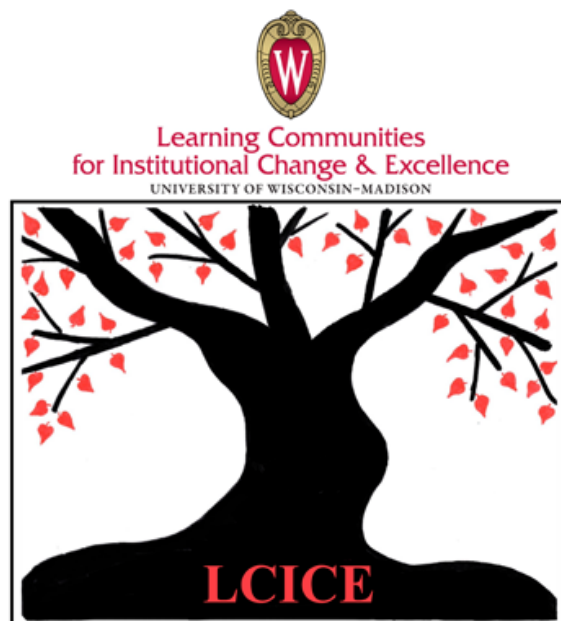# Understanding the Impact of Learning Communities for Institutional Change & Excellence (LCICE)

Study of LCICE Programs at the University of Wisconsin-Madison

Authors: Jackie Aman, Piere Washington, and Justin Hollis

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Impacts of Learning Communities for Institutional Change & Excellence (LCICE)

Summary of Evaluation Results

In 1998, the University of Wisconsin-Madison began offering opportunities for staff, faculty, and students to engage in reflection of our lived experiences in learning communities. In 2012, the Learning Communities for Institutional Change & Excellence (LCICE) unit formally launched, providing dialogue- and cohort-based professional learning opportunities with the ultimate goal of creating a better campus climate for all.

Wilder Research partnered with LCICE in 2024 to learn the impacts of its two flagship programs: the Leadership Institute (LI – a program for faculty and staff) and Seeking Educational Equity and Diversity (SEED – a student program). The following provides main evaluation findings.

KEY EVALUATION FINDINGS – IMPACTS OF LCICE

Through a mixed methods study – which included an analysis of course evaluations, self-assessments, facilitated discussion, and ripple effects mapping – results show that LCICE programs help its participants to:

Become better leaders and community members

Build a stronger inclusive UW-Madison community

Deepen their interactions with others and better navigate conflict

Work to improve broader systems and communities

How do we have these conversations…that include folks that are on both sides…[it's] hard, sacred work. But I'm learning through my experiences of LI that building authentic community means everybody. – LI participant

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KEY FINDINGS – LEADERSHIP INSTITUTE

By comparing pre- and post-ratings on self-assessments, Leadership Institute participants reported statistically significant improvement in the following areas:

- Identifying their own biases and the impact of their behavior on others

- Respectfully interacting and building relationships with people who are different from themselves

- Navigating conflict with people different from themselves

- Building strong, inclusive communities at UW-Madison

1. **Self-assessment results show significant growth in Leadership Institute participants (N=94-96)**

	Pre-rating	Post-rating
I am able to identify my own socially constructed biases, rules, and expectations	5.03	7.41
I am able to identify how my biases, prejudices, and stereotypes reveal themselves in my interactions with others	4.46	6.99
I solicit feedback from others to better understand my impact vs my intent	4.38	6.49
I am able to identify social/cultural differences in verbal and non-verbal communication styles	5.06	7.03
I am able to develop relationships with those different from myself	6.47	7.73
I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds different than my own	5.03	6.60
I am able to respond to prejudices, biases, and stereotypical statements, actions, and insinuations in an effective manner	4.54	6.37
I lead by building an inclusive community which recognizes and incorporates differences in the identities and perspectives of all of its members	5.00	6.80
I lead by identifying what's working well and what we collectively want more of	5.05	6.88

0 1 2 3 4 5 6 7 8 9 10

No · Moderately confident · Total confidence

This table presents a selection of survey items that showed statistical significant change from pre- to post-test. For a full listing of all LI assessment survey items and more information on the methods and analysis used, please see the full report, *Understanding the Impact of Learning Communities for Institutional Change & Excellence (LCICE)*.

Longer-term impacts of Leadership Institute:

Through two Ripple Effects Mapping sessions, LI participants shared how the program continues to impact their personal and professional lives. Specifically, LI's sustained impact includes:

Building stronger and more inclusive communities, relationships, and networks

- Developing an awareness of how backgrounds and identities influence their behavior and perspectives
- Centering relationships in their professional and personal lives on campus and beyond
- Growing networks across UW-Madison through mentorships, committees dedicated to equity and inclusion, and by expanding the community of people doing the work

Personal growth through learning about self, others, and systems

- Enhancing self-awareness, empathy, and social/emotional intelligence
- Becoming better leaders, supervisors, and community members
- Increasing knowledge and awareness of systemic injustice and one's role within systems

Challenging systems, increasing representation, and advancing equity

- Giving participants the language and confidence to advocate for justice
- Developing the courage to ask hard questions, hold people accountable, and act as instruments of change

Leadership Institute

LI has impacted my values. It's impacted how I see things, so so so many ripple effects in my work, and in my life, and in partnerships I have across campus. There are people who I've done projects with in other departments because we met in the program. – LI participant

When I started my senior leadership position, LI gave me the language and agency to affect our work. I knew how to have conversations in a way that led with curiosity so that people weren't seeing it as an attack. – LI participant

We all have different identities, different stories…I didn't grow up here, so there were so many things I needed to learn, and I learned the hard way. And, you know, I am thankful. And so it came from that work in LI, learning the concept of intent versus impact…LI is about self-work, even though you're trying to address systems. Accountability and impact. Self-accountability, holding others accountable, and hopefully holding systems accountable, too. – LI participant

KEY FINDINGS – SEED COURSE

Through participation in the undergraduate SEED course, participants reported that this LCICE program enhanced their abilities to:

- create a community where students can engage in honest conversations about the things that matter

- reflect and think critically about their own experiences and the experiences of other students in the course

- apply lessons learned in the course to their own education and broader lives

2. Most SEED students agreed that the program helped them achieve a number of goals (N=171-212)

Goal	Agree or strongly agree	Neutral, disagree, or strongly disagree
To authentically participate in the process of co-creating a community of social justice dialogue	99%	2%
To promote application of knowledge and experiences gained through the course	97%	2%
To critically reflect on and share our relevant personal experiences	97%	3%
To provide opportunities in which participants are open to being vulnerable and to feel uncomfortable with each other	95%	5%
To develop a better understanding of institutional oppression and examine our individual roles as both oppressors and oppressed	93%	7%
To be agents of our own education	92%	8%

■ Agree or strongly agree   ■ Neutral, disagree, or strongly disagree

99% Of students would recommend SEED to peers (N=110)

I believe this course should be required for every college student. What I learned in this class will stay with me forever, so I feel like it should be incorporated into every college student's experience in college.

I've already told friends (and encouraged a white male since we didn't have any in our class) to consider applying to this class —It is such a gem!

My only complaints about SEED are that I wish we had more time for discussion and that I wish I could take it or a class like it every semester. It has been truly formative for me and I'm so grateful to have been a part of it.

BACKGROUND ON LCICE

Since 1998, UW-Madison has offered cohort-based professional development opportunities around diversity, equity, and inclusion (DEI). The Learning Communities for Institutional Change & Excellence (LCICE) unit was established in 2012 within the Division of Diversity, Equity and Educational Achievement to offer dialogue- and cohort-based professional learning and development opportunities. LCICE programs engaged UW-Madison staff, faculty, students and community around equity topics, with the ultimate goal of creating a better campus climate for all community members. Two of LCICE's flagship programs included:

Leadership Institute (LI): Program for UW-Madison faculty, staff, students, and the broader Madison community. Using a mix of smaller discussion groups and large group meetings, LI participants discuss topics of diversity, equity, inclusion, and justice work at UW–Madison. LI began in 1998 and continued through spring 2021.

Seeking Educational Equity and Diversity (SEED): Course for undergraduates at UW-Madison. Students met weekly to discuss race, class, gender, sexual orientation, ability, and other defining aspects represented in their communities. SEED began in 2008 and continued through spring 2021.

Ultimate goal of LCICE's programs:
To create a better campus climate for all community members.

EVALUATION METHODOLOGY

Wilder Research designed the 2024 LCICE evaluation to include a mix of quantitative and qualitative methods:

Self-Assessment (Leadership Institute) – a pre/post assessment that measures the extent to which a participant has experienced changes in beliefs, behaviors, and knowledge as a result of LI (participant self-report)

Ripple Effects Mapping – a qualitative method that captures stories of impact, mechanisms for change, unexpected impacts, and opportunities for future momentum or growth for LCICE and its programs

SEED Course Evaluations – a post evaluation administered to SEED participants at the close of the course that measures their satisfaction with the course and its impacts on their beliefs, behaviors, and knowledge (participant self-report)

Facilitated Discussion – a semi-structured discussion with LCICE staff to learn key components of LCICE programs

Contents

Figures

Introduction

In 1998, the University of Wisconsin-Madison began offering learning community opportunities to all UW-Madison staff, faculty, and students. Later on in 2012, the Learning Communities for Institutional Change & Excellence (LCICE) unit formally launched within the Division of Diversity, Equity and Educational Achievement. LCICE offered dialogue- and cohort-based professional learning and development opportunities that engaged participants in equity topics, with the ultimate goal of creating a better campus climate for all community members.

This report explores the impacts of two flagship LCICE programs: the Leadership Institute (LI) for faculty, staff, and community members, and Seeking Educational Equity and Diversity (SEED), a 3-credit course for undergraduate students. To better understand impact, Wilder Research partnered with LCICE staff in January 2024 to conduct a mixed-method study. The main research questions driving the study included:

- Which key ingredients of LCICE programming make a difference?

- What is the cumulative impact of LI and SEED over the years on participants and the broader UW-Madison community?

- What are opportunities for LCICE moving forward?

The following report provides main findings from the study and in-depth information on the methods used.

Leadership Institute participants at a large group meeting. Photo courtesy of LCICE.

Background

While LCICE facilitated a number of programs at UW-Madison, the following describes the two flagship programs included in this study: Leadership Institute (LI – a faculty and staff-facing) and Seeking Educational Equity and Diversity (SEED) (student-facing).

Leadership Institute (LI)

Description: An academic year-long program that met weekly (typically 2-hour meetings) to discuss topics of diversity, equity, inclusion, and justice work at UW–Madison. LI was primarily composed of small groups of 10-12 participants; periodically, all LI participants met as a large group of 60-80 individuals. Discussions were led by participant facilitators. LI began in 1998 and continued through spring 2021.

Who participates: UW-Madison faculty, staff, students, and community members

Goals: To develop participants' capacities to interact more effectively across multiple perspectives and social identities; to help participants hone their leadership capacities, commitment, and agency to be a leader of societal change toward equity and justice.
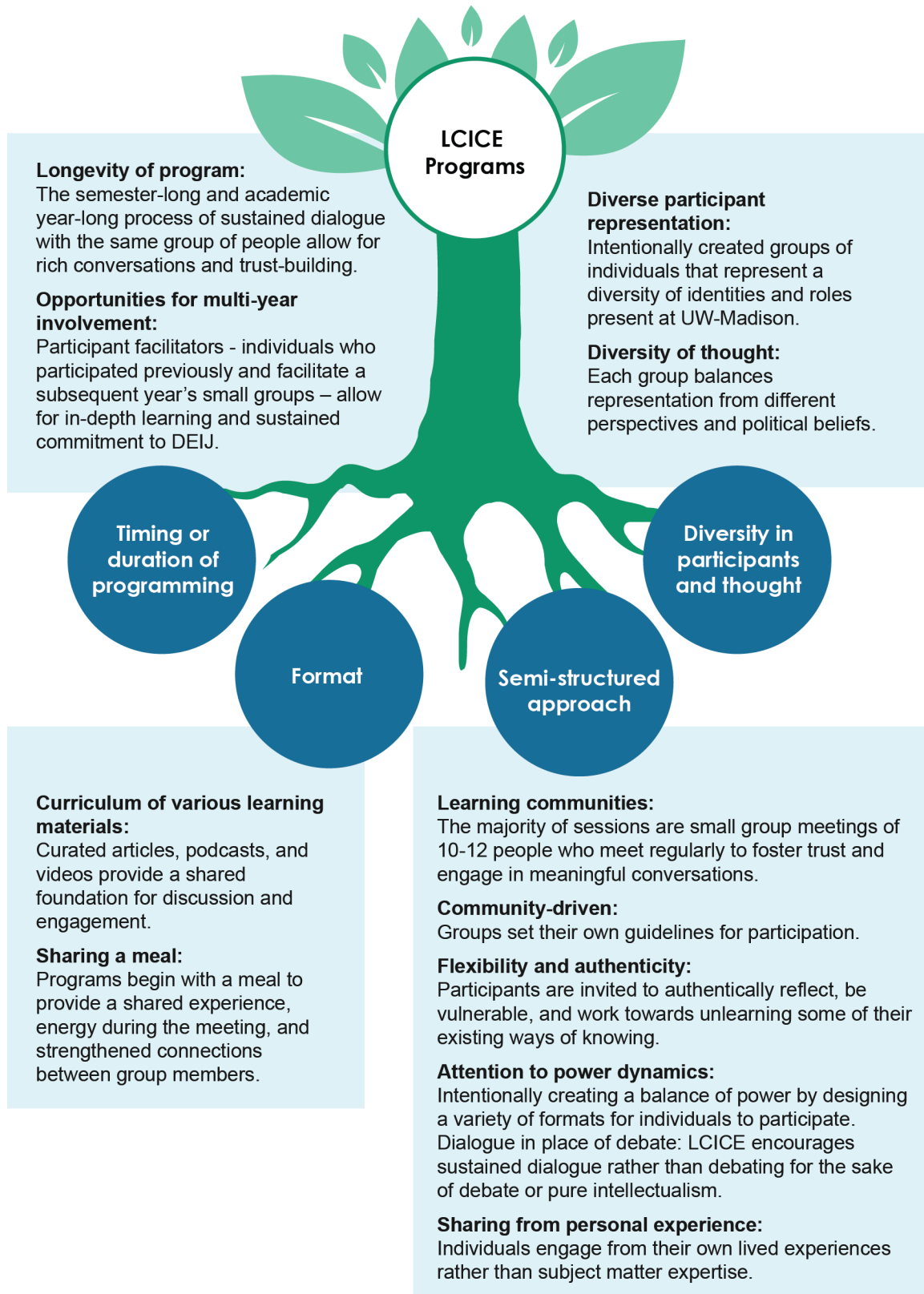
Seeking Educational Equity and Diversity (SEED)

Description: A 3-credit, semester-long course that met each week (2.5-hour classes) to discuss race, class, gender, sexual orientation, ability, and other defining aspects represented in their communities. SEED began in 2008 and continued through spring 2021.

Who participates: Undergraduate UW-Madison students

Goals: To authentically participate in the process of co-creating a community of social justice dialogue; to critically reflect on and share the complexities and intersectionality of socialized social identities and how they related to the University of Wisconsin campus and Madison Community; and to develop a better understanding of institutional privilege and oppression and examine individual roles as both oppressors and oppressed.

Top photo: LI participants at a large group meeting. Bottom photo: SEED participants during class. Photos courtesy of LCICE.

LCICE key components: Overview

LCICE Programs

Longevity of program:
The semester-long and academic year-long process of sustained dialogue with the same group of people allow for rich conversations and trust-building.

Opportunities for multi-year involvement:
Participant facilitators - individuals who participated previously and facilitate a subsequent year's small groups – allow for in-depth learning and sustained commitment to DEIJ.

Diverse participant representation:
Intentionally created groups of individuals that represent a diversity of identities and roles present at UW-Madison.

Diversity of thought:
Each group balances representation from different perspectives and political beliefs.

Timing or duration of programming

Diversity in participants and thought

Format

Semi-structured approach

Curriculum of various learning materials:
Curated articles, podcasts, and videos provide a shared foundation for discussion and engagement.

Sharing a meal:
Programs begin with a meal to provide a shared experience, energy during the meeting, and strengthened connections between group members.

Learning communities:
The majority of sessions are small group meetings of 10-12 people who meet regularly to foster trust and engage in meaningful conversations.

Community-driven:
Groups set their own guidelines for participation.

Flexibility and authenticity:
Participants are invited to authentically reflect, be vulnerable, and work towards unlearning some of their existing ways of knowing.

Attention to power dynamics:
Intentionally creating a balance of power by designing a variety of formats for individuals to participate. Dialogue in place of debate: LCICE encourages sustained dialogue rather than debating for the sake of debate or pure intellectualism.

Sharing from personal experience:
Individuals engage from their own lived experiences rather than subject matter expertise.

LCICE key components: In-depth

> *LCICE provides participants with space and time to engage people who share a desire to learn and to be better human beings, employees, and students striving to live out the Wisconsin idea—the notion that what is being learned on campus can and should be used to effect positive change and growth outside of the classroom and within the broader context of the world. - LCICE staff member*

As a part of this evaluation, Wilder facilitated a discussion with LCICE staff and advisory board members in June 2024 to identify key components of its work. The following provides the hallmark components across its programming.

Timing or duration of programming:

- **Longevity of program:** The semester-long and academic-year-long process of sustained dialogue were critical components of SEED and LI respectively. In contrast to a one-time DEI training, LCICE programs facilitated weekly interaction with the same group of people to allow for rich conversations, trust-building, and sustained dialogue.

- **Opportunities for multi-year involvement:** Given that LCICE programs were led by participant facilitators, individuals who took part in LI or SEED in a previous year could continue to participate in LCICE programs in future years. This allowed for in-depth learning and sustained commitment to DEIJ.

Format:

- **Curriculum of various learning materials:** LCICE curriculum included articles, podcasts, and videos to provide participants with a shared foundation for approaching a variety of subject matters.

- **Sharing a meal:** LCICE programs built connections by sharing a meal at the onset of meetings. Starting with a meal allowed people to share in an experience together, gain energy for the meeting, and strengthen relationships between group members.

> *Eating together. That was a main thing that was important. And I think for myself, coming from academia, that really struck me as such a different way to learn, and [eating together] was really important to the experience. It's affected how I think about facilitation and about how you actually make change in our world.*
> *- LI participant*

Semi-structured approach:

- **Learning communities:** LCICE's programming centered on learning communities—large group cohorts of 60-80 individuals who gathered regularly in small groups of 10-12 participants to foster trust and engage in meaningful conversations, complementing larger group gatherings in LI and SEED.

- **Community-driven:** Groups set their own guidelines and community agreements for participation. Within these communities, participants engaged in respectful discussions while learning to identify foregrounded and backgrounded experiences within their own lives, the lives of others, and the broader community.

- **Flexibility and authenticity:** Participants were allowed and encouraged to authentically reflect, be vulnerable, and work towards unlearning some of their existing ways of knowing and operating that might be perpetuating inequities.

- **Attention to power dynamics:** LCICE focused on intentionally creating a balance of power by designing a variety of ways for individuals to participate. This included using affinity spaces, engaging in both small and large group discussions, and multi-faceted roles where co-facilitators also participated by sharing from their own lived experience.

- **Dialogue in place of debate:** LCICE staff expressed being deliberate about engaging in sustained dialogue rather than debating for the sake of debate or pure intellectualism.

- **Sharing from personal experience instead of subject matter expertise:** LCICE spaces were mindful to encourage both facilitators and participants to engage one another from the vantage point of their own lived experiences rather than assume the roles of subject matter experts.

> *I am forever changed. The participation and the group work is amazing. One of the most radical things about this work is the patience involved. - LI participant*

Diversity in participants and thought:

- **Diverse participant representation:** When composing LCICE cohorts, staff created intentional groups of individuals representing a diversity of race, ethnicity, gender, sexuality, ability, position or leadership level in the University, and other identities present at UW-Madison.

- **Diversity of thought:** LCICE strives to balance different perspectives, political beliefs, and identities in its programming. Their programs encouraged participants to think about and connect their personal and collective histories. Furthermore, at the core of LCICE is an effort to promote community across a plethora of diversity, within the context of the University of Wisconsin-Madison, locally, and even globally.

> *My mom's stories told me, well, if you see something and it's not ok, you need to do something about it. And, that you cannot do it by yourself. One cannot ever do anything that is important by yourself. – Founding LI participant*

Evaluation findings: Leadership Institute

To evaluate the impact of Leadership Institute, Wilder conducted (1) an analysis of LI participant self-assessments, and (2) ripple effects mapping (REM). The following presents findings from each of these methods.

Self-assessment findings

To measure changes in beliefs, behaviors, and knowledge that resulted from LI, LCICE administered a series of self-assessments to LI participants. Three main assessments were administered over the 20+ years of the Leadership Institute. While assessments shared similar questions, the same rating scale, and captured pre- and post-ratings to measure individual growth that resulted from participation, the three LI tools varied by content, design, and administration over the years. See the Methods section in Appendix A for more detailed information on each of these assessments.

To identify common themes across each LI assessment tool – and to learn in which areas participants showed consistent growth and improvement as a result of LI – each of the three tools were first analyzed separately using Wilcoxon signed-ranks test.[1] These separate results were then compared across the three tools for similarities. For the purposes of this report, a change was identified as significant if it met the following criteria:

1. Comparisons of the pretest (or retrospective pretest) and posttest were statistically significant using Wilcoxon's test (p<.05).

Leadership Institute: Key Evaluation Findings

Self-Assessment Results: By the end of the program, LI participants reported improvement in their abilities to:

- Identify their own biases and the impact of their behavior on others

- Respectfully interact and build relationships with people who are different from themselves

- Navigate conflict with people different from themselves

- Build strong, inclusive communities at UW-Madison

Ripple Effects Mapping Results: Reflecting on the longer-term impacts of LI, participants noted that the program continues to help them:

- Create trusting relationships and networks across campus – through committees, mentorships, and by approaching interactions with curiosity and compassion

- Center relationships in their professional and personal lives

- Increase their skills and confidence as leaders, supervisors, and facilitators

- Recognize systemic injustice and see their role within the system

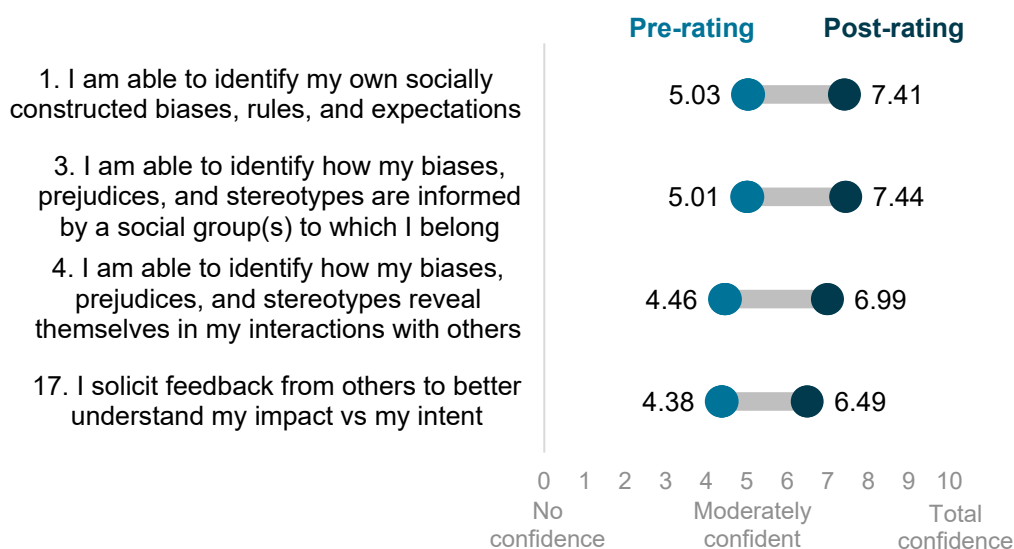- Advocate for others, push boundaries, and act as instruments of change

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[1]   Wilcoxon, F. (1945). Individual comparisons by ranking methods. *Biometrics. 1*, 80-83.

2. For an added level of rigor, comparisons of the pretest (or retrospective pretest) and posttest showed a high effect level when N>30 (Cohen's D, ≥0.80,) or a moderate effect level N<30 (Cohen's D, ≥0.50).

3. A given question on the assessment tool – though it may have differed in wording over the years – met both of these criteria across at least two of the three LI assessments (showing consistent impact over time/years).

While the LI assessment tool evolved over the years, recurring themes emerged when analyzing assessment results across each tool iteration. The following section details these main themes and demonstrates where LI made significant impacts on participants. To streamline the results, the report will default to showing the 23-item retrospective results for a given question when it meets the criteria above. A full set of results can be found in Appendix B, for each of the three tools.

Key findings from the Leadership Assessment

LI helps participants identify their own biases and learn the impact of their behavior on others. Assessment results consistently showed that participation in LI significantly improves one's ability to identify and/or articulate their own biases (Figure 1). This included an improved understanding of how one's biases and stereotypes are formed and influenced, how one's prejudice emerges in interactions with others, and understanding the impact of one's behavior versus the intent of their behavior.
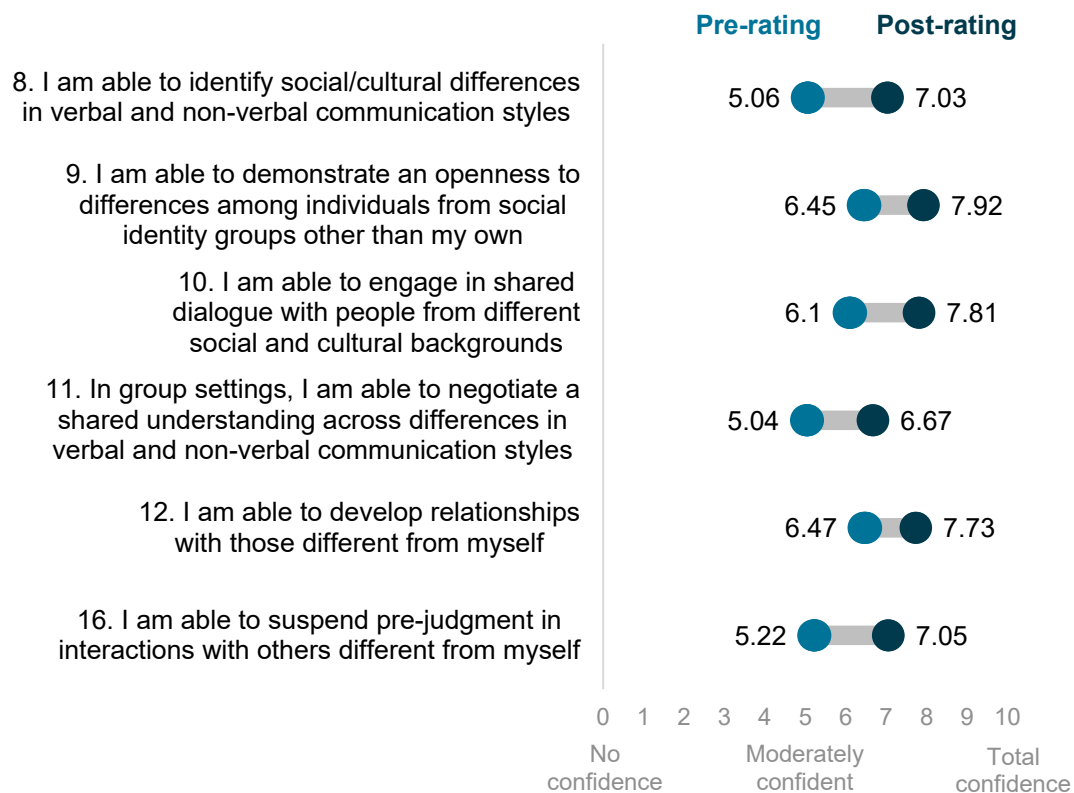
1. Significant improvements in the average respondent ratings for identifying their own biases and the impact of their behavior on others (N=95-96)

	Pre-rating	Post-rating
1. I am able to identify my own socially constructed biases, rules, and expectations	5.03	7.41
3. I am able to identify how my biases, prejudices, and stereotypes are informed by a social group(s) to which I belong	5.01	7.44
4. I am able to identify how my biases, prejudices, and stereotypes reveal themselves in my interactions with others	4.46	6.99
17. I solicit feedback from others to better understand my impact vs my intent	4.38	6.49

0 1 2 3 4 5 6 7 8 9 10
No confidence   Moderately confident   Total confidence

Note. This table presents data for the 23-item LI assessment. Similar questions on the 29-item Pre/Post and the 29-item Retrospective Pre/Post also met the criteria for significance (see Appendix B). Respondents rated themselves using a scale of 0–10, where 0=no confidence, 5=moderately confident, and 10=total confidence.

LI helps participants respectfully interact and build relationship with people who are different from themselves. On average, posttest results showed that participants felt they could better identify differences in verbal and nonverbal communication styles after taking part in LI (Figure 2). Participants also felt more open to people with different social identities and better able to talk with people from different social and cultural backgrounds. On a deeper level, participants increased their confidence in building relationships with people different from themselves and suspending pre-judgements when interacting with others.

2.   Significant increases in the average respondent ratings for interacting and building relationships with people different from themselves (N=95-96)

Pre-rating   Post-rating

8. I am able to identify social/cultural differences in verbal and non-verbal communication styles — 5.06 ● ● 7.03

9. I am able to demonstrate an openness to differences among individuals from social identity groups other than my own — 6.45 ● ● 7.92

10. I am able to engage in shared dialogue with people from different social and cultural backgrounds — 6.1 ● ● 7.81

11. In group settings, I am able to negotiate a shared understanding across differences in verbal and non-verbal communication styles — 5.04 ● ● 6.67

12. I am able to develop relationships with those different from myself — 6.47 ● ● 7.73

16. I am able to suspend pre-judgment in interactions with others different from myself — 5.22 ● ● 7.05

0 1 2 3 4 5 6 7 8 9 10
No confidence   Moderately confident   Total confidence

Note. This table presents data for the 23-item LI assessment. Similar questions on the 29-item Pre/Post and the 29-item Retrospective Pre/Post also met the criteria for significance (see Appendix B). Respondents rated themselves using a scale of 0–10, where 0=no confidence, 5=moderately confident, and 10=total confidence.

LI helps participants navigate conflict. On average, participants reported on the posttest that they could better manage their own behavior when tensions related to social differences or diversity issues emerged (Figure 3). Participants also felt they improved their ability to reflect upon their intended thoughts and actions, and recognize their impact on individuals different from themselves. In addition, LI participants reported they could more effectively negotiate conflict with people different from themselves and could more effectively respond to biased statements and action.

Through LI, participants build strong, inclusive communities at UW-Madison.
On average, participants rated themselves higher on the posttest in practicing a leadership approach based on continuous learning around engagement and inclusion (Figure 4). Participants also reported improved skills in building inclusive communities that recognize differences in community members. In addition, LI participants felt they could better identify what was working well for the collective and could more effectively identify practices that value some social or cultural groups over others.

3. Significant improvements in the average respondent ratings for navigating conflict (N=95-96)

	Pre-rating	Post-rating
6. I manage my own behavior when tensions related to social differences or diversity issues arise	5.57	7.04
7. I reflect upon the intentions of my thoughts and actions and their impact on individuals from social identities different than my own	5.51	7.72
14. I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds different than my own	5.03	6.6
15. I am able to respond to prejudices, biases, and stereotypical statements, actions, and insinuations in an effective manner	4.54	6.37

0 1 2 3 4 5 6 7 8 9 10
No confidence — Moderately confident — Total confidence

4. Significant increases in the average respondent ratings for building strong, inclusive communities (N=94-96)

	Pre-rating	Post-rating
18. I lead by continuing to learn about engagement, inclusion, and leadership	5.83	7.87
20. I can identify systemic practices that value some social/cultural groups over others	5.25	7.45
21. I lead by building an inclusive community which recognizes and incorporates differences in the identities and perspectives of all of its members	5.00	6.80
22. I lead by identifying what's working well and what we collectively want more of	5.05	6.88

0 1 2 3 4 5 6 7 8 9 10
No confidence — Moderately confident — Total confidence

Note. These tables presents data for the 23-item LI assessment. Similar questions on the 29-item Pre/Post and the 29-item Retrospective Pre/Post also met the criteria for significance (see Appendix B). Respondents rated themselves using a scale of 0–10, where 0=no confidence, 5=moderately confident, and 10=total confidence.

Ripple Effects Mapping findings

To capture stories of impact across the 20 years of Leadership Institute cohorts, Wilder Research worked with LCICE staff to facilitate two Ripple Effects Mapping (REM) sessions in fall 2024. One session was hosted virtually and one session was hosted in person at UW-Madison. A total of 22 former LI former participants attended an REM session. Through individual reflection, paired conversation, and large group discussions/ mapping, the REM sessions captured positive changes that resulted from LI and identified indirect or unexpected project impacts, contextual factors that affected their experience of the program, and opportunities for growth with future LCICE programming at UW-Madison.

In addition, Wilder conducted two one-on-one interviews following the REM sessions with LCICE staff involved in the founding and direct operations of the Leadership Institute. These interviews captured their perspectives on LI's impact, and were conducted separately from the REM sessions to allow past participants to speak more freely about their LI experiences.

The following section describes the impacts identified, mapped, and named by REM participants and subsequent one-on-one interviews.

What is Ripple Effects Mapping?

Ripple Effects Mapping (REM) is a participatory evaluation method used to better understand the intended and unintended impacts of a project. REM invites project staff, community members, and impacted audiences to create a visual "mind map" that shows the linkages between program activities and resulting changes in the community. It is particularly helpful when evaluating complex initiatives that both influence and are impacted by the community.

This approach is intended to help demonstrate a project's impacts more holistically. REM can capture untold stories of program impact and visually represent the broad ripples of a program in the words of those most impacted by a project. REM can also guide participants in identifying areas for future momentum.

Ripple Effects and Future Momentum for the LCICE Leadership Institute

Building stronger and more inclusive communities, relationships, and networks

- Developing an awareness of how backgrounds and identities influence their behavior and perspectives
- Centering relationships in their professional and personal lives on campus and beyond
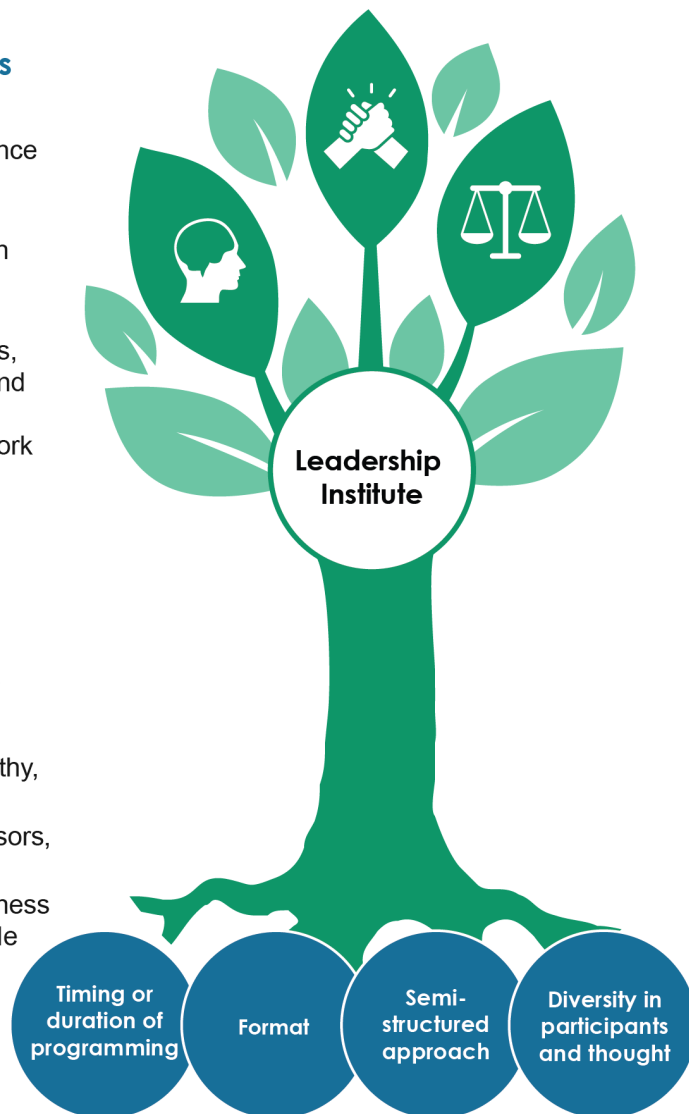- Growing networks across UW-Madison through mentorships, committees dedicated to equity and inclusion, and by expanding the community of people doing the work

Personal growth through learning about self, others, and systems

- Enhancing self-awareness, empathy, and social/emotional intelligence
- Becoming better leaders, supervisors, and community members
- Increasing knowledge and awareness of systemic injustice and one's role within systems

Challenging systems, increasing representation, and advancing equity

- Giving participants the language and confidence to advocate for justice
- Developing the courage to ask hard questions, hold people accountable, and act as instruments of change

Leadership Institute

Timing or duration of programming

Format

Semi-structured approach

Diversity in participants and thought

Leadership Institute – Areas of greatest impact

Building stronger and more inclusive communities, relationships, and networks

As a result of LI, participants act with compassion for themselves and for others. They lead with curiosity in their interactions and feel comfortable approaching potentially challenging conversations. Specifically, participants shared that their LI experience has helped them to:

- develop an awareness of how others' backgrounds and identities influence their behavior and perspectives; they understand how to hold multiple truths.

- center relationships in their professional and personal lives, and emphasize the importance of building trust and a shared understanding.

> *How do we have these conversations…that include folks that are on both sides. … [It's] hard, sacred work. But I'm learning through my experiences of LI that building authentic community means everybody. - LI participant*
>
> *Trust takes time, and trust is a requirement, or prerequisite of building relationships and doing meaningful work on campus. We need relationships and a community of support…We need to take the time to build trust, cultivate relationships, and then talk about all of the strategic priorities, right? And then talk about all of the agendas and work that we need to do...That's something I learned from LCICE. – LI participant*

In addition, participants have grown a network of allies through LI and are better equipped to facilitate community connections. This includes:

- Several participants described how LI helped them found or join other committees dedicated to equity and inclusion.

- By sharing new perspectives learned from LI with their families, colleagues, and community members, participants expand the community of people "doing the work."

- Some participants mentor UW-Madison students, thereby supporting them to develop voice and agency and helping to equip the next generation of leaders.

> *LI has impacted my values. It's impacted how I see things, so so so many ripple effects in my work, and in my life, and in partnerships I have across campus. There are people who I've done projects with in other departments because we met in LI.   - LI participant*
>
> *I was flailing before, until I was able to find my voice and community. I was invited into the learning community and then the co-facilitation role. There had been a lot of transition in my professional role here. I was able to take the model into the [other academic departments]. I completed my doctorate…but it has taken LI to help get me through. There is literally no part of my being that LI does not live in, in my family, and my children. The way I enter into a space and the way in which I enter my work. - LI participant*

Personal growth through learning about self, others, and systems

Many participants emphatically expressed the impact of LI on their self-awareness, both mentally and physically, as well as the ability of other participants to recognize and show empathy for them during their individual periods of intense stress.

■ Participants described self-work they engaged in during and since LI that promoted their continuous growth.

■ Some described strong inner awareness and increased abilities to listen to what their bodies and minds were experiencing during especially stressful periods.

■ Several participants described community members possessing social and emotional intelligence that identified them as individuals in need of support and community.

> *The curriculum and the relationships that were built, I learned more about myself through that than anything. – LI Participant*
>
> *I had lost my sister and had to go home [to my country]. When I came back, I had attended an LCICE event and one of the founders of the program, who didn't know me at the time, came to me and said, "Your eyes are sad!" – LI participant*
>
> *We all have different identities, different stories…I didn't grow up here, so there were so many things I needed to learn, and I learned the hard way. And, you know, I am thankful. And so it came from that work in LI, learning the concept of intent versus impact…LI is about self-work, even though you're trying to address systems. Accountability and impact. Self-accountability, holding others accountable, and hopefully holding systems accountable, too.*

REM participants described how LI helped them develop a better understanding of what makes a good leader and feel empowered to act as one. Through building this awareness, they are able to implement approaches learned in LI and engage in leadership practices that are supportive and inclusive of others. Specifically:

■ Participants noted the utilization of grounding exercises, fidgets, and food in creating welcoming spaces as a leader.

■ They felt able to make decisions about leadership approaches (i.e., directive vs collaborative) in different situations in order to be effective.

■ Some in supervisory roles noted that they gained skills to lead from a place of "gentleness" and calm.

> *I became a supervisor after LI, and definitely [learned to] lead from a place of gentleness and inquiry. Made me, I think, a pretty good supervisor…LI helps a lot with becoming a calmer, more compassionate person in potentially heightened situations. - LI participant*
>
> *When I started my senior leadership position, LI gave me the language and agency to affect our work. I knew how to have conversations in a way that led with curiosity so that people weren't seeing it as an attack. – LI participant*

> *One of the most critical skills that I think a leader can have is self-awareness and self-reflection…critical tools needed to create conditions for inclusivity, equity, and belonging. LI was a place where I felt like there was an environment where folks would hold the mirror up so that you could see yourself reflected, and you can sit and you can do your work.*

During their time in LI, participants increased their knowledge and awareness of systemic injustice. They spoke about a resulting shift in mental frameworks and critical socialization (or "unlearning") of ingrained phrases or perspectives. In particular:

- As a result of knowledge gained through LI, participants feel prepared to engage in equity efforts both within and outside of the professional setting.

- The discussions that occurred within LI and with other LI participants caused them to think deeply about justice-related topics and to feel a greater sense of responsibility for changing systems.

- Participants also identified an ability to utilize a systems approach lens, acknowledging their role within the system and recognizing the through-line from macro to self. This lens deepened participants' awareness of their own agency and, for some, spurred a sense of accountability regarding equity efforts.

Challenging systems, increasing representation, and advancing equity

LI gave many participants the language and confidence needed to advocate for justice. Several said that the skills and courage they gained through LI allowed them to carry messages of social justice into spaces of privilege. Accessing and feeling confident in these spaces enables participants to advocate for others, such as in hiring processes.

> *Amazing program. I immediately started using my LI experience in designing some of the programs that I was working with at UW-Madison. Now I do similar work, facilitating groups for UW-Madison employees. The ripple effect, LI is still impacting how I think about my own perspectives, my own approaches to things…It helps me make decisions differently. – LI participant*
>
> *I've been invited into spaces where there was no representation before, and I've been able to use my voice and my language thanks to what I've learned in LI … I don't think I would have been invited or been able to advocate the way I do in those spaces which are preliminary white. – LI participant*
>
> *I wouldn't have had the courage, the language, the research, the self-awareness of my own privilege, if I didn't have LI and this LI community. – LI participant*
>
> *One of the ripple effects of LI is I'm more willing to speak up when things aren't going in a way that they should. I'm much more open to speaking on that.*
> *– LI participant*

Participants also discussed the importance of accountability, and attributed LI with their ability to hold those in power accountable. By asking "the hard questions" and calling out power dynamics or biases, participants are able to act as instruments of power change. They described pushing boundaries around how colleagues think about race and inclusivity.

Leadership Institute – Future considerations

In addition to discussing the impacts of LI, REM participants also made suggestions for improving or enhancing future LCICE programming. This feedback included:

- The possibility of achieving a similar level of engagement virtually if occasional in-person retreats or similar gatherings/convenings are implemented

- Given the significant time commitment and working schedule required for LI, consider if and how this may be limiting broader participation and what adaptations can be made to sustain the depth of engagement while also lightening or adjusting the scheduling requirements.

- Offer accommodations for people whose primary language is not English.

- Consider people's ability to participate in the current LI structure in a post-COVID world (e.g., health constraints).

> *One critique is that this is a fairly intensive model in terms of time and resources. I'm also interested in models that don't require this level of intensity and time and buy-in. And I think there's a way to do both right.… How do you engage people at their level of commitment, capacity, and buy-in versus the implication that you have to give this high level of investment and buy-in to engage with this framework? - LI participant*
>
> *With LI, there was not a lot of bridging. It was a lot of critiquing of the existing educational system and, for the people that are working in that system, there wasn't time spent on the "how." How do you create more space within what exists? Meeting systems where they are, I think, instead of creating a whole new process. - LI participant*
>
> *There are challenges with the time commitment, and the work setting as well. Who is included in LI and who is in able to be in the space? I had a really flexible workplace at the time…and my supervisors, who were flexible, were like, 'that's a big time commitment." And I could do it because I was getting my work done otherwise. But a lot of people couldn't. And also LI happened during first shift, which means second and third shift people are excluded. - LI participant*

Student SEED program: Seeking Educational Equity and Diversity

The Seeking Educational Equity and Diversity (SEED) course engaged undergraduate UW-Madison students in a 3-credit semester-long program. To measure the impact of SEED, Wilder Research analyzed course evaluation data. The 20-item evaluation included a mix of closed-ended and open-ended questions. The following section provides key findings from the quantitative and qualitative analysis of SEED evaluation responses from 2011-2018. Please see the Methods and Limitations sections for more on the SEED evaluation analysis.

Key findings

SEED creates a community where students can engage in honest conversations about the things that matter

When asked if SEED helped them create a community that authentically engages in dialogue around social justice, nearly all students agreed or strongly agreed (99%, Figure 5). In addition, most students felt that SEED provided opportunities to be vulnerable with one another (95%).

Participants' qualitative feedback suggests that SEED helped students reflect on their own experiences in relation to others from different social identities with considerations of privilege, justice, and inequality.

**SEED Program:
Key Evaluation Findings**

Self-Assessment Results: By the end of the program, participants reported that SEED:

- creates a community where students can engage in honest conversations about the things that matter

- helps students reflect and think critically about their own experiences and the experiences of other students in the course

- helps students apply lessons learned in the course to their own education and broader lives

Nearly all (99%) of SEED participants would recommend the course to their peers.

"I believe this course should be required for every college student. What I learned in this class will stay with me forever." – SEED participant

"Everything we talked about could be tied back to how identity, privilege, or oppression relate to people's specific experiences on this campus." – SEED participant
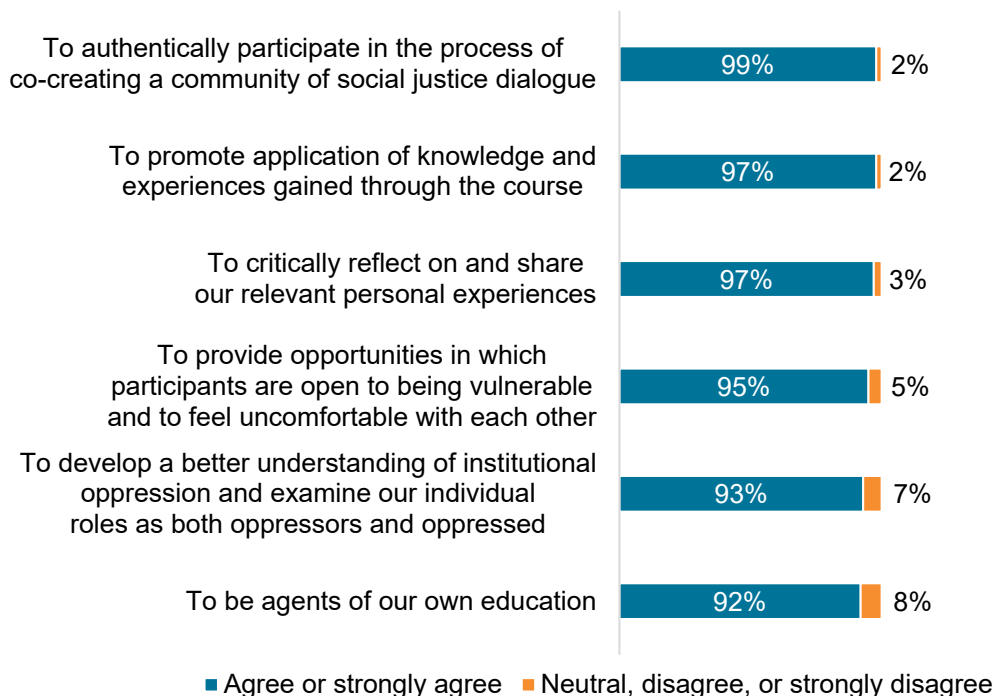

Their reflections also capture the gravity of the topics covered in SEED, and that, despite the presence of tension in classroom discussions, SEED's facilitators and curriculum allowed for dialogue, learning, and a growth mindset.

> *Yes! I loved how much time we spent on each topic and how we continued to re-circulate previous topics into the next weeks. We definitely created depth in our own understanding of intersectionality in our own lives as well as our classmates' lives. – SEED participant*
>
> *Everything we talked about could be tied back to how identity, privilege, and oppression relate to people's specific experiences on this campus. – SEED participant*
>
> *"I think sometimes there were situations that got heated, but facilitators let it run its course as opposed to stepping in and mediating." – SEED participant*

5. Most SEED students agreed that the program helped them achieve a number of goals (N=171-212)

Goal	Agree or strongly agree	Neutral, disagree, or strongly disagree
To authentically participate in the process of co-creating a community of social justice dialogue	99%	2%
To promote application of knowledge and experiences gained through the course	97%	2%
To critically reflect on and share our relevant personal experiences	97%	3%
To provide opportunities in which participants are open to being vulnerable and to feel uncomfortable with each other	95%	5%
To develop a better understanding of institutional oppression and examine our individual roles as both oppressors and oppressed	93%	7%
To be agents of our own education	92%	8%

■ Agree or strongly agree   ■ Neutral, disagree, or strongly disagree

Note. This table presents data from SEED course evaluations. Respondents rated their level of agreement with each assessment question with the following response options: strongly agree, agree, neutral, disagree, and strongly disagree.

SEED helps students reflect and think critically

Nearly all students (97%) agreed or strongly agreed that SEED helped them to critically reflect on and share their relevant personal experiences (Figure 5). This included personal experiences related to race, class, gender, sexuality, ability, religion and other social groups that have been historically marginalized and under-represented. In addition, students felt that SEED helped them develop a broader understanding of institutional oppression and provided opportunities to examine one's individual roles as both oppressors and oppressed (93%).

Open-ended responses from SEED participants were congruent with the high level of agreement captured within the quantitative results. About half of the qualitative responses suggested that SEED helped them as students think about issues in a new way. The other half of responses reflected critical thinking, suggesting that SEED did a good job of introducing important topics but should go more in-depth promoting critical application of the information (i.e., agitating and encouraging more student participation from reluctant students, making micro and macro connections between the UW-Madison campus, and more globally and social political application of the content to inform actions and changes). This variation in thought is indicative of the reality that students fall along a spectrum in terms of where they may be in their journeys learning about identities (their own and others), institutional dynamics, and structural systems of privilege and inequality.

> *Honestly, as a white cisgender female, on a white dominated campus, I don't have to think about oppression often. It just didn't directly affect me consistently due to my privilege. This class gave me the chance to be held accountable for my advantages rather than ignore them.* – SEED participant
>
> *I finally realize how I contribute to institutional oppression just by benefitting from the privileges.* – SEED participant
>
> *I think that the facilitators may be scared to go into more depth about real life issues and this is a topic that in order to get the conversation started, you have to give the students a bit of a push.* – SEED participant
>
> *Could dive more into roles as oppressors by jumping in and facilitating more often when problematic rhetoric is used.* – SEED participant
>
> *I think we did a good job talking about UW-Madison, but not globally.* – SEED participant

SEED empowers students to apply lessons learned to their own education and broader lives

In addition to the open dialogue and deeper understanding generated through SEED, most students agreed that the course helps them to apply their knowledge and experiences gained through the course (97%, Figure 5). Most students also agreed that SEED empowers them to be agents of their own education.

Students gave overall high marks to SEED

When asked if they would recommend SEED to their peers, 99% agreed or strongly agreed. The remaining 1% selected the "neutral" survey response option.

99% **Of students would recommend SEED to peers (N=110)**

Given the opportunity to discuss why they would recommend SEED to peers, most respondents suggested that the knowledge they gained would meaningfully shape how they understood their own identities, their experiences, and their way of thinking moving forward. Not only did students say they would recommend the course due to its content and quality, many noted that they actively encouraged their peers to take the course.

> *I believe this course should be required for every college student. What I learned in this class will stay with me forever, so I feel like it should be incorporated into every college student's experience in college.   – SEED participant*
>
> *I've already told friends (and encouraged a white male since we didn't have any in our class) to consider applying to this class—It is such a gem! – SEED participant*
>
> *I was a plug for this class with CLS and CeO students!   – SEED participant*
>
> *My only complaints about SEED are that I wish we had more time for discussion and that I wish I could take it or a class like it every semester. It has been truly formative for me and I'm so grateful to have been a part of it."   – SEED participant*

Growth areas for SEED

Students also recommended ways to improve the SEED course. When asked which sections of the course could be improved upon, the most common response was the section on gender, sexuality, and patriarchy (Figure 6).

6. Areas of the course that students thought could be improved upon (N=156)

Gender, sexuality, patriarchy 27%	Race, racism, white privilege 12%	Ability, dis-ability, ableism 12%	Nationality, citizenship 12%	Class, classism, capitalism 10%
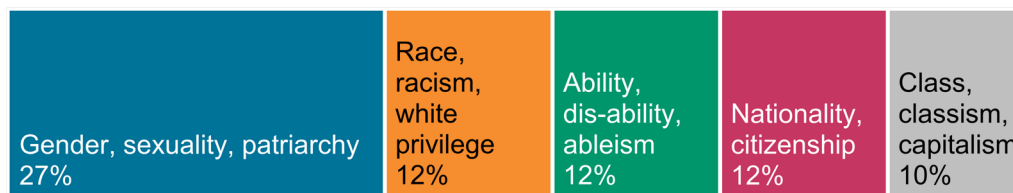
Note. This chart represents the percentage of SEED participants who selected each subject area when asked, "Which section of the course/aspects of identity do you think could be most improved upon?"

Appendix

A. Methodology

Representation in the evaluation

While demographic information on SEED course evaluations were not available, the Ripple Effects Mapping sessions and LI Self-Assessment included individuals that represented diverse races and ethnicities (Asian; Black, African, or African American; Hispanic or Latine; White; two or more races; or a different race), genders (female, male, and non-binary) and roles within UW-Madison (staff, faculty, graduate students, and community members). In addition, some evaluation participants identified as LGBTQIA+ and/or as immigrants to the United States.

LI Participant Assessment

LCICE's Leadership Institute adapted the Inclusive Excellence Confidence Measure (IECM) to evaluate participants' growth in inclusive leadership skills, using two tailored assessments aligned with its core themes. These tools measured participants' confidence in cultural awareness, empathy, and inclusivity.

The ICEM was modified to create two separate assessments: a 23-item tool and a 29-item tool. Both tools align with the Leadership Institute's three themes (Self-to-Self, Self-to-Others, Self-to-System) and use a ten-point, Likert-type scale. Participants rate their level of confidence (0=no confidence, 5=moderately confident, 10=total confidence). Each of these two instruments was administered as either a pretest/posttest, or as a retrospective pre-post. The chart below summarizes the characteristics of the different assessment approaches for LI over the years. A quantitative analysis of pretest and posttest results reveals the extent of participants' growth in confidence and learning in applying inclusive leadership skills over the course of the Leadership Institute program.

A1. Variations of Leadership Institute assessments

Description of tool	Type of administration	Number of respondents
23-item tool	Retrospective Pre/Post	94-98
29-item tool	Pretest/Posttest	31-41 respondents completed *either* a pretest or a post-test (or both) 16-17 respondents completed **both** a pretest and posttest
29-item tool	Retrospective Pre/Post	31-32

Wilder Research conducted a pre-post analysis using the Wilcoxon signed-ranks test to evaluate the statistical significance of differences in IECM observations before and after the Leadership Institute, and Pearson's correlation coefficient[2] to measure practical significance (to measure whether the observed differences are meaningful).

Limitations of LI Assessment

LI assessment data were not available for all years of implementation, and only results from 2015-2016 and 2016-2017 were included in the analysis. Therefore, LI assessment results may not be representative of the experiences or all LI participants.

Ripple Effects Mapping

REM is an evaluation tool that documents the intended and unintended impacts of complex community-based initiatives. The method involves a facilitated discussion with project staff, participants, and other key individuals who create a visual "mind map" during the discussion, which shows links between program activities and resulting changes.

REM discussions typically include 12 to 20 individuals involved with different facets of a project. The discussions are staffed by a facilitator and a mapper who transcribes participants' responses in the mapping software. For this project, X-Mind software was used to create the maps.

For both the virtual and in-person REM sessions, the 2-3-hour discussions began with introductions of the seven participants and individual reflection on what they found to be the most important change that has come out of their participation in LI, including new connections that were made or ways that people are working differently. Next, participants broke into pairs to discuss their initial reflections. Then participants shared these ideas in a large group discussion. Their feedback was added onto a projected screen using a mind-mapping software. The facilitator then led a discussion to explore the "ripples" of these impacts by asking questions such as "What happened as a result of this?" or "What led to this?" Each session generated its own map that incorporated the feedback from all of the participants.

The resulting data collected during both sessions and two follow-up interviews (conducted separately with LCICE staff *outside* of the REM sessions, in order to avoid biasing participant responses during the session) were coded using a coding scheme developed by Wilder Research that reflected themes that emerged from the data. The resulting visual reflects the key themes from the analysis and encompasses feedback from all data collection sources.

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2   Pearson, K. (1896). VII. Mathematical contributions to the theory of evolution.—III. Regression, heredity, and panmixia. *Philosophical Transactions of the Royal Society of London. Series A, Containing Papers of a Mathematical or Physical Character*, 187253–318. https://doi.org/10.1098/rsta.1896.0007

Limitations of REM

The number of REM participants represents a small percentage of the total number of individuals that participated in the 20+ years of Leadership Institute cohorts. Therefore, REM findings may not be representative of all LI experiences. In addition, REM has the potential to bias data collection towards collecting positive feedback; however, participants in both sessions shared growth areas and suggestions for improving LI, suggesting that the trust built during the sessions and format helped to collect balanced information.

SEED course evaluation

To measure the impact of SEED, LCICE administered a 20-item course evaluation that included a mix of closed-ended and open-ended questions. The survey asked about perceived growth over the semester-long SEED course, areas for improvement, and direct feedback on the course instructors.

Responses from a total of 213 students were available and analyzed by Wilder Research. Not every student answered each question, therefore response rates vary by question. Student responses analyzed for this study included those who participated in the following semesters of SEED: Fall 2011; Spring 2013; Spring 2014; Spring and Fall 2015; Spring and Fall 2016; Spring and Fall 2017; and Spring 2018.

Limitations of SEED course evaluation

SEED evaluation data were not available for all courses and all years of implementation; only results from the semesters listed above (2011-2018) were included in the analysis. Therefore, SEED assessment results may not be representative of the experiences or all SEED participants.

Finally, due to the design of the SEED evaluation tool, several questions had a relatively lower response rate.

B. Leadership Institute Assessment Results

The following table provides results for the 23-question LI assessment that was administered as a retrospective pre-post survey, asking respondents to answer questions about themselves at the conclusion of LI (posttest rating), and to reflect back to before the LI to rate themselves (pretest rating). Respondents rated themselves on a 10-point Likert scale for each question.

B1. 23-Question RETROSPECTIVE Assessment Results – Leadership Institute (N=94-98)

	Pretest average rating	Posttest average rating	P-value[a]	Cohen's D statistic[b]
1) I am able to identify my own socially constructed biases, rules, and expectations	5.03	7.41	0.00	0.85
2) I am able to recognize prejudices, biases and stereotypes which I hold	5.21	7.35	0.00	0.84
3) I am able to identify how my biases, prejudices, and stereotypes are informed by a social group(s) to which I belong	5.01	7.44	0.00	.84
4) I am able to identify how my biases, prejudices, and stereotypes reveal themselves in my interactions with others	4.46	6.99	0.00	0.85
5) I can, when needed, use dialogue as my mode of interaction and learning	5.19	7.14	0.00	0.80
6) I manage my own behavior when tensions related to social differences or diversity issues arise	5.57	7.04	0.00	0.75
7) I reflect upon the intentions of my thoughts and actions and their impact on individuals from social identities different than my own	5.51	7.72	0.00	0.83
8) I am able to identify social/cultural differences in verbal and non-verbal communication styles	5.06	7.03	0.00	0.82
9) I am able to demonstrate an openness to differences among individuals from social identity groups other than my own	6.45	7.92	0.00	0.77
10) I am able to engage in shared dialogue with people from different social and cultural backgrounds	6.10	7.81	0.00	0.76

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

B1. 23-Question RETROSPECTIVE Assessment Results – Leadership Institute (N=94-98) (continued)

	Pretest average rating	Posttest average rating	P-value[a]	Cohen's D statistic[b]
11) In group settings, I am able to negotiate a shared understanding across differences in verbal and non-verbal communication styles	5.04	6.67	0.00	0.77
12) I am able to develop relationships with those different from myself	6.47	7.73	0.00	0.75
13) I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds *similar* to my own	6.19	7.28	0.00	0.71
14) I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds *different* than my own	5.03	6.60	0.00	0.76
15) I am able to respond to prejudices, biases, and stereotypical statements, actions, and insinuations in an effective manner	4.54	6.37	0.00	0.80
16) I am able to suspend pre-judgment in interactions with others different from myself	5.22	7.05	0.00	0.79
17) I solicit feedback from others to better understand my impact vs my intent	4.38	6.49	0.00	0.84
18) I lead by continuing to learn about engagement, inclusion, and leadership	5.83	7.87	0.00	0.80
19) I lead by raising issues of equity and inclusion to my unit/department leaders	5.23	7.29	0.00	0.80
20) I can identify systemic practices that value some social/cultural groups over others	5.25	7.45	0.00	0.82
21) I lead by building an inclusive community which recognizes and incorporates differences in the identities and perspectives of all of its members	5.00	6.80	0.00	0.82
22) I lead by identifying what's working well and what we collectively want more of	5.05	6.88	0.00	0.81
23) I see and can intervene on issues related to discrimination	4.84	6.70	0.00	0.82

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

The following table provides results for the 29-question LI assessment administered as a pretest at the beginning of the LI program, and again as a posttest at the conclusion of LI. Respondents rated themselves on a 10-point Likert scale for each question.

B2. 29-Question PRE/POST Assessment Results – Leadership Institute (N=16-41)

	Pretest average rating	Posttest average rating	P-value[a]	Cohen's D statistic[b]
1) I am able to identify my own socially constructed filters, frames, and lenses	6.30	7.28	0.01	0.62
2) I am able to articulate insights into my socially constructed filters, frames, and lenses	-	-	-	-
3) I use dialogue as my mode of interaction and learning	6.61	7.25	0.94	0.19
4) I am able to recognize prejudices, biases and stereotypes about others which I hold or are held by a group to which I belong	6.71	7.66	0.15	0.35
5) I am able to identify and articulate how my biases, prejudices, and stereotypes are informed by a social group(s) to which I belong	6.32	7.50	0.04	0.50
6) I am able to identify and articulate how my biases, prejudices, and stereotypes reveal themselves in my interactions with others	5.24	7.00	0.01	0.66
7) I am able to manage my own behavior when tensions related to social differences or diversity issues arise	5.59	7.09	0.04	0.49
8) I am able to identify and articulate an understanding of myself and others from similar cultural backgrounds within a social context	6.32	7.47	0.20	0.31
9) I am able to identify and articulate an understanding of others from social backgrounds different from my own within a social context	5.02	6.48	0.01	0.61
10) I reflect upon the intentions of my thoughts and actions and their impact within a community	6.63	7.63	0.39	0.21

Note. Data were not available for Q2.

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

	Pretest average rating	Posttest average rating	P-value[a]	Cohen's D statistic[b]
11) I am able to identify and appreciate social and cultural differences in verbal and non-verbal communication styles of others	6.20	7.22	0.09	0.41
12) I act in ways that convey an acceptance of and openness to differences among individuals from backgrounds and social identity groups other than my own	6.29	7.31	0.06	0.45
13) I engage in conversations with people from different social and cultural backgrounds	6.93	7.28	0.54	0.15
14) In group settings, I negotiate a shared understanding across differences in verbal and non-verbal communication styles	5.88	6.78	0.18	0.33
15) I initiate and develop relationships with those different from myself	6.46	7.34	0.04	0.50
16) I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds *similar* to my own	6.20	6.88	0.12	0.38
17) I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds *different* than my own	5.29	6.34	0.08	0.43
18) I am able to work with others from different social and cultural identities and backgrounds in a manner that is cooperative, respectful, and appreciative of individual and social/cultural group differences	7.39	7.91	0.11	0.39
19) My actions demonstrate a valuing of individual and social/cultural group differences	6.93	7.63	0.28	0.26
20) I am able to respond to prejudicial, biased, and stereotypical statements, actions, and insinuations in an effective manner	5.37	6.16	0.09	0.41
21) I am able to suspend pre-judgment in interactions with others different from myself	5.56	6.84	0.10	0.40

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

	Pretest average rating	Posttest average rating	P-value[a]	Cohen's D statistic[b]
22) I act in a supportive manner that recognizes the perspectives of others from social/cultural backgrounds *similar* to my own	7.24	7.38	0.75	0.08
23) I act in a supportive manner that recognizes the perspectives of others from social/cultural backgrounds *different* from my own	6.49	7.38	0.10	0.40
24) I solicit feedback from others to better understand my intention versus my impact	5.85	6.28	0.75	0.08
25) I take personal risks and continue learning about engagement, inclusion, and leadership	6.90	7.44	0.87	0.04
26) I take personal risks in raising issues of equity and inclusion to my unit/department leaders	5.88	6.69	0.26	0.27
27) I can identify and articulate systemic practices and value that privilege some social/cultural groups and some voices over others	6.73	7.74	0.46	0.18
28) I work to build an inclusive community which recognizes and incorporates differences in the identities and perspectives of all of its members	6.37	7.84	0.09	0.41
29) I lead by identifying what's working and what we collectively want more of	6.12	6.74	0.38	0.21

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

The following table provides results for the 29-question LI assessment that was administered as a retrospective pre-post survey, asking respondents to answer questions about themselves at the conclusion of LI (posttest rating), and to reflect back to before the LI to rate themselves (pretest rating). Respondents rated themselves on a 10-point Likert scale for each question.

B3. 29-Question RETROSPECTIVE Assessment Results – Leadership Institute (N=31-32)

	Pretest average rating	Posttest average rating	P-value[a]	Cohen's D statistic[b]
1) I am able to identify my own socially constructed filters, frames, and lenses	5.53	7.28	1.75	0.85
2) I am able to articulate insights into my socially constructed filters, frames, and lenses	-	-	-	-
3) I use dialogue as my mode of interaction and learning	5.91	7.25	1.34	0.74
4) I am able to recognize prejudices, biases and stereotypes about others which I hold or are held by a group to which I belong	6.34	7.66	1.31	0.79
5) I am able to identify and articulate how my biases, prejudices, and stereotypes are informed by a social group(s) to which I belong	6.19	7.50	1.31	0.81
6) I am able to identify and articulate how my biases, prejudices, and stereotypes reveal themselves in my interactions with others	5.34	7.00	1.66	0.83
7) I am able to manage my own behavior when tensions related to social differences or diversity issues arise	5.72	7.09	1.38	0.91
8) I am able to identify and articulate an understanding of myself and others from *similar* cultural backgrounds within a social context	6.19	7.47	1.28	0.76
9) I am able to identify and articulate an understanding of others from social backgrounds *different* from my own within a social context	5.06	6.48	1.42	0.82
10) I reflect upon the intentions of my thoughts and actions and their impact within a community	6.06	7.63	1.56	0.80

Note. Data were not available for Q2.

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

	Pretest average rating	Posttest average rating	P-value[a]	Cohen's D statistic[b]
11) I am able to identify and appreciate social and cultural differences in verbal and non-verbal communication styles of others	5.81	7.22	1.41	0.80
12) I act in ways that convey an acceptance of and openness to differences among individuals from backgrounds and social identity groups other than my own	6.28	7.31	1.03	0.79
13) I engage in conversations with people from different social and cultural backgrounds	6.31	7.28	0.97	0.76
14) In group settings, I negotiate a shared understanding across differences in verbal and non-verbal communication styles	5.38	6.78	1.41	0.80
15) I initiate and develop relationships with those different from myself	6.34	7.34	1.00	0.75
16) I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds *similar* to my own	5.94	6.88	0.94	0.73
17) I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds *different* than my own	5.34	6.34	1.00	0.77
18) I am able to work with others from different social and cultural identities and backgrounds in a manner that is cooperative, respectful, and appreciative of individual and social/cultural group differences	6.91	7.91	1.00	0.80
19) My actions demonstrate a valuing of individual and social/cultural group differences	6.50	7.63	1.13	0.76
20) I am able to respond to prejudicial, biased, and stereotypical statements, actions, and insinuations in an effective manner	4.75	6.16	1.41	0.84
21) I am able to suspend pre-judgment in interactions with others different from myself	5.69	6.84	1.16	0.76

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

	Pretest average rating	Posttest average rating	P-value[a]	Cohen's D statistic[b]
22) I act in a supportive manner that recognizes the perspectives of others from social/cultural backgrounds *similar* to my own	6.59	7.38	0.78	0.66
23) I act in a supportive manner that recognizes the perspectives of others from social/cultural backgrounds *different* from my own	6.25	7.38	1.13	0.76
24) I solicit feedback from others to better understand my intention versus my impact	4.88	6.28	1.41	0.80
25) I take personal risks and continue learning about engagement, inclusion, and leadership	6.16	7.44	1.28	0.81
26) I take personal risks in raising issues of equity and inclusion to my unit/department leaders	5.47	6.69	1.22	0.80
27) I can identify and articulate systemic practices and value that privilege some social/cultural groups and some voices over others	6.32	7.74	1.42	0.79
28) I work to build an inclusive community which recognizes and incorporates differences in the identities and perspectives of all of its members	6.65	7.84	1.19	0.77
29) I lead by identifying what's working and what we collectively want more of	5.26	6.74	1.48	0.85

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: p < .05. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

Tables B4-B8 combine similar LI assessment items across the three tools (the 23-Question RETROSPECTIVE, the 29-Question PRE/POST, the 29-Question RETROSPECTIVE) that showed statistically significant improvement from pretest to posttest. Items are grouped by theme to triangulate findings across the three assessment tools.

B4. Identify their own biases and the impact of their behavior on others

Question	N	Pretest Average	Posttest Average	Assessment	P-value[a]	Cohen's D statistic[b]
1) I am able to identify my own socially constructed biases, rules, and expectations	97	5.03	7.41	23-Item Retrospective	0.00	0.85
2) I am able to recognize prejudices, biases and stereotypes which I hold	95	5.21	7.35	23-Item Retrospective	0.00	0.84
3) I am able to identify how my biases, prejudices, and stereotypes are informed by a social group(s) to which I belong	96	5.01	7.44	23-Item Retrospective	0.00	0.84
4) I am able to identify how my biases, prejudices, and stereotypes reveal themselves in my interactions with others	96	4.46	6.99	23-Item Retrospective	0.00	0.85
17) I solicit feedback from others to better understand my impact vs my intent	96	4.38	6.49	23-Item Retrospective	0.00	0.84
1) I am able to identify my own socially constructed filters, frames, and lenses	32	6.30	7.28	29-Item Pre/Post	0.01	0.62
5) I am able to identify and articulate how my biases, prejudices, and stereotypes are informed by a social group(s) to which I belong	32	6.32	7.50	29-Item Pre/Post	0.04	0.50

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

B4. Identify their own biases and the impact of their behavior on others (continued)

Question	N	Pretest Average	Posttest Average	Assessment	P-value[a]	Cohen's D statistic[b]
6) I am able to identify and articulate how my biases, prejudices, and stereotypes reveal themselves in my interactions with others	32	5.24	7.00	29-Item Pre/Post	0.01	0.66
1) I am able to identify my own socially constructed filters, frames, and lenses	32	5.53	7.28	29-Item Retrospective Pre/Post	0.00	0.85
4) I am able to recognize prejudices, biases, and stereotypes about others which I hold or are held by a group to which I belong	32	6.34	7.66	29-Item Retrospective Pre/Post	0.00	0.79
5) I am able to identify and articulate how my biases, prejudices, and stereotypes are informed by a social group(s) to which I belong	32	6.19	7.50	29-Item Retrospective Pre/Post	0.00	0.81
6) I am able to identify and articulate how my biases, prejudices, and stereotypes reveal themselves in my interactions with others	32	5.34	7.00	29-Item Retrospective Pre/Post	0.00	0.83
24) I solicit feedback from others to better understand my intention versus my impact	32	5.00	6.00	29-Item Retrospective Pre/Post	0.00	0.80

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

B5. Respectfully interact and build relationships with people who are different from themselves

Question	N	Pretest Average	Posttest Average	Assessment	P-value[a]	Cohen's D statistic[b]
5) I can, when needed, use dialogue as my mode of interaction and learning	96	5.19	7.14	23-Item Retrospective	0.00	0.80
8) I am able to identify social/cultural differences in verbal and non-verbal communication styles	96	5.06	7.03	23-Item Retrospective	0.00	0.82
9) I am able to demonstrate an openness to differences among individuals from social identity groups other than my own	96	6.45	7.92	23-Item Retrospective	0.00	0.77
10) I am able to engage in shared dialogue with people from different social and cultural backgrounds	96	6.10	7.81	23-Item Retrospective	0.00	0.76
11) In group settings, I am able to negotiate a shared understanding across differences in verbal and non-verbal communication styles	95	5.04	6.67	23-Item Retrospective	0.00	0.77
12) I am able to develop relationships with those different from myself	96	6.47	7.73	23-Item Retrospective	0.00	0.75
16) I am able to suspend pre-judgment in interactions with others different from myself	96	5.22	7.05	23-Item Retrospective	0.00	0.79
9) I am able to identify and articulate an understanding of others from social backgrounds different from my own within a social context	16	5.02	6.48	29-Item Pre/Post	0.02	0.61
15) I initiate and develop relationships with those different from myself	17	6.46	7.34	29-Item Pre/Post	0.04	0.50
9) I am able to identify and articulate an understanding of others from social backgrounds different from my own within a social context	31	5.06	6.48	29-Item Retrospective Pre/Post	0.00	0.82

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: p < .05. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

B5. Respectfully interact and build relationships with people who are different from themselves (continued)

Question	N	Pretest Average	Posttest Average	Assessment	P-value[a]	Cohen's D statistic[b]
11) I am able to identify and appreciate social and cultural differences in verbal and non-verbal communication styles of others	32	5.81	7.22	29-Item Retrospective Pre/Post	0.00	0.80
13) I engage in conversations with people from different social and cultural backgrounds	32	6.31	7.28	29-Item Retrospective Pre/Post	0.00	0.76
14) In group settings, I negotiate a shared understanding across differences in verbal and non-verbal communication styles	32	5.38	6.78	29-Item Retrospective Pre/Post	0.00	0.80
15) I initiate and develop relationships with those different from myself	32	6.34	7.34	29-Item Retrospective Pre/Post	0.00	0.75
18) I am able to work with others from different social and cultural identities and backgrounds in a manner that is cooperative, respectful, and appreciative of individual and social/cultural group differences	32	6.91	7.91	29-Item Retrospective Pre/Post	0.00	0.80
21) I am able to suspend pre-judgment in interactions with others different from myself	32	5.69	6.84	29-Item Retrospective Pre/Post	0.00	0.76

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

B6. Navigate tension and conflict

Question	N	Pretest Average	Posttest Average	Assessment	P-value[a]	Cohen's D statistic[b]
6) I manage my own behavior when tensions related to social differences or diversity issues arise	96	5.57	7.04	23-Item Retrospective	0.00	0.75
7) I reflect upon the intentions of my thoughts and actions and their impact on individuals from social identities different than my own	96	5.51	7.72	23-Item Retrospective	0.00	0.83
14) I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds different than my own	96	5.03	6.60	23-Item Retrospective	0.00	0.76
15) I am able to respond to prejudices, biases, and stereotypical statements, actions, and insinuations in an effective manner	95	4.54	6.37	23-Item Retrospective	0.00	0.80
7) I am able to manage my own behavior when tensions related to social differences or diversity issues arise	17	5.59	7.09	29-Item Pre/Post	0.04	0.49
7) I am able to manage my own behavior when tensions related to social differences or diversity issues arise	32	6.00	7.00	29-Item Retrospective Pre/Post	0.00	0.91
10) I reflect upon the intentions of my thoughts and actions and their impact within a community	32	6.06	7.63	29-Item Retrospective Pre/Post	0.00	0.80
17) I am able to effectively negotiate conflict in the workplace with others from social identity backgrounds different than my own	32	5.34	6.34	29-Item Retrospective Pre/Post	0.00	0.77
20) I am able to respond to prejudicial, biases, and stereotypical statements, actions, and insinuations in an effective manner	32	4.75	6.16	29-Item Retrospective Pre/Post	0.00	0.84

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: p < .05. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

B7. Building strong, inclusive communities

Question	N	Pretest Average	Posttest Average	Assessment	P-value[a]	Cohen's D statistic[b]
18) I lead by continuing to learn about engagement, inclusion, and leadership	96	5.83	7.87	23-Item Retrospective	0.00	0.80
21) I lead by building an inclusive community which recognizes and incorporates differences in the identities and perspectives of all of its members	96	5.00	6.80	23-Item Retrospective	0.00	0.82
22) I lead by identifying what's working well and what we collectively want more of	94	5.05	6.88	23-Item Retrospective	0.00	0.81
8) I am able to identify and articulate an understanding of myself and others from similar cultural backgrounds within a social context	32	6.19	7.47	29-Item Retrospective Pre/Post	0.00	0.76
12) I act in ways that convey an acceptance of and openness to differences among individuals from backgrounds and social identity groups other than my own	32	6.28	7.31	29-Item Retrospective Pre/Post	0.00	0.79
23) I act in a supportive manner that recognizes the perspectives of others from social/cultural backgrounds different from my own	32	6.25	7.38	29-Item Retrospective Pre/Post	0.00	0.76
25) I take personal risks and continue learning about engagement, inclusion, and leadership	32	6.16	7.44	29-Item Retrospective Pre/Post	0.00	0.81
26) I take personal risks in raising issues of equity and inclusion to my unit/department leaders	32	5.47	6.69	29-Item Retrospective Pre/Post	0.00	0.80

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: $p < .05$. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

B7. Building strong, inclusive communities (continued)

Question	N	Pretest Average	Posttest Average	Assessment	P-value[a]	Cohen's D statistic[b]
28) I work to build an inclusive community which recognizes and incorporates differences in the identities and perspectives of all of its members	31	6.65	7.84	29-Item Retrospective Pre/Post	0.00	0.77
29) I lead by identifying what's working and what we collectively want more of	31	5.26	6.74	29-Item Retrospective Pre/Post	0.00	0.85

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: p < .05. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

B8. Systems thinking and working for justice

Question	N	Pretest Average	Posttest Average	Assessment	P-value[a]	Cohen's D statistic[b]
19) I lead by raising issues of equity and inclusion to my unit/department leaders	96	5.23	7.29	23-Item Retrospective	0.00	0.80
20) I can identify systemic practices that value some social/cultural groups over others	96	5.25	7.45	23-Item Retrospective	0.00	0.82
27) I can identify and articulate systemic practices and value that privilege some social/cultural groups and some voices over others	31	6.32	7.74	29-Item Retrospective Pre/Post	0.00	0.79

[a] The Wilcoxon Signed Ranks Test was used to determine whether changes in self-reported confidence levels using inclusive leadership skills are statistically significant. Differences are significant at: p < .05. In addition, not all respondents had both pretest and posttest data; therefore, significance testing analysis included a smaller number of respondents than included in the descriptive statistics.

[b] Cohen's classification was used to determine the magnitude of changes between the pretest and posttest, or effect sizes. Effect size guidance: 0.2 (small effect), 0.5 (moderate effect) and 0.8 and above (large effect).

C. SEED Course Evaluation Results

C1. Level of agreement with meeting SEED course objectives – Leadership Institute (N=213)

To what extent do you agree that the course met the stated objectives:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1) To authentically participate in the process of co-creating a community of social justice dialogue.	70%	29%	1%	0%	<1%
2) To critically reflect on and share our relevant personal experiences with power, privilege, oppression and resistance across race, class, gender, sexuality, ability, religion and other social groups that have been historically marginalized and underrepresented.	65%	32%	1%	1%	<1%
3) To develop a better understanding of institutional oppression and examine our individual roles as both oppressors and oppressed.	60%	33%	7%	0%	0%
4) To provide opportunities in which participants are open to being vulnerable and to feel uncomfortable with each other in order to have critical, open, and honest dialogues around issues of identity and social justice.	61%	34%	3%	2%	2%
5) To be agents of our own education.	59%	33%	6%	1%	<1%
6) To promote application of knowledge and experiences gained through the course.	67%	30%	2%	0%	0%

Note. This table presents data from SEED course evaluations. Respondents rated their level of agreement with each assessment question with the following response options: strongly agree, agree, neutral, disagree, and strongly disagree. Cumulative percentages may differ from 100% due to rounding.

C2. Course aspects for which SEED students learned the most (N=213)

The course specifically examined experiences with five aspects of social identity; which section of the course/aspect of identity did you feel was the strongest learning for yourself?	%	N
Race/Racism/White Privilege	31%	66
Ability/dis-Ability/Ableism	20%	42
Gender/Sexuality/Patriarchy	19%	41
Class/Classism/Capitalism	11%	24
Nationality/Citizenship	5%	11
Don't know or did not answer	14%	29

Note. This table presents data from SEED course evaluations. Respondents could select one response option.

C3. Course aspects that need improvement (N=213)

Which section of the course/aspects of identity do you think could be most improved upon?	%	N
Gender/Sexuality/Patriarchy	27%	57
Nationality/Citizenship	12%	26
Race/Racism/White Privilege	12%	25
Ability/dis-Ability/Ableism	12%	26
Class/Classism/Capitalism	10%	22
Don't know or did not answer	27%	57

Note. This table presents data from SEED course evaluations. Respondents could select one response option.

C5. Level of agreement with recommending the SEED course to peer (N=110)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Would you recommend Student SEED to your peers?	83%	16%	<1%	0%	0%

Note. This table presents data from SEED course evaluations. Respondents rated their level of agreement with each assessment question with the following response options: strongly agree, agree, neutral, disagree, and strongly disagree. Cumulative percentages may differ from 100% due to rounding.

Acknowledgments

Wilder Research, a division of Amherst H. Wilder Foundation, is a nationally respected nonprofit research and evaluation group. For more than 100 years, Wilder Research has gathered and interpreted facts and trends to help families and communities thrive, get at the core of community concerns, and uncover issues that are overlooked or poorly understood.

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