SCHOOL OF EDUCATION STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE

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EXECUTIVE SUMMARY

In Spring 2017, the University of Wisconsin–Madison School of Education (SoE) surveyed faculty, staff, teaching assistants, graduate and undergraduate students to assess the departmental, School, and campus climate for diversity and inclusion. This Strategic Plan of Inclusive Excellence is informed by the findings from these surveys and builds on the University of Wisconsin System's notion of Inclusive Excellence, which captures interdependencies among diversity, equity, inclusion, and excellence.

The Strategic Plan proceeds in four sections:

1. Outlining the SoE's foundational values for Inclusive Excellence;
2. Defining the four essential pillars of Inclusive Excellence;
3. Surveying the current state of Inclusive Excellence at the SoE; and
4. Providing a detailed path forward for implementing Inclusive Excellence at the SoE.

These recommendations center on five key areas:

1. **Leadership for Inclusive Excellence.** Hire a new Associate Dean for Diversity and Inclusion to strengthen policies, develop training opportunities, manage accountability, and regularly communicate about diversity and inclusion in the SoE.

2. **Diversity of faculty, staff, and students.** Increase the diversity of faculty, staff, and students by developing and implementing consistent policies and procedures for search committees, and strengthening the recruitment, support, and retention of diverse students.

3. **Safe spaces for learning and teaching.** Develop clear policies and pathways for reporting of bias incidents, and create processes for follow-up to address concerns.

4. **Building the fabric of community.** Invest in high-quality training opportunities, cultivate a climate that values diversity, and strengthen support for international students.

5. **Diversity informs discovery and innovation.** Provide high-quality training to establish SoE classrooms as welcoming and inclusive learning environments for all students. Create opportunities to invest in research that leverages diversity to inform discovery. Design course evaluations, performance reviews, and performance incentives to reward Inclusive Excellence.

The SoE understands the challenges to achieving Inclusive Excellence and recognizes the vigilance required to meet those challenges. This Strategic Plan underscores the SoE's full commitment to creating a more inclusive climate, affirming our commitment to diversity, and recognizing that diversity is foundational to our success.

THE STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE

In April 2016, SoE leadership committed to taking sustained action to create a more inclusive climate, affirm our commitment to diversity, and recognize that diversity is critical to our success in the School in the document *Moving Forward Together: SoE Stand and Plan Against Hate and Bias*.[1] This Strategic Plan for Inclusive Excellence implements commitments made in that document.**[2]** Additionally, this Strategic Plan for Inclusive Excellence responds to the UW-Madison Faculty Senate *Resolution on Cultural Competence* passed in May 2016.[3]

This Strategic Plan outlines the SoE's foundational values for Inclusive Excellence (Section I), defines four essential pillars of Inclusive Excellence (Section II), surveys the current state of Inclusive Excellence at the SoE (Section III), and provides a detailed path forward for implementing Inclusive Excellence (Section IV).

I.   Foundational Values: Inclusive Excellence at the SoE

As we work to create a more welcoming, inclusive campus, we acknowledge that the SoE is embedded within a larger historical and societal context that has often worked against the values and aspirations espoused in this document. We recognize that progress toward being more inclusive has often not come voluntarily but in response to protest, assertion of civil rights and tribal sovereignty, and demands that we adhere to the principles of the U.S. and Wisconsin governments, the Wisconsin Idea, and treaty-based relationships with First Nations of Wisconsin. As a highly selective institution of higher education and as the No. 1-ranked public school of education in the country, we acknowledge that we have excluded critical voices and have perpetuated inequities. Moving forward, we envision a future that looks different from the past, and we commit to being ever vigilant against repeating mistakes. We acknowledge that some members of our community have endured acts of ignorance, bias, and bigotry even while working to try to make our community a more inclusive and welcoming place.

The call to Inclusive Excellence is essential to our School as we prepare educators, health care professionals, scholars, and community members for their work in the world. We understand that who we are, what we do, and how we treat each other matters. Thus, Inclusive Excellence is an important framework for integrating our professional strengths with the work we do in our fields and communities. Together, we can contribute to a stronger, more diverse, and more courageous society. The purpose of this plan is to provide a guide for becoming a more inclusively excellent school.

We seek to reduce barriers to access, enhance the demographic diversity of our faculty, staff and students, and encourage scholarship that embraces and engages the full measure of the diversity of our society. Inclusive Excellence builds upon our scholarship and our reputation as an excellent educational institution. According to the University of Wisconsin System:

> *The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions — such as their academic priorities, leadership, quality improvement initiatives,*

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[1] https://counselingpsych.education.wisc.edu/docs/WebDispenser/counseling-psychology-documents/moving-forward-together---soe-stand-and-plan-against-hate-and-bias.pdf?sfvrsn=0
[2] www.wisconsin.edu/inclusive-excellence
[3] https://kb.wisc.edu/images/group171/63724/611-ResolutiononCulturalCompetency.pdf

decision-making, day-to-day operations, and organizational cultures — in order to maximize their success.[4]

We need to be able to understand diversity so that we can better serve campus, local, national, and international communities, support their self-determination and empowerment, and contribute to the betterment of our society. The educators, health professionals, and artists trained by the School to engage in diversity within their communities need to be prepared to work meaningfully with diversity as teachers, counselors, and community leaders, and by representing diversity of experiences through visual art, dance, and theatrical production.

To prepare the next generation of professionals, our training programs, services, coursework, scholarship, and art need to be responsive to the specific nature of diverse communities. In order to have impact in all of our communities, we need to have intimate knowledge of the experiences, perspectives, resources, and ecological contexts of these communities by either having these communities represented within the School or by the SoE reaching out and being meaningfully involved in these communities. We recognize that our ability to make a difference in the world requires us to resist prejudice and narrow-mindedness

In addition to preparing our students to engage with diverse communities in significant and respectful ways, Inclusive Excellence also requires that we understand and are able to have direct and meaningful conversations about identity, privilege, microaggressions, and implicit bias. We will take action necessary to reduce and prevent harm caused by inequity and discrimination.

The reach of Inclusive Excellence extends beyond preparing our students. We aspire to build opportunities to truly understand one another, explore our differences, and connect with each other so that we can build a better, stronger, and more connected world. When we draw upon our courage and creativity, we produce breakthroughs that creatively build on the exploration of rich differences that encourage new ways of thinking and understanding. In this way, diversity informs discovery.

In fields like education, health, and the arts, being able to fully understand one another's perspectives and experiences can directly and meaningfully translate into broader engagement in schools, greater attention to and impact on mental and physical health, and a wider range of creative expression that gives life meaning and purpose. Much of the focus of diversity in academia is currently on preventing microaggressions. This is missing the rich intellectual exchanges that make diversity meaningful and important at a much deeper level. When we make an effort to engage in difficult dialogues and come together to understand our differences, we are all enriched. We want to go to this deeper level of engagement to realize the potential for our diversity to richly inform discovery and innovation.

II.   Basic Principles: Four Essential Pillars of Inclusive Excellence

The Four Essential Pillars of Inclusive Excellence as defined by the University of Wisconsin System include: diversity, equity, inclusion, and excellence.[5] These components are interconnected and interdependent.

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[4] https://www.wisconsin.edu/inclusive-excellence/
[5] http://www.wisconsin.edu/inclusive-excellence

1. Diversity

We commit to ensuring a diversity of perspectives, worldviews, experiences, values, and skills that are associated with demographic forms of diversity. For the purposes of this report, we define *diversity* consistent with UW–Madison's institutional statement on diversity[6]:

> *Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinions enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.*

We recognize that diversity includes both individual differences (the unique skills, perspectives, and backgrounds of each person) and group/social differences (collective identities, membership in various cultural groups, and ideological and experiential differences associated with our ethnicity, race, nationality, gender, sexuality, ability, social class, culture, religion, and political orientation).[7] Diversity reflects our intentional engagement with these differences in ways that enrich learning, teaching, research, training, artistic expression, and all other SoE activities.

2. Equity

We use the term equity to reflect our critical awareness of historical and contemporary forms of injustice, and our imperative to redress these injustices by paying attention, by talking directly about inequities, and by taking necessary actions to undo these injustices. These injustices include, but are not limited to: prejudice, bias, dehumanization, and condescension. Our SoE is particularly concerned with educational and health disparities, and with ensuring that everyone is empowered to create, enjoy, and be represented in various forms. We recognize that there are powerful forces working to maintain and further current systems of oppression. We must remain vigilant to resist and avoid recreating forms and systems of oppression within the School, either in our work with each other or through exploitation of outside groups and communities.

3. Inclusion

Inclusion means the SoE is a welcoming place that provides each member of its community opportunities to experience a sense of belonging. To create an inclusive climate, each member must have an opportunity to be connected to the SoE mission, work, and interpersonal context. The University of Wisconsin System defines inclusion as:

> *The active, intentional, and ongoing engagement with diversity — in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.[8]*

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[6] diversity.wisc.edu
[7] http://www.wisconsin.edu/inclusive-excellence
[8] https://www.wisconsin.edu/inclusive-excellence/

These efforts need to be focused on ensuring inclusion of those persons, voices, and perspectives that have been and continue to be silenced, under-represented, and marginalized in our SoE community, as well as nationally and internationally.

4. Excellence

Excellence refers to the ability to create institutional breakthroughs to earn distinction in the quality of our teaching and research, and to rely on diverse perspectives to inform and be accountable to our notions of excellence.

III.   The Current Climate: The State of Inclusive Excellence at the SOE

In order to identify potential strategies for promoting an intellectually vibrant, socially just, and genuinely inclusive climate, we began by reviewing data on the demographic diversity of the School and by administering surveys to SoE faculty, staff, and students to assess the current climate.

During Spring 2017, we:

- solicited input from the SoE community through formal surveys, focus groups, and ongoing conversations with undergraduate students, graduate students, faculty, instructional staff, and teaching assistants;
- reviewed trends in demographic data, previous strategic plans for diversity, and UW-Madison's institutional commitments to diversity, equity, and inclusion;
- drew on these sources to formulate the strategic initiatives by which the SoE can transform what we do, who we are, and how we interact with each other to reflect Inclusive Excellence.

Diversity in the United States, Wisconsin and UW–Madison

According to the most recent census estimates, 61.3 percent of the U.S. population is monoracial White and not of Hispanic or Latinx background. However, projections of demographic trends indicate that by 2050, the United States will have a minority-majority population, with Whites falling below 50 percent. Among the general and school populations in Wisconsin, Whites comprise 81.7 percent of the population in the state and 72.3 percent in Wisconsin's public schools. UW-Madison has not enrolled racial minority students proportionate to their representation in the United States or Wisconsin. Although "targeted minority" students make up approximately 23 percent of Wisconsin's K-12 public schools population, they comprise only 10.4 percent of undergraduates and 9.5 percent of graduate students at UW-Madison. Across UW-Madison, Whites comprise the majority of faculty (79.3 percent), academic staff (85.9 percent), and university staff (83.1 percent). There is no equivalent "targeted minority" for UW-Madison faculty in official university records; however, across all ethnic and racial minority groups, 16.9 percent of faculty, 13.0 percent of academic staff, and 15.9 percent of university staff self-report as persons of color.

Gender and Racial Diversity in the SoE

Tables 1 and 2 display racial and gender trends in the School of Education over the past 10 years and show the breakdown of international and specific racial minority status, respectively. Table 1 reveals that women remain underrepresented among full professors but are a growing part of the tenure-track ranks. A large portion of undergraduate students and university staff are women. The proportions of persons of color are growing across all tenured and tenure-track positions, as well as among students. However, the proportions remain significantly underrepresented between instructional, academic, and university staff.

Table 1: Demographic trends in the School of Education, 2007–17

	Female/Total (percent female)		Persons of color/Total (percent POC)	
	2007	**2017**	**2007**	**2017**
Professor	26/73 (35.6)	38/83 (45.7)	14/73 (19.2)	20/83 (24.1)
Associate Professor	14/30 (46.7)	18/29 (62.1)	5/29 (17.2)	8/29 (27.6)
Assistant Professor	23/39 (58.9)	29/46 (63.0)	5/38 (13.2)	15/46 (32.6)
Instructional Staff	88/141 (62.7)	102/183 (55.7)	12/140 (8.6)	22/183 (12.0)
Academic Staff	111/202 (55.0)	234/361 (64.8)	26/199 (13.1)	48/362 (13.3)
University Staff	86/101 (85.1)	57/80 (71.5)	8/98 (8.2)	10/80 (12.5)
Undergraduate Students	1449/1920 (75.5)	1191/1531 (77.8)	193/1920 (10.1)	254/1531 (16.6)
Graduate Students	779/1163 (67.0)	753/1086 (69.3)	167/1163 (14.3)	229/1086 (21.1)
Totals	**2717/3669 (74.1)**	**2440/3399 (71.8)**	**430/3660 (11.7)**	**606/3422 (17.7)**

Table 2: International and Racial Minority Status in School of Education, 2017 (percentages)

	International	Asian/Asian American	Black/African American	Hispanic/ Latinx	American Indian/ Alaska Native
Faculty	*	8	8	7	1
Staff	*	5	3	5	1
Graduate	15	3	7	7	1
Undergraduate	3	4	3	5	<1

*not recorded

SoE Climate Surveys

Surveys were administered in Spring 2017 to three different groups: faculty, staff, and teaching assistants (TAs); graduate students; and undergraduate majors across the School. There was considerable consistency across the three survey groups, suggesting broad consensus regarding ways the SoE should move forward. (Information about response rates, who responded, and other details about the administration of the surveys can be found in Appendix A.)

 Following are the main themes of the survey results:

1. **Increased attention to diversity.** Among all groups surveyed, there was broad support for the role of diversity in SoE training programs and courses. Ratings suggested a moderate level of inclusion of diversity topics in SoE departments, units, training, and courses. Students indicated that their SoE courses and programs had encouraged them to reflect about race, ethnicity, gender, sexual orientation, and social class in their coursework and training programs. Faculty

and other instructors reported that students in their classes responded favorably, with very little resistance, when topics associated with diversity were introduced.

Faculty and other instructors gave elevated ratings of how much diversity had been incorporated into their departments relative to undergraduate and graduate student reports. Mean ratings by undergraduate and graduate students indicated that learning about diversity topics was important to them and their future careers. Finally, students, academic staff, and faculty all indicated a desire for increased attention to diversity in the future.

2. **Increased recruitment and retention.** Respondents across the three surveys indicated that increased recruitment of diverse students, staff, and faculty was critical to the SoE moving forward with diversifying curricula, training programs, courses, scholarship, artistic works, and services provided. Student comments reflected frustration with what was perceived as somewhat limited ideological perspectives covered in courses and programs. These students wanted faculty and other instructors to introduce and be responsive to alternative ideological perspectives from those perceived to be dominant in programs, departments and units, which was perceived to be White and middle class values, perspectives, and assumptions. There was a clear need to recruit among persons of color and those with low income or working class backgrounds to provide balance. Some respondents suggested broadening the focus for recruitment efforts to include, in addition to racial diversity, persons with disabilities, persons with working class backgrounds, and sexual and gender minorities. Importantly, increased diversity was not an end in and of itself. Instead, greater diversity was desired for the broader representation of perspectives, experiences, expertise, and interests.

3. **SoE climate is favorable for most — but not all.** Overall, students, staff, and faculty indicated that there was a moderately positive educational climate in the SoE. Despite the generally favorable ratings, students, staff, and faculty from marginalized groups rated the climate significantly lower, particularly on feelings of belongingness and inclusiveness, when compared to their peers. There was also a general tendency to perceive climate being more positive for marginalized student groups than was rated by members of those student groups. For example, White as well as male respondents tended to perceive racial and sexual minority groups as being treated more favorably and with more respect when compared to ratings of respect by members of those groups.

4. **Reporting and addressing bias incidents.** Many members of the SoE community have experienced bias incidents — sometimes very painful ones — over the past year. Large portions of students, across all groups, report witnessing or directly experiencing bias incidents in classrooms. Overall, students reported more stereotyping and bias incidents from other students than from their instructors, but students still reported some stereotyping and bias expressed by their instructors. Women reported more bias incidents than men. While a minority of students reported the bias incidents, those students who did report the incidents were very satisfied with the actions that the School took to address the issue.

IV. The Path Forward: Implementing Inclusive Excellence

Recommendations

We are committed to moving forward with a plan for Inclusive Excellence that is both by and for each member of the SoE community. We take seriously the UW Challenge: that each member of the School is ultimately responsible for promoting Inclusive Excellence.[9] Just as each SoE member is responsible and should be held accountable for efforts to promote Inclusive Excellence, each member should be provided the opportunity to benefit from the practice of Inclusive Excellence. The initiatives should be responsive to each member of the SoE community and the diversity of perspectives, worldviews, experiences, and backgrounds within the unit or departmental community.

Because Inclusive Excellence requires a comprehensive and intentional effort, and a deep level of engagement, we have devised an action plan for implementing Inclusive Excellence at the SoE. Our vision for the SoE is for Inclusive Excellence to be apparent in who we are, what we do, and how we treat each other.

We have organized our vision into five parts: leadership for Inclusive Excellence; diversity of faculty, staff, and students; safe spaces for learning; building the fabric of community; and Inclusive Excellence informing discovery and innovation.

1. **Leadership for Inclusive Excellence**
   Hire a new Associate Dean for Diversity and Inclusion who will work with School leadership, departments, and units to provide guidance and support to promote Inclusive Excellence. Through leadership, clear and enforced policies, training opportunities, accountability, evaluations, and improvement cycles, the Associate Dean will bring expertise in how organizations can transform themselves around the principles of Inclusive Excellence, and monitor progress across the SoE. In addition, the Associate Dean will lead School efforts in:
   - *Clearly and publicly communicating our commitment to Inclusive Excellence*. Regularly report the results of climate surveys and the successes and challenges associated with implementing this vision for promoting Inclusive Excellence.
   - *Creating regular opportunities for high quality professional development and self-assessment.* Provide opportunities to build communities of practice among faculty, staff, and students committed to strengthening Inclusive Excellence. Leverage SoE expertise to document and share best practices internally and with the campus community.
   - *Strengthening our capacity to provide leadership in our professional fields and practice communities.* Enable educators, health care providers, and artistic communities to better build on the strengths and address the needs of the full diversity of the populations they serve.

2. **Diversity of faculty, staff, and students**
   Increase the diversity of our faculty, staff, and students — particularly university and academic staff — by:
   - *Developing clear policies for search committees* designed to increase diversity for all of our community, and particularly for academic and university staff. We define diversity broadly to encompass diversity as defined by differences in race, ethnicity, citizenship

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[9] https://campusclimate.wisc.edu/join-the-uw-challenge/

status, sexuality, gender, ideology, and religion, to name a few. We seek these differences because we believe that diversity enriches discovery, and enhances intellectual growth and understanding. Policies include: model language for position descriptions; recruitment strategies; guidelines for membership of search committees to reflect diversity in experience, status, and position; design of model interview questions to assess the ability of candidates to contribute to inclusive excellence; review of applicant pools to encourage candidate diversity; and strategies for orientation, induction, and ongoing support.

- *Strengthening recruitment and retaining diverse populations of students*. Such efforts include attending conferences, enhancing participation in the summer research program, and building competitive scholarship and aid packages to attract and retain students. Increase graduate student funding and bolster recruitment of diversity among undergraduate and graduate students.

3. **Safe spaces for learning and teaching**

   Our survey data and our lived experiences show that many of our students, staff, and faculty do not feel safe on campus. Therefore, we seek to create a climate in which our students, faculty, and staff recognize the School as a safe space where every member of the community is included, valued, and respected by:

   - *Addressing the safety concerns of students*. These strategies should include reaching out to students who may feel unsafe due to any bias incident, but especially when bias incidents target specific religious, racial, ethnic, sexual, gender, ideology, or citizenship status. Support should be provided to assist students who may have to navigate or avoid unsafe places (e.g., campus at night). Support should be provided for those who may require assistance in navigating legal concerns related to citizenship status or being victim to bias incidents.
   - *Designing course evaluations and performance reviews to include documentation of efforts made to advance Inclusive Excellence*. Develop model questions for course evaluations to assess how well each course contributes to Inclusive Excellence, including how the course or program addresses diversity and equity in the content domain. Develop procedures and expectations for performance reviews of staff and faculty to include the aspects of Inclusive Excellence.
   - *Establishing clear procedures that encourage reporting of bias or other concerns*, and informing all students, staff and faculty of the procedures for reporting bias incidents. Communicate openness to receiving these reports. Describe these procedures in student handbooks and on unit, departmental, or School websites.
   - *Providing consistent and appropriate follow-up to address reported concerns.* Work with each department or unit to identify one or more individuals who will serve as primary resources for reporting and addressing bias incidents or safety concerns.
   - *Providing leadership support in working with the university to make UW–Madison and the campus border communities safer places for all.*

4. **Building the fabric of community**

   We strive to bring people together to talk openly about the grand challenges we face, particularly around issues fueled by bigotry, bias, and hatred. We also are a community working to illuminate and meaningfully address these problems through our work in educational institutions, health care, and creative community settings. The SoE can help advance this difficult work by:

- *Investing resources in the development of high quality training opportunities and communities of practice* to promote opportunities for individuals to talk and embrace diversity and difference.
- *Cultivating a climate where people encounter and learn to value viewpoints different from their own.* By inviting diversity of identity and ideology, we invite perspectives that help us to discover more about each other and ourselves.
- *Supporting international students*. Provide support for international students in classes as they matriculate through their programs and, when possible, through financial support to navigate the specific challenges associated with being an international student.

5. **Inclusive Excellence informing discovery and innovation**
Fully embrace Inclusive Excellence as a community value, embodied in our teaching, research, and service by:
   - *Implementing ways that diversity, equity, and inclusion are infused throughout our curricula and course content.* Create opportunities for faculty, instructional staff, and students to participate in quality trainings around diversity of membership and ideas in the classroom. Engage in culturally responsive modes of instruction. Establish the SoE as a welcoming and inclusive learning environment for all students.
   - *Creating opportunities to invest in research that leverages diversity to inform discovery*. Embrace the diverse knowledge, experiences, and ways of knowing in the SoE, and leverage that diversity to address the grand challenges in our fields.
   - *Designing course evaluations and performance reviews to include documentation of efforts made to advance Inclusive Excellence.* Develop model questions for course evaluations to assess how well each course contributes to Inclusive Excellence, including how the course or program addresses diversity and equity in the content domain.
   - *Annually recognizing outstanding contributions to the diversity and equity commitments of individuals and the unit or department*, including through allocation of performance bonuses to faculty and staff who advance Inclusive Excellence.

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The SoE understands the challenges to achieving Inclusive Excellence and recognizes the vigilance required to meet those challenges.   This Strategic Plan demonstrates the SoE's full commitment to creating a more inclusive climate, affirming our commitment to diversity, and recognizing that diversity is foundational to our success.

APPENDIX: Diversity and Climate in the School of Education — A Report on the Results of Climate Surveys of Faculty, Staff, and Students

Administered in Spring, 2017

Introduction

This is a snapshot of the climate for diversity within the School of Education (SoE) in 2017. Climate surveys were administered to SoE faculty, staff, teaching assistants (TAs), graduate students, and undergraduate majors during Spring, 2017. All groups were surveyed about their experiences, perceptions, and future expectations regarding diversity. Faculty, staff, and TAs were surveyed about their diversity as it relates to teaching, research, and service, as well as their perceptions of how well the campus, SoE, and their department/unit was functioning regarding diversity. Graduate students and undergraduate students were surveyed about their experiences with classmates, faculty/instructors, and TAs. Demographic data is reviewed to provide a context for understanding the results of the climate surveys. Major findings and implications are described. Analyses were conducted to detect differences associated with race, sex, nationality, disability, political views, and LGBTQ status in experiences in the SoE during this past year.

Demographic Context of the SoE

Among all SoE faculty, using the official University of Wisconsin-Madison reporting categories, 54 percent are female and 72 percent are White, with the remaining being Black/African American (8 percent), Asian (8 percent), Hispanic/Latino (7 percent), two or more races (4 percent), and American Indian/Alaskan Native (1 percent). The racial density of departments varies widely, from 50 percent to 100 percent White. Across the SoE, academic and university (formerly classified) staff are White (85 percent) with Hispanic/Latino (5 percent), Asian (5 percent), Black/African American (3 percent), and American Indian/Alaskan Native (1 percent). Among graduate students, 69 percent are female and 63 percent are White, with the remaining being Black/African American (7 percent), Asian (3 percent), Hispanic/Latino (7 percent), two or more races (3 percent), American Indian/Alaskan Native (1 percent), and International (15 percent). Among undergraduate majors, 77 percent are female and 81 percent are White, with the remaining being Black/African American (3 percent), Asian (4 percent), Hispanic/Latino (5 percent), two or more races (3 percent), American Indian/Alaskan Native (<1 percent), and International students (3 percent).

Climate Surveys

Faculty, staff, and teaching assistants were emailed an electronic survey beginning on Feb. 26, 2017 and closing on April 26, 2017. A total of 501 surveys were returned, either partial or complete, for a response rate of 52 percent. An incentive to enhance participation was instituted toward the end of the survey period, and three units were rewarded with an ice cream party for high response rates. Administration of separate graduate and undergraduate surveys began on April 18, 2017 and were completed on May 29, 2017. For the graduate and undergraduate surveys, a total 367 and 337 responses, respectively, were submitted either partial or complete, for response rates of 36.1 percent and 22.2 percent, respectively.

Major Findings

There was consistency in findings across each of the three surveys (faculty, staff, and TAs; graduate students; and undergraduate students) on several critical dimensions:

1) There was broad support among faculty, academic staff, university staff, TAs, graduate students, and undergraduate students for increased attention to diversity in training programs as well as SoE courses, and these ratings were high across gender and racial groups. Faculty, staff, and TAs reported low rates of resistance from students when introducing topics of diversity within classrooms, which seems consistent with findings from the graduate and undergraduate surveys indicating students strongly value the inclusion of diversity topics in the education that they are receiving and indicating they want more focus on these topics in the future.

2) Respondents across the three surveys and across gender and racial groups indicated that the increased recruitment for diversity of students, faculty, and staff was critical to the SoE moving forward.

3) There were significant differences by race, sex, sexual orientation, gender, and nationality in perceptions of campus climate. Students, staff, and faculty from marginalized communities reported experiencing a less positive climate within the campus, SoE, and departments/ units, particularly on feelings of belongingness and inclusiveness. There was a tendency to overestimate the respect shown to the social groups to whom the respondents did not belong. For example, White as well as male respondents tended to perceive under-represented groups as being treated more favorably than members of those groups.

4) Many members of the SoE community have experienced bias incidents, sometimes very painful ones, over the past year. Large portions of students, across all groups, reported witnessing or directly experiencing bias incidents in classrooms. Students reported more stereotyping and bias incidents from other students, but nonetheless reported some stereotyping and bias expressed by their instructors. Women reported more bias incidents than men.

Implications

1) Recruitment for more diversity among faculty, staff, and students is critical to the School's pursuit of inclusive excellence.

2) Greater attention to and inclusion of a diversity of perspectives is needed in all programs, departments, units, and classrooms in the SoE in order to pursue higher standards of inclusive excellence. Intentional efforts are needed in units, departments, programs, and among SoE leadership to be responsive to persons and groups who are underrepresented in professional disciplines, fields of study, creative domains, and in the current demographic composition of each department or unit.

3) Strong leadership is needed at the School, department/unit, and program levels of administration for increasing recruitment, retention, and infusion of diversity in the personnel, activities, training and instruction, as well as in the interpersonal climate throughout the SoE.

4) There is a need to increase the capacity within the SoE and each of the departments/units to engage in critical dialogues in classrooms as well as meetings across a broad range of dimensions of diversity (including but not limited to disability, nationality, political orientations, sexuality, gender, race, ethnicity, and social class).

5) Programs, units, departments, and School leadership should have plans and capacity to respond to bias incidents that occur within their units (e.g., in classrooms, meetings) but also to bias incidents which occur outside the SoE (e.g., on the UW-Madison campus, national events).

Faculty, Staff, and Teaching Assistants Survey Results

Response Rates and Demographic Background of Respondents

The response rate for all faculty, staff, and TAs was 52.5 percent. Responses were received from all 10 academic departments and 11 units within the SoE. The response rate per department or unit was 65 percent to a low of 11 percent. There were 288 female and 175 male respondents, of which 54 reported having a disability. There were 317 White faculty, staff, and TA respondents and 97 respondents of color; another 26 declined specifying ethnic or racial background. The average length of time working in their departments and units was 8.18 years.

Major Findings

Climate
Faculty, staff, and TAs reported feeling as if the SoE and their departments were *somewhat* to *very successful* in creating a sense of inclusiveness for them, although there were lower ratings for sense of inclusiveness for racial groups historically under-represented in higher education. Across all respondents, bias incidents on campus were seen more often as a problem than level of bias experienced or observed in the SoE or in the local departments or units. Importantly, 86 respondents, or nearly one out of every five faculty, staff and TAs, indicated that they had personally experienced bias or discrimination. Of those 86, 53 indicated they did not report the incident to anyone in the university. More people of color reported experiencing bias than White respondents. A majority of faculty, staff, and TA respondents considered leaving UW-Madison this past year because of climate issues, with larger portions of racial minority and women reporting considering leaving the university. There were racial and sex differences on sense of inclusiveness, with persons of color reporting lower levels of sense of inclusiveness on campus and in the SoE, and women reporting less inclusiveness within their departments/units.

Diversity engagement
Faculty, staff, and TAs reported that their departments or units had incorporated diversity into their programs *quite a bit* — however, respondents of color felt less positive about their department's or unit's inclusion of diversity. Respondents indicated that they had participated in, on average, one to three extracurricular events focused on diversity this past academic year and reported that they *sometimes* had discussions with others about climate issues. The respondents indicated that the academic staff, faculty, and TAs were *somewhat* to *very skilled* in working with diversity, but White respondents provided higher ratings of this skill than their colleagues of color. Respondents indicated that they were *very involved* in diversity issues in their research, teaching, and/or service — with respondents of color reporting higher levels of service related to diversity. Respondents indicated their department or unit had greater success in recruiting students from under-represented groups (i.e., *somewhat successful* or better), whereas recruitment of diversity among faculty and staff in their units

was rated as having *somewhat* to *very little* success. Success in retaining underrepresented faculty and staff was rated as being between *somewhat* to *very successful*.

Classroom activities

Among those faculty, staff, and TAs who taught as part of their UW-Madison position, they reported relatively infrequent challenges and moderate to high levels of engagement and responsiveness from students when integrating diversity topics into their instruction. These instructors indicated that they attempted *quite a bit* or *extremely often* to create a climate of inclusiveness within classrooms, but they were slightly less confident that they were successful in creating a climate of inclusiveness for all students. Overall, SoE instructors *somewhat* to *very often* adapted teaching to accommodate students who held political views different than their own.

Overall, faculty, staff, and TAs who taught also indicated being *somewhat* to *very confident* that their course content was preparing students to work with under-represented populations and that they could respond appropriately if student participation in class revealed clear bias, with respondents of color feeling more confident on both items and women feeling more confident than men on the latter item. Finally, respondents reported very low levels of resistance from students (*rarely* or *not at all*) to integrating diversity topics into their class and relatively low ratings (*rarely* to *sometimes*) in being challenged by variability in students' prior exposure to diversity, with faculty, staff, and TAs of color reporting somewhat greater challenge and resistance than their colleagues. Additionally, instructors of color indicated they discussed topics related to diversity in their classrooms and included diversity topics on their syllabi more often than was reported by their colleagues.

Future activities

There was strong support (rated as *very* to *extremely important*) for: (a) creating more open discussions about diversity and (b) reaching out to those who feel marginalized; moderately strong support for (a) receiving additional professional development, (b) participating in extracurricular activities to address diversity, and (c) supporting a departmental or unit committee that is focused on diversity; and some eagerness to attend School-wide meetings that address climate and diversity issues. Importantly, there was also moderately strong support for including effectiveness in addressing diversity as a component of performance evaluations in the unit/department. Men rated the importance of most of these activities lower than women. White instructors also rated the following dimensions lower than their colleagues of color: (a) the importance of departmental trainings; (b) more extracurricular events in their units; (c) having a departmental or unit committee dedicated to diversity; and (d) including effectiveness for diversity in performance evaluations. Instructors of color also indicated higher likelihood than their White colleagues in attending future School-wide meetings. Despite these differences, there was general consensus of the importance of including diversity considerations into the future of their department or unit.

Open-ended responses

Faculty, staff, and TAs were provided the open-ended prompt: *What were steps the SoE and the respondent's department could take to improve climate?* The responses were classified into the following categories, listed in order of frequency of being cited:

> **Recruitment** (e.g., "*Actively recruit more students, staff, and faculty of color. Make sure these individuals are given leadership roles*.");
>
> **Difficult discussions and dialogue about diversity** (e.g., "*We need to raise the awareness of faculty and staff about their importance of creating a fair and inclusive climate. If they are silent, students will suffer.*");

  Structural and administrative actions (e.g., "*Work group in mid-May or mid-August of each year to consider how we will address diversity goals in our programmatic events and activities for the coming academic year.*");

  Foster climate of respect and inclusive practices (e.g., "*Faculty, staff, and administrators just need to be a bit more respectful to one another. Notice, validate, and nurture the employees of UW-Madison and their efforts that contribute to this University's success (no matter if they are tenured faculty or the janitor).*");

  Professional development (e.g., "*Professional development for faculty!*"; *Increased awareness of microaggressions and bias* (e.g., "*…to always confront inclusivity-related problems openly and immediately when they occur).*");

  Support for students, faculty and staff of color (e.g., "*Town hall meetings and such seem to be geared toward teaching White students about diversity. Students/faculty of color need other types of support specific to their experiences on campus.*").

Summary of faculty, staff, and TA responses

The most prominent issue to emerge across the quantitative and qualitative responses and across the respondents is the need for greater recruitment of diversity and to put into practice activities that enhance the ability of faculty, staff, and TAs to demonstrate leadership on diversity issues. Additionally, there was strong support for departments and units to be more engaged in diversity-related activities. There were important racial group differences, with persons of color being significantly less positive in their sense of inclusiveness in the SoE and on campus, as well as in their perception of the skill of their units and departments in effectively engaging diversity topics. Instructors who were a racial minority also reported experiencing challenges and resistance in teaching about diversity more often but also having greater confidence that their addressing diversity topics in classrooms was preparing students to work effectively across a range of groups in their future careers.

Graduate Student Survey Results

Response Rates and Demographic Background of Respondents

There was a total of 367 partial or complete responses received, resulting in a response rate of 36.1 percent for SoE graduate students. Of the responders, 206 were White, 145 were students of color, and 26 declined to respond to the provided racial and ethnic identifiers. Most respondents were female (n = 232), with 91 students identifying as male and six identifying as trans, queer or with another gender identity. A total of 32 responders had a disability and 63 were international students. A large portion, 95 students (23 percent), indicated they were not always able to afford basic living expenses such as food, rent, and other bills. Fifteen student respondents had conservative political views while 218 students reported liberal political views. There were 110 first-generation college students who responded to the survey.

Major Findings

Climate

SoE graduate students reported feeling welcomed, respected, and safe *very much,* with ratings for belongingness somewhat lower. Students *rarely* to *sometimes* felt excluded. However, there were consistent racial differences on these items, with White students reporting that they experienced a more positive climate than students of color. In their perceptions of climate for others, most student groups were seen as being treated with respect *very much,* with somewhat lower mean ratings for international students, students with accents, and low-income students. Students with right-leaning or

conservative political views were perceived as being treated with the least respect (3.3 on a 5-point scale), with large variability in responses to this question. White students and male students were perceived to be treated with the most respect. There were numerous racial differences in perceptions of how well student groups are treated, with White students tending to perceive student groups (female, Asian, American Indian, international, Jewish, Muslim, other religious groups, atheist and those with accents) as being treated better than ratings from students of color. Women tended to give higher ratings for perceived respect for male students, Christian students, and atheist students, compared to ratings by men.

A large portion of student respondents reported hearing stereotypes about racial and ethnic groups (n=91), about men and women (n=101), and about LGBT groups (n=37) from faculty. A larger portion of student respondents reported hearing those stereotypes expressed by other students in SoE classrooms (n=189, n=188, and n=117, respectively). A total of 55 student respondents (33 students of color, or 26 percent of all students of color responding, and 12 White students, or 6 percent of all White students responding) reported being singled out unfairly in class due to their racial status. Eight students (three Black, one Hispanic, and four international students) reported being harassed by instructors because of race. Analogously, 40 students (26 female and 14 male students) reported being singled out unfairly due to their gender, with six students reporting being sexually harassed by an instructor or faculty member. If discrimination were to occur, graduate students gave relatively low ratings of comfort for reporting the discrimination, particularly to the offending faculty member. They responded to being only *slightly* to *somewhat comfortable* reporting discrimination to another faculty member, the departmental chair, Dean's office, or SoE student support. White students' ratings were significantly higher in comfort for reporting discrimination to each of the sources, compared to students of color.

A total of 58 student respondents, with more women than men, reported that they had personally witnessed or experienced hostile, harassing, or intimidating behavior in their SoE major. Most of those reported experiencing the incident directly (n=32), with race or ethnicity being a focus for the bias incident more frequently than other factors (n=25), followed by non-group related (n=16) and gender identity (n=12). Only nine of those students reported the incident to UW-Madison personnel — when reported, students tended to be *somewhat* to *very satisfied* with how the report was handled.

Many of the respondents (n=72) indicated that they had seriously considered leaving the university, with financial concerns being the most prevalent reason (n=39), followed by concerns with campus climate (n=29).

Diversity engagement
Students gave high ratings (between *very* to *extremely*) to how important it is to them that their departments have a strong commitment to diversity and inclusion, with this being rated significantly higher for students of color. Students gave high ratings (*very much*) that their department was committed to diversity and that diversity was important to their future career. High ratings were also assigned by students in feeling that their program's curriculum would be enhanced by greater attention to understanding several under-represented populations, as well as to their department encouraging them to think seriously about various forms of diversity. Women tended to assign higher ratings than men to wanting more attention to diversity in their curriculum and to wanting their departments to encourage them to think seriously about diversity.

Classroom activities
Overall, students report being satisfied with their experiences in classrooms, with their comments being respected *very much* by instructors and students. Students reported being comfortable approaching faculty with questions and for academic help, with the feedback they receive on written work, and with the expectations faculty have for students. Again, racial and sex differences emerged, with White students reporting higher levels of respect in classrooms by other students, as well as comfort with

approaching and meeting with faculty when they had questions or wanted help. Men tended to perceive the fairness of the evaluation of their work, overall satisfaction with SoE instructors, and comfort meeting with faculty more highly than women. Students of color tended to appreciate the quality of written feedback they received more than White students.

LGBTQ, international, conservative students, and students with disabilities

Differences in responses associated with other student groups were also explored. A common pattern was that each of these groups showed greater sensitivity to the treatment and frequency of stereotypes associated with their groups. LGBTQ students felt LGBTQ and trans students were treated with less respect and reported hearing more gender and LGBTQ stereotypes by other students. But this group also reported lower overall satisfaction with their experiences with faculty. International students rated the respect shown by students with accents lower than domestic students and reported they had been singled out due to their race more often than domestic students. Importantly, international graduate students showed significantly less comfort reporting on the discrimination of faculty members. International students showed less interest in their program's increasing attention toward under-represented (in the U.S.) groups. They also rated the helpfulness of the comments on written material higher than domestic students and reported working fewer hours per week in paid employment than domestic students, likely due to immigration restrictions. Students with disabilities perceived that students with disabilities are shown less respect and wanted greater emphasis on disabilities in their training programs compared to those students who did not report a disability. More students with disabilities reported considering leaving the university than their peers. Finally, there were many differences between students who identified with a conservative or very conservative political orientation and their peers. These students felt that those with conservative views were treated with less respect and reported that they had lower valuing of infusing diversity topics into the programs and emphasizing marginalized or under-represented student groups. It is worth noting that there were no differences in ratings of the respondents' experiences of climate for any of these groups.

Open-ended responses

Graduate students reported on what two actions the SoE could take to improve climate for all students. These responses were coded into categories, are listed below in order of frequency of responses coded under each category, and include examples.

> **Recruitment, retention, and staffing**: (e.g., "*There is no excuse for SoE to not have racial diversity in their program. We are one of the most sought-out Schools in the world! Our applications pools are very large and I feel strongly that students of color could be recruited into our programs.*" And "*Do a better job of recruiting/introducing programs to individuals of all backgrounds, and hiring a more diverse faculty!*")

> **Coursework and student learning**: (e.g., "*Some programs that are part of the SoE have predominately, if not all, White students. Sharing classroom spaces with those students can be frustrating when they are not exposed to the experiences of racial and ethnic minorities.*" And "*Classes related to LGBTQ identities (e.g., not just an 'LGBTQ unit/day' in each class).*")

> **Professor instruction, behavior, and classroom and mentorship and faculty/staff relationships**: (e.g., "*Faculty and staff follow the good practice of being reflective practitioners — understand how sometimes good intentions can exclude/disadvantage some especially low-income and first-generation students.*" And "*Acknowledge favoritism and work to challenge it.*")

> **SoE-wide initiatives/SoE-led changes**: (e.g., "*Hold our own diversity forum in the SoE? This topic is important for everyone but becomes even more heightened for educators and researchers.*" And "*Foster a climate of strengths-based approaches and perspective-taking to inform all SoE inclusion work/campaigns.*")

Funding/assistantships/financial barriers: (e.g., "*Provide funding and services for all graduate students to make graduate school accessible to underrepresented groups, and not only already privileged people. This includes a substantial parental leave policy and affirmative action measures coupled with a living wage stipend.*")

Administration/Chancellor's Office/Dean's Office: (e.g., "*I think also just being more visible about what is happening with the School is also needed.*" And "*Take public stand on the values of the school of education, particular in light of racial incidents on campus.*")

Underrepresented populations: (e.g., "*Take international students' culture of learning into consideration during instruction.*" And "*Bring more attention to groups that are all too often left out of these important conversations, i.e., Native Americans, SE Asians, LGBTQ, students with disabilities, first generation college students … *")

Training/workshops/professional development for faculty, staff, TAs and students: (e.g., "*Mandatory training for all instructors, faculty and graduate students to address issues of diversity and power in university classrooms.*")

Concerns with diversity efforts and **political opinions**: (e.g., "*When we focus on what unites us we see more of our neighbor regardless of their demographics.*" and "*Greater dedication to a diverse faculty in terms of political beliefs.*")

Community and inclusion: (e.g., *"Break the silos between departments"* and *"Help students who are not from Madison or Wisconsin feel more welcomed."*)

Summary of graduate student responses

SoE graduate students who responded to this survey reported experiencing a mostly positive climate but the climate was rated as being more positive for White students than students of color. Additionally, large portions of respondents witnessed stereotypes being expressed in classes by faculty and by other students. Student ratings also suggested that many different student groups in the SoE are treated with respect. White students rated the respect marginalized student groups receive higher than the ratings of students of color. Students reported that they were reluctant to report a bias incident and infrequently reported bias when they witnessed or directly experienced the incident. Out of 327 respondents, 72 graduate students indicated they had seriously considered leaving the university due to concerns with finances, campus climate, or personal issues, with 12 students reporting an unsafe or hostile environment as the reason for their possibly leaving. Students reported high levels of engagement with diversity, that their departments are committed to inclusion and diversity, and that learning about diversity is important for their future careers. Despite these favorable ratings, graduate students indicated a desire to have more emphasis on inclusion and diversity in their programs. Open-ended responses indicate students would like to see more recruitment of faculty, staff, and student diversity. Open-ended responses echo the quantitative ratings indicating students' desire for SoE programs, courses, and curriculum to be more reflective of underrepresented populations.

Undergraduate Majors Survey Results

Response Rates and Demographic Background of Respondents

A total of 337 SoE undergraduate majors responded to the survey invitation for a response rate of 22.2 percent. There were 66 students of color and 232 White students, with 10 students declining to identify with the provided racial categories. There were just over 23 students who identified as a member of a LGBTQ population, 57 who were first-generation college students, 17 who had a disability, eight who were international, and 32 who had not always been able to afford sufficient food and housing.

Major Findings

Climate

Most students *very much* felt welcomed, respected, safe, and that they were respected in study groups, with ratings for belongingness somewhat lower. Students *rarely* to *sometimes* felt excluded. As with graduate students, there were pervasive racial differences in how campus climate was experienced, with White students reporting a significantly more positive climate than students of color. In their perceptions of climate for others, most student groups were seen as being treated *very well* or *extremely well,* with somewhat lower mean ratings for international students, students with accents, and low-income students. One outlier in the perception of climate for others ratings was respect afforded students with right-leaning or conservative political views, which were lower than for other student groups. There were numerous gender differences in perceptions of how well student groups are treated, with men perceiving members of marginalized groups (racial, LGBTQ, religious, disability, nationality) as being respected more than did the women. Female students and racial minority students also viewed liberal students, those from low-income backgrounds, and who have accents as being treated with less respect than did male students and White students.

A large portion of students reported hearing stereotypes about racial and ethnic groups, about men and women, and about LGBTQ groups from other students, with smaller portions of students reporting hearing stereotypes expressed by faculty or being singled out for race, gender, or sexual orientation. One student indicated being harassed sexually and another harassed for racial status by a faculty member or instructor. More students reported being harassed by another student: 13 and 11 students reported being sexually harassed or harassed because of their racial status, respectively. A total of 19 students reported experiencing or witnessing bias directly, but only three reported the discrimination. When the incident was reported, they were only *slightly* to *somewhat satisfied* with the response to the reported bias.

A total of 34 students indicated they had seriously considered leaving the university, with personal reasons, financial concerns, relations with faculty, difficulty managing demands of the School, changing majors, and campus climate concerns being among the most cited reasons for considering leaving. Undergraduate students work an average of almost 10 hours per week and, as noted above, 32 students indicating that they have not always been able to afford sufficient food or housing.

Diversity engagement

Students gave high ratings (between *very* to *extremely*) to how important it is to them that the SoE has a strong commitment to diversity and inclusion, with students of color rating these items higher than White students. The mean rating for how much the SoE was committed to diversity was between *somewhat* to *very much*. Students gave high ratings (*very much* to *extremely*) to the importance to future careers for valuing diversity, managing their biases and being sensitive to the perspectives of others. Students of color gave higher ratings than White student on the importance of diversity, managing biases, and being sensitive to other perspectives. Students reported that their SoE program encouraged them *very much* to think seriously about race and ethnicity, disability, and SES. Average

ratings for being encouraged to think about other forms of social diversity were between *somewhat* and *very much*. Students of color reported being encouraged to think about these forms of diversity more than White students.

Classroom activities
Overall, students report being very much satisfied with their experiences in SoE classrooms and very often felt that faculty valued teaching. Undergraduate students were less comfortable approaching faculty with questions but were very comfortable approaching TAs. The only racial or gender difference was that White students reported greater comfort in approaching TAs than other students.

LGBTQ, international, conservative students and students with disabilities
LGBTQ undergraduate students reported feeling less respected, less like they belong in their SoE classes, and less respected by their faculty, relative to their heterosexual and cisgender peers. These students also reported perceiving that nearly all the marginalized student groups are treated with less respect, compared to their peers. LGBTQ students also reported hearing more racial, gender and LGBTQ stereotypes from other students and faculty, and reported that they had been singled out in classes due to their gender or sexual orientation more than their heterosexual and cisgendered peers. They reported wanting more inclusion of LGBTQ topics in their program's curriculum. International undergraduate students reported feeling less welcomed and less safe in SoE classes than their domestic peers, but felt that being aware of their biases was less important for their future careers, compared to their U.S. peers.

Students with conservative views rated the respect received by marginalized and underrepresented groups as being greater than perceived by their peers. Fewer conservative students reported hearing stereotypes about race from faculty and about LGBTQ groups from students, relative to their peers. Conservative students also gave lower ratings to the importance of SoE being committed to diversity or the role in diversity, managing own biases or being sensitive to other perspectives in their future success. Finally, the only difference in ratings for students with disabilities was a significantly higher rating of how important being sensitive to other perspectives was valued by them, compared to students who did not report a disability.

Open-ended responses
Undergraduates responded to open-ended prompts, which were coded into categories and listed below in order of frequency of each category. Examples of student responses are provided for each category.

> **Recruitment, retention, and staffing**: (e.g., "*More representation of marginalized people in positions of power and authority. We need role models.*" And "*Have more diverse groups of students in the classes so we don't feel bad for being White women.*")

> **SoE-led changes/administration-led changes** and **curriculum/coursework/classroom**: (e.g., "*Creating an atmosphere in which it feels safe to talk about diversity/our campus climate*" and "*I think taking the time to make diversity relevant at all times instead of just when different events occur.*" "*Require faculty to teach more from non-White perspectives.*")

> **Thought diversity/political opinions** and **concerns with diversity efforts**: (e.g., "*Accepting of students no matter their political opinion.*" And "*Be open to other political views.*")

> **Training**: (e.g., "*Make sure instructors are trained in hate and bias, and understand the relationship between sensitive issues (like race, sexual orientation, etc.) and material of their course.*)

Summary of undergraduate SoE majors responses

Many of the responses of undergraduate SoE majors were similar to those of SoE graduate students. Most students feel there is a welcoming and positive climate, but White undergraduates feel that the climate is more positive for them than do students of color. Most student groups were viewed as being respected on campus but White students rated the respect received by some groups higher than was rated by students of color. As above, undergraduate students perceive students with conservative points of view as being treated with relatively lower levels of respect. Also, as above, undergraduate SoE majors rated learning about diversity as being *very* to *extremely important* to future careers and wanted greater attention to diversity in their SoE major. Large portions of students report hearing other students expressing stereotypes about race, gender, or sexuality, while fewer report hearing instructors express these stereotypes in SoE classrooms. A total of 19 students reported experiencing or witnessing a hostile, harassing or intimidating behavior, with 12 of those being focused on race. Open-ended responses suggest wide support for greater recruitment of diversity for students and faculty/staff. Some students, however, expressed the need for a greater diversity of political opinion be expressed in classes and in programs. Finally, students of color wrote comments indicating they need more role models and about the challenges with being the only person of color in a classroom or cohort.