

**Campus Diversity & Climate Committee**  
**(Faculty Policies & Procedures 6.27.)**  
**Annual Report, 2020-2021**

**I. Statement of Committee Functions**

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" (11 November 2020) are available upon request from the Office of the Secretary of the Faculty.

Professor Nasia Safdar (Medicine) and Director of Education and Faculty Development Tetyana Schneider (Ophthalmology and Visual Sciences) co-chaired the committee in 2020-2021. Associate Professor Kristen Malecki (Population Health Sciences) 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 2021-2022.

**II. Acknowledgement of Partnerships**

The CDCC highly values ongoing collaborations and thanks the following individuals who have partnered with the CDCC in 2019-2020:

- Diversity Officers/Multicultural & Disadvantaged Coordinators: Assistant Dean Tom Browne (College of Agricultural & Life Sciences) and Director of Diversity Affairs Mel Freitag (School of Nursing) who partnered with the Academic Success subcommittee;
- Division of Diversity, Equity, & Educational Achievement: Director of Communications Mary Carr Lee and Events & Logistics Specialist Krystal Tucker, who partnered with the Diversity Forum subcommittee;
- Language Institute: Director Dianna Murphy, who presented on UW-Madison's evolving Language Initiative
- L&S: Associate Dean of Academic Planning Elaine M. Klein, who provided data on UW-Madison's General Education curriculum and Ethnic Studies Requirement

- UHS: Healthy Campus Team Manager Katherine Loving, Violence Prevention Manager, Molly Zemke, and Alcohol & Other Drugs Prevention Coordinator Reonda Washington, who presented on follow-up to the Color of Drinking Project and 2019 AAU Survey
- UWPD: Assistant Chief Kari Sasso, who partnered with the Policy Recommendations subcommittee, and Chief of Police Kristen Roman and Executive Director of Recruitment, Diversity, & Inclusion Louis Macias, who presented in April;

CDCC members greatly appreciated the contributions and insights of Interim Deputy Vice Chancellor & Chief Diversity Officer Cheryl Gittens. In particular, CDCC thanks Dr. Gittens for comprehensive strategic updates and for working to expand the breadth and depth of DDEEA's annual "Joint C's" meeting, assuring participation by all DEI-focused shared governance committees.

### III. Current Activities

#### Standing Subcommittees:

**Academic Success.** Adam Hills-Meyer (university staff) and Thomas Brown (MDC liaison to CDCC) led this subcommittee, which focuses on enhancing campus strategies promoting the recruitment, retention, and success of underrepresented minority/disadvantaged students in undergraduate, graduate, and professional programs. Additional members included Jorge Cardona (academic staff), Mel Freitag (MDC liaison to CDCC), Larry Jolón (community), Kristen Malecki (faculty), Canaan Odeh (student), and Christopher Yue (MDC liaison to CDCC).

Subcommittee members engaged in a series of conversations with campus colleagues, aiming to coordinate information sharing and planning efforts, maximize the effectiveness of Starfish and Academic Navigator, and help students access advising resources quickly and easily. Early conversations focused on development of guiding principles, including beneficence, transparency, privacy and confidentiality, and minimizing adverse impacts. In November, Learning Analytics Lead Kim Arnold (UW-Madison Information Technology) described UW-Madison's evolving definition of Learning Analytics – "activities that generate actionable data from the learning environment designed to improve student outcomes by informing structure, content, delivery, or support of the learning environment" – and presented detailed information about the development of a Learner Engagement Analytics Dashboard (LEAD) and a learner activity view for advisors (LAVA). Privacy and equity considerations as well as strategies to empower students, are central to these efforts. Director of Strategic Diversity Planning & Research Torsheika Maddox (DDEEA) discussed continuous quality improvement efforts and forecasted interviews to support students who may need additional guidance to achieve success. In Spring 2021, subcommittee members discussed ways to formalize inclusive advising structures and processes with colleagues working on Learning Analytics, continued to consult with Torsheika Maddox on questions about early alert functionality, and reached out to Teaching Academy members promoting strategies for teaching effectively in Canvas. CDCC members expressed appreciation for efforts to center students in these ongoing discussions.

In the coming year, the subcommittee proposes exploring opportunities for collaboration with the newly established Center for Teaching, Learning & Mentoring (CTLM) and focusing on where to direct recommendations regarding:

- supporting broader adoption of learning analytics
- advocating for baseline standards for Canvas courses
- continuing to explore whether the Student/Faculty/Advisor communication and scheduling tool in Starfish could support an academic success early warning system for students

**Diversity Forum.** Gia Gallimore (alum/community) and Liz Valentine (academic staff) led this subcommittee, which works with Division of Diversity, Equity, & Educational Achievement (DDEEA) partners and the Office of the Deputy Vice Chancellor, Vice Provost, & Chief

Diversity Officer to plan the annual campus diversity forum. Additional members included: Emma Brandt (postdoc), Mary Carr Lee (DDEEA Director of Communications), Holly Johnson (University Staff), Kelly Otto (student), Nasia Safdar (faculty), Krystal Tucker (DDEEA Events & Logistics Specialist).

Subcommittee members partnered in planning the 2020 Diversity Forum, invited feedback on proposed themes, participated in evaluating proposals and selecting breakout sessions and workshops, and apprised the full committee of progress and forum outcomes. Presentations and resources are [posted](#) and will remain available.

Pivoting to Zoom during the pandemic supported record attendance and audience engagement. By mid-October, more than 3,000 people had registered to attend. Diversity & Climate Researcher and Projects Manager James Yonker (DDEEA) analyzed evaluation survey results. He reported that keynote presentations by Robin DiAngelo and Austin Channing Brown, as well as a Town Forum on *Racial Injustice in America*, were highly attended and top rated segments. Some audience demographic characteristics have remained stable over time; however, there were some significant differences in audience composition and participation in Fall 2020, including dramatic rises in the percentage of participants attending on both days (from 39% to 77%) and the percentage attending the forum for the first time (from 45% to 64%). A digital format enabled significantly higher levels of community engagement and both national and international participation. Nearly half of the participants responding to the evaluation survey preferred a virtual format; however, about 25% would like future forums to be presented mostly or entirely in person. The design team will consider hybrid options for Fall 2021. Responses related to technology included comments about ease of use, options for different types of engagement, and praise for live captioning. Some people appreciated using chat for real time engagement while others found the chat feature distracting. Options to turn chat and closed captioning on or off would be helpful. New evaluation questions invited respondents to share quotations for future communications and to suggest up to three topics for future sessions.

CDCC members applauded growth in community involvement and data indicating many new participants intend to return in future years, asked whether it would be possible to offer keynotes on both days, and discussed etiquette issues created by enabling chat. A hybrid model would make forum content available to schools throughout the state and support continuing community participation. CDCC recommends that the forum continue to focus on critical DEI issues at UW-Madison – prompting faculty staff and students to “look inward in really intentional ways” – as well as provide learning and growth opportunities for external audiences.

Following an inaugural call for proposals, Oscar Mireles represented CDCC on the 2020 Diversity Forum selection committee in May-June 2020. The selection committee evaluated 49 proposals. Heidi Hakseth, Tetyana Schneider, Andy Stoiber, and Nick Thuot volunteered to represent CDCC on the 2021 Diversity Forum selection committee.

**Policy Recommendations.** Dietram Scheufele (faculty) chaired this subcommittee, which works with campus units responsible for the development and implementation of campus diversity and climate policies. Additional members included Elise Ahn (academic staff), Oscar Mireles (community), Kari Sasso (UWPD liaison to CDCC), Andy Stoiber (student), and Nick Thuot (university staff).

Subcommittee members reviewed annual school and college diversity and inclusion reports, focusing on promising practices and noteworthy initiatives that are already being implemented in multiple divisions or that could be scaled up and “catalyzed” to boost campus progress. Following review and discussion by the full committee, CDCC members voted unanimously to forward five recommendations to university leadership:

- A first recommendation based on the subcommittee's review focuses on strengthening our data infrastructure around DEI. Questions raised in different school/college reports included, for example, how the Dean of Students can be empowered to effectively share back hate and

bias incidents to the schools/colleges. Similarly, some colleges were hoping for greater collaboration with DDEEA and more fluid sharing of up-to-date and college-specific information. In short, we see tremendous potential for streamlining information curation and sharing across different units and levels of administration at UW.

- Echoing similar system-level thinking, a second theme relates to DEI-focused student recruitment and the opportunities and challenges that emerged, some across schools and colleges, and some specific to disciplines or fields of study. Most schools and colleges expanded their efforts in this space. Across different efforts, our committee sees significant potential for a university-wide push for more systems thinking when it comes to increasing equity in different disciplines. A systems focus would allow us to examine how different uses of standardized testing, fundraising for targeted scholarship funds, and many other program initiatives jointly influence equitable and inclusive recruitment at UW. Most likely, different combinations of initiatives and activities will be necessary for maximizing diverse and equitable recruitment within different disciplines.
- A third recommendation relates to assessments and setting of long-term targets. A number of reports already benchmark their performance relative to historic averages, beyond just year-to-year assessments. This is useful, but the time periods chosen often relate to transitions in leadership or data availability, rather than time periods that would make the most sense for assessment purposes or student outcomes. DDEEA and other units in central administration might be able to help track relevant data for faculty, staff, and students relevant to each unit, i.e., data that could also include field-specific data on similar units in peer schools. Engineering schools across R1 campuses, for example, are facing very different DEI-related challenges than colleges of Arts & Science. Finally, we saw more and more reports beginning to connect schools and colleges' current DEI work to long-term outcomes. Having prompts for future reporting that explicitly ask for this kind of long-term planning might be particularly useful for guiding effective and long-term positive change.
- Fourth, the subcommittee was very excited to see that all schools and colleges are increasing the scope of their DEI engagement. In the long run, this raises a question of resources. Who is doing the work? Are we adding even more reporting, program planning, and assessment burdens to academic units that are already stretched thin and just went through both temporary and permanent budget cuts? What levels of staffing are necessary to meaningfully do the work? And are already lean units just being asked to do even more?
- Finally, the subcommittee was excited to hear that the deans have already formed working groups to exchange best practices and ideas that might be scalable or applicable across units. We would be happy to connect with these working groups and brainstorm further about some of the excellent ideas that emerged across all the reports we reviewed.

In October, Interim Deputy Vice Chancellor, Vice Provost & Chief Diversity Officer Cheryl Gittens outlined UW-Madison's response to an Executive Order *Combating Race and Sex Stereotyping* (22 September 2020). CDCC members discussed the importance of CDCC taking a public stance on the importance of DEI-focused education, professional development, and training at UW-Madison. President Biden reversed Trump's executive order on Inauguration Day. Elise Ahn, Larry Jolón, Oscar Morales, Dietram Scheufele, and Andy Stoiber drafted a statement that focused on the moral case for diversity, equity, and inclusion, while also articulating other reasons why diversity and inclusion efforts are vitally important. A positive and persuasive news piece could help campus and community members understand the value of UW-Madison's significant investment in diversity initiatives and infrastructure including the Ethnic Studies Requirement, orientation activities for incoming students, and professional development opportunities for all faculty and staff. Through continuing engagement, as well as robust documentation of positive outcomes, the committee hopes to defuse potential future efforts to limit education, professional development, and training.

In April, CDCC unanimously endorsed a coordinated effort to develop and publish a story reflecting sentiments articulated in the draft statement, with the policy recommendations subcommittee/writing team, CDCC and Campus Committee for Diversity Education & Training

leadership, DDEEA, and University Communications.

**Professional Development.** Lori Lopez (faculty) led this subcommittee, created in October 2020 to explore and recommend professional development and competency-building opportunities and resources for employees. Additional members included Prenicia Clifton (alum/community), Heidi Hakseth (university staff), Tetyana Schneider (academic staff), Brandon Springer (student, SII), Crystal Zhao (student, SI).

Subcommittee members reviewed annual school and college diversity and inclusion reports and a wide range of professional development opportunities that are already available at UW-Madison, with goals of identifying EID gaps and programs that could be adapted for or integrated into an emerging UW-Madison DEI curriculum for faculty and staff. The subcommittee shared questions and recommendations with a new Campus Committee on Diversity Education & Training.

Heidi Hakeseth represented the Campus Diversity & Climate Committee on the Campus Committee on Diversity Education and Training, charged by Provost John Karl Scholz and co-chaired by Vice Provost for Faculty & Staff Beth Meyerand and Interim Deputy Vice Chancellor & Chief Diversity Officer Cheryl Gittens. The committee reviewed scholarly research on learning and DEI-focused education, campus initiatives, offerings at peer institutions, potential vendors, and the question of how to organize education/professional development/trainings at UW-Madison. To ensure effective learning and positive employee experiences, the team is considering development of “tracks,” with options to complete a number of individual modules. Recommendations will be informed by responses to five foundational questions:

- *What is the content and impact of current DEI programming on our campus?*
- *What content and methodologies are being used at peer institutions or offered by private providers?*
- *How does the literature inform our understanding of best practices as UW-Madison explores evidence-based approaches to building cultural competencies and becoming a more inclusive organization?*
- *How can we best meet employees’ needs and develop a scaffolded approach?*
- *Where should we allow and encourage people to go and grow?*

Committee members observed that UW-Madison could benefit from “Diversity 101” programming. There are several “Diversity, Part 2” opportunities but few options for people who are new to DEI conversations. A successful “Diversity 101” program would introduce key terminology, encourage participants to engage in self-reflection, and afford opportunities to practice inclusive behavior in real life situations. One promising option might be to adapt and scale *Our Wisconsin*, a program for first year students, to meet employee needs. “Step 2” programs would assume baseline knowledge and help participants increase capacity. The team noted evaluation remains a challenge. Most evaluations measure satisfaction rather than program efficacy or behavioral change. Providing evidence based programming would heighten impact and position UW-Madison as a leader in DEI education.

**Awards & Recognition.** The committee congratulates recipients of UW-Madison’s Outstanding Women of Color Awards, all of whom are prominent on campus and in the broader community for their notable professional accomplishments and efforts to achieve social justice:

UW-Madison – 13<sup>th</sup> Annual Outstanding Women of Color Awards

Shenikqua Bouges, Advanced Geriatrics Fellow, Medicine: Division of Geriatrics & Gerontology, School of Medicine & Public Health

Mary Muse, State Director of Nursing, Wisconsin Department of Corrections

Jessica Perez-Chavez, Doctoral Student, Counseling Psychology, School of Education

Leslie Petty, Dean of Evening, Executive, and Corporate Executive MBA Programs, Wisconsin School of Business

Sami Schalk, Professor, Gender & Women’s Studies, College of Letters & Science



Monica White, Associate Professor, Nelson Institute for Environmental Studies and Community & Environmental Sociology, College of Agricultural & Life Sciences

Award recipients were announced at the Diversity Forum and recognized at a [virtual campus-wide reception](#) on 3 March 2021.

Lori Lopez, Oscar Mireles, and Tetyana Schneider served as CDCC representatives on the [2020 Outstanding Women of Color Awards](#) selection committee.

Larry Jolón, Lori Lopez, and Andy Stoiber will represent the CDCC on the *2021 Outstanding Women of Color Awards* selection committee. Co-chair Tetyana Schneider agreed to review nominations if an appointed member is not able to serve.

**Endorsements.** In November, CDCC endorsed a *Resolution in Support of Instruction and Training on Diversity, Equity, Inclusion and Social Justice* ([Faculty Document 2911](#)) as amended and approved by the Faculty Senate on 2 November.

In February, CDCC voted to endorse a letter from Committee for Women in the University faculty co-chair Nasia Safdar, advocating for creation of an ad hoc Committee on Caregiving. The proposed committee would focus on short and longer term impacts of COVID-19. CDCC co-chairs Nasia Safdar and Tetyana Schneider co-signed the letter on behalf of the committee.

**Ethnic Studies Requirement.** In March, Lori Lopez and L&S Associate Dean of Academic Planning Elaine M. Klein provided data on Ethnic Studies courses offerings at UW-Madison and described a growth trajectory over several years. The College of Letters & Science acts as a trustee for General Education requirements at UW-Madison. The University General Education Committee engages in conversations with other schools and colleges about course offerings and potential changes in campus requirements. A 3-credit Ethnic Studies requirement is an important component of UW-Madison's general education curriculum. Over time there have been several recommendations to increase the requirement to 6 credits, including a recommendation from the ad hoc Diversity Planning Committee whose recommendations provided a foundation for UW-Madison's implementation of R.E.E.L. Change. Brandon Springer shared an ASM letter endorsing such an increase, co-signed by 25 student organizations. Associate Dean Klein acknowledged that the university would need to add 500 to 1500 seats each year over the next four years to implement a 6 credit Ethnic Studies requirement. In each of the past two years, there has been growth of approximately 1400 seats.

Committee members commented that they loved the potential for enhanced education in this area and appreciated momentum established by the College of Letters & Science and Ethnic Studies faculty. CDCC endorsed in principle an increase the Ethnic Studies requirement to 6 credits.

**Language Initiative.** In January, CDCC invited Language Institute Director Dianna Murphy to present on UW-Madison's Languages Initiative. Dr. Murphy gave a language acknowledgement, focusing on the sacred language of the Ho-Chunk. She described findings from a Fall 2020 survey and acknowledged the centrality of languages other than English to many UW-Madison students, staff, and faculty. Arresting language loss, supporting revitalization efforts, and seeking language justice for indigenous peoples are central components of the Languages Initiative. Areas for effort include raising awareness of linguistic diversity; recognizing and communicating the value of multilingualism for individuals, communities, and society more broadly; reducing harassment and discrimination related to linguistic and cultural differences; understanding how language fits within UW-Madison's working definition of diversity, and operationalizing this aspect of our institutional values.

Committee members discussed areas for effort with Dianna, including advocating for multilingual signage, with a focus on representing indigenous languages; including a language-focused workshop or panel in the next Diversity Forum, continuing efforts to improve access to services and programming, including sign language interpretation; and supporting efforts to include name

pronunciation options in Canvas (adoption of NameCoach).

**MDCs.** Mel Freitag shared a brief history of the MDC role, written by Paul Barrows, and invited feedback on a draft overview of the MDC role and responsibilities. The MDC role, grounded in efforts to improve access and support a more diverse student body, was created in the 1970's. Today, MDCs are appointed in each school and college. The phrase "targeted minority" remains in Wisconsin State Statutes, particularly with respect to the Lawton grant. MDCs would like to move beyond deficit language and have been discussing how to re-imagine the role, with particular attention to how the MDC and Diversity Officer role articulate and may share core functions.

**Sexual Assault/Sexual Violence.** In March, UHS Healthy Campus Team Manager Katherine Loving, UHS Violence Prevention Manager, Molly Zemke, and UHS Alcohol & Other Drugs Prevention Coordinator Reonda Washington joined CDCC to discuss actions following two important surveys, the [Color of Drinking Study](#) and 2019 [AAU Survey](#). Data from both surveys clearly shows that student experiences differ and correlate with personal identities. Holding one of seven marginalized identities creates heightened risk for students and holding multiple marginalized identities significantly increases the chances that students will experience bias or violence and is linked to disparate physical and mental health outcomes. The UHS team has introduced a strong focus on intersectionality as work to prevent and mitigate the effects of bias, violence, and assault continues. On campus, the [Healthy Academics Toolkit](#) is designed as a resource and support for students and for faculty and staff who work with them. The toolkit is based on research demonstrating that *"Faculty, instructional staff, and TAs have the ability to influence social determinants of student mental health and well-being related to trauma-informed practices, connectedness and belonging, campus and classroom climate, high-risk alcohol use, decreased stigma regarding mental illness, and access to campus resources."* UHS is also sharing campus learning with colleagues in a statewide AODA coalition, using key findings to inform practice broadly and in real time.

**Postdoc Priorities.** Emma Brandt provided a brief overview of a Summer 2020 Diversity and Inclusion Survey conducted by the UW-Madison Postdoctoral Association's Diversity and Inclusion Committee, and invited participation in a virtual Postdoc Diversity & Inclusivity Forum: [A Diversity of Stories](#) (30 April). The forum engaged university leaders, postdocs, and other stakeholders in learning about diversity, equity, inclusion and justice (DEIJ) issues and challenges faced by UW-Madison's postdocs from underrepresented groups and developing solutions, including policy recommendations.

Dr. Brandt also partnered with the Division of Diversity, Equity, & Educational Achievement to provide for postdoc participation in UW-Madison's affinity spaces for employees.

**Student Priorities.** ASM Equity & Inclusion Committee priorities for AY 2020-2021 included:

- expanding gender inclusive residence hall options for students, including student voices in the planning process, and permitting use of preferred name and gender identity at registration
- ongoing conversations about police practices with BIPOC coalition members and UWPD Chief Kristen Roman
- addressing concerns about Honor Lock, with a focus on challenges experienced by students with disabilities and students of color, and advocating for UW-Madison to turn on a preferred pronoun feature in Canvas and/or use NameCoach
- recommending an increase in the Ethnic Studies requirement from 3 credits to 6 credits, with broad support from a large number of student organizations across campus

CDCC continues to follow other student advocacy efforts. In September, Associate Vice Chancellor for Student Affairs Gabe Javier provided a brief overview of how the Student Inclusion Coalition was formed and what SIC is working to accomplish. He acknowledged Dr. Gittens' integral involvement in the effort and outlined next steps on key priorities, including:

- publicly recognizing past sacrifices of students through recognition at Commencement (planned for May 2020, coinciding with the 50<sup>th</sup> anniversary of UW-Madison's Afro-American Studies Program but temporarily deferred due to the pandemic; group also is exploring other ways to acknowledge students who left UW-Madison without degrees)
- identifying new ways to address funding gaps and provide resources equitably to student affinity groups and organizations, while also acknowledging it is unlikely that students will achieve independent control of \$5M
- working with the National Panhellenic Council to recognize historical contributions of Black fraternities and sororities
- in partnership with DDEEA and WFAA, restructuring the Homecoming Committee and homecoming activities
- elevating how bias incident reporting is managed within the Dean of Students Office, including hiring an additional director

**UWPD Racial Equity Initiative.** In April, Chief of Police Kristen Roman and Executive Director of Recruitment, Diversity, & Inclusion Louis Macias met with CDCC to provide a progress report on UWPD's Racial Equity Initiative and discuss how associated activities will support greater transparency, informed advocacy, and enduring trust. Important goals of UWPD are to serve as a partner in the university's educational mission and to work proactively to mitigate and prevent problems.

Discussion focused on how equity will be defined and how success metrics will be communicated. UWPD is designing an Equity Dashboard. Continued engagement through an advisory board and community meetings will shape priorities and help ensure accountability. Individuals can also submit anonymous feedback at <https://uwpd.wisc.edu/about-us/contact-us/>

CDCC asked about intersections with key campus initiatives, including the Languages Initiative, Color of Drinking, and the AAU Survey. Among enhanced support services for students, UWPD is working with CLS Director Carmen Romero-González and colleagues to translate WiscAlerts and other key communications. For the first time, UWPD has a presence nearby but off campus: a Community Officer working in the Langdon Street corridor to address behaviors with impacts on safety, security, and a sense of belonging.

### **III. Current and Future Issues and Areas of Effort**

In 2021-2022, the committee will:

- Collaborate with DDEEA to evaluate the Fall 2021 Diversity Forum and plan for the 2022 Diversity Forum
- Address priorities identified by the committee in Fall 2020



#### IV. Committee Membership

##### Campus Diversity & Climate Committee, 2020-2021

		Member	Term
		<u>Since</u>	<u>Ends</u>
<u>Faculty:</u>			
Lori Lopez	Communication Arts	2019	2023
Kristen Malecki	Population Health Sciences	2018	2024
Nasia Safdar (co-chair)	Medicine	2018	2021
Dietram Scheufele	Life Sciences Communication	2019	2024
<u>Academic Staff:</u>			
Elise Ahn	International Division	2019	2023
Jorge Cardona	Wisconsin Center for Education Research	2019	2021
Tetyana Schneider (co-chair)	Ophthalmology and Visual Sciences	2018	2024
Liz Valentine	University Health Services	2017	2023
<u>University Staff:</u>			
Heidi Hakseth	Division of Diversity, Equity & Educational Achievement	2017	2023
Adam Hills-Meyer	UW-Madison Information Technology	2020	2023
Holly Johnson	Center for Limnology	2019	2021
Nick Thuot	Law School	2020	2023
<u>Students:</u>			
Brandon Springer (undergraduate student)	Chair, ASM Equity & Inclusion Committee	2020 (SII)	
Canaan Odeh (undergraduate student)		2020	2021
Kelly Otto (graduate student)	Educational Leadership & Policy Analysis	2020	2021
Andy Stoiber (graduate student)	Curriculum & Instruction	2020	2021
Crystal Zhao (undergraduate student)	Diverse Engagement Coordinator, ASM	2020 (SI)	
<u>Community &amp; Alumni</u>			
Prencia Clifton	Division of Continuing Studies	2019	2022
Larry Jolón	Center for Leadership & Involvement	2019	2022
Gia Gallimore	Wisconsin Foundation & Alumni Association	2019	2022
Oscar Mireles	Omega School	2019	2022
<u>Ex-Officio/Non-Voting:</u>			
Cheryl Gittens	Office of the Provost/DDEEA	2020	
<u>Staff:</u>			
Lindsey Stoddard Cameron	Office of the Secretary of the Faculty	2016	