



# School of Education

## UNIVERSITY OF WISCONSIN-MADISON

April 26, 2016

Dear Members of the University of Wisconsin-Madison School of Education Community:

We the leaders of the School of Education are gravely concerned about racial hate and bias incidents that are occurring on our campus and on social media. These acts violate the rights of our students, staff, and faculty to teach, learn, and work in a safe community. But safety, while essential, is a minimal standard. Beyond safety, we must create a university environment and School of Education community in which all students, staff, and faculty are welcomed, fully included, and treated with the respect and dignity they deserve, have a right to demand, and which *we* have the responsibility to create.

While many of the incidents that have occurred of late are acts of racism, we know that students, faculty, and staff are being targeted, intimidated, and threatened for a wide variety of reasons. All of us are outraged by these incidents, and we want to state unequivocally that it is the responsibility of the entire university community, including our School of Education, to take the strongest stand against the perpetrators of these acts, ensuring there are real consequences for their actions.

We are most immediately concerned about how these incidents are harming the individuals who are their victims. We also recognize that these acts of hate harm and diminish our *entire* community. Our faculty and staff are dedicated to responding to students with understanding, compassion, and support. Please reach out to us for assistance. We also urge all members of the School of Education to continue to report hate and bias incidents through the [Hate/Bias Reporting System](#) and to seek counseling services at [University Health Services](#) (608-265-5600).

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At the UW-Madison School of Education, we deeply value equity, diversity, and inclusion, and we have a long history of commitment to these principles. In the 1970s, we established one of the first equity and diversity committees on campus, and we are home to renowned scholars in these areas. Yet we know too, that some of our students have been marginalized in their programs and that faculty and staff have reported similar experiences in their work settings. Clearly we have not been living up to our own high expectations.

As an institution dedicated to learning and teaching, we must not only stand for, but actually create, an intellectual community in which diversity is understood to be essential to what we seek to become. We must commit to diversity not only so that all of our community members *feel* included, and not only because they must *be* included, but because diversity is integral to the success of all of us and our school. We thus affirm, in the strongest possible terms, our commitment to support our students, faculty, and staff as they work to make ours a welcoming and inclusive community. To create a more inclusive climate, we need to take immediate, thoughtful, and sustained actions.

Towards these ends, beginning immediately:

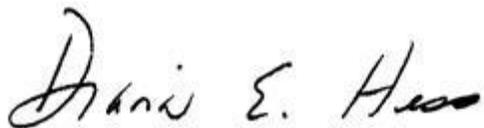
- We will provide professional development opportunities to faculty, teaching assistants, and staff in the School of Education on detecting bias; creating inclusive classroom environments; implementing restorative justice; conducting discussions on issues related to diversity and inclusion; and responding in real time to microaggressions, hate speech, and hateful activity.
- We will organize an institutional response plan so that faculty, staff and students can promptly address such incidents in our classrooms and programs.
- We will support the university's efforts to improve campus-wide climate, including providing opportunities for students in our school and across campus to develop the skills and dispositions needed to live and learn in a diverse community.
- We will hold a series of open forums for students, faculty, and staff to share their experiences and offer recommendations for specific actions to improve our school's climate. Not only will we participate in the Division of Diversity, Equity, and Educational Achievement's climate survey; we will supplement it with information-gathering methods to create a fuller picture of what we need to change to make our school more inclusive in every way.

The School of Education will not tolerate actions meant to hurt, alienate, or divide the members of our community. Instead, we are committed to moving forward to create a safer, more welcoming, and more inclusive school.

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Please join us in this work.

Sincerely,

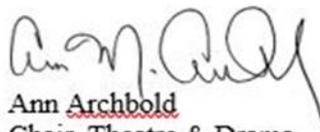


Diana Hess

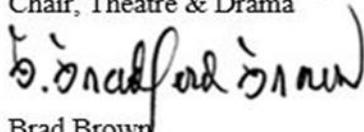
Dean, School of Education

University of Wisconsin-Madison

### School of Education Chairs



Ann Archbold  
Chair, Theatre & Drama



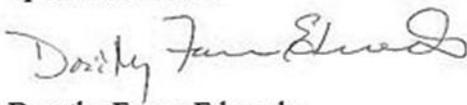
Brad Brown  
Chair, Educational Psychology



Eric Camburn  
Chair, Educational Leadership &  
Policy Analysis



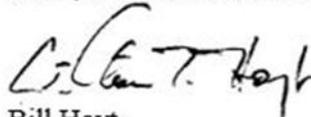
Fong Chan  
Chair, Rehabilitation Psychology &  
Special Education



Dorothy Farrar-Edwards  
Chair, Kinesiology



Beth Graue  
Chair, Curriculum & Instruction



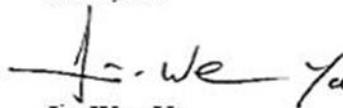
Bill Hoyt  
Chair, Counseling Psychology



Adam Nelson  
Chair, Educational Policy Studies



Douglas Rosenberg  
Chair, Art



Jin-Wen Yu  
Chair, Dance

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**School of Education Senior Staff**



Melissa Amos-Landgraf  
Associate Dean, Administration



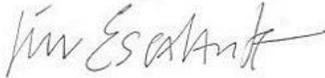
Jeff Hamm  
Associate Dean, Student Academic Affairs



Dawn Crim  
Associate Dean, External Relations



Cheryl Hanley-Maxwell  
Associate Dean, Teacher Education



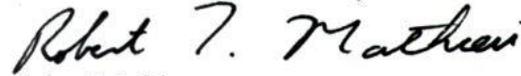
Jim Escalante  
Associate Dean, Faculty and Grievances



Anna Lewis  
Co-Chief Information Officer, MERIT



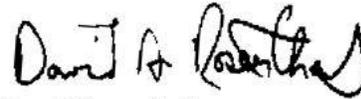
Beth Giles-Klinkner  
Director, Education Outreach & Partnerships



Robert Mathieu  
Associate Dean, Research; Director, WCER



Rich Halverson  
Professor, Education Leadership and Policy  
Analysis



David Rosenthal,  
Associate Dean, Curriculum &  
Global Initiatives



Brenda Spychalla  
Co-Chief Information Officer, MERIT

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