

## CHARTER COMMITTEE ANNUAL REPORT TO THE SHARED GOVERNANCE COUNCIL

**Committee:** Charter Committee on Diversity

**Report Year:** 2013-2014

<b>Committee Chair(s)</b>	Laura Goddard – Staff – Office of Admissions Leonard Sandler – Faculty – College of Law
<b>Committee Members</b>	Leo Agnew- Staff - UI Libraries Kathryn Gerken- Faculty - College of Education Yusung Kim – Faculty – College of Medicine Clare Kreiter – Faculty - College of Medicine Yifei Li - Undergraduate Student Ann Munzenmaier- Graduate Student Kira Pasquesi – Graduate Student Todd Weissenberger – Staff – Information Technology Services  Liaisons/designees: Chief Diversity Office: Georgina Dodge General Counsel: Jamie Jorgensen Vice President for Student Life: Belinda Marner Human Resources: Diana Leventry Vice President for Research: Ann Ricketts
<b>Committee Charge</b>	(1) Advise on the formulation, review, and application of policies and guidelines that promote and support the full contributions of all of the University's diverse faculty, staff, and students.  (2) Consider and recommend actions that will help support and fulfill diversity-related commitments made by the University under the University of Iowa Strategic Plan and other University programs, plans, and policies.  (3) Provide a forum to which faculty, staff, and students may refer questions and recommendations concerning University diversity-related policies and procedures
<b>Current Year Meeting Dates</b>	September 11, 2013; October 21, 2013; November 18, 2013; December 10, 2013; February 19, 2014; April 9, 2014

<p>Please indicate the typical frequency of meetings (e.g., first Tuesday of month at 4 pm). If there are subcommittees, please indicate the frequency of those meetings, too.</p>	<p>Monthly – date and time set according to members’ schedules.</p>
<p><b>Current Year Activities</b></p>	<p>Solicited, reviewed and established committee priority action items for the year, which included, but were not limited to:</p> <p><b>LGBTQ community concerns:</b> services and supports by and for faculty, staff and students; unisex or universal bathrooms; and the background, history, benefits and concerns relating to the application for undergraduate admissions, which asks applicants to voluntarily self-identify as male/female/transgender and asks “Do you identify with the LGBTQ community?”</p> <p><b>Equity toolkit:</b> Preliminary review of race equity and equity toolkits to evaluate University programs, operations, services and activities through the lens of race, gender, disability, sexual orientations and other characteristics.</p> <p><b>Campus Diversity Survey:</b> Reviewed, provided comments and offered assistance to the CDO and Collegiate Diversity Group concerning the Campus Diversity Survey that will be used in the near future to gather information about departmental policies and practices relating to diversity and inclusion. Collected reports and information from Committee members about their departmental, office or collegiate diversity policies and practices.</p> <p><b>Orientation, development, services, and supports for new faculty:</b> Began to examine what is being done or could be done by the University to orient, support, and develop new faculty in the areas of teaching, service and scholarship – particularly with regard to faculty who are from traditionally underrepresented groups (whether or not a member of a protected class under federal, state or local civil rights laws). Diane Finnerty, Director of Faculty HR and Development, attended a committee meeting to describe past, current and future initiatives and policies. Reviewed the University EEO/Affirmative Action reports.</p> <p><b>Offensive Tweets:</b> Reviewed and discussed University, departmental and individual responses to Twitter hashtag messages that targeted Asian students on campus. Provided advice to the Committee member who was actively involved in trying to address community concerns.</p> <p><b>University or department responses to incidents of bias, etc.:</b> Explored if, when, and how various entities on campus could or should respond to behaviors, acts or incidents that violate or might violate university policies, standards or codes (or state or local criminal or civil rights laws), as well as reports, rumors, and myths about insulting, disparaging and illegal behaviors on and off campus. Identified referral sources and individuals, offices and others involved in counseling,</p>

	<p>advising, investigating, enforcing, mediating or resolving problems and incidents. Discussed ways to respond to crises, debunk myths and disseminate information in a timely fashion that respects privacy rights while at the same time informs people on- and off-campus about what did or did not occur.</p> <p><b>Defacement of posters at College of Law:</b> Posters at the College of Law advertising the Journal of Gender, Race and Justice’s symposium “The Unmarried Life, Know Your Rights,” were torn down or had the word “No!” and an arrow pointing to cookie cutter silhouettes of two men and two women. Another type of poster advertising the event was also defaced. Only same sex couples were targeted. The Committee reviewed the posters, the COL’s response and other information and considered possible responses that would achieve several goals. The Committee recommended three actions the COL could take that would balance the competing tensions of: the university’s mission to promote and encourage free, open and candid speech; the expression and exchange of ideas and participation by all; our commitment to promoting inclusion, diversity and honoring and respecting difference; and our obligation to provide a safe, secure learning environment for students and faculty and to protect members of our community from harassment.</p>
<p><b>Topics your committee anticipates addressing during the coming year</b></p>	<p><b>Review of crisis alert and response systems</b> – Continue to examine incident response policies and operations: Is the concept of a crisis response team an appropriate way to address incidents? What is the established or recommend chain of command for each unit or the university? Is what we are doing now appropriate within departments? Will establishing a unified system tread on rights and responsibilities of departments and entities? What have we learned and what else could we do or learn as an organization to improve and improve results. How do we share what we are doing in order to improve diversity and inclusion?</p> <p><b>Graduate and professional students with disabilities:</b> Examine issues relating to academic and workplace accommodations. They often have to balance or juggle academic and employment-related teaching responsibilities and need accommodations. Some students are in disciplines that have concrete deadlines for completion of degrees, are paid through grants with several conditions and contingencies and may or may not be considered employees entitled to faculty and staff disability services. As a result, they do not have the services of either the undergraduate Student Disability Services office or the faculty/staff services and have little or no recourse. Review the UI systems, identify different players and discuss the pros and cons of possible paths student can use to advocate or self-advocate when they need assistance. Map out the system, identify gaps and critical junctures, gather important people for a discussion and create a road map that details each step in the process, possible barriers, people involved, timetables, strategies and informal and formal procedures available.</p>

	<p><b>Orientation, development, services, and supports for new faculty:</b> Continue discussions, review of policies and procedures and fact-gathering.</p> <p><b>Campus Diversity Survey:</b> At the request of the CDO or collegiate diversity group, review and revise the survey and questions, evaluate the results, assist with making recommendations based on the results, review model or best practices utilized on campus and at other universities.</p> <p><b>International students on campus:</b> how to support them and help them engage with the larger community</p> <p><b>How to increase diversity on the Charter Committee for Diversity:</b> while the committee members certainly carry a number of identities, the committee overwhelmingly identifies as Caucasian.</p> <p><b>Updating and maintaining the charter committee website:</b> possibly create a sub-committee tasked with this</p> <p><b>Collaborate with the Chief Diversity Office:</b> As in the past, ask CDO Georgina Dodge to identify priority issues and actions she would like the Committee to address. Identify issues and activities consistent with committee resources and staffing. Cooperate and collaborate with the CDO, EOD the Collegiate Diversity Group and others on specific issues.</p>
<p><b>Other issues of concern</b></p>	<p><b>Assist with audit of buildings on campus to measure ADA accessibility and universal design features.</b> This work would be in conjunction with a class at the College of Law, Facilities Management, CDO, EOD, Student Disability Services, and people with disabilities on campus and in the community.</p> <p><b>Fares, routes, and other concerns about transportation services to Cultural Centers on campus</b></p> <p><b>Study university diversity initiatives</b> to determine: current activities and priorities; personnel and departments involved; desired and achieved outcomes; costs; and other measures and metrics to be determined.</p> <p><b>Develop an equity assessment toolkit</b> or process that could be used to evaluate or self-evaluate program, departmental, collegiate, or university policies, procedures and initiatives.</p> <p><b>Consider how to solicit public input.</b> Ideas include: surveys, creating a listserv, updating the committee's website, holding informal gatherings or public meetings, etc.</p> <p><b>Difficulty of measuring the committee's progress/impact on campus community</b></p>

<p><b>What should we tell applicants for this committee regarding expectations of members (anticipated workload, existence of subcommittees, etc.)?</b></p>	<p>Monthly meetings lasting approximately an hour. Committee members are asked to review materials prior to meetings and bring items for discussion. Issues and relevant topics we wish to discuss are shared via email and members should commit to spending time reviewing and responding to these threads.</p>
<p><b>The Faculty Senate Office collects agendas and minutes from the charter committees to send to the university archives. Please let us know the best way to get that information from you (e.g., direct us to a website, put us on the committee's distribution list, etc.).</b></p>	<p>The agendas and minutes are attached to this report and will be posted on a Charter Diversity Committee website to be launched with the assistance of the Diversity Office.</p>
<p><i>Recommendations, if any, to the shared governance groups.</i></p>	