During the 2003-04 academic year the Faculty Senate charged an ad hoc committee to study the results of the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE). Under the leadership of Provost Telfer, the ad hoc committee identified three areas for improvement of the educational environment at UW-Whitewater that the committee believed could be enhanced through specific, strategic efforts. These areas were: Diversity, Mental Activities, and Expectations. The ad hoc committee developed and recommended to the Faculty Senate various strategies that the committee believed would enhance the identified areas of improvement. These strategies were stated in resolution format and forwarded by the Faculty Senate to Chancellor Miller for his approval.

Resolutions, FS0304-31, states - “the Faculty Senate recommends that the New Student Seminar course provide opportunities for students to engage in discussions with individuals from diverse backgrounds”. As a result of this resolution, the Cultural Identity Workshop was developed and implemented with students enrolled in the New Student Seminar class during the Fall, 2004 semester.

Development of Cultural Identity Workshop:
In April, 2004, Ron Buchholz, Leadership Development, and Linda Long, New Student Programs, established a work team of several faculty and staff to talk about the development of a diversity workshop that would accommodate all students expected to enroll in the New Student Seminar course in the Fall, 2004 semester. Other members of this work team included: Carolyn Morgan, Psychology; PB Poorman, Psychology; John Luecke, Communications; Kim Simes, New Student Programs; Samantha Ninnemann, Center for Students with Disabilities; Pam Tanner, Academic Advising & Exploration Center; Terry Tumbarello, Residence Life; Sandi Scott Duex, Residence Life; Davie Williams, Multicultural Education Center; and Ray Neal, Residence Life. This group met a number of times to develop the name, purpose, format, and implementation strategy of these workshops.

The work team decided upon “Cultural Identity Workshop” as the name for the workshop experience that would be offered to students enrolled in the New Student Seminar course. The goal of the Cultural Identity Workshop was “to create an atmosphere on campus where people can explore, be open, learn, and decide for themselves how they choose to live in a world that is diverse”. The objectives for this workshop were:

- To provide participants with an opportunity to learn more about their own cultural identity;
- To provide participants with key concepts and definitions to foster a higher-level of cultural awareness;
- To provide participants an opportunity to hold intentional conversations and interactions with others from backgrounds different than their own;
- To provide participants an opportunity to begin recognizing the misinformation they have learned about various identity groups;
- To provide an opportunity for participants to learn about discrimination, oppression, privilege, and power.
The work team decided to use a portion of the National Coalition Building Institute’s (NCBI) “Prejudice Reduction Workshop” for the primary content of the workshop. The Prejudice Reduction Workshop is a series of activities designed to develop a greater awareness of cultural identity, stereotyping, and the effects of discrimination. In addition, it was agreed to add a workshop introduction that incorporated the importance of being culturally competent, as well as a closing segment encouraging students to make use of campus resources for further cultural development.

Workshop facilitators were recruited from the faculty and staff. The goal was to have each workshop staffed by three to five faculty and staff who would serve as facilitators for the workshop. Each workshop included one lead facilitator. A lead facilitator was a faculty or staff member who had previously completed the training for the NCBI Prejudice Reduction Workshop. In all, twenty-three (23) faculty and staff served as facilitators for the workshop. Of the twenty-three, there were seven (7) faculty and sixteen (16) staff from both Academic and Student Affairs. A list of all facilitators is included with this document (see Attachment 1).

**Description of the Cultural Identity Workshop:**
The Cultural Identity Workshop was a two-hour workshop that was repeated thirteen (13) times during the Fall 2004 semester in order to accommodate all students enrolled in the New Student Seminar. The workshop was offered five (5) times during the week of September 27th for those students enrolled in eight-week sections, and it was offered eight (8) times during the weeks of November 1st and 8th to accommodate those students enrolled in sixteen-week sections. In all, the workshop could accommodate all 1,000 students enrolled in the New Student Seminar.

The format for the workshop included the following activities:
- Introduction - definition of culture and purpose of workshop
- Two exercises to help students understand the concept of cultural identity, and to share with others their own identities
- Exercise about stereotyping
- Exercise about the personal effects of stereotyping and discrimination
- Closing – overview of where to go from here

At each of the workshops were posted large posters with the following definitions: Culture, Discrimination, Oppression, Stereotyping, Racism, Sexism, Homophobia, Ageism, Able-ism, and other related definitions. These posters helped to create a climate within the workshop facility, and provided opportunity for discussion and reflection among participants.

At the end of each workshop students received a t-shirt with the Student Affairs theme and logo “Choose to Make a Difference” printed on the front of the shirt, and one of two messages printed on the back – either “Choosing to End… Racism, Sexism, Homophobia, etc, or “Choosing to be…Tolerant, Respectful, etc.

Also at the end of each workshop students were asked to complete a written questionnaire to provide feedback about their workshop experience. Survey questions were developed with the help of Dr. Steve Friedman, Research & Sponsored Programs, and Dr. Anne Durst, Educational Foundations.

**Participation:**
Of the fifty-six (56) sections of the New Student Seminar offered in the Fall 2004 semester, thirty-two (32) of the instructors required student participation, fourteen (14) awarded extra
credit, and ten (10) did not ask their students to participate. A total of 587 students, slightly higher than 28% of the freshman class, completed the workshop.

Assessment:
Results of Survey:
544 students completed the survey immediately upon the conclusion of each of the workshops. A summary of the results of this survey is included with this document (see Attachment 2). In reviewing questions whether or not students believed that the workshop added to their understanding of diversity, would help them interact with others of different backgrounds, and whether or not the workshop helped them see the world through others’ eyes, it is important to note that seventy-five (75) percent of those taking the survey indicated that they believed the workshop helped them “some” (45%) or “a lot” (30%).

Review of Papers:
Some of the New Student Instructors required students to write a paper or journal article reflecting on the experience. Copies of student papers were collected from two classes (Buchholz, Mackin) in order to get a sense of student opinion about the workshop as a learning exercise. In general, the majority of comments expressed by students followed the same theme – students didn’t want to attend but had to for class, they thought they would be “lectured” and they’d find it boring, but they were somewhat surprised and actually learned about culture. Following are three comments quoted from students. The first comment could be classified as positive, the second as neutral, and the third as critical of the workshop experience.

“When I was walking home from the workshop I honestly felt more open-minded and accepting of the people around me. I also felt self-pride about who I am, where I came from, and my inner beliefs. It was amazing that after only these short two hours I could feel these emotions so strongly. I felt harmony with all my neighbors. I guess the workshop gave me another way to comprehend other’s morals and values.”

“Overall, this workshop was alright. Although I’ve been brought up in a small town and haven’t been exposed to a lot of culture, I consider myself to be open to new people that come from different backgrounds. The activities we did were interesting and I learned about myself and others, but I guess I would’ve liked to have learned more in depth about certain cultures than to focus on the stereotypes that go along with them.”

“I don’t believe that I think differently about anyone or anything after this workshop. I still have the same respect for every culture now as when I did before the program. I never had a problem with not getting along with someone of a different culture so the only way I could have changed was for the worse and that is not what this program was about. I’m sure some of the people that went there learned but I was not one of those people. Overall the workshop was not that great. Part of the reason could be because I am shy and I don’t like meeting people because someone tells me I have to, I like to do it on my own. For me this experience was not worth its while.”

Focus Groups:
Two student leaders (Melissa Grosso and Sarah Kouba) worked with Dr. Durst, Dr. Friedman, and Mr. Buchholz during the Spring 2005 semester to design and facilitate two focus groups to gather information from first year students about their perspective on diversity, and whether or not the Cultural Identity Workshop was a valuable learning experience. The first focus group was conducted on March 15, 2005 (n=8) for students who had attended the Cultural Identity Workshop in the fall semester. The second focus group was held on March 31, 2005 (n=4) for first year students who did not attend the Cultural Identity Workshop. According to Dr. Durst’s
analysis, students who attended the workshop mentioned “gender, ideas, race, backgrounds, locations, traditions,” as they defined diversity, and engaged in what the focus group leaders described as a lively discussion. The group that hadn’t attended the workshop, in contrast, had less to say and focused on race, culture, and “different people.” In general, according to the focus group leaders (Grosso, Kouba) students who attended the workshop had a broader understanding of diversity. According to the focus group leaders, students who completed the workshop reported that the University should require all students to participate in a similar experience, while students who did not complete the workshop believed these types of experiences should not be required.

National Survey of Student Engagement Trend Data 2001-2004–:
Below is a table that reviews the NSSE questions relevant to diversity for UWW Freshmen. While this is worthwhile to review, it is comparing different freshmen classes, and it would be difficult to say why scores vary for each of the items.

<table>
<thead>
<tr>
<th>1. Academic, Intellectual, and Social Experiences:</th>
<th>In your experience at your institution during the current school year, about how often have you done each of the following?</th>
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<tr>
<td>e. Included diverse perspectives in class discussions or writing assignments</td>
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<td></td>
<td>2.57</td>
<td>2.68</td>
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<td>u. Had serious conversations with students of a different race or ethnicity than your own</td>
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<td></td>
<td>2.36</td>
<td>2.35</td>
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<tr>
<td>v. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.</td>
<td></td>
<td></td>
<td></td>
<td>2.55</td>
<td>2.61</td>
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<th>11. Educational and Personal Growth:</th>
<th>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</th>
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<tr>
<td>1= Very little</td>
<td>2= Some</td>
<td>3= Quite a bit</td>
<td>4= Very Much</td>
<td>2004</td>
<td>2003</td>
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<tr>
<td>l. Understanding people of other racial and ethnic backgrounds</td>
<td></td>
<td></td>
<td></td>
<td>2.50</td>
<td>2.41</td>
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<th>12. Institutional Environment:</th>
<th>To what extent does your Institution emphasize each of the following?</th>
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<td>c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.</td>
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<td></td>
<td></td>
<td>2.54</td>
<td>2.38</td>
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