

**From:** [Campus Climate Proposal form](#)  
**To:** [Libby Peterek](#); [Carrie Olson](#)  
**Subject:** New submission from Campus Climate Proposals  
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**Group name (if applicable):**

Processes for Self-awareness and Campus Climate

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

- Faculty

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

The concept of this proposal is to create an online educational experience for our students to promote skills and processes for developing social and cultural self-awareness and to learn how to dialogue about difficult conversations in order to live and work in diverse groups. Building on the core concepts of intersectionality and self and group identities, this online educational opportunity would introduce students to tools and strategies to develop the empathy and humility necessary to recover from cultural misunderstandings and begin to repair community climate after individual interactions hurt our campus community. This online educational experience will consist of modularized units that could serve as a campus wide cultural competency training as well as be offered within courses.

The foundational idea is that each of us have identities that are build on certain group identities that grant us each privileges and create disadvantages, students will develop an understanding of their own and other people's social locations (organized by, for example, race, ethnicity, gender, sexuality, socioeconomic status, (dis)abilities, spirituality and religiosity, region of the country, age, etc.) This is called "intersectionalities".

This fully online course would be an orientation to cultural competency implemented through a tripartite model of self-awareness, knowledge and skills.

- **Self-Awareness:** The self-awareness portion of the training will engage students to reflect on their cultural values, social locations, and disadvantages and privileges, that fundamentally define the map of intersectionality that we all reside on. In addition, students will be introduced to the concepts of historical consciousness and socio-historical processes, bringing forward their assumptions and biases to allow for a deconstruction of cultural encapsulation and reconstruction of civil attitude, behaviors, and capacity to live in a multicultural society.
- **Knowledge:** The knowledge dimension of the class will present students with the history of specific groups, social movements that have advocated for different rights and responsibilities, as well as learn about content and context of diverse groups, processes, and styles of engagement as related to diverse values, beliefs, and practices.
- **Skills:** Finally, the course will focus on the skills sets needed to engage in difficult conversations that inevitably occur as a function of difference and diversity. The course emphasizes prevention education in preparing students to have a level of self-awareness and knowledge to prepare them for understanding conflicting values. It will also include skill building and application such that they are prepared to engage in difficult dialogues, conversations, or value-conflict interactions.

This curriculum is currently being taught in Counseling Psychology 225: Intersectionality, Self-awareness, and Social Action for Social Change. The course combines prevention education, self-awareness, and skills to dialogue across differences, ways to resolve competing values, and repairing cultural misunderstandings, as well as to

rebuild and repair after a community has experienced a hate incident (e.g., racist acts, derogatory interactions, unintentional cultural slights) and emerge as a stronger and more knowledgeable community of learners. The course also fulfills the ethnic studies requirement.

The course was piloted in the Fall of 2015 with a small group of juniors and seniors in a face-to-face format. During the 2016 spring semester course it is being offered in a blended format to mostly sophomores and first year undergraduates. Going forward, the summer 2016 and fall 2016 versions of the course will be taught fully online with both asynchronous online activities and synchronous, interactive discussion sections. Synchronous on-line learning is a mode of delivery where all participants are "present" at the same time. Synchronous learning allows for interactions, dialogue and discussion to take place in groups, even when participants are located remotely. Asynchronous on-line learning is a mode of learning that does not require teacher and students to be together at the same time. Asynchronous learning tends to be more didactic (information is delivered from instructor to student) and tests for comprehension. Asynchronous learning is also more flexible because students can access and respond to course materials on their schedules.

This proposal is to iteratively scale this curriculum to a campus level audience over three stages of development. These stages are detailed in the "For new ideas..." question. We are requesting monetary resources and leadership support to engage in this development.

### **How would this affect cultural change on campus?**

Cultural change on this campus requires all of our students, faculty, and staff to be willing to be introspective and conscious of their own identity and inherent biases, knowledgeable about culturally related issues and their own proximity to them, and to make a personal commitment to address these issues. We would like this course to become a support structure that sets the stage for our community to develop cultural competencies, and provide the tools to act with a sense of social justice. Development of self-awareness and consciousness raising will prepare students to navigate difficult dialogues and interactions due to social and cultural differences. By exposing as many community members as possible to this content, we hope to create a critical mass on this campus that has the language and skills to engage in difficult these dialogues with civility, humility, and positive social and cultural responsiveness. We imagine a format that addresses interaction and communication across people with different worldviews, communication styles, and values and belief system that may be in contract. Thus far, the campus has done a good job of exposing students to multiculturalism and social justice. However, what is missing is teaching students methods of dialogue that acknowledge that differences cause conflict, how to take on different perspectives in order to develop an understanding of the unfamiliar, and to recognize that although all differences cannot be reconciled, there are models and methods for agreeing to disagree or to be different that do not result in disrespect for differences. These models not only require ways to dialogue, they also require training about how to educate about when a social or cultural gaffe has been made, how to encourage change in prejudicial viewpoints, and to also allow for forgiveness to allow an ignorant person to come back into the community after violating social norms of respect and civility.

### **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?**

This proposal is to develop and scale the curriculum currently being taught in Counseling Psychology 225: Intersectionality, Self-awareness, and Social Action for Social Change to campus level audience over and iterative three stage of development process.

Stage 1: Continue to iteratively develop Counseling Psychology 225 for Summer and Fall Partner with the DoIT Academic Technology Online Course Production Team and Learning Technology Consultation Team to design and create engaging and active online modules for each weekly theme of the 15 week course. For this iteration, in each module students will be asked to reflect on themselves and learn about how others have experienced their social categories separately using an intersectional approach. Within each module students are introduced to topics through didactic asynchronous online lectures, online readings, quizzes, and opportunities for reflection. In addition, the students are required to participate in synchronous, interactive, face to face online discussion forums. The online discussions will increase the diversity of experiences and opportunities for self-awareness in the virtual classroom. This forum also provides students a space in which they can practice and receive on-going feedback and perspective on their interactions.

An existing and validated scale, the Miville-Guzman Universality-Diversity Scale-Short Form (M-GUDS-S)

is currently used as a pre- and post-test of cultural competency. With each iteration of the course (Fall 2015, Spring 2016, upcoming Summer 2016), we have refined the course content via on-going feedback and student summary reflections.

Additionally, we would like to potentially partner with DoIT Academic Technology Evaluation Team to assess functionality, efficacy, and dissect student feedback regarding the online presentation of the course.

This version would stay within the Counseling Psychology Department.

Stage 2: Using the data and base curriculum, partner with DoIT Academic Technology Online Course Production Team, Learning Technology Consultation Team, and Video Production Team to begin to develop, design, and create a shorter, more compact and modular version of the learning units for consumption by a wider and more diverse audience.

The audience for this iteration of the course could potentially be students, faculty, staff and all employees on the UW campus. We would like to model this version of the course the UHS Tonight sexual assault prevention program and create Video Case Stories, followed by a segment that covers the issue, the background knowledge required to understand the issue, and tactics to remediate the situation.

At this point, the sponsorship of this project would need to move to a partnership with campus leaders focused on Campus Climate.

Stage 3: Offer (potentially require) this course for all incoming students to the University. This would potentially require expanding the partnership to include the Registrar, Advising, and the entity that will eventually "own" or continue to support operations related to distributing the course. In addition, depending on requirements of the sponsoring entity, additional technology development may need to be implemented to collect data and/or impact a student's standing. This type of additional technology is exemplified in the both the UHS Tonight and EVOC program. This training could also be delivered to all staff and faculty.

#### **What resources would be needed to implement your suggestion?**

Professors Lynet Uttal and Alberta Gloria have been working with a DoIT Academic Technology Consultant, Margene Anderson, to help gather the design, development, and project management requirements. Margene has met with Greg Konop, Service leader of DoIT AT's Online Course Production Team. The Online Course Production Team can manage the continued development of the course CP225 as well as transitioning the course for a broader audience as described in Stage 2 of the prior question. Greg's team brings together project management, instructional design, video production, online educational resource development, and development within the learning management system. The initial costs estimates for this service are as follows:

- Stage 1: \$40,000 for full course design, development, and production (Online Course Production)
- Stage 2: \$15,000 for editing materials, developing, and producing the campus wide orientation online experience (Online Course Production)
- Stage 3: This would no longer be under the purview of Online Course Production. However, the DoIT AT Learning Technology Consultant Team and the DoIT AT Teaching Resource and Application Development Team have experience setting up the UHS Tonight and EVOC programs. This may require a different type of resource commitment that is dependent on Campus Leadership deciding who will house the orientation course. This commitment should take into account the cost of a potential .5-1.0 FTE to manage the course operationally once it is in place.

Total Request at this time: \$50,000 - \$60,000.

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

Lead Authors:

- Lynet Uttal, Professor, Ph.D., MSW, APSW, Department of Counseling Psychology
- Alberta M. Gloria, Professor, Ph.D. Department of Counseling Psychology
- Margene Anderson, MS, LMS. DoIT Academic Technology Consultant and Associate Lecturer in Department of Counseling Psychology

Consultants:

- Greg Konop MS, and team members. DoIT Academic Technology Service Leader-OCP (for development of budget request)
- Kristy Bergeron, DoIT Academic Technology Project Manager (for implementing Stage 3)
- Chris Lalande MS. DoIT Academic Technology Service Leader-TRAD (for implementing Stage 3)

○ Josh Morill Ph.D. DoIT Academic Technology Service Leader-Evaluation (for assessment of online learning)

**Please use this space for any additional information about your proposal that you wish to share:**

- We welcome partnerships with campus leaders willing to offer commitments ranging from consultation to project sponsorship for the transition from Phase 2 to Phase 3.
- We want to maintain interactive learning that is necessary to address complex and contemporary social issues.
- Creating interactive, on-line opportunities for co-learning that reduce the isolation of on-line learning using tools such as Moodle and NowConnect (but not limited to) that use an explicitly social constructionist philosophy and pay attention to how students with their professor can do on line learning in an interactive way instead of an isolated, didactic way. The goal here is to maintain affective and complex learning, as well as create learning communities on line.

For more information about what social constructionist pedagogy is, please see this link:

<http://docs.moodle.org/24/en/Philosophy>