

2017-2018 Report of the University Council Committee on Diversity and Equity

General Committee Charge

The Committee on Diversity and Equity aids Penn in fostering and taking full advantage of its diversity as well as in strengthening ties across all boundaries to enrich and enliven the campus community. The Committee shall advise the offices of the president, provost, and the executive vice presidents on ways to develop and maintain a supportive atmosphere on campus for the inclusion and appreciation of diversity among all members of the University community. The Committee will review and provide advice regarding the University's equal opportunity and affirmative action programs and policies. The areas in which the Committee shall report to the Council include diversity within the educational and work settings, integration of staff and faculty into the larger campus community, and ways to foster a campus environment that is inclusive and supportive of difference. The Committee also will advise the administration on specific diversity issues that may arise on campus.

2017-2018 Specific Charges:

1. Review the campus climate and experiences of LGBTQ students, staff, and faculty.
2. Examine the experiences and climate for international students, faculty and staff.
3. Review policies and resources available for students, staff, and faculty with children.
4. Review and discuss this Committee's general charge and identify two or three issues that should be given the highest priority for the committee's work in academic year 2018-19.

Strategies and Focus of Inquiry

To begin the committee's work for the academic year the chair hosted an initial conference call to discuss and select the committee's charges before our first in-person meeting. The chair had the committee review the charges for this year and the report from last year and discuss and deliberate via conference call the charges for this year. This way our first in-person meeting was to hear from various relevant university constituents on the responses to the previous year's report and recommendations as well as discuss and decide on our strategy of inquiry for the committee's charges. During the first in-person meeting, the chair asked the group to form subcommittees for each of the charges. The chair expressed that this would enable deeper and more efficient inquiry into each of the charges. Each subcommittee was tasked with the responsibility of discussing strategies for inquiry, conducting certain parts of the inquiry, and developing recommendations all in concert/consultation with the larger committee. It was noted that there was at least one other committee working on the policies and resources available for students, staff, and faculty with children and thus it was not necessary to focus our committee's efforts on this charge. The committee also revised the wording for the first charge to be more inclusive to review the campus climate and experiences of lesbian, gay, bisexual, gender expansive, and queer students, staff, and faculty.

In addition, given the overwhelming success and richness of information learned as well as a highly volatile and unstable policy and sociopolitical context in the United States, the committee decided to partner again with the Faculty Senate and the Penn Forum for Women Faculty to host another public forum titled "Listening to Diversity."

Number of Meetings

The Committee had three conference calls and met in-person seven times.

Major Points Addressed by the Committee

1. The committee had an initial conference call on September 22, 2017. The committee discussed how to do serious justice to each charge given the limited time allotted to the committee work. The chair asked the group what charges should be focused on so we may hit the ground running. Chair Dixon-Román gave a brief discussion of each charge and opened it up for discussion. He asked the group about the charges' relevancy and if they thought any of them should be changed or revised and to think them through before we have our first in-person meeting. The committee members discussed the charges and were especially interested in the second charge as it relates to Deferred Action for Childhood Arrivals (DACA).
2. On October 17, 2017, the committee had its initial in-person meeting. The committee was joined by the following invited guests: Rodolfo R. Altimirano, Ph.D., Director, Penn Global; Valarie Swain-Cade McCollough, Vice Provost for University Life; Amy Gadsden, Executive Director, Penn Global; Leslie Kruhly, VP & Secretary of the University; and Anita Mastroieni, Director, Graduate Student Center.
Executive Director for the Office of Faculty Affairs Lubna Mian gave a brief update on the 2016-2017 response to last year's recommendation. She spoke about new incentives to hire diverse faculty across schools and centers. Ms. Mian added that the Diversity Search Advisors (DSA's) make sure hiring committees are conducting fair and equitable searches particularly in the LGBT community. Ms. Mian noted that her office provides a lot of mandatory bias training every fall to various schools and centers. She also stated that they are considering how to improve the office's effort.
Vice Provost for University Life Val Swain-Cade McCullough led a discussion on the First Generation Low Income (FGLI) Office, created in response to the University Council Committee for Diversity & Equity's charge, assessing efforts related to the campus climate for low-income and first-generation undergraduate students.
Executive Director for Penn Global Amy Gadsden spoke about her work relating to the climate of international students here at Penn. The office places importance on international students and wants to make them feel welcome and that they are indeed an integral part of Penn's community. The Penn Global office created a welcome video for the incoming international students to underscore that the students are welcome at Penn. Chair Dixon-Roman asked, what is the university doing to be responsive to the needs of the students? Ms. Gadsden added that Penn Global currently has a partnership with the Faculty, Graduate Student Center, and schools and centers across the university that are serving the needs of the students. The group agreed that since international students are under scrutiny that Penn should create working groups, provide support for our scholars, legal support by Penn Law and to provide social and emotional support through Counseling and Psychological Services (CAPS).
3. On November 6, 2017, the committee had its second conference call. In preparation for the second in person meeting, the chair wanted to discuss potential ways to do inquiry on the 2017-2018 charges with the possibility of revising the language around some charges to capture language that is gender expansive in order to be inclusive of various gender identities including transgender, gender queer, gender non-conforming, among others. He also noted that not everyone on campus has a full understanding of the LGBT acronym.
Sam Starks, liaison to the University Council Committee on Diversity & Equity, noted that the committee may consider using LGBT. The committee must be mindful that the language must encompass everyone's language. The group voted to move to the revised version. As a result, the chair decided to form subcommittees to work on particular charges.

It was discussed that the responsibility of the subcommittees are as follows,

- i. Investigate inquires around charges;
 - ii. Identify students and members of our community that have been deeply involved in these issues;
 - iii. Learn what the institution is doing to be responsive to these needs;
 - iv. Investigate data on demographics of who is affected;
 - v. Identify areas of concern and recommendations for what the institution may do to address;
4. On November 28th, the committee convened in person to meet with invited guest Joann Mitchell, the Vice President for Institutional Affairs and Chief Diversity Officer, President's Office. Joann Mitchell asked the committee to review and discuss a newly developing biased incident reporting form and online system. This will include two forms: one for the reporting of incidence of bias and a second to report where there are great or exemplary efforts of addressing issues of bias and inequity. The committee both supported and commended Joann Mitchell and the university for developing this well needed system.
- The committee also heard from each of the subcommittees on updates on their work as well as had further discussion on strategies of inquiry for the specific charges, what each subcommittee could be working on, and whom the committee would like to meet with for future meetings.
5. On December 12, 2017, the committee had its third in person meeting. This meeting was dedicated to subcommittee work updates and planning for whom to invite for future meetings. It was decided that the committee should invite Erin Cross, Karu Kozuma, and Rudi Altamarino to future meetings to discuss the committee's specific charges.
6. The fourth in-person meeting was convened on January 29, 2018. The group discussed and agreed to have two meetings in the month of February in order to complete the committee's inquiry for this year. The committee agreed to extend an invitation to Karu Kozuma (VPUL), Rudie Altamirano (Penn Global), Erin Cross (LGBTQ), and Andre Dombrowski (Faculty) to attend the next two meetings in February.
- Mark Bookman, a graduate student committee member, discussed his dissertation work that is developing an app that would map the accessibility of the campus community. The app uses crowd sourced information about campus accessibility to inform the map. The committee also talked about how such a digital map would be helpful for addressing some information bdissemination issues pertaining to equity and access on our campus community in addition to learning about issues.
- The committee also had brief updates from each subcommittee. It was also agreed to host the second Listening to Diversity Public Forum. The forum will take place one week following spring break. Kuan R. Evans will update the committee when the date, location and time are finalized
7. On February 14, 2018, the committee was joined by invited guest Erin Cross, Director, LGBT Center. Erin Cross gave a brief overview of the Lesbian, Gay, Bisexual, and Transgender (LGBT) Center.
8. On February 22, 2018, the committee met with invited guests Rodolfo R. Altamirano, Ph.D., Director, Penn Global; Karu Kozuma, Ph.D., Associate Vice Provost, (VPUL); and Andre Dombrowski, Associate Professor, History of Art, and Chair, LGBTQ Faculty Diversity Working Group. The committee also discussed preparations for the Listening to Diversity Public Forum.
9. The committee had a conference call on March 12th in preparation for the Listening to Diversity Public Forum on March 15th.
10. The committee had its final meeting on March 19, 2018. The meeting opened with the discussion of the 2018 Listening to Diversity Public Forum.

Mark Bookman presented on the campus accessibility mapping app project. He would like to add it to the committee's recommendation for next year. According to Mark, the mapping project goes beyond campus and expands out to all committees. It will likely facilitate conversation on how we access diversity and equity on campus. It will also cause the university to rethink its position on why other spaces are not readily accessible. The committee agrees that it might be a good way to collect on charges to establish relationships between the committee and the university.

The committee also had a final discussion on the subcommittee work.

Work on LGBTQ Faculty, Staff, and Students

The following outlines the inquiry and what was learned for the charge on the campus climate and experiences of lesbian, gay, bisexual, and gender expansive faculty, staff, and students.

The committee distilled insights from meetings with Erin Cross (Director, LGBTQ Center) and Andre Dombrowski (Associate Professor, History of Art and Chair, LGBTQ Faculty Diversity Representative). These were also supplemented with student perspectives gathered through conversations with students and student groups focusing on gender (including the graduate student group Out-Ed, in the Graduate School of Education). The committee emphasizes that this is ongoing work, and that further areas for improvement may surface as we continue to gather additional perspectives from students, faculty, and staff. For example, we had begun plans for meeting with student members from Penn Non-Cis, but due to the timeframe of the semester and the difficulty in scheduling, this discussion did not come to fruition. Thus, the committee believes it is important to work on the issues described below, while at the same time simultaneously continuing to talk with other students, faculty members, and staff to further expand our understandings of campus climate and support.

Summary of Findings

The following are key take-aways from our inquiry. The committee commends the university for a nationally recognized LGBTQ Center and efforts of making the University of Pennsylvania an equitable and inclusive campus for the LGBTQ members of the campus community. The committee believes these key take-aways speak to the efforts already being undertaken by the Penn community to support the LGBTQ community on campus, and also areas that necessitate greater attention.

- Penn is above national average (0.5%) with three percent of its students being a part of the LGBTQ community.
- Yet, while there is a general university focus on diversity, there needs to be more attention specifically focusing on the LGBTQ community.
- The Lesbian, Gay, Bisexual, and Transgender (LGBT) Center, directed by Dr. Erin Cross, is one central hub for supporting the LGBT community and educating others on LGBT issues. The center, which serves the entire campus, is housed in the Vice Provost for University Life (VPUL), and has only three full time staff positions. Activities from the center include: support for 25 groups (undergraduate, graduate, and professional); advising council, faculty staff and alumni;

running educational programming. One issue the LGBT center has identified is that people are misgendered and it is causing detrimental effects, and their organization has become a “landing spot” for support and a mechanism for encouraging students in the LGBT community to “become their whole selves”. This small center is serving a tremendous need, and could use additional support.

- Dr. Cross noted several goals that the LGBT center is pursuing in the coming year: placing greater emphasis on transgender students and working more closely with them; focusing on celebration of LGBT identities and experiences; addressing intersectional experiences around LGBT issues (such as the intersection of racial identity and gender/sexual orientation); reaching graduate students; and making connections to other schools and centers around campus.
- Dr. Erin Cross and Dr. Andre Dombrowski created a website to address questions about diversity in the LGBTQ community and would like each school to back a diversity office. Dr. Dombrowski sent invitations to faculty asking for the diversity offices to become more vigilant, and for Penn to formalize the process.
- There is range and variation to how different schools have taken up the charge to address LGBTQ issues. Dr. Dombrowski noted that PSOM has been a model for adding LGBT courses, but this is not the case across all schools at Penn. Students report a range of experiences with how LGBTQ issues are taken up in courses (from no inclusion, to a token course session, to courses where these lenses are embedded throughout). One persistent issue is the homogenizing of the LGBTQ experience when it is included in the curriculum. Faculty report various levels of expertise in or comfort with addressing these issues, and would like additional support to make their classrooms more inclusive to LGBT perspectives

Work on Resources & Experiences of International Faculty, Staff, & Students:

The University Council Committee on Diversity and Equity conducted inquiry on the resources and experiences of international faculty, staff, and students. This is a particularly important topic of our contemporary moment given the volatility of immigration policy under the current presidential administration. Policy shifts such as travel bans and restrictions on specific countries are affecting various constituents of our campus community, while other policies are being held in limbo rendering potentially some students (including potential students) in a precarious status. In order to investigate how this sociopolitical context may be affecting our campus community as well as how the institution is being responsive to these concerns and needs, the committee met with Rodolfo Altamirano, Director of International Student and Scholar Services (ISSS), and Hikaru Kozuma, Associate Vice Provost for Student Affairs in the Vice Provost of University Life (VPUL). The subcommittee also spoke with a group of international graduate students on February 12th and conducted a follow up phone interview with Rodolfo Altamirano, Director of International Student and Scholar Services (ISSS), on March 13th.

Summary of Findings

As we detail the various key topics and identified needs that the committee learned, it is important to state that the committee was deeply impressed with what and how the university has attempted to be responsive to the various needs and concerns of members of our campus community with international (or non-citizen) status. This is particularly commendable given the complexities of the current policy and

sociopolitical context, where particular forms of public naming could lead to greater attention, surveillance, and even threatened federally imposed sanctions, as we've seen with certain metropolitan areas that have identified as sanctuary cities. As a very large institution, the responsiveness and flexibility the University of Pennsylvania has attempted to maintain in a volatile context is impressive. That said, much was learned and as with anything there are definitely areas of potential to enhance the lived experience for every member of our campus community.

The University Council Committee on Diversity and Equity learned that there are approximately 6,819 international students and 1,852 international scholars at the University of Pennsylvania as of Fall of 2017.¹ Our conversation with international graduate students revealed that students occasionally experience microaggressions from faculty and staff. Furthermore, it was discovered that course curricula may be biased to privilege American and/or European frames of reference. Another finding was that the social infrastructures available to international graduate students often vary based on their programs. Some had access to diverse and welcoming communities via international-student orientations, while others felt completely isolated due to a lack of institutional resources. Finally, the committee learned that although Penn does a good job at assisting international graduate students with some of the necessary procedures for daily living (i.e. setting up a bank account), it does not assist those students with other important procedures (like filing their taxes and securing affordable health insurance).

The committee also learned a great deal from meeting with Hikaru Kozuma, Associate Vice Provost (VPUL), on February 22nd. Conversation initially focused on DACA (Deferred Action for Childhood Arrivals), and we found out that there are limitations placed on the university because it must adhere to strict federal regulations. Despite these limitations, the university has agreed to pay for legal services for any student who needs to have private conversations concerning detainment and deportation. Furthermore, the university has set up an accommodations system such that any international student who is unable to return home will be provided with room for their safety. Although the issues faced by international students, faculty, and staff are growing more complex as their kin become embroiled in larger debates about deportation and experience fear and resentment, the university has taken a stand to ensure that our community remains strong and resilient. Still, much work remains to be done, as Rodolfo Altamirano, Director of International Student and Scholar Services, pointed out at the same meeting. Altamirano suggested that faculty can provide evidence that international students are an excellent addition to the university, in order to support more supportive policies for international student visas and travel. He also described how unreasonable demands placed on incoming students for documentation and support are making it more difficult for them to come to Penn. A similar concern was expressed by Gerald Campano, Associate Professor in the University of Pennsylvania Graduate School of Education (GSE), with regard to the undergraduate admission process for DACA applicants.

On March 13th, the International Subcommittee held a phone conference with Rodolfo Altamirano to discuss the resources provided by the office of International Student and Scholar Services (ISSS) and Penn Global. We learned that ISSS offers centralized support to international students, faculty, and staff, collectively referred to as 'scholars.' Programs include workshops and networking opportunities aimed at ensuring that international scholars are well-adjusted. Programmatic initiatives are offered centrally, with the understanding that faculty are very busy and may not avail themselves of such services due to research related responsibilities and because schools often provide in-house support. ISSS is interested not only in immigration issues faced by scholars but also integration concerns as well. It provides support for partners, spouses, and significant others of international scholars who are not working but

¹ Cf. Open Doors Report for Students (2017) and Scholars (2016-2017).

who want to be a part of the university community via the International Scholars Partners Program (ISPP), which hosts holiday parties and events. It is important to note the relationship between ISSS and the individual schools at Penn: ISSS can provide guidance to individual schools but assumes an *advisory* role. There is variation in how individual schools/departments address the needs of international scholars. A list of central programmatic initiatives can be found here: <https://global.upenn.edu/iss/beyond-immigration>

Listening to Diversity Public Forum

On March 15th, 2018, the University Council Committee on Diversity & Equity, the Faculty Senate, and the Penn Forum for Women Faculty in partnership with and supported by the Campaign for Community collaboratively organized a public forum titled *Listening to Diversity*. We organized and hosted this event because of our deep concern for the effect of the sociopolitical context on our campus community and our interest to try to enable more effective ways for addressing these concerns. Listening to Diversity was a public forum that provided all members of our campus community -- faculty, staff, and students -- the opportunity to voice their concerns and share their suggestions for how we might work together to bring about productive change. University community members were able to participate in person at the forum and/or digitally via an established e-mail specifically for this event. Approximately 25 faculty, students, and staff attended or participated in the public forum.

The following were the most salient concerns and recommendations that were expressed in no prioritized order.

Structural Concerns

- A need for a centralized diversity office. Could be a place to help address perceived bias of faculty in student evaluation.
- The need for a student diversity action plan.
- The need for a someone who works specifically on grad student diversity issues.
- Penn's "no loan" program does not apply to students in the College of Liberal and Professional Studies. And, currently, the School of Arts & Science is the only school that has agreed to do a 50% tuition reduction. Given that LPS students are among the most diverse of Penn's student body, this has meaningful implications for campus diversity.

Understanding of Diversity

- There is a lack of understanding of student intersectionality (especially in Penn's cultural centers) as pertains to undergraduate, as well as graduate students. For example, FGLI status seems to be forgotten after the undergrad to grad transition.
- A concern for how institutionalized racism is manifesting among instructors and faculty colleagues and how it may be affecting students. A concern that faculty colleagues are grading

students of color more harshly and when they are subjected to scrutiny not knowing what to do or where to begin.

- Although there has been much public attention of one Penn faculty member, statements of bigotry have been heard and experienced in classrooms on various parts of campus.
- The need for professors to understand how language matters.
- The Graduate Student Center is offering very timely and relevant workshops such as “Teaching in Trouble Times” and on power dynamics.
- In order to create a more gender inclusive culture, Amy Hillier has provided preferred gender pronoun brochures and pins for anyone in the community of the School of Social Policy & Practice.

Role of Faculty

- Faculty need training on how to manage productive discussions versus condemning racial/biased speech. This includes negotiating the fine line of open expression in relation to other challenges of minoritized groups (e.g., “you don’t belong”). This also occurs in the microaggressions of silent/no responses to student classroom engagements. For example, in a class in which students were required to blog one student’s anti-same-sex marriage blog posts were not explicitly addressed in a facilitated dialogue by an instructor, creating an experienced complicity.
- Evaluations by faculty of Black student performance seem unduly harsh. How can this information be productively shared and addressed?
- Is teacher training required of faculty? Is teacher training required for PhD students, particularly those who are teaching assistants for courses? Do any schools at Penn require training for teaching for PhD students?
- It was noted that the Center for Teaching & Learning offers various forms of relevant training. There are certainly faculty whom desire training for diverse students and on what to do when students display bias, insensitivity, or worse to each other
- Create optional training based on the model of iCare training. Provide certification.

Role of Diversity Search Advisor

- Diversity Search Advisor is an important role for recruitment of underrepresented minorities, but needs a broader vision of diversity
- Need better training on how to identify and recruit LGBTQ colleagues to Penn faculty.

Recommendations to University Council

For the charge on the campus climate and experiences of lesbian, gay, bisexual, and gender expansive students, staff, and faculty:

- **Make LGBTQ issues a specific focus of the Penn diversity agenda:** There needs to be more concerted efforts, across the campus, on addressing subtle forms of homophobia within and beyond the curriculum. Campus-wide criteria, public forums, and support efforts would be beneficial in strengthening and standardizing these efforts, and in fostering a larger conversation at Penn around these issues. Incentivized opportunities for creating programming and practices toward a more gender and sexualities inclusive campus.
- **Hiring more diverse faculty:** Centers and schools across Penn need to include LGBT representation in their searches and prioritize work that centers on LGBT issues. At all levels of the university, there need to be representatives that foreground this lens. For example, as detailed in another recommendation below, how to conduct research with LGBT populations.
- **Providing additional support to the LGBT Center:** Although the LGBT Center's mandate is for undergraduate and graduate student programming, the center is doing wonderful and impactful work for the entire campus community, yet with limited staff.
- **Being attentive to the particularities surrounding research with queer populations:** There are particular methodological and ethical issues related to conducting research on or alongside LGBTQ communities. A number of students feel as if they need more support navigating these constraints. The campus needs more individuals, including faculty and staff, who have expertise with these issues, including as they relate to intersectional experiences around race, class, and dis/ability, for example. The general courses on research methodologies do not attend with sufficient nuance to these specificities, and would also need to include more historical perspectives on the oppression of queer communities. Some of these concerns could be addressed by the above recommendation of hiring LGBTQ faculty, but also necessitates greater curricular attention and changes.
- **Creating specific programming for navigating the academy as an LGBTQ scholar:** This might include attention to job searches, publication, teaching, grants, and navigating institutions as a queer identifying scholar, especially if doing research on queer identifying populations. This might take the form of an interdisciplinary mentorship program.
- **Learning from other institutions with rigorously developed sexuality studies programs:** This might include, for example, developing specific grants/opportunities and transfer partnerships with schools such as Stanford University, University of Chicago, or Yale University to foster dialogue and mutual exchange. It might involve visiting scholars, post-docs, student exchanges, archives, conferences, research shares, and data bases for research methodologies on LGBTQ issues.
- **Developing dissertations fellowships and postdocs for individuals conducting research in these areas:** University of Chicago, Northwestern University, and Yale University have models for this intended specifically for sexualities studies.

- **Continuing to diversify the curriculum on LGBTQ issues:** We recommend continued professional development for faculty and staff to support the inclusion of LGBTQ topics and voices beyond a token course session on the syllabus. Faculty and staff need support in recognizing the multiplicity of experiences within the queer community, including intersectional experiences. Faculty and staff must have sufficient training both to address topics of sexuality and to facilitate discussions on these topics, including how their own positionings may obscure understandings of these issues. One avenue for encouraging an inquiry stance around curriculum development (utilized at other institutions such as Columbia University) would be to award small faculty and student grants aimed at redesigning existing courses to substantively address gender and sexuality.

For the charge on the campus climate and experiences of international students, staff, and faculty:

- **Each school disseminate information about how to report incidents of microaggressions through all channels at their disposal:** Any such broadcast should include a detailed, step-by-step description of the reporting process and its potential outcomes. Furthermore, it should be delivered in such a fashion as to welcome the reporting of instances of microaggressions and classroom bias as opposed to other kinds of abuses like sexual harassment and assault. A related recommendation is that anti-bias training be made available to all faculty and staff.
- **A list be compiled of which schools do and do not offer international student orientations:** The curricula of such orientations should be independently reviewed to forestall biases and ensure that student interests are protected. A post-orientation survey should also be administered and its results independently reviewed to prevent misconduct.
- **A central clearinghouse for information pertinent to international students, faculty, and staff be established:** While general information about student working protocols (i.e. OPT and CPT) is readily available via Penn Global and International Student and Scholar Services (ISSS), students have expressed a desire for more detailed information. For instance, information about the process/steps required to get a job in the United States. Any website or database established for this purpose should also include a mechanism for international students, faculty, and staff to submit feedback and thereby ensure that their concerns may be adequately addressed.

Recommendations based on committee's general charge and inquiry.

1. Given that issues of diversity, equity, and inclusion are unstable and quickly shifting sociopolitical phenomena, often subject to political and policy discourse, the committee is recommending that the committee includes as an annual charge (event) to host a Listening to Diversity Public Forum in partnership with the Faculty Senate and the Penn Forum for Women Faculty. This not only will create a regular practice for the committee's inquiry on the charges for the specific year, but also flexibility in being able to address emergent concerns of diversity and equity that will enable the committee's ability to be more responsive and informative for the university community. In addition, attendees of both the 2017 and 2018 Listening to Diversity Public Forum expressed finding the event and dialogue necessary and productive. This

would necessitate not only the creation of an annual committee charge to host the Listening to Diversity Public Forum, but also a \$1500 budget to cover event expenses.

2. The committee recognizes the profound importance for the campus accessibility mapping app but would like to see this app provided greater institutional grounding in order to enable its capacity and resilience. The committee is recommending that the institution formally adopts the campus accessibility mapping app by providing more formal institutional infrastructure and home as well as enhanced mechanisms of awareness and practices with the app.

Recommendation of New Topics or Continuing Topics to be addressed the Following Year

1. Review student experiences of microaggressions and bias and school mechanisms and practices for reporting and addressing.
2. Review and examine current and potential mechanisms and practices for campus wide information dissemination, particularly pertaining to topics and resources on diversity and equity.

NOTE: The Committee considers "diversity" comprehensively, to include components of identity including but not limited to race/ethnicity, gender, sexual orientation, immigration and legal status, disability, mental health, veteran and family status, faith traditions, and socio-economic background. The Committee recommends including these varied identity components when examining faculty, staff and graduate student recruitment and retention.

Committee Members

Ezekiel Dixon-Román, Chair, SP2 (faculty); Administrative Liaison: Sam Starks, staff; Kuan R. Evans, staff; Shaina Adams-El Guabli, Graduate Student Center; Ebony Thomas, GSE (faculty); Margo Brooks, Nursing (faculty); Eva P. Davis, WPPSA; John Keene, School of Design (faculty); Johany Dubon, SAS; Curie Shim, SEAS; Ben Sprung, Graduate Student, SAS; Laura Naden, The Netter Center (PPSA); H. Gerald Campano, GSE (Faculty).

