Dear Faculty and Instructional Staff:

We write today to renew our collective efforts in creating a more welcoming and inclusive campus environment for all our students. We know you work tirelessly to engage students in learning. Through those efforts, you can be a powerful force in ensuring all our students are able to succeed.

There are a number of factors that may impede a student's ability to succeed in the classroom. We know that incidents of violence and bias that occur across our nation take a toll on students and on many of you as well; this stress can affect what happens in the classroom and whether or not that space is conducive for engaged learning.

Sometimes active classrooms can be unpredictable, with comments and interactions that impeded from our efforts to foster inclusive learning environments. Students learn better if they're aware of your commitment to creating a learning environment that is open, respectful and inclusive.

We also know from students that a number of things can detract from a positive classroom climate. Examples include derogatory graffiti written in classroom spaces, comments about the accent of non-native English speakers, and students being addressed with pronouns that they have asked not to be used.

Here are several ideas we hope you will consider as a part of creating a welcoming and inclusive space in your classroom:
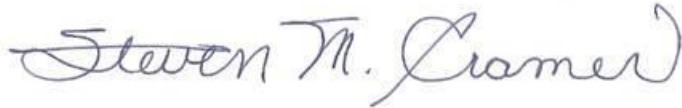
1. When appropriate, acknowledging the impact of recent incidents on students will keep the door open to more productive and effective discussions.

2. Look to avoid singling out a student to speak on behalf of an entire population or group. Encourage students to share personal reflections and affirm that they speak for themselves and not as representatives of any group with which they identify (i.e. racial, religious or ethnic backgrounds.)

3. There are times when inappropriate or disrespectful behavior occurs in the classroom. We encourage you to address it promptly. Left unaddressed, these teachable moments are missed opportunities that can become toxic. Whenever possible, reach out to students who appear to be adversely affected by such incidents. Reiterate your commitment to a positive learning environment.

Vice Provost and Chief Diversity Officer, Office of the Provost
Division of Diversity, Equity and Educational Achievement
University of Wisconsin-Madison   500 Lincoln Drive, 109 Bascom Hall   Madison, Wisconsin 53706-1497
608/265-5228   Fax: 608/265-3353   www.diversity.wisc.edu

4. Some behaviors may constitute a crime or non-academic misconduct. If you or students witness this, you may want to encourage them to report it to UWPD or the Office of Student Conduct and Community Standards.

Truly meaningful recommendations and solutions to this complex and highly charged topic cannot be provided in an email, and we want to make you aware of opportunities available to you now and in the future. Attached is list of opportunities and resources.

You can also learn more about our efforts to improve campus climate by reading the attached Fall 2017 progress report and by visiting www.campusclimate.wisc.edu. Updates on campus climate initiatives can be found here: https://campusclimate.wisc.edu/initiatives/

Sincerely,

Steven M. Cramer, Ph.D., PE
Vice-Provost for Teaching and Learning and Professor

Patrick J. Sims, M.F.A.
Vice Provost & Chief Diversity Officer
Division of Diversity, Equity and Educational Achievement

UW-Madison Diversity/Inclusion Resources for Faculty & Staff
August 31, 2017

This is NOT an exhaustive list of campus colleagues who are skilled and able to provide facilitation and lead workshops/training sessions. You are encouraged to connect with school/college Equity and Diversity Committee members as well as the resources listed in this packet should you seek assistance in planning diversity and inclusion activities for your unit.

Specific programs/workshops for individuals or groups of faculty/staff

Breaking the Bias Habit

The Women in Science and Engineering Leadership Institute (WISELI) is preparing to offer a general 3-hour workshops about unconscious bias, covering race/ethnicity, gender, LGBT and disability issues to campus departments. Pilots will occur in fall 2016, and be made available to a broader set of departments in spring of 2017 and in 2017-18. Faculty and staff who complete the general 3-hour workshop will be eligible to participate in future 1-hour special topics workshops on more specific issues, such as "reducing bias in classroom teaching", and "new implicit bias literature." To explore participation in workshops for your department, please contact wisely@engr.wisc.edu. See also: http://wiseli.engr.wisc.edu/breakingbias.php

SEED (Seeking Educational Equity and Diversity)

S.E.E.D. is a national project on inclusive curriculum coordinated by Peggy McIntosh and Emily Style. This seminar provides a unique opportunity for participants to meet in a safe and respectful environment to discuss and develop strategies for building inclusive curricula and classrooms. Using readings, videos, reflective writing and group work, we will discuss the impact of race, class, gender, age, ability, sexual orientation and other defining aspects of our identity on teaching and learning. Dr. Seema Kapani, Learning Communities for Institutional Change and Excellent (LCICE), Div. of Diversity, Equity and Educational Achievement. (262-6284).

Leadership Institute

9-month long program where participants engage in weekly, sustained dialogue with campus colleagues to develop leadership capacities to effectively interact with members of our community across multiple social identities and build open, dynamic, and respectful working and learning environments for all. Facilitated small and large group dialogues, reflective writing, readings, and activities. Contact: Seema Kapani (LCICE).

Diversity Liaison Project

Led by the Vice Provost & Chief Diversity Officer (VCPDO) and the Vice Provost for Faculty & Staff (VPFS), The Diversity Liaison Project (DLP) will provide a hands-on approach to offering more opportunities for campus leaders to actively engage matters of diversity, equity and inclusion, and implement best practices in the classroom and beyond. DLP specifically meets the goal set forth in the university's Diversity Framework, which states that campus leaders "provide models of inclusive behavior, exemplify rhetoric in practice, and demonstrate their sincerity in the belief that inclusive diversity is our path to excellence." The DLP also takes into account the 2016 faculty senate and academic staff resolutions that commit these groups to participating in ongoing professional development experiences related to fostering a greater sense of cultural awareness and inclusion. Contact: chiefdiversityofficer@cdo.wisc.edu; 608-890-3117.

Office of Talent Management, in the Office of Human Resources
Provides faculty and staff, including supervisors, with a wide range of resources, including professional development and leadership to cultivate individual and organizational excellence, in order to create a healthy, inclusive, engaging work environment. www.talent.wisc.edu

Engagement, Inclusion, and Diversity (EID) Consultation & Training
Nai-Fen Su, EID Coordinator works with campus units to foster and create an engaging, inclusive and diverse academic and work environment. She provides consultation and training, including EID assessment, EID strategic planning, EID program implementation/evaluation. Contact: Tyler Wood *tyler.wood@wisc.edu (608) 262-7562*

Seminars, workshops and conferences
Contact*: Lynn Freeman, PhD, Director, Learning & Talent Development, lynn.freeman@wisc.edu ; 608-890-4398*

- **Thrive@ UW –** Thrive @ UW-Madison provides you with important tools to help you communicate with others and gain a better understanding of yourself and your organization, including 'Creating Inclusive Environments', 'Thriving in a Time of Change,' and 'Building & Managing Relationships.'
- **Building Inclusion@UW –** Building Inclusion@UW is designed to provide you organizational development around inclusion, diversity and engagement; including consultation, workshops and seminars.
- **Fully Prepared to Manage -** Fully Prepared to Manage provides you with specific supervisory and management skills ranging from personnel policies to interpersonal relationships.
- **Fully Prepared to Lead -** Fully Prepared to Lead develops your ability to positively influence people around you at any employee level.
- **Conferences & Special Events** – focus/topics vary depending on event, refer to website. All conferences include 'tracks' on inclusion, diversity and engagement relevant to the overall event focus/topic.

The Division of Continuing Studies offers an array of professional development courses and workshops (http://continuingstudies.wisc.edu/professional-development.html), including:

- Listening for a Change: Skills for Dialogue
- Mastering Facilitation for Cross-Cultural Groups and Global Teams
- Leading and Managing from the Middle
- Honoring Our Common Differences: Leadership for Inclusivity
- Our Minds at Work: Diversity in Perceptual Thinking Patterns

<p style="text-align:center">Examples of broader school/college/division level initiatives[1]</p>

The following are examples of initiatives in units across campus, which are led by campus colleagues. Please do not hesitate to reach out to the contact people listed if you are interested in learning more about the efforts described below.

"Breaking the Bias Habit"
College of Engineering partnering with Women in Science and Engineering Leadership Institute (WISELI) to provide this workshop for faculty in 2016-17. The workshop, focusing on implicit racial bias, will demonstration how bias can influence interactions and assessments in classrooms and workplaces, despite strong commitments to equity and fairness.
Contact: Jennifer Sheridan, Jennifer.sheridan@wisc.edu, 263-1445.

Climate Committee in the Div. of Continuing Studies
Working to create grassroots programs. Analyzing data from 2015 DCS Climate Survey.
Contact: Jeff Russell, Dean, DCS, Jeffrey.russell@wisc.edu, 890-2318.

Collaboration with *Allies for Change*:
Involved in an NSF project in collaboration with *Allies for Change*, to explore the impact of privilege and oppression (see: www.alliesforchange.org).
Contact: Professor Beth Graue (Dept. of Curriculum and Instruction), beth.graue@wisc.edu.

The Collaborative for Advancing Learning & Teaching
Collaborative staff offer a workshop series about inclusive teaching. A pilot was offered in fall 2016 and the series will be repeated in spring 2017. The workshop series is designed to give faculty and instructional staff sustained engagement around topics of diversity, equity and inclusion, with a specific focus on classroom teaching to promote learning. Participants in these workshops will:
- increase awareness of systemic inequities and discuss how they impact student learning,
- reflect on individual and student identity and the impact identity has on the learning environment,
- learn about and engage in inclusive teaching practices; and
- explore leadership principles and discuss how to be an advocate and agent for institutional change.

Contacts: Don Gillian-Daniel, Associate Director, Delta Program in Research, Teaching and Learning, (608) 265-9969, dldaniel@wisc.edu, and Megan Schmid, Associate Director, Madison Teaching and Learning Excellence, (608) 890-0936, megan.schmid@wisc.edu

Cultural Competency Initiatives – Wisconsin School of Business Cultural Competence Workshops and Monthly Lunch & Learn
Initiatives connect research with experience and knowledge of faculty, staff, students and alumni to increase awareness and build community. Topics include unconscious bias, diverse cultures and traditions, and inclusive leadership.
Contact: Binnu Palta Hill, Dir. of Diversity & Inclusion, Wisconsin School of Business, bhill@bus.wisc.edu, 263-3462.

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[1] Many of these examples were submitted by academic deans in late Spring of 2016.

Cultural Diversity Awareness Training for Research Mentors
Created a six-hour training to teach research mentors how cultural beliefs, diversity, worldviews, and identities influence research mentoring relationships; to acknowledge the impact of conscious and unconscious assumptions, privilege, stereotype-threat, and biases on mentoring relationships; evidence-based strategies using case studies to reduce and counteract the impact of biases, stereotype threat, and privilege; and to develop a plan to become a more culturally aware mentor.
Contacts: Christine Pfund (Christine.pfund@wisc.edu), Prof. Angela Byars-Winston (ambwinst@medicine.wisc.edu), Wisconsin Center for Education Research (WCER).

Culturally Competent Practices for Working with Students of Color
Offers a set of culturally competent practices for working with students of color. Gave workshop to several L&S depts., providing cultural competency training for the SOAR Peer Advisors, and conducted a series of workshops with STEM faculty (U of Delaware) to promote cultural competency in their teaching and mentoring. Rachel Winkle-Wagner. Dept. of Educational Leadership and Policy Analysis, winklewagner@wisc.edu.

The Discussion Project – School of Education
Engaging discussions are one of the most rewarding and memorable activities that students and faculty alike can experience in the classroom. Recent research shows that classroom discussion deepens learning, creates community, and helps students form an academic identity. At the same time, classroom discussion is a challenging pedagogical undertaking. It requires the instructor to orchestrate learning among a group of students who likely do not know each other, come from a diversity of backgrounds, possess a range of political commitments, arrive with varying levels of familiarity with the course material, and have different levels of comfort speaking in class.

Inviting students to discuss also comes with some risk because we don't know what students are going to say. That unknown means that the instructor will have to be ready to follow one student's interesting and unexpected line of thought, correct another's misunderstanding about the material, and also be prepared to respond to any number of possibly off-topic, inappropriate, hostile, or naïve comments. To address these promises and challenges, the School of Education has designed a six-session professional development program for UW faculty and teaching staff. The program will be offered in both the 2017-18 Fall and Spring semesters. Visit this website for more information: https://discussion.education.wisc.edu/program-overview/

Diversity Dialogues (DD): Pedagogy of Difficulty Dialogues.
A process used by more than 5K students and members of the community to bring together people who might not otherwise have contact. Includes structured, well-tested "warm up" activities designed to promote honest dialogue and active listening. The central focus of DD is sharing and listening to each other's difficult or awkward interactions related to diversity, and reflecting on how these interactions might have been handled differently. Professor Steve Quintana, Dept. of Counseling Psychology, Stephen.quintana@wisc.edu.

Engagement, Inclusion and Diversity (EID) Initiative
The Vice Chancellor for Finance and Administration's initiative to address campus priorities of recruiting and retaining the best faculty and staff and enhancing diversity to ensure excellence in education and research. The VCFA units are working collaboratively to foster an environment of respect and inclusiveness through opportunities for employee engagement. They also are increasing staff awareness and competencies around EID issues and are measuring and evaluating progress toward EID goals.
Contact: Scott Hildebrand, Office of the Vice Chancellor for Finance and Administration, scott.hildebrand@wisc.edu. See: https://www.vc.wisc.edu/EIDcouncil.htm.

Equity Process for reducing bias and exclusion in planning processes
The Equity Process was developed by a faculty member in the Dept. of Educational Leadership and Policy Analysis (ELPA) and adopted by the School of Education Equity and Diversity Committee. Professor Colleen Capper, ELPA, capper@education.wisc.edu

Faculty Success Program – National Center for Faculty Development & Diversity
Faculty member has served as Head Coach for this program, since 2013. She selects & trains the 58 certified FSP coaches to mentor diverse faculty and postdoctoral fellows to success in academic careers. Prof. Mindi Thompson, Dept. of Counseling Psychology, mnthompson@wisc.edu.

Interventions to Reduce Racial Bias
Presentations on unconscious bias and prejudice reduction. She has provided consultation and in-service training to the Madison Police Dept. on this issue. Post-doc and others may be available to further develop studies for this campus. Contact: Patricia Devine, Dept. of Psychology, pgdevine@wisc.edu.

Madison Teaching & Learning Excellence (MTLE)
As part of the two-semester MTLE program in teaching for early-career tenure-track faculty, MTLE faculty fellows engage in a 4-week module on inclusive teaching. Over the course of four 90-minute workshops, faculty explore their own identity and inequities on campus, learn about resources for inclusive teaching, and plan at least one new approach to make their teaching more inclusive. This module is co-facilitated by staff from MTLE, the Delta Program in Research, Teaching and Learning, and the Multicultural Student Center. Inclusion and equity are also discussed throughout the MTLE program. Contact: Megan Schmid, MTLE Associate Director. **megan.schmid@wisc.edu.**

Madison Teaching & Learning Excellence (MTLE), the Delta Program in Research, Teaching and Learning, and the Multicultural Student Center (MSC)
Developed a 4-week series of discussions for faculty to address the academic achievement gap, bias, stereotype threat and microaggressions, as well as inclusive teaching practices. The program has been used for several years with positive feedback from participants. Meetings occur weekly, for 1 or 1.5 hours.
In fall, 2016, new pilot sessions will be developed around issues of inclusion and diversity in the classroom. Contact: Donald Gillian-Daniel; Researcher, Wisconsin Center for Education Research & Educational Leadership & Policy Analysis, dldaniel@wisc.edu.

Racial Prejudice/Reducing Racism
Workshops taught by Prof. Markus Brauer, Dept. of Psychology, markus.brauer@wisc.edu.

Respect in the Workplace workshop
Offered by Jenny Kvistad, HR Director in the Div. of Information Technology. Contact: Jenny Kvistad, 26207882, jennier.kvistad@doit.wisc.edu, 262-7882.

Respect in the Workplace workshops
Offered by the Employee Assistance Office
See: http://eao.wisc.edu/topics.htm. Contact: Sherry Boeger, Director, sherry.boeger@wisc.edu, 263-2987

Unconscious Bias in Academic Medicine - New provider orientation session
Offered by the School of Medicine and Public Health, session provides an introduction to the concept of unconscious bias that combines fundamental psychological approaches like stereotype threat, unintentional blindness, and selective attention, along with more classical diversity approaches with an emphasis on micro-advantages and micro-inequities. Also offered for community building and staff retreat. Contact: Dr. Brian Gittens, Assoc. Dean for HR, SMPH, bgittens@wisc.edu, 265-9441.

Universal Design
Workshops taught by Prof. Morton Gernsbacher, Dept. of Psychology, magernsb@wisc.edu.

Resources for Graduate Students/Teaching Assistants

College Classroom: How to Teach Inclusively for Educating a Diverse Nation
The Delta Program offers a graduate course about inclusive teaching. Participants explore, among other topics, how students' diverse backgrounds and experiences shape their classroom learning, and how, as an instructor, they can contribute to the success of an increasingly diverse student body (e.g., race, gender, socio-economic status, career stage, age). The course is designed to build skills to promote the academic success of all students. Participants will:
- Demonstrate an understanding of diversity and inclusivity issues
- Discuss the role of pedagogy in inclusive classrooms
- Navigate difficult conversations
- Use data and research to address inclusivity issues

Contact: Don Gillian-Daniel, Associate Director, Delta Program in Research, Teaching and Learning, (608) 265-9969, dldaniel@wisc.edu

Graduate Assistants' Equity Workshops
Workshops for graduate students who will hold assistantships (PA, TA, etc.). Covers Title IX, strategies, for inclusive instruction, accommodations, preventing sexual & intimate partner violence, other laws and policies, as well as utilizes performances from the Theatre for Cultural and Social Awareness. Contact: Office for Equity and Diversity, 179 A Bascom Hall, 263-2378.

Graduate Student Diversity Training
The Graduate School is working to offer online training for graduate students, sponsor events related to diversity and inclusions, and other new initiatives. Contact: LaRuth McAfee, Asst. Dean for Diversity, Inclusion and Funding in the Graduate School, laruth.mcafee@wisc.edu, 265-2906.

Improve Pedagogy for Teaching Assistants
Faculty submitted proposal, in partnership w/ ELPA, Afro American Studies and Sociology, to train doctoral students who are studying race, ethnicity, inequality and education; offer improved pedagogical training for graduate students who TA courses that deal with race, ethnicity and other forms of cultural difference; coordinate training across departments, while leveraging existing programs for doctoral students. Contact: Dept. of Educational Policy Studies, Prof. Bianca Baldridge (bbaldridge@wisc.edu), and Prof. Linn Posey-Maddox (lposey@wisc.edu).

Inclusive Teaching for TAs
Staff from the Delta Program in Research, Teaching and Learning, WISCIENCE and the Center for the Integration of Research, Teaching & Learning (CIRTL) are offering an 8-week graduate course.

This course is designed to lead Teaching Assistants (TAs) and other interested graduate students and post-docs through a series of workshop-style class sessions where they will: (a) become more aware of systemic inequities and discuss how they effect student learning, (b) reflect on identity and how it impacts the learning environment, (c) learn about and engage in inclusive teaching practices; and (d) explore leadership principles and discuss how to be an advocate and agent for change in their classroom, department, and institution.
Contact: Don Gillian-Daniel, Associate Director, Delta Program in Research, Teaching and Learning, (608) 265-9969, dldaniel@wisc.edu

"Teaching Race" workshops

Dept. of Sociology involved in workshops on issues in teaching about race, where a significant part of the discussion involved contextualizing the presentation of data on racial differences, as well as remembering the positionality of different students in the room. Contact: Dept. of Sociology, Professor Pam Oliver (pamela.oliver@wisc.edu).