Office of the Vice Chancellor for Research and Graduate Education
UNIVERSITY OF WISCONSIN–MADISON

Equity and Diversity Resources at UW-Madison

Office of the Vice Chancellor for Research and Graduate Education (OVCRGE)
Equity and Diversity Committee (EADC)

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Introduction

UW–Madison is committed to creating a community where every person feels welcome, valued, and able to succeed. We strive to provide students, faculty, staff, and the public with a university that reflects the society it serves.

Efforts to improve the climate on the UW-Madison campus are ongoing and collaborative, with many initiatives across campus. This helps us be a stronger university, able to compete with our peers, compete for research grants, and to prepare our students for living and working in a diverse and interconnected world.

This document is intended to be a resource that will help each OVCRGE center become more familiar with existing initiatives, resources, and workshops that will help us all work toward a more inclusive environment.

The following resources are based on UW-Madison's institutional statement on diversity and respect. Currently, our "Statement on Diversity and Respect" is:

> *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 opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.*

> *The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background—people who as students, faculty, and staff serve Wisconsin and the world.*

Promoting diversity and equity within UW-Madison is a multi-level and on-going process. The following sections will offer a variety of resources and recommendations for action.

The OVCRGE Equity and Diversity Committee will continue to work to be a resource for equity and diversity efforts for OVCRGE centers, offices, and the Graduate School. If your center has not

recently had a climate survey, please make completing one in the next year a high priority. If you would like assistance or have questions about this report for diversity issues in general, please contact your unit's EADC member. If you don't know who that is, you can find the current committee members at https://research.wisc.edu/ovcrge-diversity-committee/ . Or, find additional information at one of the following: Patrick Sims, the Vice Provost for Diversity and Climate at https://provost.wisc.edu/climate.htm, Luis Piñero and the Office for Equity and Diversity at https://oed.wisc.edu/, campus wide diversity information at https://diversity.wisc.edu/, and the more student-focused climate site at https://campusclimate.wisc.edu/.

First Steps: Getting Started

One place to begin to promote diversity and inclusiveness is to evaluate the written words that accompany your outward-facing communications including website information, job advertisements, standard interview questions, and grant proposals.

Add institutional statement to your website
Your website will often be one of the first places students, prospective hires, and colleagues will visit to learn about your office, program, or center. As such, it is an excellent place to show that you are committed to the promotion of diversity, equity, and inclusion. You can either draft your own statement on this subject or you can direct traffic to the institutional statement at: https://diversity.wisc.edu.

Update position descriptions
When a position opens, a commitment to diversity statement can be added to the position description. Here are some examples from around campus:

● "The School of Medicine and Public Health has a deep and profound commitment to diversity both as an end in itself, but also as a valuable means for eliminating health disparities. As such, we strongly encourage applications from candidates who foster and promote the values of diversity and inclusion."
● "Diversity and inclusion are primary values for the Wisconsin School of Business and are integral to achieving our strategic goals. We seek candidates with an awareness of and commitment to the principles of diversity and inclusion across all spectrums. Our school is committed to continuously increasing the cultural competence of its staff and faculty members through school-wide forums and professional development opportunities."
● "UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified individuals to apply." (Athletics Department)

A diversity statement can be included in the description of the qualifications for the position. Some examples of language used in past listings:

● "Ability to work with students, faculty, staff, and the public with varying backgrounds, interests, and abilities in an atmosphere of mutual respect."
● "Demonstrated achievement in diversity and inclusion goals and a commitment to enhancing multicultural understanding in a diverse campus environment."
● "The successful applicant will have a record of productivity and self-motivation, working collaboratively, advancing projects independently, updating and/or building new workflow

processes, attention to detail, seeking creative or innovative solutions to persistent challenges, and communicating effectively with diverse constituencies."

Use inclusive language in position description.

- Pay close attention to the language you use in describing the position and your preferred qualifications: Research indicates that if the position or qualifications rely heavily on terminology closely associated with stereotypically masculine attributes (e.g., competitive, dominant, forceful), women may be less interested in applying for the position. More gender-neutral terminology (e.g., accomplished, successful, committed) can often be used instead.
- Develop a broad definition of the position.
- Be clear about what is "required" and what is "preferred".

WISELI (Women in Science & Engineering Leadership Institute) offers suggestions and resources for writing inclusive job postings in its Guide for Search Committees (http://wiseli.engr.wisc.edu/docs/SearchBook_Wisc.pdf).

Use targeted job advertisements
Advertise not only in standard journals, but in publications targeted to women and underrepresented minorities.

Update standard interview questions
Consider incorporating interview questions that address diversity. Look for evidence of versatility, cultural sensitivity, and the ability to see issues from another's point of view. Some examples used in the past include:

- "In your own words, describe what diversity means to you".
- "What experience do you have in working with people of diverse backgrounds, cultures, and ethnicities"?
- "What initiatives have you undertaken in your previous positions that would reflect your commitment to diversity"?
- "What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence"?
- "Tell us about a time when you had to adapt to a wide variety of people by accepting or understanding their perspectives"?
- "One of the ways people are different is in their style of relating with each other. Give some examples of different types of people you have worked with, and how you got along with each"?
- "Describe a time when you were able to adapt your communication approach so that you could interact more effectively with a person who came from a background, culture or political perspective that was very different from your own. What did you do to find common ground"?
- "Please describe an example of when you sought out multiple and diverse points of view on

an issue". Follow up questions include:
- ○ "How did you go about soliciting the various contrasting points of view"?
- ○ "How did you ensure that everyone's input was taken into consideration"?
● "Please describe an example of when you participated on a multicultural team". Follow up questions include:
- ○ "What differences did the team encounter"?
- ○ "What did you do to manage these differences"?
- ○ "How did the differences impact the team, negatively and positively"?
● "What do you see as the most challenging aspect of increased diversity in this environment"? And, "What initiatives have you taken in your previous positions to meet such challenges"?
● "Give us a specific example of how you have created a work environment where differences are valued, encouraged, and supported. What did you do? What was the outcome"?
● "Tell us about a diversity situation that you wish you had handled differently. What happened"?
● "What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning"?

Next Steps: Promoting Dialogue about Diversity and Equity
The promotion of diversity, inclusion, and equity should also take place among colleagues.

Build time to dialogue about diversity and equity into staff meetings
Discussions about diversity, equity, and inclusion do not need to be confined to workshops once a semester. Instead, a regular and on-going discussion might be more productive in the long run. Set aside at least 20 minutes for the first discussion and devote 5-10 minutes for discussion at each successive meeting. It may seem a luxury to devote such a large chunk of time to discussing an issue that may or may not impact immediate deadlines of your center, but allowing space for the conversation is important for building a more productive work environment.

Upon introducing the topic, remind everyone that the Chancellor has asked all staff to be more cognizant of the issues, and that solutions should be bottom-up, not top-down. Point out a recent issue on campus that captured media attention and ask people's opinions to get the ball rolling. Make clear that the discussion is the point; you're not (necessarily) looking for an action to take.

Some conversation starters include:

● What is workplace respect and what does it look like?
● What is the most memorable advice you have received from grandparents or elders?
● What is your favorite family tradition and why?
● What are your favorite family foods?
● What aspect of your race or ethnicity makes you most proud?

Another sound strategy is disseminating literature ahead of time and using a regular meeting time to briefly discuss what you learned or found interesting. It is important here to give your readers a

goal, either a question you want everyone to answer or a situation you want them to think about so that the discussion is directed and focused. Consider using one or more of the following articles:

"Is This How Discrimination Ends?", *The Atlantic*, https://www.theatlantic.com/science/archive/2017/05/unconscious-bias-training/525405/

"Want to Attract a More Diverse Work Force?", *The Chronicle of Higher Education*, http://www.chronicle.com/specialreport/Want-to-Attract-a-More-Diverse/96?cid=at&utm

"5 Numbers That Explain Why STEM Diversity Matters to All of Us", *Wired*, https://www.wired.com/brandlab/2015/05/5-numbers-explain-stem-diversity-matters-us/

"Boosting Science with Diversity", *Nova*, http://www.pbs.org/wgbh/nova/next/body/stem-diversity/

"Women May Find Management Positions Less Desirable", *Scientific American*, https://www.scientificamerican.com/article/women-may-find-management-positions-less-desirable/?WT.mc_id=SA_FB_MB_NEWS

"Why Is Silicon Valley So Awful to Women?", *The Atlantic*, https://www.theatlantic.com/magazine/archive/2017/04/why-is-silicon-valley-so-awful-to-women/517788/

These discussions are not always easy to have and require active management to be productive and succinct. Keep in mind the following guidelines:

- Do your best to discourage a single individual from dominating the conversation.
- If your staff includes only one or two minorities, avoid turning to them for "expert" or "true" comments on matters being discussed.
- Bring up questions of unconscious bias if staff start pointing fingers at others as the cause of such problems.
- Keep the focus internally on how we can improve (i.e., no matter how "good" you are, how can you be better?).
- Even if the majority of people in the room are politically progressive, recognize that not everyone may be, and those whose political opinions differ from yours should also have the opportunity to share their thoughts.
- Discourage distractions such as using laptops or phones during the conversation.
- If the conversation has taken on a productive life of its own, allow it to continue a bit instead of cutting it off when time runs out.
- Always look around the room as time is nearly finished, to ask if anyone who hasn't yet had the chance to speak wants to add anything.
- After one or two broad discussions (ideally separated by a few weeks), ask for suggestions of workshops or action items your team might wish to undertake.

Host a brown bag lunch discussion

Informal opportunities can also be valuable times for discussion. Topics could include:

- History of cultural group from the area (e.g., Native Americans)
- Stereotypes in the workplace and how to reduce negative perceptions
- Different communication styles in the workplace

If you are uncomfortable leading one yourself, there are many resources at your disposal on and off campus.

- Article from MIT Faculty Newsletter about Departmental Discussions on Diversity and Inclusion: http://web.mit.edu/fnl/volume/234/bertschinger.html
- Diversity Discussion Starters: http://www.mentoring.org/new-site/wp-content/uploads/2015/12/ Diversity-Discussion-Starters.pdf
- Diversity conversation guide for student organizations from UW-Whitewater: http://www.uww.edu/documents/diversity/start%20a%20conversation%20-%20student%20orgs.pdf
- Office of Talent Management (Office of Human Resources) provides faculty and staff with a wide range of resources to cultivate an engaging work environment https://www.talent.wisc.edu/home/
- Campus Supervisors Network: https://campussupervisorsnetwork.wisc.edu/
- Division of Continuing Studies offers an array of professional development courses and workshops: http://continuingstudies.wisc.edu/professional-development.html

Advanced Steps and Readings

If you're ready to take the next step to schedule a workshop, event, or more intensive training related to diversity, equity, and creating an inclusive environment, consider one (or several) of the following options.

Screen the movie 13th for your unit

Netflix will allow this for educational purposes. More information at https://en.wikipedia.org/wiki/13th_(film) and https://www.netflix.com/title/80091741

Attend an event related to diversity

See a list of upcoming events at https://campusclimate.wisc.edu/

Attend the next Diversity Forum

This is held annually in November. More information at https://diversity.wisc.edu/resources/forums/

Join The UW Challenge

More information at https://campusclimate.wisc.edu/join-the-uw-challenge/

Establish a travel grant for a student
Consider establishing a grant for students presenting at a conference with a diversity in STEM focus or to present their work promoting diversity. Potential conferences include:

- Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) annual National Diversity in STEM Conference. More information at http://sacnas.org/what-we-do/conference/
- Annual Biomedical Research Conference for Minority Students (ABRCMS). More information at http://www.abrcms.org/
- U.S. News STEM Solutions: National Leadership Conference. More information at http://usnewsstemsolutions.com/
- Women of Color STEM Conference. More information at http://intouch.ccgmag.com/?page=woc_Conference2
- Becoming Everything You Are (BEYA) STEM Conference. More information at http://intouch.ccgmag.com/?page=beya_stem_conf2

Read a book
Expand your understanding of issues related to equity and diversity. The Go Big Read books are often related to diversity issues and are excellent choices. Information about the current book will be at https://gobigread.wisc.edu/. Some specific title suggestions:

- *Hillbilly Elegy* by J.D. Vance, 2017-2018 Go Big Read book.
- *Evicted* by Matthew Desmond, 2016-2017 Go Big Read book.
- *Just Mercy* by Bryan Stevenson, 2015-2016 Go Big Read book.
- *I Am Malala* by Malala Yousafzai, 2014-2015 Go Big Read book.
- *A Tale for the Time Being* by Ruth Ozeki, 2013-2014 Go Big Read book.
- *Radioactive* by Lauren Redniss, 2012-2013 Go Big Read book.
- *Enrique's Journey* by Sonia Nazario, 2011-2012 Go Big Read book.
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, 2010-2011 Go Big Read book.
- *I Choose to Stay: A Black Teacher Refuses to Desert the Inner City* by Salome Thomas-El and Cecil Murphey.
- *Unequal Childhoods: Class, Race, and Family Life* by Annette Lareau
- *Paul Buffalo's Biography* by Timothy G. Roufs
- *The Antelope Wife* by Louise Erdrich
- *Why Are All The Black Kids Sitting Together in the Cafeteria?* By Beverly Tatum
- *Race and the University: A Memoir* by George Henderson
- *Race: The History of an Idea in the West* by Ivan Hannaford
- *Strangers from a Different Shore: A History of Asian Americans*, Updated and Revised Edition, by Ronald Takaki
- *Nickel and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich

Sign up for an on-campus workshop or training
Consider using the Diversity Inventory Program (DIP) at https://diversity.wisc.edu/dip/ as a planning tool to find workshops that have been held in the past. Some suggested workshops are listed below. You'll need to contact the person listed to set a session up for your center.

Breaking the Bias Habit
http://wiseli.engr.wisc.edu/breakingbias.php
Contact: wiseli@engr.wisc.edu
The Women in Science and Engineering Leadership Institute (WISELI) offers 3-hour workshops about unconscious bias, covering race/ethnicity, gender, LGBT, and disability issues to campus departments.

Leadership Institute
Contact: Seema Kapani at skapani@cdo.wisc.edu
A nine-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.

The Delta Program
https://delta.wisc.edu
The Delta Program is a project of the Center for the Integration of Research, Teaching and Learning (CIRTL) on the UW–Madison campus. CIRTL is a National Science Foundation Center for Learning and Teaching in higher education. A network of 25 research universities, CIRTL uses graduate education as the leverage point to develop a national science, technology, engineering, and mathematics (STEM) faculty committed to implementing and advancing effective teaching practices for diverse student audiences as part of successful professional careers.

Wisconsin School of Business Cultural Competence Workshops and Monthly Lunch & Learn
Contact: Binnu Palta Hill, Director of Diversity & Inclusion, at bhill@bus.wisc.edu; 263-3462
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.

Cultural Diversity Awareness Training for Research Mentors
Wisconsin Center for Education Research (WCER).
Contacts: Christine Pfund (christine.pfund@wisc.edu), Professor Angela Byars-Winston (ambyars@wisc.edu)
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. Includes relevant measures to assess research mentors' cultural diversity awareness.

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

Diversity Dialogues (DD): Pedagogy of Difficulty Dialogues.
Contact: Professor Steve Quintana, Dept. of Counseling Psychology,

Stephen.quintana@wisc.edu
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.

Graduate Assistants' Equity Workshops
Contact: Office for Equity and Diversity, 179 A Bascom Hall, 263-2378
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.

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

"Teaching Race" workshops
Contact: Department of Sociology, Professor Pam Oliver, pamela.oliver@wisc.edu
Dept. of Sociology 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.

Workshops through the Department of Psychology

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

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

Seminars, workshops and conferences through Learning and Talent Development
http://www.talent.wisc.edu
Contact: Lynn Freeman, lynn.freeman@wisc.edu; 608-890-4398

> *Thrive @ UW*
> "Thrive @ UW-Madison" provides 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
The 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.

Seminars, workshops and conferences through The Division of Continuing Studies
http://continuingstudies.wisc.edu/professional-development.html
Some examples:

- 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

Conclusion

Thank you for taking the time to review some of the ways you can help us work towards a more inclusive environment at UW-Madison. We hope you have found several suggestions helpful and will incorporate them into your work. If you have suggestions for something to add, found inaccurate information, or found something in the document useful, we'd love to hear from you. Please contact us at: vcrge@research.wisc.edu.