



UNIVERSITY OF  
MICHIGAN

# College of LSA Dean's Advisory Council

Campus Climate Working Group

March 2016

# Working Group

Tom Ostrander and Teresa Sebastian – Co-Leaders. Team: Marvin Brown, James Curtis, Joan Evans, Fran Peikert, Mike Peikert, Cathy Redlich, Gail Carr Williams

## Mission Statement:

To mirror the full diversity of the society the University seeks to challenge and improve, and for LS&A to take the lead in safeguarding and enhancing diversity in all of its forms

## Foci – Campus Climate

- Climate in the classroom and the college, including the student's experience and life in the broader Ann Arbor community (excluding recruiting)
  - How can LSA support more diverse student population in the classroom
  - How can more diversity in faculty encourage student diversity
  - How does current climate and programs to address diversity benchmark against peer institutions

# History of U-Mich Campus Climate

**James Curtis, Cathy Redlich, Gail Carr Williams**

**Q: What is Campus Climate?**

A: “Behaviors within a learning environment that influence whether a student feels personally safe, listened to, valued, and treated fairly and with respect.” University of Wisconsin–Madison

**Q: How does campus climate affect students?**

A: “Research shows that students thrive in healthy environments, free of the negativity of discrimination, where inclusion and respect for diversity is the daily norm.” University of California–Berkeley

**Q: What does the history of campus climate at U of M tell us?**

A: Campus climate for African–Americans has consistently mirrored the trends, tensions, and events of the larger American society. Yet even when campus climate is objectively negative, the subjective experience

# Reconstruction to Turn of the Century

## Campus Climate: “Accepting”

“Although the admission of the first Negro students to Michigan occurred in the midst of the bitter controversy over the admission of women, Negroes were admitted without argument, without publicity, and without any special record of the fact.”

Elizabeth G. Brown, “The Initial Admission of Negro Students to the University of Michigan”, Michigan Quarterly (1963)

# Racial egalitarianism in the North during Reconstruction created a campus climate conducive to some notable “firsts”:

- 1868: First two African–American students “knowingly” admitted to UM
- 1880: First African–American woman graduates from UM
- 1888: First black baseball recruit, Moses “Fleetwood” Walker, also becomes the first African–American varsity letter winner
- 1890: First black football recruit, George Jewett, is also the first African–American to letter in football

# 1900–1930

## Campus Climate: “Hostile”

“I am surprised at the amount of ill–feeling which there is here against colored students.”

Mrs. Porter Cole, landlady of an off–campus house for Negro male students, as told to the *Michigan Daily News*, 22 January 1902.

# Rise in Racial Discrimination and Segregationist Policies Nationwide Creates Impetus for Group Struggle at U of M

- **1901** : Football Coach Fielding Yost imposes strict segregation on football team
- **Early 1900s**: U.B. Phillips, a nationally prominent slavery apologist and white supremacist, and A. Franklin Shull, a genetic supremacist, are professors in History and Biology departments, respectively
- **1902**: “Colored Students Club” formed at UM to provide mutual help and to assist poor students of color with textbooks, medical care, jobs, and lodging
- **1909**: First African–American fraternity Alpha Phi Alpha
- **1920s**: Only 60 African–American students in a student body of 10,000.

- **1926:** Negro–Caucasian Club (“NCC”) formed by group of white and black students to “abolish discrimination against Negroes.” University refuses to recognize.
- NCC members stage informal “sit–ins” at AA restaurants that refuse to serve blacks
- **1928:** NCC meets with Dean to protest banning of black students from college dances and gymnasium swimming pool.

***“Dean Effinger was more than hostile. He seemed to think we were demented.”***

Oakley Johnson, NCC Faculty Advisor

- **1929:** University seeks to establish a segregated off–campus house for African–American women. Black students successfully derail project.

# 1930–1950s

## Campus Climate: Energized

Progressive Social Movements (New Deal, Socialism, Communism, Labor Movement) Impact the African-American Student Experience

“Some of the large residential houses maintained by or under university auspices were financed by wealthy white alumni who were Communist or Socialist and, especially the Communist-oriented one, had racially integrated partying, dating, dancing, etc. which were great fun...I was an angry young man but it was directed toward our racist and social class injustice, and on balance the University was in the vanguard of leadership on that issue.”

Dr. James Curtis, DAC Member and UM Medical Student in 1940s

- **1934:** Football coach Harry Kipke defies Athletic Director Yost and recruits African-American Willis Ward
- **1934:** Black female students finally permitted to live in dormitories
- **1940:** Students file lawsuit against Pretzel Bell for refusing to serve black patrons. UM President expels students who brought suit.
- **1953:** First tenure-track African-American Professor hired
- **1954:** Supreme Court decision in *Brown vs. the Board of Education*
- **1940s-50s.** Off-campus housing discrimination continues unchecked, including in university-owned apartments.

# 1960–1975

## Campus climate: Activist/Empowering

- **1960:** First SDS Chapter formed on U of M Campus
- **1964:** Federal investigation finds considerable discrimination by the University in employment and recommends greater integration at all levels of University
- **1964:** University starts Opportunity Awards Program (“OAP”) to recruit and support minority students
- **1965:** Malcolm X shot to death; Selma “Bloody Sunday”; Voting Rights Act passes
- **1967:** “The University Steering Committee on the Development of Academic Opportunities: Racial Origin Survey” reveals scarcity of minorities in advanced degree programs
- **1968:** Black students take over Administration building after assassination of MLK, Jr.
- **1968:** UM President appoints Dr. William Cash as Ass’t to President for Minority Affairs
- **Fall 1969:** First Black History course offered. Afro–American Studies Program formed.

# 1970: BAM I

## “Open It Up or Shut It Down”

- **February 5:** BAM is born: A coalition of black student organizations gather to develop a list of demands to present to the University
- **February 19:** University Regents ask President to draft alternative proposal
- **March 18:** President’s alternative proposal, which does not commit to ten percent enrollment, is presented to Regents at open campus meeting that 500 students attend.
- **March 19:** Regents vote to approve alternative proposal.
- **March 19:** BAM strike called.

# BAM I Demands

1. Ten percent black enrollment by fall 1973
2. Nine hundred new black students by fall 1971
3. An adequate supportive services program
4. Graduate and undergraduate recruiters to recruit black students
5. A referendum on a student assessment of \$3 for one year for the MLK, Jr. Scholarship fund
6. Tuition waivers for minority group students who are Michigan residents
7. The establishment of a Black Student Center
8. All permanent work on the Black Studies program halted until effective input is developed
9. Creation of a University-wide appeal board to rule on the adequacy of financial aid grants to students
10. Revamping of the Parent's Confidential Statement
11. One recruiter for Chicano students to assure 50 Chicano students by fall 1970
12. Black students are to be referred to as black, not Negro nor anything else.

# BAM CLASS STRIKE CONTINUES AS NEGOTIATIONS BREAK DOWN

## PROFESSOR TO FILE CHARGES OF DISRUPTION

By ERIC FENWICK

Charges will be filed today with the University Board in the event that the BAM class strike continues after the already proposed suspension of the class is rejected by the Board.

The charges will be filed by Prof. Howard Coffey, who says the students disrupted his class, caused him to leave the room and caused him to leave a class in progress.

The class, which meets in the University Board room, is the only one in the University which is not a regular class. The charges will be for the disruption of the class on March 22, 23, 24 and 25. The charges will also be for the disruption of the class on March 22, 23, 24 and 25.

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## FLEMING ACCUSED OF 'BREACH OF FAITH'

By ERIC FENWICK

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“It wasn’t just a black strike, or a white strike, it was a *student* strike.”

Madison Foster, member of BAM negotiating team

“The White Student body, spurred by the conscience-prodding rhetoric of MLK, Jr. and the Civil Rights Movement, saw involvement as mandatory to their humanism.”

Dr. Henry Vance Davis, Ph.D. , African-American history, U of M

- Although only 3% of students at the University were African-American, an estimated 75% of students in LS&A stayed away from class during the Strike.
- One-third of the total student body stopped attending class.
- School of Social Work, Residential College, and the Institute for Social Research closed their doors
- Student groups such as the Student Government Council, SDS, white fraternities and sororities, teaching fellows, Women's Lib, and the Ann Arbor Tenants Union supported the Strike
- AFSCME members refused to cross picket lines disrupting food service to campus

# BAM I Successes

- BAM I settled on April 1, 1970. The programs instituted represented the first major breakthrough in a decades-long struggle to end discrimination on campus
- University pledges several million dollars toward “goal” of ten percent black enrollment by 1973-74
- Programs to recruit black students and faculty, aid and support services for minority students, increased funding for Afro-American Studies are implemented

# BAM II 1975

- By 1973 the ten percent admission goal had not been met.
- Lack of supportive services led to high attrition rates among African-American students
- White student support waning
- Student government council passes resolution condemning University's commitment to ten percent Black enrollment
- 1975: Dr. Jewel Cobb selected by Regents to fill LSA Dean position, then offered insulting non-tenure contract, then offer withdrawn
- Feb. 1975: Two-day sit-in at Administration Building

# BAM II DEMANDS

“The Black Action Movement is declaring the University of Michigan to be in breach of contract in respect to the BAM demands of 1970... Not only has the contract been breached, but there is every indication by the University that it wishes to sizably reduce the number of Blacks on campus.”

- Ten percent black student enrollment by 1975
- Overall black faculty be ten percent by 1975
- Black United Front has power to screen, hire and fire recruiters and administrators, control 25 percent of UM budget, control all services impacting black students
- Increased financial aid for minorities
- Increased black staff hiring
- All grades for blacks below A be “neutralized” until all demands met

# BAM III March 1987

## Events Leading up to BAM III

- Racist jokes on the radio
- Racist fliers on campus and the university's failure to adequately respond
- Continued decline in Black Student enrollment and retention
- Concerns of African American Faculty about climate
- Lack of Minority faculty on campus

# BAM III Demands

1. We demand the establishment of a permanent and completely autonomous yearly budget of \$35,000 for the black student union.
2. We demand the immediate endowment of \$150,000.00 for the Monroe Trotter House to insure that the integrity of African-American culture will be preserved in spite of the vile climate of racism that persist at the University of Michigan.
3. We demand the university immediately grant tenure to all presently hired black faculty, and develop an accelerated tenure program for all newly hired black faculty. Furthermore, we demand an increase of Black faculty members such that every department of the university has tenured black professors.
4. We demand that the university Board of Regents and Administration adopt a plan which appoints blacks as department chairpersons or heads of 30% of all academic departments of the university's schools and colleges. This demand applies to undergraduate, graduate and professional schools.
5. We demand the immediate addition of a racial harassment clause in the university rules and regulations to punish institutionally those who perpetuate, motivate and

# BAM III Demands, cont'd.

6. Full participation of black student union executive board in the formulation and implementation of any reform, program or policy that implicitly or explicitly affects the black community of the university, or our community at large.
7. We demand President Shapiro's 1 million dollar initiative to improve the recruitment and retention of black students be extended to a 5 million dollar 5 year initiative. At the end of the five year period the initiative will be evaluated and possibly extended indefinitely.
8. We demand the development of a permanent black music program and black affairs program at all university owned student run stations. These programs shall be produced, programmed and operated by black students.
9. We demand that all university publications cease degrading and insulting the integrity of black people by the use of lower "b" when referring to the Black Race.
10. We demand the uncompromised ratification of UCAR's anti-racism proposals.
11. We demand total amnesty for all reprisals incurred by students during B.A.M. III

# Explanation of BAM III Demands

“These demands were developed for Black students and represent the minimum changes that must be implemented to deter the malignant growth of racism at the University of Michigan. The powers that be should be forewarned that if our demands are not met, direct action against the university will be our only option. We expect a written response by noon on March 23.”

# University Response

On March 23, 1987, President Harold Shapiro Responded to the Black Action Movement.

- The University has arranged for the Black Student Union to be provided with funding at an initial level of 35,000 per year starting in fiscal year 1987–88 through the Office of the Vice President for Student Services. These funds will be used to develop and sustain programs which address the cultural needs of the Black Student community at the university
- The Affirmative Action Office has established three hotlines to facilitate the reporting of incidents of racial harassment. The information was to be publicized through the distribution of a poster “Tell Someone About Racism”; this was distributed to deans, directors and department heads by President Shapiro.
- The University in Response as it relates to faculty hiring, retention and tenure agreed to do the following:
  - Ø Appointment of a Vice Provost with responsibility for Minority Affairs along with additional funding to manage the demands the of the group
  - Ø Appointment of an Advisory Committee comprised of faculty, alumni, external community member, staff and students
  - Ø Funding to hire and retain minority faculty\*.

# Current State of U-Mich

**Fran Peikert, Mike Peikert and Tom Ostrander**

# Assessment of Campus Climate/DEI

- We conducted a number of 30 minute phone interviews with University faculty who are intimately involved with issues of DEI.
  - Malinda Matney – Senior Research Associate, Divisions of Student Affairs
  - Catherine Lilly – Senior Advisor to the Executive VP/CFO; DELT member
  - Mary Boyce – Assistant Vice Provost for Equity, Inclusion and Academic Affairs
  - Sha' Dunkin – Smith–Ross Business School Director of Diversity and Inclusion
  - Alec Gallimore – Prof. of Aerospace Engineering; Associate Dean of Academic Affairs
  - Jennifer Linderman – Prof. of Chem. Engineering; Assoc. Dean for Grad. Education; Member of ADVANCE Leadership Team and STRIDE
  - Elizabeth Cole – Prof. of Women's Studies, Psychology, and African American and African Studies; Associate Dean for Social Sciences; ADVANCE
  - Angela Dillard – Professor African American Studies and African Studies in the Residential College; Associate Dean of Undergraduate Education
- Other group member interviews include: Harold Waters (Dir. Comprehensive Studies Program); Dr. Edward P. St. John (*Center for the Study of Higher and Postsecondary Education U–Mich*)

# What We Learned

- There is a tremendous amount of time and effort being exerted campus wide regarding the topic of DEI
- President Schlissel has called for the development of UM's first five year DEI strategic plan
- Week long, campus wide Diversity Summit held November 2015
- In a "bottom-up" effort, 49 individual units will be developing their strategic plans
- Initial draft plans are due March 2016
- Aggregate report is due out August 2016
- Plans should include goals for student, faculty and staff recruitment and retention
- Campus wide survey regarding climate is being developed and will be conducted Fall of 2016

# Examples of Existing Programs Related to DEI

- ADVANCE
  - Initially established to promote women faculty in STEM fields
  - Expanded to promote other kinds of diversity among faculty in all fields
  - Focuses on recruitment and retention of faculty, department climate and development of leadership skills
- STRIDE
  - Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence
  - Leads workshops for faculty and administrators involved in hiring
  - Provides advice about practices that will maximize the likelihood that diverse well qualified candidates will be identified, recruited and retained

# Important Climate/DEI Issues

- Climate is not something you fix, rather something you learn to navigate
- Climate involves not only actual events, but also perceptions and rumors
- Overall issue is "Competency Building" for all constituents and awareness of the notion of privilege and unconscious bias
- Climate issues arise because of lack of critical mass of a group
- Critical need: development of a diagnostic tool to assess university wide climate (importance of Fall 2016 campus-wide survey)
- Large and difficult task will be creating measurable objectives without inducing defensiveness
- Five year plan must be a living document
- Islamaphobia along with anti-Semitism has reared its ugly head
- Socioeconomic disparities have created dichotomies on campus

# Ongoing Campus Initiatives

- Focus groups: women, URM, Asian, LGBT, low socio-economic, 1st generation
  - each group asked for three specific things it wants accomplished over next few years
  - start with five-year goals, but also have some shorter term goals
- Web based surveys
- Teaching Academy for incoming junior faculty
- LSA student empowerment and leadership committee
- "Planathon" asking for student ideas
- Training university employed students to become better at bystander interventions in their capacities as peer advisors, tutors, etc.
- #BBUM(Being Black at UM) launched by Black Student Union announcing seven steps to improve DEI
- Tri campus student seminar held in Flint in February 2016 to begin developing collaborative projects
- Recent campus wide student event on Islamophobia

# Benchmarking

Marvin Brown, Joan Evans, Teresa Sebastian

# Benchmarked Institutions

- Suggested by President Schlissel
  - UCLA
  - Berkeley
  - Virginia
  - North Carolina
  - Northwestern
- Suggested by Harold Waters
  - University of Maryland–Baltimore Campus
  - University of Washington
  - Cornell University
  - Indiana University
  - University of Texas, Austin
  - Ohio State University

# Commonalities Among the Institutions

- A strategic plan for diversity and inclusion
- A form of diversity and inclusion officer(s) and advisory committee(s)
- Support for faculty for hiring, and working with diversity, equity and inclusion (DEI) issues on campus
- A campus climate survey
- Robust and easily accessible websites to communicate campus climate issues and activities

# Notable Student Programs

- Cultural events, including dedicated month for various cultures (UNC, Univ. of Maryland, Indiana, Univ. of Texas, Ohio State)
- Safe Space (LGBT) (UVA, Univ. of Maryland, Univ. of Texas)
- Postdoctoral fellowship in diversity (UVA, Univ. of Maryland)
- Diversity related workshops and trainings, and courses (UCLA, Northwestern, Univ. of Maryland, Univ. of Washington, Cornell, Univ. of Texas, Ohio State)
- Affinity networks, communities and centers (UC Berkley, Cornell, Indiana, Indiana, Univ. of Texas, Ohio State)
- Programs to effect change (UC Berkley, UNC, UVA, Univ. of Washington, Cornell)
- Diversity research (UVA, Univ. of Washington, Cornell)
- Programs to track bias, ombudsmen and Campus Climate Response Team (responds to campus climate incidents) (UCLA, Northwestern, Cornell, Univ. of Texas)
- Services for students with disabilities (Univ. of Texas)
- Student organization funding (Univ. of Texas)
- Community engagement (Northwestern, Univ. of Texas)
- Northwestern) Scholars programs, financial assistance, outreach and recruitment (UNC,

# Notable Faculty Programs

- Programs and policies to recruit and hire diverse faculty, including advertising outside of the campus (UCLA., UVA, Univ. of Washington, Univ. of Texas)
- Retention best practices and strategies (Univ. Of Washington)
- Educational programs on diversity, and programs to meet the needs of diverse faculty (UCLA, UNC, UVA, Cornell, Ohio State)
- Affinity groups (UCLA, Univ. of Washington, Univ. of Texas)
- Faculty diversity scholars (UCLA, UVA, Univ. of Washington)
- Diversity offices (UCLA, UNC, Univ. of Texas)
- Faculty equity advisors (UCLA, UC Berkeley, Northwestern)
- Committees on inclusion and equity (UNC, Northwestern)

# Indiana Univ. Study of Diversity Best Practices

- Halualani & Associates – 2014 “*Diversity Atlas Project*” – “client success trends” among 30 higher education institutions
  - Created a diversity infrastructure (100%)
  - Engaged in a campus conversation about what diversity means to that campus (100%)
  - Launched a diversifying faculty initiative (100%)
  - Created a diversity assessment protocol (100%)
  - Created a campus wide diversity master plan (93%)
  - Implemented the diversity master plan (87%)
  - Redesigned employee diversity learning sessions (87%)
  - Redesigned their general education diversity requirement (87%)
  - Launched a faculty–staff learning community around diversity (67%)
  - Launched a diversity curricular integration across the curricula (50%)

*“Diversity is an educational resource and knowledge domain for students that contributes to their academic success.” Office of the , San José State University.*

# Recommendations

Campus Climate Working Group

# Recommendations for College of LS&A

- Continue all present efforts to improve campus DEI, especially expanding training in "bystander intervention"
- Consider and devise organizational plan to collate and integrate myriad inputs
- Take the lead in development of a diagnostic tool to assess university -wide climate and creating measurable objectives for DEI
- Review aggregate report for five year strategic plan due in August and adopt "best practices"
- Redesign student evaluations of faculty to include questions regarding classroom climate
- Continuing creating a robust and easy to navigate public digital media communication channel for DEI
- Provide LS&A funds for student organizations and recommend diversity training
- Request that leaders of student organizations annually participate in diversity training
- Include one or more community and corporate representatives on a DEI council to facilitate climate between the U-Mich and external constituents
- Consider brief follow-up report at Spring 2017 DAC meeting

# Appendix – Benchmarking Data

## APPENDIX A – DAC Campus Climate – March 2016

SCHOOL (% UNDERGRADUATE*)	D & I ADVISORY GROUP?	D & I OFFICER	D & I INITIATIVES? (SAMPLE)	CAMPUS CLIMATE SURVEY	FACULTY D & I SUPPORT	CLIMATE OR D & I STRATEGIC PLAN
Univ. of Michigan (Fall 2015) AA/Black 4% Amer.Ind./Alk 0.2% Asian / Pacific 13% Hispanic 5% White 61% international 7%	[D&I Strategic Planning Team]	Yes - Rob Sellers	Various Programs (Not clearly defined on website)		Yes • Office for Institutional Equity	President's Strategic Plan
UCLA (Fall 2014) AA/Black 4% Amer.Ind./Alk 0.5% Asian / Pacific 34% Hispanic 19% White 27% international 13%	Yes	Yes	<ul style="list-style-type: none"> <li>Diversity Course requirement</li> <li>Discrimination Prevention Office-</li> <li>Meetings with students,</li> <li>Social media</li> <li>Robust website for D&amp;I</li> <li>Ombuds Office</li> </ul>	Yes	Yes <ul style="list-style-type: none"> <li>Office of Equity, Diversity and Inclusion - new July 2015</li> <li>Office of Diversity and Faculty Development</li> </ul>	Yes <ul style="list-style-type: none"> <li>UCLA Council on Diversity &amp; Inclusion chaired by Chancellor</li> <li>Transforming UCLA for the Twenty-first Century - includes reaching out to urban schools with large African American and Latino students and fostering teaching and research about diversity</li> </ul>
UC Berkeley (Fall 2014) AA/Black 2% Amer.Ind./Alk 0.2% Asian / Pacific 35% Hispanic 14% White 28% international 14%	Yes	Yes	<ul style="list-style-type: none"> <li>African American Student Development</li> <li>Chicana/Latino Student Development</li> <li>Gender Equity Resource Center</li> <li>Multicultural Community Center</li> <li>Haas Institute for a Fair and Inclusive Society</li> <li>The African American Initiative</li> </ul>	Yes	Yes <ul style="list-style-type: none"> <li>System-wide intolerance report form</li> <li>Faculty Equity Advisors</li> </ul>	Yes <ul style="list-style-type: none"> <li>Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion and Diversity</li> <li>Top strategies include:</li> <li>Responsive Research, Teaching and Public Service</li> <li>Expanded Pathways for Access and Success</li> <li>Engaged and Healthy Campus Climate</li> </ul>
UNC (Fall 2015) AA/Black 8% Amer.Ind./Alk 0.6% Asian / Pacific 10% Hispanic 8% White 63% international 3%	Yes	Yes	<ul style="list-style-type: none"> <li>University Diversity Awards.</li> <li>Programs to celebrate cultural and heritage months</li> <li>Carolina Conversations -</li> <li>Carolina Millennial Scholars Program</li> </ul>	Yes Diversity Climate Assessment to be done in spring 2016	Yes <ul style="list-style-type: none"> <li>Provost's Committee on Inclusive Excellence and Diversity</li> <li>Diversity and Multicultural Affairs Office,</li> </ul>	Yes UNC Diversity Plan

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<b>NORTHWESTERN</b> (Fall 2015) AA/Black 6% Amer.Ind./Alk 0.03% Asian / Pacific 17% Hispanic 11% White 50% international 8%	Yes	Yes	<ul style="list-style-type: none"> <li>Expanded admissions outreach</li> <li>Good Neighbor, Great University Program providing financial assistance</li> <li>The Northwestern Academy program designed to help</li> <li>The Campus Inclusion and Community Task Force</li> </ul>	Yes Northwestern University's Diversity and Inclusion Report	Yes <ul style="list-style-type: none"> <li>Faculty Diversity Committee</li> <li>University Diversity Council</li> </ul>	Yes We Will. The Campaign for Northwestern –
<b>UVA</b> (Fall 2015) AA/Black 6% Amer.Ind./Alk 0.2% Asian / Pacific 12% Hispanic 6% White 61% international 5%	Yes Diversity Council	Yes	<ul style="list-style-type: none"> <li>Diversity Dialogues-</li> <li>The Carter G. Woodson Institute</li> <li>The Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Center</li> </ul>	Yes but focused on climate related to sexual assault. Unable to find survey related to DEI	Yes <ul style="list-style-type: none"> <li>Excellence in Diversity Fellowship Program.</li> </ul>	None found for LSA related to DEI. University has strategic plan known as the Cornerstone Plan focusing on university objectives in general
<b>Univ. of Maryland Baltimore</b> (Fall 2015) AA/Black 17% Amer.Ind./Alk 0.1% Asian / Pacific 20% Hispanic 6% White 44% international 4%	<u>Yes</u>	Yes	<ul style="list-style-type: none"> <li>Dedicated Month for various cultures</li> <li>Safe Space- (LGBT)</li> <li>Postdoctoral fellowship in diversity. The fellow will help the DAC develop evidence-based</li> <li>Diversity related workshops and trainings;</li> <li>Created a framework for the ongoing assessment of campus climate.</li> </ul>	Yes. Spring 2016	<u>Yes</u> <ul style="list-style-type: none"> <li>Focus on diverse hires</li> <li><u>Providing educational programs</u></li> </ul>	Yes: <u>Diversity Advisory Council Conversation on Race</u>  <u>President's Strategic Plan</u> Includes: •Promote diversity and inclusion. •Foster a culture of accountability and transparency.
<b>Univ. of Washington</b> (Fall 2015) AA/Black 3% Amer.Ind./Alk 0.4% Asian / Pacific 23% Hispanic 7% White 42% international 14%	<u>Yes</u>	Yes.	<ul style="list-style-type: none"> <li>Academic Programs on diversity studies</li> <li><u>Programs to effect change</u></li> <li><u>Diversity Research Programs</u> - Diversity Research Institutes - faculty conduct research on the benefits of cultural diversity</li> </ul>	<u>Yes</u>	<u>Yes</u> <ul style="list-style-type: none"> <li>Advertise jobs outside of Univ.</li> <li>Faculty affinity groups</li> <li>Programs to meet the needs of diverse faculty and staff.</li> <li>Faculty affinity groups</li> <li>Diversity Hiring Tool Kit</li> <li>2014/15 initiated Faculty Diversity Scholars</li> </ul>	Yes. <u>Diversity Blueprint</u> Includes: <ul style="list-style-type: none"> <li>Attract and retain a diverse faculty and staff</li> <li>Create and sustain a welcoming climate for diversity</li> <li>2015 launched Race &amp; Equity Initiative</li> </ul>

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<u>SCHOOL</u> <u>(% UNDERGRADUATE*)</u>	<u>D &amp; I ADVISORY</u> <u>GROUP?</u>	<u>D &amp; I</u> <u>OFFICER</u>	<u>D &amp; I INITIATIVES? (SAMPLE)</u>	<u>CAMPUS CLIMATE</u> <u>SURVEY</u>	<u>FACULTY D &amp; I SUPPORT</u>	<u>CLIMATE OR D &amp; I STRATEGIC PLAN</u>
Cornell University (Fall 2015) AA/Black 6% Amer. Ind./Alk 0.4% Asian / Pacific 18% Hispanic 12% White 41% international 10%	<u>Yes</u>	Yes	<ul style="list-style-type: none"> <li>• Inclusive Excellence Academy</li> <li>• Courses focused on diversity</li> <li>• Colleague Network Groups</li> <li>• <u>University Communities</u></li> <li>• Program to track bias – tracks all bias activities and outcomes</li> <li>• “Toward New Destinations” – framework developed in 2014</li> </ul>	Yes.	Yes. <u>Faculty Institute for Diversity</u>	Yes. <u>Annual Diversity Planning</u>
Indiana (Fall 2015) AA/Black 4% Amer. Ind./Alk 0.1% Asian / Pacific 4% Hispanic 5% White 67% international 10%	Not Identified	Yes	<ul style="list-style-type: none"> <li>• Celebratory cultural events</li> <li>• <u>Various culture centers</u></li> <li>• <u>Diverse Student Organizations</u></li> </ul>	Yes. To be published late Feb. 2016	Not Identified	<u>Diversity Mapping Report</u>  <u>President’s Strategic Plan</u> Includes: Faculty - Emphasize recruiting candidates with a diversity of backgrounds, experience, and perspectives Students -High quality student life. Enhance and expand the quality of student life , , , that is culturally rich, diverse, and inclusive.
Univ. of Texas Austin (Fall 2015) AA/Black 4% Amer. Ind./Alk 0.2% Asian / Pacific 20% Hispanic 22% White 44% international 5%	<u>Yes</u> (external community members)	Yes	<ul style="list-style-type: none"> <li>• Campus Climate Response Team (responds to campus climate incidents)</li> <li>• Diversity Education Initiatives</li> <li>• Gender and Sexuality Center</li> <li>• Multicultural Engagement Center</li> <li>• Services for Students with Disabilities</li> <li>• Student Org Funding</li> <li>• <u>Campus Culture Initiatives</u></li> <li>• <u>Community Engagement</u></li> </ul>	N/A	Yes. <u>The Office for Inclusion and Equity</u> includes: <ul style="list-style-type: none"> <li>• advances inclusive retention best practices and strategies</li> <li>• advances inclusive faculty search and recruitment processes</li> <li>• Affinity organizations for Faculty</li> </ul>	Yes. <u>Division of Diversity and Community Engagement - Strategic Plan</u> Includes: <ul style="list-style-type: none"> <li>• Campus Culture: Advancing efforts to create an inclusive, accessible and welcoming culture on campus</li> <li>• Community Engagement</li> <li>• Pipeline for first-generation and underrepresented students</li> <li>• Research best practices for diversity and community engagement</li> </ul>

# Appendix – Benchmarking Data

## APPENDIX A – DAC Campus Climate – March 2016

<u>SCHOOL</u> <u>(% UNDERGRADUATE*)</u>	<u>D &amp; I ADVISORY</u> <u>GROUP?</u>	<u>D &amp; I</u> <u>OFFICER</u>	<u>D &amp; I INITIATIVES? (SAMPLE)</u>	<u>CAMPUS CLIMATE</u> <u>SURVEY</u>	<u>FACULTY D &amp; I SUPPORT</u>	<u>CLIMATE OR D &amp; I STRATEGIC PLAN</u>
Ohio State (Fall 2015) AA/Black 6% Amer. Ind./Alk 0.1% Asian / Pacific 6% Hispanic 4% White 71% international 7%	<u>Yes</u>	Yes	<ul style="list-style-type: none"> <li>• Student Life Multicultural Center</li> <li>• Campus cultural and intercultural celebrations</li> <li>• Campus heritage and awareness events</li> <li>• Education and training courses and workshops</li> </ul>	<u>Yes</u>	Yes. <u>Lectures-and-discussions on diversity</u>	Yes. <u>Diversity Action Plan</u>