ADVISORY COMMITTEE FOR THE OFFICE FOR EQUITY AND DIVERSITY
ANNUAL REPORT FOR 2009-2010

I. STATEMENT OF COMMITTEE FUNCTIONS

Pursuant to *Faculty Policies and Procedures* 6.22., the functions of the Advisory Committee for the Office for Equity and Diversity are as follows:

1. Works with the director of the Office for Equity and Diversity, providing consultation and oversight, and advises the university administration and governance organizations on policy issues related to affirmative action and compliance.

2. Reviews periodically the discrimination and harassment complaint procedures for effectiveness and appropriateness.

3. Reviews the functions of the Office for Equity and Diversity in carrying out the office's mission.

4. Reviews campus committees pursuing discrimination goals regarding missions and coordination.

5. Reports annually in June to the Academic Staff Assembly and chancellor as well as to the Faculty Senate.

II. CURRENT OR PAST YEAR'S ACTIVITIES

- 7 advisory committee meetings
- 1 equity and diversity committee chairs and OED Advisory Committee meeting

Highlights for 2009-2010
- Stephen Appell, a complaint investigator, presentation on procedures in investigation of compliance (compliance to the law).

- The meeting on December 2, 2009 with the equity and diversity committee chairs and OED Advisory Committee meeting organized by the vice provost for diversity and climate. Key issues are information collection, knowledge resources, and recruitment.

- Discussion with invited speakers: Gloria Hawkins (assistant dean, School of Medicine and Public Health); Sandra Bertics (ED chair, College of Agricultural and Life Sciences); Deb Brandt (ED chair, College of Letters and Science. Guests talked about the pipeline building and recruitment for under-represented groups, climate survey (faculty/staff), and climate/achievement gaps in classrooms.

- Discussion with invited speakers: Esther Olson (ED chair, Graduate School); Paul Wilson (ED chair, College of Engineering); Terry Ruzicka (ED chair, Division of Enrollment Management). Guests talked about inclusiveness in enrollment, leadership/confidence survey of students, and building the tool box (resources) and climate survey (developing core survey questions).

III. CURRENT ISSUES OR CONCERNS

• Equity and diversity on the university campus remains to be a concern. The main issue is that the best practices might not have been shared throughout the campus due to the autonomous nature and the complexity of the campus organizations.

• The committee has been discussing the practices and activities in different units that promote equity and diversity.

IV. FUTURE ISSUES

• The meetings with several ED chairs shed light on various issues that different units on campus are facing. The advisory committee will continue to have dialogs with ED chairs to find out the best practices and the challenges related to equity and diversity.

• Issues that continuously surfaced in climate/achievement surveys are serious concerns.

V. SUMMARY/RECOMMENDATIONS

The Advisory Committee for the Office for Equity and Diversity will continue work closely with the Office for Equity and Diversity to consider services and resources that will promote awareness and training for students, faculty, and staff about inclusiveness and the rights.

VI. COMMITTEE MEMBERSHIP

Faculty	Staff	Students
Michele Basso	Thomas Boll	Mikaela Louie
Mary Beltran	Evelyn Fine	Fatemah Panahi
Robert Blank	Antonio Noguera	
Que Lan, co-chair	Catherine Stephens	
B. Venkat Mani		
Nancy Mathews		
Richard Monette, co-chair		

VII. APPENDIX

The Advisory Committee for the Office for Equity and Diversity had conducted surveys for equity and diversity activities on campus by various units from 2003-2006. The summary report of the survey is submitted as an appendix to this annual report.

(continued)

Summary Report

Survey 2003-2006
Equity and Diversity Committees
University of Wisconsin-Madison

Advisory Committee
for
The Office for Equity and Diversity
University of Wisconsin-Madison

May 30, 2008

Contacts

Jeffrey L. Lewis:
    Chair, 2007-2008 EDC Subcommittee, OED-AC
    262-2312, jllewis2@wisc.edu
Nelson E. Balke:
    Chair, 2007-2008 OED-AC
    262-6419, nebalke@wisc.edu
Luis A. Pinero:
    Ex officio member OED-AC
    Director, Office for Equity and Diversity
    263-2378, 265-2718, lapinero@vc.wisc.edu

_____

Executive Summary

This report summarizes the activities and issues of the equity and diversity committees (EDCs) for the years 2003-2006 as provided in a web-based survey conducted by the Office for Equity and Diversity Advisory Committee (OED-AC).

We have found that EDCs are involved in a wide range of activities and report some positive changes in their units (college, school, or administrative division). However, the survey results suggest that insufficient resources limit the ability of EDCs to address needs and meet goals. More specifically, EDCs require strong consistent administrative leadership and need budget priority. We also found that partly due to the decentralized nature of our campus, units may find it hard to network or learn about equity and diversity efforts and resources across campus, and share their ideas for improving equity and diversity on our campus.

Major Findings

- Nearly 50% (14 of 30) of EDCs reported at least one year during the reporting period in which they did not meet. Seven EDCs reported no activity in any of the three reporting years, and another four reported only one or two activities during the entire three-year period. Thus, more than one-third (11 of 30) of EDCs reported little or no activity during the reporting period. EDCs failed to meet for a variety of reasons. In some cases, their units established alternative processes or administrative structures to address diversity. More commonly, failure to meet was due to a perceived lack of commitment or support from their unit's leadership.

- Active EDCs report a mix of activities that include mentoring programs for faculty, various types of diversity training for staff, regular surveys of unit climate, expansion of the composition of the EDC to reflect the unit's diversity, and formalization of activities as unit policy.

- Among academic EDCs (EDCs of academic units), *tenured faculty* was the only group addressed by *at least* half of these EDCs on campus. Most academic EDCs did not report addressing the issues of academic staff or classified staff. Among administrative EDCs (EDCs of administrative units), classified staff and limited-term employees received the most attention but trended *downward* over the three-year reporting period. Fewer administrative EDCs addressed their issues in 2005-06 than in 2003-04.

- EDCs reported that the *lack of resources* (time, people, and funding), and *leadership at all levels* of the university posed considerable challenges and obstacles to their efforts to address their needs. For example, of the obstacles and challenges to achieving goals reported in the survey, 38.6% had to do with resources, and 34.1% had to do with leadership. Thus, *leadership* and *resources* accounted for nearly 75% of the responses.

Conclusions

Active EDCs reported involvement in a wide range of activities, and some committees reported positive change. However, in part due to the decentralized nature of our campus, units reported difficulty in identifying and accessing campus equity and diversity resources.

We found few patterns for constituent groups receiving attention from even the active EDCs. Only tenured faculty received attention from a majority of academic EDCs. All other constituents within academic EDCs had their issues addressed by less than half of the EDCs throughout the three-year reporting period. We also found a troubling downward trend in the percentage of administrative EDCs addressing the issues of classified and academic staff and limited-term employees.

_____

Finally, the responses to the survey indicated that a significant number of EDCs are largely inactive for a variety of reasons. Several reported the lack of commitment from leadership as the primary reason for their inactivity. In general, the EDCs reported the lack of administrative leadership and resources as substantial obstacles to their efforts.

Introduction

In May 1997 the Faculty Senate of the University of Wisconsin-Madison established equity and diversity committees (EDCs) for each college and school and for major administrative units of the university to achieve the following purposes: 1) identify equity issues, 2) develop retention and recruitment practices, and 3) increase the number of qualified women and people of color in each unit. EDCs advise deans, directors, and unit heads on equity and diversity issues, and report on an annual basis to the Office for Equity and Diversity Advisory Committee (OED-AC), previously known as the Equity and Diversity Resource Center, for coordination with the office. To facilitate the annual reporting of each EDC to the OED-AC, the latter conducts an annual, written survey of each EDC, which is usually completed by the EDC chair. The purpose of the survey is to provide information that will help the OED-AC support the efforts of EDCs on our campus.

The 2003-2006 EDC Survey

The OED-AC did not conduct EDC Surveys in 2003-2004, 2004-2005, or 2005-2006. In Fall 2006, the OED-AC reviewed previous surveys and decided to revise the survey questions to provide more specific, focused content regarding performance of the EDCs and to elicit responses that the committee felt would help determine how to best support the EDCs. In Spring 2007, the OED-AC administered the revised, web-based survey (Appendix A.) to the EDC chairs, covering the years 2003-2006 (hereinafter "the survey"). The complete set of verbatim responses to the survey can be found at:

http://www.vc.wisc.edu/EDC$2003-2006Reports

Purpose of this Summary Report

The purpose of this summary report (hereinafter "the report") is to summarize findings from the survey. The report also describes the performance of EDCs with respect to the purposes and the responsibilities set forth by the Faculty Senate. Consistent with the Faculty Senate guidelines, we have identified the following five purposes for this report.

1. To inform the OED of the activities and concerns of EDCs at the university.

2. To provide analyses and feedback that will help EDCs reflect on their efforts, identify their successes and challenges, and assist them in planning and developing sustainable practices.

3. To highlight promising practices on campus as a way to acknowledge the good work of many EDCs and provide examples or models of successful practices and strategies.

4. To help develop recommendations for the OED.

5. To use the survey data and analysis as the basis for an informational forum for the EDCs that will fulfill our charge from the Faculty Senate to provide EDCs with information and "facilitate communication, both among the committees and with the [OED-AC]." This forum is being planned for fall semester 2008.

Outline of the Report

For this report, the 30 EDCs have been grouped into two categories: a) Academic EDCs, and b) administrative EDCs.

A. Academic EDCs

1. Agricultural and Life Sciences, College of
2. Business, School of
3. Continuing Studies, Division of
4. Education, School of
5. Engineering, College of
6. Environmental Studies, Institute for
7. Graduate School
8. Human Ecology, School of
9. International Studies, Division of
10. Law School
11. Letters and Science, College of
12. Medicine and Public Health, School of (Employee)
13. Medicine and Public Health, School of (Faculty)
14. Nursing, School of
15. Officer Education Program
16. Pharmacy, School of
17. Veterinary Medicine, School of

B. Administrative EDCs

1. Business Services, Division of
2. Enrollment Management, Division of
3. Facilities Planning and Management, Division of
4. General Library System
5. General Services and General Educational Administration
6. Informational Technology, Division of
7. Intercollegiate Athletics, Division of
8. Recreational Sports, Division of
9. State Laboratory of Hygiene
10. University Health Services
11. University Housing
12. UW-Madison Police Department
13. Wisconsin Union

All 17 of the Academic EDCs responded to the survey; 12 of the 13 administrative EDCs responded. Thus, the response rate was 96.7%.

_____

Procedures

Responses to the Survey questions have been compiled into five sections in this report:

I.   **Constituent Groups Addressed**, in which we examine whose concerns the EDCs addressed.
II. **Types of Activities**, in which we examine the EDCs' activities and accomplishments.
III. **Sustainability/Institutional Change**, in which we examine the extent to which EDCs formalize practices and activities through unit policy.
IV. **Challenges/Obstacles**, in which we examine the reported challenges that EDCs confront.
V.   **Promising Practices**, in which we identify practices or activities that might be useful to other EDCs.
VI. **Conclusions**.

Each of the first four sections presents summaries of data analyses along with OED-AC commentary and recommendations.

Section I. Constituent Groups Addressed

Procedures

Survey responses from the academic EDCs and from the administrative EDCs were pooled separately. For the academic EDCs, we determined the percentage that addressed faculty, academic staff, classified staff, and graduate student issues. For administrative EDCs, we determined the percentage that addressed administrators, administrative academic staff, other academic staff, represented staff, non-represented classified staff, and limited-term employees. We chose the constituent group categories based on the groups which appeared most relevant to the units, as expressed in the survey responses.

Results

For the **academic EDCs**, we identified the following trends and themes (Table 1):

- The only group that at least half the EDCs addressed in any given year was *tenured faculty*. Eight of the 13 academic EDCs reported addressing the issues of this group in 2006.
- *Tenured faculty*, *research academic staff*, and *graduate student project assistants* were the only groups that trended upward, with a greater percentage of these EDCs addressing their needs each successive year.
- *Graduate students* had the lowest percentage of these EDCs addressing their needs in all years.
- In the first year of the survey, *classified staff* (represented and non-represented) and *instructional and research academic staff* had relatively low percentages of these EDCs addressing their needs, but the percentages for each of these groups was somewhat higher in 2004-2005 and 2005-2006.

(continued)

Table 1. Percentages of **academic EDCs** that addressed equity and diversity issues of particular constituent groups in 2003-04, 2004-05, and 2005-06.

Constituent Group	2003-04	2004-05	2005-06
Faculty (probationary)	38.5%	46.2%	38.5%
Faculty (tenured)	38.5	46.2	53.8
Academic Staff (instructional)	30.8	46.2	46.2
Academic Staff (research)	15.4	30.8	38.5
Academic Staff (administrative)	38.5	46.2	38.5
Academic Staff (other)	38.5	46.2	38.5
Classified Staff (non-represented)	30.8	46.2	38.5
Classified Staff (represented)	23.1	15.4	30.8
Graduate Students (TAs)	23.1	30.8	23.1
Graduate Students (RAs)	23.1	15.4	30.8
Graduate Students (PAs)	23.1	23.1	30.8

For the **administrative EDCs**, we identified the following trends and themes (Table 2):

- *Classified staff* (represented and non-represented) and limited-term employees received the most attention from these EDCs.
- The issues of all groups trended downward over the three-year period, with fewer of these EDCs reporting that they addressed issues of each group in 2005-2006 as compared to 2003-2004.

Table 2. Percentages of **administrative EDCs** that addressed equity and diversity issues of particular constituent groups in 2003-04, 2004-05, and 2005-06.

Constituent Group	2003-04	2004-05	2005-06
Administrators	35.3%	29.4%	29.4%
Academic Staff (administrative)	47.1	41.2	35.3
Academic Staff (other)	35.3	29.4	23.5
Classified Staff (non-represented)	58.8	52.9	47.1
Classified (represented)	58.8	52.9	47.1
Limited-Term Employees	47.1	47.1	41.2

The diversity of academic units and the discretion each has in shaping its equity and diversity agenda make it difficult to interpret these data. The fact that less than half of the units typically addressed the issues of any one given group (except for tenured faculty) is at least partially explained by the fact that, in any given year, several EDCs did not meet. The low percentage of EDCs addressing graduate student issues is also of concern, and this issue needs to be explored further. However, the increase in the percentage of EDCs addressing classified and academic staff issues is promising.

(continued)

We were encouraged to see that in 2003-2004, many administrative EDCs addressed the needs of LTEs (47.1%), classified staff (58.8%), and administrative academic staff (47.1%). However, we are troubled to find *all* of these groups trended downward, with fewer administrative EDCs reporting that they addressed the issues of each group in 2005-2006 as compared to 2003-2004. There is no apparent reason for this trend, and it differs significantly from the patterns we found among academic EDCs.

Section II. Types of Activities

Procedures

We examined qualitative responses from the survey that provided insight into the activities of EDCs as well as how well they addressed the responsibilities suggested by the Faculty Senate. Question #1 of the survey (Appendix A) served as the basis for this analysis. We first organized the data by the relative permanency of the activity:

1. *One-time activities*: activities that occurred in only one year during the reporting period.
2. *Repeated activities*: activities that occurred in at least two years, but did not reflect official policy of the unit.
3. *Formalized unit-level activities*: activities that were conducted as official policy of the unit or that became unit policy.

We then analyzed the responses to this question in order to identify salient themes or response categories. We identified 38 activities that fell into the three permanency categories. We used these data to create profiles for each unit, which are presented in Appendix B.

Results

We found that seven EDCs reported no activity during 2003-2006. Four other EDCs reported only one or two activities and no formalized activities. Thus, eleven of the 29 EDCs (38%) reported minimal or no activity during 2003-2006.

We subsequently decided to collapse one-time and repeated activities into a single category because we found it difficult to draw a clear distinction between the two in the responses; the quality of the data did not lend itself to such a fine distinction. Through a subsequent, iterative, open-coding process, we examined the data for the types of EDC activity and organized the 38 activity responses into six response categories (Table 3).

Table 3. Activities of EDCs during 2003-2006, as grouped into response categories.

Rank	Response Category	Number	Percentage
1	Use of campus resources (diversity/administrators)	13	34.2%
2	Employee recruitment/support	9	23.7%
3	Data collection activities (e.g., surveys)	6	15.8%
4	Planning activities	5	13.2%
5	Meetings with unit administrators	3	7.9%
6	Employee social activities	2	5.3%

(continued)

The use of campus diversity resources and activities related to employee recruitment accounted for nearly 60% of the types of EDC activity. Data collection and planning accounted for another 29% of the reported activities.

Further analyses revealed the following:

- More than one-third of the EDCs reported little or no activity; nearly half (14) had at least one year in the three years in which they did not meet. The reason for this varies by EDC. In some cases, this occurred because a unit had established a different administrative structure or process for addressing equity and diversity issues that appeared to meet its needs, thereby limiting or eliminating the role of the EDC. In other cases, failure to meet was reportedly due to a perceived lack of commitment or support from the unit's leadership, or commitment within the unit for the committee (i.e., little faculty buy-in or the committee was not viewed or treated as a priority in tangible ways).
- Active EDCs were engaged largely in activities that occurred periodically or *ad hoc*. Few provided evidence of the formalization of their activities or practices by making them policy or an ongoing commitment of resources to these activities in the unit's budget.
- Many EDCs reported participating in campus "learning communities" (e.g., Leadership Institute, SEED and SEEDED, etc.) and sought access to other campus-level resources to assist them in addressing their needs. However, EDCs commonly reported that they needed more help with identifying relevant campus resources to assist them with diversity goals, particularly with respect to recruitment and retention of women and under-represented racial-ethnic groups.

Section III. Sustainability/Institutional Change

One of the concerns of the OED-AC is the sustainability of activities and practices conducted by the EDCs. Sustainability and institutional change can be defined variously and require some level of resource commitment. For the purposes of this report, we defined sustainability and institutional change as practices that became policy within the unit and thus are not dependent on any particular individual or the composition of the committee in a given year. A number of EDCs established policies that effectively institutionalized a variety of practices, some related to representation on decision-making committees, some provided training opportunities, and others provided opportunities for individuals to come together for social or informational purposes. In general, institutionalized practices fell into two categories: 1) information or training for employees, and 2) building capacity through personnel activity.

Sample responses included:
- Added members to the EDC committee to make it more representative of the unit (e.g., adding classified staff, students, etc.)
- Added the unit's human resources person and director for diversity to search and screen committees
- Established a regular faculty mentoring program
- Established a "Universal Access Brown Bag" that served as a forum on diversity
- Increased diversity dean's position to full-time
- Established a yearly social event emphasizing diversity
- Provided English as Second Language (ESL) training for staff
- Developed new employee diversity training program
- Developed "toolkit" to assist in recruitment and to address climate issues
- Annually reviewed and monitored unit's diversity policies and practices

A cursory examination of the EDC survey responses revealed considerable inconsistency in the kinds of activities engaged in and in the composition of committees from year to year. However, some EDCs have

(continued)

_____

UW-Madison Fac Doc 2274 - 2 May 2011

developed policies that effectively formalize practices they deemed useful in promoting equity and diversity within their particular units. Consistent with the Faculty Senate's original mandate, we believe that EDCs must have the flexibility to be responsive to needs as they emerge in their "local environments" and must take shape accordingly.

However, within those local environments, we encourage EDCs to make some activities or practices unit policy. Doing so can help make an EDC's activities and practices less dependent on particular individuals and increase the likelihood of continuity from year to year. In addition, turning key practices and activities into policies will likely increase institutional memory and position any given EDC to build on the efforts of prior committees.

Section IV. Challenges/Obstacles

In an effort to understand the kinds of challenges and/or obstacles that EDCs experienced, we conducted a content analysis of the responses to identify relevant response categories. Responses to survey question #2 (Appendix A) produced 44 responses and 15 types of challenges and/or obstacles. Three EDCs did not answer the question, and two provided "off-question" responses. Some EDCs made multiple responses within a given category. Thus, the number of responses is not equivalent to the number of EDCs identifying a particular challenge/obstacle.

Table 4. Challenges/Obstacles for EDCs during 2003-2006, as grouped into response categories.

Rank	Challenge or Obstacle	No. of responses
1	Time/ People	9
2	Funds	8
3	Priority Given to Diversity	5
3	Unclear Charge/Objective/Goals	5
5	Not Applicable	3
5	Changing Leadership	3
7	Hiring Policies and Procedures	2
7	Administrative Leadership/Commitment	2
9	Competition for Minority Candidates	1
9	Perceptions about the Unit (College)	1
9	Climate of UW-Madison	1
9	Climate of Madison	1
9	Identification of Executable Tactics	1
9	Few	1
9	None	1
	No Answer	3
	Off-Question Answer	2

We coded the data in order to identify themes that might connect the responses. We identified five response clusters[1] : resources, leadership, technical, climate, and "not an issue" (Table 5).

____
[1] We emphasize that these clusters are subjective.

(continued)

_____

Table 5. Challenges/Obstacles for EDCs during 2003-2006. Response categories grouped into response clusters.

---

1. Resources
   a. Time/People
   b. Funds
2. Leadership
   a. Priority given to diversity
   b. Unclear charge, goals, objectives
   c. Changing leadership
   d. Administrative leadership
3. Technical
   a. Hiring policies
   b. Competition for hiring minorities
   c. Identifying executable tasks
4. Climate
   a. Perceptions of the Unit
   b. Climate at UW-Madison
   c. Climate in Madison
5. Not an issue
   a. Few
   b. Not applicable
   c. None

We then aggregated the responses based on the clusters (Table 6).

Table 6. Challenges/Obstacles for EDCs during 2003-2006, as grouped into response cluster categories.

Category	No. of Responses	% of responses
Resources	17	38.6%
Leadership	15	34.1%
Technical	4	9.1%
Climate	3	6.9%
Not an issue	5	11.4%

Based on the response clusters (Table 6), two broad categories emerged as the predominant challenges and obstacles faced by EDCs. *Resources* (presumably, inadequate resources) and *leadership* (presumably, the lack of leadership) contributed almost equally to nearly three-quarters (75%) of all responses. We would also note that resources largely follow the priorities of leadership. Thus, issues related to leadership accounted for about 75% of responses.

Our findings clearly indicate that during the three years of the survey, EDCs felt they needed more resources if they were to address successfully their particular needs and goals. The kinds of resources needed by EDCs varied but included human resources, time, and funding. However, leadership, budget priorities, and incentive/merit systems generally determine the allocation of resources on campus. We suggest that the EDCs address the issue of leadership and resources in depth at a subsequent informational forum and develop specific recommendations.

Section V. Promising Practices

The geographic and administratively decentralized nature of our campus provides EDCs with opportunities for autonomy and independence, but at the same time can result in their working in relative isolation. As a result, EDCs have little opportunity to learn from one another. In this section, we attempt to address this by identifying promising and/or successful practices that EDCs have reported and that might be useful to other EDCs.

1. Development of a mentoring program for faculty
2. English as a Second Language (ESL) training for staff
3. Annual training and social events, emphasizing diversity in the unit
4. Development of a "toolkit" to assist the unit in recruitment and mentoring
5. Regular refinement of a climate survey to keep current and relevant
6. Annual report on equity and diversity issues for the unit
7. Full-time administrator responsible for diversity issues
8. New employee diversity training and orientation
9. Expanding EDC to reflect the diversity of the unit
10. Formalization of the addition of human resources person and director of diversity on search and screen committees

Section VI. Conclusions

The EDCs are involved in a wide range of activities, and some committees report positive change. However, results from this survey suggest that insufficient resources limit their ability to address needs and meet goals. EDC members require release time to plan, organize, and implement EDC strategies and activities. Results from this survey also suggest that EDCs need strong and consistent administrative leadership and need a budgetary priority. Finally, survey responses suggest that EDCs would benefit from opportunities to connect with each other in order to learn about other campus resources (e.g., learning communities and WIESLI) and to share ideas and resources and to foster collaboration.

(continued)

_____

Appendix A.

Equity and Diversity Committees Survey
2003-2006

1. Describe your committee's activities over the last 3 years, i.e., since May 2003.

2. Describe the challenges and/or obstacles your committee has encountered in the last 3 years.

3. a. What assistance/support has your committee received to help you fulfill your mission?
   b. What additional assistance/support might help your committee fulfill its mission?

4. a. How would you characterize the amount of impact your committee has had on equity, diversity, and climate in your unit (the school, college, center or division your committee represents) over the last 3 years? (1=none; 3=little, 5=some, 7=much; 9=extensive)
        1 2 3 4 5 6 7 8 9
  b. Please elaborate.
  c. How has your committee assessed its impact?

5. Equity, diversity, and climate issues affecting which of the following groups were addressed by your committee?
    a. Administrators (Executive, Director, Administrator)
        2003-2004   2004-2005   2005-2006
    b. Faculty: Probationary
        2003-2004   2004-2005   2005-2006
    c. Faculty: Tenured
        2003-2004   2004-2005   2005-2006
    d. Academic Staff: Instructional
        2003-2004   2004-2005   2005-2006
    e. Academic Staff: Research
        2003-2004   2004-2005   2005-2006
    f. Academic Staff: Administrative
        2003-2004   2004-2005   2005-2006
    g. Academic Staff: Other
        2003-2004   2004-2005   2005-2006
    h. Classified Staff: Non-represented
        2003-2004   2004-2005   2005-2006
    i. Classified Staff: Represented
        2003-2004   2004-2005   2005-2006
    j. LTEs
        2003-2004   2004-2005   2005-2006
    k. Graduate Students: Teaching Assistant
        2003-2004   2004-2005   2005-2006
    l. Graduate Students: Research Assistant
        2003-2004   2004-2005   2005-2006
    m. Graduate Students: Project Assistant
        2003-2004   2004-2005   2005-2006

(continued)

_____

6. In which of the following activities has your committee engaged over the past three years?
   a. Committee existed
      2003-2004   2004-2005   2005-2006
   b. Number of meetings each year
      2003-2004   2004-2005   2005-2006
   c. Gathered information on diversity in the work force in the unit
      2003-2004   2004-2005   2005-2006
   d. Assessed the climate in your unit
      2003-2004   2004-2005   2005-2006
   e. Addressed issues / causes of dissatisfaction with climate
      2003-2004   2004-2005   2005-2006
   f. Advised search committees on strategies for maximizing the diversity of applicant pools
      2003-2004   2004-2005   2005-2006
   g. Encouraged use of WISELI model by search committees
      2003-2004   2004-2005   2005-2006
   -- Attended Equity and Diversity Committee Orientation Meetings
      h. Attended: Committee Chair
         2003-2004   2004-2005   2005-2006
      i. Attended: Committee Members
         2003-2004   2004-2005   2005-2006
   -- Attended campus Diversity Forums
      j. Attended: Committee Chair
         2003-2004   2004-2005   2005-2006
      k. Attended: Committee Members
         2003-2004   2004-2005   2005-2006
   -- Participated in an equity, diversity, or climate-focused learning community, e.g.:
- Leadership Institute
- Seeking Educational Equity and Diversity (SEED)
- Seeking Educational Equity and Diversity by Experienced Doers (SEEDED)
- Women in Science and Engineering Leadership (WISELI)
  - Climate Workshop for Department Chairs
  - Workshop for Search Committee Chairs and Members
- Excellence through Diversity Institute

   l. Participated: Committee Chair
      2003-2004   2004-2005   2005-2006
   m. Participated: Committee Members
      2003-2004   2004-2005   2005-2006
   n. Offered workshops or other educational activities (brown bags, newsletters, guest speakers, etc.)
      2003-2004   2004-2005   2005-2006
   o. Interacted with departments in your unit
      2003-2004   2004-2005   2005-2006
   p. Please elaborate: describe the interactions with the departments

   q. Conducted employee interviews
      2003-2004   2004-2005   2005-2006
   r. Advised the unit's dean or director regarding equity and diversity
      2003-2004   2004-2005   2005-2006

(continued)

s. Issued an annual report to your unit

    2003-2004   2004-2005   2005-2006

    -- Please forward a copy of each annual report to Luis Piñero, Equity and Diversity Resource Center, Room 179-A Bascom Hall

t. Please elaborate on any of your answers in question #6 to provide a more descriptive and thorough explanation of your committee's activities.

7. List **all** your committee's members, one per line. Designate chairs (C), administrator(A), faculty(F), academic staff (AC) classified staff(CL), LTE(L), graduate student(GS), or undergraduate student(US). Please place designation after the name.

    a. June 2003 - May 2004

    b. June 2004 - May 2005

    c. June 2005 - May 2006

(continued)

Appendix B.

Unit Profiles for Unit Equity and Diversity Committee Activities during 2003-2006

1. CALS
   a. One-time activities
      i. Distributed CALS personnel survey regarding diversity
      ii. Summarized survey data and discussed with CALS administration and department chairs
      iii. Supported the initiation of a "Creating Communities" gathering of people of color throughout CALS for the purposes of networking and socializing
      iv. Investigated SEED and PEOPLE programs with an eye of becoming involved in them, resulting in a call to require a diversity section in the CSREES review documents
      v. Chair's retreat will focus on reestablishing connections with historically Black colleges.
      vi. Discussed efforts by CALS departments to recruit minority students, faculty, and staff, and incentives for successes in these areas
   b. Repeated Activities
      i. Nothing reported
   c. Institutionalized Policies or Activities
      i. Nothing reported

2. School of Business
   a. One-time activities
      i. Initiated and supported a Boys and Girls Club of Greater Madison relationship that was piloted by the MBA Consortium Club, culminating in a successful "shadow day," where young people, mainly from Allied Drive, stayed with several MBA students for part of a day. Partnered with ASM's Plan 2008 Subcommittee to plan and host this event.
      ii. All-school diversity forum resulted from the previous activity, which attracted more than 100 participants, along with "several campus diversity administrators"
      iii. Hosted two follow-up programs for academic and classified staff and for the BBA leadership council. Used the UW's Theater for Cultural and Social Awareness (TCSA) to assist. TCSA continues to use vignettes developed for the programs in their on-campus and off-campus work.
   b. Repeated Activities
      i. Nothing Reported
   c. Institutionalized Policies or Activities
      i. Nothing reported

3. Division of Business Services
   a. One-time activities
      i. Had Seema Kapani and Kathleen Holt speak at picnic (2004)
      ii. Sponsored dessert gathering designed to have staff from a variety of departments meet and discuss diversity (2005)
   b. Repeated Activities
      i. Nothing Reported
   c. Institutionalized Policies or Activities
      i. Nothing reported

(continued)

4. Division of Continuing Studies
   a. One-time activities
      i. Met with DCS dean to discuss and propose an "Inclusivity, diversity, and communication proposal."
      ii. Sponsored presentation by Dr. Suzanna Waters-Castillo on cultural competency, resulting in planned "formal" discussions of race and ethnicity (summer and fall 2007)
      iii. "Associated" activities with the search and screen committee
   b. Repeated Activities
      i. Nothing Reported
   c. Institutionalized Policies or Activities
      i. Nothing reported

5. School of Education
   a. One-time activities
      i. Discussion of LGBT issues with Dean Underwood
      ii. Needs assessment conducted by students of color
   b. Repeated Activities
      i. Numerous speakers presented to the committee from within the unit
   c. Institutionalized Policies or Activities
      i. Faculty mentoring event for assistant professors (yearly)
      ii. Universal access brown-bags (yearly)

6. College of Engineering
   a. One-time activities
      i. Chair presentations to college committees regarding need to make climate a priority
   b. Repeated activities
      i. Faculty recruiting workshop (2004-05 and 2005-06)
   c. Institutionalized Policies or Activities
      i. Increased the college diversity dean's position to full-time (2005)
      ii. Added more academic staff to the EDC committee

7. Division of Enrollment Management
   a. One-time activities
      i. Tried hard to encourage committee and divisional participation in other diversity events hosted by campus
   b. Repeated activities
      i. Nothing Reported
   c. Institutionalized Policies or Activities
      i. At least one training and/or social event each academic year that focuses on issues of customer service with particular emphasis on service to diverse customer base

8. Institute for Environmental Studies
   a. One-time activities
      i. Ad hoc committee convened 2005-06 (previously there had been infrequent meetings)
      ii. Submitted white paper to the director of the Nelson Institute
   b. Repeated activities
      i. Nothing Reported
   c. Institutionalized Policies or Activities
      i. Nothing reported

(continued)

9. Division of Facilities Planning and Management
   a. One-time activities
      i. Focus on diversity in recruitment, creating an inclusive search and screen panel, resulting in the hire of "two excellent directors."
   b. Repeated activities
      i. Nothing reported
   c. Institutionalized Policies or Activities
      i. Revamped ESL training offered to 2nd and 3rd shift custodian
      ii. New employee orientation developed specifically for FP&M staff
      iii. Continued emphasis in an open process and recruitment of diverse applicant pool throughout the organization

10. General Library System
    a. One-time activities
       i. Nothing reported
    b. Repeated activities
       i. Fielded concerns regarding equitable personnel actions
    c. Institutionalized Policies or Activities
       i. Committee members served on all-academic staff search and screen committees

11. General Services and General Educational Administration
    a. One-time activities
       i. Nothing reported
    b. Repeated activities
       i. Nothing reported
    c. Institutionalized Policies or Activities
       i. Nothing reported

12. Graduate School
    a. One-time activities
       i. "Many" centers conducted climate surveys during 2006; findings presented to center directors and administrators, November 2006
    b. Repeated activities
       i. Equity plan by all centers and institutes (spring 2005); progress reports submitted fall 2006
    c. Institutionalized Policies or Activities
       i. Created a "toolkit" to assist Graduate School centers and institutes in recruiting for diversity as well as addressing issues of climate and mentoring

13. Division of University Housing
    a. One-time activities
       i. Participated in the diversity job fair
    b. Repeated activities
       i. Representation on the vice chancellor committee on increasing diversity in recruiting
    c. Institutionalized Policies or Activities
       i. Developed strategic plans for 2003-06 and 2006-09

(continued)

14. Division of Information Technology
    a. One-time activities
        i. Completed survey; collated and discussed data with staff members in various open forums; worked with a selected group of managers to identify most interesting findings, and develop recommendations
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Continued to develop DoIT's climate survey, which they conduct every three years for the past 15 years. They implemented the most recent survey fall 2006.

15. Division of Intercollegiate Athletics
    a. One-time activities
        i. Nothing reported
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Ongoing charge including
            1. Establishing, reviewing, and supporting adherence to principles and requirements of gender equity in athletics
            2. Reviewing division policies and practices regarding diversity and opportunities for diverse staff and student athletes, and, when appropriate, make recommendations to the board for improvements
            3. Monitoring policies and discussing issues relative to overall quality of the student athlete experience
            4. An annual report on gender equity and on diversity to the Athletic Board

16. Division of International Studies
    a. One-time activities
        i. Nothing reported (no committee)
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Nothing reported

17. Law School
    a. One-time activities
        i. Nothing reported (general equity and diversity issues are handled by the dean's office; the EDC meets on an as-needed basis, when a particular concern or complaint arises)
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Nothing reported

(continued)

18. Letters and Science
    a. One-time activities
        i. Created work plan with priorities and agenda
        ii. Developed new policy recommendation
        iii. Reviewed university data
        iv. Interviewed university authorities
        v. Created a series of focus groups for grassroots discussion
        vi. Developed a series of practical ideas to improve faculty recruitment, mentoring for tenure, and professional development
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Nothing reported

19. Medical School (Faculty)
    a. One-time activities
        i. Nothing reported (has not met since May 2003)
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Nothing reported

20. Medical School (Staff)
    a. One-time activities
        i. Established goals
        ii. New employee orientation, developed and presented (October 2007)
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
    i. Nothing reported
    [The committee has not met since 2005]

21. School of Nursing
    a. One-time activities
        i. Nothing reported; only two meetings since spring 2006
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Nothing reported

22. Officer Education Program
    a. One-time activities
        i. Nothing reported; small committee
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Nothing reported

(continued)

23. School of Pharmacy
    a. One-time activities
        i. Had informal meetings with employees-in-training
        ii. Facilitated access to ombuds person as a resource for faculty, staff, and students
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Institutionalized the addition of their human resources person and director of diversity to the group that creates the charge for all search and screen committees

24. UW-Madison Police Department
    a. One-time activities
        i. Nothing reported
    b. Repeated activities
        i. Recruitment activities including: attending career fairs in southern Wisconsin and in Minneapolis, sent recruiting materials to schools in Iowa, Illinois, Minnesota, and Michigan, and placed ads in "minority-based" publications.
    c. Institutionalized Policies or Activities
        i. Nothing reported

25. Recreational Sports
    a. One-time activities
        i. Nothing reported
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Nothing reported

26. State Laboratory of Hygiene
    a. One-time activities
        i. Nothing reported
    b. Repeated activities
        i. Nothing reported
    c. Institutionalized Policies or Activities
        i. Nothing reported

27. University Health Services
    a. One-time activities
        i. Surveyed UHS staff to determine interests with respect to equity and diversity
        ii. Met with Jennifer Sheridan and Eve Fine of WISELI to adapt WISELI workshop for UHS search committees ("Searching for Excellence and Diversity")
        iii. 4-hour workshop presented to UHS team managers and other UHS staff who chair search and screen committees (July 2006)
    b. Repeated activities
        i. Sponsored lunchtime "conversations" for UHS staff (1-2 per semester)
    c. Institutionalized Policies or Activities
        i. Nothing reported

(continued)

_____

28. School of Veterinary Medicine
     a. One-time activities
         i. Nothing reported (Meets only in response to requests for equity review. Convened 3 times since 2003 to consider a faculty salary equity review (July 2006)).
     b. Repeated activities
         i. Nothing reported
     c. Institutionalized Policies or Activities
         i. Nothing reported

29. Wisconsin Union
     a. One-time activities
         i. Looked at ways to hire and retain people of color
         ii. Held staff social and invited community to celebrate "our similarities and differences"
     b. Repeated activities
         i. Nothing reported
     c. Institutionalized Policies or Activities
         i. Nothing reported