

**University of Wisconsin–Madison  
Reaccreditation Self-Study**

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**Team 5:  
Building a Welcoming, Respectful, and  
Empowered UW–Madison Community**

**Report Submitted by Co-Chairs**

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## I. EXECUTIVE SUMMARY

Team 5 of the 2009 UW–Madison Reaccreditation Project was charged with addressing the question “How can UW–Madison best meet the needs of an increasingly diverse society and community to build a welcoming, respectful, and empowered community?” This question provided the opportunity to engage the campus community in a conversation about the experience of being at UW–Madison. This is particularly timely, as concerns about recruitment and retention of faculty and staff increase in urgency and importance.

In this study, we sought to address the simultaneous opportunities and challenges associated with the changing racial, political, ethnic, geographic, ideological, and economic profile of the campus community by focusing on engagement and community building. The UW–Madison community includes some 41,000 undergraduate and graduate students, and more than 16,000 employees, including over 2,000 faculty, and roughly 14,000 academic and classified staff. Students and faculty are distributed across some 400 degree programs in 12 schools and colleges. This represents a huge change in the past twenty years, and while we may not know what changes the future will bring, we believe that we have an obligation to shape an environment where members of our community can do their best work. As a result, we focus on the experience of *being* at UW–Madison, as much as what we *do* when we are here.

The campus community we envision is one where we intentionally build community through common purpose, engagement in campus and broader community activities, and awareness of and respect for the various roles played by our students, staff, faculty, visitors and alumni.<sup>1</sup> We envision a campus where all members are aware of and respect the rights and responsibilities associated with being part of the campus community, and where campus social and physical structures empower community members to have a voice and to uniquely contribute to collective as well as individual goals. We propose that attention paid to community building and fostering/encouraging inclusion will lead to improved climate, higher retention, and enhanced productivity for all members of the campus community.

In order to create this vision and meet our goals for the next decade, our team identified two major challenges to address and a set of key recommendations. In particular is the challenge of building both a dynamic community and a “flat” campus. How can we balance the incredible opportunity and simultaneous difficulties associated with being as large and as decentralized as we are?

### **A. CHALLENGE #1: INTENTIONALLY BUILD COMMUNITY WHILE NURTURING DIVERSITY**

The primary challenge in creating a welcoming, respectful, and inclusive campus is that of building community while also nurturing diversity and individuality. Building community requires that the members believe they have something in common and that in a meaningful way they share an identity. That commonality is important, but we also ask how can we foster a

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<sup>1</sup> Compare to Peter Senge’s concept of a “learning organization” in *The Fifth Discipline* (Doubleday, 2006).

sense of shared purpose and core principles without going so far as to suggest that newcomers should be assimilated into an existing and static community?

**Recommendation 1:** Deliberate attention paid to *being welcoming*. First experiences, whether the first day on the job, or the first semester as a student, or the first months as a tenure-track faculty member, can set the tone for a person's entire experience. A critical part of building community is creating experiences that fully introduce and welcome new staff, students, and visitors as well as support the transitions of continuing community members.

- Initiate campus campaign similar to “We Conserve”: “We welcome, it’s what we do.” Track success by surveying new employees and students about their level of feeling welcome.
- Create new orientations that are “developmentally appropriate,” that begin before arrival on campus, and that provide a stepwise orientation to campus and their role here. This includes our second- and third-shift workers. We further recommend (1) spreading out the orientation appropriately and (2) focusing not only on the cognitive but also on the affective aspects of orientation—to provide the experiential aspects of orientation. Show new people the ropes, what are the expectations, where am I now? How do I do my job? Who can I talk to, rely on, be friends with?
- Develop and sustain support systems and resources for new employees: e.g., provide adequate and appropriate mentoring, as well as training for mentors and supervisors.
- Designate a “welcome person” within each department, unit, and dormitory to serve as the point person providing welcome and information for those interested. Make this person’s name and contact information publicly available.
- Provide activities and programs to introduce new people to campus and campus to them. For example: (1) a “Bucky Book” for campus—every new employee (and each employee who reaches five, ten, fifteen . . . years on campus) receives a book of coupons for free admission to a performance, a free meal in one of the dining halls, a free game of pool in the union, free parking for a day, etc., and (2) social networking opportunities (interest groups that are not job-related).

**Recommendation 2:** Foster and encourage activities that positively enhance the Wisconsin Experience for each of us.

- Cross-unit visits to learn more about how the campus as a whole operates.
- Interest groups that are not job-focused.
- Opportunities to participate in service learning, research, outreach, etc., for our students, staff, and faculty alike.

**Recommendation 3:** Institute a policy of *regular climate surveys* for formative and summative assessment purposes.

## **B. CHALLENGE #2: CREATING ENGAGEMENT AND RESPONSIBILITY**

In any institution of this size, creating a sense of shared purpose and responsibility and a culture of engagement presents a challenge. It is quite possible to identify those individuals who belong to our “university community,” but this definition obscures the complexity inherent in this group. When we lack a clear and compelling identity, divisions along departmental, or racial, or hometown lines are apt to loom large.<sup>2</sup> For students, at least, full participation in an institution of higher learning should involve being open to new perspectives, activities, and ideas—should not the same be true of faculty and staff? Yet, how might it be possible to nurture this openness while also fostering a common vision? In addition, how can we provide each member of the campus community with a voice in the community?

**Recommendation 1:** Initiate and institutionalize a *policy of inclusion and engagement*. Just as “We welcome.” “We engage and we include.”

**Recommendation 2:** Mandate that a *statement of civility and values* be publicly posted and distributed. Just as there is a code of conduct for students and for classified staff, so too should we all ascribe to appropriate conduct (related to the rights and responsibilities associated with being here). Embedded within this are ideas about our core values as a campus. What is the Wisconsin Idea for the next century? What is our common purpose? This type of campus-level self-awareness is a critical component in defining who we are as a community.

- Begin a process to collectively generate a statement of campus community values to be disseminated to every new and current member of the campus community.
- Institute programs to foster cultural competency (see full report for additional details).

**Recommendation 3:** Track “*engagement*” of faculty, students, staff, visitors, and alumni using a modified version of the National Survey of Student Engagement (NSSE), which would ask about employees’ involvement in furthering the Wisconsin Idea or participation in shared governance, for example.

**Recommendation 4:** *Focus on the Wisconsin Experience for all*. Every person who visits, works, or studies here is having a Wisconsin Experience,” whether they are aware of it or not—indeed, everyone here contributes to the Wisconsin Experience, whether they recognize their power or not. We propose that we be intentional about what it means. What is it that makes this place unique? What does it mean to be at this campus versus another?

The type of high-functioning community we envision doesn't happen by accident. Over and over, studies have shown that true community requires intentionality on the part of its members. To move forward as a great public university in a rapidly changing world, we must declare our commitment to building community and we must continually nurture that community’s development at all levels. Because a strong community implies a shared identity, we need as a campus a bold statement of who we are and what it means to be here. In addition, because the

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<sup>2</sup> For more about what makes some ideas continually compelling while others slip away unnoticed, see Chip & Dan Heath, *Made to Stick*, <http://www.madetostick.com/>.

membership of our community is constantly changing, we need to consistently invite new members to participate in shaping and furthering that identity. *Engagement* and *Dialogue* are key elements in building and in gauging community. Just as we encourage all undergraduates to shape their Wisconsin Experience by participating in more than the bare minimum of activities required to earn their degree, so too should we encourage all faculty and staff to shape their own Wisconsin Experience through engagement that goes beyond narrow focus or a specific job description.

Team 5 itself represents a powerful example of the benefits that can come from diverse groups working together toward a common purpose. This project and the consensus it represents would not have been possible without broad and active participation from a wide array of groups and individuals on campus. Every bold generalization about what community looks like on this campus was challenged by the breadth of experience and context brought by the members of this team, leaving us confident that the claims that remain have proven valid across campus. We have been changed, included, and engaged by the process. Our final recommendation, therefore, is to make use of the human resources and community that have been built in this process.

## II. Introduction and background

### *A. Charge to the Team and Key Questions*

Team 5 was charged with completing a self-study for the UW–Madison that addressed the primary question: “How can UW–Madison best meet the needs of an increasingly diverse society and community to build a welcoming, respectful, and empowered community?” This question was unique to Team 5, and provided an opportunity to engage the campus and the community in a conversation about the experience of being at the University of Wisconsin–Madison and on the value of a campus community comprised of empowered individuals. Unlike several of the other teams, our focus was intentionally inward, as our ability as an institution to serve the larger community, to prepare a diverse and effective workforce, and to foster scholarly pursuits is dependent on our ability to create the inclusive and engaging environment conducive to these.

The resulting report reflects the overarching theme of the self-study: “What does it mean to be a great public research university in a changing world, and how does UW–Madison uniquely embody this greatness?” as well as the following questions laid out in our team charter:

- What is a welcoming, respectful, and empowered UW–Madison community? What would be key indicators?
- What are opportunities or existing successful programs to build upon?
- What are the impediments to creating and sustaining a more inclusive UW–Madison campus community, and what will it take to overcome those challenges?
- How can UW–Madison increase the awareness and connectivity of its many communities on campus?

These questions as stated generated substantive dialogue, and our exploration of how to create a welcoming, respectful, and empowered UW–Madison community progressed organically throughout the nine-month study period. Our findings as reported below address these questions, yet the report is not structured around these four bullet points per se.

### *B. Context for This Theme*

Though the questions listed above constituted the initial charge to our team, one might reasonably begin with a much more fundamental question: why is community-building important? The answer lies in understanding three elements of community—identity, intent, and interactions.<sup>3</sup> We build community by developing a shared sense of who we are (identity), why we’re here (intent), and how we behave (interactions).

#### **1. Why Is Community Building Important?**

- Because establishing a **coherent identity** within our institution is a necessary precursor to sharing that identity outside our institution. Community-building is therefore essential to the Wisconsin Idea.

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<sup>3</sup> An interesting essay on the meaning and components of community can be found at <http://en.wikipedia.org/wiki/Community>.

- Because a **shared intent** enables us to identify and pursue coherent, consistent, complementary goals. Community-building is therefore essential to our pursuit of excellence.
- Because **positive interactions** result in increased productivity and in higher retention rates for students, faculty, and staff (and fewer resources expended as a result of turnover). Community-building is therefore essential to our responsible and effective use of resources.

If one characteristic identifies a strong, healthy, and high-functioning community it is engagement, a theme that appears repeatedly in this report. In “The Fifth Discipline,” Peter Senge argues that the increasing complexity, pace, and diversity of modern life and work require that we develop flexible, adaptive institutions, or what he calls “learning organizations.” Senge characterizes these organizations as places “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.”<sup>4</sup> In his widely read and in-depth study of undergraduates at Harvard, *Making the Most of College: Students Speak Their Minds*, Richard Light argues that student engagement is a key indication of their learning as well as their satisfaction (a result in keeping with the philosophy behind the National Survey of Student Engagement and the UW–Madison’s participation in that study). Similar findings appear in much of the literature on learning communities, whose very purpose and success lie in their ability to help students engage with one another and with their learning.<sup>5</sup>

Who we engage with matters as much as the fact of engagement. The University of Michigan’s study on *The Benefits of Diversity in Education for Democratic Citizenship* provides a compelling argument that “students who interact with diverse students in classrooms and in the broad campus environment will be more motivated and better able to participate in a heterogeneous and complex society.”<sup>6</sup> A fascinating 2001 study in *Organization Science* found that the existence of “communication ties which cut across demographic boundaries—and the different sets of information, experiences, and outlooks that such boundaries divide—enriches the research process and promotes greater productivity.”<sup>7</sup>

In short, community building is important because it enables us to achieve our institutional mission.

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<sup>4</sup> Senge, *Fifth Discipline*.

<sup>5</sup> <http://www.engr.wisc.edu/services/weel/coalition/bibliography.html>

<sup>6</sup> <http://www-personal.umich.edu/~pgurin/benefits.html>. More research and information on the value of diversity in an educational environment is available through a series of papers commissioned via AAUW’s Making Excellence Inclusive project ([http://www.aacu.org/inclusive\\_excellence/papers.cfm](http://www.aacu.org/inclusive_excellence/papers.cfm)). UW System maintains a bibliography on diversity and academia at <http://www.uwsa.edu/oadd/equity/articles.htm>.

<sup>7</sup> A fascinating 2001 study in *Organization Science* argues “communication ties which cut across demographic boundaries—and the different sets of information, experiences, and outlooks that such boundaries divide—enriches the research process and promotes greater productivity.” Ray Reagans & Ezra W. Zuckerman, “Networks, Diversity, and Productivity: the Social Capital of Corporate R&D Teams,” *Organization Science* 12 (4): 502–17, p. 512.



## 2. Who Is in the UW–Madison Community?

The UW–Madison community includes some 41,000 undergraduate and graduate students, and more than 16,000 employees, including over 2,000 faculty, and roughly 14,000 academic and classified staff. Students and faculty are distributed across some 400 degree programs in 12 schools and colleges. The main campus covers more than 900 acres and includes hundreds of buildings. Job descriptions for our 16,000 employees vary enormously and include everything from postdoctoral researchers to deans and directors (i.e., those at start and at the pinnacle of their careers), student services to custodial services (i.e., those who care for our students and for our facilities), contract workers and LTEs to long-tenured faculty (i.e., those with short vs. long-term commitments on campus). Some are unionized, some not. All participate at least nominally in “shared governance.” This size and variety alone present challenges to community building.<sup>8</sup>

One example of a change that has reshaped the UW–Madison campus involves academic staff, who perform a broad array of duties on campus, including instruction and research, but also student services from advising to health care to athletics. The role and number of academic staff have evolved over the past generation thanks to corresponding changes in funding levels, changes in the available academic workforce, and changes in expectations for what services a campus should provide. On the UW–Madison campus, the number of academic staff grew from roughly 2,500 in 1977 to nearly 7,000 by 2007. The number of faculty during this period stayed relatively constant, at around 2,000.<sup>9</sup> This means that academic staff, who were once numerically on a par with faculty, now outnumber them by 3 to 1. Have practices or expectations changed to keep pace? What implications does this change have for the experience of those staff members or for the faculty and students with whom they interact?

Classified staff have increased as well, though not as dramatically as academic staff. Between 1998 and 2007, the number of classified staff grew from 4,874 to 5,228 (~7 percent).<sup>10</sup> More significantly, a decade ago 94 percent of classified staff were white/Caucasian; today 88 percent are (during that same period, women have consistently made up approximately 55 percent of classified staff). How has this demographic change come about and what lessons might we draw from that change for the rest of campus?

Although the total number of faculty has remained steady, their makeup has changed as well. Consider, for example, that in the College of Agricultural and Life Sciences, some 45 percent of the faculty have been hired since the year 2000. How has this affected institutional memory and community identity?

Recent changes in higher education further complicate this process of community building. Among the biggest transformations on campuses nationwide during the past decades is the change in the racial, political, ethnic, geographic and economic profile of campus community

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<sup>8</sup> As one reviewer of this report noted, “the remarkable range in backgrounds, values and beliefs reminds me that our campus community is a microcosm for the larger state and in fact global community—including many of the issues (and stressors) that other study groups identified as potential topics for research (poverty, low wages which require 2+ jobs, migration, language acquisition, health care, child care, etc.). Research, teaching and public engagement opportunities exist within our campus community.” For one approach to such issues, see the proposal for a UW Without Borders group, currently under development.

<sup>9</sup> For details, see WISCAPE study at <http://www.wiscapewisc.edu/publications/attachments/pe015elliottstudy.pdf> and information about it at <http://www.wiscapewisc.edu/research/details.asp?id=2>, and updated data at [http://apa.wisc.edu/Diversity/FacStaff\\_GenderEthnic\\_200708\\_MH.pdf](http://apa.wisc.edu/Diversity/FacStaff_GenderEthnic_200708_MH.pdf). An earlier study was conducted by Marc VanOverbeke (WISCAPE project assistant, now on the faculty at Northern Illinois University).

<sup>10</sup> [http://apa.wisc.edu/Diversity/FacStaff\\_GenderEthnic\\_200708\\_MH.pdf](http://apa.wisc.edu/Diversity/FacStaff_GenderEthnic_200708_MH.pdf).

members, as well as an increased visibility and awareness of the variety of those members' sexual orientations, physical abilities, learning styles and abilities, and mental health status. Students, faculty members, and employees alike comprise and interact with a far more heterogeneous community than ever previously.<sup>11</sup>

In the 1980s, between 6 and 14 percent of faculty hires each year were from minority groups; from 2000 to 2007, that percentage has been between 20 and 27 percent.<sup>12</sup> In 1999, 89 percent of the faculty were white/Caucasian; by 2007, that percentage had dropped modestly to 83 percent. Gender shifts have taken place as well: in the past ten years (from 1998 to 2007), the faculty has shifted from 22 percent female and 78 percent male to 29 percent female and 71 percent male. Demographic changes have shaped the student body as well.<sup>13</sup> In 1989, 3 percent of incoming freshmen were from so-called targeted minority groups; by 2007, 10 percent of incoming freshmen were from targeted minority groups. Statistics for the UW–Madison on first-generation college students have been compiled only in recent years, but since 2005, roughly 20 percent of the members of each incoming class report having no parent who has completed a four-year degree.<sup>14</sup> (Though nationwide data do not necessarily reflect the picture at the UW–Madison, the trend appears to be toward more students whose families are new to college.) Also telling is the trend in financial need and support among new freshmen: in 1989, 31 percent of first-year students were determined to have financial need and these students met 28 percent of this need through “self-help” (loans, work-study, etc.); in 2004, 41 percent of freshmen had financial need, and these students met 35 percent of the cost of their education through self-help.<sup>15</sup>

*A newcomer to campus in the mid-1980s would have been entering a community where over 90 percent of the faculty were white, over 80 percent were male, and 85 percent had tenure.*

*In 1985, enrollment hit an all-time high of 45,050 students.<sup>16</sup> The record-breaking freshman class contained 6,815 students, 97 percent of whom were white or Asian (i.e., nontargeted-minority) and 52 percent female; two-thirds would have no documented financial need.*

*A newcomer to campus today would enter a community where roughly 83 percent of the faculty are white, 71 percent are male, and 78 percent have tenure.*

*After dipping below 40,000 in 1996, enrollment has settled at around 41,500. The 2006 freshman class of 5,373 students was the smallest in more than a decade and was 90 percent white or Asian (i.e., nontargeted minority) and 55 percent female; 59 percent had no documented financial need.*

<sup>11</sup> For more detailed looks at how higher education has changed in recent years, see Ernst Boyer's *Scholarship Reconsidered* and Lyall & Sell's *The True Genius of America at Risk*. See too the wide range of literature available on the Millennial Generation, including, for example, Neil Howe, William Strauss, and R.J. Matson, *Millennials Rising: The Next Great Generation*, Vintage Books (2000).

<sup>12</sup> See Table 7 in [http://apa.wisc.edu/Diversity/FacStaff\\_GenderEthnic\\_200708\\_MH.pdf](http://apa.wisc.edu/Diversity/FacStaff_GenderEthnic_200708_MH.pdf). All other data in this section, unless otherwise noted, comes from <http://apa.wisc.edu/>.

<sup>13</sup> See [http://apa.wisc.edu/admissions/New\\_Freshmen\\_Applicants.pdf](http://apa.wisc.edu/admissions/New_Freshmen_Applicants.pdf).

<sup>14</sup> Data on UW–Madison first generation college students is at <http://apa.wisc.edu/degrees.html>. National data is available at <http://chronicle.com/che-data/infobank.dir/factfile.dir/students.dir/freshmen.dir/96/fffresh.htm>, but is not directly comparable to UW data due to differing definitions and categories.

<sup>15</sup> See [http://apa.wisc.edu/admissions/Trends\\_FinAid\\_UWMSN\\_2006.pdf](http://apa.wisc.edu/admissions/Trends_FinAid_UWMSN_2006.pdf).

<sup>16</sup> [http://registrar.wisc.edu/students/acadrecords/enrollment\\_reports/enrolltabs.php](http://registrar.wisc.edu/students/acadrecords/enrollment_reports/enrolltabs.php)

### 3. The need for intentional community-building

Leaving aside the issue of whether these trends are good or appropriate, the fact remains that our community makeup today is more varied than it was a generation ago. With this remarkable range in backgrounds, values, and beliefs come tremendous opportunity and tremendous challenge. The more homogeneous a community, the less effort required to find common ground and shared purpose. Along with changes in demographics have come changes in perspectives—gone is the time when one might represent the university largely as the bastion of white male faculty and their Wisconsin-born students of European descent.

In 2008, we are compelled to view ourselves more subtly and with more complexity. In other words, it is not that women and minorities and staff members and financially needy students were never a part of the university, but that we are more aware of and attuned to this diversity. Indeed, as we step back to envision the university's identity, we are reminded of a history and a community on this land that predate the university, adding further depth to what it means to be here, in this place, at this time. The nearly 60,000 members of the UW–Madison community make the campus one of the largest "cities" in the state with all the varied physical, intellectual, socioeconomic, and ideological backgrounds, abilities, and identities of a thriving city.

We can no longer assume a common understanding about the “norms” of community associated with interacting and engaging one another. Further, in this era of globalization and information it is becoming increasingly difficult to do a single job or learn a single subject. Growing interest nationally in interdisciplinarity and our own campus efforts in this area (e.g., the Wisconsin Institutes for Discovery and the Cluster Hire initiative) underscores this need to leverage and foster diverse scholarly perspectives in our classrooms and academic units. All of us, members of majority and minority groups alike must now attend to the dynamics of community across the diverse roles this campus now houses. Too often conversations about diversity on campuses become synonymous with racial or cultural background or focus solely on the number of minority students or faculty. This is inadequate to achieve true community and more often only serves to polarize and divide.<sup>17</sup> Instead, diversity must encompass difference in all its forms. And the value of diversity must lie not in filling quotas, but in celebrating the learning that comes from authentically engaging different perspectives—fostering this sort of engagement is a key recommendation of this report. It means shifting from the attitude that we must legislate the tolerance of differences to an attitude of actively seeking understanding across lines of difference.

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<sup>17</sup> See, for instance, Richard Thompson Ford, *The Race Card: How Bluffing About Bias Makes Race Relations Worse*, NY: Farrar Strauss and Giroux, 2008; and Richard Light, *Making the Most of College-Students Speak Their Minds*, Cambridge, MA: Harvard University Press, 2001.

### ***A Sense of Place***

*So I must believe that . . . a place is not a place until people have been born in it, have grown up in it, lived in it, known it, died in it—have both experienced and shaped it, as individuals, families, neighborhoods, and communities, over more than one generation. Some are born in their place, some find it, some realize after long searching that the place they left is the one they have been searching for. But whatever their relation to it, it is made a place only by slow accrual, like a coral reef.*

*From Wallace Stegner, A Sense of Place (1986)*

As Wallace Stegner so elegantly suggested, the very identity of the university comes from the people who have shaped it and who continue to do so. We believe, therefore, that being a “great public university in a rapidly changing world” requires that we find the will and means to welcome, respect, and empower all members of this campus community across social, physical and cultural divides, acknowledging the challenges presented by such a goal. We believe that community building begins with first encounters—ensuring that the UW–Madison welcomes new members and welcomes existing members into new situations and roles. But true community goes beyond such first impressions—day to day we must all commit to treating one another respectfully, which requires acknowledging and exploring differences in our experiences, perceptions, values, and roles. And finally, for all members of the UW–Madison to be true partners in this community, we must all feel empowered to participate in and help shape this institution and its future.

This type of high-functioning community engagement doesn't happen by accident. Over and over studies have shown that true community requires intentionality on the part of its members.<sup>18</sup> To move forward as a great public university in a rapidly changing world we must declare our commitment to building community and we must continually nurture that community's development at all levels. Because a strong community implies a shared identity, we need as a campus a bold statement of who we are and what it means to be here. In addition, because the membership of our community is constantly changing, we need to consistently invite new members to participate in shaping and furthering that identity. Engagement and dialogue are key elements in building and in gauging community. Just as we encourage all undergraduates to shape their Wisconsin Experience by participating in more than the bare minimum of activities required to earn their degree, so too should we encourage all faculty and staff to shape their own Wisconsin Experience through engagement that goes beyond narrow focus or a specific job description.

These ideas have emerged during the past year, beginning with a survey of the UW–Madison students, employees, and alumni initiated by the Reaccreditation Project Team and continuing through conversations with hundreds of members of the community. Across all levels and constituencies the message was clear—present and past members of the campus community

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<sup>18</sup> Richard Light, *Making the Most of College—Students Speak Their Minds*, Cambridge, MA: Harvard University Press, 2001, Chapter 7, and Wulff and Austin—*Paths to the Professoriate*, Jossey Bass 2005. Levine J.H., ed., *Learning Communities: New Structures, New Partnerships for Learning*, Monograph No. 26, (Columbia, South Carolina: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition, 1999).

called for us to focus on the experience of *being* at UW–Madison, as much as what we *do* when we are here.

### ***C. Approach to Preparing This Report***

With that charge in mind—a focus on the experience of those who are here—we spent nearly nine months building a diverse team of campus community members to address the issue of “building a welcoming, respectful and empowered UW–Madison campus community.” Team members and affiliations are listed at the beginning of this report. They included classified and academic staff, students (undergraduate and graduate), administration and academic services, and tenured and probationary faculty members from a range of campus units.

The approach we took to generating the report was manifold: (1) The team co-chairs attended listening sessions and meetings with various campus groups and representatives during the time period from July 2007 until April 2008 (for example, the Campus Leadership Council, the Diversity Oversight Committee, and the L&S Equity and Diversity Committee). (2) We met as a team for three 3-hour retreats between October 2007 and February 2008 to generate ideas and engage in dialogue about our vision and ideas for moving forward. (3) We held intensive 2-hour sessions with an initial core writing team during December 2007 and January 2008 to begin to converge on report structure and content. (4) We held a weekly series of “Coffee Conversations” during February and March 2008 to hone the report and its ideas. (5) We presented our initial recommendations and report structure to various campus leadership groups during February 2008. (6) We met with individual campus leaders (such as the vice chancellor for teaching and learning, the associate vice chancellor for research administration, and the provost) to refine and revise our recommendations and the language of our report. In addition, our conversations with the other theme-team chairs have helped us to place our findings and recommendations in a broader context of re-envisioning the university for the future.

#### **1. Details about the Retreats**

In our first retreat we addressed the idea of what it means to be “welcoming,” who it is that the campus community (and therefore our charge) includes, what are the needs of an increasingly diverse community and society, and what would constitute “success” for the self-study report. In the second retreat we explored what it means to be a member of the UW–Madison community, and asked what it *should* mean. What is a community, and how is one intentionally built? We discussed the characteristics of our campus culture and the values reflected therein, and we identified programs on campus that are representative of the values and welcoming community we desire. In our final retreat we worked to generate ideas and recommendations for creating a welcoming campus community.

#### **2. Key Results**

**a. The experience of welcoming and being welcomed can be broken into two parts.** First is the welcome a person receives when they are in the position of being new. In the course of our time here, we each enter new spaces regularly (literally and figuratively)—new buildings, new offices/jobs, new committees, and so forth—and each entry point is an

opportunity to be welcomed (or not). Second is the ongoing experience of feeling included in one's workplace community, underscoring the importance of the climate of a given unit on campus. We discussed specific factors that contribute to both types of welcome—such as having a good initial experience here, people taking the time to mentor new people and get to know them, as well as the importance of feeling valued as a member of the community for long-term welcome. We recognized efforts under way in certain parts of campus, such as SOAR/First Year Experiences, the Parent Program, and the Wisconsin Idea Seminar, that are designed to welcome new people, as well as programs to support the creation of a welcoming climate (e.g., HHMI chairs training and the campus learning communities).

b. The campus community in its broadest sense includes people from a tremendous range of racial, cultural, physical, socioeconomic backgrounds and experiences spanning roles from faculty members, students (undergraduate and graduate), postdoctoral researchers, visiting scientists and scholars, alumni, custodial and buildings and grounds services, coaches, administrative services, academic services, as well as represented and nonrepresented classified employees, student employees, and academic and instructional staff. **While we recognize this diversity as inherently valuable, we also recognize the challenge it presents in creating community that includes all roles and perspectives.** Further, the team (and others we spoke with) felt strongly that *inclusion* of diverse perspectives must *not* become synonymous with submersion of those perspectives. We cannot have an attitude that expects all people who come here to “join us and learn to become us” in our Midwestern cultural traditions. Rather, what it means to be a member of this campus is co-created through our respectful interactions with one another and our negotiation of the differences in our perspective and backgrounds. Authentic community is one where difference is respected and engaged rather than submerged or avoided.<sup>19</sup> This type of engagement requires an environment that is safe yet not complacent. Ideas are challenged and differences are negotiated. This is embodied in the concepts of ‘pluralism’ as proposed by Dr. Diana Eck.<sup>20</sup> She states: “Diversity is just plurality, plain and simple—splendid, colorful, perhaps threatening. Pluralism is the engagement that creates a common society from all that plurality.”

c. We recognized some compelling and valuable cultural values embodied by this university (see text box below on Who We Are). Further, we identified the importance of an institutional statement of values. In a more homogeneous community shared awareness of cultural history and values can be implicitly assumed. In an increasingly diverse society shared awareness of values cannot be assumed. **It is essential for community building that we collectively define and make explicit a set of core values or core principles that reflect who we are as an institution.** An explicit statement of our values developed from our cultural and institutional past and reflecting our current community goals serves to define not only who we are, but who we strive to be as a campus community, and to provide a gauge against which to measure our policies, publications, practices, attitudes and actions. This type of explicit statement of cultural history and collective values is a critical part of community-building. It allows new members a starting point for entering into the

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<sup>19</sup> M. Scott Peck, *The Different Drum: Community Making and Peace*, Touchstone, 1998.

<sup>20</sup> From Diana Eck, “From Diversity to Pluralism” posted at:

[http://www.pluralism.org/pluralism/essays/from\\_diversity\\_to\\_pluralism.php](http://www.pluralism.org/pluralism/essays/from_diversity_to_pluralism.php), excerpted from Eck's *On Common Ground: World Religions in America*, NY: Columbia University Press, 2006.

community and a set of common goals and purpose that serve to anchor a dynamic community such as ours.

d. We recognized that there is marginalization on campus of disparate groups based on factors such as race, sexual orientation, and physical ability—and there is clearly a need for programs designed to support these groups for retention and success. We also identified behavior toward and civility among the different groups and roles on campus as a fundamental factor in developing a welcoming and respectful community. In particular, the differences and (often) animosities that exist between academic and administrative services, between classified and academic staff, and between faculty and all campus groups are barriers to a collaborative and collegial, welcoming, empowered and respectful community. **However we define our differences, we need a community that engages with difference and nurtures dialogue, with the goal of improved campus climate and increased scholarly engagement.** True engagement is not as simple to achieve as it is to say, and frequently calls on us to engage in what one commentator has called “uncomfortable learning.” Whether our perspectives place us in the majority or in the minority, sharing and exploring our different viewpoints and experiences in a meaningful way may well require us to work through discomfort, but provides the potential for powerful development.

e. Finally, we identified the need to be *intentional* about building community. The ability to find a place to ‘belong,’ to feel a part of a community that recognizes and values the individual as well as the collective has been shown repeatedly to be critical for success and retention.<sup>21</sup> Left on their own, new people (be they students, faculty members, or staff) to a campus this large and overwhelming may tend to hide in their office, lab, or dorm room without conscious intervention to include them in campus life. Further, when they do venture out they may tend to associate with others who are most like them because that is the easiest choice.<sup>22</sup> **In order to generate true community (safe but challenging, fostering the growth of its members, engaged), opportunities and guidance must be provided for new members, and existing community members must equally participate.** Two major areas we have identified for forward motion are (1) developing a “first-year” experience for every new member to campus and (2) working to encourage and monitor active engagement with the campus community—an intentional, purpose-oriented ongoing Wisconsin Experience for all of our staff, students, alumni, and visitors.

#### ***D. Emergent Themes***

During the course of our listening and exploration across campus several themes emerged. In effect, we heard campus community members saying repeatedly that in any campus discussion or effort to ‘build a welcoming, respectful and empowered UW–Madison community’ the following are essential. The careful reader will note the similarities and overlap between these themes and the results of our team retreats.

1. Our ability to function/succeed as a great public university into the future is contingent upon our **recognition of the value of the role that every person on campus plays** – from maintenance staff to students to administrators to faculty members and postdoctoral

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<sup>21</sup> Paths to the Professoriate—Ch. X.

<sup>22</sup> M. Scott Peck, *The Different Drum: Community Making and Peace*, Touchstone, 1998.

researchers. Without every one of these, none of us can do our jobs, and we must respect one another accordingly.

2. As a campus, **we must operate from a broader, more inclusive definition of diversity**. Diversity is “difference in all its forms,” including our backgrounds, perspectives, values, physical abilities, economic status, and sexual identities. Even among members of a given group, diversity exists in perspectives and values.
3. There is **a need to cut across traditional campus hierarchies and divisions** (e.g., classified and academic staff and faculty, or students from various economic or geographic origins) to create an integrated and engaged campus—further, it is essential to provide means for all campus members to have a voice in community governance.
4. We must **intentionally seek to build and sustain community** among all campus students, employees, and alumni. In particular, we must encourage our faculty members to engage with the campus as often as they engage with their professional community.
5. All new campus employees and students must be provided with adequate welcome and mentoring. In particular, we must **focus on the first-year experience that every new person has at UW–Madison**. This goes beyond orientations that merely describe how to fill out insurance forms.
6. All campus employees, students, visitors, and alumni should have **opportunities to sustain and build community** by engaging with each other, the campus, and the broader Madison community.
7. **Particular attention must be paid to including our classified staff** in our welcome and community building. While we cannot alter state rules concerning them, we can include them in campus community and governance more fully than they currently are.
8. The campus must be **a safe space to challenge one another and grow** in the process. Indeed, the growth and learning of all campus employees, students, and alumni should be a priority. In particular, cultural competency (dealing with difference) and awareness of democratic process are essential for every person. As noted above, safety does not imply comfort—no one should feel threatened on this campus, but everyone can expect to feel some discomfort.
9. **No one is exempt from the need to be civil** and treat one another with respect. We must foster and support the practice of civility among all campus community members. Incivility becomes particularly problematic when a power differential is involved, as between faculty and staff or students. For this reason, we note in particular one comment we heard on the subject of civility: “The acquisition of tenure does not grant a faculty member the right to treat others with disrespect.” Indeed, no role on campus grants the right to be uncivil to any member of our community.<sup>23</sup>

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<sup>23</sup> For more on workplace incivility and its effects, see Lilia M. Cortina and Vicki J. Magley, “Incivility in the Workplace: Incidence and Impact,” *Journal of Occupational Health Psychology* 6 (2001): 64-80, and Darla J. Twale and Barbara M. DeLuca, *Faculty Incivility: The Rise of the Academic Bully Culture and What to Do About It*, San Francisco: Jossey-Bass, 2008.



10. We are all privileged to be a part of this institution and with our association comes both the privilege and the responsibility to give back in some way. It is important that faculty, students, alumni, and visitors be aware of the **rights and responsibilities associated with being part of UW–Madison.**

### **Who we are and who we want to be—results from Team 5 Retreat #2**

- **We are forward—thinking.** And forward—moving. (From the context of a rich history/tradition, we use our ideals to make ourselves a world-class university through academic excellence (*sifting & winnowing*) and engagement to better the world (Wisconsin Idea).
- **Integrity.** Ethical conduct. Professional behavior.
- We accept/expect **stretching beyond individual comfort zone** (no one is excused).
- **We don't "fake the funk."** We understand, respect and value people; are genuinely caring and empathetic; welcome/invite/seek a variety of perspectives; challenge assumptions, stereotypes and pre-conceptions about experiences and abilities.
- Our university offers a warm/welcoming climate for a rich and diverse mix of people and ideas. **"We dig being different."**
- **We strive for inclusivity**—on and beyond campus (thinking of ourselves as participants in/citizens of a global community); policies and practices serve **our whole community, not just segments.**
- **Collaboration**—sense of shared agenda across academic, administrative, and support units; interdisciplinarity, academic collaborations; permeable barriers enable interactions across communities; community-based research, outreach, collaborations with the community, county, state, etc.
- We believe in deliberative democracy, participatory decision-making, and strive for **shared governance that is truly inclusive:** all individuals and units have a "voice" and can participate; contributions are invited/actively sought; we provide opportunities to engage in dialogue and safe spaces for dialogue; we have honest conversations (not empty rhetoric) across levels of hierarchy (without fear of reprisal); it is safe to challenge received ideas/norms/beliefs; opportunities to learn and practice skills ("we listen, hear, put ourselves into the dialogue"); the mechanisms/resources exist for addressing conflicts safely/productively; everyone has a right to disagree and opportunity to enter dialogue.
- **Culture of engagement,** spirit of service/volunteerism.
- Scholarship-in-action—contributions that change the world (enacting the Wisconsin Idea); using our academic skills/resources to strengthen our own community (leadership and scholarship on organizational development, organizational change, diversity and climate issues).

### III. Vision

The campus community we envision is one where we intentionally build community through common purpose, engagement in campus and broader community activities, and awareness of (and respect for) the various roles played by our students, staff, faculty, visitors and alumni.<sup>24</sup> We envision a campus where all members are aware of and respect the rights and responsibilities associated with being part of the campus community, and where campus social and physical structures empower community members to have a voice and to uniquely contribute to collective as well as individual goals. We propose that attention paid to community building and fostering/encouraging inclusion will lead to improved climate, higher retention, and enhanced productivity for all campus community members.

#### A. Goals Associated with This Vision

- As a campus, our institutional *values* are collectively determined and explicitly/publicly stated. This sentiment is echoed in the values statement from Team 6 of the 2009 Reaccreditation Project.
- Our students, staff, faculty, visitors, and alumni can articulate what it means to be a member of the UW–Madison community.
- Opportunities exist for our staff, students, faculty, visitors, and alumni to provide input into and engage in campus community activities and goals—opportunities to learn about other parts of campus; feel welcome; feel invited and encouraged to be part of a larger community; explore and grow intellectually, culturally, and socially; give back. There exists adequate and appropriate opportunity for staff, students, faculty, visitors, and alumni to engage in dialogue around campus goals and challenges (they have a voice and they are empowered to use that voice).
- Quality of life matters, as much as what we **do** matters. (In other words, the experience of being here is as important as the end product or output while we are here.)
- All members of the campus community recognize that they are respected and valued and can articulate the role they play in creating the Wisconsin Experience.

#### B. What We Are Building From

Members of our theme team and others with whom we spoke reminded us that examples of success are all around us. We were all able to identify one or more times when we felt welcomed on this campus. We could all name times and places and circumstances under which we understand ourselves to be valuable members of this community. Indeed, it is possible to describe a *Wisconsin Experience* that most members of the community would recognize. Art Hove, longtime member of the UW community and de facto historian-in-residence of this institution, argues that three elements capture what it means to be at the UW–Madison:

- First, “we’re all in this together”—the Progressive tradition of the state has left its mark on the university, fostering a spirit of community interdependence and support.

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<sup>24</sup> Compare to Peter Senge’s concept of a “learning organization” in *The Fifth Discipline*, New York: Doubleday, 2006.

- The second element is what Hove calls “no big deal,” or our disinclination to make a fuss—over ourselves and our accomplishments, or over challenges that face us; one simply gets up in the morning and does what needs to be done.
- And third, there is what Hove refers to as our “inspired goofiness”—from installing flocks of pink flamingos on Bascom Hill to dancing the polka in the renowned Fifth Quarter, we know how to have fun.<sup>25</sup>

Our present challenge is therefore not to create a sense of community so much as it is to increase the frequency and breadth of that sense of membership.

To illustrate community that does exist on campus, we provide here examples of units and programs that exemplify one or more elements of success. Note that we are not suggesting these examples as perfect, nor necessarily as models to follow, but rather as case studies from which we might draw inspiration for further development. These programs and initiatives can be organized into the following six categories, listed alphabetically:

1. Assessments (programs and data that help the community understand what it is doing well and where improvements could be made)
2. Development (programs that help all members of the community to develop their skills at contributing to and enhancing community)<sup>26</sup>
3. Exemplars (programs, offices, and units that serve as models in one or more ways of successful community building)
4. Information clearinghouses (programs, offices, and initiatives intended to gather and make available information related to community building)
5. Orientations (programs that help new community members understand and appreciate their new environment and role)
6. Support (programs that help individuals become or remain active members of the community)

As we develop recommendations for future programs, initiatives, and activities, these categories may help us clarify our thinking about them and may also point to models to build from. Below are some key examples from each category. This is not intended as an exhaustive list.

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<sup>25</sup> From Art Hove’s presentation on the history of the UW, available online through the WAA at <https://mywebspace.wisc.edu/wptishler/web/hove/> (see esp. slides 16-25 in part IV).

<sup>26</sup> Note that we do not use the term “training,” which implies imparting an established bit of knowledge, but rather “development,” which implies individualized exploration and growth.

### **Assessments**

Academic Planning & Analysis Data  
Faculty Exit Interviews  
NSSE  
WISELI Climate Surveys

### **Development**

CIC Academic Leadership Program  
DELTA/CIRTL Diversity Resources  
(compare to CACLE)  
Inclusivity Workshops  
Intercultural Dialogues  
Leadership Institute  
Office of Professional and Instructional  
Development  
Plan 2008 Campus Diversity Forums  
SEED: Seeking Educational Equity  
and Diversity for Experienced Doers  
Sexual Harassment Information Project  
Theatre for Social and Cultural  
Awareness  
WISELI Climate Workshops  
WISELI Search Training

### **Exemplars**

Athletics (including community of  
players and fans)  
CALS Leadership Certificate  
Counseling Psychology  
Diversity Initiatives in Schools/Colleges  
Entomology  
L&S Honors Program (with guiding  
principles wheel)  
School for Workers

### **Information Clearinghouses**

CIRTL  
Creating Community  
Office for Equity and Diversity  
Programs  
WISELI

### **Orientations**

Academic Staff Mentoring Program  
Kauffman Seminar  
New Employee Orientation, OHRD  
Wisconsin Idea Seminar  
Women Faculty Mentoring Program

### **Support**

Chancellor's Scholars  
Collective Bargaining  
Cultural and Linguistic Services, OHRD  
Domestic Partner Benefits  
Dual-Career Couple Assistance Program  
Faculty Strategic Hiring Initiative  
Learning Communities  
McBurney Disability Resource Center  
Ombuds Office  
PEOPLE program and other precollege  
programs)  
Summer Research Programs  
TRIO  
Vilas Life Cycle Professorships  
WISE Dorm/Classes

In Section IV of this report, we refer back to many of these programs to illustrate ideas for moving forward our vision. In addition, the Supplemental Material provides additional details on several of them.

### ***C. Where We Are Headed***

First, we believe that the future greatness of the University of Wisconsin–Madison will be determined in large part by our willingness to invest in the capacity to build and nurture community at the whole-campus level. This type of environment—respectful and welcoming while also intellectually stimulating and challenging—is the necessary foundation for our continued and future excellence as an institution. This sort of community is distinguished from “pseudo community” by its degree of “pluralism” or willingness to challenge one another respectfully, with goodwill, and the intention to understand. The quote below by Diana Eck illustrates the value of pluralism in building a respectful, inclusive, and empowered community. We hope to see the campus headed toward a vision of pluralistic engagement and true community.

#### ***Pluralism and the Wisconsin Experience***

*First, pluralism is not the sheer fact of plurality or diversity alone, but is active engagement with that diversity. One can be an observer of diversity. One can “celebrate diversity,” as the cliché goes. Or one can be critical of it or threatened by it. But real pluralism requires participation, engagement. Diversity can and often has meant isolation and the creation of virtual ghettos of religion and sub-culture with little traffic between them. The dynamic of pluralism, however, is one of meeting, exchange, and two-way traffic. . . .*

*Second, pluralism is more than the mere tolerance of differences; it requires some knowledge of our differences. There is no question that tolerance is important, but tolerance by itself may be a deceptive virtue. Sometimes an attitude of tolerance may stand in the way of engagement. Tolerance does not require people to know anything at all about one another. As a result, tolerance can let us harbor all the stereotypes and half-truths that we want to believe about our neighbors. Tolerance does little to remove our ignorance of one another. . . .*

*Fifth, pluralism requires the nurturing of constructive dialogue, revealing both common understandings and real differences. Dialogue does not mean everyone at the “table” will agree with one another. The process of public discussion will inevitably reveal both areas of agreement and of disagreement. Pluralism involves the commitment to being at the table—with one’s commitments. Discovering where the metaphorical “tables” are in American society and encouraging a climate of dialogue is foundational for pluralism.*

Diana Eck, *From Diversity to Pluralism*<sup>27</sup>

### ***D. Goals for the Next Decade***

During the next decade we hope to see:

- **The campus moving toward truly participatory governance.** Research, academic, and support units will have raised awareness of one another. A faculty member or staff member stopped on the street would be able to articulate what a given unit contributes on campus, and would also be able to explain how the governance system works at UW–Madison. Students and employees will have a full understanding of the Wisconsin Idea

<sup>27</sup> From Diana Eck, “From Diversity to Pluralism,” excerpted from Eck’s *On Common Ground: World Religions in America*, NY: Columbia University Press, 2006, and posted at: [http://www.pluralism.org/pluralism/essays/from\\_diversity\\_to\\_pluralism.php](http://www.pluralism.org/pluralism/essays/from_diversity_to_pluralism.php).

and will know how they as individuals can advance ideas or participate in decision making.

- **Programs in place to foster engagement of all campus community members with the campus and broader community.** It will be simply a matter of course that faculty members participate in learning communities and in outreach activities. Staff and students engage in learning communities, and other learning and service opportunities.
- **Explicit attention paid to the experience of being new and improved orientation and mentoring programs for all students, staff, and faculty members.** We will strive to be known as a welcoming campus and a mentoring campus. As a necessary precursor to comprehensive mentoring, we must ensure prospective mentors have the skills necessary to serve in this role.
- **Open acknowledgement and management of the tension that exists between extant and concurrent desires for both hierarchical and flat organizational structures.** While we want every member of the campus community to be empowered and have a voice, we also recognize that there exists a desire to create a more centralized administrative structure. This delicate balance between the advantages and freedoms of a decentralized structure and the efficiencies of a more centralized institution will be a critical area of focus in the next decade.

## IV. Ideas for Moving Our Vision Forward

In order to create the vision above and meet our goals for the next decade our team identified two major challenges to address and a set of key recommendations. In particular is the challenge of building both a dynamic community and a “flat” campus. How can we balance the incredible opportunity and simultaneous difficulties associated with being as large and as decentralized as we are? We look here in more detail at the challenges facing us as we attempt to ensure a positive and productive Wisconsin Experience for all. In each challenge, we find opportunity and articulate concrete next steps to move us toward a common vision.

### *A. Challenge #1: Intentionally Build Community while Nurturing Diversity*

The primary challenge in creating a welcoming, respectful, and inclusive campus is that of building community while also nurturing diversity and individuality. Building community requires that the members believe they have something in common and that in a meaningful way they share an identity of some kind. That commonality is important, but we ask how can we foster a sense of shared purpose and core principles without going so far as to suggest that newcomers should be assimilated into an existing and static community?

The value of the diversity that we seek is in its very variety. Of what use is it to bring new members into our community if our intent is simply to make them like us? Rather, what we seek is a community at once confident in its purpose and its philosophy, and yet open to adaptation and growth based on new perspectives and insights. Our team has wrestled with the term “acculturation,” which for some connotes something like assimilation—being swallowed up by a dominant group or culture. In fact, the definition of acculturation is less pejorative: “The modification of the culture of a group or individual as a result of contact with a different culture.” Whatever we might choose to call the process, it is this reciprocal effect that we expect and welcome, and that indeed is inherent in the notion of a university—the coming together of different people and their ideas for the betterment of all participants and the knowledge they create.

### Next Steps

1. As a starting point, we believe it is essential to **identify, articulate, and routinely share not only our shared purpose, but also a set of core principles that help guide us in our pursuit of that purpose.**<sup>28</sup> Consider the example of the **L&S Honors Program** (box below), which suggests that such principles already exist, even if they are not clearly articulated in campus policy (indeed, they may be stronger by virtue of being ingrained).

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<sup>28</sup> For comparison, one might refer to the UW System’s 11 Principles of Plan 2008 (<http://www.uwsa.edu/oadd/plan/11prncpl.htm>), but we note that these are particularly focused on developing racial and ethnic diversity, and not on community building *per se*.

### ***In Search of a Wisconsin Solution***

*“Over the past several months the Honors Staff has been thinking hard about the meaning of Honors in the context of an increasingly accomplished freshman class where more than 60% of entering students meet the criteria we used for admission just a few years ago. Some of our peer institutions are experiencing a similar increase in student quality and their response has been to increase the ACT and SAT cut-offs. For example, [one Big10 school] this year is using a minimum of 34 on ACT for Honors admission. **This did not feel like a “Wisconsin solution to us** and given the literature that relates test scores to family income and other variables, we decided last summer to go in the opposite direction of [that Big10 school]. Starting last September, we are sending invitation letters to ALL students that are accepted to the College of Letters and Science where we describe the goals we see of an Honors education and inviting them to consider this. Students who decide to apply are referred to a web site where we ask information about high school activities, leadership, service and awards and ask for four short essays- one tapping views of social change and opposing viewpoints, another to tap their ideas about personal growth through college, a third to tap creativity and a fourth to tap passion.*

*“We have removed all information about high school GPA and mean test scores from our web site and we are reviewing and making admissions decisions based only on the material described in the application. We are hoping from this process to encourage applications from a broad array of students and we have already found that some of those whose applications we have rejected have those high test scores that [the other Big10 school] is requiring, whereas many of the more interesting and exciting applicants have lower scores.”*

*“We hope that with this new process and some other changes currently being piloted that we will soon have a coterie of creative and engaged Honors students who will in their lives exemplify the best of the Wisconsin Idea.”*

*-- From an email by Chuck Snowdon, 15 February 2008*

This example illustrates the idea that there is something unique and special about the UW–Madison and its approach to fulfilling its mission. In addition, the changes undertaken by the L&S Honors Program demonstrate that it is possible to seek excellence without relying primarily on numerical scores. If we are committed to finding a “Wisconsin solution,” we can define selectivity in an appropriate and manageable fashion. It is with such examples in mind that our team recommends establishing a set of principles to help guide us in our pursuit of excellence and in our efforts to measure our success.

- 2. Focus on deliberate community building.** Our community is large and also dynamic—new members are continually joining, others leave or graduate, and current members are continually taking on new roles. At an institution as large, diverse and dynamic as ours we must pay deliberate attention to the elements of building community. The Carnegie Foundation’s list of Activities that Foster Intellectual Communities<sup>29</sup> (see box below) illustrates this idea, and points a-d illustrate how we see this could be enacted.

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<sup>29</sup> George E. Walker, et al, “Creating and Sustaining Intellectual Community,” in *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*, San Francisco: Jossey-Bass, 2008, as posted on Tomorrow’s Professor Listserve.



### **Activities That Foster Intellectual Communities**

*"Intellectual community is not simply a matter of ambiance, and it does not happen by accident or by magic. Work is required. [T]he need is not only for ongoing nurturing and attention to the quality of intellectual community; it is for concrete actions that promote such community. What follows are actions and activities that have been especially helpful in the diverse settings of the CID (Carnegie Initiative on the Doctorate).*

**Engaging Students Fully in the Life of the Department.** *A department with a healthy intellectual community is marked by the level to which students are engaged in all of the activities of the department: serving on committees, hosting outside scholars, planning events, mentoring more junior students, and shaping policy.*

**Collaborative Work on Curriculum.** *Like the work that goes into a mission statement or set of departmental goals, curriculum design and course development can bring people together around questions of purpose.*

**Sharing Research across Boundaries.** *[S]ometimes the impulse to focus inwardly means forgetting the opportunity for making connections across intellectual arenas. Connections with others in different subareas or fields can lead to new collaborations.*

**Opening Classroom Doors.** *Departments in which classroom doors are open (metaphorically and otherwise) are settings for building a particular kind of intellectual community that some are calling a "teaching commons" (Huber and Hutchings, 2005).*

**Allowing Risk and Failure.** *Important breakthroughs are more likely in settings that allow for risk taking and failure.*

**Setting Aside Time for Reflection.** *We're well aware that retreats are not everyone's cup of tea, but in an academic culture increasingly captured by "productivity," setting aside time to think, and to build the community in which careful thought is possible, sends a powerful signal.*

**Creating Physical Spaces for Intellectual Community.** *Much of the research on organizational culture points to the value of informal interaction. [T]he chances that it will happen rise when there are places for informal exchange: coffee machines, kitchens, lounges, bulletin boards, and electronic spaces where department members can connect with others and stay apprised of program activities.*

**Social Events.** *[S]ocial activities clearly strengthen a community that already has strong intellectual ties. These personal and informal connections not only create goodwill but build foundations for deeper intellectual engagement.*

*These activities, strategies, and structures are of course only a few of the ways to create and sustain intellectual community. The important point behind them all is that members of a department or program must think deliberately and act purposefully to put in place the elements that will build the kind of culture in which vibrant intellectual life is available to all its members.*

*George E. Walker, et al, "Creating and Sustaining Intellectual Community"*

The excerpt included above describes eight activities that foster community within academic departments. Although the recommendations focus on faculty and graduate students, each of the eight activities could be expanded to engage all members of our community in all types of units.

- a. Emphasis on building our institutional capacity to welcome new people and set them up to succeed. To a large extent we do this with undergraduates (**SOAR, Welcome Week, FIGs**) and faculty (**orientation, Wisconsin Idea Seminar**). As an institution we are less intentional about welcoming new staff and graduate students (though we

recognize that some units and departments do a good job of this) and about welcoming members into new roles and responsibilities (the campus **Department Chairs Training** is a notable exception). During our initial retreat, our team members compiled a list of actions that helped them to feel welcome (see Appendix B.5.). One message that emerged consistently was that a sincere welcome recognizes the new person as an individual and helps them to feel valued as a member of the community. We hope that it will become a matter of course that all units on campus know that ‘we welcome, it’s what we do’. Additional ways to provide a welcoming environment include broadening access to the **prospective employee website** used by the College of Engineering ([www.engr.wisc.edu/faculty/prospective\\_emp.html](http://www.engr.wisc.edu/faculty/prospective_emp.html)) and increasing awareness of the campuswide “Living and Working in Madison” page (<http://www.wisc.edu/employment/madison.php>). Note that we begin to welcome undergraduate students long before they arrive for the first day of classes; this is a lesson we would do well to extend. The **Search Committee Workshops**, for instance, recommend that search and screen committees see their job as starting with the PVL posting and continuing through the early days on the job, with important work to be done helping the new faculty member transition from candidate to employee (by providing information on housing, access to campus email, and more). We recommend that we have in place a plan to welcome every new employee beginning weeks beginning before they physically arrive on campus and continuing throughout their first year. In effect, we would like to see a ‘first year experience’ for each new person. This would include a revision of our current approach to orientations. As in the Maslow hierarchy, new people must satisfy ‘survival’ needs first (where is my office, where do I park) before they can assimilate information about rules and regulations.<sup>30</sup> New people also need an informal mentor to show them the “ropes.” We recommend expanding our already excellent programs for new faculty (e.g., the **Women’s Faculty Mentoring Program** and **Academic Staff Mentoring Programs—see Supplemental Material**) to include all new employees and graduate students. This type of deliberate welcome and attention to the experience of being new will lead to increased retention and productivity. We also note the annual **Academic Staff Institute**, which serves as an orientation for new staff and also a renewal for long-time employees, but which would benefit from increased participation.

- b. Foster ongoing community through “sustaining experiences” and raised awareness of what we the various roles are in campus life and functioning. This includes mentoring, learning communities, and simple day-to-day interactions as well as intentional “cross-pollination” or cross-training of staff, students, or faculty members. The simple day-to-day courtesies remind us that our first day’s welcome and orientation was not an aberration, but a reflection of how we do business. Student welcoming, for instance, could be strengthened by a campuswide commitment to university orientation that covers key themes (student safety, health, cultural competency, etc.). Sustaining experiences and engagement for our undergraduate students are articulated in the *Wisconsin Experience* document from

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<sup>30</sup> Maslow’s Hierachy, from *Psychology—The Search for Understanding* by Janet A. Simons, Donald B. Irwin and Beverly A. Drinnien. West Publishing Company, New York, 1987

the Offices of the Dean of Students (<http://www.wisc.edu/students/wiexperience.htm>). We need equivalent opportunities for our employees and undergraduate students. In effect, we the concept of a **Wisconsin Experience** for *all* campus groups. We need to identify and articulate what shared values and activities create the Wisconsin Experience for other cohorts (graduate students, faculty, and staff). This would build on and extend programs already in existence, such as the campus learning communities (e.g., **S.E.E.D**, **S.E.E.D.E.D**). In addition, there has been strong support for additional opportunities for engaging in a Wisconsin Experience that combine scholarly and social interactions. For example, our employees would like to be able to identify colleagues with similar nonacademic interests. They would like opportunities to participate in service learning or outreach. This could take form as the addition of networking capabilities to the current MyUW Web tools. Finally, a crucial part of creating an engaged and respectful/civil campus climate is fostering understanding of the critical role played by each member of the community. We recommend support for programs that allow for cross-training or visiting campus units or departments other than our “home.” An example of this is a former program sponsored by the Student Personnel Association (<http://www.uw-spa.org/mission.htm>) to once a year have staff spend a week in a different unit learning the duties of staff there. We feel that this could be revived and extended. Much like transparency and an open classroom door fosters a healthy teaching climate,<sup>31</sup> so too transparency about administrative process can foster a healthy and supportive work environment.

- c. One suggestion (from Academic Staff Institute) was to make the award nomination process easy and common—widely publicize the awards available to campus members, make the deadlines and application materials easy to find (for instance, by maintaining a comprehensive inventory on a single Web site?), and Web-based submissions easy to navigate (for instance, by allowing submission of one part of a nomination at a time).<sup>32</sup>
- d. Many faculty members currently engage at a high level with campus and the broader community, but we would like to encourage more of this. We recommend tracking levels of campus employees and student engagement using an instrument similar to the recent **National Survey of Student Engagement** (“NSSE”; <http://nsse.iub.edu/index.cfm>). Initiatives like the **Wisconsin Idea in Action** program announced recently (<http://admiss.gradsch.wisc.edu/cgi-bin/wi/index.pl>) also represent ways to recognize and encourage faculty engagement beyond the classroom or research lab.

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<sup>31</sup> “Good Talk about Good Teaching: Improving Teaching through Conversation and Community.” Parker J. Palmer, *Change*, v25 n6 pp. 8–13 Nov.–Dec. 1993.

<sup>32</sup> The Classified Recognition Award was singled out as being particularly difficult to find information about, and the web submission form criticized for requiring all components of the nomination to be uploaded at once, but without prior warning on the site that this was the case.

3. As important as campus statements and policies may be, we must also recognize that **physical space shapes community as well** (again, see the box on Activities that Foster Intellectual Communities).<sup>33</sup> The informal seating areas in Grainger Hall and the Microbial Sciences Building, for example, are in stark contrast to the long, uninviting hallways in the Humanities Building or Ingraham Hall. Food and drink support community building as well—witness how the interactions in the lobby of Engineering Hall or College Library were transformed with the addition of a coffee bar. The vast size of the campus presents challenges to community as well, which the addition of free bus routes in recent years helps to mitigate, particularly in light of ongoing parking limits. As a reminder of the impact of physical space on community building, our colleagues whose offices are located at Research Park and the Medical Campus both noted how challenging it is to be integrated into the university community. They feel isolated from the people and activities on the central campus. Shuttle buses and the availability of electronic communications help keep this situation from being worse, but cannot match the ease with which those on the main campus can connect with their colleagues.
  
4. **Understand “diversity” in broader terms.** If we think of diversity goals primarily in terms of numbers, we will be hard-pressed to benefit from whatever diversity we might achieve. While this is understandable from the perspective of measures and accountability, we believe that by focusing on building community that is open, respectful and inviting, we may well find that our demographics change as well. Further, we believe that a diverse community is the responsibility of and will benefit all members of the UW–Madison campus and derives not from a focus on numbers or quotas, but from developing an institutional culture that values difference in all its forms (e.g., ideological, socioeconomic, ethnic, cultural, physical, gender and age differences). This emphasis on valuing and engaging with difference is paramount. Given the publicity over loss of faculty and staff due to lack of full domestic partner benefits and the gay-marriage-amendment vote in the past year, the issue of feeling welcomed and valued is critical in our ability to attract and retain top students, and employees. The principles and practices of the **UW System Inclusivity Initiative** (<http://lgbtq.uwsa.edu/>), currently focused on lesbian, gay, bisexual and transgender employees, could readily be adapted to a broader range. Quantitative measures provide invaluable information about our status and progress. What the numbers alone cannot capture, however, is the experience (be it good, bad, or mixed) of being here. We note the **WISELI Climate Workshops** as an instructive model. Participation in the workshops requires that a department begin with a survey on the current climate, and these (largely quantitative) data that form the foundation for fruitful conversations about the meaning and significance of the data. We also note the **Leadership Institute**, which builds off of two important notions: first, that one need not be in an official position of leadership in order to make a difference; second, that we need not be as diverse a community as we wish to be in order to make progress on community building.

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<sup>33</sup> Michael S. Harris and Karri Holley. 2008. “Constructing the Interdisciplinary Ivory Tower: The Planning of Interdisciplinary Spaces on University Campuses.” *Planning for Higher Education* 36(3): 34–43.

5. **Develop cultural competencies.** Step 4 above calls on us to envision our diversity goals as community building, but this assumes that we have the capacity to do so. Some might ask why, in the face of everything else that is expected of us every day, we should want to add on yet another burden. Others will doubtless question what “cultural competency” means and who gets to decide when we have achieved it. However, we believe that the recent effort by members of the School of Social Work is a good starting point and we recommend building from this.<sup>34</sup> Their definition of cultural competence is given in the box below. In addition, the report from Team 4 contains further discussion of cultural competence. The overall goal is to foster an environment in which exploring unfamiliar ideas and experiences is rewarded and indeed expected. As an institution of higher education, such an attitude is familiar in the classroom. Our goal should be to create an environment that is challenging and that promotes growth for all. The sort of “learning organization” that has been described by Peter Senge, for instance, is an organization in which all members feel safe (for instance, in espousing their viewpoints) but not necessarily comfortable (that is, we are likely to hear things with which we disagree and be expected to wrestle with ideas that discomfit us). We believe as a starting point that there is no competence without engagement (like Diana Eck’s pluralism). Further, we believe that encouraging personal and professional development will contribute to the health and growth of the institution. To the extent that we enable each person to contribute fully, we enable this community to help develop effective solutions to complex problems, to “make a difference”—on campus and in the world. Put differently, developing the abilities to listen and engage in dialogue across cultures builds on our world-class research capabilities and the Wisconsin Idea. We will, in short, challenge ourselves and our students to become a better community. It is important to note here that we are not espousing a change in direction for the UW–Madison, but rather a renewed commitment to approaches that have long been part of our heritage and strength. The university has consciously made such investments in supporting diversity in the past: the decision in 1860 to become a co-educational institution, the creation of an experimental college (Micklejohn House), the addition of an ethnic studies requirement, and the creation of a campus Peace Corps office are just a few of the examples of the UW’s progressive tradition.

***Cultural Competence, defined by the UW–Madison School of Social Work***

*Process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of the individual, families, and communities and protects and preserves the dignity of each.*

*—NASW Standards for Cultural Competence in Social Work Practice, 2001*

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<sup>34</sup> For more information, see UW–Madison School of Social Work training program given by Tracy Schroeffer, PhD, MSW, MA, ‘Field Student Cultural Competence Training’. DVD available by request.

- a. What this challenge suggests is that while programs to recruit and retain new members to our community are important (see the list of support programs in the previous section), we must also put effort into supporting “majority” members of our community. That is, every person on campus bears responsibility for ensuring a healthy, vibrant community—it is not the job of new members to fit in as existing members remain the same, but for all members (old and new alike) to adapt and adjust continually. Professional development, therefore, should be expected of everyone at the UW–Madison, not just new folks and not just those who choose to participate (what some refer to as “the usual suspects”). Such development programs should promote cross-cultural awareness and engagement and help people communicate across differences better, move beyond “Wisconsin Nice” to more genuine interaction.<sup>35</sup> Again, we are not encouraging indoctrination or so-called political correctness, and we believe that there is no neat end-point at which we can say anyone can say they have achieved cultural competency. In a sense, the development and support programs we might offer are less important than promoting the expectation that ongoing development is a necessary, beneficial, and rewarding part of the Wisconsin Experience. Indeed, this is our vision of Sifting and Winnowing for the twenty-first century—that we provide opportunities for learning, as well as encouraging/fostering/supporting personal growth—not “social engineering.” However, we do also recognize the associated challenge inherent in such a recommendation. There are those who believe that they have done as much as they can and should do to promote diversity, while others are entirely resistant to the topic. Some concrete examples of steps to address this challenge include generating increased participation in **OHRD-sponsored or WISELI programs**, such as conflict resolution training, or the WISELI Climate Workshops for Department Chairs.<sup>36</sup> For undergraduate students, it means developing an appreciation for why they are required to take an ethnic studies class (and an assurance that the classes with that designation support the goals of the requirement).
- b. We should also make use of our existing resources, for instance by using our research faculty who work internationally in all disciplines to help us understand difference and how we can learn from others, and help us explore our assumptions about how things have to be done, etc. A set of guidelines for establishing a safe, but not comfortable community might include the following: no one is above the law, no one gets to be comfortable all the time, everyone has a voice, everyone has a right to learn and grow, everyone must be challenged not to be insular or self-focused.
- c. All position-vacancy listings and job descriptions should include expectations for respectful behavior (as recommended by OHR). Cultural competence must be required for all UW–Madison employees and students & we must *provide resources & tools* for all members of campus to learn, acquire, and achieve cultural competence (on paid work time).

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<sup>35</sup> See, for instance, Janet Gonzalez-Mena's RERUN process for how to discuss differences.  
[https://www.magnasystems.com/\\_guides/Diversity.pdf](https://www.magnasystems.com/_guides/Diversity.pdf)

<sup>36</sup> [http://wiseli.engr.wisc.edu/initiatives/climate/workshops\\_deptchairs.html](http://wiseli.engr.wisc.edu/initiatives/climate/workshops_deptchairs.html)

6. **As we articulate our shared purpose and core principles, we must question which of them we consider nonnegotiable and essential to our well-being, and which are open to adaptation.** The former form our true core; the latter may describe how we currently do things, but are not properly part of our formal “Wisconsin Way.” Our identity as a center for knowledge and exploration is what defines us as a university and cannot be changed without a fundamental change in what higher education means. The fact that we are situated in a populist and progressive state (as indicated in the L&S Honors story above) is also a manifest part of who we are (and have been), though how we practice that progressivism may well vary through time. Our commitment to excellence is nonnegotiable, but how we seek or define “excellence” is open to interpretation, as with the honors staff who opted not to rely on GPA as a criterion. **Beware of the “that’s not how things work here” trap.** At times, such a response may point to core characteristics that we are committed to maintaining, but it may instead reflect an unwillingness to explore new avenues or approaches and thus a lack of respect for new viewpoints and possibilities. In a research university, it seems appropriate to rely on research as we move forward. Information sources such as **WISELI** and **DELTA/CIRTL**, for instance, can help us explore our assumptions about what is essential and appropriate and what is simply common practice.

### ***B. Challenge #2: Create a Culture of Engagement and Shared Responsibility***

In any institution of this size, creating a sense of shared purpose and responsibility and a culture of engagement presents a challenge. It is quite possible to identify those individuals who belong to our “university community,” but this definition obscures the complexity inherent in this group. When we lack a clear and compelling identity, divisions along departmental, or racial, or hometown lines are apt to loom large.<sup>37</sup> Undergraduates, for instance, refer to a Coastie/Sconnie/Townie divide (see Supplemental Material for a student account). For students, at least, full participation in an institution of higher learning should involve being open to new perspectives, activities, and ideas—should not the same be true of faculty and staff? And yet, how might it be possible to nurture this openness while also fostering a common vision? In addition, how can we provide each member of the campus community with a voice in the community?

In spite of our size, the University of Wisconsin–Madison community already has more of a shared purpose than, say, a city of roughly the same size in terms of population (such as Eau Claire, West Allis, or Janesville). The university exists for the purpose of creating and sharing knowledge, and every member of our community plays a part in that purpose. In addition, we have a wealth of human resources to draw from in shared problem solving and building true-community toward our shared goals. Even as we already provide large numbers of CEOs as well as Peace Corps volunteers, this emphasis on engagement and responsibility provides an opportunity to educate global citizens and leaders.

### **Next Steps**

Too often we take for granted the ultimate purpose of the university. The notion of knowledge production and transfer is so fundamental as to be invisible to us much of the time. With that in

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<sup>37</sup> For more about what makes some ideas continually compelling while others slip away unnoticed, see Chip & Dan Heath, *Made to Stick*, <http://www.madetostick.com/>.

mind, our next steps in response to this challenge should serve to refocus us on our ultimate goal and to remind each of us of our part in achieving it.

- 1. Explicitly acknowledge the contribution of all campus members to our purpose.** One danger in viewing knowledge production as our primary purpose is that not all members of the community contribute to that purpose in the same way. It is easy to see how faculty and students in the classroom are engaged in sharing and acquiring knowledge. It is more of a stretch to see how administrators, maintenance crews, and dining services, for example, are deeply engaged in similar work. Chancellor Wiley has described how Chancellor Ward supported the idea that everyone on campus is an educator—by employing a sufficiently broad understanding of that term, it was possible for the grounds crew to see themselves as participants in that pursuit and, indeed, they began to contribute in more concrete ways, including labeling plantings around campus, so that community members could readily learn more about their surroundings. The key here is that (however we ultimately go about it) we must encourage the development of a community that values every last one of its members and respects the varying ways in which we each contribute to our shared home. This respect assumes that each member of the community understands something of the complexity of this institution and knows something of the work done by those with titles different from their own. Whether or not we choose to define all members of the community as educators, our next steps should involve **encouraging all members of the community to learn about and interact with units outside of their own.** The **Kauffman Seminar** and the **Wisconsin Idea Seminar**, for instance, provide excellent opportunities to learn about the breadth of what happens around campus and how it affects the state. (Note though that neither of these programs is broadly available and both exclude the work and the participation of most classified staff.)
- 2. Bring the Wisconsin Idea (and Sifting and Winnowing) into the twenty-first century.** The Wisconsin Idea, supported by the principle of sifting and winnowing, is foundational to creating the culture of engagement and innovation that we seek. We need to take the Wisconsin Idea into the twenty-first century. In so doing, we provide an opportunity for the campus community to engage collectively in the values inherent to the Idea, rooted in our cultural history, and in furthering a common purpose. It is the Wisconsin Idea that sets us apart from other institutions. It also allows us a framework for intentionally encouraging/fostering/supporting growth in our students and employees; it encourages real voice and participation; it enables each person to contribute fully, to help develop effective solutions to complex problems and “make a difference” on campus and in the world.
- 3. Since we do not live in a perfect world, and as humans we do not behave perfectly all the time, recourse must exist for those unfortunate times when there is a breakdown of civility and conflict arises.** A variety of resources exist on campus for individuals with concerns and grievances (**Office of Human Resources, Offices of the Dean of Students, academic dean’s offices, labor unions, Ombuds Office**, etc.). It is important that these resources exist and that people know where to find them, but equally important is that everyone at the UW–Madison confidently believe that there



is a place to turn if they need it, a faith that this institution is supportive (and “means well”) and that disrespectful behavior is an aberration to be dealt with, not accepted or ignored. Our vision is that people enter this place and move through it with a sense that there are folks out there to help (whether it’s with finding peers, being mentored, doing financial planning, lodging a complaint, etc.—it’s a place with resources). A test of this vision would be: if you stopped a member of our community on the street and asked them these two questions, what would they say?

- Do you believe that resources exist on campus to help you (proactively and after the fact)?
- Do you have at least one contact person you’d be comfortable calling to help you figure out who’s the best resource for a given problem?

4. **Clarify the shared governance structure.** Shared governance—the notion that all members of our community have a voice in how this institution operates—is integral to who we are. And yet this philosophy, so simple to state, is so difficult to enact. The reality of some 60,000 voices all having their say is bound to become a cacophony in which few are truly heard. Any attempt to collect the input of all the stakeholders on this campus means a drawn-out process of discussion and approval—witness, for example, the time required to prepare these accreditation reports. Our governance structure is frequently misunderstood to be faculty governance. New effort reporting guidelines make it impossible for staff members who are fully funded from outside grants to participate in governance (or indeed service of any kind). The job requirements for many classified (and some academic) staff make participation in governance prohibitively challenging—consider, for instance, the nightshift custodial crews, whose work hours tend not to overlap with committee meeting times and whose unions may preclude participation in governance functions. Graduate students are encouraged to pursue their education with single-minded dedication and advisors can discourage them from taking time out to serve on committees or attend governance meetings. Undergraduates, who dominate the campus in terms of their numbers, are often seen (and see themselves) as short-term members of this community, with little stake in the long-term process of governance. Finally, there is the ever-present risk that when everyone is responsible, no one is. In spite of these challenges, our campus remains committed to the idea and the ideal of shared governance. Although efficiency is not a characteristic of our campus decision-making, our inclusive process of deliberation does mean that the decisions we do make are more likely to have the support of members of this community. We can, in short, create stronger decisions with better buy-in through participatory decision-making, at least in the ideal. We are not advocating wholesale changes in the current governance system. Rather, we believe that to achieve the goal of an engaged campus community that shares in responsibility, all members of the campus community must understand how our governance system works, and how we uniquely embody the idea of shared governance here at UW–Madison. This is related to the question of “what does it mean to be us?” Ways that we can support the broadest possible shared governance structure include:

- a. Develop intentional and comprehensive programs of orientation that have as a goal the introduction of new staff, students, and faculty members to the concept of shared governance at UW–Madison, as compared to elsewhere.
- b. Explore ways to ensure that all stakeholders have not only the right, but also the ability and the means to participate in governance (and in the community more generally, through service, for instance). A step in this direction is a recent proposal from the provost’s office, presented to the Academic Staff Executive Committee: to accommodate effort-reporting-related constraints, we could use overhead revenue to fund 5 percent of those who would otherwise be 100 percent on soft money, and allow them to use this 5 percent to participate in service or governance activities.
- c. Review campus documents (see, for example, *Faculty Policies and Procedures*, Chapter 6) to ensure alignment with the principles and practices of true shared governance.

## V. Summary of Key Recommendations

In order to know that we have achieved our vision for the next decade, we need a set of concrete, measurable steps to take and to assess. The new programs and initiatives listed below are structured around the challenges identified above. For more detailed recommendations, see Section IV above.

### A. Challenge 1: Intentional Community Building

**Recommendation 1:** Deliberate attention paid to *being welcoming*.

- Initiate campus campaign similar to “We Conserve”: “We welcome, it’s what we do.” Track success by surveying new employees and students about their level of feeling welcome.
- Create new orientations that are “developmentally appropriate,” that begin before arrival on campus, and that provide a stepwise orientation to campus and their role here. This includes our second- and third-shift workers. We further recommend (1) spreading out the orientations and (2) focusing not only on the cognitive but also on the affective aspects of orientation—to provide the concrete details and parking permits and how to log in, etc., and also to provide the experiential aspects of orientation. Show new people the ropes, the expectations, the “Where am I now? How do I do my job? Who can I talk to, rely on, be friends with?”
- Develop and sustain support systems and resources for new employees: e.g. provide adequate and appropriate mentoring, as well as training for mentors and supervisors.
- Designate a ‘welcome person’ within each department, unit and dormitory to serve as the point person providing welcome and information for those interested. Make this person’s name and contact information publicly available.

Provide activities and programs to introduce new people to campus and campus to them. For example: (1) a “Bucky Book” for campus—every new employee (and each employee who reaches five, ten, fifteen ... years on campus) receives a book of coupons for free admission to a performance, a free meal in one of the dining halls, a free game of pool in the union, free parking for a day, etc.; and (2) social networking opportunities (interest groups that are not job-related).

**Recommendation 2:** Foster and encourage activities that positively enhance the Wisconsin Experience for each of us.

- Cross-unit visits to learn more about how the campus as a whole operates.
- Interest groups that are not “job-focused.”
- Opportunities to participate in service learning, research, outreach, etc., for our students, staff, and faculty alike.

**Recommendation 3:** Institute policy of regular climate surveys for formative and summative assessment purposes.

## ***B. Challenge 2: Creating engagement and responsibility***

**Recommendation 1:** Initiate and institutionalize a policy of inclusion and engagement. Just as “We welcome,” “We engage and we include.”

**Recommendation 2:** Mandate a statement of civility and values be publicly posted and distributed. Just as there is a code of conduct for students and for classified staff, so too should we all ascribe to appropriate conduct (related to the rights and responsibilities associated with being here). Embedded within this are ideas about our core values as a campus. What is the Wisconsin Idea for the next century? What is our common purpose? This type of campus-level self-awareness is a critical component in defining who we are as a community.

- Begin process to collectively generate a statement of campus community values to be disseminated to every new and current campus community member.
- Institute programs to foster cultural competency (see full report for additional detail).

**Recommendation 3:** Track “engagement” of faculty, students, staff, visitors, and alumni using a modified version of the National Survey of Student Engagement, which would ask about employees’ involvement in furthering the Wisconsin Idea or participation in shared governance, for example.

**Recommendation 4:** Focus on the Wisconsin Experience for all. Every person who visits, works, or studies here is having a “Wisconsin Experience,” whether they are aware of it or not—indeed, everyone here contributes to the Wisconsin Experience, whether they recognize their power or not. We propose that we be intentional about what it means. What is it that makes this place unique? What does it mean to be at this campus versus another?

As we speak of building community, a powerful example of the benefits that can come from diverse groups working together toward a common purpose may be found in the activities of the accreditation theme teams over the past year. This project and the consensus it represents would not have been possible without broad and active participation from a wide array of groups and individuals on campus. That Soil Science and Athletics, for instance, should have come together to help make this project possible was both unlikely and determinant. Every bold generalization about what community looks like on this campus was challenged by the breadth of experience and context brought by the members of this team, leaving us confident that the claims that remain have proven valid across campus.

As we reach the end of the report-writing phase, it has become clear to our team that, however valuable the report itself may prove to be, the relationships and knowledge networks that our team members have developed with one another and with others on campus and beyond will have a far greater impact on the future of this campus. Countless conversations and collaborations will take place as a result of the connections formed by this project. In addition, the three-dozen members of our team now possess a broader knowledge of this campus and its strengths and weaknesses than any of us had when we began this adventure a year ago. Even without intervention, these benefits will strengthen the campus. But what more might be accomplished if we actively chose to encourage the continuation of the connections formed here

and the use of the knowledge we have developed? This work will come to naught if the report is allowed to sit dormant. Its value lies in its life, and we believe that life comes from each of us. Our final recommendation, therefore, is to make use of the very human resources and community that have been built in this process. We are ready and willing to serve.

## **VI. Requests for Advice**

This report represents the input of the hundreds of stakeholders who have participated in various stages of the Campus Reaccreditation Project and reflects the consensus of the members of Team 5 in particular. Although we have been able to make good progress over the past year in developing these ideas and recommendations, key questions remain for the strategic planning team, which will convene in the coming year. The strategic plan would benefit from the insights of the external review team, based in particular on their experience with other institutions.

- How have other institutions leveraged internal resources to effect institutional cultural change? (In our world of declining resources, especially with the large budget cuts in administration, how do they/we make these recommendations more than just another unfunded mandate?)
- How have other institutions dealt with the tensions between faculty and staff, between “facstaff” and students and so forth, and with those members of the institution who do not participate in campus life beyond the minimum required by their job description?
- How have other institutions generated and adopted statements of institutional core values? How do we avoid pushback from those who claim such statements are an attempt to “brainwash”?
- How have other institutions attempted to centralize an inherently decentralized large university?
- How have other institutions reached out to those (often the majority community members) who think they already have cultural competency and/or think they already do all they can and should do to support diversity?
- What are the unrecognized gaps or weaknesses in our thinking as laid out in this report? What are our strengths in the area of climate and community that we can most immediately build upon?

## VII. Supplemental Material

### *Appendix D. Example programs – Team member reports*

In this section we provide reports written by members of Team 5 that illustrate campus resources or exemplars of community and inclusivity. Others highlight challenge areas and suggest possible solutions.

#### **1. PEOPLE Program** (description prepared by Tom Browne)

**PEOPLE (Pre-College Enrichment Opportunity Program for Learning Excellence)** is a precollege pipeline for students of color and low-income students, most of whom are the first in their families to potentially attend college. Their journey prepares them to apply, be successfully admitted and enroll at the University of Wisconsin–Madison. PEOPLE accepts highly motivated students into a rigorous program to build study skills, explore and strengthen academic and career interests, and gain a positive experience on a world-class campus.

PEOPLE challenges motivated students by providing personal discovery, academic improvement and career exploration. Throughout the program, students demonstrate an increased understanding for college life and expectations as well as improved confidence in their academic abilities and preparation.

PEOPLE currently serves students in the Madison, Milwaukee, Racine, and Waukesha public school districts, and the Ho–Chunk, Menominee, and Lac Courte Oreilles, Lac du Flambeau and Bad River Nations Indian Nations. For Madison-area residents, the six-year program begins in the summer when students have completed the sixth grade and continues until the students have graduated from high school. All other PEOPLE locations accept students when they are in ninth grade. Priority for admission is given to students eligible for the free and reduced hot lunch program. Upon graduation from high school, students who are U.S. citizens or permanent residents, who have been admitted to UW–Madison and who complete the Bridge-to-College Program will be eligible for a tuition scholarship for up to five years.

The director of the PEOPLE Program is Jacqueline Dewalt, and the PEOPLE Program Web site can be accessed at [www.peopleprogram.wisc.edu](http://www.peopleprogram.wisc.edu).

Jacqueline DeWalt, Director, PEOPLE, 608/262-7415  
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#### **2. College of Letters and Science Honors Program** (description prepared by Mary Czyszak-Lyne)

Goal: Create an inclusive and welcoming environment for program staff and students through the development of “guiding principles” and “mission statement.”

The L&S Honors Program has gone through several transitions in recent years, including an organizational restructuring as well as various personnel changes. In addition, the program continues to grow in terms of student and faculty involvement, as well as sponsorship of new educational and co-curricular opportunities. In light of all the changes taking place, the staff recognized the need for an ongoing self-reflection that would identify who we are, where we want to go, and how to get there.

In January 2006, we held a five-hour staff retreat, facilitated by the Office of Quality Improvement, at which we identified the strengths of our office and our areas for improvement, and began to develop our guiding principles. Following the retreat, staff members collaborated to synthesize the information and drive it through several different iterations, including list-like documents and visual representations. We held a follow-up retreat in August 2006, again facilitated by the Office of Quality Improvement. At this second retreat, we further defined what “success” means for our office, established goals for the year, and drew up a list of action items. Among those items was the creation of an office mission statement. Following this second retreat, staff members again collaborated to draft this statement, which was finalized by staff and the Faculty Honors Committee in January and February 2007. In summer 2007, we began a strategic planning process in which we began applying the guiding principles and mission statement into a performance evaluation process.

This entire process has improved staff collaboration, collectivity, and morale. We continue to strive to build horizontal working relations while recognizing the possibility of such relationships within the hierarchical structure of the university. The more publicly visible results are the L&S Honors Program guiding principles and mission statement, as well as the integration of these materials into our interviewing and training for new staff, and evaluations of continuing staff. Our new admissions process also reflects the work we have done around the guiding principles by focusing on selecting students based on qualitative markers of essay questions instead of the qualitative measures used in the past. In addition, we are developing a core honors course sequence that will engage honors students in the process that our staff has already begun working on.

*The value of naming the problem.* By collectively identifying and discussing the issues and circumstances that negatively affected office functioning, we were also able to reach consensus on what we needed to do to move forward and improve.

*The importance of outside facilitation.* Having an outside facilitator was crucial to our success because it allowed everyone to fully participate.

*The necessity of having an individual or core group to keep the process moving along.* Without three or four individuals committed to seeing this process through, it would have fizzled long ago.

*Keep the guiding principles and mission statement “alive” by further integrating them into the office culture and by reviewing them annually at a retreat or mini-retreat in the early fall.* Students comprise the majority of our staff and, as a result, turnover is constant; each new staff member brings new qualities and perspectives to the program; our changing nature needs to be reflected in these documents. For the documents—and, more specifically, the commitments

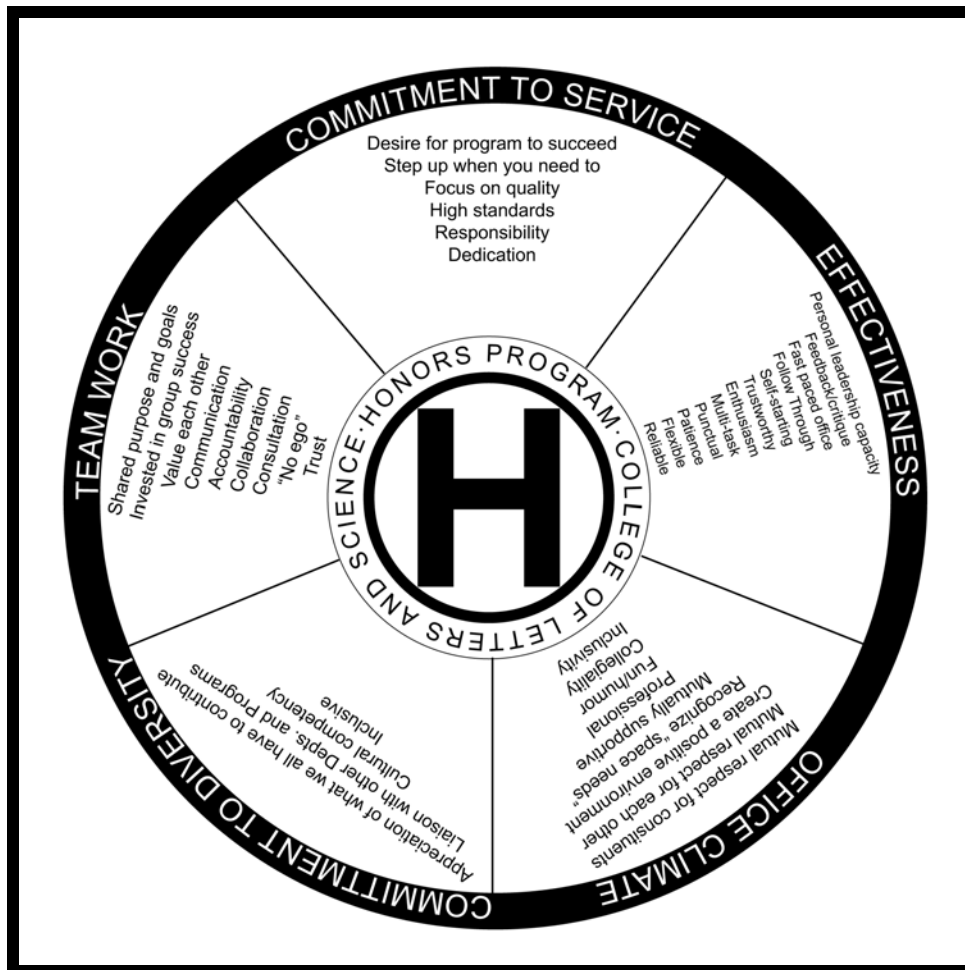


outlined in them—to be truly alive, we need to ensure that they are present in all aspects of our operations. This entails tailoring our public personae (Web site, publications, etc.) to be in line with the principles and mission.

*Continue developing a strategic plan for the L&S Honors Program.* This is particularly important for developing a performance evaluation that keeps the guiding principles in mind and in light of the program’s upcoming move to a new and larger space in April 2009.

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**3. The First-Year Experience Seminar** (description prepared by Angela Byars-Winston)

*Counseling Psychology 125: Racial and Socioeconomic Perspectives on the First College Year* is designed for first-semester freshmen, a population in need of small courses to facilitate the

transition from high school to college-level academics. While this is not a “freshman orientation” course, the academic material is discussed in a way that allows students to open up to each other and the instructors about their own transition to college. It is well documented that small, academic freshman seminars are a critical part of a successful first year at a large university like UW–Madison and predict higher grade point averages and graduation rates. Through a small course like this, students are encouraged to truly engage in academic material, practice and hone critical thinking and communication skills, and enhance their appreciation of and sensitivity to diversity.

This one-credit course explores issues of race and class in higher education in the context of a student’s transition from high school to college. Students read the book *A Hope in the Unseen* by Rick Suskind, and closely examine the experience of Cedric, the main character, as he moves from a depressed high school in inner-city Washington, D.C., to the halls of Brown University. Through this exploration, students will think, write, and talk about how their own transition from high school to UW–Madison compares to Cedric’s. This compare and contrast exercise serves as a basis to explore the larger themes of the course including active learning, affirmative action, religion, and multiculturalism. Students are asked to write weekly papers, complete experiential assignments, and participate in a weekly intensive discussion section. The course culminates with a final paper asking students to closely examine one theme from the book in the context of their own transition from high school to UW–Madison. The course is designed to engage students in the academic experience early in their college career through intensive discussion with classmates and individual dialogue with instructors. Finally, the course is intended to create an appreciation for and sensitivity to diversity in a developmentally and educationally purposeful way.

The course is taught in a ten-week format in the fall and spring semesters. Each section enrolls a maximum of twelve students (approximately 100 students took the course in fall 2007). Instructors are selected for their ability to relate well to freshman students and for their understanding of the themes and learning goals of the course. Faculty, academic staff and graduate students are eligible to serve as instructors. This seminar is coordinated by Wren Singer, director of Orientation and New Student Programs.

#### **4. Women in Science & Engineering Residential Learning Community (WISE) (description prepared by Jennifer Sheridan)**

The Women in Science & Engineering (WISE) Residential Learning Community provides an environment where women interested in science, technology, engineering, or math (STEM) can make strong academic and personal connections with students, staff, and faculty who share their interests. Participants benefit from having a small academic and social community within the setting of a large research university. WISE participants have the opportunity to develop mentoring relationships with faculty members, as well as upper-class, former WISE students who serve as peer mentors.

Initiated in 1995, WISE is one of UW–Madison’s founding residential learning communities, and it paved the way for much of what works so well for other residential communities within the university. Students in the WISE program:

- Attend a weekly seminar where they interact with their peers and faculty around intellectually stimulating topics.
- Take key foundation courses (chemistry, calculus) together.
- Enroll in WISE-designated sections in chemistry, math, and engineering.
- Meet with women faculty one-on-one in the first six weeks of the academic year, a best-practice identified by the National Academic Advising Association.
- Organize and participate in science and arts events such as cheesemaking, the science of chocolate, behind-the-scenes industry tours, and theater and concert performances.
- Travel to nearby cities to experience culture and science. Recent destinations have been Chicago, Milwaukee and Minneapolis.
- Meet with area professionals, faculty and staff at workshops, lectures and roundtable dinners.
- Meet with their professors and instructors at the WISE professor dinner held each semester.
- Participate in science-oriented community service projects, including restoration of the lakeshore nature preserve on Lake Mendota, science outreach programs and tutoring for local boys and girls clubs.

Evaluation of the program has shown that WISE women:

- Remained in their majors more often than other women in residence halls.
- Had higher GPAs (3.35 vs. 3.17) than other women in residence halls or freshman women as a whole.
- Earned significantly higher than average grades in both of the two-semester, gateway chemistry sequences;
- Earned significantly higher grades than a matched group of women science and engineering students from another dorm.
- Experience less isolation than other women in STEM.
- Are less likely than a control group of students to wish they attended a college/university other than UW–Madison.
- Consistently identify having study-mates and feeling comfortable studying STEM as consequences of living in the dorm.
- Are less likely to binge drink.

WISE elements of success include:

- Small residential community, peers with similar interests, and designated sections of key foundation courses combat the isolation typically reported by women in STEM fields.

- Female teaching assistants, professional women speakers series, and women faculty dinners provide female role models in fields where professors are typically men.
- Residence-hall-based study groups combat the chilly classroom climate reported by women undergraduates in STEM.
- A supportive, human-scale community and formal and informal academic support counteract the low self-confidence typical of underrepresented persons in the challenging STEM fields.

For more information about WISE, visit: <http://www.housing.wisc.edu/wise/> or contact Ann Haase-Kehl ([ann.haase-kehl@housing.wisc.edu](mailto:ann.haase-kehl@housing.wisc.edu) ).

**5. Women in Science & Engineering Leadership Institute (WISELI)** (description prepared by Jennifer Sheridan)

The Women in Science & Engineering Leadership Institute (WISELI) is a research center housed in the College of Engineering. WISELI was initiated by a five-year, \$3.75 million ADVANCE Institutional Transformation (IT) grant from the National Science Foundation, co-directed by Professors Molly Carnes and Jo Handelsman. The goal of the ADVANCE program, and of WISELI, is to promote the participation and advancement of women in academic science and engineering. Begun in 2002, WISELI has ended the five-year IT grant but continues to thrive, funded through an ADVANCE PAID (Partnerships for Adaptation, Implementation, and Dissemination) grant and from campus units such as the Office of the Provost, the College of Engineering, and the School of Medicine and Public Health. The current faculty co-directors of WISELI are Professors Molly Carnes and Amy Wendt.

The center structure of WISELI provides an effective and legitimate means of networking women faculty across departments; performing research and evaluation on programs and initiatives designed to improve the environment for women; administering new programs (grant programs and workshops) to promote gender equity; bringing in new grants relevant to improving gender equity on campus and at other universities; and monitoring of gender equity indicators for the UW–Madison campus overall. The main activities of WISELI include:

| <b>Workshop Series</b>  | <b>Research &amp; Evaluation</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• <i>Searching for Excellence &amp; Diversity</i> workshops for faculty search committees</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Study of Faculty Worklife at UW–Madison</i></li> </ul>               |
| <ul style="list-style-type: none"> <li>• <i>Enhancing Departmental Climate: A Chair’s Role</i> workshops</li> </ul>                         | <ul style="list-style-type: none"> <li>• Ongoing data collection on the status of women</li> </ul>               |
| <ul style="list-style-type: none"> <li>• <i>Running a Great Lab: Workshops for PIs</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Evaluation activities</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• Exit interviews of departing faculty</li> </ul>                         |
| <b>Dissemination Activities</b>   | <b>Grant Programs</b>  |
| <ul style="list-style-type: none"> <li>• Brochures and Publications</li> </ul>  | <ul style="list-style-type: none"> <li>• Celebrating Women in Science &amp; Engineering Grant Program</li> </ul> |
| <ul style="list-style-type: none"> <li>• <i>Implementing Training for Search</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Vilas Life Cycle Professorship Program</li> </ul>                       |

|   |  |
|---|--|
| <i>Committees workshops</i>   |  |
| <ul style="list-style-type: none"> <li>• <i>Enhancing Department Climate</i> mock workshop</li> </ul> |  |

In its first five years, WISELI has identified some successful and not-so-successful strategies for transforming the environment of UW–Madison to be supportive of STEM women’s careers. The “top 10” successful strategies include:

1. Use of data and excellent research to reach faculty and administrators.
2. Use of literature on unconscious biases and assumptions to approach the issue from a nonaccusatory angle.
3. Use of active learning and peer teaching strategies to deliver our messages.
4. Fearless intervention where required.
5. Use of media (Web site, video) to reach audiences.
6. Including both qualitative and quantitative social scientists on the ADVANCE team and using their research and findings to guide the process.
7. Placing WISELI outside of campus administration (an independent unit)—also having PIs who are respected faculty and not administrators.
8. Having strong, supportive administrative leadership.
9. Having an external advisory team to make recommendations for increased campus resources.
10. Refrain from producing any program that is gender-specific.

WISELI’s least successful strategies include:

1. Including too many leaders in project at beginning.
2. Employment track changes are not a way to increase the numbers of women faculty on a large scale.
3. Including faculty from all one unit in a small-group workshop (especially climate).
4. Allowing institutionalization to occur too soon.
5. Expecting faculty to attend too many meetings.

For more information, visit <http://wiseli.engr.wisc.edu>, or e-mail Jennifer Sheridan at [sheridan@engr.wisc.edu](mailto:sheridan@engr.wisc.edu).

## **6. CALS Leadership Programs** (description prepared by Tom Browne)

The CALS Leadership Program grew out of the efforts of CALS undergraduate students. In 2003 the officers of the CALS Student Council requested that the college develop a leadership program for students. The first response from faculty and staff was a winter retreat in January 2004, sponsored by the Student Council and which involved participants nominated by student organizations. Since that time faculty and staff in the college, working with the Student Council, have developed a one-credit, fall-semester leadership seminar, developed a leadership

certificate, sponsored winter leadership retreats, and obtained a USDA grant to train small groups of students to facilitate workshops on leadership topics for student organization meetings and classes.

This program is administered by Christina Klawitter ([cklawitter@cals.wisc.edu](mailto:cklawitter@cals.wisc.edu)), assistant dean CALS Undergraduate Programs and Services, and John Klatt ([jklatt@cals.wisc.edu](mailto:jklatt@cals.wisc.edu)), student services coordinator, Leadership Certificate and USDA Training Grant program [www.cals.wisc.edu/students/leadership/](http://www.cals.wisc.edu/students/leadership/)).

The students who have participated in these programs have come away with a better sense of self, and have learned to critically analyze their strengths and weaknesses. This self-reflection helps them to become better and more engaged students, and to become more conscious of the need for social responsibility and making a commitment to impacting their various communities. This is especially achieved through the nine competencies required to be completed to obtain a Leadership Certificate, most specifically by Competency #9, which is to Improve Community. Students are required to perform a function or provide leadership to a program that in some way improves the community they are serving. But it is the self-reflection they do afterward that creates the most value. We want students to know that there is a purpose for what they do, not just a means to beef up their own resume and stature.

## **7. The Sconnie-Coastie Divide** (description prepared by Alec Carroll and Josh Monifi)

*Problem.* There is a divide among the students on campus that is not based on race or ethnicity, but rather, geography. In order to understand this, some terms have to be defined.

A “Sconnie/Townie” is a person who is from Wisconsin or grew up near the state. A “Coastie” is a student who is from one of the two coasts, New York, California, and sometimes Chicago. The location where you grew up should not classify whom you are when you come to college but unfortunately, on this campus it has managed to create a rift between peers.

The first and foremost issue of importance is money. The people from the coast tend to come from middle- to upper-middle-class families that have the resources to send their kids away for college. Out-of-state students pay nearly triple to go to UW–Madison, even though out-of-state tuition is lower than some other comparable public universities (Michigan, UCLA, Penn State). Some in-state students harbor feelings of resentment or even animosity toward out-of-state students based on the fact that they feel that Coasties like to flaunt their wealth or rub it in other’s faces. Part of this stems from that fact that those who come here from the coast can afford to pay a higher price for college, most of the time right out of pocket. The stereotypical dress of many Coasties serves to highlight the divide. The Coastie “uniform” consists of UGG boots and expensive North Face winter jackets. Although this did not create the divide, it does exacerbate it to some degree by making it very public.

The option of living in either public (University Housing) or private (University House) dorms freshman year places this separation into a tangible context. Nearly all students in the private dorms are from the coast, and most students in the public dorms are from the Midwest. This has the important effect of creating separate social groups that pervade throughout the students’ times in Madison. The people who meet each other in the private dorms stick together, as do

those in the public dorms, and participate in selective activities that prevent intermingling between the two groups. This lack of interaction creates a feeling of antipathy, which leads to unhealthy social competition and mean-spirited perceptions or stereotypes, albeit not always untrue, among the students. Coasties are seen as being arrogant, unfriendly, and ungrateful by coming to Wisconsin and failing to adopt much of the local culture by keeping to themselves. In return the Sconnies are seen as being hostile, and the limited interaction that ensues leads many to generalize that all the Wisconsin people are “hicks.”

This situation would not be detrimental if it did not also foster two separate and different cultures. The lax alcohol policy in the private dorms (“if we can’t see it, then it’s fine”) creates a culture of rampant underage drinking. This is not to say that students in the public dorms do not drink in their rooms, but the fact that there are stricter regulations in place can only suggest that the level of drinking would be lower.

Students in the private dorms also do not get involved with many first-year programs, such as Wisconsin Welcome. Their numbers at the freshman barbecue and the chancellor’s convocation are lower than that of students in the public dorms. Part of this stems from differences in advertising and proximity to campus of the two dorm systems. Furthermore, students in the private dorms could view these events as outside of their community and something that they would not feel comfortable going to.

*Solution.* Since it is unethical to ban freshmen from choosing where they can live when they enter college, other proactive measures would have to be taken to bridge this gap between students.

- Strongly encourage all freshmen to attend at least one event during Wisconsin Welcome. This will get the students in the private dorms to identify with the greater university community early on. Create more interesting programs that people will want to attend and, at these events, promote interaction. Most people are mature enough when they arrive at college to introduce themselves and interact with other willing people. If there is a strong draw, some amount of success is guaranteed.
- Coordinate joint events between University Housing and the private dorms. The university should work with the private dorms to help make those students more aware of the events on campus. Perhaps the university could also encourage the fraternities and sororities to interact more with each other. That is, as I understand it, some Greek houses have reputations for drawing either Coasties or Sconnies. If interaction was promoted, this might help to lessen the divide and have a beneficial ripple effect and promote more interaction and cooperation on campus. Sending more housing literature, or truly expressing a desire in the housing literature to have the Coasties live in university dorms might be helpful, too.

## **8. Examples of Departments with Commitment to Inclusive Welcoming Climate**

### **a. Counseling Psychology, School of Education** (description prepared by Lynet Uttal)

The Department of Counseling Psychology is primarily a graduate department that emphasizes the integration of multiculturalism and diversity into counseling psychology and is committed to multiculturalism broadly defined in teaching, research, practice, and service.

And it walks the talk. Students are selected because their research and applied interests reflect the department's goal to prepare high quality scholars and practitioners to be effective leaders in an increasingly diverse world. The department has a Diversity Committee, and sponsors an annual Social Justice Conference and Diversity Dialogues, an initiative to address cultural awareness within the UW–Madison campus community. The department promotes a scientist-practitioner model of training that emphasizes the importance of conducting culture-centered and ethical psychological research among people from ethnic, linguistic and racial-ethnic backgrounds, and encourages the development of the abilities to apply culturally appropriate skills in clinical and other applied psychological practices and to employ organizational change processes to support culturally informed organizational policy development and practices.

**b. Entomology, College of Agricultural and Life Sciences** (description prepared by Stephanie Eastwood)

January 2008. Based on interviews with Ken Raffa, Walt Goodman, and Janet Deutsch, and on my experience as an entomology student and technician in Ken Raffa's lab.

In 1983, UW–Madison's Department of Entomology went through what Professor Ken Raffa called "a sexism trauma." A female faculty member was denied tenure by a committee of her colleagues. She appealed the decision, which got the entire faculty involved. The veteran professor who argued against her acceptance into the department used rhetoric that betrayed more than a little sexism. She won the appeal and was granted tenure, but stayed only a few years before moving on to NSF. A professor who had tried to deny her tenure left the university.

The junior faculty member emerged from the crisis of the mid-1980s sharing a desire to help the department evolve. One of these men is Walt Goodman, the current department chair. I asked Walt why the entomology department has such a good climate. He said that that's something the faculty themselves would like to understand better. "It seems like it just happens." But without more explicit awareness of what they've been doing to keep this culture going, he is concerned that it could change with the next generation.

What follows are a few people's reflections on things that contribute to the entomology department's good climate.

Walt acknowledged that the key to good climate is "getting faculty who are not only interested in the science but who have respect for their fellow people in the labs. We do science; but we are human. We have to fulfill the needs that humans have."

Communication that keeps everyone included: Walt said that as chair, he wears out his shoes walking around asking people how things are going. He has people kick ideas around before they're brought up formally to the full faculty. When people raise a concern they don't want to talk about in front of everyone, he takes it to *every* member one on one.

He consults with Professors Rick Lindroth and Sue Paskewitz like co-chairs, as they are in line for the rotating position. The former chair, Dave Hogg, is their insider with CALS.



Janet Deutsch worked for Entomology as an IT maven and is now with the university's Division of Business Services. She didn't miss a beat offering specifics on what makes the department such a great workplace for classified staff—it's the empowering leadership and genuinely friendly nature of department administrator Jim Butts. Jim makes sure staff are recognized for the contributions they make to the department. Janet emphasized how important that is. People need evidence that they are appreciated.

Janet described Jim Butts's management goal as helping people move up, supporting their professional development and empowerment. Here's one example of how he empowers workers: Jim suggested to Janet that she take OHR's training in supervisory management, even though she wasn't supervising anyone in her Entomology job. Taking that course gave her the confidence apply and obtain a position at a higher level. Janet asserts that all university staff should have the opportunity to take OHR's supervisory management training. She said it's very good. Imagine what a difference it would make if more nonsupervisory employees on campus were being as enlightened supervisors and started practicing skills managing conflicts, cultivating good climate, etc.

*What We Can Take Forward.* Good climate develops when managers treat co-workers as knowledgeable, intelligent sources of good ideas. Leaders figure out what each individual is good at and continuously find ways for everyone to give their best to the organization. People feel appreciated. There is good climate when people in every job category feel enfranchised to discuss their ideas and share their skills and creative works with people at all levels of the organization. Where this atmosphere of friendly, egalitarian, intellectual-social exchange is going on, there is a mighty potential for leadership development throughout the organization. What it takes is for managers to notice when people are tossing up ideas for innovations and improvements. S/he invites them to talk about it more seriously, asks, "What would it take to make this happen?" then mobilizes the resources they need to get it done. That's an empowering workplace.

## **9. Athletic Department** (description prepared by Tim Taggart)

The Division of Intercollegiate Athletics at the University of Wisconsin–Madison offers two programs designed to promote goals of this subcommittee. One program, the Diversity and Inclusion Program, is designed to connect the student athletes with the university at large, while the other program, Rolling Out the Red Carpet, is designed to acknowledge to the non-university community members their value and importance to the Athletic Department.

The goal of the Diversity and Inclusion Program is to increase the qualitative campus experience for minority student athletes. Student athletes will have an opportunity to interact with a diverse population of UW faculty members to foster mentor relationships. These relationships will provide an avenue for student athletes to discuss current issues and topics that relate to them as minorities on campus and more specifically as students in the Athletic Department. As part of the Diversity and Inclusion Program, students are encouraged to participate in a student-driven group, Student Athletes Equally Supporting Others (SAESO). SAESO was formed in an effort to develop peer-to-peer relationships among the student-athlete population. Through group discussion, community involvement, and social events, the participants of SAESO will advise and develop activities designed to improve the campus and community experience for minority

student athletes. The Diversity and Inclusion Program will encourage all members to understand the importance of high academic achievements and ultimately increase the qualitative experience for ethnic-minority student athletes.

The “Rolling Out the Red Carpet” campaign was developed in 2004 to assure that community members, and the fans of the visiting teams felt welcomed and valued at Camp Randall Stadium and other Athletic Department facilities. This nationally recognized program reaches fans across the street and across the nation. The theme of the campaign “Welcome to Our House: Making Game Day Great” is made possible by the effort of Athletic Department personnel, university groups, student organizations, and local businesses. Volunteers from these groups, known as Fan Ambassadors, are stationed to welcome guests, answer questions, and heighten the awareness of the importance of fan conduct when coming to or during UW–Madison sporting events.

#### **10. Summer Research Opportunities Program (SROP) (prepared by Tanya Cobb)**

The University of Wisconsin–Madison offers twelve Summer Research Opportunities to undergraduate students. It is a unique chance for undergraduates to work closely with faculty mentors and graduate students in their major discipline. Students accepted into research programs are matched with faculty whose expertise and interests match the students’ research interests. Students gain valuable skills for success in postgraduate studies and careers in their chosen field. Upon completing their summer research, students have the opportunity to present and receive reviews of their individual work (<http://info.gradsch.wisc.edu/education/diversity/srop/index.html>).

My direct experience is with specifically the Integrated Biological Sciences Summer Research Program (IBS-SRP) ([www.wisc.edu/cbe/srp-bio/](http://www.wisc.edu/cbe/srp-bio/)).

The Summer Research Program in Biology (SRP-Bio) was developed in 1990 in response to an institutional request to provide opportunities for qualified undergraduate students to do research with distinguished UW–Madison faculty in the biological sciences. It is funded primarily through a Research Experiences for Undergraduates (REU) site grant from the National Science Foundation, with matching support from the UW–Madison Graduate School. The program name changed to the Integrated Biological Sciences Summer Research Program (IBS-SRP) in 2006. Since the beginning, an average of 20–25 students have done research with faculty mentors each summer.

Our center’s (Laboratory of Molecular Biology) graduate program coordinator, Michelle Holland, administers the Cellular and Molecular Biology cluster within this SRP.

In the IBS-SRP, students do independent research projects with faculty mentors for ten weeks in one of six research areas:

- Computational Biology and Biostatistics
- Neurobiology
- Cellular and Molecular Biology
- Plant Development, Breeding and Genetics

- Environmental Biology
- Bioenergy

These six disciplinary clusters are intellectually woven together at weekly meetings in an interdisciplinary learning community through evolutionary theory and the research process. In addition to meeting with the interdisciplinary group, students prepare research proposals, final papers, and oral presentations summarizing their work. Students also have the opportunity to explore the UW–Madison and the city. This is a program administered through the Center for Biology Education.

The program provides a stipend of \$4,200, full support for travel, housing, health insurance (if needed), and a partial food allowance. Students have access to all campus libraries and facilities. There are no fees or tuition costs.

The IBS-SRP strongly targets underrepresented minority candidates, first-generation college candidates, low-income students, and students from small colleges without access to direct research experience. Within the CMB cluster, we receive such a large number of applicants that we are able to select solely participants who fit one of the four targeted categories. Partnering with the IBS-SRP has allowed our graduate program (Program in Cellular and Molecular Biology–CMB) to make an increasing number of direct contacts with underrepresented students interested in graduate school in the biological sciences.

From our first year as a formal partner (2006), we have a student now matriculated into our graduate program (fall 2007). CMB program application numbers from underrepresented minority students appear to be increasing. Overall, the participating students indicated that the summer research program steered them toward graduate studies in the biological sciences at UW–Madison. We're hopeful that these positive results so early on may indicate future success in increasing our pool of highly qualified minority and economically disadvantaged students for admission into the CMB program.

#### **11. Original CCLE (prepared by Lillian Tong, with help from Chris Carlson-Dakes)**

Creating a Collaborative Learning Environment (CCLE) began in 1993 as the dissertation study of Katherine Sanders in Industrial Engineering. The program was designed for faculty/staff to learn about learning through working together collaboratively. It grew from a grassroots College of Engineering program to a campuswide program housed in the provost's office in the course of ten years. One aim was to assist in building more healthy, diverse, and imaginative working communities across departments and colleges. In 2003, it was adapted to become part of the Delta Program with changes in both content and dynamics. Therefore, we will report on the original model of CCLE that focused on a campus climate of respect and collaboration.

Almost 200 faculty/staff from 80 departments in all four divisions participated in the original CCLE program. Most were from the biological sciences and physical sciences. Facilitators were trained to accommodate numbers and became a learning community, also. All participants took "Stage 1," a two-semester, 1.5-hour-per-week program of learning about learning by introspection and discussion in a group of ten. Participants wrote reaction papers to the weekly readings and discussed their reactions. In addition, the group engaged in two consensus

activities. The first was to individually, and then collectively, write a statement of their teaching vision (“What do you want students to know, be able to do, or wonder about when they leave the UW?”). The second was to individually and then collectively draw a diagram of how people learn. Through the effort of reaching consensus, growth occurred in awareness of individual differences, respect for different ways of learning, and skills in group process. The facilitator brought the group together, helped them develop ground rules, and increasingly throughout the year receded into the background as the group worked. The result was a feeling of ownership of the learning and a better understanding of leadership. In “Stage 2,” participants who completed “Stage 1” could apply what they knew about learning in the Classroom Experimentation Team or other CCLE offerings. People could continue taking “Stage 2” offerings as long as they wished and often suggested topics. The structure of CCLE gave participants an initial transformative experience in collaboration where diversity clearly emerged as an asset and skills were developed in group membership and leadership. Diversity was a strong emphasis in the readings as well as the CCLE-wide activities held several times a year.

*“I expected to have some sort of discomfort with the different kinds of people in the group with the very different teaching that they did, and I in comparison to them. I thought that was going to be more of a handicap than it was. I think actually that turned out to be a strength...it caused me to look at my teaching in a way that I wouldn't have.”* (first-year participant, 2000)

“CCLE has the most supportive interactions and I’ve met the most progressive thinking people. It’s like a haven where I can actually explore these things in a safe place with people. It’s a very good essential place because without that, not of [my rejuvenation about teaching] would have happened.” (third-year participant, 1996).

This model was adapted to create a program in “Creating a Collaborative Research Environment” in the final years at the provost’s office. The format lends itself to adaptation for any university activity.

## **12. Brief Descriptions of Example Programs**

**a. Women Faculty Mentoring Program** (description prepared by Lindsey Stoddard-Cameron)  
([www.provost.wisc.edu/women/mentor.html](http://www.provost.wisc.edu/women/mentor.html))

The Women Faculty Mentoring Program was founded in 1989 by an assistant professor, Robin Douthitt, (now dean of the School of Human Ecology and professor of consumer science). Soon thereafter, it was adopted into the Office of the Provost. Today, the Women Faculty Mentoring Program is directed by Wendy Crone (associate professor of engineering physics) in consultation with a faculty advisory committee of ten members. The program is supported by the Office of the Provost and housed within the Office of the Secretary of the Faculty. Laurie Beth Clark (vice provost for faculty and staff programs, and professor of art) is the Office of the Provost’s liaison to the program. Lindsey Stoddard Cameron (coordinator of new faculty services) is the Office of the Secretary of the Faculty’s contact and the program coordinator.

The Women Faculty Mentoring Program welcomes new women faculty to campus and seeks to support and retain women assistant professors throughout the tenure process. Women appointed with tenure are invited to participate in year-long orientation matches. Women assistant professors are paired for the duration of the tenure process. All matches are extra-departmental: mentees are matched with tenured colleagues who share similar professional and personal interests but are removed from the promotion and tenure process. Participation in the Women Faculty Mentoring Program does not obviate the department's responsibility to assign a guidance committee or mentor for each assistant professor; rather, it offers additional information and resources that build upon the work of departmental mentoring relationships. Currently, the program supports 107 mentoring pairs. Approximately 45 percent of women assistant professors are mentored through the program, and nearly 30 percent of all women faculty are actively involved.

In addition to individual mentoring relationships, the Women Faculty Mentoring Program supports a number of peer mentoring groups—informal networks intended to foster collegiality, promote learning, spark new ideas for research, and help women find their way throughout the university. The oldest, “Goey Chocolate Cake,” is a group of women faculty in the physical sciences, initially established by Denice Denton. The newest are “New Moms” groups in the arts and humanities, biological sciences, physical sciences, and social studies—with a “Single Moms” group forming now in spring 2008.

The program sponsors several events each year, including a “mentoring luncheon” to welcome prospective members, an annual reception celebrating the accomplishments of newly promoted and tenured women, and a conversation series promoting dialogue on topics of special interest to women faculty.

**b. Academic Staff Mentoring Program** (description prepared by Lindsey Stoddard-Cameron)  
(<http://acstaff.wisc.edu/mentor/index.html>)

The Academic Staff Mentoring Program was established in 1997 through the efforts of Jean Buehlmann (instructional program manager III emerita, Physics), Char Tortorice (director emerita, Testing and Evaluation Services), and other respected members of the academic staff. Today, the program is directed by a six-person steering committee chaired by Lori Devine (program manager, Recreational Sports). The program is supported by Colleen McCabe (secretary of the academic staff) and housed in the Office of the Secretary of the Academic Staff.

The Academic Staff Mentoring Program is designed to help both new and continuing academic staff professionals meet individual professional development goals. The program supports networking across disciplinary and departmental boundaries, offers opportunities to learn new skills and grow professionally, and promotes participation in academic staff governance. Mentoring pairs are matched in the spring semester, participate in a formal orientation workshop in April, and are invited to attend two additional workshops during the following academic year. Mentoring relationships may be brief or last a full year, depending on specific goals articulated by each mentoring pair. At the end of the year, mentors and mentees may end their relationship or continue working together informally. Currently, 35

mentoring pairs are active in the Academic Staff Mentoring Program. Since 1997, more than 400 pairs have participated in the program.

**c. University Committee on GLBT Issues** (description prepared by Tom Armbrecht)

The University Committee on GLBT Issues, comprised of students, faculty and staff appointees, is the university's shared governance committee charged with fostering lesbian, gay, and bisexual (LGB) scholarship and considering concerns about services for and equity toward LGB students, faculty and staff. The director of the LGBT Campus Center is an ex-officio member of the committee, and the committee serves as the de facto advisory board to the LGBT Campus Center. Initially named the University Committee on LGB Issues, the T was added in 2002. During the 2007–08 academic year, the committee is headed by Professor Jeanne Boydston ([boydston@facstaff.wisc.edu](mailto:boydston@facstaff.wisc.edu), 608/263-0647) of the Department of History.

This group's agenda is very much in line with Team 5's theme because it actively works to promote LGBT concerns and to improve the atmosphere related to issues of sexuality and gender for all members of the UW–Madison community. A 2004 report to the Faculty Senate (available at [www.wisc.edu/lgbt/1799.pdf](http://www.wisc.edu/lgbt/1799.pdf)) gives a concrete idea of the issues on which the group has worked and the types of problems it continues to address.

**d. University Learning Communities** (description prepared by Lynet Uttal)

Seeking Educational Equity and Diversity by the Experienced Doers (SEEDDED)  
Equity and Diversity Resource Center

SEEDDED is a monthly discussion group in which faculty, academic staff, and classified staff participants explore projects they are working on or issues that come up around campus that affect campus climate and diversity initiatives. The group thinks together, drawing from both the textbook of them “selves” as well as textbooks on their “shelves,” to understand what went wrong, to identify innovative and tested strategies to do better in the future, and to provide a respectful learning community for deepening knowledge and honing skills for developing effective practices—practices that will collectively move the university forward to design and develop authentically inclusive working, learning, teaching environments. The participants are experienced and actively working on initiatives and projects to promote a more inclusive and empowering environment on the UW–Madison campus.

**e. Student Personnel Association** ([www.uw-spa.org/index.htm](http://www.uw-spa.org/index.htm))

The Student Personnel Association (SPA) on the UW–Madison campus, established in 1956, exists to create cross-campus connections among people who work with students to support, enhance and reinforce the learning mission of the University of Wisconsin–Madison in their lives. As both a state institution and a huge, decentralized educational organization, the UW–Madison must function with a strictly defined structure. SPA works informally, alongside that structure, to bring people across campus who work with students together socially, intellectually, for campuswide affirmation and recognition, for personal professional development, for development of our profession, and to support the learning mission of UW–Madison.

**f. The UW–Madison School For Workers** (<http://schoolforworkers.uwex.edu/>)

The School for Workers is the labor education department of the University of Wisconsin–Extension, Continuing Education, Outreach & E-Learning. Our mission is to educate workers and others about issues of concern in the workplace. Each year we offer hundreds of programs to thousands of union representatives, officers, members, and employer representatives. Our classes and programs cover a wide variety of employment-related subjects, in formats including one-hour presentations, evening community classes, on-campus Madison institutes, customized on-site classes, and ongoing labor-management and union facilitations. Our faculty also conducts applied research and offers technical assistance services to our clients.

If you are interested in arranging a class, please contact the education coordinator of your local union, central labor council or regional labor body. The education coordinator should then contact: Carol Graham, 608/262-4496, [carol.graham@uwex.edu](mailto:carol.graham@uwex.edu).

**g. The Teaching Assistants Association (TAA)** (description prepared by Stephanie Eastwood)

[taa@taa-Madison.org](mailto:taa@taa-Madison.org), 608/256-4375

The TAA is a democratically run labor union through which UW–Madison graduate students negotiate wages, benefits, and other terms of their employment as TAs and project assistants.

- Bargaining collectively as a large, united group gives grad students the power to have their needs met as workers. Having a legally binding contract makes individual grad students more powerful in their relationships with supervising faculty and staff; when questions arise, they can refer to it or consult the union.
- Every semester, there are grad students who call the union seeking advice and support when someone in their workplace on this campus is treating them in a way that makes them feel diminished, misused, or disrespected. When this happens to you, whatever your situation, a TAA advocate will listen to your story and take it seriously. You are likely to hear that, contrary to what you’ve been encouraged to feel in the workplace, “It’s not you. You’re not crazy.” Or “You’re not the only person who has voiced this complaint.” Since the role of the union is not to rescue people but rather to support each other’s empowerment, the advocate will ask you what you want to happen, as together you discuss a variety of options and perhaps start formulating an action plan.
- Active TAA members learn how to conduct meetings according to Parliamentary Procedure, a structure for deliberative decision-making by a group, so that for every proposal made, every person has a turn to speak his/her mind before the group votes.
- Involvement in the TAA as a steward, organizer, officer, or contract enforcer immerses grad students in a very practical empowerment education which is essential preparation for leadership in any organization.

- While strikingly different from academic work, involvement with the TAA's warmly-welcoming, earnest, witty, quirky, passionate, scholars, scientists, and mathematicians is a refreshingly multi-disciplinary-lingual adventure in bridging our diverse theoretical worldviews with praxis.

Contact contract-enforcement staffer Claiborne Hill to discuss members' workplace climate concerns and her empowerment philosophy and approach.

**h. Employee Assistance Office.** (description prepared by Stephanie Eastwood)  
263-2987 Contact Kathleen Holt. <http://eao.wisc.edu/>

Most people who come to the Employee Assistance Office have tried unsuccessfully to problem solve a situation in their personal or work life and are looking for additional options or resources for dealing with it. Employee Assistance Office services are available to all faculty, staff, LTE/project employees and their immediate family members or significant others. (EAO faq page) The Employee Assistance Office (EAO) provides a variety of services including problem consultation/assessment with individuals and groups, information about community resources, educational programs, and appropriate referrals of individuals in need of help. It also assists Deans, Department Chairs, Directors, managers, supervisors, and/or union representatives to respond more appropriately to employees who evidence deteriorating or unacceptable job performance or employment problems caused by personal, work-related, behavioral or medical reasons.”  
[www.ohr.wisc.edu/polproced/appendixEempassistance.pdf](http://www.ohr.wisc.edu/polproced/appendixEempassistance.pdf)

## *Appendix E. Resources on Community Building and Assessment*

### **Initiatives**

- [Academic Staff Mentoring Program](#)
- [CIRTL Diversity Resources](#)
- [Creating Community](#)
- [Cultural and Linguistic Services, OHRD](#)
- [Domestic Partner Benefits](#)
- [Dual-Career Couple Assistance Program](#)
- [Faculty Exit Interviews](#)
- [Faculty Strategic Hiring Initiative](#)
- [Learning Communities](#)
- [New Employee Orientation, OHRD](#)
- [Office for Equity and Diversity Programs](#)
- [Ombuds Office](#)
- [PEOPLE program](#)
- [Plan 2008 Campus Diversity Forums](#)
- [SEED: Seeking Educational Equity and Diversity for Experienced Doers](#)
- [Sexual Harassment Information Project](#)
- [Think/Respect campaign](#)
- [Vilas Life Cycle Professorships](#)
- [WISELI \(Climate Wkshps for Dept Chairs; Search Training Workshops; Life Cycle Grants Prog\)](#)
- [Women Faculty Mentoring Program](#)



## General/Operational

- [Committee on Women in the University](#)
- [Campus Childcare and Family Resources, Office of](#)
- [Campus Mission Statement](#)
- [Diversity Oversight Committee](#)
- [Equity and Diversity, Office for and Committees](#)
- [General Education Requirements](#)
- [Graduate Assistant Equity workshops](#)
- [Human Resource Development, Office of](#)
- [International Student Services](#)
- [LGBT Student Services](#)
- [Multicultural Student Services](#)
- [New Employee Orientation](#)
- [Vice Provost for Diversity & Climate](#)

## Policies/Reports

- [Transfer Student Experience Executive Summary \(May 2004\)](#)
- [Domestic Partner Benefits and Employee Benefit Programs](#)
- [Stopping the Tenure Clock](#)
- [Faculty Salary Equity Review Policy](#)
- [Involvement of Non-Tenure Track Clinical Staff in Shared Governance – Report \(2005\)](#)
- [Health Professions Programs Task Force Report \(2005\)](#)
- [Mandatory Sexual Assault Reporting & Sexual Harassment Information](#)
- [Military Service Policy](#)
- [Plan 2008 Campus Diversity Plan](#)
- [Religious Observances: Conflict with Classwork](#)

## Results from Team 5 Initial Retreat—What is Welcoming?

| <i>Things we can DO</i>   | <i>Attitudes/feelings</i>   |
|---|---|
| <b>Formal Mechanisms</b>  | <b>Feeling Known</b>  |
| Sensed a process in place to integrate me and make me a part                | Bring full self to the table  |
| Communication: UW–Madison Web site recruiter and first impressions          | People are known well, feel safe and supported by others in the community |
| People in power actively choose to be present with groups to welcome people | Embraces world views that are not mainstream                              |
| Welcomed by the power structure in a new workplace                          | Everyone belongs somewhere  |
| Introductions helping to foster connections and relationship building       | "Sidewalk culture" interactions and groups                                |
| Welcome can be initiated/structured by a single person                      | Feeling known as an individual  |
| Welcome committee (letter, gift, coffee, buddy, lunch, e.g.)                | Time for casual human interactions  |

|  |   |
|--|---|
| Having a person who's formal job description includes connecting people                  | Recurring one-on-one interactions   |
| Doing the "soft stuff" well  | Do you know who I am? Ask and listen  |
| Making things explicit not just assuming they'll happen                                  |   |
| Taking time  | <b>Other Feelings</b>   |
|  | Feeling valued  |
| <b>Providing resources for inclusion/success</b>   | Not needing to self-sensor  |
| Have tools you need to succeed   | Not feeling threatened by difference  |
| Readily available resources and support  | Feeling connected   |
| Clarification of purpose   |   |
|  | <b>Simple (genuine) kindnesses</b>  |
| <b>Mentoring</b>   | Positive personal interactions  |
| Finding a mentor/network   | Genuine friendliness  |
| Someone takes personal responsibility for your success                                   | Eye contact, a smile and hello  |
| Having a dedicated mentor for any new position   | Rolling out the red carpet  |
| Willing to talk straight about what's really going on                                    | People offer assistance/orientation   |
| Someone willing to talk openly about hurdles   | Why is it great to be here? Because of you.   |
|  | Being sincere, positive, respectful   |
|  |   |
| <b>Encouraging Engagement</b>  | <b>Group Identity</b>   |
| Sense of shared purpose/common concerns  | Feeling of shared perspective   |
| Being invited (to a group, to be on a committee, etc.)                                   | Shared experiences bring people together  |
| People making efforts to say hello   | Valuing the group as being more than the sum of its individuals   |
| Open invitations (with reminders) to join existing groups/committees                     | Felt safe = felt accepted = felt valued = felt included   |
| Working hard to get people to feel good aspects of our campus (sports, institutes, etc.) | Feeling part of a group   |
| Being invited for input  | Effective communities transition through various stages of development in healthy effective ways  |
| Welcoming the whole person—encouraging/enabling people to pursue more                    | Feeling like we have a common cause—part of a group working together  |
| Keeping an open mind to opportunities that may evolve to an unforgettable experience     | Culture of team sports forges sense of common humanity despite diverse backgrounds  |
| Making a large community into a smaller personal community                               |   |
|  | <b>Having a voice</b>   |
| <b>Physical/Structural environment</b>   | My voice is represented and heard at the table  |
| In face of security requirements, how still create welcoming environment?                | When my opinions feel welcomed then I feel welcome: my suggestions are heard, my ideas are part of final plan made, people ask me to explain my ideas |
| Familiar things, sights and smells   | Nondogmatic definition of expertise   |

|  |   |
|--|---|
| Physical/spatial design—planned for casual path crossing                                 |   |
| Accessibility  | <b>Interactions</b>   |
|  | Positive feedback from supervisors/higher ups   |
| <b>Demonstrably value</b>  | Welcoming for the long term vs. superficial “hello, how are you?”                                   |
| Assumption of good/valuable abilities  | Taking time to know people  |
| Being valued   | Shared responsibility for maintaining climate   |
| “Pizza” moments—outreach by necessity of difficult times (take pizza to someone in need) | Wanting to maintain a positive welcome climate not only because we’re required to                   |
| Demonstrably valued  | Diversity begets diversity  |
| Validation of feelings, valuing opinions   | Ask for my opinion/input  |
|  | Engaging/affirming/supportive and challenging interactions = growth                                 |
| <b>Welcoming Actions</b>   | Trusting that others will be willing to learn from our concerns and be willing to learn from theirs |
| Everyone gets a picture with Bucky   |   |
| Acceptance “enfolding” a person/drawing into a family/community                          | <b>MISC</b>   |
| Sustainable welcome  | Felt a reason to be here  |
| Sharing “inside knowledge” that connects someone and helps him/her succeed               | Ok to not know everything at first  |
| Sharing passion  | Being involved in change project  |
| Integrating the new within the old (people, ideas, initiatives, values)                  |   |
| Generous with time, resources, knowledge and expertise                                   |   |