

Campus Diversity & Climate Committee Annual Report, 2018-2019
(Faculty Policies & Procedures 6.27.)

I. Statement of Committee Functions

The Campus Diversity & Climate Committee (CDCC) is a shared governance committee that:

1. Advises the administration, faculty, staff, and students on campus diversity and climate which, as noted in the UW-Madison *Institutional Statement on Diversity*, is a source of strength, creativity, and innovation for this campus. The CDCC values the contributions of each person and respects the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. As part of that community, the CDCC is committed to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.
2. Works collaboratively with and advises the Vice Provost for Diversity and Climate/Chief Diversity Officer to provide direction and accountability for the implementation of university diversity plans.
3. Provides for faculty, staff and student participation in long-range planning and serves as a gateway of information to and from shared governance communities.
4. Reviews campus committees pursuing discrimination goals regarding missions and coordination.
5. Meets with campus leadership to discuss policy and progress on climate and diversity.
6. Works with the Office of the Vice Provost for Diversity and Climate/Chief Diversity Officer to plan the annual campus-wide policy and progress forum.
7. Makes policy recommendations.
8. Reports annually to the Faculty Senate, Academic Staff Assembly, University Staff Congress, and the current student governance body.
9. Provides updated reports to all shared governance groups of the students, staff, faculty, and to the general public.

The committee's "Operating Procedures" (18 September 2018) are available upon request from the Office of the Secretary of the Faculty.

Professor Alberta M. Gloria (Counseling Psychology) and Director of Admissions Sir Williams (Law School) co-chaired the committee in Fall 2018. Professor Alberta M. Gloria and Douachong Lee (Student Affairs, College of Letters & Science, University Housing) are co-chairing the committee in Spring 2019.

Nasia Safdar (Medicine) and Director of Education and Faculty Development Tetyana Schneider (Ophthalmology and Visual Sciences) have been elected to serve as faculty and academic staff co-chairs, respectively, in 2019-2020.

II. Acknowledgement of Partnerships

The CDCC highly values campus partnerships and connections that have improved our work. We extend our sincere appreciation and thanks to the following individuals who have partnered with the CDCC in 2018-2019, devoting time and energy to deepen our work and to extend our reach across the university: Assistant Dean Tom Browne (College of Agricultural & Life Sciences) and Director of Diversity Affairs Mel Freitag (School of Nursing), both Campus Diversity Officers (MDCs) who served on the Academic Success subcommittee; Communications & Community Relations Director Esty Dinur (Wisconsin Union)

and Director of Communications Mary Carr Lee (DDEEA), who served on the Diversity Forum subcommittee; and Assistant Chief Kari Sasso (UWPD), who served on the Policy subcommittee.

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Our structural partnership with the Division of Diversity, Equity & Educational Achievement has been particularly important. We greatly value our ongoing collaboration with Deputy Vice Chancellor, Vice Provost and Chief Diversity Officer Patrick Sims and his leadership team, especially Assistant Vice Provost Sherri Charleston and Chief of Staff Edward Brown, and thank them for their partnership with the CDCC.

We thank this year's presenters to the CDCC -- all colleagues who share daily in the work of creating a more inclusive, engaged, and supportive campus, where individuals can learn to understand and bridge differences as well as explore shared interests and identities:

- Gia Gallimore, Director of Diverse Alumni Engagement, WFAA
- David Nelson, Senior Managing Director, Engagement Programs, WFAA
- Carrie Welsh, Director, Discussion Project
- Stephen Quintana, Professor & Chair, Counseling Psychology and Director, Diversity Dialogues
- Aaric Guerriero, Program Director, Inclusion Education, CFYE
- Aaminah Long, Program Coordinator, Inclusion Education, CFYE
- Lori Reesor, Vice Chancellor for Student Affairs
- Cindy Holzmann, Associate Director for Academics & Inclusion, University Housing
- Cleda Wang, Assistant Director of Residence Life for Inclusion, University Housing

Finally, we thank other units who have expressed interest and support for the committee's work, which include Department of Athletics, Office of Enrollment Management, and Department of Classical & Ancient Near Eastern Studies.

III. Current Activities

Campus Climate Survey Task Force Recommendations. The CDCC committed in 2017-2018 to work on *Recommendation 1. Ensure inclusive learning environments*. Subcommittee efforts this year have centered on how to promote rich and inclusive learning environments, in and beyond the classroom. In addition, members and friends of the CDCC participated in a joint meeting hosted by the Division of Diversity, Equity & Educational Achievement (19 December), at which the CDCC, Committee on Women in the University, Campus Diversity Officers (formerly MDCs), and Equity & Diversity Committee chairs, provided progress reports and Assistant Vice Provost Sherri Williams presented a refresher on Campus Climate Survey findings and timeline for Round 2, in 2020. She asked committee members and friends to imagine: *"What will it look like to achieve positive change between 2016 and 2020 across the seven recommendations?"*

Academic Success. Subcommittee members consulted with Assistant Director for Advising Technology & Assessment Jeff Shokler (Office of Undergraduate Advising), Campus Crossroads advisors, Campus Diversity Officers (MDCs), and other campus partners about using new Starfish advising software to its full potential exploring uses for communication and retention purposes as well as implementing scheduling functions. They advocated for developing more formal interdisciplinary advising networks. Subcommittee member Brian Yandell participated on a Learning Analytics work team convened by Vice Provost for Teaching & Learning Steve Cramer and DoIT Director of Academic Technology Linda Jorn. The team has adopted values that will inform policy development, including beneficence, transparency, privacy and confidentiality, and inclusivity and equity.

Diversity Forum. UW-Madison's 2018 Diversity Forum, *Beyond the Numbers – Relationships, Retention and Reality* attracted more than 1200 faculty, staff, students, and community members. Dr. Talithia Williams – an American statistician and mathematician who researches the spatiotemporal structure of data, and the first black woman to achieve tenure at Harvey Mudd College – delivered a well-received keynote address: "Power in Numbers: Data-Driven Decision Making for Inclusive Education." Forum participants attended four blocks of break-out sessions on topics including: efforts

to improve policing, Trans/Forming allyship and increasing availability of gender inclusive restrooms, University Health Services' *Color of Drinking* survey and the 2019 AAU survey on sexual assault and sexual misconduct, future directions for UW-Madison's cultural centers, campus wellness and mental health support, masculinity and men's role in promoting gender equity and social justice, the 25th anniversary of CeO, workshops on hostile and intimidating behavior, mindfulness/meditation for individuals working for social justice, and the role of families in supporting first year students. A late night forum held on 26 November, attracted 300 second and third shift employees and featured a keynote address by Chief Kristin Roman (UWPD) that was translated into Spanish, Hmong, Tibetan, Chinese, and Nepalese. Presentation topics included: VCFA Engagement, Inclusion & Diversity (EID) Council updates and recent successes; an overview of DDEEA Strategic Priorities; and university and community resources, featuring the Wisconsin Tibetan Association, Hmong Community, Cultural Linguistic Services, Learning and Talent Development, Chinese Association. In Spring 2019, the planning team is analyzing responses to a 6 month post-event survey and that will inform preparation for UW-Madison's Fall 2019 Diversity Forum. John Quiñones, ABC News correspondent and creator and co-host of the "What Would You Do?" hidden camera television series will be the keynote speaker for Fall 2019 Diversity Forum.

Leadership Meetings. Subcommittee members partnered with CDCC leadership to organize six presentations to the full committee, thematically linked by speakers' efforts to engage and educate important constituencies, on and beyond campus.

In October, WFAA Diverse Alumni Engagement Director Gia Gallimore provided a detailed and comprehensive report on intentional and strategic outreach to alums of color (~1,800 in Milwaukee, ~4,000 in Madison, ~2,500 in Chicago). This engagement initiative includes efforts to record race and ethnicity for alums graduating before 1977, an Alumni Notes project through which graduates are invited to "Share Your Story," and a new Badger Vibes publication launched in Winter 2018. WFAA launched a Diversity Council including members of established affinity groups in Fall 2019.

In November, Discussion Project Director Carrie Welsh (School of Education) described how the Discussion Project, launched in 2017, prepares faculty and instructional academic staff to teach students discussion skills that will enhance their educational experience and support effective interpersonal interactions during and after college. To date, more than 70 faculty, in three cohorts of instructors representing 30 departments, have completed the program. Two additional cohorts will complete the program in 2019-2020. Participants invest two full days before the semester begins and ½ day mid-semester to learn how to get students talking, design effective small group discussions, facilitate whole group discussions, address ethical issues related to discussion, and attend to individual and group needs. Three support tools help faculty members expand use of discussion in their classrooms: a grouping tool, a process of individualized observation and coaching/feedback, and student surveys. Pre- and post-surveys of instructors and students measure project effectiveness. The Discussion Project recently received a \$1M Mellon grant to scale up the program and test effectiveness in different institutional contexts (including implementation at Historically Black College and Universities and Hispanic Serving Institutions).

In January, Program Director Aaric Guerriero and Program Coordinator Aaminah Long provided an overview of Inclusion Education efforts offered through the Center for First Year Engagement (CFYE), focusing on *Our Wisconsin*, a program that has grown significantly since its inception in 2016. Currently, 110 facilitators provide approximately 135 three-hour workshops over a period of three weeks in early Fall semester. Aaric works with faculty and staff facilitators to define and promote inclusive educational practices. Aaminah focuses on program development and logistics, and on mentoring and guiding facilitators' leadership growth. Facilitators have and/or develop a skill set to navigate spaces with learners gaining new knowledge, self and other awareness, and skills (i.e., cultural competencies) who in the process of learning may experience emotional resonance with topical discussions and identify new areas of growth. In particular, the program curriculum attends to issues of intersectionality of identities. The *Our Wisconsin* team provides new venues and

interactions to create a sense of belonging within residence halls and (re)define how each person defines and engages “home.” The program is highly encouraged for all first-year students.

In February, Professor & Chair of Counseling Psychology Steve Quintana overviewed Diversity Dialogues, a program that helps students to understand the learning utility of dialogue. Dialogue is the practiced skill set of allowing oneself to “be changed by what we hear” rather than arguing to move the listener to adopt the speaker’s position. Program facilitators are graduate students who are trained in specific interpersonal process and group skills. Diversity Dialogues have been offered for more than a decade. During this period, more than 7,000 undergraduates have participated. The program serves students in Ethnic Studies classes, general education courses, several UW-Madison departments and units, some community agencies, and the Madison Metropolitan School District, working to improve the climate for work and learning. A 90-minute one-time intervention, 8 to 12 students/participants and two facilitators dialogue about topics of diversity. Paired participants listen to narratives without offering responses or asking questions, with the intended focus on learning new perspectives and reflection of self in relation to other. This practice, founded on principles of critical intergroup contact theory, allow participants to identify “growth edges” and to engage in open dialogue about emerging themes and challenges.

In April, Vice Chancellor for Student Affairs Lori Reesor met with the CDCC. She shared her integrative vision for the new position of Vice Chancellor for Student Affairs, guided by principles of caring about the whole student, learning in and beyond the classroom, and treating all students with dignity and respect. She provided a progress report on the Dean of Students search and on an ongoing reorganization of the Division of Student Life, inviting feedback from the committee about the thematic groupings and administrative structures proposed by her internal team in consultation with campus stakeholders: Identity & Inclusion (Gender & Sexuality Campus Center, International Student Services, McBurney Disability Resource Center, Multicultural Student Center); Health & Wellbeing (Recreational Sports, University Health Services), Student Advocacy (Office of the Dean of Students; Associate Students of Madison, Center for First-Year Involvement, Office of Student Conduct & Community Standards); Student Leadership and Community Engagement (Wisconsin Union, Center for Leadership and Involvement); Administrative Operations (Assessment, Communications and Marketing, Development and Alumni Relations, Finance and Budget, Human Resources). She has formed a Diversity, Inclusion & Social Justice committee to assess climate issues and workforce data and to give strategy and direction for future recruitment, climate, professional development and retention efforts. An associate vice chancellor will be appointed to coordinate diversity and inclusion efforts within the thematic structure and across the division. Vice Chancellor Reesor discussed a new task force addressing mental health services and considerations to provide increased levels and more effective services for students, including culturally relevant services. Members include students, faculty, and staff who are reviewing mental health resources and related supports at UW-Madison with a focus to provide recommendations for a comprehensive, multifaceted approach to the mental health needs of students. Finally, she provided an update on the second iteration of the AAU survey and approaches to create a safer and healthier campus culture.

In May, Associate Director for Academics & Inclusion Cindy Holzmann and Assistant Director of Residence Life for Inclusion Cleda Wang from the Division of University Housing presented an in-depth review of the diversity efforts in UW-Housing. Specifically, student demographics, staff training, the Center for Cultural Enrichment, learning communities, and additional diversity initiatives were discussed. UW-Housing serves approximately 92% of first-year students who reside in residential halls, with 22% living in one of ten learning communities. Learning communities have a residential floor or hall dedicated to a specific theme (i.e., BioHouse, Bradley, Chadbourne Residential College, GreenHouse, International, Multicultural, Open House, StartUp, The Studio, Women in Science & Engineering). Each learning community offers a variety of academic and social programs to foster critical thinking and engagement relative to each learning community. Residents are encouraged to enroll in the learning community seminar organized by a faculty director in support of learning community outcomes and goals. The Center for Cultural Enrichment hosts a variety of

cultural, academic, and social programming open for all residential students to participate. The center has increasingly been a space for student organizations to reserve and host programming. Residence Life has a dedicated emphasis on diversity competency when training their student staff members (e.g., housefellows). Other UW-Housing diversity initiatives include an Elders-in-Residence program.

Policy Subcommittee. Subcommittee members analyzed 2017-2018 school/college diversity and inclusion reports submitted to Provost Sarah Mangelsdorf and Chancellor Rebecca Blank, prepared a matrix of divisional efforts in key areas linked to *Campus Climate Survey Task Force* recommendations and implementation efforts, and drafted recommendations to university leadership for consideration by the full committee. In 2017-2018, the CDCC recommended staging opportunities for divisional representatives to interact and share best practices; campus level effort to identify promising practices and scale up selected efforts; and providing more precise prompts in future report requests. This year, the committee has focused on increasing learning opportunities for faculty, staff, and students; efforts to improve recruitment and hiring practices; creating safe spaces; learning how surveys and assessment tools are used to bring pilots to scale; and asking how strategies can be communicated to and adopted by other units. With respect to *Campus Climate Task Force Recommendation 1. Ensure inclusive learning environments*, CDCC discussion has centered on promising professional development opportunities for instructional academic staff and faculty (research informed programming with a formal evaluation component, evidence of positive outcomes); equity, inclusion, and diversity-focused course learning outcomes; construction of syllabi; and student evaluation and curriculum assessment efforts. The full committee discussed divisional reports and the reporting process in March and approved a draft report and recommendations to Chancellor Blank and Provost Sarah Mangelsdorf in April (Appendix: Memo to Chancellor Rebecca Blank and Interim Provost Jim Henderson Re: CDCC recommendations for 2019-2020 divisional diversity and inclusion reports, 13 June 2019).

III. Current and Future Issues and Areas of Effort

In 2019-2020, the committee will:

- Continue discussing recommended language updating the CDCC's membership ([FPP 6.27.A.5-6.](#))
- Collaborate with DDEEA to plan for and evaluate the 2019-2020 Diversity Forum
- Meet with university leadership to discuss CDCC recommendations related to divisional diversity & inclusion reports and discuss next steps
- Attend to Associated Students of Madison diversity & inclusion efforts
- Address priorities identified by the committee in Fall 2019

V. Committee Membership

Campus Diversity & Climate Committee, 2018-2019

		Member	Term
		<u>Since</u>	<u>Ends</u>
<u>Faculty:</u>			
Alberta M. Gloria (co-chair)	Counseling Psychology	2018	2020
Kristen Malecki	Population Health Sciences	2018	2021
Nasia Safdar	Medicine	2018	2021
Brian Yandell	Horticulture	2018	2021
<u>Academic Staff:</u>			
Elise Ahn	International Division	2019	2020
Douachong Lee (co-chair)	L&S Center for Academic Excellence		
	UW Housing and Residence Life	2018	2021
Tetyana Schneider	Ophthalmology and Visual Sciences	2018	2021
Liz Valentine	University Health Services	2017	2020
Sir Williams	Law	2014	Fall 2018
<u>University Staff:</u>			
Heidi Hakseth	Mercile J. Lee Scholars Program	2017	2020
Juli Loker	Physician Assistant Program	2017	2020
Kelly O’Ferrell	Center for Limnology	2018	2019
Carol Pope	Center for the First-Year Experience	2017	2020
<u>Students:</u>			
Aina Athirah Ab Latip (undergraduate student)		2018	2019
Agalia Ardyasa (undergraduate student)		2018	2019
Kianna Goodwin (graduate)	School of Social Work	2018	2019
Abrielle Ivancevich		2019	(S II)
<u>Community & Alumni</u>			
Mary Beth Collins	Center for Community & Nonprofit Studies	2016	2019
<i>vacant</i>			
<i>vacant</i>			
<i>vacant</i>			
<u>Ex-Officio/Non-Voting:</u>			
Patrick Sims	Office of the Provost/DDEEA	2016	
<u>Staff:</u>			
Lindsey Stoddard Cameron	Office of the Secretary of the Faculty	2016	