

From: [Campus Climate Proposal form](#)
To: [Libby Peterek](#); [Carrie Olson](#)
Subject: New submission from Campus Climate Proposals
Date: Thursday, April 21, 2016 11:06:06 AM

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Group name (if applicable):

School of Human Ecology

What is your affiliation with UW-Madison? For group submissions, please respond for main contact.

- Academic Staff

Describe the concept. If already in use here or elsewhere, please indicate this.

A Human Ecological Approach to Social Justice and Wellbeing:
Creating a Ripple Effect

In the School of Human Ecology, our classrooms are increasingly more diverse across many dimensions. For example, the number of targeted minority students in SoHE majors has increased by 27% over the last year. And within the last three years we've more than tripled our faculty and administrators of color. This diversity provides a strong basis for learning, practicing intergroup dialogue, and developing intercultural competence. It's imperative for all of our students to have the skills to work effectively within and among diverse communities both during their education and in their professional lives after graduation.

Core to our school's history and our vision pillars is ensuring that the SoHE community is accessible, welcoming, and effective for all. In order to foster inclusive and engaging learning spaces, we must address race (including Whiteness), identity, explicit and implicit bias and other social justice issues in a sustained, intentional way that builds the capacities of our faculty, staff and students – thereby increasing intergroup and interpersonal effectiveness in our teaching and learning environments throughout SoHE.

We have collected feedback and ideas from our students, staff and faculty during recent listening sessions, a social justice brownbag, and a facilitated conversation at our annual all-school retreat. This proposal reflects the collective wisdom gathered from the members of our SoHE community. Our plan is a multi-faceted and developmental approach that institutionalizes a climate of inclusion and compassion consistent with our SoHE principles – moving our values to behaviors through intention and practice.

1. Create a community of practice with SoHE with a focus on educators who work directly with students (faculty, lecturers, TAs, advisors). The structure will provide a space for ongoing dialogue and professional growth, building connections with our existing EcoWell initiative for periodic school-wide conversations re: social justice, anti-oppression, and intergroup education.

2. Develop a model for school/college collaboration with the Multicultural Student Center (MSC) by enhancing an ongoing collaborative internship between the Center for Community and Nonprofit Studies (the CommNS) and the MSC. In the coming school year, this intern will (1) establish a co-sponsored study space for students of color and other diverse identities within SoHE that will build community for these students within SoHE, (2) facilitate a SoHE-specific climate survey of undergraduates and graduate students and associated dialogues around the results and follow-up action planning, and (3) develop plans for co-sponsored events that will bring important speakers and discussions around diversity and inclusion to SoHE faculty, staff and students.
3. Develop a new Ethnic Studies course, designed for freshmen and sophomores, that examines diversity in a human ecological context*
4. Create a seminar course to train graduate students in facilitating intergroup dialogue; recognizing and responding to unconscious and conscious bias; and examining diversity from a human ecological context*
5. Audit the syllabi for all SoHE courses to ensure that course content, readings and theories represent diverse experiences across our curriculum
6. Create a set of expectations for course instructors regarding how to respond when incidents of hate/bias occur within the UW or Madison community
7. Incorporate social justice training in our all-school retreats (twice annually)
8. Add intercultural competency to annual faculty and staff performance reviews
9. Update our course evaluations to ensure students have ample space to reflect on their experiences regarding the classroom climate, and that instructors have adequate feedback to make course corrections if needed
10. Continue supporting our SoHE EcoWell initiative, which emphasizes social justice as an integral part of individual and community well-being

*SoHE currently offers an undergraduate ethnic studies course taken by students later in their curriculum and the course typically has a waitlist resulting in access issues for all who are interested in taking the course. Adding an introductory course for freshmen/sophomores and a seminar for graduate students will fill out the developmental continuum in this area for all of our students.

How would this affect cultural change on campus?

Having culturally competent faculty/staff and culturally relevant curricula are cornerstones to making significant and sustained changes to campus climate. Young adulthood is a developmentally formative period and college is a unique context where the capacities of democratic citizenship and awareness of social justice issues can be developed. Thus, creating a more socially just climate within our classrooms can and should extend within and beyond UW-Madison.

We're not starting from scratch – SoHE has a strong foundation from which to build upon. We've made significant changes within the last 3 years with very limited resources – and there is much more work to do. Our successes have been possible partly because we don't view "diversity" as the job of one person or one committee – it is a school-wide responsibility embraced by all. We've proven that we can be campus-wide leaders on major social justice initiatives like 4W and the UW-Madison Tribal Community Initiative. With additional support, we are confident that we will become a champion and role model for the rest of campus, creating a ripple effect within UW and beyond.

For new ideas, how would you propose piloting this idea to see if it would work? If the idea is already in use at UW-Madison, how would you propose expanding or altering this program for greater impact?

In order to assess the effectiveness of our initiatives and to provide suggestions for altering and expanding efforts, we will utilize the expertise of two professional evaluators within SoHE to lead a program evaluation: Lori Bakken, Associate Professor in Civil Societies and Community Studies, and [REDACTED] in the Center for Community and Nonprofit Studies. We will also expand the experiential learning opportunities for our students by incorporating program evaluation case studies re: SoHE diversity initiatives in one or more of our courses.

What resources would be needed to implement your suggestion?

Hire professional facilitator to lead a social justice community of practice for SoHE educators and to

establish a co-facilitator training model to support future learning communities within the school
\$ 4,500 and \$ 500 for supplies/reading materials

Expand the CommNS-MSc intern(s) collaboration (increase of current hours by 5 hours per week)
\$ 1600 for increased intern salary and \$ 300 in supplies

Hire 50% PA position for the 2016-17 academic year to: (1) in collaboration with the Senior Assistant Dean for Student Academic Affairs, the Associate Dean for Graduate Education, Undergraduate Curriculum Committee & Graduate Curriculum Committee, conduct an audit of course syllabi, identify gaps, and provide suggestions to instructors regarding ways to diversify their course content, (2) support the development of a new ethnic studies course, (3) support development of a new graduate seminar
\$ 31,388

Total funds requested from campus: \$ 38,288

SoHE matching funds: \$ 31,388 (for an additional 50% PA to support diversity efforts in Student Academic Affairs and Career Development)

If this proposal was developed in partnership with any other organizations, please list them below.

SoHE Dean's Office
Department of Human Development and Family Studies
Department of Civil Society and Community Studies
Department of Design Studies
Department of Consumer Science
SoHE Student Academic Affairs and Career Development
SoHE Centers for Excellence: Center for Community and Nonprofit Studies (CommNS) & Center for Child and Family Wellbeing
SoHE Undergraduate Curriculum Committee
SoHE Graduate Curriculum Committee
SoHE EcoWell Implementation Team
Multicultural Student Center (MSC)