



**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

**2021 STUDENT CAMPUS CLIMATE SURVEY  
TASK FORCE REPORT**

CAMPUS CLIMATE SURVEY TASK FORCE  
FALL 2022

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## A MESSAGE FROM THE TASK FORCE

August 23, 2022

On behalf of the Division of Diversity, Equity and Educational Achievement (DDEEA) and Student Affairs, respectively, it was an honor to serve as co-chairs of the 2021 Campus Climate Survey Task Force. From May to August 2022, our group of faculty, staff, student, and community volunteers met to sift and winnow through reams of voluminous data collected from more than 13,400 student surveys fielded in October and November 2021. It was arduous work, but in addition to having support from subject matter experts across numerous fields, we were fortunate to have the assistance of several data analysts to help us through the process.

Indeed, in forming the task force, we reached out to numerous shared governance, staff, faculty, and student organizations, seeking to include the broadest possible cross section of our community. We particularly strove to increase our student and young alumni representation and to ensure that we centered the voices of marginalized groups, such as BIPOC, international, first-generation, veteran, and nontraditional students along with students with a disability.

While indebted to the work of the inaugural Campus Climate Survey Task Force, a few of whose members graciously rejoined us this year, we began with the premise that it would not be enough to tinker around the edges of previous recommendations when developing this report. Rather, we sought to deepen our engagement with the nuances of the data collected by delving into the qualitative as well as quantitative findings in ways that might orient our campus priorities in diversity, equity, inclusion, and belonging for years to come.

While indebted to the work of the inaugural Campus Climate Survey Task Force, a few of whose members graciously rejoined us this year, we began with the premise that it would not be enough to tinker around the edges of previous recommendations when developing this report. Rather, we sought to deepen our engagement with the nuances of the data collected by delving into the qualitative as well as quantitative findings in ways that might orient our campus priorities in diversity, equity, inclusion, and belonging for years to come. In doing so, we realize that some of our recommendations go beyond what is reflected in the data. We also realize that some of our recommendations require broader campus conversations to be implemented. Yet by taking this more expansive approach in shaping our recommendations, linking the data to our own knowledge and experiences, we hope to help the University of Wisconsin–Madison to more actively meet the moment that many of its peer institutions also find themselves in, one in which the incremental efforts of years past no longer seem fully adequate to our current and incoming classes.

We welcome all feedback and hope that this report serves to stimulate as much discussion and engagement as we experienced in the task force meetings themselves.

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*The 2021 Campus Climate Survey Task Force*

## INTRODUCTION

UW–Madison is strongly committed to providing an inclusive and welcoming environment for all, acknowledging that campus climate plays an important role in each person’s success and in the overall success of the university. Regularly assessing campus climate is critical to evaluating the institution’s progress toward achieving this goal.

In fall 2016, UW–Madison conducted its first student-wide campus climate survey. It was designed to understand students’ perceptions of campus climate and their views on diversity, with particular emphasis on how students from different backgrounds and identities experience UW–Madison. Among many topics, core measures included how welcome and respected students felt at UW–Madison, their views about the classroom environment, and whether they had personally witnessed or experienced hostile, harassing, or intimidating behavior while at UW–Madison. More than 8,600 students from across campus completed the survey—a 20.6% response rate.

In summer 2017, a Campus Climate Survey Task Force of students, faculty, and staff reviewed the results of the survey. The task force broadly concluded that while most UW–Madison students reported a generally positive campus climate, students belonging to historically underrepresented and disadvantaged groups—transgender/nonbinary, LGBTQ+, students of color, and students with a disability—consistently reported less-positive feelings and experiences. Based on these findings, the task force crafted a set of seven broad recommendations for improving campus climate. The task force presented an overview of findings and recommendations at the 2017 Diversity Forum in November and held public information sessions in fall 2017 and spring 2018 to share highlights of the survey results, discuss next steps, and collect feedback from students about the survey.

In fall 2021, UW–Madison conducted a second climate survey designed primarily to understand changes in student experiences since the 2016 survey. Most survey content was maintained from 2016, with some minor additions and streamlining modifications. More than 13,400 students completed the online survey—a 28.2% response rate—broadly representing the student population. Analysts in the Office of Strategic Diversity Planning and Research, which is part of the Division of Diversity, Equity and Educational Achievement, summarized the results of the student climate survey in a technical report.<sup>1</sup> In May 2022, the 2021 Campus Climate Survey Task Force was appointed and began the work of reviewing the technical report, assessing open-ended student responses, identifying key findings from the survey, and developing recommendations for the campus community. It is our anticipation that this Campus Climate Survey Task Force report will be shared with the chancellor, provost, and other campus leadership in the Fall 2022 semester, with a university-wide communications strategy to follow.

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<sup>1</sup> 2021 Campus Climate Survey Technical Report <https://diversity.wisc.edu/campus-climate-survey-2021/>

## SUMMARY OF KEY FINDINGS

Student perceptions of campus climate were stable in most areas from 2016 to 2021. Overall, the majority of students continued to report a generally positive experience of campus climate at UW–Madison, with most students feeling welcome, respected, and safe on campus. Other areas where students’ ratings did not change between 2016 and 2021 included feeling respected in class by faculty/instructors and other students; feeling comfortable approaching teaching assistants, instructors, and faculty with questions or concerns; finding others to study and socialize with; the percentage of students who reported experiencing or witnessing hostile, harassing, or intimidating behavior; and perceptions of UW–Madison’s commitment to diversity.

However, results from the survey—particularly for 22 core items measuring students’ personal experiences of campus climate—also reflected nearly the same set of group differences seen in 2016. The survey showed consistent differences in perceptions of campus climate for historically underrepresented and marginalized groups, in which students with a disability, nonbinary, and African American/Black students responded significantly less positively on most items (18 or more of 22). Transgender, Buddhist, older undergraduate students, American Indian/Alaska Native, LGBTQ+, students of color, and undergraduate Pell Grant eligible students reported a less positive experience than their peers on at least half (11 or more) of the 22 core items. The survey showed less consistent differences (10 or fewer out of 22) for Hispanic students, first-generation college students, and veteran students. Differences by other student characteristics, such as political and religious worldviews, school/college affiliation, in-state or out-of-state residency, student level (undergraduate, graduate/professional, special), international status, etc., were either less frequent or inconsistent.

The following emerged as key findings. Please see the 2021 Campus Climate Survey Technical Report for a more comprehensive analysis of student responses by student characteristics and demographics.<sup>1</sup> In addition to the results of the technical report, the task force reviewed student suggestions for how to improve campus climate.

**Overall, most students from nearly all backgrounds continued to find UW–Madison to be a safe, welcoming, and respectful place where they feel they belong. However, students from historically underrepresented and marginalized groups continued to report less-positive views of campus climate, suggesting that more work is needed to further improve campus climate for all and close these gaps.**

1. Most students from nearly all backgrounds reported a positive campus climate at UW–Madison. Approximately three out of four students reported very or extremely often feeling safe, welcome, and respected; 61% felt like they belong very or extremely often, and 57% never or rarely felt excluded. However, students with a disability, nonbinary, transgender, Buddhist, older undergraduate, LGBTQ+, students of color (particularly African American/Black and American Indian/Alaska Native), and Pell Grant eligible students responded less positively than their peers. The gaps in reported perceptions between these students and their counterparts were about the same in 2021 compared to 2016.
2. Nearly one out of four students reported having witnessed hostile, harassing, or intimidating behavior at UW–Madison. About 14% said they had personally experienced such behavior at UW–Madison, with 6% indicating personally experiencing such behavior this semester. Nonbinary, transgender, and LGBTQ+ students as well as students with a disability were more likely than their counterparts to report ever witnessing hostile, harassing, or intimidating behavior. These students, along with students of color, were also more likely to report experiencing this behavior directed at them personally. These percentages were roughly the same as reported in 2016.
3. Students generally reported valuing diversity. Nearly four out of five students indicated that valuing diversity is very or extremely important to one’s future success and that they often try to create a welcoming environment for other students here at UW–Madison. Three out of four students said it is very or extremely

important to them that UW–Madison has a strong commitment to diversity. These numbers did not change substantially from 2016.

4. About 2% of students requested instructional accommodations for a religious observance and 6% requested instructional accommodations for a disability during the semester of the survey. For religious observance accommodations, 59% said their requests were usually or always granted and 53% said their accommodations were very or extremely effective. For disability accommodations, 80% said their requests were usually or always granted and 63% said their accommodations were very or extremely effective. (Exact comparisons to the 2016 survey are not possible.)
5. In open-ended feedback about ways to improve campus climate, students continued to express frustration at delayed institutional responses to hate and bias incidents on campus. Students mentioned wanting a strong and authentic institutional response to such incidents.

#### **In some areas, student responses became less positive between 2016 and 2021.**

6. Student comfort contacting the UW–Madison Police Department (UWPD) declined significantly. In 2016, around half of students (53%) reported feeling very or extremely comfortable contacting UWPD if they had a problem, but that dropped to 40% in 2021. Much of the qualitative feedback referenced general concerns about law enforcement and policing issues. Relatively few students mentioned specific concerns about UWPD in particular.
7. As was the case in 2016, students generally reported that they often spent time with others who are different from them (race or ethnicity, sexual orientation, religious or spiritual beliefs, political views, country of origin, or social class or economic status). The only change between 2021 and 2016 was that students reported less often spending time with students who have different political views (45% very or extremely often in 2021 vs. 57% in 2016).
8. While student perceptions of how much their experience at UW–Madison encouraged them to think seriously and analytically about different topics related to diversity stayed relatively stable between 2016 and 2021, student perceptions of how much their experience at UW–Madison encouraged them to think seriously and analytically about race and ethnicity (56% a lot or a great deal in 2021 vs. 67% in 2016) or political beliefs (42% a lot or a great deal in 2021 vs. 54% in 2016) dropped in 2021 compared to 2016.

#### **Some areas showed significant improvement since 2016.**

9. While undergraduate students continued to report feeling their comments and questions were respected by instructors in the classroom (76%) and, to a lesser extent, by other students in class (65%), students more often reported feeling their comments and questions were respected by their teaching assistants—83% in 2021 compared to 78% in 2016. The biggest shift was that, in 2021, about 39% of students responded feeling “extremely respected” (the top response on the scale).
10. Students reported more often feeling expected to represent the point of view of their identity in class in 2021 than in 2016 (20% very or extremely often in 2021 vs. 8% in 2016). However, student perceptions of such expectations shifted between 2016 and 2021. Whereas in 2016, students reported feeling more negative (41%) than positive (27%) about being asked to represent the point of view of their identity in class, in 2021, students reported feeling more positive (45%) than negative (21%) about this expectation.

11. Undergraduate student perceptions of how useful their ethnic studies course was at encouraging them to value diversity (62% in 2021 vs. 48% in 2016), how they notice and manage biases (61% in 2021 vs. 45% in 2016), and how they are sensitive to others' perspectives (67% in 2021 vs. 50% in 2016) all increased between 2016 and 2021.

### **Qualitative Findings**

12. Review of open-ended student responses yielded a set of themes and issues similar to those from the 2016 survey. Students said they wanted:
  - a. A more diverse campus—students, staff, and faculty
  - b. More opportunities to interact with others that may not be like themselves
  - c. More diversity and equity training for students, as well as required training specific to faculty and staff who interact with students
  - d. Formalizing diversity and equity work as part of the tenure process for faculty
  - e. More effective accommodations for disability and religious reasons
  - f. Greater continuity between our stated institutional principles and our actions, especially when acts of hate and bias are involved

## RECOMMENDATIONS

### 1. Ensure inclusive learning environments.

- 1.1. Promote instructional best practices to ensure teaching pedagogy fosters an inclusive learning environment.
- 1.2. Provide more resources for faculty to expand their knowledge of marginalized groups to improve instructional experiences and reduce the likelihood of microaggressions.
- 1.3. By facilitating the religious accommodations process, ensure that students from religious minority backgrounds receive the support they need to thrive on our campus.
- 1.4. Ensure that faculty, instructors, and graduate teaching assistants are adequately supported and respected.
- 1.5. Consider developing and implementing peer-based learning strategies for students and reducing the burden on marginalized students to educate their peers.
- 1.6. Take advantage of existing campuswide opportunities such as the Diversity Forum and the Go Big Read common-book program to bolster student learning.

#### BACKGROUND:

At the center of our mission as a university is the need to provide students with a safe and productive environment where they can participate in classes and other instructional activities critical to their long-term success. There were some positive developments since 2016. Students reported feeling more respected by their teaching assistants than in 2016. Additionally, students in 2021 felt more comfortable being asked to represent “the point of view of [their] identity,” such as gender, race, ethnicity, and nationality. Unfortunately, the survey documented disparities in student perceptions of belongingness. LGBTQ+ students (particularly transgender students), students of color (particularly African American/Black and American Indian/Alaska Native students), older undergraduates, and students with a disability reported feeling less welcome on campus. Rather than endorsing a “one and done” workshop format for inclusive education, task force members considered the possibility of developing a peer-based student model for diversity, equity, inclusion, and social justice education that reduces the informal burden that marginalized students often have in educating their peers about their perspectives. It was also suggested in student open-ended feedback that faculty may do more to highlight the Diversity Forum, Go Big Read, the Public History Project exhibition (*Sifting and Reckoning*), and other campuswide events as learning opportunities for all students, not simply those from marginalized backgrounds.

#### CURRENT RELATED EFFORTS:

- The newly formed Center for Teaching, Learning, and Mentoring offers campus-level professional development, course design, and instructional consulting programs and services to faculty and instructors at all levels.
- Schools, colleges, and other campus units are increasingly dedicating resources to hire DEI officers who support diversity, equity, and inclusion programming and services.
- The Women in Science and Engineering Leadership Institute (WISELI) continue to offer the Breaking the Bias Habit workshops as well as train the facilitators.

### 2. Increase campus safety for all members of the UW–Madison community.

- 2.1. Identify and address on-campus issues that create disparities in the sense of safety among students.
- 2.2. Reduce the administrative and emotional burden on students who decide to report incidents of hate, bias, and sexual violence.
- 2.3. Develop strategies to reduce incidents off campus, where hostile, harassing, and intimidating behavior between or among students are most likely to occur.
- 2.4. Proactively address incidents of racial, ethnic, and xenophobic bias affecting our students.



**BACKGROUND:**

Everyone deserves to be and feel safe on campus. The survey showed some differences in how safe certain groups feel and whether students feel comfortable contacting UWPD. National, regional, and local events related to the murder of George Floyd and the policing of marginalized communities increased attention to the issue of community policing and safety, which was also reflected in the qualitative findings from an open-ended question about comfort contacting UWPD. Some task force members expressed dissatisfaction with the university's limited efforts to address anti-Asian hate on and off campus, for instance by responding to them after the fact rather than trying to develop proactive strategies. Students who reported hostile, harassing, or intimidating behavior (HHIB) cited racial or ethnic factors as a component in one-third of cases, and the most common site for the behavior in question was student-on-student interaction off campus.

**CURRENT RELATED EFFORTS:**

- After more than a year of community meetings, listening sessions, and feedback collection, the UW–Madison Police Department launched the UWPD Equity Dashboard on December 9, 2021. The unique tool, which highlights the number of police calls for service, arrests, citations, and use of force each quarter, promotes transparency and provides a set of success metrics that speak directly to the UWPD's commitment to equity in policing.
- In 2021, Mental Health Services and UWPD piloted a new co-responder model for mental health–related calls on campus when a student is involved. In this model, a University Health Services (UHS) mental health professional accompanies a UWPD officer when responding to potential mental health–related calls. The program has since become permanent, with steadily increased hours of availability.

**3. Improve institutional responses to incidents of hate and bias that promptly communicate a clear commitment to diversity and inclusion.**

- 3.1. Provide values-driven institutional responses to instances of hate and bias.
- 3.2. Continue to ensure that students receive prompt and adequate follow-up after filing bias reports.
- 3.3. Clarify how faculty can assist students through the hate and bias process and ensure that faculty members are well trained to do so.
- 3.4. Hire more UHS personnel, particularly for students of color.
- 3.5. Hire more undergraduate advisors to ensure students receive timely support.
- 3.6. Collect data on students whose experiences may fall outside of the current Campus Climate Survey structure, such as by disaggregating the origins of international students.
- 3.7. Denounce incidents of violence and hate against our students and demonstrate empathy and compassion regardless of whether a racial or ethnic component may have been involved.
- 3.8. Potentially revisit the UW–Madison institutional diversity statement.

**BACKGROUND:**

The survey results indicate that, while most students think that UW–Madison's commitment to diversity is important, fewer believe that our campus is demonstrating that to its full capacity. Moreover, the qualitative data highlight what many students feel is a dichotomy between the institutional diversity statement and the actions taken to support diversity, equity, inclusion, and belonging. Students want to see a rapid, sensitive, and forceful response to sexual assault and acts of bias, hate, and discrimination on our campus. Yet they feel stymied by a lack of UHS counselors, a shortage that often translates to a long wait, as well as what they view as less than fully transparent procedures. Advising is another area where certain marginalized students—for example, Indigenous, veteran, and transfer students—may require additional support. Increasingly, incidents of bias may emerge that were not already on the university's radar, such as the potential for caste discrimination by or against students of South Asian heritage; UW–Madison should thus strive to be ahead of these issues by engaging in data collection. At the same time, task force members noted, there is frequent miscommunication between students' perceptions of faculty as key resources to assist in bias response and

what individual faculty members feel they can or should do when students report incidents to them. Thus, adding more clarity around this process as well as potentially revisiting the institutional diversity statement are steps we can take to ensure greater student confidence in efforts to ensure safety and expand inclusion. Finally, university communications professionals should lead with empathy and should reflect the diverse background and skill sets of other diversity, equity, and inclusion professionals. Recently, for instance, many Asian and Asian American students were disappointed in the university's response to incidents affecting that community that did not appear to center empathy and compassion.

#### **CURRENT RELATED EFFORTS:**

- Since 2016, there have been an average of 166 bias incidents per year reported via the Hate/ Bias Response form. Wider efforts have been made to educate the campus on the hate/bias reporting process including outreach to academic departments, House Fellows in the Residence Halls, and student organization leadership leading to consistent reporting numbers year over year.
- The bias incident process is managed primarily by an Assistant Director in the Dean of Students Office. Since 2016 this position was elevated from a coordinator level to provide a higher level of expertise and skills in this area. Dr. Jennifer Horace currently serves in this position. Every incident is followed up on either with the individual who completed the report and/or the area impacted within 2 business days.
- The Dean of Students Office also accepts and responds to bias incident reports that take place in faculty-led spaces including classrooms and labs. The Dean of Students Office partners with the office of the Vice Chancellor for Academic Affairs to address bias reported to the university.
- The Assistant Director – Bias in the Dean of Students Office is advised by the Bias Advisory Board which consists of leadership from the Provost's Office and Student Affairs. This board is informed of student reports and uses this information to inform policy and procedures in their respective areas. The Dean of Students Office also continually meets with School/College leadership whose work focuses on increasing and improving the experience of marginalized populations.
- As of 2022, Mental Health Services, within University Health Services, has over 70 mental health professionals. UHS's no-cost mental health services include individual, couple/partner, group counseling, outreach programming, and stress management. 24/7 crisis services and psychiatry services are also available. Mental Health Services also has programs and counselors to meet the needs of specific populations, including students of color and students who identify as LGBTQ+.

#### **4. Increase the number of faculty, staff, and students from underrepresented groups.**

- 4.1. Increase matriculation and graduation rates for underrepresented students.
- 4.2. Increase retention and recruitment rates of underrepresented faculty and staff.
- 4.3. Refine and enhance strategies to recruit and retain a diverse faculty, staff, and student body.
- 4.4. Connect staffing priorities to articulated student needs, such as in UHS, DDEEA, Student Affairs, and Undergraduate Advising (see recommendation 3).
- 4.5. Provide more spaces for staff, faculty, and particularly students to build community within and across affinity groups.
- 4.6. Given that much higher percentages of African American/Black and Hispanic/Latinx students have considered leaving UW–Madison than other students, work with a wide range of campus and community partners to address this disparity head on.
- 4.7. Ensure pay parity among staff members—for instance, the perception is that Multicultural Affairs staff members in Student Affairs are aligned with lower salaries than those who are coded within other student affairs roles.
- 4.8. Address the “invisible labor” that can slow the progression of women faculty of color and other marginalized faculty members through the tenure and promotion ranks.

**BACKGROUND:**

Diversity is a source of strength at UW–Madison, and we value the contributions of each person and respect the profound ways their identities enrich the university community. In open-ended feedback, some students expressed how important it was to see themselves reflected in the faculty and staff of the institution, and they also indicated that they would like to see the numbers of underrepresented faculty, staff, and students increase. The university can undertake specific efforts to build a diverse staff and faculty; for instance, it could address pay disparities and promotion pathways and ensure that marginalized faculty (especially women of color) are recognized for what is often invisible labor.

**CURRENT RELATED EFFORTS:**

- In 2018, the university established the Native Nations Working Group, an interdisciplinary and cross-campus initiative focused on several priorities related to the UW’s relationship with the Native Nations of Wisconsin. The group continues its work today, focusing on seven areas, including Indigenous student wellbeing and research initiatives.
- Since 2018, the TOP Program has provided academic departments with financial support from the central administration to pursue and hire outstanding individuals who will greatly enhance a department’s quality and diversity. During the 2021–22 academic year, the Office of the Provost authorized 34 TOP positions, of which 17 have been successfully recruited so far, helping to diversify the faculty in most schools and colleges and across the institution.
- Over the last decade, the presence of students of color on campus has grown from 14% in 2011 to over 20% in 2021. During the same period, the presence of faculty of color has increased from 18% to 26%.

**5. Promote our shared value of diversity and inclusion.**

- 5.1. Encourage broad-based campus involvement in the work of equity and inclusion.
- 5.2. Develop strategies across colleges and schools that build expectations of diversity, equity, inclusion, and belonging work into the tenure and tenure-track process.
- 5.3. Change university regulations so that all applicants for faculty positions and all tenure applicants must provide not only research and teaching statements but also a “diversity statement” that outlines how the applicant will help the department and university work toward their diversity goals.
- 5.4. Revise PVLs/TTCs for most academic staff positions to ensure that at least a small percentage (5–10%) of staff efforts directly contributes to building diversity, equity, inclusion, and belonging in home units, colleges, schools, and/or divisions and that the goals are feasible, able to be assessed, and related to existing or potential competencies.

**BACKGROUND:**

The university can and should demonstrate the ways in which diversity, equity, inclusion, and belonging are central to its mission. As noted above, some students have felt disillusioned by the failure to connect actions with words when it comes to expressing our support for our most vulnerable community members. The obligation to pursue a more just campus environment is the work of all of us, but marginalized students, staff, and faculty still feel that they are tackling a disproportionate share of that effort. Many students surveyed—along with several task force members—felt that it was past time for the university to require some basic diversity, equity, and inclusion competencies and/or professional expectations into both the faculty tenure process and the promotion and progression pathways for most academic staff.

**CURRENT RELATED EFFORTS:**

- Building off work of a study group aimed at examining the UW’s history, the Union Council renamed two spaces in the Memorial Union. The Union also named two rooms in Memorial Union after the National Pan-Hellenic Council (NPHC) and the Multicultural Greek Council (MGC).

- In May 2022, the Divine Nine Garden Plaza was unveiled on East Campus Mall. The Divine Nine Garden Plaza, named for the nine historically Black fraternities and sororities, honors and acknowledges the contributions of these groups at the UW and nationally.
- Members of the UW community can now indicate the pronunciation of their names in Canvas, and there is now improved representation of pronouns in administrative and learning systems.
- Since 2017, there has been growth and expansion of space to support students' identities and affinities, including the APIDA Student Center, the Latinx Cultural Center, and the Multicultural Student Center at the School of Business.
- The Wisconsin Union Theater in Student Affairs established the André De Shields Fund, a new fund for the purpose of subsidizing, underwriting, or otherwise supporting UW–Madison Black and Brown students, alumni, and/or artists and artistic projects and performances created, performed, designed, or produced by or for BIPOC.

**6. Increase capacity of students, faculty, and staff to respond effectively to hostile, harassing, or intimidating behavior (HHIB).**

- 6.1. Provide more training in how to perform positive bystander engagement.
- 6.2. Ensure that position descriptions for mental health staff and DEIB (diversity, equity, inclusion, and belonging) staff include crisis response, including the ability to organize and run processing spaces, drop-in group therapy sessions, and other opportunities for students to access resources in the wake of a crisis.
- 6.3. Address the role of alcohol use in acts of hostile, harassing, or intimidating behavior.
- 6.4. Be more transparent in outlining bias reporting processes and agree to be held to account for institutional inaction.

**BACKGROUND:**

Incidents of hostile, harassing, or intimidating behavior happen on our campus. Having the tools to respond to them is an important step in addressing such behavior individually and institutionally. Some students reported being the target of such harassment, while others reported being a witness. In both cases, students indicated needing more resources to respond effectively. Task force members suggested providing additional trained crisis response resources and to evaluate whether efforts to reduce alcohol use could have a notable impact on HHIB reporting. UW–Madison should also work to proactively address some students' perceptions that the university has failed to respond adequately to high-profile bias incidents.

**CURRENT RELATED EFFORTS:**

- Campus has strengthened its practices and processes for responding to reports of hostile, harassing, and intimidating behavior at the local and institutional level to ensure consistency across campus, including establishing a website dedicated to information related to responding to hostile and intimidating behavior and training HHIB liaisons to serve as points of contact for those needing HHIB-related assistance.

**7. Promote dialogue across differences to emphasize mutual respect and understanding.**

- 7.1. Increase students' interactions across social differences that lead to frequent engagements with genuine efforts toward mutual respect and understanding.
- 7.2. Improve efforts to explain the "why" behind the need for ethnic studies courses in ways that emphasize their positive impacts on personal, academic, and professional growth.
- 7.3. Equalize opportunities for developing student competence in diversity, equity, inclusion, and belonging across various schools and colleges.
- 7.4. Increase cross-affinity group opportunities, both as part of classroom learning as well as in social interactions.
- 7.5. Hire, retain, and promote culturally competent and sensitive staff, faculty, and administrators.
- 7.6. Examine whether it is possible to program Canvas (or add a module or create a separate software) so that students in the same class can easily form study groups.

**BACKGROUND:**

As in 2016, students in 2021 told us that they want more opportunities to interact with people outside of their majors, from different countries, and from different backgrounds generally. The task force believes that UW–Madison must continue to encourage serious consideration of how one’s race and ethnicity, gender identity, sexual orientation, disability, religious and political beliefs, socioeconomic status, and nationality impact academic and personal experiences and ensure that staff, faculty, and administrators provide safe spaces in which students can expand their understandings across affinity lines.

**CURRENT RELATED EFFORTS:**

- Our Wisconsin, an online education program that encourages students to contribute to an inclusive campus community and celebrate each other’s backgrounds and identities, was revamped as a fully virtual experience in fall 2020. Established in 2016, Our Wisconsin joined AlcoholEdu (alcohol awareness and prevention) and U Got This! (sexual assault and dating violence prevention) as a package of online education programs required for all first-year and transfer students. Student Affairs and its Our Wisconsin program team are engaging with schools, colleges, and other campus units to provide our entire campus community with a shared inclusion education experience.
- The Discussion Project, a project of the School of Education, is a professional development program for UW faculty and teaching staff focused on strengthening the campuswide capacity to create welcoming, engaging, and academically rigorous classroom environments in which students experience productive classroom discussions on important issues and topics.

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**The UW–Madison Campus Climate Survey Task Force is charged to:**

1. Review the survey findings—including response rates, sample characteristics, and results—and identify key findings.
2. Develop a set of recommendations for the chancellor, provost, chief diversity officer, vice chancellor for student affairs, and others to address key findings.