

Ad Hoc Committee on Academic and University Staff  
Diversity, Equity, and Inclusion

Fall 2022 Recommendations Report

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## Executive summary

In June 2020, the Academic Staff Executive Committee (ASEC) formed the [Ad Hoc Committee on Academic and University Staff Diversity, Equity and Inclusion](#). The goal of the committee is to advise UW–Madison academic and university staff shared governance, and by extension the Provost, Chancellor, and others, on measures for enhancing diversity, equity, and inclusion (DEI) among academic staff (10,904 - 44.9%) and university staff (4,072 - 16.8%), which together comprise the largest employee group on this campus.

<b>Fall 2021 Faculty and Staff Head Count</b>	
Faculty .....	2,294
Limited Staff .....	666
Instructional Academic Staff .....	2,644
Other Academic Staff .....	8,260
University Staff .....	4,072
Post-Degree Training Staff .....	909
Graduate Assistants .....	5,387
<b>Total .....</b>	<b>24,232</b>

### *Academic Planning & Institutional Research (APIR) 2021-2022 Data Digest*

The committee's *specific* charge included:

1. Assessing the current state of DEI within historically underrepresented and marginalized groups of the academic and university staff at the UW–Madison by:
  - a. Examining current hiring statistics, accessing the DEI plans of units across campus, and coordinating with OHR, ASEC, the Chief Diversity Officer/Office of Diversity & Inclusion, the Dean of Students and others,
  - b. Researching relevant climate and work satisfaction surveys,
  - c. Determining whether and to what extent academic and university staff from historically underrepresented and marginalized groups have access to professional development, lifelong learning, paths to leadership, and other resources that impact the university's ability to recruit and retain individuals in those employment categories.
2. Engaging with subject matter experts across the university who can help evaluate the effectiveness of current efforts in supporting academic and university staff from underrepresented groups, and who can recommend new initiatives.
3. Surveying other universities' efforts to support DEI among academic and university staff and their equivalents, assessing how UW–Madison compares, and evaluating the extent to which such efforts may be adapted at UW–Madison.
4. Identifying changes that should be made to the university's current DEI efforts and proposing new initiatives that will assist in recruiting, retaining, and supporting academic and university staff, especially those from historically marginalized and underrepresented groups.
5. Recommending incentives and accountability measures that will support new and existing DEI initiatives for academic and university staff throughout all campus units and leadership, including any applicable funding estimates.

The committee was comprised of the following members:

- Sarah Carroll, Strategic & Organizational Development Partner, Office of Human Resources
- Stephanie Elkins, Broadcast Host, Wisconsin Public Radio; ASEC Member
- Gideon Elliott, Office Manager, Office of the Secretary of the Faculty
- Felipe Gacharná, Committee Co-Chair; Creative Associate Director, Office of Communications and Advancement, School of Education
- Kathy Krasny, Biosafety Specialist, Environment, Health and Safety
- Russell Kutz, Senior Microbiologist, Wisconsin Veterinary Diagnostic Lab
- Leslie Petty, Assistant Dean for Evening and Executive MBA Programs, Wisconsin School of Business; ASEC Member
- Angie Rosas, HR Director, Wisconsin Public Media
- Jake Smith, Secretary of the Academic Staff (ex officio, non-voting member)
- Susan Tran Degrand, Equity, Inclusion, and Well-Being Director, Office of Human Resources
- Jana Valeo, Committee Co-Chair; Budget Office Financial Manager, College of Letters and Science

The primary outcome of the committee's work is a set of recommendations that, when executed, is intended to further the university's goal of becoming a more welcoming, diverse, and inclusive community that actively supports its academic and university staff – especially those from historically marginalized and underrepresented groups – throughout their entire careers at UW–Madison.

Based on an environmental scan and data collected by the committee, including input from various campus stakeholders and subject matter experts, this ad hoc committee proposes the following recommendations:

- Improve collection of and access to employee data and tracking
- Review compensation, promotion, and progression as an equity issue
- Collect, analyze, share, and use employee experience data
- Cultivate more focused and sustained campus-wide recruitment and retention efforts
- Identify and support the unique needs of vulnerable populations on campus
- Increase institutional commitment and accountability

## **Introduction**

Historically, efforts to improve DEI at UW–Madison have focused on faculty and students for a variety of reasons. Similar efforts to improve DEI for academic and university staff are challenging. To start, there is a lack of publicly-available data at UW–Madison that can be used by units and governance groups to inform decisions.

The committee met regularly from June 2020 through March 2021. During this time, the committee collected information about employee demographics and employee experiences on campus through meetings with campus partners, reviewing current DEI efforts, reviewing accessible employee data (APIR and HR), and reviewing accessible climate survey data.

Much has changed since March 2021, including decreased access to 2020 Tableau data (which was restored in June 2022); the implementation of the Title and Total Compensation (TTC) Project; the progression of the Administrative Transformation Program (ATP); the launch of a new staff climate survey; and the formation of new committees. These changes have influenced this committee's recommendations and we subsequently amplify these questions:

- How does UW–Madison sustain DEI initiatives with turnover at executive leadership levels (e.g., UW System President, Chancellor, VCFA, CHRO)?
- How will TTC affect and ultimately support the recruitment and retention of academic and university staff on campus?
- How will data from the new campus-wide staff climate survey be analyzed, shared, and used to improve recruitment and retention of academic and university staff on campus?
- How can newly created committees that focus on DEI issues build on prior findings of other committees to gather momentum instead of perpetuating duplication?

This committee kept these questions in mind as we moved forward.

## Obstacles & Limitations

One of the committee's greatest obstacles was lack of access to data which would allow examination of the questions inferred in the charge. There is very little publicly available information for academic and university staff. The majority of materials used by the committee came from the Office of Human Resources (OHR) and are unavailable to the average employee. Furthermore, demographic data that was available in Tableau early in the committee's work became restricted, thereby reducing access to the majority of the committee.

Another problem the committee faced was the lack of comprehensive information about university staff experiences. While the other two employee classes (i.e., academic staff and faculty) had been surveyed regularly and comprehensively for multiple years, the Employee Engagement, Inclusion, and Diversity survey only included university staff in Finance and Administration units concerning their experience on campus. University staff outside the VCFA organization have never been surveyed systematically. Since the formation of this committee, the Office of the Provost issued the first all [Staff Climate Survey](#) which does include all university staff.

The committee also found that while there are many initiatives and data focused on faculty and students, DEI efforts that are intentionally focused on the needs of academic and university staff are not as numerous or visible, especially related to equity. This is obvious when looking at the [2021-22 Data Digest](#). In the section for Faculty and Staff, there is more data available for faculty than staff such as: Trends in Faculty FTE and Headcount; Faculty Headcount by Rank and Gender; Faculty Tenure Promotions by Gender; Faculty Tenure Promotions for Faculty of Color; Average Faculty Salaries by Professorial Rank; and Median Faculty Salaries by Professorial Rank.

While equity data is publicly available for faculty, it does not appear that similar data is being tracked for academic and university staff. If issues of equity are important to measure and track among faculty, it would follow that it is equally important to measure and track this data for academic and university staff. This data is essential to gather following the implementation of [TTC](#) and [Salary Administrative Guidelines](#) (SAG) to ensure that new campus policies do not affect academic and university staff in a negative way. Additionally, UW–Madison should be able to report on salary growth and promotion to ensure equity among all employees on campus throughout all salary grades.

Similarly, the committee also uncovered that data is not recorded at the end of employment for academic and university staff to track and document why these staff members left employment at UW–Madison. Without data, it is difficult to review retention and turnover rates, and furthermore, to understand the experience of marginalized and underrepresented academic and university staff on campus.

While great strides have been made to advance DEI efforts for academic and university staff over the last two years, there are still many more to be made. Though there is some overlap of the needs and concerns of faculty and students, the issues that affect academic and university staff differ and require attention. Moving forward, it will be important to examine how these issues are different so that future initiatives can be tailored to academic and university staff.

For example, it may not be important to know how many jobs a member of the faculty needs to hold to earn a living wage, but this may be an important question when examining the needs of, in particular, university staff. It may also be important to understand and monitor how easily academic and university staff are able to be promoted or to obtain merit increases under the new TTC and SAG guidelines. Additionally, the university should proactively consider how it might include vulnerable employee groups in decision-making processes so that the concerns of these employee populations are understood and addressed in structural, systematic, and sustainable ways. Data that speaks to these issues will ensure that underrepresented groups are not being excluded or negatively affected.

## **Data Collection**

Initially, the committee relied on publicly available information to assess initiatives already active on campus. The committee also reached out to campus leaders for input. After initial review, this committee sought more quantitative data through the following:

### **Informational meetings with campus partners**

The committee (or sub-groups of the committee) met with the following campus partners to discuss the committee’s charge and possible strategies to address the charge, and to collect information about the current DEI landscape for academic and university staff:

- Former and current Vice Provost for Faculty and Staff Affairs
- Interim Deputy Vice Chancellor for Diversity and Inclusion, Vice Provost & Chief Diversity Officer
- OHR’s Human Resources Information System (HRIS) Director and HRIS Data Analyst & Metrics Specialist
- Division of Diversity, Equity, and Educational Achievement (DDEEA) Affirmative Action Officer and Research Analyst
- Director of Total Rewards, Office of Human Resources
- Chair of the Committee for Women in the University (CWU)
- Data analyst for the Academic Staff Work Life Survey

### **Review of campus-wide DEI efforts available prior to Fall 2021**

The committee reviewed the following resources to gauge the quantity and potential impact of current DEI efforts related to supporting recruitment, retention, and growth of academic and university staff on campus:

- Available campus climate reports—authored by DDEEA

- Diversity inventory program (DIP)—managed by DDEEA
- Some divisional/unit-level DEI plans and corresponding websites
- Feedback collected from multilingual [Hostile and Intimidating Behavior](#) (HIB) training sessions

### **Review of APIR and HR data available prior to Fall 2021**

A subgroup of the committee compiled data available through Academic Planning and Institutional Research (APIR) and OHR's HRIS unit to identify the demographic make-up of employee groups on campus and to understand more broadly how promotion/progression, retention, and turnover is tracked within our current systems.

### **Review of campus climate survey data available prior to Fall 2021**

The committee identified several campus-level climate surveys (including those listed below) which were conducted by various groups on campus to understand the employee experience. The committee reached out to these survey groups to collect information about the survey instruments and relevant survey findings.

- Academic Staff Work Life Survey—conducted by the Academic Staff Executive Committee (includes academic staff)
- Student Campus Climate Survey—conducted by the DDEEA (includes undergraduate, graduate, professional, and special students)
- Employee Engagement, Inclusion, and Diversity (EID) Survey—Conducted by the Vice Chancellor for Finance & Administration (VCFA) (includes academic and university staff in VCFA Units)
- Faculty Work Life Survey—conducted by the Women in Science & Engineering Leadership Institute (WISELI) (includes faculty)

### **Review of Big Ten Institution Demographics**

2021-2022 [CUPA-HR](#) Benchmark pay equity and representation data among Big Ten peer institutions show differences in staffing percentages by gender and race at UW–Madison (“Focus Institution”) compared to staffing percentages among three (3) to nine (9) peer institutions.

There are three reports:

1. Professionals - equivalent to academic staff
2. Staff - equivalent to university staff
3. Admin - equivalent to limited appointees (Administrators, Chiefs of Staff, Deans/Directors, etc.)

#### Academic Staff (Professionals report):

- Among all employees at UW (men/women combined), there are:
  - slightly fewer Asian employees (5.2% at UW compared to 5.7%\*); fewer Black/African American employees (3.3% at UW compared to 5.5%\*); and more white employees (86% at UW compared to 83.2%\*) - \*among **nine (9)** peer institutions
  - roughly equivalent Hispanic/Latinx employees (3.5% at UW compared to 3.6% among **eight (8)** peer institutions)
- Among men at UW, there are:
  - a greater number of men overall (33.3% at UW compared to 28.5%\*); equivalent Asian men (1.6% at UW compared to 1.6%\*); slightly fewer Black/African American men

(1.5% at UW compared to 1.7%\*); and a greater number of white men (28.4% at UW compared to 23.6%\*) - \*among **nine (9)** peer institutions

- roughly equivalent Hispanic/Latinx men (1.3% at UW compared to 1.1% among **eight (8)** peer institutions)
- Among women at UW, there are:
  - fewer women overall (66.7% at UW compared to 71.5%\*); fewer Asian women (3.6% at UW compared to 4.1%\*); fewer Black/African women (1.8% at UW compared to 3.8%\*); and slightly fewer white women (57.6% at UW compared to 59.6%\*) - \*among **nine (9)** peer institutions
  - roughly equivalent Hispanic/Latinx women (2.2% at UW compared to 2.5% among **eight (8)** peer institutions)

<b>ACADEMIC STAFF</b>	Men/Women combined	-	Asian 5.2% UW 5.7% (9)BT	Black 3.3% UW 5.5% (9)BT	White 86% UW 83.2% (9)BT	Hispanic/Latinx 3.5% UW 3.6% (8)BT
	Men	Overall 33.3% UW 28.5% (9)BT	Asian 1.6% UW 1.6% (9)BT	Black 1.5% UW 1.7% (9)BT	White 28.4% UW 23.6% (9)BT	Hispanic/Latinx 1.3% UW 1.1% (8)BT
BT = Big Ten	Women	Overall 66.7% UW 71.5% (9)BT	Asian 3.6% UW 4.1% (9)BT	Black 1.8% at UW 3.8% (9)BT	White 57.6% UW 59.6% (9)BT	Hispanic/Latinx 2.2% UW 2.5% (8)BT

#### University Staff (Staff report):

- Among all employees at UW (men/women combined), there are:
  - a greater number of Asian employees (11.9% at UW compared to 5.9%\*); fewer Black/African American employees (5.7% at UW compared to 12.6%\*); and fewer white employees (64.5% at UW compared to 69.6%\*) - \*among **nine (9)** peer institutions
  - a greater number of Hispanic/Latinx employees (16.5% at UW compared to 10.1% among **eight (8)** peer institutions)
- Among men at UW, there are:
  - a greater number of men overall (61.1% at UW compared to 42.1%\*); fewer Black/African American men (3.4% at UW compared to 5.8%\*); and a greater number of white men (44% at UW compared to 30%\*) - \*among **nine (9)** peer institutions
  - a greater number of Asian men (4.9% at UW compared to 2.1%\*) and a greater number of Hispanic/Latinx men (8.2% at UW compared to 3.4%\*) - \*among **eight (8)** peer institutions
- Among women at UW, there are:
  - fewer women overall (38.9% at UW compared to 57.9%\*); a greater number of Asian women (7.0% at UW compared to 3.8%\*); fewer Black/African women (2.4% at UW



compared to 6.8%\*); and fewer white women (20.5% at UW compared to 39.6%) - \*among **nine (9)** peer institutions

- a greater number of Hispanic/Latinx women (8.2% at UW compared to 6.8% among **eight (8)** peer institutions)

<b>UNIVERSITY STAFF</b>	Men/Women combined	-	Asian 11.9% UW 5.9% (9)BT	Black 5.7% UW 12.6% (9)BT	White 64.5% UW 69.6% (9)BT	Hispanic/Latinx 16.5% UW 10.1% (8)BT
	Men	Overall 61.1% UW 42.1% (9)BT	Asian 4.9% UW 2.1% (8)BT	Black 3.4% UW 5.8% (9)BT	White 44% UW 30% (9)BT	Hispanic/Latinx 8.2% UW 3.4% (8)BT
	Women	Overall 38.9% UW 57.9% (9)BT	Asian 7.0% UW 3.8% (9)BT	Black 2.4% UW 6.8% (9)BT	White 20.5% UW 39.6% (9)BT	Hispanic/Latinx 8.2% UW 6.8% (8)BT

BT = Big Ten

#### Limited Staff (Admin report):

- Among all employees at UW (men/women combined), there are:
  - fewer Black/African American employees (9.0% at UW compared to 12.8%\*); and roughly equivalent white employees (78.6% at UW compared to 77.2%\*) - \*among **nine (9)** peer institutions
  - roughly equivalent numbers of Asian employees (4.0% at UW compared to 4.4%\*) and a greater number of Hispanic/Latinx employees (5.0% at UW compared to 3.2%\*) - \*among **eight (8)** peer institutions
- Among men at UW, there are:
  - slightly fewer men overall (41.3% at UW compared to 45.3%\*); and slightly fewer white men (32.3% at UW compared to 35.1%\*) - \*among **nine (9)** peer institutions
  - fewer Black/African American men (3.5% at UW compared to 5.5% among **eight (8)** peer institutions)
  - slightly fewer Asian men (1.5% at UW compared to 2.2% among **seven (7)** peer institutions)
  - a greater number of Hispanic/Latinx men (2.5% at UW compared to 1.1% among **three (3)** peer institutions)
- Among women at UW, there are:
  - a greater number of women overall (58.7% at UW compared to 54.7%\*); fewer Black/African women (5.5% at UW compared to 7.3%\*); and more white women (46.3% at UW compared to 42.1%\*) - \*among **nine (9)** peer institutions
  - roughly equivalent Asian women (2.5% at UW compared to 2.2% among **seven (7)** peer institutions)
  - roughly equivalent Hispanic/Latinx women (2.5% at UW compared to 2.1% among **five (5)** peer institutions)

<b>LIMITED STAFF</b>	Men/Women combined	-	Asian 4.0% UW 4.4% (8)BT	Black 9.0% UW 12.8% (9)BT	White 78.6% UW 77.2% (9)BT	Hispanic/Latinx 5.0% UW 3.2% (8)BT
	Men	Overall 41.3% UW 45.3% (9)BT	Asian 1.5% UW 2.2% (7)BT	Black 3.5% UW 5.5% (8)BT	White 32.3% UW 35.1% (9)BT	Hispanic/Latinx 2.5% UW 1.1% (3)BT
	Women	Overall 58.7% UW 54.7% (9)BT	Asian 2.5% UW 2.2% (7)BT	Black/African 5.5% UW 7.3% (9)BT	White 46.3% UW 42.1% (9)BT	Hispanic/Latinx 2.5% UW 2.1% (5)BT

BT = Big Ten

## Summary of Findings

- The majority of current campus DEI efforts are focused on students and/or faculty. There is a *glaring* need to center the needs of academic and university staff as it relates to DEI on campus.
- There is a significant lack of publicly available data that otherwise would have enabled this committee to engage in the following:
  - Identifying and tracking trends related to academic and university staff progression, promotion, professional development, retention, and turnover.
  - Analyzing university staff climate survey data to understand the university staff experiences on campus.
- The lack of data—and lack of access to data—does not allow this committee nor the collective campus to understand the current landscape related to recruitment, retention, and development opportunities for historically underrepresented employee groups on campus and the ways in which existing structures and processes create and sustain inequities among marginalized employee groups. It is important to acknowledge that this lack of data/access to data *significantly* limited this committee’s ability to effectively author this report.
- All of these things considered, the committee is concerned that:
  - The lowest paid and most vulnerable employees on UW’s campus comprise greater numbers of marginalized populations of people.
  - The highest paid and least vulnerable employees on UW ‘s campus are majority white.

Subsequent to these findings, we make the following recommendations.

## Recommendations

### 1: Improve collection of and access to employee data and tracking

- Develop and implement policies and corresponding systems to ensure thorough documentation and tracking of staff progression, promotion, retention, turnover, and termination data, to understand if there is a disproportionate impact on marginalized employee groups in these areas.
- Develop centralized mechanisms and processes to understand why marginalized employee groups stay (are retained) or leave the institution (turnover/are terminated). Centralized

mechanisms/processes might include employee transition and exit data, data around why employees stay at the institution, focus groups to learn more about the employee experience, etc.

- Make data collected publicly accessible to inform DEI efforts across campus and divisional levels.
- Develop strategies and corresponding processes to increase underrepresented academic and university staff access to and participation in career development and employee learning opportunities.
- As campus moves forward with the ATP, this committee recommends a comprehensive strategy to collect employee data that is fully accessible and can be filtered by all employee demographic categories to track specific issues related to equity in promotion and salary growth. Survey current stakeholders to discover what data is currently missing or insufficient.

## **2: Review compensation, promotion, and progression as an equity issue**

- Develop and implement a policy and process that conducts regular reviews of academic and university staff compensation to identify any inequities in salary among protected classes in these employee groups.
  - Conduct review at regular intervals and share findings publicly.
- Provide clear campus guidelines that outline how employees can progress through the TTC title series or be promoted to a new title series. Ensure a clearly defined process to track jobs as they change, monitor employee growth/ trajectory more routinely, and ensure the compensation and title continue to fit appropriately as employees grow or are assigned new tasks (whether temporarily or permanently). Identify how assigning more work may translate to employee growth.
- Since campus has moved towards a merit- and promotion-based compensation model, it is important to monitor employees within each salary range to ensure that the potential for merit increases is equitable among employees, employee classes, job titles, and salary ranges. A process needs to be implemented to ensure that certain employee classes or job titles are not receiving merit increases less frequently than others as well as in addition to pay plan increases implemented by the state.
- Create and monitor a standard for equitable salary growth to ensure all employees in all employment classes and salary ranges are being awarded merit increases equitably.

## **3: Collect, analyze, share, and use employee experience data**

- Use the data collected in the [Staff Climate Survey 2022](#) to identify needs specific to university staff and collaborate with units across campus on DEI efforts to address those needs.
- Conduct comprehensive analysis of any survey data collected from academic or university staff.
- Coordinate the efforts of the myriad diversity committees on campus so that information is shared and collaboration maximizes progress.

## **4: Cultivate focused and sustained campus-wide recruitment and retention efforts**

- Develop comprehensive recruitment and hiring plans to diversify academic and university staff hiring at all ranks within the institution.
- Ensure campus policies align with equitable recruitment and hiring efforts.

- Allocate funding and resources to support and implement recruitment, hiring, and retention plans.

## **5: Identify and support the unique needs of vulnerable populations on campus**

- Employees who may be isolated by the shift they work, language they speak, mobility, disability, technological barriers, as well as others, are vulnerable to exclusion and may be unfairly impacted by policies and practices. Ensure these populations have direct access to leadership and decision makers, and encourage dialogue, engagement, and topic exploration relevant to their experiences on campus. Build accountability to ensure the feedback is incorporated into campus planning, policies, procedures, etc.
- Create and promote accessibility of campus resources. This may include professional development opportunities for 2nd and 3rd shift employees, technology assistance, language programs on campus for employees who are English Language Learners, or increased accommodation assistance.
- Create tuition remission for staff interested in ESL or technology courses and promote free learning opportunities on campus.

## **6: Increase institutional commitment and accountability**

- Create a policy that requires consistent review and assessment of recruitment, retention, promotion, and progression practices for academic and university staff.
  - Conduct review at regular intervals and share findings publicly.
- Provide ongoing, central campus support to align this work across campus.
- Ultimately, consider the degree to which we might resolve inequities among Codes of Ethics for limited appointees, academic staff, and university staff. Our policies, which guide ethical behavior among all employees, grant varying (and inequitable) degrees of agency among our different employment classes.
  - There are different Codes of Ethics at UW–Madison for academic staff, university staff, and faculty, as there are for UW System Board of Regents Employees, and UW System Employees.
  - UW–Madison has its own personnel authority, which means that UW–Madison gets to make its own HR policies.
  - UW–Madison is still required, however, to follow the Board of Regents and UW System information exactly in some areas, whereas in other areas, we have flexibility.
  - Related to employment classes:
    - Some UW System policies apply to all employees; some do not.
    - Some Board of Regents information applies to all employees; some does not.
    - Different employee classes are subject to different rules, which is often confusing for new employees and creates ongoing equity issues.
    - Reporting requirements are different, dependent on the employee class and the type of job one performs.
  - There is often confusion about how governance group information applies to employees compared to policy information.

- UW–Madison policies are in the process of being updated, and updates aren't expected until late 2022.

## **Conclusion**

There is a deep desire to create a diverse, equitable, and inclusive environment for all employees across campus. However, not all employee groups are recognized and experience campus equitably. We need to continuously examine, evaluate, and meet the needs of academic and university staff to actively work toward our collective goals of DEI.

We invite the Academic Staff Executive Committee (ASEC) to thoroughly review and discuss this report.