

Learning Communities for Institutional Change and Excellence

(LCICE)

Campus Climate Proposal

April 21, 2016

Question One:

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

LCICE is a unit in the Division of Diversity, Equity and Educational Achievement (DDEEA) that offers academic-year and semester-long professional development Learning Communities (LCs) to help build institutional capacity to implement our strategic diversity initiatives and to develop our abilities to engage effectively in a globally interconnected workforce and world. The success of this university in its mission as a world-class teaching, research, and public service institution depends on supporting a diverse body of students, faculty and staff to foster innovation and excellence. This requires for a campus climate that is authentically inclusive of all voices.

Since 1998, the LC's have provided academic year long and semester long unique dialog based capacity building opportunities for a diagonal slice of campus, (undergraduate and graduate students, staff, and faculty). Very intentionally, LC participants and co-facilitators represent all strata of the university and the greater Madison community and from across all Schools, Colleges, Divisions and walks of life. For the past four years we have created a new model of In-Unit LCs. For example, LCICE has provided on campus In-Unit LC for the Alumni Association, University Health Services, Campus and Visitors Relations, and Division of Enrollment Management. The Wisconsin Department of Administration and United Way are a few off campus In-Unit LCs examples.

The LCs provide a forum for active participation in dialogue focused on building skill sets for creating working, learning, and teaching environments where everyone is heard, valued, and included. Through sustained (weekly) dialogue, participants learn how to engage in transformative changes of behaviors, policies, and procedures that collectively impact the campus climate for ALL community members.

A distinguishing feature the LCICE learning communities is the application of the hybrid participant-as-facilitator model that places the role of the facilitator as both facilitator and participants. This structure removes the hierarchy of the expert and passive participants who receive knowledge and rather fosters co-learning for all participants, including facilitators.

We firmly believe that equity, inclusion and diversity is everyone's work. Institutional capacity-building can be achieved only when everyone is engaged, when everyone is at the same table, in shared dialogue, practice, and growth.

Question Two:

How would this affect cultural change on campus?*

Research shows that attitudinal changes occur only through sustained exposure and interactions overtime to life experiences different from one's own. It increases ones appreciation for multiple truths and perspectives and sheds light on the impact of hierarchy and privilege on different life experiences. Thus, unlike workshop models which provide short doses of instruction and introduce new ideas, the LCICE learning communities provide semester and yearlong opportunities for sustained generative learning and practice.

Learning Communities Outcome Goals are:

To develop an understanding of our own social conditioning through dialog in community;

To effectively interact and communicate across all social identities;

To acquire tools and skills to build inclusive working, teaching, and living environments;

To learn and practice ways of engaging effectively with conflict: and

To build and support equitable campus and community environments as a result of relationship building through learning in community.

Question Three:

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?

The Learning Communities have been offered for faculty, staff, and students since 1998 – 1999. Given their impact and the high level of demand, funding for two to three full time staff will allow us to continue to offer these campus wide, capacity building professional development opportunities to a wider audience. As many as 2, 745 students, staff and faculty have participated in our learning communities to date. We have created a new model, In-Unit LCs that engages all levels of staff to make a higher impact toward building a just and inclusive workplace.

Question Four:

What resources would be needed to implement your suggestion?*

The success of the LC model, the Framework recommendations, and increased demand from students that capacity building educational opportunities need to be made available to all has created an urgency leading to increased demand for LCs. The current LCICE staff is unable to meet these demands. For LCICE to maintain current level of offerings and respond to new requests, the following resources are needed:

--2 - 3 full time staff at starting salary \$55,000 = \$165,000 plus benefits

--ongoing LCICE staff professional development = \$ 8,000

Questions Five:

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

Questions Six:

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

Impact statements and testimonies from past participants, (staff, students, and faculty), are available upon request.