

## Organizational Profile

Chadbourne Residential College (CRC) is the largest living-learning community at UW-Madison. It is a major arm of Chadbourne Residence Hall, a dorm at the University. The CRC aims to allow residents, typically first-year students, to learn about what it means to be a liberally educated student and how to optimize their campus experience. In order to do this, the CRC partners with the College of Letters & Science, the Writing Center, Cross-College Advising, University Health Services' Let's Talk, and more.

Chadbourne Residential College was implemented as a learning community within Chadbourne around 1997. As of the 2025/2026 school year, the CRC employs one Faculty Director, one Program Manager, eleven Peer Mentors, three Learning Community Program Assistants (LCPAs), and works closely with the housing staff on hand (ten House Fellows, one Residence Life Coordinator) to ensure the best-possible experience for its 600 residents.

With a budget of roughly 125,000 dollars, CRC's budget comes from learning community fees collected from residents (250 dollars per resident per year), plus a series of deductions from housing. It's Program Manager, Kim Lowe, manages and presents the budget to UW Housing for each school year. About a third of the budget goes towards student staff salaries, and the rest goes towards funding additional services available to students at the dorm (such as the Writing Center), purchasing swag and clothing (such as shirts, mugs, and stickers), and most notably, creating and staging major events and programs for residents of the dorm. The main events and programs that the CRC stages are:

1. *CRC First Year Seminar: Foundations of a Liberal Arts Education*: residents have the option to sign up for the one-credit seminar class in the fall of their Freshman year. The syllabus is created by the Faculty Director and co-taught along with two Teaching Assistants. Students meet weekly with their small groups to discuss topics at hand, and engage at least twice in community-wide engagement events (one of which includes a presentation from the Dean of the College of Letters & Science).
2. *Cohorts*: Each Peer Mentor is given a collection of around 55-60 students, randomly distributed around the building (although residents are partnered with their roommates).

Peer Mentors host specialized programming (for example, taking residents out for ice cream at Memorial Union, or touring the nuclear reactor at Engineering Hall), allowing residents to feel more comfortable and close with others than those on their floor, creating a closer overall learning community.

3. *CRC Olympics*: Staged in the spring, residents are assigned a team and color by floor, where they then compete in four weekly events (flag decorating, scavenger hunt, etc.) and have a closing ceremony. Roughly 45-55% of all residents will engage with at least one event.
4. *CRC Block Party*: Set in the first two weeks of the school year, residents are presented with a block party in the back of Chadbourne Residence Hall. At least four local food vendors are represented, with other activities such as Jenga, tapestry making, and hopscotch available for them to enjoy. In 2025, roughly 270 residents and House Fellows attended.

Along with these, a number of other regular and time-appropriate events are staged throughout the year, with approximately 80% of residents engaging with learning community staff at least once.

As the CRC plans to transition between Faculty Directors, they have identified a key time for strategic planning and determining what they should keep from the previous Faculty Director and what the new one should think about implementing.

### **Stakeholder Analysis**

Table 1.1 shows a sample selection of stakeholder groups for the CRC. This includes the specific roles, inputs, as well as data collection plans (method and inquiry). Internal Stakeholders include the Faculty Director, Program Manager, Peer Mentors, and Learning Community Program Associates. External Stakeholders include current residents, the Residence Life Coordinator for Chadbourne, the College of Letters & Science Associate Dean of Student Academic Affairs and Undergraduate Advising, and Chadbourne House Fellows.

Table 1.1 Stakeholder Analysis			
Stakeholder Group	Role/Influence	Information/Input	Data Collection
<b>Internal Stakeholders</b>			
<b>Faculty Director (1)</b>	<i>Moderate Influence</i> Create the syllabus for the CRC Seminar, oversee at least 3 designated programs per year, oversee seminar TAs, and teach students in the seminar.	Insight into what works, what has been tried, and what changes have occurred over the last 5 or so years.	Method: 1:1 Interview Inquiry: What do you hope the new faculty director understands about the role before they take it on? What is your least/favorite/ part of running seminar?
<b>Program Manager (1)</b>	<i>High Influence</i> Oversees all student staff, delegates the budget, and approves all programming. Works with L&S directly.	Insight into budget, general ins and outs of overall CRC flow, understanding of both L&S, Housing, and other external stakeholders.	Method: 1:1 Interview Inquiry: What is the turnover rate of staff members? What has worked to keep student staff engaged in the past? What is your workload like ?
<b>Peer Mentors (11)</b>	<i>Moderate Influence</i> Mentor students through 1:1 office hours, run cohorts, and staff events.	Workload, the skills they have gained from the job, and experiences with working directly with residents from a peer perspective.	Method: Survey Inquiry: What skills have you gained from this role? Why did you choose to apply? What do you like about it?
<b>Learning Community Program Assistants (3)</b>	<i>Moderate Influence</i> Pitch, create, promote, and run events.	Knowledge of what it is like as a staff member, workload, background in programming and event planning, and experiences working directly with residents from a peer perspective.	Method: Focus Group Inquiry: In what program areas do you think the CRC could improve? How has working at the CRC improved your skills for post-grad jobs?
<b>External Stakeholders</b>			
<b>Current Residents (600)</b>	<i>Low Influence</i> Attend programming, experience mentorship, and attend seminar.	Experiences with programming and events, thoughts, and feelings around possible future activities, and engagement with CRC through social media.	Method: Survey Inquiry: Why do you choose to go to CRC events? Why not? What do you feel you gain from attending events? What would encourage you to attend in the future?

Table 1.1 Stakeholder Analysis			
Stakeholder Group	Role/Influence	Information/Input	Data Collection
<b>External Stakeholders (Cont.)</b>			
<b>Residence Life Coordinator for Chadbourne (1)</b>	<i>Low Influence</i> Oversees residents' health and safety in Chadbourne. Deals with emergencies, roommate issues, move-in and move-out, and supervises House Fellows.	Understanding of general liability issues and limitations around programming and events can provide information on the history of any issues between roommates/floors/residents.	Method: 1:1 Interview Inquiry: How does the CRC being a building-wide residence hall impact your work? What do you hope the new faculty director understands about the role before they take it on?
<b>College of Letters &amp; Science Associate Dean of Student Academic Affairs and Undergraduate Advising (1)</b>	<i>High Influence</i> Oversees the CRC as an official L&S Learning Community.	Ensures that the CRC promotes L&S programs, structures, majors, and organizations.	Method: 1:1 Interview Inquiry: How would you describe the CRC's general role in the L&S student community? In what program areas do you think the CRC could improve?
<b>Chadbourne House Fellows (10)</b>	<i>Low Influence</i> Manages day-to-day issues with residents, monitors living situations, and lives in the dorm on different floors	Can provide information as possible alumni/multi-year residents, has the most/consistent access to residents out of all staff members	Method: Focus Group Inquiry: How can the learning community staff at the CRC work with your team better? Why do you choose to go to CRC events? Why not? Do you promote events to your residents?

Chadbourne Residential College has chosen to focus its stakeholder interviews around the questions of: What do you hope the new faculty director understands about the role before they take it on; what do you feel you gain from attending events; and in what program areas do you think the CRC could improve. Given this, SJM Consulting recommends using the following questions for the current residents and Learning Community Program Assistants stakeholder groups. We are happy to provide additional question guides upon request.

Internal - Learning Community Program Assistants

1. How do you currently work with the faculty director at the CRC?

2. What works best in your role? What doesn't?
3. In what program areas do you think the CRC could improve?
4. What does the current faculty director do well? What could they improve on?
5. Why do you think certain programs work better than others?

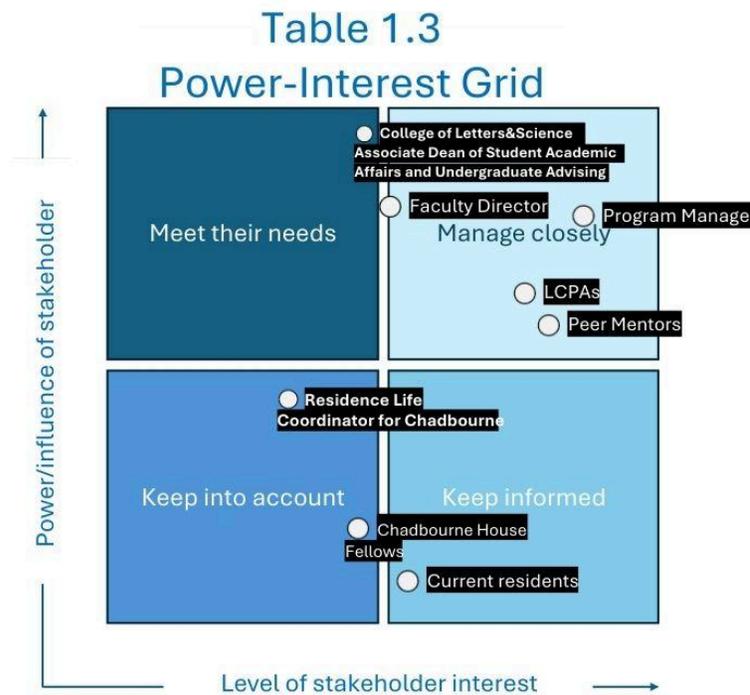
External - Current Residents

1. What do you feel you gain from attending events?
2. In what program areas do you think the CRC could improve?
3. How often do you interact with the current faculty director?
4. Did you choose to attend seminar? Why or why not?
5. Would you recommend the CRC for future students? Why or why not?

Table 1.2 Stakeholder Support				
Role	Current Support	Desired Support	Their Motivation	What You Can Do
<b>Peer Mentors</b>	+2	+3	Enjoy spending time on the job with their friends, getting paid, and feel as though they are making a difference.	Showcase appreciation for them as employees through shoutouts at meetings, thank you emails, and verbal support.
<b>Learning Community Program Assistants</b>	+1.5	+2.5	Work and make money at an organization that is accessible to campus and fun to be at.	Weekly check-ins and 1:1 support meetings. Socialize them with other staff members so they feel more at home with the larger team.
<b>Current Residents</b>	0.5	+1.5	Enjoy the "free" perks of living at Chadbourne Residence Hall.	Emphasize other skills and knowledge students gain from attending programming and events while still maintaining the fun and free aspect of their nature.

Role	Current Support	Desired Support	Their Motivation	What You Can Do
<b>College of Letters &amp; Science Associate Dean of Student Academic Affairs and Undergraduate Advising</b>	+0	+1	Ensure that the CRC is aligned with the College of Letters & Science guidelines and that students have a positive association with the college while living in the dorm.	Send monthly reports showcasing students who are especially interacting with L&S resources in the building, and partner with L&S specifically for certain events and programs.

**Stakeholder Power vs. Interest**



Faculty Director

- Medium Interest as they have other classes they teach and are engaged with other aspects of academic life, but they applied and chose to be in this role.

- High Power as they have the ability to pick the program manager, create the syllabus for seminar, and generally dictate the general direction of the learning community as they wish.

#### Program Manager

- High Interest as this is their sole job focus.
- Medium-High Power as they are subject to the faculty director and L&S's final wishes, as well as UW-Madison Housing as a whole. However, they are responsible for the day-to-day happenings in the CRC.

#### Peer Mentors

- High Interest as they are past residents of the CRC and chose to be in this role, choosing to apply fully understanding what it entails, as well as they are out of a job if they do not do it properly.
- Medium Power as they report to full-time and part-time general directors of the building and do not have final say over any decisions made.

#### Learning Community Program Assistants (LCPAs)

- Medium-High Interest as they are not all past residents of the CRC and do not have the same buy-in that Peer Mentors do. However, they are out of a job if they do not do it properly.
- Medium Power as they report to full-time and part-time general directors of the building and do not have final say over any decisions made. They have higher power than Peer Mentors as they generally get to pitch and create events as they wish.

#### Current Residents

- Medium Interest as they automatically are invited to events as residents of the building. Most students like free things, and a majority of events offer this. But, they may not think it is cool or worth their time.
- Low Power as they have no ability to dictate what happens or when regarding programming and events.

#### Residence Life Coordinator for Chadbourne

- Medium-Low Interest as they are technically not affiliated with the learning community aspects

of Chadbourne, but they still work closely with the program manager on making sure residents are kept satisfied and happy with their dorm placement. They want their residents to enjoy living in the dorm.

- Medium Power as they can request events to be cancelled or changed based on possible foreseeable outcomes or conflicts that might arise.

#### College of Letters & Science Associate Dean of Student Academic Affairs and Undergraduate Advising

- Medium Interest as they want to ensure that freshmen are choosing L&S and have a good association with it.

- High Power as they are responsible for having final say over any and all programming, hiring, and other decision-making at the CRC.

#### Chadbourne House Fellows

- Medium Interest as they want to ensure their residents enjoy living in the dorm and also enjoy the free perks they can enjoy as residents themselves.

- Low Power as they have no ability to dictate what happens or when regarding programming and events.

### **Plan for Inclusivity**

As the CRC transitions into its new phase of leadership and strategic focus, balancing inclusivity with operational efficiency will be essential for sustaining its mission as a vibrant, student-centered learning community. Ensuring broad stakeholder representation (student staff, residents, campus partners, administrators, etc.) strengthens the planning process by bringing varied lived experiences, organizational knowledge, and culturally informed perspectives to the table. These insights help the CRC not only refine programs and allocate resources more effectively but also identify root causes underlying engagement patterns, program success, and barriers that different student groups may face.

At the same time, it is important to note that strategic planning must be structured in a way that respects the staff's capacity and preserves the CRC's ability to deliver throughout the academic year. By creating a planning process that is both participatory and efficient, the CRC

can ensure continuity, build trust across stakeholder groups, and empower the incoming Faculty Director with a clear and community-grounded roadmap for the years ahead. SJM Consulting's recommendations for maximizing inclusivity without overextending capacity are as follows:

1. Establish short, periodic opportunities to allow stakeholders to contribute insights without requiring long meetings or lengthy commitments.
2. Collect feedback during already scheduled activities rather than creating additional standalone planning sessions.
3. Create small, rotating stakeholder groups (3-5 Peer Mentors or 5-10 Residents at a time) that meet briefly with leadership each month to provide representative input while spreading the workload equitably across the year.
4. Provide asynchronous participation options for programming and events to reduce the barrier to entry.