuss issues of common interest” (Mintzberg, 1979). This concept of continuity and institutionalization of a meeting is important because it illustrates that through regular meetings and formal appointment, the committee itself can be considered as a part of the formal organizational structure. Standing committees are present at various levels of the organizational configuration, with some at the middle level and others at the apex of institutions.

Examining the nature of the diversity committees selected for this manuscript, many fall under the category of interdepartmental groupings, as their members represent different constituents across each institution and meet regularly to discuss matters centered on a common theme represented by diversity (Mintzberg, 1979). On the other hand, and more explicitly related to their main responsibility, these working groups are a perfect example of what is described by Mintzberg (1979) as “Executive Committees.” More precisely, their members were appointed as group that directly advises the chief executive officers and the administration on matters of campus diversity and climate policy, among other key responsibilities. As such, it is expected that they will play a key role providing support and expertise to campus administrators that design and implement diversity initiatives.

Report Overview

As we begin a new cycle of diversity work and strategic planning at the University of Wisconsin-Madison, “Inclusive Excellence” will serve as the guiding framework that will infuse diversity in the institutional life. For that reason, it is necessary to examine the work of our own committee (CDCC) as we attempt to consolidate the future direction and priorities of this working body for the benefit of the institution.

As previously stated, the overall goal of this report is to understand better these committees representing our peer institutions. Through this report, we attempt to gather information that will improve and solidify our own efforts along the lines of diversity work, creating a resource guide that will serve as a benchmark for understanding what is being done, by whom, why, and how, concerning diversity initiatives.

Illustrating the reasoning behind gathering this type of information, it is necessary to recognize that it is irrational to take steps in advising campus leaders without learning from the success and failure of other institutions that face similar challenges along the lines of diversity. Even though we recognize that UW-Madison is a pioneering institution on matters relevant to campus climate, it is evident that there is room for improvement, in particular when higher education is faced with deeper challenges and diversity must be integrated into the life of the institution to truly profit from its educational benefits.

Data

The first step of this research project was to identify a council, task force, commission, or campus-wide group in each institution. At this point, information was gathered directly from the institution’s website, and contact via email was established with the appointed chair of each working group. Table 1 illustrates key areas identified as part of a guiding layout that was provided to each chair to collect general

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information relevant to the configuration of each committee. Each chair received this layout accompanied by a description of our own CDCC along those terms as format to follow.

All data was gathered from institutions with membership in the **Committee on Institutional Cooperation (CIC)**, also known as the “Academic Big Ten.” This consortium includes twelve universities (eleven members from the Big Ten and former Big Ten member University of Chicago). However, taking into account that our particular interest was to collect information from a working body at each institution that resembles the mission and purpose of our own CDCC, we only utilized data from 11 institutions, excluding Michigan State University, which does not have a campus-wide committee of this nature.

Table 1. Diversity Committee — An Overview of the “Academic Big Ten”

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|------------------------------|
| Committee Name / Institution |
| Website |
| Chair of Committee |
| Mission |
| Membership |
| Origin and Recognition |
| Functions |
| Reporting Structure |
| Meeting Time |
| Annual Programs |
| Budget |

Trends and Insights

The following section summarizes the information gathered for this project. Table 2 offers a summary of important trends identified from the responses provided by each committee chair. In addition, Appendix A provides complete data from each institution. Appendix B offers an overview of the questionnaire that will be utilized in the following months to gather information regarding the perspective of each chair on the work, responsibilities, degree of effectiveness, roles, and other valuable parameters relevant to their working group.

At this point, considering that this project is at a descriptive stage, most of the data served to distinguish features of each committee at the structural level. The following themes emerged from this analysis.

- **Name.** All titles defining these working bodies fell under one of the following four categories: Committee, Council, Commission, or Roundtable. In addition, the assortment of names further describing the working bodies across all 11 institutions was predominantly represented by the title of diversity included in its official nomenclature. The terms equity, access, and multicultural understanding were also identified.

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- **Mission.** Overall, the mission of these bodies is summarized by the recognition of diversity at various levels of the organization structure as an important aspect of institutional life. The following statements summarize key themes illustrated by the mission statements of these committees: Consultative Participation; Offer Advice, Expertise and Guidance; Foster and Support Diversity Initiatives; Gather Information; Promote Programs; Increase Awareness; Increase Communication; and Issue Reports.
- **Membership.** Most committees fall in the range of 15-25 members representing faculty, staff, students, community, technical service, alumni, students, and ex officio members. The largest appointed committee consisted of 58 members.
- **Origin and Recognition.** Three overall reasons were identified for the creation of these committees: 1) they were appointed as part of an overall strategic plan; 2) they were created as a direct response to an institutional report on diversity matters; and 3) they were appointed by the president to respond to local circumstances.
- **Functions.** This specific area constitutes the core of the work of each appointed group. Overall responsibilities can be categorized in three sections: 1) serving as an advisory body to the administration by making policy recommendations, hearing and preparing reports, bringing concerns to the University Senate; 2) serving as a focal point for diversity discussion by providing a forum for long-term planning, developing programs and initiatives through collaboration with groups across the institution, educating and informing campus on issues of diversity, and serving as a networking system within the university and extending to the local community; and 3) managing duties such as data collection on issues relevant to diversity and promoting compliance through affirmative action and equal opportunity laws.
- **Reporting Structure.** Data collected illustrates that most committees report directly to the university president. Others report to the respective provost, and one committee is part of a campus unit.
- **Meeting Time.** Monthly meetings are the dominant format for most committees. Only one committee met quarterly.
- **Annual Programs.** Activities planned on an annual basis include a forum, a summit, a distinguished award ceremony, and a unit retreat.
- **Budget.** Data was not registered for this item.

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Table 2. Benchmarking Diversity Committee Overview

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| Official Name | <p>Organization: Committee, Council, Commission, or Roundtable</p> <p>Name: Diversity, Equity, Access, Multicultural Understanding</p> |
| Mission | <p>Consultative Participation Offer Advice, Expertise, and Guidance Foster and Support Diversity Initiatives Gather Information Promote Programs Increase Awareness Increase Communication Issue Reports</p> |
| Membership | <p>Mostly between 15-25 members representing faculty, staff, students, community, technical service, alumni, students, and ex officio members Largest committee with 58 members</p> |
| Origin and Recognition | <p>Direct recommendation from university report Appointed by university president Part of Strategic Plan</p> |
| Functions | <p>Advisory Body: Advises the president and administrative offices Makes policy recommendations Brings concerns to university senate Hears and prepares reports for the administration</p> <p>Focal Point: Provides a forum for long-term planning Collaborates and coordinates efforts with groups across the institution Develops programs and initiatives Creates a networking system Educates and informs the university on issues of diversity</p> <p>Compliance: Collects data Promotes compliance through Affirmative Action and Equal Opportunity Laws</p> |
| Reporting Structure | <p>Meets annually with university president Meets annually with provost Part of the Office of Ethics and Compliance</p> |
| Meeting Time | <p>Once a month Quarterly</p> |
| Annual Programs | <p>Annual campus diversity forum Annual diversity distinguished awards Diversity summit Annual retreat with selected unit Annual policy and progress forum Promotion and tenure symposium for faculty Visit to other campuses</p> |
| Budget | <p>Annual budget provided by university</p> |

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Appendix A. Benchmarking Diversity Committees

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| Committee / Institution | University of Chicago Diversity Leadership Council |
| Website | http://www.uchicago.edu/diversity/council.shtml |
| Chair of Committee | Ken Warren, co-chair (kwarren@uchicago.edu) Deputy Provost for Research and Minority Issues Office of the Provost Julie Peterson, co-chair (juliep@uchicago.edu) Vice President for Communications Office of the President |
| Mission | The DLC was established on the premise that the diversity of our nonacademic staff is one of the University of Chicago's greatest assets; that the diversity of the City of Chicago has helped make the university into the world-class institution it is today; and that our success in achieving our core academic mission depends on recognizing and contributing to diversity in all aspects of campus and community life. |
| Membership | We represent a group of senior administrators from a broad cross-section of the university, including academic divisions, professional schools, the Medical Center, and administrative functions, who are deeply committed to fostering a diverse and inclusive campus community. |
| Origin and Recognition | The Diversity Leadership Council (DLC) was appointed by President Robert Zimmer in September 2007 as part of recommendations arising from the Provost's Initiative on Minority Issues. |
| Functions | Our focus is to help ensure that the university's relationships with our nonacademic employees, with our surrounding neighborhoods, and with our business partners appropriately reflect the university's commitment to diversity as part of its core mission. |
| Reporting Structure | The DLC serves as an advisory body to the president and officers of the university, and as a mentor and resource to academic and administrative units. |
| Meeting Time | N/A |
| Annual Programs | Diversity Leadership Awards |
| Budget | N/A |

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| Committee / Institution | University of Illinois – Urbana Champaign Chancellor’s Diversity Initiatives Committee |
| Website | http://provost.illinois.edu/committees/diversity.html |
| Chair of Committee | Feniosky Peña-Mora, Sc.D. (feniosky@sab.uiuc.edu) |
| Mission | <p>The purpose of the report “Project 2012 - Transforming Illinois: Re-envisioning Diversity and Inclusion.” is to provide recommendations to assist Illinois during the course of the report’s five-year timetable in reaching the next level of excellence in education, scholarship, and public engagement by creating and sustaining an academic environment of diversity and inclusion, ultimately achieving national recognition as an exemplar of these values. The committee knows that you share our firm belief in the centrality of these values to the core mission of Illinois. The committee feels this fundamental understanding is of vital importance, given the critical role of higher education in advancing the goals of social equality and in light of the status of Illinois as a premier public institution. Accordingly, all of the recommendations involve examining and transforming existing institutional practices and beliefs that maintain structures of power and privilege based on race, ethnicity, gender, gender identity, sexuality, economic class, religion, and disability. Specifically, we propose four broad thrusts, set out in greater detail along with corresponding goals and initiatives in the enclosed report summaries:</p> <p>I. Enhance Education and Workplace Environment Thrust; II. Increase Representation Thrust; III. Enhance Scholarship Thrust; and IV. Expand Community and Public Engagement Thrust.</p> |
| Membership | The committee suggests three administrative officers should hold primary responsibility for identifying, benchmarking, tracking, and rewarding progress toward achieving the vision: the newly hired associate vice chancellor for student affairs/director of intercultural relations, a newly proposed chief diversity officer, and a reinstated vice chancellor for public engagement. |
| Origin and Recognition | N/A |
| Functions | A critical component of Transforming Illinois is the incorporation of ongoing evaluation and assessment of activities to track Illinois’ progress in achieving this transformative vision. Specifically, we recognize that a critical evaluation of Illinois’ strengths and weaknesses and the key aspects of assessment (e.g., data collection of current efforts, dissemination of relevant practices/policies, clear benchmarking, collection of data performance) are needed to document, assess, improve, and modify Illinois’ efforts, as needed. |
| Reporting Structure | N/A |
| Meeting Time | N/A |
| Annual Programs | N/A |
| Budget | N/A |

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| Committee / Institution | Indiana University The Commission on Multicultural Understanding |
| Website | http://www.indiana.edu/~comu/ |
| Chair of Committee | Pamela W. Freeman (freemanp@indiana.edu) |
| Mission | Gathering information and encouraging programs and activities that will increase awareness and understanding of the factors which lead to racism and other forms of oppression in society and on our campus. With education at the core of the commission's efforts, students, staff, and faculty all are responsible for contributing to this awareness and understanding. The commission provides a vehicle for members of the campus community to use in promoting greater communication among all persons on campus, regardless of race, age, religion, ability, gender, sexual orientation, and socio-economic status. Through increased communication and deliberate educational efforts that address issues of oppression, the commission can enhance the campus climate and, in so doing, serve as an exemplary role model for society. |
| Membership | |
| Origin and Recognition | |
| Functions | Review existing programs, policies, and practices on the Bloomington campus that affect students with regard to multicultural understanding, including racism and other forms of oppression. Advise the chancellor regarding the commission's reviews and recommendations. Develop needed programs and activities designed to foster appreciation for diversity and understanding of racism and other forms of oppression. Serve as a public forum to enhance the dissemination of current information related to multicultural understanding. Maintain a networking system designed to facilitate communication and support among members of the Bloomington campus community who are concerned about improving multicultural understanding and ending racism and other forms of oppression. Coordinate efforts with other organizations on campus, such as the Minority Enhancement Council, the Indiana University Student Association, the advocacy offices, etc. Seek information from other campuses, especially in Indiana and in the Big Ten Conference, to learn about efforts underway at institutions similar to I.U. in size and purpose. |
| Reporting Structure | |
| Meeting Time | |
| Annual Programs | Student Involvement Fair |
| Budget | Requests for financial assistance from the Commission on Multicultural Understanding (COMU) are considered requests for co-sponsorship. COMU's Executive Council considers such requests on an as-received, case-by-base basis. Typically, the commission provides \$75-\$100 per funded request. |

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| Committee / Institution | University of Iowa Charter Committee on Diversity |
| Website | http://www.uiowa.edu/divercom/ |
| Chair of Committee | Dr. Nicole Nisly (nicole-nisly@uiowa.edu) Dr. Peter Gray (peter-gray@uiowa.edu) |
| Mission | The Charter Committee on Diversity shall be governed by the terms of the General Charter. In addition, the committee shall: 1. Advise on the formulation, review, and application of policies and guidelines that promote and support the full contributions of all of the university's diverse faculty, staff, and students; 2. Consider and recommend actions that will help support and fulfill diversity-related commitments made by the university under the University of Iowa Strategic Plan and other university programs, plans, and policies; 3. Provide a forum to which faculty, staff, and students may refer questions and recommendations concerning university diversity-related policies and procedures. |
| Membership | - Four members of the faculty - Four members of the staff - Four members of the students (two undergraduates, one student from the professional colleges, and one graduate student) - Administrative liaisons: one representative each from the Office of the Executive Vice President and Provost, Office of Equal Opportunity and Diversity, Office of the General Counsel, Office of the Vice President for Student Services and Dean of Students, and Human Resources. |
| Origin and Recognition | Provost Hogan appointed the Diversity Action Committee in fall 2005 to help guide campus efforts to implement the diversity goals outlined in the university's strategic plan. |
| Functions | Advise on the formulation, review, and application of policies and guidelines that promote and support the full contributions of all of the university's diverse faculty, staff, and students. Consider and recommend actions that will help support and fulfill diversity-related commitments made by the university under the University of Iowa strategic plan and other university programs, plans, and policies. Provide a forum to which faculty, staff, and students may refer questions and recommendations concerning university diversity-related policies and procedures. |
| Reporting Structure | To the president of the university |
| Meeting Time | Once a month during academic year |
| Annual Programs | Symbol to Substance Annual University Diversity Summit |
| Budget | |

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| Committee / Institution | University of Minnesota Equity, Access, and Diversity Committee (EAD) |
| Website | http://www1.umn.edu/usenate/committees/ead.html |
| Chair of Committee | Professor Benjamin Munson (munso005@umn.edu) |
| Mission | Provides for consultative participation on the full breadth of diversity and equal-opportunity issues affecting faculty, students, and staff at the University of Minnesota. |
| Membership | <ul style="list-style-type: none"> - Chair - Two professional and academic staff members - Two civil service reps - Seven faculty reps - Seven student reps - Ex officio members |
| Origin and Recognition | In progress |
| Functions | <p>a. To advise the president and administrative offices on the impact of university policies, programs and services on equal opportunity, affirmative action and diversity from a system perspective.</p> <p>b. To promote compliance among the university community with equal opportunity, affirmative action and diversity laws and policies relating to students and staff.</p> <p>c. To review policies, programs and services related to equal opportunity for and the diversity of students and employees, and recommend any changes.</p> <p>d. To bring concerns to the senate, as appropriate.</p> <p>e. To recommend to the Senate Consultative Committee such actions or policies as it deems appropriate.</p> |
| Reporting Structure | N/A |
| Meeting Time | Committee meets once a month through the year |
| Annual Programs | In progress |
| Budget | N/A |

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| Committee / Institution | Northwestern University – (very decentralized) Faculty Diversity Committee |
| Website | http://www.northwestern.edu/provost/committees/diversity/reports.html |
| Chair of Committee | Daniel Linzer (nu-provost@northwestern.edu) |
| Mission | A year later, the committee issued a report that observed that, notwithstanding conscientious efforts to pursue affirmative action in hiring and some progress in increasing female faculty representation, “Northwestern can take little satisfaction in its record in recruiting and retaining underrepresented minority faculty.” The report analyzed the demographics of the faculty over the past decade or so and provided data that compared the situation at Northwestern with that at a number of peer, private research universities. The report also discussed the challenge posed by the limited availability in many fields of young African-American and Latino scholars and Northwestern’s effort to develop that “pipeline” of future faculty. Acknowledging that “the university faces a significant challenge if it is to have a faculty that more closely resembles the increasingly diverse population of the United States,” the committee outlined a number of initiatives which, if pursued, might help Northwestern to achieve its aspiration “to lead peer, private research institutions in the representation of women, African-Americans and Latinos.” The committee’s purview extends beyond that of faculty demographics to include issues pertaining to diversity within student populations and throughout the entire Northwestern community. |
| Membership | <ul style="list-style-type: none"> - Provost, or his/her designee, who chairs the committee - Three deans - Seven faculty (representing 5 schools) - Two academic staff - Two students (1 undergraduate, 1 graduate) - Ex officio members |
| Origin and Recognition | In 2000, Provost Lawrence B. Dumas formed a Faculty Diversity Committee to help him assess Northwestern University’s progress in increasing the number of women and members of underrepresented minority groups on the faculty and to suggest initiatives and mechanisms that might support this goal. |
| Functions | <p>Provides for faculty and student participation in discussions of diversity-related issues across the Northwestern community. Meets quarterly to discuss policy and progress.</p> <p>Assists in the preparation of the annual report assessing progress on diversity and climate at Northwestern. Makes policy recommendations.</p> |
| Reporting Structure | No specific reporting structure outside of regular committee meetings chaired by the provost |
| Meeting Time | Committee meets once a quarter throughout the academic year |
| Annual Programs | None |
| Budget | No specific budget. In the past the committee has played an advisory role in the allocation of monies from the Faculty Diversity Fund to support faculty recruitment and faculty development for women and under-represented minorities. |

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| Committee / Institution | Ohio State University University Senate Diversity Committee |
| Website | http://senate.osu.edu/committees/Diversity/Diversity.html |
| Chair of Committee | Professor Douglas E. Crews (crews.8@osu.edu) |
| Mission | The university is committed to becoming a leader within the higher education community with regard to diversity and the creation of a campus culture of inclusion that creates a learning environment essential for educating students who will work and live in an increasingly diverse culture. In order to achieve this recognition, bold steps must be taken to recruit and retain greater numbers of women and minority faculty, staff and students and to create a supportive environment in which they can succeed and reach their fullest potential. |
| Membership | <ul style="list-style-type: none"> - Eight regular faculty with staggered terms - Three staff members with staggered terms - Three students - Two administration members, non-voting |
| Origin and Recognition | <p>In October 2000 The Ohio State University adopted “The Academic Plan,” a plan designed to serve as a blueprint for building academic excellence. One strategy that The Academic Plan detailed as a building block to achieve its goal was to “create a diverse university community.” To integrate diversity as part of its academic mission, the university adopted a complementary plan, The Diversity Action Plan, at the same time that it adopted The Academic Plan. To implement The Diversity Action Plan, OSU appointed its first university-wide Council on Diversity. In 2008, the University Diversity Council became a subcommittee of the University Senate Diversity Committee.</p> <p>However, as part of the new Diversity Action Plan 2007-2012 “Renewing the Covenant: Diversity Objectives and Strategies for 2007 to 2012,” and along the desire of President Gee to reduce duplication and streamline, OSU integrated the Diversity Council into the Senate Diversity Committee as the “Diversity Plan Evaluation Subcommittee” with a directive to provide diversity oversight to all units across campus within university governance.</p> |
| Functions | <p>The committee shall study issues that relate to the implementation of the university nondiscriminatory policy. It shall recommend policies that foster an environment of civility, tolerance, and mutual respect. It shall perform the following functions with appropriate administrative support from the office of academic affairs and the office of human resources.</p> <ol style="list-style-type: none"> 1) Study and evaluate issues affecting diversity from an overall university perspective. 2) Be informed on external requirements on the university affecting diversity. 3) Advise the president, the executive vice president and provost, the associate vice president for human resources, and the vice president for student affairs about the institutional climate, policies, and priorities for ensuring justice, fairness, and equitable treatment to all members of the university. 4) Educate and inform the university community on issues of diversity, including the letter and spirit of all Ohio and federal rules regarding members of protected classes. 5) Oversee administration of university affirmative action grants and awards. |
| Reporting Structure | Reports annually to the university senate. |
| Meeting Time | <p>The Diversity Council convenes annually to review and analyze diversity plans submitted by academic units.</p> <p>Senate Diversity Committee meets monthly throughout the academic year and the Diversity Plan Evaluation Subcommittee meets several times in spring to evaluate the annual diversity plans of all units on campus.</p> |
| Annual Programs | The Senate Diversity Committee also is responsible for determining annual awardees for the “Distinguished Diversity Enhancement Award.” |
| Budget | N/A |

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| Committee / Institution | Penn State University Commission on Racial and Ethnic Diversity |
| Website | http://www.equity.psu.edu/cored/ |
| Chair of Committee | Teresa McGowan, co-chair (tch4@psu.edu) Daniel J. Genard III, co-chair (dqg2@psu.edu) |
| Mission | The Commission on Racial/Ethnic Diversity commits to lead and actively support university-wide diversity initiatives that foster teamwork, collaboration and communication among various racial and ethnic constituencies in order to ensure inclusion, equal opportunity, and success for underrepresented/underserved communities and community members of Penn State and the surrounding areas. |
| Membership | Members represent every employment category in the university, i.e., administrators, faculty, staff exempt, staff nonexempt, and technical service. Six students (including both undergraduates and graduates) are also appointed to the commission. At least six members must be from campuses other than University Park. |
| Origin and Recognition | The commission was appointed in 1989 by Penn State President Bryce Jordan as a university-wide advisory body to the president of Penn State in matters relating to racial and ethnic diversity. |
| Functions | Although the commission's primary function is to advise the president of Penn State, CORED is also a resource for all university departments and individuals seeking to improve Penn State's climate for diversity. |
| Reporting Structure | CORED reports to the president of the university. Administrative responsibility for commission operations rests with the Office of the Vice Provost for Educational Equity. |
| Meeting Time | Once a month |
| Annual Programs | Programs include an annual Promotion and Tenure Symposium for underrepresented faculty, visit to a campus other than University Park, annual meeting with university president and provost. In addition, CORED collaborates with the other president's commissions on activities. |
| Budget | An annual budget provided by the university. |

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| Committee / Institution | Purdue University Diversity Roundtable |
| Website | http://www.purdue.edu/humanrel/dro/DiversityRoundtable.shtml |
| Chair of Committee | Carolyn E. Johnson, Director (dro@purdue.edu) |
| Mission | The Purdue Diversity Roundtable is a networking and discussion forum that encourages coordinated programming and professional development. Members represent a wide range of diversity programs, projects, and portfolios within Purdue University and as such, the Purdue Diversity Roundtable offers the potential to increase our capacity for collaborative learning, discovery, and engagement. |
| Membership | 58 members (faculty and staff) |
| Origin and Recognition | N/A |
| Functions | The Purdue Diversity Roundtable is a networking and discussion forum that encourages coordinated programming and professional development. |
| Reporting Structure | Part of the Office of the Vice President for Ethics and Compliance |
| Meeting Time | |
| Annual Programs | N/A |
| Budget | N/A |

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|-------------------------|--|
| Committee / Institution | UW-Madison Campus Diversity and Climate Committee (CDCC) |
| Website | http://www.diversity.wisc.edu/DOC/ (updated 2003) |
| Chair of Committee | Dr. Damon Williams (damon.williams@provost.wisc.edu) |
| Mission | A shared governance body that advises the administration, the faculty, the academic staff, the classified staff on campus diversity and climate policy, which strives to create an environment where each individual feels respected, valued and supported, while respecting academic freedom and freedom of speech. |
| Membership | <ul style="list-style-type: none"> - Chancellor, or his/her designee, who shall co-chair the committee - Two additional co-chairs - Four faculty - Four academic staff - Four students - Four classified staff (two represented and two non-represented) - Two alumni - Two community representatives - Ex officio members |
| Origin and Recognition | As part of Plan 2008 (UW-Madison's second ten-year diversity plan), this oversight committee was assembled and convened in the 1999-2000 academic year. Official shared governance body |
| Functions | <ol style="list-style-type: none"> 1. Provides for faculty, staff, and student participation in long-range planning. 2. Meets twice annually with the chancellor and provost to discuss policy and progress. 3. Hears reports from groups, units, programs, and administrators. 4. Holds the annual campus-wide policy and progress forum. 5. Assists the administration in the preparation of annual reports to the UW System, Faculty Senate, Academic Staff Assembly, the Council for Non-represented Classified Staff, represented labor groups, and student governance body. 6. Meets periodically with deans and directors to discuss policy and progress. 7. Collaborates with other groups, programs, and units on diversity and climate matters. 8. Makes policy recommendations. |
| Reporting Structure | Meets twice annually with chancellor and provost to discuss policy and progress |
| Meeting Time | Committee meets once a month through the year |
| Annual Programs | Holds the annual campus-wide policy and progress forum |
| Budget | N/A |

(continued)

Appendix B. Tentative Interview Questions (DRAFT)

1. The committee you represent has directly contributed to improving campus climate at your institution?

SA A N D SD

2. The committee you represent has a strategic plan by which one can evaluate the work of its members or monitor progress towards specific goals at any given point?

SA A N D SD

3. Is the work of your committee visible within the structure of your institution? (campus news, brochures, website, campus events, recognition, etc.)

SA A N D SD

4. The committee you represent is effective when providing underrepresented groups in your campus with a voice in matters of diversity and climate?

SA A N D SD

5. The resources and support that your committee has at its disposition are adequate to foster institutional diversity?

SA A N D SD

6. Currently the work of your committee can be described as:

- a. Advisory Body
- b. Information Sharing Purposes
- c. Implementation of Strategies
- d. Assessment
- e. All of the above
- f. Other _____

7. Advising university administrators on issues related to campus climate and policy is documented as a general function of this type of committee. How would you describe this reporting relationship with senior-level administrators in your institution? And what is needed, if anything, to improve this communication?

8. As a committee, what have been the top 3 most important accomplishments within the last 3 years?

9. What do you perceive as the biggest obstacle/s for the work of your committee? What does the committee need to overcome this obstacle/s?